
Electronic Thesis and Dissertation Repository

August 2013

Core French Teachers' Perceptions of ELL Inclusion: A Mixed-Methods Investigation

Jordana F. Garbati

The University of Western Ontario

Supervisor

Dr. Farahnaz Faez


The University of Western Ontario

Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree in Doctor of Philosophy

© Jordana F. Garbati 2013

Follow this and additional works at: <https://ir.lib.uwo.ca/etd>

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#)

Recommended Citation

Garbati, Jordana F., "Core French Teachers' Perceptions of ELL Inclusion: A Mixed-Methods Investigation" (2013). *Electronic Thesis and Dissertation Repository*. 1496.
<https://ir.lib.uwo.ca/etd/1496>

This Dissertation/Thesis is brought to you for free and open access by Scholarship@Western. It has been accepted for inclusion in Electronic Thesis and Dissertation Repository by an authorized administrator of Scholarship@Western. For more information, please contact tadam@uwo.ca.

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION: A MIXED-
METHODS INVESTIGATION

(Thesis format: Monograph)

by

Jordana F. Garbati

Graduate Program in Education

A thesis submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

The School of Graduate and Postdoctoral Studies
The University of Western Ontario
London, Ontario, Canada

© Jordana F. Garbati 2013

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

ABSTRACT

Canada is perceived around the world as a bilingual country that embraces linguistic and cultural diversity. The purpose of this study was to examine French as a second language (FSL) teachers' attitudes toward inclusion of English language learners (ELLs) and the contributing factors affecting teachers' attitudes toward ELLs. The province of Ontario served as the context for this study and the participants were elementary core French (CF) (where French is taught as a subject) teachers. Theories of multilingualism and positioning theory were drawn on in order to understand CF teachers' perceptions of ELL inclusion and the contributing factors affecting these perceptions. This work is situated within the literature of FSL education, ELL inclusion, teachers' attitudes, and teachers' sense of self-efficacy. The study utilized a mixed-methods approach and the data were collected from surveys (n=76) and interviews (n=9) with CF teachers. Data, during the analysis stages, were divided into sub-groups; the sub-groups included teachers who taught in high- and low-ELL regions (as determined by statistical information), teachers who taught in high- and low-ELL categories (as determined by the percentage of ELLs each teacher taught), as well as novice and experienced teacher groups. The purpose for these groupings was to determine the similarities and differences among and between groups. Overall findings suggest that while teachers, overall, demonstrate generally positive attitudes toward ELL inclusion in CF, they express many challenges, including, but not limited to workload demands, preparation time, ELLs' use of L1, availability of appropriate resources, and ELLs' grade entry level in CF. This research adds to the knowledge base of teachers' perceptions of ELLs and offers new insight into the particularities of the Ontario CF classroom context.

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

Key words: French as a Second Language, English as a Second Language, English language learners (ELLs), inclusion, teachers' perceptions, multilingualism, positioning theory, mixed-methods

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

ACKNOWLEDGEMENTS

It is with tremendous joy that I take this opportunity to thank the many people who have offered words of wisdom, provided steady encouragement, and shared in my successes and struggles over the course of my doctoral journey.

I extend gratitude to Dr. Farahnaz Faez, my supervisor, for her consistently honest guidance and mentorship. She has provided incredible insight into the development of this project and I admire her dedication to research and teaching. I appreciate her positivity during challenging times and I feel fortunate to have celebrated many successes with her.

I would like to thank Dr. Shelley Taylor for her thoughtful input and considerate advice. I appreciate her ability to synthesize ideas clearly and purposefully. I admire her intelligence and I value her kindness.

This research would not have been possible without the involvement of teachers who shared their opinions, welcomed me into their lives, and trusted in my abilities. I was motivated by their interest and enthusiasm in this project.

I gratefully acknowledge the financial support of the Social Sciences and Humanities Research Council (SSHRC) of Canada, the Ontario Graduate Scholarship (OGS), and the University of Western Ontario.

The support that I have received from the faculty, librarians, and staff at the Faculty of Education and King's University College has been superb. The individuals with whom I have worked have impressed me with their generosity and commitment to education.

I thank my colleagues for the opportunity to engage in interesting discussions as well as for their thoughtful questions and words of encouragement.

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

My friends – near and far – have been inspirational and supportive throughout my graduate studies. I thank them for their kindness, for their willingness to share in my moments of joy and sadness, and for always making me laugh.

Finally, I would like to extend my extreme gratitude to my family. They have been my strongest support network throughout my career as a “professional student”. I am tremendously thankful for their guidance, encouragement, and love. It is with incredible pride and pleasure that I tell them that I am done school. (For now.)

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

TABLE OF CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	x
LIST OF APPENDICES.....	xii
LIST OF ACRONYMS.....	xiii
CHAPTER 1 INTRODUCTION.....	1
Rationale.....	1
Research Questions.....	3
Overview of the Dissertation.....	4
CHAPTER 2 RELEVANT RESEARCH AND THEORETICAL FRAMEWORK.....	5
Setting the Context.....	5
Canada's Linguistic Landscape.....	5
Immigration Statistics.....	6
Structure of French as a Second Language in Ontario.....	9
Policy – ELLs in FSL.....	13
Literature Review.....	17
The Inclusive Education Approach.....	17
Equity and Access.....	18
Influence of Prior Learning and Use of L1.....	19
ELLs and Content-Based Instruction: A Success or a Challenge?.....	21
Teacher Preparation and Practices.....	26
Importance of Teachers' Attitudes.....	29
Teachers' Sense of Self-efficacy.....	34
Theoretical Framework.....	37
Theories of Multilingualism.....	37
Additive versus subtractive bilingualism.....	38
Multiple repertoires.....	39
Learning multiple languages.....	40
Context for language learning.....	41
Positioning Theory.....	42
CHAPTER 3 METHODOLOGY.....	46
Introduction.....	46
Definition and Suitability of Mixed Methods.....	46
Triangulation, Validity and Reliability.....	48
Positioning Myself as a Researcher.....	51
Context of Study.....	52
Methods: Sources of Data.....	54
Phase 1: Survey of All CF Teacher Participants.....	54
Phase 2: Interviews with CF Teachers.....	55
Phase 3: Classroom Observations.....	56

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

The Ethical Review Process.....	57
Participant Recruitment	59
School Boards	59
Snowballing	60
Facebook.....	60
OMLTA Conference.....	60
CASLT.....	60
Participant Characteristics	61
Survey Participants: General.....	61
Survey Participants: Regional and Categorical Distinction.....	64
Survey participants: By region.....	65
Low-ELL populated region.....	65
High-ELL populated region.....	66
Comparison of survey participant characteristics by region.....	67
Survey participants: By category.....	70
Low-ELL populated category ($\leq 4\%$).....	71
High-ELL populated category ($\geq 12.77\%$).....	72
Interview Participants	73
Grace (Board 1).....	73
Jane (Board 1).....	74
Sara (Board 1).....	74
Karen (Board 5).....	74
Laura (Board 5).....	75
Megan (Board 5).....	75
Trevor (Board 3).....	75
Georgia (Board 3).....	76
Melanie (Other Board).....	76
Comparison of participant characteristics: Interviews.....	77
Data Analysis	78
Summary	80
CHAPTER 4 FINDINGS TEACHERS' PERCEPTIONS OF ELL INCLUSION	81
Introduction.....	81
The Data Set.....	81
Total	81
Region and Category Data Sets	81
Novice and Experienced Data Sets	82
Interview Participants	82
Teachers' Perceptions of ELL Inclusion.....	83
Overall.....	83
Attitudes toward ELL inclusion.....	85
Attitudes about entry level.....	87
By Region and Category	90
Attitudes toward ELL inclusion.....	90
Attitudes about entry level.....	96
Novice versus Experienced Teachers	98
Attitudes toward ELL inclusion.....	99

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

Attitudes about entry level.....	100
Perceived Benefits of ELL Inclusion in CF.....	102
Development of Language Acquisition Strategies	102
ELL as Mentor/Role-Model.....	104
Equitable Education	105
Challenges with ELL Inclusion	106
Main Challenges	106
Entry time/level of ELLs in CF	107
Simultaneous learning of English and French	109
Lesson and/or program adaptations for ELLs.....	111
Additional Challenges.....	112
ELL identification.....	112
Skill development of ELLs	112
Communication.....	113
Resources	113
Summary	114
CHAPTER 5 FINDINGS CONTRIBUTING FACTORS AFFECTING TEACHERS' ATTITUDES.....	115
Introduction.....	115
Professional Development Opportunities	115
Adaptations for ELLs.....	122
ELLs' Use of L1 in CF	127
Teachers' Preparedness to Teach.....	131
Summary	133
CHAPTER 6 DISCUSSION.....	134
Introduction.....	134
CF Teachers' Perceptions of ELL Inclusion.....	134
Learning English and French Simultaneously	134
ELLs' Use of the L1	136
ELLs as Mentors	139
Accommodations and Modifications	139
Do Teachers' Perceptions Change Depending on Grade Level?.....	140
Do Teachers' Perceptions Change Depending on Context?.....	143
Regions and categories.	143
Novice and experienced.....	145
Challenges to Teaching ELLs.....	146
Contributing Factors Affecting CF Teachers' Perceptions.....	149
Professional Development Opportunities	149
Teachers' Knowledge Base.....	153
Summary	154
CHAPTER 7 IMPLICATIONS AND CONCLUSION.....	155
Implications for Teaching and Learning.....	155
Implications for Research and Theory	158
Limitations of the Study.....	159
Future Directions for Research	160

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

Concluding Remarks.....	162
REFERENCES	164
APPENDICES	184
CURRICULUM VITAE.....	231

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

LIST OF TABLES

Table 1 School Board Pseudonyms, Locations, and Ethical Review Decisions	58
Table 2 Participants by School Board.....	61
Table 3 Summary of Survey Participant General Characteristics	63
Table 4 Characteristics of Region, School Board, and School: Low- and High-ELL Regions	68
Table 5 Characteristics of Teaching Context and Participant Background: Low- & High-ELL Regions	69
Table 6 Percentage of ELLs at Participants' Schools.....	70
Table 7 Participants' Language Learning and Teaching Background.....	77
Table 8 Participants' Current Teaching Context and Experience with ELLs.....	77
Table 9 Classification of Interview Participants.....	83
Table 10 CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF.....	84
Table 11 Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF.....	88
Table 12 CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF: By Region ^a and Category ^b	92
Table 13 Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF – By Region ^a and Category ^b	97
Table 14 Novice and Experienced CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF.....	99
Table 15 Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF – Novice versus Experienced	101
Table 16 CF Teachers' Perceptions and Attitudes Toward Professional Development.....	116
Table 17 CF Teachers' Perceptions and Attitudes Toward Professional Development – By Region ^a and Category ^b	117
Table 18 CF Teachers' Perceptions and Attitudes Toward Professional Development – Novice and Experienced	118
Table 19 CF Teachers' Perceptions and Attitudes Toward Modifications.....	122
Table 20 CF Teachers' Perceptions and Attitudes Toward Modifications – By Region ^a and Category ^b	123

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

Table 21 CF Teachers' Perceptions and Attitudes Toward Modifications – Novice and Experienced..... 126

Table 22 CF Teachers' Perceptions and Attitudes Toward Use of L1 127

Table 23 CF Teachers' Perceptions and Attitudes Toward Use of L1 – By Region^a and Category^b 128

Table 24 CF Teachers' Perceptions and Attitudes Toward Use of L1 – Novice and Experienced..... 129

Table 25 CF Teachers' Perceptions of Preparedness to Teach..... 133

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

LIST OF APPENDICES

Appendix A Teacher Survey..... 184
Appendix B Teacher Interview Questionnaire 192
Appendix C Ethical Letter – UWO..... 194
Appendix D Ethical Letters – School Boards 195
Appendix E Ethical Amendment – UWO..... 207
Appendix F Letters of Information & Consent (for all recruitment methods) 208
Appendix G Low- and High-ELL Region 213
Appendix H Low- and High-ELL Category 219
Appendix I Novice and Experienced 225

CORE FRENCH TEACHERS' PERCEPTIONS OF ELL INCLUSION

LIST OF ACRONYMS

Core French	CF
English Language Learner	ELL
English as a Second Language	ESL
French as a Second Language	FSL
First Language	L1
Second Language	L2
Third Language	L3
Second Language Acquisition	SLA

CHAPTER 1

INTRODUCTION

Rationale

In the last couple of decades, research has emerged regarding the inclusion of English language learners (ELLs)¹ in mainstream classes as opposed to separate English as a Second Language (ESL) classes (Duff, 2001). Considering the number of ELLs in Canadian classrooms², research investigating practices of inclusion has become an interest for government, ministries of education, and educational researchers. ELL inclusion is also of interest to teachers as it may affect curriculum design and implementation, teaching practices, and workload. This topic is also of interest to parents and students because it relates directly and indirectly to students' language development, identity, and future career opportunities. Much of the existing research in this area discusses ELL inclusion in content classes such as math, science and language arts (e.g., Rutledge, 2009, 2010; Yoon, 2008; Youngs & Youngs, 2001). In addition, there has been an emergence of research looking at teachers' attitudes and perceptions of ELL inclusion, but this has been mainly limited to mainstream elementary classroom contexts (see Reeves, 2002, 2004, 2009; Rutledge, 2009).

There may be an increase in complexity when it comes to ELL inclusion in French because at this point ELLs will be learning French as a third (or additional language) while their Canadian-born peers will be learning it as a second. Interaction in the French as a second language (FSL) classroom, although it is desirable be in French, often occurs in English which would require ELLs to have adequate knowledge of English in order to participate. Some may wonder whether ELLs should concentrate on acquiring one language

¹ I use the term ELL to refer to those students who do not have English or French as a mother tongue. This term is commonly used by researchers and the Ontario Ministry of Education.

² In one Toronto area school board, for example, approximately 50% of the students speak a language other than English at home (Toronto District School Board, 2013).

(e.g., English) before acquiring another (e.g., French). Previous FSL related research has looked at efficacy of program structures and ELL achievement in immersion and CF contexts in various schooling contexts across Canada (see Arnett, 2004, 2008; Carr, 2009; Mady, 2003, 2006, 2012a; Taylor, 1992, 2009). Although the existing research is valuable for our understanding of ELLs' language experiences and development as well as FSL program design and professional development, there has been no research that has delved into teachers' perceptions and attitudes of ELL inclusion in FSL (CF included). Exploring this issue will add new insight into the conversations about ELL inclusion in content classrooms and the current state of CF education in Canada. Findings resulting from this research will assist FSL teachers as they continue to develop awareness of language instruction and ELL inclusion.

Mady (2007a) states that because of the unprecedented number of ELL students in Canadian schools, "programming for and achievement of such students needs to be assessed" (p. 729). Educational policy for ELLs in FSL is still a new area of investigation. The work that has been conducted thus far has occurred in urban centers where there is a highly concentrated ELL population and only with respect to student achievement. It should be acknowledged though that as the Canadian immigration patterns are changing less densely populated areas are also facing challenges in various contexts. Mady and Turnbull (2010) point out that additional research is necessary and needs to be disseminated "in order to dispel common myths associated with learning additional languages so that decisions to include or exclude ELLs from learning French can be based on well-grounded evidence" (p. 19).

The research presented here is timely as it investigates some of the concerns in CF (i.e., where French is taught as a subject) and ELL education in Canada and reveals valuable

findings about ELL inclusion in CF. ELLs can be accommodated successfully in CF but it is up to the Ministries of Education to disseminate information that documents effective teaching strategies and best practices to CF teachers so that they are better prepared to meet the needs of ELLs. Lapkin, Mady and Arnott (2009) state that “[r]esearch of this nature should be a high priority for the Ministry and boards of education” (p. 24). Findings from this research are applicable not only to the Ontario context, but may be transferable to situations across Canada and potentially to other immigrant receiving countries.

Research Questions

The overarching aim of this research is to investigate CF teachers’ perceptions of ELL inclusion in elementary CF programs. This research also uncovers details about the contributing factors affecting teachers’ attitudes, their perceived knowledge base to teach ELLs in CF and the challenges they face in teaching ELLs in CF. The following questions guide this inquiry:

1. What are CF teachers’ perceptions and attitudes toward ELL inclusion in the CF program?
 - a. How do CF teachers’ perceptions and attitudes toward ELL inclusion in CF change depending on grade level?
 - b. How do CF teachers’ perceptions and attitudes toward ELL inclusion differ in high- and low-ELL populated contexts?
 - c. What challenges in teaching ELLs in CF do teachers face and how do they address them?
2. What are the contributing factors affecting CF teachers’ perceptions and attitudes of ELL inclusion in the CF program?

- a. What are CF teachers' perceptions and attitudes toward professional development opportunities they have received in regards to ELLs in CF? What factors influence these perceptions?
- b. What are CF teachers' perceptions of their required knowledge base to teach ELLs in CF? What factors influence these perceptions?

Overview of the Dissertation

This dissertation is organized into seven chapters. Chapter 2 provides contextual information about linguistic diversity in Canada, FSL, and ELL policies. It reviews literature in the areas of inclusive education, language learning, content-based instruction, teachers' preparedness to teach, and teacher attitudes. It also presents the theoretical orientations, namely theories of multilingualism and positioning theory, which ground this study. Chapter 3 presents the methods used for participant recruitment as well as the data collection and analysis techniques. The findings are presented in Chapters 4 and 5. Chapter 4 presents the findings related to the first main research question regarding teachers' perceptions while the findings in Chapter 5 focus on the factors influencing these perceptions. In Chapter 6 the findings are discussed in relation to previous research. Finally, Chapter 7 offers the implications, limitations, future directions, and conclusion.

CHAPTER 2

RELEVANT RESEARCH AND THEORETICAL FRAMEWORK

This chapter is divided into three sections. In the first section I set the context for the study by presenting statistical information about immigration policies and linguistic diversity in Canada. I also describe the structure, status and policies surrounding FSL programming. In the second section I review relevant literature in the areas of, for example, equitable and inclusive education and teacher attitudes. In the third section I outline the theory which informs this study.

Setting the Context

The world's current population, estimated at approximately 7.1 billion people (Population Reference Bureau, 2013), has knowledge of thousands of languages and dialects. Estimates of the number of second language learners run in the millions worldwide and students in formal school settings study languages other than their own either as a requirement of their academic program or for personal reasons (Hancock, 2001, p. 358). Bi/multilingualism is part of many peoples' lives around the world. Canada is a country which is proud and of its linguistic diversity. In order to understand the context for this study, this section presents: (a) statistical information about the linguistic diversity of the Canadian population in general, (b) statistical information regarding knowledge of languages of the immigrant population in Canada and in the province of Ontario, (c) the structure of FSL programs in Ontario, (d) a discussion of the status of FSL, and (e) government policy information about ELLs in FSL.

Canada's Linguistic Landscape

There are two official languages in Canada: English and French. Although bilingualism has been an official policy in this country for more than four decades, there remain

approximately half a million people who do not speak an official language (Edwards, 2004). The 2011 census revealed that 20.6% of Canadians (6.8 million people) reported to have a mother tongue other than English or French (Statistics Canada, 2012). In that same year, more than 200 languages were reported as a home language or mother tongue (Statistics Canada, 2012). Immigration has increased since the mid-1980s and most immigrants have a mother tongue other than English or French. In fact, the number of allophones³ has risen from 13% in 1986 to 17% in 1996 to just over 20% in 2011. It is to the immigrant population in Canada to which I now turn.

Immigration Statistics

Between the years 2001 and 2006 over 1.1 million immigrants⁴ settled in Canada. Of these, 80% were allophones (Statistics Canada, 2007). In reporting statistical data about immigrants, the Canadian government makes a distinction between permanent residents and temporary residents. Permanent residents are defined as those people who have settled in Canada and have lived in the country for at least two years (within a five-year period). They have all the rights guaranteed under the Canadian Charter of Rights and Freedoms such as equality, legal, and mobility rights along with freedom of expression and freedom of religion but they do not have the right to vote in elections (Citizenship & Immigration Canada/CIC,

³ The term “allophones” refers to people who do not have English or French as a mother tongue (Statistics Canada, 2007a).

⁴ Although the Canadian statistical data reflects both permanent and temporary resident populations, for the purpose of this study, I will use the term immigrants to refer to permanent residents. Using this term is in keeping with research in the field and will provide consistency in the language used in the study.

2010)⁵. As with Canadian citizens, permanent residents have the right to language education in French and English. Temporary residents, on the other hand, are given entry to Canada on a temporary basis under the authority of a valid documents (e.g., work permit, study permit).

Every year since 2001, Canada has received approximately 250,000 immigrants (e.g., 248, 748 immigrants settled in Canada in 2011, CIC, 2012). Approximately 10% of immigrants settling in Canada each year in the same time period were under the age of 15 (e.g., 7.3% of immigrants were between the ages of 5 and 14 in 2011; a total of 18, 229 people, Statistics Canada, 2012).

In terms of language ability, in 2011, approximately 87.3% of immigrants in Canada had a mother tongue that was not English or French⁶ (CIC, 2012). In that same year, Canada received the highest number of immigrants (34, 991) from the Philippines, a country where French or English are not official languages. The second source country was China (28, 696 immigrants), which is also a country where French or English are not official languages. Source countries that follow include India, the United States and Iran accounting for a combined total of approximately 40, 634 immigrants (CIC, 2012). These statistics are relevant as they demonstrate immigrants' existing linguistic knowledge. As well, these statistics demonstrate the importance of English and/or French language education for immigrants so that they will be able to successfully integrate, adjust and contribute to life in Canada.

⁵ Statistical information about temporary residents (e.g., foreign students, foreign workers) is not relevant for this research because their residence is only temporary in Canada.

⁶ Tagalog, Arabic, and Mandarin were the top three mother tongues of permanent residents in 2011. These top three mother tongues represent 33.2% of the permanent resident population in 2011 (CIC, 2012, p. 48).

Although the information about the Canadian population is relevant, it is important to take a closer look at a more specific context, as this will provide a snapshot for the current study. ELLs reside in various provinces across Canada but the majority of permanent residents (40%) reside in the province of Ontario. One quarter of immigrants in Ontario (24.9%) report that they do not possess English or French language ability (CIC, 2012).

The percentage of immigrants settling in cities and towns across the province of Ontario varies greatly. Most Canadians (80%) who reported speaking a language other than English, French or an Aboriginal language⁷, resided in a major metropolitan area (e.g., Toronto, Montreal, Vancouver, Calgary, Edmonton, and Ottawa). Languages most often used at home in these areas included Punjabi, Arabic, Spanish and Tagalog. Toronto, for example, has the highest number of immigrants in the province at 31.3%, while London a smaller urban city within a 2-hour drive of Toronto has an immigrant population of 0.9% (CIC, 2012)⁸. Toronto, in fact, has the third largest proportion of foreign-born residents of any city in the world after New York City and London (Wikipedia, 2013). In 2006, almost half of the total population in the city of Toronto (43.6%) was identified as having a mother tongue other than English or French and in London, this number was at 17.8% (Statistics Canada, 2006).

Using two school boards as examples, we can get a sense of the student population in these two cities. In the Toronto District School Board, 41% of the K-6 population has a mother tongue other than English or French (Toronto District School Board/TDSB, 2009).

⁷ Statistics Canada (2012) uses the term “immigrant language” to refer to languages other than English, French, or Aboriginal languages.

⁸ The total immigrant population in London is reported at 0.9% but this does not necessarily mean that all immigrants are ELLs.

The student body at the TDSB speaks over 80 languages and approximately 26% of the students were born outside of Canada (TDSB, 2011). In comparison, at the Thames Valley District School Board (TVDSB) in London, 7.6% of the elementary school population has a first language that is neither English nor French and approximately 2,200 elementary students were receiving English as a Second Language (ESL) support in over 110 schools (TVDSB, 2010).

The number of people who do not have English or French as their mother tongue, or possess ability in these languages, account for a large portion of the Ontario population, including the school-aged population but as the statistics demonstrate, this number varies in cities across the province. Although a large urban centre like Toronto has a very diverse population, smaller cities like London are not as diverse and this will impact teachers' experiences with diverse populations. The question remains as to whether the demographics, as the examples have shown here, will impact the way educators perceive ELL inclusion in CF.

Structure of French as a Second Language in Ontario

Canada's Official Languages Act, passed in 1969, recognizes English and French as the two official languages of the country and legislates official rights to education and services in their first language for English and French minorities in regions across Canada (Canadian Heritage, 2009). The Act also ensures that Canadian students have opportunities to learn both official languages at school through ESL or FSL programs. The federal government controls the official bilingual policy, although educational matters are provincially directed.

In Ontario, the study of French in elementary and secondary schools became compulsory in the 1980s. The Ontario elementary curriculum states that French is mandatory

from Grades 4 to 8 (Ontario Ministry of Education and Training, 1998). In order to obtain an Ontario secondary school diploma, students must successfully complete a minimum of one French credit; for many students the Grade 9 CF course fulfills this requirement.

FSL programs vary across Canada but the over-arching goal of these programs, like other second or foreign language education, is competency in the language and familiarity with the culture (García, 2009). There are three main FSL programs in Ontario: CF, extended French and French immersion. In most public schools, students begin studying CF in Grade 4, although some Ontario school boards begin CF instruction in Grade 1. The program normally consists of 20-40 minute periods several days a week. At the end of Grade 8, students must have accumulated a minimum of 600 hours of instruction in French (Ontario Ministry of Education and Training, 1998).

There are various models of the extended French program. In this program French must be the language of instruction for a minimum of 25% of the total amount of instructional time at every grade level (Ontario Ministry of Education, 2001). In this program, FSL as well as at least one other subject are taught with French as the language of instruction. Students usually begin this program in Grade 4. At the end of Grade 8, students must have accumulated 1260 hours of instruction in French.

The third type of FSL program is French immersion. Students usually enter this program in Kindergarten or in Grade 1. It consists of full French language instruction until Grade 4. French is not simply a subject to be taught, but it is used as the language of instruction for at least 50% of the total instructional time at every grade level. The subject of FSL and two other subjects are to be taught with French as the language of instruction. In Grade 1, French is used for 100% of instructional time. In Grade 3 or 4, students begin to study English language arts. By Grade 8, students may receive up to 50 percent of

instructional time in English. At the end of Grade 8, students must have accumulated a minimum of 3800 hours of instruction in French (Ontario Ministry of Education, 2001). In order to teach French in Ontario, a teacher must hold a special FSL pre-service qualification or the equivalent additional qualifications course. An additional qualification course consists of a minimum of 125 hours of work from an accredited institution (see Ontario College of Teachers, 2008).

FSL Status

In 2010-2011 792, 422 students were enrolled in CF programs in Ontario (Canadian Parents for French/CPF, 2012) while only 155,232 students were enrolled in French immersion (CPF, 2012). In other words, more than five times the amount of Ontario elementary and secondary students were enrolled in CF programs than they were in French immersion programs. In the past several decades, there has been far more research focused on teaching and learning in the French immersion context than there has been in CF. Considering the large number of students in CF, there should be a representative amount of research investigating issues in this program.

While it seems that bilingualism is promoted in Canada, and that there is “plenty of support for bilingualism”, the study of French in schools is often marginalized and most Canadians (76%) (as surveyed by the CBC) admitted, “there’s a lack of interest to learn [French]” (Duff, 2007, pp. 153-154). After students have successfully completed the mandatory Grade 9 French credit, for example, many do not enroll in French again. Attrition rates for CF are quite remarkable; 78% of Ontario CF students drop French between Grades 9 and 10 (CPF, 2004). Only 3% of Grade 9 CF students continue until Grade 12 (CPF, 2008). These figures are significant in light of the fact that the federal government instituted an action plan to double the number of high school graduates with a working knowledge of

French by the year 2013 (Department of Canadian Heritage, 2004) and has recently proposed continued support for official languages through its new *Roadmap for Canada's Official Languages (2013-2018)* where it aims to

enhance the vitality of Canada's official language minority communities and contribute to a strengthened linguistic duality (...) [and emphasize] the importance and benefits accruing from our two official languages to national identity and promotes that immigrants master at least one official language to continue to contribute to Canada's development and prosperity. (Canada's Economic Action Plan, 2013, para. 1)

Mollica, Phillips and Smith (2005) surveyed 1500 elementary CF teachers in Ontario about their opinions of the conditions in the FSL learning environment and whether this environment supports success for both the second language learner and teacher. Results showed that many Ontario teachers deliver French on a full-time basis, without a designated classroom. Many teachers felt frustrated, isolated and unsupported. The researchers concluded that the conditions necessary to foster excellence in CF do not exist and the gap between teacher practice and the policies that influence them needs to be narrowed. Recommendations included to place greater value on CF as a subject and to provide professional development opportunities for CF teachers related to language learning and integrating students with special needs (Mollica, Phillips, & Smith, 2005).

Lapkin, MacFarlane and Vandergrift (2006) conducted a national survey of over 1300 FSL teachers to investigate their challenges in teaching CF, Extended French and French immersion. The findings relate to five main categories: teaching resources, other resources, support from stakeholders, teaching conditions and professional development. One of the many relevant findings, relating to CF in particular, was that it is being delivered by

unqualified teachers and there is a lack of training and support for these teachers. One of the current Ontario Ministry of Education objectives, in fact, is to increase teaching capacity in FSL and many school boards are forming professional learning communities so that FSL teachers can share their experiences with one another (Salvatori, 2009).

Policy – ELLs in FSL

What are the government policies regarding education of ELLs? Ontario's equity and inclusive education policy (Ontario Ministry of Education, 2009) articulates the goal of making Ontario's education system "the most inclusive in the world" (p. 2). The government defines inclusive education as "[e]ducation that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected" (p. 4). Further, the strategy calls for an equitable education for all students, meaning, "a condition or state of fair, inclusive, and respectful treatment of all people" (p. 4).

ELLs are placed in age-appropriate mainstream classes and the classroom teachers, along with the ESL teacher (where available) and the other school staff, share the responsibility for students' English-language development (Ontario Ministry of Education, 2006). The Ontario elementary language curriculum document (Ontario Ministry of Education, 2006) "serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices" (p. 15) and "teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms" (p. 28). The ESL curriculum document (Ontario Ministry of Education and Training, 1999a) states that ELLs "may be withdrawn from the regular classroom program for intensive support" (p. 12) and more

recent documents (e.g., Ontario Ministry of Education, 2008, 2009) make very little mention of ELLs in French. The Ontario FSL secondary curriculum document (Ontario Ministry of Education and Training, 1999b) highlights ELLs as a concern in program planning. Despite the government's apparent commitment to equitable and inclusive education, these students are sometimes excluded from FSL education.

The Canadian federal government, in *The Next Act: New Momentum for Canada's Linguistic Duality* (Government of Canada, 2003), claims that linguistic duality is part of the Canadian identity and the Office of the Commissioner of Official Languages (2007) states that cultural diversity is a core Canadian value. Despite these statements, the place of ELLs in these policies has been questioned (Mady & Turnbull, 2010). Duff (2007) has suggested that Canadian policies lead to subtractive bi/multilingualism, where privilege is given to French or English at the expense of students' other languages. She suggests that Canadian schools and educators "find ways to embrace and build upon students' prior knowledge, their creativity, their collaborative problem-solving skills, their potential for mastering and manipulating multiple, multilingual semiotic tools, and their desire for inclusion and integration in productive engaging learning communities" (p. 149). Although some governments may view the cost of multilingualism as high, Edwards (2004) argues that these costs are "offset by longer-term social and economic benefits for minority groups" (p. 49).

Historically speaking, French has been Canadians' second language (L2). Today, however, many students in our classrooms speak home languages other than English. For them, French is often a third or fourth language (Swain & Lapkin, 2005, p 170). Many classrooms across the country, but particularly in large urban centres, are "a highly heterogeneous multilingual group" and FSL programs are challenged to celebrate students' rich diversity while also teaching through Canada's second official language (Swain &

Lapkin, 2005). Currently, it seems school boards produce their own district documents regarding specific FSL and ELL policies. In one large Ontario school board where 50% of the student population has a primary language other than English, resource manuals for elementary ESL administrators and teachers were released (Wagner, 2000, 2001, 2002, 2003 as cited in Mady, 2007a) outlining guidelines and practices. One recommendation in these documents is to consider the needs of ELLs before enrolling them in CF. ELLs are often excluded from FSL programs because of lack of appropriate Ontario Ministry of Education guidelines and/or knowledge about ELLs in FSL (Mady, 2010) but it is clear that this practice does not fit well with Canada's stand on official bilingualism, given that, in some Ontario school districts, up to 50% of the school aged population are ELLs. In addition, exempting ELLs in FSL justifies the belief that ELLs need to focus only on learning English. Although the Ontario Ministry of Education ESL curriculum document does not explicitly say that ELLs must be removed from FSL, some educators may feel FSL instruction does not benefit ELLs (see Garbati, 2007). This value and status of English in Ontario (see Haque, 2012; Morgan, 2004) and globally (see Canagarajah, 1999; Pennycook, 1994) may influence teachers' perceive English has having a higher importance than French.

The CPF (2008) has noted that students with special needs, learning challenges or lower academic ability are often discouraged from enrolling in FSL programs by teachers and administrators. At the same time, some school board policies discourage these students to continue in FSL programs. This is contrary to Genesee's (2008) report showing that students with academic challenges are not necessarily more at risk for academic difficulty in French immersion programs than in English-only programs. Although ELLs are not necessarily categorized in these ways, those who are not familiar with theories of second language acquisition (SLA) implement similar practices. Similar to Genesee's (2008)

findings, research has demonstrated ELLs' ability to succeed in French (Calman & Daniel, 1989; Carr, 2009; Mady, 2006) and has indicated that ELLs are more motivated and perform better than many of their Canadian-born peers at the high school level where students may be in ESL core classes in addition to other subject classes including FSL (Mady, 2003, 2006, 2007b).

Immigrants in Canada have the desire to learn languages other than their own despite obstacles they may face in gaining access to language instruction (Dagenais & Berron, 2001; Mady, 2003, 2012b). A reported 87% of immigrant parents believe that it is important for their children to learn a language other than English (Parkin & Turcotte, 2004). The Ontario Commissioner of Official Languages has shown that immigrants are more in favor of linguistic duality than their Canadian-born counterparts so it is perturbing that access to FSL instruction for ELLs is sometimes limited (see Mady & Turnbull, 2010; Parkin & Turcotte, 2004). At the moment, there is a lack of Canadian federal policy that explicitly ensures ELLs' access to FSL.

The Canadian Parents for French (2006) found that there is a lack of direction about the inclusion/exclusion of ELLs in CF in Ontario in their review and assessment of the Agreements on Second Official Language Instruction and the government's Action Plan for Official Languages. Mady (2007a) has urged for a "reworking of official language acquisition planning to include ELLs in FSL" (pp. 732-733). She has also recommended that the federal government provide support for the learning of both official languages, as well as the practice of including ELLs, which would affect the teaching, the training of CF teachers, and the program of instruction. In addition, research should be disseminated to stakeholders in education, including practitioners. Mady (2007a) suggests that conducting research with teachers may provide them with the opportunity to offer advice and suggestions for policy

and programming. Additionally, they would have the opportunity to share their successes, challenges and needs in teaching CF. At the provincial level, recommendations have been made regarding the creation of inclusive policies that would ensure ELLs' access to FSL and to disseminate information (to ministries of education, administrators, teachers, and students) about the importance and benefits of bi/multilingualism (Mady, 2007a, 2007b). At the school board level, additional research would (a) help direct administrators and teachers into effective programming and inclusion practices for ELLs in content classes, (b) support Ontario's equity and inclusion strategy (Ontario Ministry of Education, 2009), (c) inform new school board and school initiatives, and (d) offer practical suggestions for policy.

Literature Review

The previous section provided the current context in Canada with regard to immigration patterns, language knowledge of immigrants and Canadians, FSL structure and status, and Ontario Ministry of Education policies about ELLs. Now that this background has been provided, it is wise to look at existing research about ELL inclusion in mainstream classes, and teacher attitudes. Although this literature review will show that research in these areas exists, it will also demonstrate where gaps remain. After a brief look at the meaning of inclusive education, this section reviews literature relevant to ELL inclusion in FSL focusing on the following themes: (a) equity and access, (b) influence of prior language learning and use of first language, (c) content-based instruction, (d) teacher preparation, (e) teacher attitudes toward inclusion, and (f) self-efficacy.

The Inclusive Education Approach

Canadian educator George Dei notes, "inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone" (2006, as cited in Ontario Ministry of Education, 2009, p. 2). Creating an equitable and inclusive education

system is a priority of Ontario's Ministry of Education, as outlined in *Ontario's Equity and Inclusive Education Strategy* (2009). The document highlights the need for public schools to realize "the promise of diversity" (p. 2). In 2008-2009, the first year of a four-year plan, the Ontario Ministry of Education provided \$4 million to school boards to "support and promote equity and inclusive education" (p. 19). Inclusive education gives all students the opportunity to be part of the classroom community and inclusive classrooms allow all students to participate despite their various learning abilities and linguistic backgrounds.

Although inclusive education has been investigated in the area of special education, it can also apply to ELLs. When newcomers arrive to Ontario and are identified as ELLs, they are placed in age-appropriate classrooms (rather than in classes with students of similar English language ability). One of the main goals of inclusive education is to ensure that all students receive the best education possible by placing the learner in the best possible learning environment. Content-based language instruction is one way of integrating ELLs in mainstream classrooms. The belief with this approach is that "language teaching and content instruction are integrated so that learners develop knowledge and skills in a specific subject (...) at the same time as they develop their English language skills" (Coelho, 2007, p. 179). Using this approach is more effective than teaching language in isolation and maximizes language learning (Coelho, 2007).

Equity and Access

While Ontario's goal of offering equitable and inclusive education for all students, and Canada's view of promoting linguistic duality and increasing the number of bilingual high school graduates (Government of Canada, 2003), are well-intentioned, it can be questioned whether our students are given equitable access to FSL learning opportunities. Canadian language policies prevent official bilingualism by denying ELLs the opportunity to

study CF for course credit even though such opportunity is reflective of immigrants' own desires to become bilingual in both official languages (Dagenais & Berron, 2001; Mady, 2003; Mady & Turnbull, 2007; Parkin & Turcotte, 2003). Providing newcomers with instruction in both ESL and FSL gives them the right and ability to participate fully in society now and in the future (Duff, 2007).

Research, although relatively limited, has revealed a variety of practices regarding the inclusion of ELLs in the study of French. Many Ontario ELLs, for example, are often excluded from FSL programs and provincial policies do not ensure access to FSL for ELLs, even though they are generally interested in, and can benefit from, FSL learning opportunities (Mady, 2006). Investigating teachers' perceptions of ELL inclusion, a topic that has yet to be fully researched, may lead to a more equitable learning opportunity for ELLs.

Influence of Prior Learning and Use of L1

As Hornberger and Link (2012) recognize, "in most classrooms today (...) students and teachers from increasingly diverse linguistic and cultural backgrounds are engaged in learning and teaching, processes in which language and literacy are central as both means and end" (p. 243). Duff (2007) calls for more engagement of students' prior knowledge, productive learning communities and the incorporation of pedagogically sound, multilingual activities in Canadian schools. In doing this, majority language, as well as minority-language students, will connect with one another, within an educational context and "their functionality across languages will be enhanced and hopefully sustained" (p. 161). Research in this area spans various contexts including French immersion, CF, French first language schools in Canada as well as L2 learning contexts in the United States and around the world. As there remains limited research focused strictly on the CF context in Canada, I draw on the broad background of research in the area of prior knowledge and use of L1.

In regards to maintenance of learners' first language (L1) and development of English (i.e., L2) skills, Carr (2007) has shown that ELLs in French immersion settings can be successful in studying French (i.e., third language/L3) while at the same time they can enhance their English (L2) skills. Dagenais and Day's (1998) study of three young multilingual learners in French immersion revealed that teachers were positive about the language risks that ELLs took in French. The teachers felt that trilingualism was "a resource not a handicap" (p. 388) for students. Prasad (2009) has argued that culturally and linguistically diverse students (in the context of Ontario French-language schools) negotiate their "daily experiences using a plurality of linguistic skills" (p. 194). Similarly, Van Sluys and Rao (2012) believe that ELLs can be seen to be adding French to "a growing linguistic repertoire and becoming users of multiple languages to live, work, and contribute to the world" (p. 283). If ELLs are given access to FSL education, they should also be given the opportunity to work with teachers who are prepared to meet the needs of language learners.

While Carr and others have shown that learning an L2 can enhance proficiency in the L1, other scholars have looked at the extent to which people believe there is a place for L1 in the foreign language classroom. Rutledge (2010), for example, conducted a mixed-methods study with K-12 teachers (n=225) in one northern Mississippi school board. Rutledge found that the majority of teacher participants seldom and/or never allowed ELLs to use their L1 in their mainstream classrooms. Teachers in this study viewed English as the key to academic success and they encouraged their ELLs to become proficient quickly in English, the dominant language in society. Cummins (1981, 1991) has researched the potential for knowledge and skill transfer across languages. As a result of his many years of research in the area, he believes that cross-linguistic awareness, translation between languages and creation of bilingual texts and other resources drawing on students' L1 knowledge are under-

utilized or not allowed in many French immersion classrooms, in English-only courses for immigrant students and in modern-language courses for English speakers.

As a result of their ethnographic study of two bilingual learners (one in Grade 1 and the other in a university program), Hornberger and Link (2012) argue that translanguaging (“how bilingual students communicate and make meaning by drawing on and intermingling linguistic features from different languages”; p. 240) is a necessary and desirable educational practice. Although Turnbull (2001) also supports the use of the L1 in the target class, he cautions against reliance on the L1 by the teacher in a class where there is a shared L1. The focus in the target language classroom should remain exposure to the target language, especially in the CF context, but the L1 can certainly be used as a resource for learners. Supporting ELLs’ maintenance of their L1, which benefits their linguistic repertoire, could occur in the CF classroom, with at times little extra work on the part of the teacher; that is, if teachers are open to it and value the benefit of doing so.

In reference to ELLs’ progress in English, Hawkins (2004) suggests that it is necessary for research to be conducted with input from teacher practitioners themselves in order to learn from them about what works and what the challenges are in their content area. In this way, policy decisions would be made with input from educational researchers and professionals who have expertise in working with and educating ELLs in content areas.

ELLs and Content-Based Instruction: A Success or a Challenge?

Research relating to ELL inclusion in mainstream classrooms has previously focused on their academic achievements, their language processing skills, their cultural competencies, and their identity development. Bayley, Hansen-Thomas and Langman (2005), for example, observed ELL language use (e.g., types of translation and interpretation) in a predominantly Latino middle school science classroom in a major southwestern U.S. city and found that

ELLs' language brokering (i.e., informal translation) did not allow them to gain full access to the curriculum nor was it useful for their English acquisition. Recently, Yoon (2010) explored identity shifts of ELLs in American middle schools and found that these students portrayed themselves differently in mainstream and ESL classroom contexts.

In addition to work that has focused on ELLs' successes and challenges, researchers have also explored teachers' successes and challenges with teaching ELLs. Gersten's (1999) study following four teacher participants in their interaction with ELLs in Grades 4-6 mainstream classes, it was found that teachers reduced cognitively demanding tasks for ELLs. One teacher, for example, used reading material at a lower grade level for ELLs or offered a writing model from which ELLs could copy. Three out of the four teachers assigned "isolated, simple-to-implement activities that could be completed quickly" to ELLs (p. 47). Expectations were lowered, as reported by Gersten, because teachers, although they wanted to see ELLs succeed in language learning, had difficulty in identifying goals and expectations for ELLs. In addition, previous studies of pre-service (see Katz, Cobb, & Hadjioannou, 2009) and mainstream teachers (see Walker, Shafer, & Iiams, 2004) showed that teachers' beliefs toward ELL inclusion were primarily negative. The findings in this study are comparable to earlier work regarding teachers' attitudes and approaches toward ELL inclusion.

Leonard, Napp and Adeleke (2009) investigated math teachers' and ELLs' successes and challenges with the implementation of culturally relevant pedagogy in American high school math classrooms. The findings demonstrate that this instructional technique did little to enhance ELLs' cultural competence. In an Australian context, Arkoudis and Love (2008) examined Chinese international students' language and learning needs in a high school math classroom. Analysis of data gathered from student and teacher interviews showed that

teachers' and students' actions and identities affect their motivation and investment in the math class.

Carrasquillo and Rodríguez (2002) authored a book aimed at offering mainstream classroom teachers assistance in designing and implementing instructional practices that provide ELLs with “the appropriate language environment that integrates English language development with cross-curricular content” (p. x). Mohan, Leung and Davison’s (2001) edited volume provides a reference for mainstream teachers which addresses approaches at various grade levels in diverse regions of the world (e.g., Australia, British Columbia, and England). This work highlights issues of identity, complexities of programs, and teacher professional development. In Leung and Creese’s (2010) recent work, approaches to teaching linguistically diverse students are discussed in the context of mainstream integration. None of these edited collections, however, address the FSL classroom context.

Scholars who have studied ELL inclusion in various FSL contexts have primarily focused on ELLs’ achievement, motivation, language maintenance and the development of multiple literacies and identities. Taylor (1992, 2006, 2009) has looked at linguistic minority children in several Canadian French immersion programs. She has shown that linguistic and cultural diversity exists in French immersion programs outside of Canada’s major urban centers yet ELLs have varying degrees of access to French immersion programs (Taylor, 2009) and support is needed for ELLs’ multilingual development.

Genesee (1998) examined the effectiveness of double immersion (French and Hebrew) programs in Canada at promoting proficiency in two second languages. Among the findings, Genesee reports that the academic achievement of the English-speaking students in these programs was not impaired. Although this study did not look at ELLs, it did look at students who were immersed in an immersion program where the two languages of

instruction were not the students' first language. As mentioned earlier, Dagenais and Day's (1998) case study of the language experiences of three trilingual French immersion students revealed that students' interests, habits and strengths influenced the literacy practices in both French and English of the three students. Although this work added new knowledge to the field of trilingualism and student achievement in the previous decade, like many other studies, it focused on the French immersion context.

Swain, Lapkin, Rowen, and Hart's (1990) study of 200 ELLs in a Grade 8 French immersion program revealed that the students' achievement in French reading, writing, and oral was as good or better than their Anglophone peers. The researchers concluded that literacy in the students' L1 (referred to as immigrant language) contributed to a higher proficiency level in French immersion (students' L3) (as cited in Swain & Lapkin, 2005, p. 174).

ELL achievement and motivation in Ontario CF programs at the secondary level has been another area of investigation (Mady, 2003, 2006, 2007a, 2007b, 2010). Mady has shown that ELLs are more motivated than their Canadian-born peers to study French at the high school level. She has also looked at access to FSL and in her survey of principals and guidance department heads in a large urban Ontario school board, Mady (2006) revealed that none of the secondary schools that offered ESL courses provided FSL for all of their ELL students. Fifty-four percent of participants in her study reported that they never allowed ELL students to study French whereas the remaining 46% stated that ELL students would sometimes be included in the French program. Mady (2006) found that none of the secondary school principals or guidance heads in her study "consistently required ESL students to take French" (p. 153). The participants in her study reported that ELLs were never required to study French and offered the following reasons for exclusion: "students' advanced age, lack

of English knowledge, challenge of English study, lack of previous French experience and inadequate number of ESL students choosing to take French” (p. 153). Mady’s research shows that exclusion of ELL students is practiced in some Ontario schools even where French is an obligatory subject of study. It has been argued that ELLs could achieve success in FSL classes with teachers who have knowledge of second language acquisition processes (see Mady & Turnbull, 2010). Even though ELLs can function at or above the level of their English-speaking peers, teachers and administrators have previously expressed concern about including ESL students in CF (see Calman, 1988; Carr, 1999; Mady, 2006).

According to Duff (2007), educators “must find ways to embrace and build upon students’ prior knowledge, their creativity, their collaborative problem-solving skills, their potential for mastering and manipulating multiple, multilingual semiotic tools, and their desire for inclusion and integration in productive, engaging learning communities” (p. 149). This echoes Faltis and Huddleson’s (1994) urge for quality education for ELLs in elementary and secondary schools.

As I have described in this section, although research on ELL inclusion in content areas has been conducted, much of this research focuses on ELLs’ achievement, motivation and learner identities. Although some of the studies have focused on the FSL context, these are mostly in the French immersion context in various locations across Canada. In fact, many of the studies mentioned here were conducted in large urban centers such as Toronto and Vancouver (e.g., Dagenais & Day, 1998; Taylor, 1992). Finally, as I have shown here, much of the research in FSL contexts has focused on ELLs’ achievement and limited to ELLs’ experiences at the secondary school level. Gaps in the literature remain, namely in terms of the CF context and at the elementary school level.

Teacher Preparation and Practices

Another area of literature that I would like to focus on is research about teacher preparation and practices with regard to ELLs. Katz, Cobb Scott, and Hadjioannou (2009) found that training had a highly positive effect on teachers' attitudes toward language learning. K-12 mainstream teacher participants in Rutledge's (2009) study felt unprepared to work with ELLs. She concluded that classroom teachers tended to have neutral to negative attitudes toward L2 learners; teachers' attitudes and perceptions negatively impacted diverse learners' academic success; and professional development is required to enlighten and change teacher attitudes about teaching ELLs. Walker, Shafer and Iiams (2004) have stated that teachers in the United States "are significantly lacking in training for how to educate ELLs in the mainstream classroom" (p. 132) and as a result teacher attitudes toward ELL inclusion will deteriorate. The pedagogical principles Haneda and Wells (2012) presented to ensure that ELLs' needs are met include:

creating multiple and varied opportunities for ELLs to use the target language in both speech and writing, promoting high engagement by building on students' interests, connecting the curriculum to ELLs' lives and their funds of knowledge, and working toward a tangible goal. (p. 297)

If teachers adopt pedagogical principals such as these, ELLs will be able to contribute their own experiences to the curricular discussion and teachers will be better able to assess students' prior knowledge and to make connections to current curricular planning (see also Haneda & Wells, 2008).

Reeves (2002) and Rutledge (2010) both call for an examination of multiple perspectives (e.g., second language learning students, language support teachers, classroom teachers, school administrators) about L2 learning in order to increase understanding of

teacher dispositions, help teachers and administrators prepare for the second language learning populations, and support L2 students' academic and social needs. Of particular importance, as Rutledge (2010) recommends, is to conduct research to understand how professional development can enable teachers to educate L2 learners.

Wong-Fillmore and Snow (2000) suggest the following areas of teacher preparation to aid ELLs: language and linguistics; language and cultural diversity; language development; the language of academic discourse; and text analysis and language understanding. They also suggest that understanding the cultural contrasts in language styles may assist teachers in understanding how their ELLs may express themselves.

There have been studies looking at teacher pedagogies with and their influences on ELLs in various contexts. Byrnes, Kiger, and Manning (1996, 1997), in their study of mainstream teachers' (n=169) attitudes towards ELLs, found that teachers who had participated in formal ELL training, had completed a graduate degree, or who came from "strong and supportive" regions, exhibited the most positive attitudes toward ELLs (Byrnes, Kiger, & Manning, 1997, p. 642). In Youngs and Youngs' (2001) study of mainstream teachers' (n=143) attitudes toward ELLs, teachers who had taken foreign language or multicultural education courses, received ELL education training, lived or taught outside of the United States, or worked with a diverse population were more likely to have a positive attitude toward ELLs.

More recently, Yoon (2008) looked at the influence of teachers' roles and pedagogies on the positioning of ELLs in the mainstream classroom. Through classroom observations of three middle school English language arts teachers, Yoon investigated the dynamics of teacher interaction with ELLs, and how teachers offer or limit opportunities for the students' participation in classroom activities. Findings from this study show that the

teachers' views of their roles varied based on their positioning of themselves as teachers for all students, as teachers for regular education students, or as teachers for a single subject. The teachers' different approaches were related to the ELLs different levels of participation and their positioning of themselves as powerful or powerless students. (p. 495)

Yoon (2008), citing previous research summarizes, "ELLs do not seem to be well supported by classroom teachers because many such teachers lack understanding of how their roles and teaching approaches can best support ELLs' needs" (p. 495).

As a result of their study of Ontario pre-service teachers' perspectives on teaching ELLs, Lee Webster and Valeo (2011) conclude, "although moving toward greater ELL awareness and inclusive mindsets, there is evidence that well-intentioned teachers lack the competence necessary for effective classroom practice" (p. 105) and "teacher preparation still lacks sufficient depth on the topics of English language learning and teaching".

In the Canadian FSL context it has been noted that a variety of teaching practices, from withdrawal to complete inclusion of ELLs, exist in FSL programs at elementary schools in Ottawa and Montreal (see Mady, 2007a, 2007b) and various levels of school and school board support is offered to FSL teachers. Carr (2007) surveyed CF teachers in British Columbia asking about their teaching context, background, experience; the support they receive from key stakeholders and resources; and their preferred forms of professional development. Results from her study showed factors affecting the quality of CF teaching and learning in the elementary and middle years levels. Challenges identified by CF teachers in British Columbia related to learning outcomes, lack of time and value allocated to FSL, and levels of teacher language proficiency and methodological background. Of her many recommendations, Carr (2007) suggested that ministries of education provide ongoing

professional development for CF teachers, make CF an integral part of schools' curriculum and program, and provide mentorship support for CF teachers.

Prasad (2012) conducted a case study of teachers of allophone students in one French-language public school in Toronto to examine if and how teachers support inclusive education and the integration of culturally and linguistically diverse learners. She conducted classroom observations, photographed instructional practices and student work samples and interviewed 4 teachers and one school administrator. While one of Prasad's findings was that the teachers in her case study consciously used inventive and purposeful language and literacy instructional strategies (e.g., a morning message) that acknowledged students' diverse cultural and linguistic resources and encouraged students to draw on their skills and experiences, the Toronto-based case study demonstrates that a responsive curriculum and language education policy is required in order to support culturally and linguistically diverse learners in French-language schools (Prasad, 2012).

About ten years ago, a review of the FSL program in the Edmonton Public School Board was conducted with the aim of improving the existing program and increasing student enrollment (Evaluation Plus, 2002 as cited in Carr, 2007). It was revealed that teacher proficiency and teaching practices were key elements in the overall strengths of the FSL program. Recommendations in that review included to provide various professional development opportunities.

Importance of Teachers' Attitudes

Teachers' beliefs, values and perceptions influence their teaching practice. Attitude is the foundation for all other success (Farrell, 2006). Valdes (2001) suggests that teachers' attitudes and beliefs about language-minority children can influence students' educational outcomes. Walker, Shafer and Iiams (2004) summarize that teachers who have negative or

racist attitudes about ELLs often fail to meet the academic and social needs of these students (p. 131). Further, they write, “Teachers who are uncomfortable with feeling overwhelmed, frustrated, and helpless may in time begin to deflect their negative feelings onto their ELL students and begin to believe in the widespread deficit theories teachers hold regarding ELLs (p. 142).

Goodson (1992) suggests that social background, lifestyle, career stage all influence the way teachers position themselves in relation to their work. Nieto (1995) has suggested that attitudes beyond the teachers – as in school and community attitudes and practices – can also control students’ opportunities for success. If schools do not embrace their linguistically diverse students, then the teachers may not either. Likewise, Carrasquillo and Rodríguez (2002) have also articulated that, minority students’ academic performance is affected by teachers’ perceptions; that is, teachers should recognize and value the unique capabilities of individuals and be aware that language (spoken, written, nonverbal) has great power in the learning and teaching process. Lee Webster and Valeo (2011) summarize that if teachers do not have adequate knowledge about the capabilities of ELLs or are not sensitive to ELLs’ abilities, they may not acknowledge the assets that ELLs bring to the learning of all students.

Walker, Shafer and Iiams (2004), in their research assessing attitudes and beliefs of mainstream teachers concerning their ELL students, found that teachers in this study did not want ELL students in their classroom yet they felt that these students brought needed diversity. They reported that American mainstream classroom teachers’ attitudes toward ELLs vary across the country and the nature of attitudes is largely determined by local community contexts. These researchers found that teachers’ attitudes towards ELLs were “neutral to strongly negative” and “the extent of negative teacher attitudes appears pervasive across teachers of varying demographic categories and located in schools within different

community contexts” (p. 140). That being said, Walker, Shafer and Iiams conclude that teachers who have had little or no experience with ELLs are generally more positive regarding ELLs than teachers in schools with a more diverse population.

In Youngs and Youngs’ (2001) investigation of the attitudes of mainstream teachers toward ELLs, survey results of 143 junior high/middle school mainstream teachers in the United States revealed that it may be difficult for mainstream teachers to create a positive atmosphere for ELLs. These researchers also found that mainstream teachers who have had a foreign language are more likely to have a positive attitude toward ELLs. Moughni’s (2006) doctoral dissertation looked at attitudes of middle school teachers and students toward ELL inclusion in mathematics and science classes and concluded that teachers felt a great need for professional development focusing on the needs of being an inclusion teacher. Teacher attitudes of ELL inclusion have also been examined at the secondary school level in the United States. Results of Reeves’ (2006) survey of 279 high school teachers revealed educator misconceptions regarding how second languages are learned and a slightly positive attitude toward ELL inclusion in subject areas.

In addition to teachers’ misconceptions, Gersten (1999), in his study of four monolingual English-speaking teachers teaching Latino ELLs in Grades 4, 5, and 6 in mainstream classrooms, found that teachers were not able to support ELLs’ literacy learning and were frustrated by teaching these learners. Fu (1995) raised issues of “regular classroom teachers’ roles in teaching [ELLs]” and teachers in her study of Laotian refugee adolescents’ learning experiences in an American school revealed that the students were considered to be “deficient” by the classroom teachers and the classroom teachers believed that “ESL teachers carried the responsibility for the students’ progress” (as cited in Yoon, 2008, p. 497). Katz, Cobb Scott and Hadjioannou’s (2009) exploratory study examined teacher candidates’

attitudes toward language diversity and highlighted implications for teacher education programs. Teacher candidates in three universities (two in the United States and one in Cyprus) completed the Language Knowledge Awareness Survey (LKAS) and three main findings were revealed. First, respondents' attitudes toward language differences were relatively negative. Second, exposure to speakers of non-dominant language varieties positively affects language attitudes. Third, training has a highly positive effect on language attitudes. Although these studies provide insight into teachers' attitudes, they involved mainstream classroom teachers and teacher candidates in mostly American classroom contexts. It could be argued that the Canadian and FSL contexts may offer additional valuable information.

Concerns have been expressed by Canadian FSL teachers in regards to integration of diverse learners in several studies. Lapkin, Harley, and Taylor (1993) encourage professional development opportunities for CF teachers to meet the needs of diverse learners more effectively. In a study conducted by Calman and Daniel (1998), while teachers recognized the need to use adaptation strategies to meet the needs of students with disabilities, they did not have the means or the direction to do so. While these studies focus on the FSL context, ELL inclusion was not the focus.

Teachers of CF are faced with a variety of challenges. Richards (2002) studied the marginalization of CF teachers. She suggested that the fact that CF is delivered in short daily periods positioned the teacher as an outsider in the school. In many Ontario elementary and secondary schools, the CF teacher may be required to teach hundreds of students in any given day, possibly in more than one school, and may have double supervision duties (i.e., in the different schools assigned to him/her). As was the case when I was teaching CF in Ontario, the CF teacher is often "à la carte", without his/her own classroom, and the general

perception is that French is not taken seriously. CF teachers lack privacy, blackboard space, and control over the organization of their classes (Richards, 2002). CF teachers have previously reported a lack of administrative and parental support, exclusion from planning meetings, and a feeling of being less valued than other teachers in the school (Garbati, 2007; Lapkin, MacFarlane & Vandergrift, 2006; Mollica, Philips, & Smith, 2005; Richards, 2002).

Lapkin, MacFarlane and Vandergrift (2006) conducted a national survey of FSL teachers and found that teachers viewed diversity in their classes as a major challenge, they expressed a need for professional development, and they believed there to be a lack of support to meet ELLs' academic needs. Lapkin, Mady and Arnott (2009) recently conducted an extensive literature review about research in CF focused on three main areas: (a) student diversity, (b) delivery models for the CF program, and (c) instructional approaches. They discussed these topics in relation to community attitudes to FSL, dissatisfaction with CF outcomes and discontent among CF teachers. They call for further research about the inclusion of diverse learners, instructional approaches, and the marginalization of the CF program and its teachers.

In recent research on the suitability of the Common European Framework of Reference (CEFR) for the Canadian context (Majhanovich et al., 2010), it was revealed that some FSL teachers have had some positive experiences with ELLs. One focus group respondent, an FSL teacher in an Ontario school board said, "I find that my ESL students are often my best FSL students" (raw data, email via Faez May 28, 2010). Another teacher participant stated,

especially in this age of globalization, they're used to learning a second language and our kids can't think that English is going to be the only language they are going to use

and I would like to see them realize that, that using a new language is a different way of seeing the world. (raw data, email via Faez May 28, 2010)

Results from the studies presented here have revealed that FSL teachers, in Ontario and British Columbia, for example, are concerned about their ability to support ELLs, in addition to the need for professional development opportunities and being challenged by teaching diverse student populations in FSL classes. The French teacher in my Master's thesis case study, for example, felt that she was not well-prepared to modify her current CF program and she did not receive guidance or support at the school or school board level to make such adaptations (Garbati, 2007). In this case, the CF teacher explained that at times the ELLs were left to complete work from other subject areas during CF.

Lapkin, Mady and Arnott (2009) state, "accommodating student diversity in CF is a topic that needs specific attention in pre- and in-service contexts" (p. 24) and French teachers have previously reported challenges in teaching "diverse learners" (Lapkin, MacFarlane, & Vandergrift, 2006). Although research has shown that ELLs are capable in succeeding in Canadian CF and French immersion programs, there remains inconsistency in inclusion practices. Further, although ELL inclusion in some subject areas (e.g., Math and Science; Moughni, 2006) has been the topic of investigation there remains a gap in the literature focused on CF in Canada or Ontario.

Teachers' Sense of Self-efficacy

A final area of literature that I draw on in this study is in the area of teachers' sense of self-efficacy and sense of preparedness to teach. Teachers' sense of efficacy influences teacher and student outcomes (Chacón, 2005). Bandura (1993, 1997) has argued that teachers' own perceptions about their capabilities to teach influences the environment they create for their students as well as their judgments about learning tasks. Teachers' sense of

efficacy, therefore, has a direct impact on their practices. Teachers with a high sense of efficacy work harder with students and persist for longer periods of time even when working with challenging students (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). It is necessary that teachers develop and nurture a strong sense of efficacy not only to assist learners but one's sense of efficacy in teaching languages has been related to career satisfaction (Swanson, 2012). Lee Webster and Valeo (2011) summarize that when teachers feel competent, they will be more successful in the classroom.

Cooper (2004) conducted a survey of K-12 foreign language teachers (n=341) in the state of Georgia in the United States about the effectiveness of professional preparation for teachers. He concluded that teacher candidates (also referred to as pre-service teachers) who intended to teach a second/foreign language, require better mentoring opportunities during the practicum, language learning opportunities in countries where the target language is spoken, and more instruction about effective classroom management. In addition, Cooper argues for more emphasis on foreign language proficiency for teacher candidates.

Faez (2012), conducted a study of linguistically diverse teacher candidates' perceptions of their empathy and preparedness to teach English language learners. Data collected from teacher candidates (n=25), who were enrolled in an Ontario Bachelor of Education program, were in the form of surveys and interviews. Participants were from two groups: Canadian-born (n=11) and internationally educated (foreign-born) (n=14). Of the 25 participants, 11 reported English as their first language. The data analysis revealed that Canadian-born teacher candidates' perceptions of their sense of preparedness to teach (overall) was higher than the perceptions of internationally educated teacher candidates. Faez also found that teacher candidates who received explicit instruction on ways to support ELLs in content-based classrooms had a higher sense of preparedness to teach ELLs in mainstream

classrooms regardless of their linguistic background. While these findings are relevant and indicate teacher candidates' sense of preparedness to teach ELLs in Ontario, they do not address the context of FSL and do not account for practicing teachers' opinions.

Teachers' sense of self-efficacy can impact their instructional strategies. Chacón (2005) explored teachers' sense of efficacy for teaching middle school students of English as a foreign language in Venezuela. In particular, Chacón was interested in learning about teachers' beliefs about their ability to engage, manage and instruct learners, as well as their own beliefs about their English proficiency level in listening, speaking, reading, writing, and cultural knowledge. Just over 100 teachers completed surveys and a sub-group (n=20) were interviewed. Findings showed that participants felt more capable in instructional strategies than for engagement and classroom management. In addition, the findings revealed positive correlations among English proficiency and self-efficacy for engagement and instructional strategies. Further, teachers' proficiency in English influenced their judgments about instructional strategies.

In addition to the impact that teachers' sense of self-efficacy can have on their instructional strategies and engagement with ELLs, it can also influence their professional trajectories. In a recent study, Swanson (2012) found that Canadian and US second/foreign language teachers' sense of efficacy in teaching languages reveals that these teachers "tend to leave the profession because of issues related to a lack of confidence to teach cultural knowledge as well as classroom management" (p. 78) Previously, Karsenti, Colin, Villeneuve, Dumouchel, and Roy (2008 as cited in Swanson, 2012) found that factors related to classroom management, working conditions, teachers' emotional and psychological states, lack of professional networking opportunities, affects teachers' choice to remain in or to

leave the profession. Teachers' sense of preparedness to teach FSL, and to teach ELLs in CF, may have implications for student learning as well as the teaching profession as a whole.

Theoretical Framework

There is little doubt that multilingualism is an everyday reality in many parts of the world. As a result of multilingual situations worldwide, some education systems use two languages to educate and instances where education in two languages is insufficient, there is an increasing importance of trilingual or multilingual education programs (García, 2009, p. 266-276). Bilingual education programs use the language *as a medium of instruction* where traditional second or foreign-language programs teach the language as a *subject* (García, 2009, p. 6). In Ontario, ELLs may receive both types of instruction; that is, they may be immersed in English programs (where English is the medium of instruction) but may also be enrolled in CF (where French is taught as a subject). The purpose of this research is to examine teachers' perceptions and attitudes of ELL inclusion in elementary CF classrooms in Ontario. This work is supported by views of multilingualism that offer an understanding about how people learn multiple languages. Understanding multilingualism and applying it to this study helps bring awareness about the ideal contexts for supporting ELLs in CF and how, and in what way, teachers understand and apply theories of language learning. This study also draws on positioning theory (Harré & van Langenhove, 1999) to make sense of CF teachers' perspectives and understandings of ELL inclusion and the impact these views have on the way they may position their students.

Theories of Multilingualism

Theories of multilingualism help to understand how people learn multiple languages simultaneously, in what contexts and with what support systems. Multilingualism does not refer to one clearly defined theory. Multilingualism helps us understand how people learn

and use multiple (three or more) languages. When one thinks of multilingualism, one may be reminded of complex and multiple theories that address diverse issues in bi/multilingualism. Understanding how people learn multiple languages also aids in making connections to teachers' practices and to help understand existing policies about ELL inclusion. In this section I offer a discussion of additive versus subtractive bilingualism, multiple repertoires, learning multiple languages, and context for language learning as these topics are relevant to the study.

Additive versus subtractive bilingualism

The additive bilingual theoretical framework views a learner's two languages as being functionally compartmentalized and it views bilingualism as an enrichment possibility. In this way, children come to school speaking one language, school adds a second language and they end up speaking both. Subtractive bilingualism, on the other hand, is when children come to school speaking one language, the school adds a second language, and children end up speaking the school language and losing their own language (Lambert, 1974). This is important to think about when we are concerned with the inclusion of ELLs in mainstream, as well as in FSL classes. In additive bilingual cases, both languages are nurtured, encouraged and supported. If we translate this to the FSL context, one could argue that ELLs in FSL programs would be able to acquire English (in a mainstream class), French (in a CF program), and would continue to develop their first language. In the subtractive bilingual view, ELLs would perhaps be expected to focus only on English (i.e., the dominant language at school), leaving their first language and FSL alone. The views of CF teachers may be reflected in one of these views of bilingualism and knowing this will help make sense of their views of ELL inclusion in FSL.

Multiple repertoires

Cook (1992, 2002) has argued that bilingual speakers' knowledge of their L1 and L2 differs from that of monolingual speakers, and also that bilinguals develop a different metalinguistic awareness (i.e., transfer of linguistic knowledge across languages) compared to people who know only one language. Furthermore, code-switching, the use of more than one language, has been studied to help researchers understand actual practices of bilinguals in social interactions. This body of work has revealed that bilingual speakers draw on a number of complex linguistic possibilities when they communicate in social situations and it has been used to help develop and understand research in language education (Moore & Gajo, 2009). Although we may not have adequate information about the role of formal instruction in reshaping the knowledge system of multilingual learners, as Valdes (2005) argues, we do know that learners of multiple languages have a high degree of linguistic awareness (Jessner, 2006) and differ in thinking styles (e.g., divergent thinkers) (Baker, 2001) from people who know only one language (Jessner, 2006).

Views of third language acquisition follow draw on similar frameworks as second language learning theories. It is believed that third language acquisition operates on the basis of a bilingual competence where the L1 and L2 are seen as repertoires from which to draw. In activating linguistic resources of multilingual learners when acquiring a third language, there is a high dependency on a learner's greater linguistic awareness and their perceptions of linguistic distance between languages. In addition to knowledge and production of words and grammar rules, third language learning is about the dynamic influence of one language on another, which, Moore and Gajo (2009) argue, can be seen as a positive aspect of language learning and should be encouraged. Further, the understanding that knowledge of more languages strengthens metalinguistic awareness is an idea that should be supported (Moore &

Gajo, 2009). Understanding the dynamic system of the relationship between languages and acknowledging the presences of metalinguistic awareness will have an impact on how one perceives ELL inclusion and how additional languages can be acquired.

Learning multiple languages

Cummins' (1996, 2000) iceberg metaphor has been used to help us understand how two languages may coexist in the brain. Just like an iceberg, two languages may be separated at the surface level but emerge from the same source. The idea here is that students who have developed literacy in one language make stronger progress in acquiring additional languages because of their awareness and knowledge of linguistic practices and transfer across languages. This is what Cummins' refers to as *common underlying proficiency* (CUP). While features such as grammar and vocabulary vary from one language to another, according to the CUP theory "they are integrated in a single thought process. Thus, information processing, literacy and other cognitive skills can be transferred from one language to another and do not need to be learned afresh for each new language" (Edwards, 2009, p. 62).

In addition to the ways languages are acquired, multilingual students present advantages. For example, we understand that the shared language below the surface (in reference to the iceberg metaphor) represents cognitively demanding tasks. Edwards (2009, 2012) has explained that children who, for instance, learn to read and write in English have English language skills but they have also developed skills related to literacy which they are able to transfer when they learn to read and write another. Multilinguals, rather than being disadvantaged, have actually been shown to have intellectual, social and economic advantages over monolinguals, advantages on a variety of cognitive and metacognitive tasks and have a greater understanding of the social nature and communicative functions of language (Jessner, 2006). In addition to the increase in linguistic functions, multilinguals also

have cultural capital (Bourdieu, 1991) and multilingualism offers “social, cultural and economic benefits for the wider society” (Edwards, 2009, p. 26). Many theorists have argued that bilinguals have advantages in additional language learning (see e.g., Aronin, 2005; Cenoz, 2003; Griessler, 2001; Keshavarz & Astaneh, 2004). Jones, Royster, Cobb Scott and Straker (2009) write, “the benefits of minority language [i.e., not the dominant language in society] as a right and resources are numerous and should be considered to be just as important as learning the language of wider communication” (p. 383). If one denies ELLs the opportunity to acquire another language at school (e.g., CF), then the benefits of accruing a third language will be ignored. The opportunities to explore the connections between theories and teaching practices will be lost.

On the other hand, although ELLs may be bilingual, they may also experience communication difficulties while learning English which would make it difficult for them to take part in the life of a wider community (Edwards, 2004, p. 48). Some believe that these challenges may be emphasized when students are expected to learn yet another language (e.g., ELLs learning CF in an English-dominant society).

Context for language learning

In addition to theories of language learning, researchers have argued about appropriate school structures that should be put into place to facilitate ELLs’ successful language development (in L1 and additional languages). The curriculum, intensity, and duration of exposure to high quality target language instruction influence learning outcomes as does learners’ motivation to learn the language (Duff, 2007, p. 154). Canadian schools have been urged to engage students more so as to “validate their prior learning, their languages, cultures, talents and their capacity for representing meaning through multiple semiotic systems and modalities” (Duff, 2007, p. 159). This research offers an appropriate

lens to examine the contexts under study and it helps in understanding what kind of school and/or classroom environments CF teachers provide (and are able to provide) for ELLs.

Cummins (2001) points to a number of conditions that lead to favorable educational outcomes. The language and culture of a school's community should be incorporated into language instruction as this will increase students' self-esteem and emotional well-being. Active involvement of families and the community in the education of their children will challenge negative views of minority communities. Teaching should be both interactive and reciprocal as this approach gives students' more control over their learning, which may lead to greater cooperation and increased motivation (Cummins, 2001).

Positioning Theory

Positioning theory is a way to look at how people position themselves, and are positioned by others within a community to which they belong. This theory is important for this research in that it helps to make sense of how teachers' attitudes and perceptions of inclusion have been formed by the community to which they belong and by the way they see themselves, and their roles, as teachers. In addition, positioning theory is a lens with which to look at how ELLs are positioned in CF classrooms.

Harré and van Langenhove (1999) have been the researchers most often associated with positioning theory. Although "position" has been used in social and psychological writings, in recent years it has been used to provide meaning to the mediated interactions between people, "both from their own individual standpoints and as representatives or even exemplars in groups" (p. 1). Positioning theory has been defined as "the study of local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting" (p. 1). A position, in a technical sense

is a complex cluster of generic personal attributes, structured in various ways, which impinges on the possibilities of interpersonal, intergroup and even intrapersonal action through some assignment of such rights, duties and obligations to an individual as are sustained by the cluster. (Harré & van Langenhove, 1999, p. 1)

If someone is positioned as an incompetent member of a community, for example, they will not be given rights to contribute to discussions of that group. If someone is positioned as powerful, then they may issue orders and demand obedience where this position is acknowledged. Positions are dynamic rather than static (as in Lave & Wenger's [1991] notion of roles in communities of practice). Positions can and do change making them fluid, not fixed, depending on the situation in which people find themselves. The dynamic nature of positions can sometimes make the positions contradictory so observations of people at different times or in different contexts might add to a more complete understanding about the positions that people hold. Positions are formed in relation to one another. One can position oneself or be positioned as, for example, powerful or powerless, dominant or submissive, confident or apologetic, and so on. For one to be positioned as powerful, for example, others in the community must be positioned as powerless (Harré & van Langenhove, 1999, p. 2).

The concept of "position" is based in social constructionism and discourse analysis. The first of the two basic principles of social constructionism states that what people do is intentional, directed and subject to evaluation (e.g., correct/incorrect, proper/improper). The second principle states that what people are (to themselves and others) is a result of a history of interpersonal interactions (Harré & van Langenhove, 1999, p. 2). It follows that social phenomena are generated in and through conversation and asserts that "everything is socially constructed, relative to local contexts, and subjective" (p. 2). Positioning can be understood as "the discursive construction of personal stories that make a person's actions intelligible

and relatively determinate as social acts and within which the members of the conversation have specific locations” (van Langenhove & Harré, 1995, p. 363). Individuals position themselves and each other in the conversations with which they are engaged and, as a result of individuals’ attempts to understand each other, they may redefine their position, which is referred to as repositioning (Harré & van Langenhove, 1999b). Repositioning is an important idea as it can indicate new understandings of the teacher which can lead to new teaching practices (Arkoudis, 2006, p. 421).

At its core, positioning theory encompasses the dynamics between one’s position, “the social force of what they say and do, and the storylines that are instantiated in the saying and doings of each episode” (van Langenhove & Harré, 1999, p. 10). The theory can be used as an analytical tool for people and their individual and socially created identities, as well as for societal issues on a cultural level (pp. 11-12).

If we are to think of the CF classroom, the teacher may position him/herself as one who welcomes ELL inclusion depending on their prior experiences and/or depending on the school context in which they teach. Teachers may also position ELLs as capable or incapable learners of French depending on their beliefs and attitudes about second language acquisition. The positions elementary CF teachers take may change over time depending upon their interactions with colleagues, mentors, parents and students. Since people are constantly engaged in positioning themselves and others, an individual can take on several varieties of positioning. As van Langenhove and Harré (1999) assert, “When somebody positions somebody else, that always implies a positioning of the person him/herself” (p. 22). If we apply this view to the subject of this study, the ways in which CF teachers position themselves (and/or are positioned) will influence the way they perceive ELL inclusion in FSL and their views about teaching practices. In the CF class, teachers may position ELLs as

non-learners of FSL, which may affect their perceptions of inclusion. Teachers' attitudes toward ELL inclusion in CF may impact how they position ELLs. The positions assigned to CF teachers by administrators or school boards may also influence the way they position ELLs. The way teachers are positioned and position ELLs may change depending on geographical location, prior teaching experiences, and interactions with ELLs. Positioning theory is a suitable theoretical frame for this study as it is a new lens with which to understand ELL inclusion and it allows for discussion of the data in terms of development of relationships, teacher and student agency, and teacher responsibilities.

CHAPTER 3

METHODOLOGY

Introduction

This study investigated (a) Ontario CF teachers' perceptions and attitudes toward ELL inclusion in CF, and (b) the contributing factors that affect teachers' attitudes toward ELL inclusion in CF. This investigation employed a mixed methods approach. This chapter includes the following eight sections: (a) definition and suitability of mixed methods; (b) triangulation, validity, and reliability; (c) positioning myself as a researcher; (d) context of study; (e) methods - sources of data; (f) ethical review process; (g) participants; and (h) data analysis.

Definition and Suitability of Mixed Methods

The term *mixed methods* describes a research approach that combines aspects of qualitative and quantitative methodology and design (Creswell & Plano Clark, 2007; Johnson & Onwuegbuzie, 2004; Teddlie & Tashakkori, 2006). This research approach, influenced by the pragmatist viewpoint (see Cherryholmes, 1992, 1999; Howe, 1988; Rorty, 1982), encompasses qualitative and quantitative approaches in the types of questions asked, the research methods used, and the procedures used for data collection and analysis (Tashakkori & Teddlie, 2003) and can be used in a single study or in a program of inquiry (Tashakkori & Creswell, 2007; Tashakkori & Teddlie, 1998). In addition, a mixed methods approach allows for the use of multiple viewpoints rather than the typical use of particular paradigms associated with quantitative or qualitative researchers (Creswell & Plano Clark, 2007). Mixed methods, as a methodology, involves "philosophical assumptions" that guide the direction of research.

The differences between quantitative and qualitative methods involve trade-offs between breadth and depth (Patton, 2002). Where qualitative methods look at issues in great depth and focus on detail, context and nuance, quantitative methods of inquiry include standardized questions that limit responses to predetermined categories that make it more feasible to measure the reactions of many participants. Tashakkori and Teddlie (2009) note that qualitative and quantitative research approaches are not separate; that is, all components of a study (i.e., research questions, data collection, etc.) lie on a continuum of qualitative-quantitative approaches. Greene, Caracelli and Graham (1989) reviewed 57 mixed methods studies from the 1980s and listed five purposes of these studies: (a) ensuring triangulation, (b) examining overlapping and different aspects of a phenomenon, (c) discovering contradictions or fresh perspectives, (d) developing or using methods sequentially, and (e) adding breadth and scope to a project. Further, Teddlie and Tashakkori (2009) suggest that mixed methods research is superior to the single approach designs because it addresses a range of questions, provides strong inferences, and provides opportunity for differing views (p. 33).

The central premise of the use of mixed methods is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell & Plano Clark, 2007). There are four types of mixed method implementation processes: (a) sequential (separate phases of research occur in chronological order); (b) conversion (data is transferred from one form to another); (c) parallel (phases occur in a synchronous manner); and (d) multilevel (different types of methods are used at different levels of data aggregation) (Teddlie & Tashakkori, 2009).

This study adopted a mixed methods approach because it was best suited to the line of investigation. The strengths of the approach offset the weakness of both qualitative and

quantitative research and it provides comprehensive evidence for studying a research problem than either quantitative or qualitative research alone (Creswell & Plano Clark, 2007). This approach allowed a more encompassing investigation of the research questions in this study.

The study took on a sequential implementation process (Teddlie & Tashakkori, 2009) and integration of findings was done at all stages of the research process. The research questions posed were answered by both quantitative (e.g., Phase 1) and qualitative (e.g., Phase 1, 2, and 3) data collection and analysis methods. Where the use of quantitative methods requires standardized measures so as to make statistical comparisons of the data, which will lead to a “broad, generalizable set of findings presented succinctly and parsimoniously” (Patton, 2002, p. 14), qualitative methods (e.g., interviews, document analysis, survey responses, observation) allow researchers to study issues “in depth and detail”, allowing for findings of great detail about a small number of cases, which will increase the level of understanding about the cases (Patton, 2002, p. 14). Quantitative methods gather information from a large sample and qualitative methods have to do with “information richness” (Patton, 2002, p. 230) of selected cases so by using the two methods, this study’s findings provide a general understanding of the phenomenon while also providing supportive documentation which is “rich” and “in-depth”.

Triangulation, Validity and Reliability

Denzin (1978) has stated that bias that results from single-method, single-observer or single-theory studies can be avoided by combining multiple observers, theories, methods or data sources. Triangulation attempts to understand behaviour by studying it from more than one perspective and, often, by making use of both qualitative and quantitative measures (Brown & Rodgers, 2002). Denzin (1978) listed four types of triangulation: (a) data

triangulation (i.e., a variety of data sources used in a study); (b) investigator triangulation (i.e., includes several researchers); (c) theory triangulation (i.e., multiple perspectives are used to interpret a single set of data); and (d) methodological triangulation (i.e., multiple methods are used to study a single problem). Brown and Rodgers (2002) have taken this discussion further and have added three additional types of triangulation: (a) interdisciplinary triangulation (i.e., using perspectives of several disciplines); (b) time triangulation (i.e., using multiple occasions to gather data); and (c) location triangulation (i.e., using multiple sites to gather data) (p. 244). In this study, four out of the seven types of triangulation were achieved: data (i.e., gathered from multiple teachers), theory (i.e., various theories were used to interpret the data), methodological (i.e., surveys, interviews and observations were used), and location (i.e., data was gathered primarily in two cities in various schools).

Validity⁹ is defined as “the degree to which the results can be accurately interpreted and effectively generalized” (Brown, 1997 as cited in Brown & Rodgers, 2002, p. 294). One way that the validity of this study is strengthened is because of its use of multiple methods of triangulation. In addition, this study’s internal validity (i.e., the extent of which results can be interpreted accurately) is increased because of (a) the various methods used for participant (e.g., snowballing, Facebook post, through school board research officers and principals) recruitment and the associated reviews from various university and school board ethical review boards; (b) the description and presentation of data collection and findings (e.g. detailed analysis process, thick description); (c) the detailed data analysis – both quantitative and qualitative – involved; and (d) the acknowledgement of my position as a researcher (as

⁹ I use the terms internal and external validity which have been cited as quantitative terminology. The equivalent terminology for qualitative research are credibility and transferability (Brown & Rodgers, 2002, p. 243).

described in the section below). Further, this study's external validity (i.e., the extent to which results can be generalized) is strengthened because of the number of participants involved, the variety of contexts explored, as well as the degree of accuracy between the data which was collected via both quantitative and qualitative methods. I have attempted to increase the internal and external validity of the study with the methods I have described here and as such, the results could possibly be transferred to other contexts.

Reliability¹⁰ is the "degree to which the results of a study are consistent" (Brown & Rodgers, 2002, p. 241). Similar to validity, reliability can be divided into two parts: (a) internal (i.e., the extent to which consistent results can be expected if the study was re-analyzed by another researcher); and (b) external (i.e., the extent to which one can expect consistent results if the study was replicated or repeated). While the results of my study were not re-analyzed by another researcher, reliability was strengthened because of the various methods of triangulation that were implemented. For both the quantitative and qualitative portions of this study, reliability was increased because the study was carried out in two main geographical regions. In addition, considering the number of school boards that were approached as sites for this study, a relatively high number of participants responded to the invitation to participate. Data was coded and analyzed following common mixed-method research guidelines (e.g., open coding, grouping of codes, emergence of themes). It has been noted that reliability "plays a minor role in qualitative research" (Creswell & Plano Clark, 2011, p. 211). I mention my position as researcher in the section below and I tried to reduce any bias I brought to the research through the various data collection procedures I employed.

¹⁰ I use the terms internal and external reliability which have been cited as quantitative terminology. The equivalent terminology for qualitative research is dependability (Brown & Rodgers, 2002, p. 243).

Positioning Myself as a Researcher

The research that I undertook for this dissertation has been in development long before I actually began doctoral studies. I have been involved with ELLs, FSL and ESL my entire life. While I am not an ELL myself, I come from a family of ELLs. I grew up listening to my parents' stories about their English language learning journeys. While I was at school, I pursued French studies without really knowing where it would lead me. In my adult life I have held various teaching positions in both FSL and ESL. I earned my BEd degree from an Ontario university. I am qualified to teach at the primary, junior and intermediate levels (Grades 1-10) and my teachable subject is French. The students in my FSL classes in my first full-time teaching position at an Ontario school board were of diverse linguistic and cultural backgrounds. While I felt that I did my best to create an inclusive environment for them, I was unsure of the most effective instructional strategies for them and whether I needed to provide the ELLs with accommodations or modify the FSL program to suit their needs and abilities.

My Master of Education program allowed me to investigate a line of inquiry that I was very much curious about – the experiences of an ELL in an FSL class. This qualitative case study revealed much more than I had anticipated about an ELLs' successes and challenges in FSL, ELLs' motivation to learn FSL, and teachers' approaches to teaching ELLs in FSL. My experiences as a teacher and my Master's work, along with the work of many scholars in the field of applied linguistics, has greatly impacted my own language learning, teaching, and research practices.

This doctoral work examines CF teachers' attitudes toward inclusion of ELLs in CF. While I make every attempt to remain an objective researcher, the work is certainly not without its biases. It is nearly impossible, in my opinion, to approach research without the

researcher's bias. The questions we ask, the community we work with, and the approach to analysis of findings are all influenced by who we are as researchers. I am definitely not the exception. I have a strong commitment to FSL education in Ontario – especially CF – because I feel grateful for my own public education experiences. I am also an advocate for ELL inclusion because of my varied personal and professional experiences. Finally, I am keen on learning from and with teachers because I, too, am an educator. If we are to offer quality public education, I feel that we need to learn about what teachers are doing well, where their weaknesses lie, and we need to listen – and respond to – their needs.

As has been explained, the mixed methods approach was the most suitable approach for this study as the combination of methods added to the scope of the discussion about the topic of study. I will now turn the focus to the particular research design details of this study.

Context of Study

I situate this study largely in two Ontario regions for several reasons. First, Ontario is the Canadian province with the highest population of permanent residents¹¹. In fact, over the last decade, approximately half of all permanent residents in Canada settled in Ontario¹² (CIC, 2012, 2013). As well, in 2011, a quarter of the permanent residents residing in Ontario

¹¹ A permanent resident is someone who has acquired permanent resident status by immigrating to Canada, but is not yet a Canadian citizen. Permanent residents have rights and privileges in Canada even though they remain citizens of their home country. (...) To keep permanent resident status, one must live in Canada for at least two years within a five-year period (CIC, 2010).

¹² From the years 2003 to 2007 a total of 1,207,807 permanent residents settled in Canada. A total of 622,549 of these permanent residents settled in Ontario (which amounts to 51.54%) (CIC, 2012). From the years 2008 to 2012 a total of 1,286,375 permanent residents settled in Canada. A total of 534,133 of these permanent residents settled in Ontario (which amounts to 41.52%) (CIC, 2013).

(24.9%) reported to possess neither French nor English language ability (CIC, 2012, p. 35). Within the province of Ontario, there is a large variance in the percentage of permanent residents who reside in different cities. Of the Ontario permanent residents in 2011, a total of 31.3% of them reside in one large urban centre which I refer to as City A compared to only 0.9% of Ontario permanent residents who reside in a mid-sized city (City B) within 200 kms of City A (CIC, 2012, p. 31). Comparing teachers' perspectives about ELL inclusion in cities with varying degrees of diversity and contrasting permanent resident populations will reveal new data for the field. In addition, results found in these contrasting contexts highlights areas of research and professional development need as well as increasing areas of concern for teacher education.

City A is the largest city in Ontario with a population of approximately 2.5 million people (city only) and 5.1 million people (including the Greater City A Area) (Statistics Canada, 2012a). In 2011, 41.8% of City A's population had a mother tongue other than English or French, 25.3% spoke a language other than English or French at home (Statistics Canada, 2012a), and 5.2% of City A's population reported to have knowledge of neither English nor French (Statistics Canada, 2013a).

City B is a mid-sized Ontario city. In 2011, its population was approximately 366,000 (city only) and 474,000 (including the Greater City B Area, 2012) (Statistics Canada, 2012b). In 2011, 16.7% of City B's population had a mother tongue other than English or French, 8.0% spoke a language other than English or French at home (Statistics Canada, 2012b), and 1.3% of the city's population reported to not have knowledge of either English or French (Statistics Canada, 2013b).

Methods: Sources of Data

This section outlines the methods implemented in this three-stage research design. I used both quantitative and qualitative methods to investigate the research questions as these tools alone would not have thoroughly helped me to understand teachers' perceptions of ELL inclusion in CF. This research involved three stages of data collection and investigation following a sequential design format (Creswell, 1995, 2003; Tashakkori & Teddlie, 1998; Teddlie & Tashakkori, 2009). In Phase 1 (quantitative-dominant), I administered a survey to a sample of CF teachers across Ontario (but most participants were located in two cities). In Phase 2 (qualitative-dominant), I conducted interviews with a sample of teachers who participated in the survey. In Phase 3 (qualitative-dominant), I conducted classroom observations of CF classes in City B.

Phase 1: Survey of All CF Teacher Participants

In Phase 1 I administered a survey to elementary CF teacher participants in various public school boards (participant recruitment procedures are described in a section below). I designed the survey in consultation with previous research (Arnett, 2004, 2008; Carr, 2007; Dörnyei, 2003, 2007; Lapkin, 2006; Mady, 2003, 2006; Moughni, 2006; Reeves, 2006; Rutledge, 2009; Youngs & Youngs, 2001)¹³ (see Appendix A). There were several aims of this survey. First, it gathered background information about teachers' teaching experiences, grades taught, and demographics about participants' classes and schools. Second, it gathered teachers' opinions about their beliefs and attitudes about ELL inclusion in CF at various grade levels. Finally, it led me to possible participants for Phase 2. Using this survey allowed me to gather information from a large sample of public school elementary French teachers

¹³ I wish to thank Dr. Patrick Brown from the Department of Psychology at the University of Western Ontario for his guidance and support in the survey design.

and analyze the data quantitatively. The survey was created using the University of Western Ontario Information Technology Services Survey Tool (UWO Survey Tool) (see http://www.uwo.ca/its/software/survey_tool.html). A link to the survey was provided to potential participants depending on the recruitment strategy (see recruitment section below). No potential participants requested a paper copy of the survey although I provided this as an option (as indicated in the letter of information). The Phase 1 data collection process took approximately one year (including the time taken for various university and school board ethical clearances). Before administering the survey to the potential CF teacher participants, I piloted the survey with six people (including core and immersion French teachers and PhD colleagues), who provided information about the clarity of questions, the time required for completion, and any associated technical difficulties with the UWO Survey Tool.

Although the information gathered from the survey was valuable in developing an understanding of many teachers' opinions, it did not allow me to fully understand CF teachers' experiences and beliefs so I implemented a qualitative approach in Phase 2.

Phase 2: Interviews with CF Teachers

In Phase 2 (qualitative-dominant, sequentially following Phase 1), the aim was to develop a greater understanding of the CF teachers' attitudes and beliefs about ELL inclusion. At the end of the Phase 1 survey participants had an opportunity to indicate their interest in participating in an interview. Teacher participants in Phase 2 of this research served as bounded cases¹⁴ in the study (see Merriam, 1998; Stake, 1995, 2000). A total of 14

¹⁴ A bounded phenomenon in case study research could refer to a program, an institution, a person, a process, or a social unit (Merriam, 1998). In this study, teacher participants who were interviewed serve as bounded cases.

teachers provided their contact information and I contacted them. In total, nine participants agreed to participate in this second phase. No possible interview participants were eliminated from this phase (see description of interview participants in section below). The focus of the semi-structured individual interview was to gather detailed data about teachers' experiences, beliefs, attitudes and perceptions of ELL inclusion in CF at various grade levels. I developed the interview protocol based on previous research in this area (Arnett, 2004, 2008; Garbati, 2007; Mady, 2003, 2006) (see Appendix B). This phase in the study allowed me to build a more secure case around the research questions and served to reinforce data triangulation (Denzin, 1978). This phase took six months to complete. Three interviews were conducted in person and six interviews were conducted over the telephone or Skype. All interviews were audio-recorded and transcribed within two weeks of the interview. The transcripts were sent back to participants for review. No participants requested any change to be made in the written transcripts of their interview.

Phase 3: Classroom Observations

In Phase 3, I attempted to conduct classroom observations with the participants who indicated an interest at the end of the survey. I hoped that the classroom observations would allow me to get a better sense of current teaching practices in CF at various grade levels in different contexts. In addition, I thought that these observations would provide an opportunity to follow-up with the teachers who participated in the survey and interview portions of the research and would allow me to make additional observations and conclusions about how their attitudes and perceptions may influence their teaching practices and/or interaction with the ELLs in their classes.

Unfortunately, I was limited by school board ethical approvals and in the end I only had permission to conduct classroom observations in two school boards in City B. In Fall

2011, I conducted three classroom observations of three CF teachers (whom I also interviewed) within one school board in City B. I took field notes on my laptop as I sat at a teacher-designated location in each classroom. The data gathered during the classroom observations helped me to understand the teaching context of the teachers. As only three observations were conducted, the data was not rich enough to be coded and analyzed but it did help me to understand the structure of lessons and the nature of the CF language programs that were implemented (e.g., Accelerated Integrative Method – described in a later section in this chapter).

The Ethical Review Process

Ethics was first approved by the University of Western Ontario (UWO) in Spring 2011 (see Appendix C). Once I had approval from UWO to conduct this research, I completed ethical review submissions for a total of 11 school boards in Ontario. Four school boards approved my application, six school boards denied my application, and one never responded (see Table 1 for ethical review decisions and school board pseudonyms).

My application to conduct research was approved by four school boards: Board 1, Board 2, Board 3, and Board 4. Each of these four school boards requested revisions to my application (see Appendix D for school board ethical approval, revision and rejection letters). Board 3 denied my request to conduct classroom observations. Board 4 requested substantial changes to the survey and interview protocols. Once I made the requested changes the research project was approved. In the end, only three participants from Board 4 responded to the survey so because of this low response, and due to the fact that the survey differed substantially from the original, these participants and responses were omitted from the data set.

Table 1

School Board Pseudonyms, Locations, and Ethical Review Decisions

Region	School Board Pseudonym	Decision	Have Letter
Region B	Board 1	Y	Y
Region B	Board 2	Y	Y
Region A	Board 3	Y	Y
Region A	Board 4	Y	Y
Region A	Board 5	N	Y
Region A	Board 6	N	Y
Region A	Board 7	N	Y
Region A	Board 8	N	Y
Other	Board 9	N	Y
Other	Board 10	N	Y
Other	Board 11	No response	No response

In spite of the efforts and follow-ups I made with the 11 Ontario school boards, participation remained low (in terms of adequate data for statistical calculations). As such, in Fall 2011 I made a revision request to the Ethical Review Board at UWO to recruit participants via Facebook and a snowballing approach (see Appendix E). Through these recruitment methods, teachers from an additional seven school boards (names withheld to protect participant and school board identities) participated in the research. I did not apply to the ethical review boards of these seven school boards. Teachers from these boards participated in the survey and possibly a telephone interview. In addition, through the Facebook and snowballing methods, I was able to recruit individual participants from school boards that had previously denied my request to conduct research (e.g., from Board 5).

If I did not have ethics approval from a school board, I conducted a telephone interview rather than an interview on school property. Also, I did not suggest a classroom

observation component to the teacher participant. As I noted earlier, I conducted one classroom observation with each of three elementary CF teachers in City B.

Participant Recruitment

Teacher participants were recruited in a variety of ways: school board liaisons (e.g., research officers, principals, ethical review board committee members), snowballing, a Facebook group, the Ontario Modern Language Teachers' Association (OMLTA) conference and via the Canadian Association of Second Language Teachers (CASLT). Letters of Information and Consent Forms for the various participant recruitment methods are in Appendix F.

School Boards

Various participant recruitment procedures were adopted at the school board level as per the direction of the ethical review board at each school board. Board 1 sent out my invitation to participate via the board's email list serve on several occasions. A similar process was taken with Board 2. Board 3 provided a list with the names of the elementary school principals and suggested I send out individual emails to each of them. I sent an invitation to participate to 119 elementary school principals and requested that the invitation be forwarded to the CF teacher(s) at their schools. Many of the principals in this board responded to me directly informing me that they passed on the information. Others copied me in an email to their CF teachers. Some principals provided me with the name of the CF teacher and advised me to contact him/her directly. Finally, Board 4 posted an invitation to participate announcement in a teacher conference folder in the board's online shared forum. An estimated 55 participants were recruited via school board procedures.

Snowballing

The second technique I used to recruit participants was snowballing. I contacted teachers and university instructors and requested that they send out my invitation to participate to any elementary CF teachers they knew. I cannot be sure of the number of participants who were recruited via the snowballing technique.

Facebook

In Fall 2011 I posted my invitation to participate on the Facebook group page “Ontario Core French Teachers” on two separate occasions. While it is difficult to determine how many survey respondents were recruited via Facebook, I know that one of the interview participants was recruited with this method.

OMLTA Conference

In Fall 2011 I requested permission from the OMLTA conference organizers to attend their Fall 2011 conference in Arva, Ontario, in order to recruit participants. During this two-day conference, I approached attendees, asked them if they were elementary CF teachers, told them about my research aim, and asked them if they would be willing to participate. If they responded positively, I noted their email address and/or phone number and provided them with my business card. After the OMLTA conference I followed up with the 10 people who had expressed an interest in participating in this study. Similar to other methods, it is difficult to know how many survey respondents were recruited using this method. One of the interview participants was recruited in this way.

CASLT

I submitted a request to CASLT to advertise my research project and invitation to participate in a newsletter. While I made the changes they requested to my survey design and

they said that they would be willing to advertise my invitation, I do not have any evidence that this invitation actually appeared in a CASLT newsletter.

Participant Characteristics

In this section, I describe some of the relevant characteristics of the survey and interview participants. There are four parts to this section. First, I present characteristics of the 76 survey participants in general. Second, I present participant characteristics by region (i.e., low-ELL and high-ELL populated regions – as identified by regional statistical information as described earlier in this chapter). Third, I present participant characteristics by number of ELLs per teacher (zero versus one or more). Finally, I provide some background information about the nine interview participants.

Survey Participants: General

A total of 81 participants responded to my survey. Some participants were omitted from the study because they did not meet essential criteria (e.g., elementary CF teacher, Ontario public school teacher). Therefore, data from a total of 76 participants were analyzed. Table 2 provides the breakdown of the number of participants by school board. Most participants were from Board 1 (Region of City B) and Board 3 (Region of City A).

Table 2

Participants by School Board

School Board	<i>n</i>
Board 1	27
Board 2	3
Board 3	23
Board 5	16
Other Boards	7
Total	76

Of the 76 survey participants, 73 were female and 2 were male. One respondent left this question blank.

Of the 76 survey participants, two taught in a K-6 school, 50 taught in a K-8 school, and 19 taught within another grading structure (e.g., K-3, K-4, K-5, etc.). A total of five participants did not provide this information. During the year of the study survey participants taught mostly in grades 4-8 while a small proportion (16.90%; n=12) taught also in the primary (K-3) grades. They taught an average of 5.24 classes/groups, ranging in number from zero¹⁵ to 11 different classes or groups of students. In total, survey participants stated that they taught an average of 136 students in FSL. The survey participants had been teaching for an average of 11.41 years, ranging from 1 to 33 years. They had been teaching FSL for an average of 9.46 years, ranging from 1 to 33 years.

In terms of their own education, 55 out of 76 survey participants (72.37%) completed the CF program from K-12 and 33 respondents (43.42%) studied French as a major during their university education. A total of 54 respondents (71.11%) completed a course in general FSL methodology or a CF methodology course during their Bachelor of Education program.

In terms of their mother tongues¹⁶, 51 respondents (67.11%) indicated English as their mother tongue, 1 (1.32%) responded French, 12 (15.79%) indicated another language (e.g., Spanish, Italian, Afrikaans, German, Portuguese, Croatian). A total of 12 respondents (15.79%) did not provide this information.

¹⁵ One survey responded indicated that s/he taught zero classes/groups during the year of the study. While the exact reason for this is unknown, it may be because s/he was on a leave of absence.

¹⁶ On the survey mother tongue was defined as the “first language that you learned to speak and can still understand”.

Survey participants reported that they taught an average of 14 ELLs during the year of the study and an average of 70 ELLs throughout their teaching careers. Table 3 provides a summary of the above information.

Table 3

Summary of Survey Participant General Characteristics

Category	<i>n</i>	<i>%</i>
Gender		
Female	73	96.05
Male	2	2.63
Unknown	1	1.32
Teaching Context		
K-6 school	2	2.63
K-8	50	65.79
Other (e.g., K-3, K-4, K-5, etc.).	19	25.00
Unknown	5	6.58
Grades Taught		
4-8	64	84.21
K-3	12	15.79
Average number of classes	5.24	-
Average number of FSL students	136	-
Average number of years teaching	11.41	-
Average number of years teaching FSL	9.46	-
Participants' Education Background		
CF (K-12)	55	72.37
French Major (University)	33	43.42
FSL Methodology Course (BEd Program)	34	44.74
Mother Tongue		
English	51	67.11
French	1	1.32
Other	12	15.79
No Response	12	15.79
Experience with ELLs		
Average number of ELLs taught during the year of the study	14	-
Average number of ELLs taught throughout teaching career	70	-

Survey Participants: Regional and Categorical Distinction

The low-ELL and high-ELL distinction was made in two ways. With the first type, the low-ELL and high-ELL distinction was made according to geographical area. The low-ELL and high-ELL populated regions were organized as such because of the population information reported by both Statistics Canada and local school boards. Board 1 and Board 2, for example, are located in a mid-sized Ontario city that has an immigrant population of just under 1%. Board 4 and Board 5, on the other hand, are located in a large urban Ontario region where the permanent resident population is approximately 40% (see Immigration Statistics section).

While the statistical information was a reasonable way of identifying and comparing the characteristics of the regions, I learned that the diversity (or lack thereof) could in fact be varied within schools within the same identified region. So, for example, while I may have designated one school board as having a low ELL population (according to regional and school board statistical information), some teacher participants reported teaching a high number of ELLs. The same is true for the high-ELL region. It was determined that a second level of analysis was required. As such, the second type of low- and high-ELL distinction was made at the teacher level. The percentage of ELLs each teacher taught was calculated based on information teacher participants provided in the survey. The low-ELL category, in this second type of data organization, was identified as a teacher who taught an ELL population of 4% or less (out of the total number of students the teacher taught in CF). (If we assume that an average class of 25 students includes one ELL then this means that ELLs represent 4% of the class population). The high-ELL category was determined based on the statistical information about the region. Teachers who taught in the high-ELL region taught an average ELL population of 12.77% in a class. This percentage was used as the basis to

determine which participants belonged in the high-ELL category. While I use the terms *low* and *high*, I do not intend for this to indicate extreme numbers of ELLs for each teacher. This vocabulary choice is meant to simplify the discussion about low- and high-ELL populated regions and schools.

In the following sections I present characteristics of the survey participants first by region (using statistical data) and next by category (percentage of ELLs per teacher).

Survey participants: By region.

In terms of type 1 designation – the regional statistical analysis – a total of 69 participants were included in the data set. This was because the remaining seven participants taught in schools outside the boundaries of the identified regions. The 69 participants are from four school boards (low-ELL: Board 1 and Board 2; high-ELL: Board 3 and Board 5)¹⁷. A total of 30 participants were in the low-ELL region and 39 participants were in the high-ELL region).

Low-ELL populated region.

Of the 76 survey participants, a total of 30 participants came from a low-ELL populated region. Of these participants, 29 were female, zero were male, and one participant did not provide this information. Most low-ELL region participants (n=27) taught in Board 1 and a few (n=3) taught in Board 2.

Of the 30 participants in the low-ELL region, one taught in a K-4 school, two taught in a K-6 school, 21 taught in a K-8 school, and seven participants did not provide this information. During the year of the study, all participants taught in Grades 4 to 8 while some (n=6) also taught in the primary (K-3) grades. They taught an average of 4.75 classes or

¹⁷ Recall that Board 4 has been omitted from the data set because of the low response rate and variance of survey design (as described in an earlier section of this chapter).

groups of students, ranging in number from one to nine. In the low-ELL region, participants stated that they taught an average of 123 students in FSL. Each teacher taught an average of five ELLs during the year of the study (this number reflects the number of ELLs per teacher rather than the number of ELLs per class) (this figure was calculated based on the number of ELLs and classes that each participant taught as provided in the survey data).

The low-ELL region survey participants reported to have taught for an average of 12.43 years, ranging from 1 to 33 years. They taught FSL for an average of 11.12 years, ranging from 1 to 33 years.

In terms of their own education, 22 out of 30 survey participants (73.33%) in this group completed the CF program from K-12 and 11 out of 30 (36.67%) studied French as a major during their university education. A total of 28 participants (93.33%) completed a general FSL methodology course or a CF methodology course in their Faculty of Education program.

In terms of their mother tongues, 22 out of 30 respondents (73.33%) in the low-ELL region indicated English as their mother tongue. Four respondents (13.33%) identified another mother tongue (i.e., Spanish, Italian, Croatian, Swiss German) and four participants (13.33%) did not provide this information.

High-ELL populated region.

Of the 76 survey participants, a total of 39 participants came from a high-ELL populated region. Of these participants, 37 were female and two were male. More than half of the high-ELL region participants (n=23) taught in Board 3 and less than half taught (n=16) in Board 5.

Of the 39 participants in the high-ELL region, four taught in a K-5 school and 23 taught in a K-8 school. A total of 12 respondents did not provide this information. During the

year of the study, all participants in the high-ELL region taught CF in Grades 4 to 8 and two participants also taught in the primary (K-3) division. They taught an average of 5.38 classes or groups, ranging in number from zero to 11. In the high-ELL region, participants taught an average of 141 students in FSL. Each teacher taught an average of 19 ELLs during the year of the study (this number reflects the number of ELLs per teacher rather than the number of ELLs per class) and an average of 86 ELLs throughout their teaching careers.

The high-ELL survey participants reported to have been teaching for an average of 11.67 years, ranging from 1 to 33 years. They taught FSL for an average of 9.13 years, ranging from 1 to 25 years.

In terms of their own education, 30 out of 39 survey participants (76.92%) in this group completed the CF program from K-12 and 19 out of 39 (48.72%) studied French as a major during their university education. A total of 26 participants (66.66%) completed a general FSL methodology course or a CF methodology course in their Faculty of Education program.

In terms of their mother tongues, 23 out of 39 respondents (58.97%) in the high-ELL region indicated English as their mother tongue. One respondent (2.56%) identified French and eight (20.51%) had a mother tongue that was neither French nor English (e.g., Portuguese, Italian, Spanish, German). Seven participants did not provide this information.

Comparison of survey participant characteristics by region.

Here I offer two comparison tables of some of the relevant characteristics of participants in low-ELL and high-ELL regions. This is a consolidation of some of the information presented in the previous section. These tables will serve as useful references as I present the findings and discussion in Chapters 4, 5 and 6. Table 4 presents the regional, school board, and school characteristics in the low- and high-ELL regions of this study.

Table 4

Characteristics of Region, School Board, and School: Low- and High-ELL Regions

Characteristics	Region	
	Low-ELL	High-ELL
Regional		
ELL population ^a	19.2%	44.6%
School Board		
Number of elementary schools in region	138 (Board 1)	119 (Board 3)
	48 (Board 2)	198 (Board 5)
	186 (total)	317 (total)
Number of elementary students	45,470 (Board 1)	51,588 (Board 3)
	11,699 (Board 2)	108,503 (Board 5)
	57,169 (total)	160,091 (total)
Average number of students attending schools in the board ^b	386	575
Number of elementary ELLs ^c	2140 (Board 1)	14,003 (Board 3)
	404 (Board 2)	82,269 (Board 5)
School^d		
Average number of CF teachers at each school	2.43	2.47
Average number of different class/groups taught	4.75	5.38
Average number of students taught in total	123	142
Average number of years teaching	12.43	11.67
Average number of years teaching FSL	11.12	9.13

Note. References used: Websites of Boards 1, 2, 3 and 5.

^a The ELL population refers to the percentage of the total population of people in each region (not strictly those labeled as permanent residents) who have a mother tongue other than English or French as cited by Statistics Canada (2013a, 2013b).

^b Reported by survey participants.

^c This data represents the number of ELLs (Board 1 and Board 2) and/or the number of students whose first language is something other than English (Board 3 and Board 5) as reported by the school boards. Board 3's handbook (2009) provides the following information: "Since 2001, the Board has annually assessed and registered approximately

1500 newcomer elementary and secondary English language learners who come from many different countries and speak a variety of world languages” (p. 7).

^d Reported by survey participants.

Table 5 presents the characteristics of participants’ teaching context and teaching background.

Table 5

Characteristics of Teaching Context and Participant Background: Low- & High-ELL Regions

Characteristic	Region			
	Low-ELL		High-ELL	
Participant ELL Teaching Experience				
Average number of ELLs taught during the current year	5		19	
Participant Background^a				
English as a mother tongue	22	84.62	23	71.88
French as a mother tongue	0	0	1	3.13
Mother tongue other than English or French	4	15.38	8	25.00
Studied CF in K-12	22	64.71	30	76.92
Studied French immersion in K-12	7	20.59	3	7.69
Studied French as a major or minor in university	19	57.58	25	69.44
Took a general FSL or CF methodology course in their Faculty of Education program	28	73.68	26	76.47

Note.

^a The percentages for Participant Background Characteristics are calculated based on the number of participants who provided the required information.

Survey participants: By category.

While the previous section presented information about the ELL population by region (and school board) this section offers a different perspective. In this section, high and low categories are defined by the percentage of ELLs per teacher (out of the total number of students each teacher taught). This type of distinction was made so as to not assume that teachers in low-ELL regions (as described above) necessarily had a low ELL population in their classes. The number of ELLs in a school varies greatly even within the same school board and region. The Fraser Institute (2012) documented information about the percentage of ELLs at each Ontario school. Table 6 presents the data corresponding to each interview participant's school as identified by the Fraser Institute. As this table shows, even though the region may be high or low (as per statistical data), the percentage of ELLs at each school varies and may not necessarily correspond to the regional statistics. Sara, for example teaches in a low-ELL populated region as identified by population statistics but works at a school with a high-ELL population as identified by the percentage of ELLs at the school.

In order to make the low- and high-ELL category distinctions, I defined the low-ELL category as one where a teacher had an ELL population which represented 4% or less of his/her students. The high-ELL category is one where a teacher had an ELL population which represented 12.77% or more of his/her students. These percentages were calculated using data from the survey (i.e., the number of ELLs and the total number of FSL students taught during the year of the study). In this way, the low- and high-ELL categories were organized according to the individual teacher's teaching context rather than by statistical data provided by the region and/or school board.

Table 6

Percentage of ELLs at Participants' Schools

Participant Pseudonym	School Region	% ELLs at School
Karen	High	-
Laura	High	6
Megan	High	6
Georgia	High	5.3
Trevor	High	8.2
Melanie	High	20.9
Grace	Low	0
Jane	Low	2.3
Sara	Low	10.4

Note. Percentage of ELLs at each school as reported by the Fraser Institute (2012). The symbol “-” indicates that the Fraser Institute did not document the school’s information.

A total of 64 participants were included in the data set for the categorical analysis. This was because the remaining 12 participants did not provide adequate information on the survey about the number of ELLs and/or classes they taught. A total of 37 participants were in the low-ELL category and 27 participants were in the high-ELL category.

Low-ELL populated category (≤4%).

In the low-ELL category, ELLs made up 4% or less of the total number of students each participant taught. A total of 37 teachers were identified in the low-ELL category. All but one teacher was female. Of the 37 teachers in this category, just over half (n=18) taught in school boards identified in the low-ELL region (as per statistical data). Participants in this category taught in seven school boards.

The majority of the participants (n=30) in the low-ELL category taught in a K-8 school. They taught an average of 5.19 classes or groups. Participants reported that they taught an average of 139 students in FSL and an average of two ELLs. Participants have taught for an average of 11.68 years and have taught FSL for an average of 9.22 years.

In terms of their own education, 29 out of 37 survey participants (78.38%) in this category completed the CF program from K-12 and just over two-thirds (n=25; 67.57%) studied French as a major or minor during their university education. Just over half of the participants (n=19; 51.35%) completed a general FSL methodology course in their Bachelor of Education programs, which means that some teachers in this study do not have specific FSL teaching qualification as outlined by the Ontario College of Teachers (2008).

In terms of their mother tongues, 29 participants (78.38%) indicated English as their mother tongue, four participants indicated another mother tongue (e.g., Croatian, Italian, Portuguese) and nine participants did not provide this information.

High-ELL populated category (≥12.77%).

In the high-ELL category, ELLs made up 12.77% or more of the total number of students each participant taught. A total of 18 teachers were identified in the high-ELL category. All but one teacher was female. Of the 18 teachers in this category, over half (n=11) taught in school boards identified in the high-ELL region (as per statistical data). Participants in this category taught in five school boards.

Half (n=9; 50%) of the participants in the high-ELL category taught in a K-8 school. They taught an average of 5.06 classes or groups. Participants reported that they taught an average of 118 students in FSL and an average of 44 ELLs. Participants taught for an average of 15 years and taught FSL for an average of 13 years.

In terms of their own education, 14 out of 18 (77.78%) in this category completed the CF program from K-12 and over half (n=12; 66.67%) studied French as a major or minor during their university education. Half of the participants (n=9; 50%) completed a general FSL methodology course in their Bachelor of Education programs.

In terms of their mother tongues, 15 participants (83.33%) indicated English as their mother tongue and two indicated another mother tongue (e.g., Swiss German and Italian). One participant did not respond.

Interview Participants

At the end of the online survey, participants could indicate their interest in participating in a follow-up interview and/or classroom observation by providing their contact information. A total of 18 people provided their contact information and I followed-up with each of them via email. I thanked them for participating in the survey and inquired about their willingness to participate in an interview and/or observation. A total of three participants agreed to participate in an interview and a classroom observation. A total of six participants agreed to participate in an interview only. In this section, I introduce the nine interview participants. The information presented here was gathered in both the survey and the interview.

Grace (Board 1).

Grace taught CF for 15 years. At the time of this study she taught CF in Grades 4-8. She taught French, using the Accelerative Integrated Method (AIM)¹⁸, in her own classroom. She admitted to having very little experience with ELLs (she taught a total of 10 ELLs in her teaching career). Grace's first language was English. She studied CF in her K-12 education and minored in French at university.

¹⁸ The Accelerative Integrated Method (AIM) is a holistic gesture approach to the teaching of FSL. Designed by Wendy Maxwell, this program was designed to “rapidly accelerate the development of fluency at beginning stages” of second language acquisition (Maxwell, 2004, p. 7).

Jane (Board 1).

At the time of this study Jane was in her fourth year of teaching (a combination of homeroom classes and CF). At the time of the study she taught CF to Grades 6, 7, and 8. She indicated that she used the AIM program and taught CF in her own classroom. She reported that in her teaching experiences, she taught mostly monolingual students. Originally she indicated that there were no ELLs in her classes but during the classroom observation period, she inquired with a few students and learned that there were at least three students in her Grade 8 class who did not have English as a first language and/or who used a language other than English in their homes. Jane's first language was English. She studied French in both CF and French immersion programs in her K-12 education but did not continue with French studies in university.

Sara (Board 1).

Sara taught CF for 14 years but has also taught in the French immersion program. At the time of the study she taught Grades 4 to 7. She mentioned that she used the AIM program and did not have her own classroom. At the time of the study, she taught five ELLs and she reported that their backgrounds included East Indian, Arabic and Ethiopian. Sara's first language was Spanish. Sara learned English as a Second Language when she was young. She studied CF in her K-12 education, minored in French in university and lived in France for a period of time. She also had some knowledge of Italian.

Karen (Board 5).

Karen taught CF for six years. In her teaching career she taught (English and/or French) in Egypt and in a First Nations community. At the time of the study she taught Grades 7 and 8. Karen said that she did not use the AIM program and did have her own classroom. She said that she taught in a multilingual school and some of her students

originated from India, Pakistan, and Afghanistan. She taught approximately 10 ELLs during the time of the study. Karen's first language was English. She studied French and Russian in university and abroad. She also had some knowledge of Latin (she learned it in high school) and Arabic (she taught in Egypt for several years).

Laura (Board 5).

Laura taught CF for 15 years. At the time of the study, she taught Grades 4, 5 and 6. Laura said that she did not use AIM and did not have her own classroom. She reported that she taught in a multilingual school and that many of her students spoke Punjabi or Urdu as their first language. Laura's first language was English. She studied CF in her K-12 education. She majored in French at university and also studied Italian and Spanish. She said she could read, write and speak in French, Italian and Spanish.

Megan (Board 5).

Megan taught CF for 25 years. At the time of the study she taught Grade 4. She did not use the AIM program. She reported that she taught in a mostly monolingual school (she estimated that ELLs made up 1% of the school population). At the time of this study, she taught four ELLs who had Punjabi or Urdu as their first language. Megan's first language was English. She studied CF in her K-12 education and majored in French at university. She learned Portuguese while studying in Brazil and she studied German at university.

Trevor (Board 3).

Trevor taught CF for nine years. During his 22-year teaching career, he was an FSL, a Special Education and a mainstream classroom teacher. At the time of this study, he taught Grades 4 to 8. He used the AIM program. He reported that his school was multilingual and students' origins included Philippines, Poland, Middle East, and Korea. During the time of the study, he taught four ELLs. Trevor's first language was English. He studied CF in his K-

12 education and completed a French co-specialist degree at university as well as a Masters in Modern Languages. He also studied Italian at high school and university.

Georgia (Board 3).

Georgia had taught for 21 years in FSL, ESL and mainstream programs. She taught FSL for approximately 18 years. At the time of this study, she was an FSL and ESL teacher. She taught Grades 6 and 7 CF and used the AIM program. She also worked with two ELLs as part of her teaching assignment. She mentioned that the ELLs in her school were mostly Spanish speakers who came from Ecuador and Mexico. Georgia's first language was Italian. She learned English at school. She studied CF in her K-12 education and completed a French specialized honors university degree.

Melanie (Other Board).

Melanie taught for two years. At the time of this study, Melanie taught CF to a variety of grades (Grades 4, 5, 7, 8 and a language learning disability class which was made up of students from Grades 1, 2 and 3). She reported that she used the AIM program and had her own classroom. She said that her school had a fairly high number of ELLs for the region. She taught approximately 10 ELLs. At the time of this study, Melanie was part of the New Teacher Induction Program (NTIP) but her mentor teacher was an English teacher. Melanie's first language was English. She took French immersion in her K-12 education and majored in French at university. Since graduating from the Bachelor of Education program, she completed the FSL part 1 and part 2 Additional Qualifications courses. Melanie had also taken some basic Spanish courses.

Comparison of participant characteristics: Interviews.

In this section I provide additional relevant information about characteristics of the interview participants. In Table 7 I present summative information about interview participants' language learning and teaching backgrounds.

Table 7

Participants' Language Learning and Teaching Background

Participant	Mother tongue	Program of study for K-12	French at university	General FSL or CF methodology course – Faculty of Education	Number of years teaching	Number of years teaching FSL
Low-ELL Region						
Grace	English	CF	yes: minor	yes	20	20
Jane	English	CF & FI	no	no	3	3
Sara	Spanish	CF	yes: minor	yes	14	12
High-ELL Region						
Karen	English	CF	no	no	7	6
Laura	Italian	CF	yes: major	yes	17	15
Megan	English	CF	yes	yes	30	25
Georgia	Italian	CF	yes: major	yes	21	17
Trevor	English	CF	yes: major	yes	22	9
Melanie	English	FI	yes: major	no	2	2

Table 8 shows information regarding interview participants' experiences with teaching ELLs in CF at the time of the study. All participants reported that they consult with other FSL teachers at their schools.

Table 8

Participants' Current Teaching Context and Experience with ELLs

Participant	Grades taught at time of study	Number of groups/ classes taught	Number of students taught in total this year	Number of students in school ^a	Number of ELLs taught this year	Number of ELLs taught in career
Low-ELL Region						
Grace	5-8	6	150	314	0	10
Jane	6-8	2	57	338	2	10
Sara	4-6	3	80	584	4	30
High-ELL Region						
Karen	7, 8	7	180	961	10	70
Laura	4, 5	6	160	810	100	Unknown
Megan	4	1	25	687	0	50
Georgia	6, 7	4	120	565	2	50
Trevor	4-8	6	164	400	4	15
Melanie	1-5, 7, 8	5	120	364	4	4

Note. The information about the number of students in school was gathered from either the participant or the corresponding school or school board website.

^a As reported by the participants.

Data Analysis

The numeric data from the survey in Phase 1 was analyzed for descriptive statistics using Excel software. The first section of the survey consisted of background information about the participants' current and past teaching experiences, the number of ELLs taught, and participants' own FSL education. Totals and averages were compiled using appropriate formulas in the Excel program. The second portion of the survey (Questions 26-51) allowed participants the opportunity to agree or disagree with statements related to ELL inclusion. A four-point scale was used. Possible responses to these questions were strongly disagree, disagree, agree, strongly agree. Totals were compiled using Excel formulas for these questions and are reported on in the following chapters in two ways. First, in a descriptive sense using two categories: (a) strongly disagree and disagree, and (b) agree and strongly

agree. Second, participant responses were normalized (so as to create proportions) and were then represented visually in a graph (see Appendices G, H, and I for all graphs). By presenting the results for these questions in these two ways, the reader has (a) an overall sense of the number of participants who either agreed or disagreed with a statement, and (b) a greater sense of the variances between high- and low-ELL regions and categories and between novice and experienced participants. The third section of the survey consisted of three open-ended questions (Questions 55, 56, 57). A theme analysis was completed with this qualitative data. While I do not claim generalizability of findings, the results from Phase 1 do indicate some strong tendencies.

In Phase 2, the interviews, data were collected to support the survey data. In the interviews CF teachers were given an opportunity to pose questions, raise new issues and support their responses with stories and examples. I conducted and audio-recorded all nine interviews. I then transcribed the recordings within two weeks of the interview and sent the transcription to the participant for review. At this point participants could make changes to their responses but none of them did. I analyzed the interview data using open coding and NVivo software. Barralt (2012) defines open coding as the “process of assigning a code to represent a concept shown in the data (...) [codes can be] single words, phrases, utterances, or even entire sections of highlighted text” (p. 230). Using this technique, key words and phrases were assigned codes. Codes were reviewed and sorted and narrowed down to a total of 30 codes (e.g., assessment, benefits & successes, ELL roles). Then, codes were categorized into emerging themes (e.g., ELL as mentor, entry time/level of ELLs in CF).

The field notes from the three classroom observations were used to provide context and background information. As noted earlier, these data were used to help me understand the teaching context of the teachers. No structured analysis was conducted with these data.

Summary

In this chapter I presented the rationale for the choice of methods used in the study. As I have argued, the mixed methods approach was most suitable for the purposes of this study and increased the validity and reliability of the research. I also presented relevant information about the data gathered and highlighted important distinctions between the high- and low-ELL regional and categorical data. In the next two chapters I present and discuss the findings of this research.

CHAPTER 4

FINDINGS

TEACHERS' PERCEPTIONS OF ELL INCLUSION

Introduction

The findings presented in this chapter focus on teachers' perceptions of ELL inclusion. The chapter is divided into the following four sections: (a) a description of the characteristics of the data set; (b) teachers' perceptions of ELL inclusion overall as well as by region, category and years of experience; (c) teachers' perceptions of benefits for ELL inclusion; and (d) perceived challenges with ELL inclusion for both teachers and ELLs.

The Data Set

Before presenting the findings of the survey and interview data, I take this opportunity to present some important information about the survey data.

Total

While data from a total number of 76 participants were included in the analysis of the survey findings, some statistical information does not represent all 76 participants. As such, where necessary, percentages have been calculated based on the number of respondents to each survey question. The number of respondents to each survey question ranged from 34 to 65 (out of a total of 76 participants).

Region and Category Data Sets

In the low-ELL region¹⁹, there were a total of 30 participants but the number of respondents for each survey question ranged from 16 to 27. In the high-ELL region, there were a total of 39 participants but the number of respondents for each survey question ranged from 15 to 32.

¹⁹ See Chapter 3 for additional information.

In the low-ELL category²⁰ there were a total 37 participants but the number of respondents for each survey question ranged from 21 to 32. In the high-ELL category there were a total of 18 participants but the number of respondents to each survey question ranged from 7 to 16.

Considering the above participant information, percentages have been calculated based on the number of respondents to each survey question.

Novice and Experienced Data Sets

Novice teachers were identified as those teachers who had three years or less teaching experience (FSL or non-FSL teaching) as self-reported in the survey. Of the 76 respondents²¹, 14 were categorized as novice teachers. Similar to the data sets for high- and low-ELL regions/categories, not all of the novice and experienced teachers responded to every question. The number of novice responses for survey questions ranged from 4 to 12.

Experienced teachers were identified as those teachers who had five years or more teaching experience (FSL or non-FSL teaching) as self-reported in the survey. Of the 76 respondents, 54 were categorized as experienced for the purpose of this study. Similar to the other data sets, not all of the 54 experienced teachers responded to every question. The number of responses for survey questions ranged from 26 to 49.

Interview Participants

Interview participants were identified as belonging to the groups as described above. The classification of interview participants is shown in Table 9. As can be observed only one participant (Laura) was in the high-ELL category.

²⁰ Recall that the low- and high-ELL categories are based on the percentage of ELLs taught by each teacher participant. See Chapter 3 for additional information.

²¹ One survey participant did not indicate the number of years s/he taught.

Table 9

Classification of Interview Participants

Participant	Novice	Experienced	Region		Category	
			Low	High	Low	High
Grace		✓	✓		✓	
Jane	✓		✓		✓	
Sara		✓	✓			-
Karen		✓		✓		-
Laura		✓		✓		✓
Megan		✓		✓	✓	
Georgia		✓		✓	✓	
Trevor		✓		✓	✓	
Melanie	✓			✓	✓	

Note. “-” indicates that the participant was omitted from the data set because s/he did not fit the characteristics of the category.

Teachers’ Perceptions of ELL Inclusion

In this section I present findings related to Ontario elementary CF teachers’ perceptions and attitudes toward ELL inclusion in CF. The findings are presented in three parts: (a) overall; (b) by high- and low-ELL populated regions and categories; and (c) by participants’ years of experience.

Overall

In the survey, teachers were asked several questions related to their attitude toward ELL inclusion in CF. Results of their opinions are in Table 10. Out of the total number of participants almost all participants (94.87%) agreed or strongly agreed that the inclusion of ELLs in CF not only creates a positive atmosphere but it also benefits all students in the class. While almost all participants (90.00%) felt that that they would welcome ELL inclusion in CF, at the same time, the majority of participants agreed or strongly agreed that inclusion of ELLs results in an increase in the teachers’ workload (86.00%), puts a strain on

their time (86.43%), and generally negatively affects the progress of the entire class (65.57%). The majority of participants (62.00%) felt that ELLs should be included in CF only once the students have attained a minimum level of English.

Table 10

CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF

	% Respondents	
	Disagree or Strongly Disagree	Agree or Strongly Agree
The inclusion of ELLs in core French classes creates a positive educational atmosphere. (Q26)	5.13	94.87
I would welcome the inclusion of ELLs in my core French classes. (Q46)	10.00	90.00
The inclusion of ELLs in core French classes benefits all students. (Q27)	15.22	84.78
Core French teachers do not have enough time to deal with the needs of ELLs. (Q31)	38.98	61.02
The inclusion of ELLs in my core French classes increases my workload. (Q42)	14.00	86.00
ELLs require more of my time than other students require. (Q43)	13.55	86.45
The inclusion of ELLs in my core French classes slows the progress of the entire class. (Q48)	34.43	65.57
Until they attain a minimum level of English proficiency ELLs should not be included in core French classes. (Q28)	38.00	62.00

Note. Participants (n=76).

The survey results are supported by the interviews with the nine teacher participants. Interview participants revealed their beliefs about the inclusion of ELLs in CF in relation to outcomes, time commitments, workload strain, and the level of English proficiency required by ELLs.

Attitudes toward ELL inclusion.

Interview participants spoke positively about ELL inclusion for the most part. While most of the participants believed that inclusion of ELLs in CF is important, it is not without its challenges (e.g., time constraints, creating accommodations, etc.). Participants shared stories of their positive experiences with ELLs in CF citing that ELLs can excel in CF where they might not have the opportunity to excel in other subject areas. Jane said: “The ELLs. They’re excelling. All of them”. Grace had a similar opinion and said,

The thing that I came across in using [the AIM] program is that ESL students are perfect for learning French because they don’t know any English. So there isn’t that translation. Actually, just talking about this made me [think], you know what, it’s a good thing that they’re in here.²²

Sara shared one story of the success one of her ELLs had in CF. She said,

He [the ELL] was great in the French class because he had to learn a language. He was learning English and he was grabbing at any strategy. And those strategies that were working for him in English were working for him in French. (...) He was learning faster than a lot of the Canadian kids.

Participants also thought that having the ELLs in the CF classroom was beneficial for ELL integration in general. Jane said that “integration has to be the primary goal. Because I don’t want kids to feel left out and separate.” Karen thought that it was important for ELLs to be included so that “socially, they don’t feel like they’re missing out on things”. Megan believed that ELLs “should come along to French class with their peers.” Grace mentioned the support offered by classmates to ELLs. She said “they’re helpful. They want to help”

²² If the participant took part in an interview I have indicated his/her pseudonym. In all other instances I have used a participant identification number as provided by the survey tool.

which indicates that interaction takes place between ELLs and their peers. In terms of peer involvement, Karen mentioned that if the ELLs did not understand what was happening in class “they turn to their peer who speaks the same language and they get around it”. On the other hand, if there are no peers who speak the same language, the ELL might be “socially isolated”.

Another reported advantage of including ELLs in CF was that they can serve as role-models for the other students. Jane said “They’re the role models” for the other students and one positive aspect for ELL inclusion in CF, she said, is “for the sake of the other kids”. Sara offered an example of ELLs who used various strategies to help them learn English and French at the same time so it would be wise for peers to “look at what he’s doing and take note”.

While teachers made positive remarks during interviews, they did not hesitate to speak about the challenges that arise with ELL inclusion in CF for them as the teachers, but also for the ELLs. For example, Georgia, a teacher with 21 years of experience in a high-ELL populated region, spoke about the unfairness of expecting ELLs to learn CF while also learning English. She said,

I find it’s just unfair. For [the ELLs] to come in, you throw them into an FSL class, you say, okay, to the teacher, do what you can. (...) So this girl who came in Grade 8 (...) her parents came into the first interview, and they said, she will do all her English stuff, and then she will have to work doubly hard for the French. Doubly hard. She studies all night. (Georgia)

Other participants spoke about possible program changes that could be made so that learning French is more beneficial for ELLs. Laura, another interview participant in a high-ELL populated region said,

I think it would be better for them to be in a class at their ability level. Or, for example, if they're coming in Grade 6, maybe they can join a Grade 4 class to learn the basics of the language first. That way they're not struggling. (...) So I think it would be more beneficial to them if they started at their ability level rather than their grade level.

(Laura)

Melanie, a novice teacher in a high-ELL populated region spoke of the challenges facing ELLs with little English ability. She thought "being exempt if you're ELL should be allowed" as it "would be more valuable if [time] was spent on English". During her interview she suggested the following possible solution:

So maybe if they were pulled out between September and January and missed French entirely and have focus on English language learning at that time. And then maybe try and integrate them at that time and start learning French once they've had some more time with English. To me that seems like it would be a good idea. (Melanie)

Attitudes about entry level.

A few questions on the survey specifically asked teachers to indicate their level of agreement with regards to including ELLs in Grades 4, 6 and 8. These grades were highlighted because of the following reasons: (a) Grade 4 is the general CF entry point for all public elementary level students; (b) Grade 6 is a critical year in Ontario elementary schools because it is the year of provincial standardized testing; and (c) Grade 8 is a critical year because it marks the end of the elementary school program.

Of the total number of survey participants (n=76), 85.71% agreed or strongly agreed that ELLs with no prior knowledge of French should be included in Grade 4 CF. Lower percentages of participants agreed or strongly agreed that ELLs should be included in Grade 6 and Grade 8 CF (84.00% and 73.22% respectively; see Table 11).

Table 11

Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF

	% Respondents	
	Strongly Disagree or Disagree	Strongly Agree or Agree
With no prior knowledge of French, ELLs should be included in Grade 4 core French. (Q49)	14.29	85.71
With no prior knowledge of French, ELLs should be included in Grade 6 French. (Q50)	16.00	84.00
With no prior knowledge of French, ELLs should be included in Grade 8 French. (Q51)	26.79	73.22

Note. Participants (n=76).

Interview participants spoke about the level of entry of ELLs and how this had an impact on their perception of ELL inclusion in CF. During some interviews, participants spoke about their perceptions of ELL inclusion in relation to ELLs' level of entry without being prompted for this information. One of the most prominent findings that came through the interview data reflects participants' beliefs that when students enter CF at the Grade 4 level, that is, along with their grade level peers who have no prior knowledge of French, there are few, if any, problems for the ELLs. At the Grade 6 level, and more so at the Grade 8 level, ELL inclusion is problematic. Laura, for example, suggested that ELLs find success in French when they begin in Grade 4. She said,

The success – I find when [the ELLs] start in Grade 4, they seem to pick up quicker than when they're starting basically at a later age. So when they're coming in Grade 4 they seem very interested. They seem to pick up quite a bit. (Laura)

Some participants spoke about the benefits of ELL inclusion regardless of grade or age of entry. They highlighted the fact that French acts as a second language for all students so ELLs are not at a disadvantage. Grace said,

Anyway, having [the ELLs] come in [to CF] is actually a perfect situation because there is no point in translating things into English for them because they don't ... And I don't think it would be confusing for them to do the program. Except when they come in and everyone else has had 2 or 3 years of the program. (Grace)

Georgia remarked on the ELLs' motivation to learn and to catch up to the level of their peers. She said, "Well, [the ELLs] study. And they try to, how can I say, they try to catch up. As fast as they possibly can, they try to catch up".

Other participants mentioned the difficulty that ELLs have in achieving in CF if they enter at a later stage (especially in Grade 8 when their grade level peers have already studied French for four years). Karen felt that the student who enters CF at the Grade 8 level is at a disadvantage. She said, "(...) and this kid is sitting here feeling ignored on a daily basis because I haven't got the materials, any support. I have materials for Grade 4 students (...) but this boy is in Grade 8". Georgia also remarked on the entry level of ELLs in CF. She said,

Again, it depends on what grade and what level they're at. (...) If they're coming into Grade 4, the kids have just started to learn French so why not? Why not put them in [CF class]? Because those kids will pick up French a lot faster than my Grade 8 kids. My Grade 6 [ELL] is already picking [French] up so much faster than my Grade 8 [ELL]. Already. Even two years makes a difference. You can't even imagine.

When examining the participant group as a whole, one notices that, while there was a strong tendency to welcome ELLs in CF and to speak positively about ELL inclusion, there were issues (e.g., time management, available resources, hesitancy about multiple language development).

By Region and Category

Results from the survey data were analyzed to determine if CF teachers' perceptions of ELL inclusion differed in high- and low-ELL populated regions and categories²³. In this section, I present the regional and categorical findings.

Attitudes toward ELL inclusion.

Teachers had a slightly more positive attitude toward ELL inclusion in CF in the low-ELL region than in the high-ELL region. All participants (100%) in the low-ELL region agreed or strongly agreed that ELL inclusion creates a positive educational atmosphere whereas 89.48% of participants in high-ELL regions felt this way. Similarly, 90% of low-ELL region participants felt that ELL inclusion in CF is beneficial for all students yet this percentage dropped slightly to 78.26% in the high-ELL populated region. Almost an equal percentage of participants in the high- and low-ELL regions felt that ELL inclusion results in a higher workload (87.50% versus 82.61% respectively). Almost three-quarters of participants (73.33%) in the high-ELL region believed that CF teachers do not have enough time for ELLs whereas just over half of the participants in the low-ELL regions felt this way (54.17%). Participants in both regions felt approximately the same about ELLs' required level of English proficiency before inclusion in the CF classroom (60.00% high; 57.15%

²³ Recall that low- and high-ELL regions are based on statistical information. Recall that the low-ELL category is defined as one where teachers taught a total of 4% or less ELLs during the time of the study. The high-ELL category is one where teachers taught a total of 12.77% or more ELLs. These statistics were determined based on the data provided by participants in the survey (i.e., total number of ELLs taught and total number of students taught). See Chapter 3 for a full description of high- and low-ELL regions and categories.

low). See Table 12 for teachers' perceptions as identified by high- and low-ELL populated regions.

In referring to the data organized by high- and low-ELL categories, participants in these two categories had similar perceptions of ELL inclusion in CF (see Table 12). Almost an equal percentage of participants in the low- and high-ELL categories felt strongly that ELL inclusion in CF creates a positive atmosphere (95.54% and 100% respectively). Almost an equal percentage of participants in the low- and high-ELL categories also felt that ELL inclusion was beneficial for all students (80.00% and 91.67% respectively). The majority of participants in both categories felt that ELL inclusion in CF results in an increase of teachers' workloads and requires more time. In terms of ELLs' required level of English proficiency, there was a marked difference of opinion. In the low-ELL category, 74.07% of participants agreed or strongly agreed that ELLs require a minimum level of English proficiency before entering CF whereas only half (50.00%) of participants in the high-ELL category felt this way.

Karen, Megan, Laura, Georgia, Trevor and Melanie belonged to the high-ELL populated region and their attitudes toward ELL inclusion were quite mixed. Laura stressed that the ELLs' French ability level and the grade of entry were factors that affected her perceptions of ELL inclusion. Among other things expressing this point, she said, "I think it would be better for them to be in a class at their ability level." Georgia had a similar opinion to Laura and during her interview she said, "The thing is, if they show up in Grade 8, the [other] kids have been taking French since Grade 4. So it's really hard in a 40-minute period to start them from the beginning." Unlike Georgia and Laura, Trevor felt that French levels the playing field for the ELLs. He said, "I only use French in the classroom so it's new to all

of [the students]. So I don't think it's even much of an issue there because English doesn't come into play."

Table 12

CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF: By Region^a and Category^b.

	% Respondents			
	Disagree or Strongly Disagree		Agree or Strongly Agree	
	Low	High	Low	High
The inclusion of ELLs in core French classes creates a positive educational atmosphere. (Q26)	0.00 <i>4.76</i>	10.53 <i>0</i>	100.00 <i>95.54</i>	89.47 <i>100.00</i>
The inclusion of ELLs in core French classes benefits all students. (Q27)	10 <i>20</i>	21.74 <i>8.33</i>	90.00 <i>80.00</i>	78.26 <i>91.67</i>
I would welcome the inclusion of ELLs in my core French classes. (Q46)	15.79 <i>13.04</i>	5.56 <i>0</i>	84.21 <i>86.96</i>	94.44 <i>100.00</i>
The inclusion of ELLs in my core French classes increases my workload. (Q42)	17.39 <i>9.09</i>	12.50 <i>0</i>	82.61 <i>90.91</i>	87.50 <i>100.00</i>
Core French teachers do not have enough time to deal with the needs of ELLs. (Q31)	45.83 <i>38.71</i>	26.67 <i>35.71</i>	54.17 <i>61.29</i>	73.33 <i>64.29</i>
ELLs require more of my time than other students require. (Q43)	19.23 <i>12.90</i>	10.35 <i>12.50</i>	80.77 <i>87.10</i>	89.66 <i>87.50</i>
Until they attain a minimum level of English proficiency ELLs should not be included in core French classes. (Q28)	42.86 <i>25.93</i>	40.00 <i>50.00</i>	57.14 <i>74.07</i>	60.00 <i>50.00</i>

Note.

^aRegional data is the top row of data (low: n=30; high: n=39).

^bCategory data is the bottom row of data (in italics) (low: n=37; high: n=18).

Survey findings showed that teachers in low-ELL regions thought that ELL inclusion was beneficial for all students. Jane was one participant who mentioned this several times during her interview. At one instance she described how the ELL can show the other students

that learning languages is possible because the ELL knows his/her first language, and is now learning English and French (and possibly other languages). She said,

It's tough to be an ELL and then have a teacher ask, so how did you feel about it. But if they have the confidence to be like, yeah, this makes sense, and the other kids can see, then that's what we're to be teaching. We are to be teaching how to learn languages. And it doesn't stop at French. You start with French and then you go on.

Interview findings showed that almost all participants, regardless of region, were concerned about time constraints and workload. Survey findings showed that participants in high-ELL regions, more than in low-ELL regions, were concerned over the amount of workload and time constraints that was a result of ELL inclusion. Georgia, who worked in a high-ELL region, said,

it's a definite issue when I have only 40 minutes a day to see them. If I had them all day, then for sure I would be able to take them aside during the day and say, okay, let's work on this, let's work on that.

Others talked about the extra work required to change the program delivery or expectations when ELLs are in CF. Grace, who taught in a low-ELL region, admitted that a challenge she faced was "spending extra time with them, helping them come along".

Survey findings showed that approximately 60% of participants in both high- and low-ELL regions were concerned about ELLs' level of English proficiency. When asked during interviews, teachers from both regions had strong feelings about ELLs' ability in English. Some teachers felt that it was important for ELLs to learn English before they were expected to learn French. Laura, a teacher in a high-ELL region, for example, said,

I think it would be more worth their while if they first learn the English language (...)
I think if they just focus on one language it's easier than to focus on two at the same

time. (...) Maybe for a couple of years just stick with learning English and then slowly get them immersed into the French. I think it would be better for them.

Georgia, also in a high-ELL region, said, “the challenge is that they don’t speak English, right? That’s a definite challenge because everyone in the class speaks English, right?” In contrast, Grace, a teacher in a low-ELL region, thought that an ELLs’ English language ability did not make a difference in the French class. She said, “having them come in is actually a perfect situation because there is no point in translating things into English for them (...) And I don’t think it would be confusing for them to do the program.”

Just as the survey findings were organized by region and category, the interview findings were organized in a similar fashion. Grace, Jane, Megan, Georgia, Trevor and Melanie belonged to the low-ELL category (they taught an ELL population of less than 4%) and Laura belonged in the high-ELL category (she taught an ELL population of more than 12.77%)²⁴. While survey data showed that participants in both high- and low-ELL categories had similar opinions about ELL inclusion, in the interview data, the opinions were a bit more diverse (even though they all had a similar amount of experience with ELLs in CF). While Grace and Georgia, for example, both belonged to the low-ELL category, their opinions about ELL inclusion were quite different. Grace appeared to be much more welcoming of ELLs than Georgia. She talked about using various teaching strategies to help the ELLs “feel more comfortable in the classroom, have some notion, be able to participate”. Georgia, on the other hand, perceived French as “tough for them” and she reported it difficult “to have the time to prepare materials for them and to have the time to teach them because I just don’t in forty minutes. I just don’t [have time]”. In the high-ELL category, Laura was unsure if the

²⁴ Recall that Sara and Karen were omitted from this data set because they did not fit either the low-ELL category or the high-ELL category.

ELLs benefitted from learning French at the same time as English. She said, “They have a difficult time, I find. This year I’m trying to use more gestures to help them (...) [b]ut sometimes they do find it difficult because that’s a challenge as well”.

Survey findings showed that participants in both the low- and high-ELL categories felt that there was an increase in workload and time constraints when ELLs were included in French. In a section above I have already noted Georgia’s strong feelings about time constraints. Melanie, who belonged in the low-ELL category, had mixed teaching responsibilities (in addition to Grades 4, 5, 7 and 8 CF, she taught CF to language learning disabilities class which included students in Grades 1, 2 and 3) and it appeared that she made various changes in her program to help her ELLs. She said her expectations of ELLs “are completely modified” and she teaches them “the basics” to help them get caught up to their peers.

Finally, regarding opinions about ELLs’ English language proficiency, survey data showed that participants in the low-ELL category felt much more strongly (74.07%) than participants in the high-ELL category (50.00%) that ELLs require a minimum level of English proficiency before entering CF. The differences between interview and survey findings show the variation that exists in this instance within the same participant group.

Melanie, a teacher in the low-ELL category, said,

that’s my biggest question I think. Whether or not research shows that [ELLs] should be learning two new languages at the same time. Is it confusing, is it not? Is it fine? It seems that board policy is that it’s okay and it should be done. Yet, I have some reservations as to whether or not it is as effective if you wait until they’re maybe [ESL stage] 2, then they can start to have French after that.

On the other hand, Trevor, a teacher in a low-ELL category, felt that learning English and French simultaneously was not problematic for ELLs because the two languages “complement each other” and what the students “learn in the French classroom [the students can] take back and it can enhance [their] English”. Laura (high-ELL category) had different opinions on this matter as they had about workload. She described the challenge she had teaching ELLs French when they did not have strong English ability. She said, “And then trying to speak French all the time to them becomes a challenge because they’re also hearing a different language and they’re struggling with trying to learn English at the same time.”

This section explored the similarities and differences of the interview data in relation to the survey data about teachers’ attitudes toward inclusion as per their region and category distinctions.

Attitudes about entry level.

Another interesting finding that came out of both the survey and interview data related to teachers’ perceptions of ELLs’ grade of entry into CF. For example, the survey asked participants to state whether they thought that ELLs with no prior knowledge of French should be included at the Grade 4, 6 and 8 levels of CF. Participants’ opinions about ELL inclusion at the Grade 4, Grade 6 and Grade 8 levels in low-ELL and high-ELL populated regions and categories are shown in Table 13. In low-ELL populated regions, 81.25% of participants’ agreed or strongly agreed that ELLs should be included in CF at the Grade 4 level and this number actually increased slightly to 85.00% at the Grade 8 level. In the high-ELL populated region, on the other hand, 100% of participants agreed or strongly agreed that ELLs, with no prior knowledge of French, should be included in Grade 4 but only 65.63% agreed or strongly agreed that ELLs should be included in Grade 8 (see Table 13).

Findings from the high- and low-ELL categories were somewhat similar to the high- and low-ELL regions. In the low-ELL populated category, while 83.33% of participants agreed or strongly agreed that ELLs should be included in CF at the Grade 4 level, only 72.73% of participants felt ELLs should be included at the Grade 8 level. Percentages were similar in the high-ELL category. While 100% of participants felt that ELLs should be included at the Grade 4 level only 78.57% of participants agreed or strongly agreed that ELLs should be included at the Grade 8 level.

Table 13

Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF – By Region^a and Category^b.

	% Respondents			
	Disagree or Strongly Disagree		Agree or Strongly Agree	
	Low	High	Low	High
With no prior knowledge of French, ELLs should be included in Grade 4 core French. (Q49)	18.75 <i>16.67</i>	0.00 <i>0.00</i>	81.25 <i>83.33</i>	100 <i>100</i>
With no prior knowledge of French, ELLs should be included in Grade 6 core French. (Q50)	15.79 <i>16.67</i>	11.11 <i>8.33</i>	84.21 <i>83.33</i>	88.89 <i>91.67</i>
With no prior knowledge of French, ELLs should be included in Grade 8 core French. (Q51)	15 <i>27.27</i>	34.38 <i>21.43</i>	85 <i>72.73</i>	65.62 <i>78.57</i>

Note.

^aRegional data is the top row of data (low: n=30; high: n=39).

^bCategory data is the bottom row of data (in italics) (low: n=37; high: n=18).

Regarding level of entry in CF, interview findings were similar regardless of region or category. All teachers felt ELL inclusion was more successful for both the teacher and the student at the Grade 4 level. Teachers felt that inclusion was more challenging at the Grade 5 or 6 level but especially difficult at the Grade 8 level. Karen (high-ELL region), for example,

mentioned the transition from Grade 8 to 9 because in Grade 9 ELLs can be exempt from CF and she thought that if a student entered in Grade 8, then the attitude would be to give the ELL “busy work, keep them busy, keep them quiet” and “unless the kid is personally motivated, they won’t catch up” to their Grade 8 level peers. Laura (high-ELL region and category) referred to students who come at the Grade 5 or 6 level with no prior knowledge of French. A challenge for her was “teaching them the basics of French while they have to also learn the curriculum expectations for the grade they’re in.” She emphasized that “when they start in Grade 4, they seem to pick up quicker than when they’re starting basically at a later age.” The opinions of Karen and Laura were shared by teachers in the other regions and categories. Grace, a teacher in the low-ELL region and category said, “I wouldn’t have the same expectations of them unless they’re coming in right from the start, like at a Grade 4 level or Grade 5 level because they can catch up fairly quickly to the other students.”

Teachers’ attitudes toward the impact of entry level on ELLs’ achievement is a topic worthy of future exploration. In this study, it was very clear through the analysis of both the survey and interview data that entry level impacted teachers’ opinions and approaches to teaching. Teachers also expressed concern over students’ achievement in CF depending on when they began the program.

Novice versus Experienced Teachers

For the purpose of this analysis, a novice teacher was defined as one who has taught for three years or less and an experienced teacher was defined as one who has taught for five years or more (as indicated by participants on the survey). The years of teaching experience includes both FSL and non-FSL teaching.

Attitudes toward ELL inclusion.

Survey results showed that novice and experienced teachers had almost the same attitudes toward ELL inclusion (see Table 14). All or almost all participants in both groups agreed or strongly agreed that ELL inclusion created a positive atmosphere, was beneficial for all students, and they welcome ELL inclusion. The majority of teachers in both groups felt that ELL inclusion resulted in an increase in their workload and time commitment. Over half of the participants in both the novice and experienced group felt that a certain level of English should be obtained before ELLs should be included in French (55.56% versus 63.41%).

Table 14

Novice and Experienced CF Teachers' Perceptions and Attitudes Toward ELL Inclusion in CF

	% Respondents			
	Novice (n=14)		Experienced (n=54)	
	Disagree or Strongly Disagree	Agree or Strongly Agree	Disagree or Strongly Disagree	Agree or Strongly Agree
The inclusion of ELLs in core French classes creates a positive educational atmosphere. (Q26)	0.00	100.00	3.33	96.67
The inclusion of ELLs in core French classes benefits all students. (Q27)	16.67	83.33	11.76	88.24
Until they attain a minimum level of English proficiency ELLs should not be included in core French classes. (Q28)	44.44	55.56	36.59	63.41
Core French teachers do not have enough time to deal with the needs of ELLs. (Q31)	45.45	54.54	40.91	59.09

The inclusion of ELLs in my core French classes increases my workload. (Q42)	30.00	70.00	11.11	88.89
ELLs require more of my time than other students require. (Q43)	10.00	90.00	15.56	84.44
I would welcome the inclusion of ELLs in my core French classes. (Q46)	14.29	85.71	3.45	96.55
The inclusion of ELLs in my core French classes slows the progress of the entire class. (Q48)	33.33	66.67	36.36	63.64

Interviews did not show remarkable differences between novice and experienced teachers' attitudes toward ELL inclusion. Almost all teachers remarked that ELL inclusion in CF was mandated by the Ontario Ministry of Education. Teachers appeared to find teaching strategies that worked for them in order to include ELLs in their CF classes and to encourage their students to be successful.

Attitudes about entry level.

In terms of novice and experienced teachers' beliefs about the inclusion of ELLs with no prior knowledge of French to Grade 4, 6 and 8 CF classes, results showed that a higher percentage of experienced teachers felt that ELLs should be included at these grade levels. At the Grade 4 level, for example, 88.46% of experienced teachers agreed or strongly agreed that ELLs with no prior knowledge of French should be included as opposed to only 75.00% of novice teachers. At the Grade 8 level, 74.42% of experienced teachers agreed or strongly agreed that ELLs with no prior knowledge of French should be included as opposed to only 62.50% of novice teachers²⁵ (see Table 15).

²⁵ I acknowledge that the figures are low especially in the novice group of participants. Recall that a novice/experienced comparison was not the aim of this research. I have included the results here

Table 15

Participants' Attitudes Toward ELL Inclusion in Grades 4, 6 and 8 CF – Novice versus

Experienced

	% Respondents			
	Novice (n=14)		Experienced (n=54)	
	Disagree or Strongly Disagree	Agree or Strongly Agree	Disagree or Strongly Disagree	Agree or Strongly Agree
With no prior knowledge of French, ELLs should be included in Grade 4 core French. (Q49)	25.00	75.00	11.54	88.46
(novice: n=4; experienced: n=26) ^a	(n=1)	(n=3)	(n=3)	(n=23)
With no prior knowledge of French, ELLs should be included in Grade 6 core French. (Q50)	33.33	66.67	10.53	89.47
(novice: n=6; experienced: n=38) ^b	(n=2)	(n=4)	(n=4)	(n=34)
With no prior knowledge of French, ELLs should be included in Grade 8 core French. (Q51)	37.50	62.50	25.58	74.42
(novice: n=8; experienced: n=43) ^c	(n=3)	(n=5)	(n=11)	(n=32)

Note.

^{a, b, c} This information refers to the number of respondents to each survey question in the novice and experienced categories.

because it is of interest and relates to existing literature previously presented. Scholars have not looked at the novice/experienced categorization in terms of ELL inclusion in FSL so this could be an area for further research. The data I present here is exploratory.

Perceived Benefits of ELL Inclusion in CF

A total of 52 out of 76 participants responded to the survey question (qualitative portion): Please list what you consider to be the greatest benefits of including ELLs in CF classes. Of the 52 participants, one participant wrote that there are “no benefits” (286179). The remaining 51 participants presented benefits that were coded, analyzed and categorized in the following three themes: (a) development of language acquisition strategies; (b) ELL as mentor/role-model; and (c) equitable and inclusive education. Some additional interview findings are also presented under these three themes.

Development of Language Acquisition Strategies

One of the most prominent findings from the survey data regarding the benefits of ELL inclusion in CF related to ELLs’ language development. Participants believed that inclusion in CF is not only beneficial to ELLs’ French language development, but also helps their understanding of English (the majority language of society in Ontario) and their first language (mother tongue). One survey respondent wrote, “they improve English language skills by learning another language” (242473)²⁶. Sara, who was also an interview participant, wrote about ELLs’ ability to use their linguistic resources to help them in CF:

ELLs are actively learning a new language and are using language acquisition strategies when learning English. They can use many of the same strategies to learn French. Learning French will only help them with English. Learning more than one language is an asset and not a hindrance. In the French class, the ELL student is not at a disadvantage. In fact the playing field is level for her/him as the other students are essentially at the same level of language acquisition. I think that the ELL actually has

²⁶ Number after quotation indicates survey participant identification number.

an advantage because she/he already knows another language and understands that words/thoughts can be expressed in different ways. (236175, Sara)

Another survey participant spoke of the benefits for ELLs learning multiple languages in the following way:

Their inclusion demonstrates to the class that second or third language acquisition is not only possible but mutually beneficial. The skills needed to learn the target language are the same in both English and French. Often ELL students display a high degree of skill in language learning and the discrepancy in ability between an FSL learner and a new ELL is certainly not as great as it is in the regular classroom. (284811)

Survey participants perceived that ELLs are able to draw on their knowledge of one, two, or more languages, to help them succeed in the CF class. One survey respondent wrote, Students learning a third or fourth language already possess many of the innate skills needed in learning a new language. Their ears are attuned to sound, speech patterns and many of the other skills important to language learning. They often pick up a new language easier than our English first language students (and quite frequently surpass them in results within a short time). (236190)

Similarly, another respondent wrote, “They have usually already learned a second language and are more adept at picking up non-verbal cues and in my experience are quite motivated” (246518).

Many survey participants viewed learning of French as more of an asset than a hindrance to ELLs, even though inclusion in CF at various grade levels (as presented in an earlier section) can be challenging for both the student and the CF teacher. One respondent described the cognitive development of ELLs learning multiple languages:

Plus, studies have shown that learning more than one language helps “exercise” the brain, and improves vocabulary in ALL languages known by the student, and while their acquisition of the two languages may be slower at first than the rate of acquisition of a single second-language learner, they eventually catch up with and surpass their classmates in speed of acquisition after the first few years. (245218)

It is clear that respondents to the open-ended survey questions felt strongly that ELLs can develop additional language learning strategies when in CF. The findings here demonstrate a link between theories of multilingualism and practice.

ELL as Mentor/Role-Model

A second theme regarding the benefits of ELL inclusion in CF related to ELLs’ opportunity to act as a mentor or role-model for other students in the CF class. Participants perceived that it is beneficial for ELLs to be in CF along with their grade level peers because they can feel a sense of belonging. One participant wrote that the “interaction between students” (236177) is beneficial for the ELLs. One participant wrote about the confidence that non-ELLs gain when ELLs are included in CF. S/he wrote, “other students feel more confident because if an ELL student can learn French, they feel as if they can too” (242473). Another respondent wrote, “Their peers see them as "capable" of achieving when they can present, create or write something in French. Most often, French is one of their favourite subjects!” (236190). Grace and Sara, both interview participants, commented on their observations of ELLs as role models in the French class. In her survey, Grace wrote, “They can be a positive role model for the other students, knowing that in fact French would be their 3rd language” (236188). Sara also wrote about the benefits of learning languages:

Having ELLs shows other students that learning a second language is a real life skill.

It is possible to do. They can see for themselves how the ELLs’ English improves

through practice and time and they can be motivated to learn French for this reason.
(236175, Sara)

Benefits of ELL inclusion in CF go beyond the individual ELL as shown in the excerpts above. When ELLs take the role of mentor or role-model, their peers may also benefit.

Equitable Education

The third perceived benefit of ELL inclusion in CF relates to the concept of inclusive and equitable education. Participants felt that ELL inclusion in CF is beneficial because it follows the value of providing equitable education for all students, regardless of their English language abilities. Participants believed that ELL inclusion “demonstrates inclusiveness” (240256) and that ELLs should have “the opportunity to be just as successful as some of the English-speaking students” (236186). Another participant articulated his opinion about ELLs learning along with their peers in the following way:

I think every child should be given the opportunity to be included because learning another language almost puts them at a level "playing field" if you will, with the other students---that is, depending on the grade level. A student going into Gr. 4 has the same opportunities as other students who are learning core French for the first time.

Quite often they are very eager to learn and willing to at least try. (236178)

Participants wrote about the importance for ELLs to be included “in all aspects of the class” (284912) and “in the entire school program” (284904).

The findings presented above demonstrate an equitable and inclusive approach to education that has been one of the goals of the Ontario Ministry of Education (see Chapter 2).

Challenges with ELL Inclusion

In the qualitative portion of the online survey, participants were provided with the opportunity to write about the challenges they face in teaching ELLs in CF. The three main challenges identified were: (a) entry time/level of ELLs in CF; (b) simultaneous learning of English and French; and (c) lesson and/or program adaptations²⁷ for ELLs. I categorize these as “main” challenges because they were the challenges most often cited in the survey data. Four additional challenges for the teachers and/or their perceived challenges for the ELLs in CF related to: (a) ELL identification, (b) skill development of ELLs, (c) communication, and (d) resources. In this section, I will first present findings related to the three main challenges and then I will address findings related to the four additional challenges.

Main Challenges

The three main challenges that were revealed through the data analysis stage were: (a) entry time/level of ELLs in CF; (b) simultaneous learning of English and French; and (c) lesson and/or program modifications for ELLs.

²⁷ The Ontario Ministry of Education (2004) defines accommodations as “the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade” (p. 24). It defines modifications as “changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations” (pp. 24-25). In spite of this distinction by the Ontario Ministry of Education teachers’ comments were more holistic and the fine line between the modifications and accommodations was not observed in all comments. I have adopted the term adaptations to encompass the ideas surrounding modifications and accommodations.

Entry time/level of ELLs in CF

The data analysis clearly showed that the entry age and level of the ELL in CF had an impact on many of the survey participants. Teachers felt that it was a challenge for them – as well as for the ELLs – when ELLs did not begin CF along with their grade level peers or when the ELLs arrived in their classes at various times throughout the year. Grace, in her survey, referred to the “catch up” time that was required if an ELL entered later than Grade 4. Similar to her interview data, Laura wrote in her survey response about the learning gap that existed because an ELL had begun French later than his/her peers. She wrote,

The greatest challenge is when the student comes in Grade 5 or 6 with no prior knowledge of French and is expected to take French at his/her Grade level. There is a learning gap due to the missed curriculum in the previous years and this becomes a challenge both for the student and teacher. The challenges are trying to get the student to learn the basics in French before being able to move him/her on to his/her grade level curriculum. In a Core French class of 27 students this becomes difficult trying to find the time to teach the ELL the basics of French while teaching the other students their Grade level curriculum. (240603, Laura)

Another survey participant remarked that unreasonable expectations exist of the ELL who enters in Grade 8. S/he wrote,

ELL students in Gr. 4 and 6 have the opportunity to actually learn some French before leaving for high school. However, I feel that it is unreasonable to expect an ELL student in Gr. 8 to learn English to prepare for high school and learn French at the same time when my recommendation for Gr. 9 is usually to be exempt from French so that these students can continue to receive ELL assistance. They have enough to

adjust to before going to Gr. 9 and expecting them to learn French for the first time is added pressure that is not necessary. (284912)

Some participants noted that it is a challenge when many ELLs arrive at the school mid-year, regardless of grade level. One participant said, “It is hard when they have missed the initial lessons as they have arrived mid-school year” (242421). Another participant mentioned the challenge in finding appropriate teaching materials when an ELL arrives in his/her class mid-year. S/he wrote,

ELL students who come in mid-year make it very challenging, not only because there are no resources to teach ELL students in French, so you have to find or make up things. I also find it very challenging to properly assess what they have learned and the expectations that I should be looking for in the FSL programs for ELL students. (236178)

From the comments made by teachers in the survey, it was clear that the grade level of the ELL impacted the challenges that the teacher and the student face in CF. There was no perceived challenge when an ELL enters at the Grade 4 level because this is generally the entry grade for all students. One participant wrote, “depending on the FSL program in place, ELL students should be able to join a Gr. 4 class and continue through with the program” (286178). Entry at the Grade 8 level, on the other hand, could be problematic for the teacher and the student as expectations may be unclear or varied and the ELLs might not be able to sufficiently “catch-up” to their grade level peers (e.g., in oral proficiency) before entering Grade 9 CF. One participant expressed his opinion in the following way: “Grade 8 students should be exempt from French because they need to focus on learning English to prepare them for secondary school” (286204).

Simultaneous learning of English and French

A second main challenge as a result of ELL inclusion in CF relates to ELLs' simultaneous learning of English and French. Participants questioned and commented on ELLs' ability to learn both languages and whether or not this would lead students to frustration. One participant wrote that ELLs already have an "obvious language barrier in English let alone confusing the issue with another language the student has even less exposure to" (236181). Another participant questioned, "Are [ELLs'] needs being met? Are we confusing/frustrating them even further?" (236185). Another participant questioned the effect on an ELL's confidence when s/he is responsible for learning French and English simultaneously. S/he asked, "Could be detrimental to the ELLs' confidence if he/she is already struggling with English and now has to do work in another language as well!" (282799). Another participant remarked on the ELLs' feelings of frustration. S/he thought that there was "difficulty picking up a second language let alone a third and [ELLs] can get frustrated/give up on the idea of being able to do more than one other language" (236191).

Some participants felt strongly that "English should take priority" for ELLs (236186). One participant thought that it was essential that ELLs learn English first so that they can understand the English directions given in the French class. S/he wrote,

They need to learn English first. How can I explain French to an ELL in English, when they don't even understand English! (...) Why do we include ELLs in learning another language, when they are first of all trying to learn English and it is difficult enough!! (286179)

Similarly, another participant remarked on his/her own use of English in the French class and how this could be problematic for the ELL who does not possess adequate English ability. S/he wrote, "If [ELLs] can't follow basic English directives it could be difficult to make

progress. It could create stress for the learner personally as they try to learn two languages concurrently” (284600). Another participant remarked on the importance of knowing English to understand difficult concepts in French. S/he said, “There are times when a difficult concept requires an explanation in English and this poses a problem for ELL students who have limited English language proficiency” (282890).

Participants also felt that ELLs might be challenged in learning French because of their own prior language learning experiences (e.g., first language, English, etc.). One participant mentioned that ELLs’ French language development might be affected by what country (and we can infer, what language) the ELL comes from. S/he wrote, “Depending on the country they are from, it may be very difficult to learn French along with English and other subjects” (286270).

A few participants referred to the ESL Stages 1 to 4²⁸ when they presented their opinions about the challenge ELLs may face in the CF classroom because of their knowledge, or lack thereof, of English. The participants stated,

If [the ELL] is working at Stage 3 or 4 on the ESL Stages, he/she will most likely flourish in a Core French class. If, however, he/she is working at Stage 1 or 2 on the ESL Stages, I feel as if we are setting those kids up to fail by putting them in a French class. I feel like that 40 minutes a day (or whatever it works out to) could be much better spent by supporting them in English. (282799)

²⁸ The Ontario Ministry of Education identifies four stages of ESL development for language skills – reading, writing, speaking and listening. Stage 1 is the beginner stage and Stage 4 is the most advanced. Additional details can be found in *Supporting English language learners: A practical guide for Ontario educators. Grades 1 to 8* (Ontario Ministry of Education, 2008).

One participant believed “Stage 1 and 2 ELLs should be demitted from FSL so they can focus on English” (284918) and another participant wrote about his/her use of English and the problems that arise when an ELL is at Stage 1 (and has very limited English proficiency). S/he wrote,

As a FSL teacher whose maternal language is English, I can always fall back on the students` knowledge of English to help to explain concepts we are covering in French. With ELL students who are very new to English (i.e., Stage 1 ESL), I don` t have this ability. (240255)

Lesson and/or program adaptations for ELLs

The third main challenge participants noted related to lesson and/or program adaptations for ELLs and to “knowing how, when and what to modify/adapt” to be sure that ELLs “are working at the correct level” without “becoming bored or terrified by the level of French” proved to be a challenge for teachers (240608). Another participant remarked that knowing exactly what modifications to make “knowing what is too easy and what is too difficult for the ELL to complete” was a challenge (282828). In several participants` comments, there was a concern for the lack of time to adapt the program to suit ELLs` needs. Participants acknowledged that providing different work for ELLs “of course can be time consuming” (286158). Melanie, who was also an interview participant, believed that “modifying the curriculum to meet [ELLs`] needs in French” and “finding time to work one-on-one” with ELLs was a challenge for her (271818). Others felt that “more time [is] needed to explain directions” (284920) and “to be able to spend much one-on-one teaching” (292900) are some of the comments that were made which expressed teachers` challenge with time and adaptations.

Additional Challenges

During a thematic analysis of the survey data, I noted four additional challenges faced by the teacher participants: (a) ELL identification, (b) skill development of ELLs, (c) communication, and (d) resources. While important, these challenges were cited to a lesser degree than the three main challenges described above.

ELL identification

Identifying ELLs was an additional challenge cited by participants. At least one participant noted, “I cannot differentiate who is and is not an ELL” (240606). Participants did, however, acknowledge that ELLs need to be considered on an individual basis rather than in a group. Another participant said, “There are different stages of language proficiency for ELL students. Therefore, I think it is difficult to judge how I feel about the ELL students in my FSL classroom, as I can’t lump them all together” (282890).

Skill development of ELLs

A second additional challenge expressed by some participants was their desire to help their ELLs develop their French proficiency as well as additional life skills (e.g., motivation, patience, helping them to see the benefits of learning French, etc.). Participants acknowledged ELLs’ potential feelings of inferiority compared to their peers in terms of French proficiency. One participant commented that ELLs “may feel behind with FSL program and may experience the inferiority feeling when comparing themselves with their classmates” (284904). Participants felt that it was their responsibility to help ELLs “to understand why it is beneficial to them to be learning FSL as well as ESL” (245218). Teachers felt their roles included “instilling confidence [in ELLs] to participate and assuring them that they can do this and helping them to be patient while learning another new language” (236190).

Communication

The third additional challenge that came through during the data analysis stage relates to teachers' perceived challenge with communication between them and the ELLs. Teachers were worried about "not being able to communicate as clearly with [the ELLs] or knowing for sure that [the ELLs] understand what's going on in the class" (245187). When teachers referred to their use of English in the French class, they felt that it was challenging to explain "lessons in English so that they understand" (245204). Related to this, teachers felt that it was challenging to get to know students of various cultures in order to communicate with them more effectively. One participant wrote that it was challenging to get to know ELLs "culturally" so as to make the student "feel more comfortable in the new setting" (284806).

Resources

The fourth and final challenge expressed by teachers fell under the theme of resources. Locating appropriate resources, getting access to suitable resources, and the support offered (or not offered) by colleagues and parents, were some additional challenges identified by survey participants. Jane, who was also an interview participant, commented, "it does take time to get supplementary materials as each ELL is different and needs different resources to succeed. I have ELL packs, but not being a rotary teacher anymore hinders my ability to plan for [ELLs]" (236193). Participants remarked that they "do not have any resources to support ELLs" so that the teachers "have to make up [their] own" (286204). Further, "there is no official document for ELL expectations. We have to report according to the regular ministry expectations" (286204) and this was a challenge noted by some participants.

Teachers also commented on possible collaborative endeavors with their colleagues, the ESL teacher in particular. One participant reported to have had rather negative experiences with ESL teachers, stating: "I don't think the ESL teachers I've worked with

have intended to be unsupportive, but I don't believe they had the skills or knowledge to know how to support the students for core French" (284599).

Summary

This chapter began with a description of the characteristics of the data set. Then it presented findings regarding three themes. First, findings were presented which related to teachers' perceptions of ELL inclusion. These were presented first overall (meaning, the whole data set was considered) and then by particular groups (low- and high-ELL regions and categories; years of teaching experience). While participants, generally, showed positive attitudes toward ELL inclusion, they also discussed some of the issues they faced in practice. The next theme examined teachers' perceived benefits for ELL inclusion and sub-topics included the role of ELL as mentor and how inclusion of ELLs in CF could also potentially assist all students. The final set of findings presented in this chapter dealt with the challenges teachers faced with ELL inclusion. The data showed teachers experienced great challenges with the entry level of ELLs as well as a feeling of uncertainty about the simultaneous learning of English and French for ELLs in Ontario. The findings presented in this section reflected data collected from the quantitative and qualitative portions of the survey of 76 participants and interviews with nine participants.

CHAPTER 5

FINDINGS

CONTRIBUTING FACTORS AFFECTING TEACHERS' ATTITUDES

Introduction

In this chapter, I present findings related to the contributing factors affecting teachers' attitudes toward ELL inclusion in CF. In this section I present findings related to the following four contributing factors that arose in the data analysis stage: (a) professional development, (b) accommodations and modifications, (c) use of L1, and (d) teachers' perceived knowledge base.

Professional Development Opportunities

Analysis of the survey data revealed participants' perceptions of the professional development opportunities they have had in regards to ELLs in CF. Of all participants (n=76), 70.00% agreed or strongly agreed that they had adequate training to work with ELLs (see Table 16) but almost all participants (93.88%) agreed or strongly agreed that they were interested in receiving more training about working with ELLs. A large percentage of participants (66.67%, overall) felt they received adequate support from administrators and 58.18% (overall) felt they received adequate support from the ESL teacher.

As with other aspects of the data analysis, the data was isolated by region and category in order to determine if there were differences in teachers' attitudes across high- and low-ELL contexts. It was found that a higher percentage of participants in the low-ELL region (73.08%) agreed or strongly agreed that they had adequate training to work with ELLs as compared to participants in the high-ELL region (66.67) (see Table 17). Almost an equal percentage of participants in each region agreed or strongly agreed that they receive adequate support from administration. Only half (53.13%) of the participants in the high-ELL region

felt that they receive adequate support from the ESL teacher (compared to 61.11% in the low-ELL region).

Table 16

CF Teachers' Perceptions and Attitudes Toward Professional Development

	% Respondents	
	Disagree or Strongly Disagree	Agree or Strongly Agree
I have adequate training to work with ELLs. (Q44)	30.00	70.00
I am interested in receiving more training in working with ELLs. (Q45)	6.12	93.88
I receive adequate support from school administration when ELLs are enrolled in my core French classes. (Q37)	33.33	66.67
I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes. (Q38)	41.82	58.18
I meet with the English as a Second Language (ESL) teacher. (Q39)	32.69	67.31

Note. Participants (n=76).

As far as participants' attitudes in the high- and low-ELL categories, it was found that 85.71% of participants in the high-ELL category felt that they had adequate training to work with ELLs as compared to only 65.63% in the low-ELL category (which is the opposite finding from the regional analysis). Approximately two-thirds of participants (68.75%) in the low-ELL category and 78.57% in the high-ELL category felt that they received adequate support from administration (similar finding to the regional analysis). In terms of support received from the ESL teacher, 73.33% of participants in the high-ELL category and 56.25% of participants in the low-ELL category agreed or strongly agreed that they received support.

Finally, a higher percentage of participants (86.67%) in the high-ELL category reported to meet with the ESL teacher than in any other region or category.

Table 17

CF Teachers' Perceptions and Attitudes Toward Professional Development – By Region^a and Category^b

	% Respondents			
	Disagree or Strongly Disagree		Agree or Strongly Agree	
	Low	High	Low	High
I have adequate training to work with ELLs. (Q44)	26.92 <i>34.38</i>	33.33 <i>14.29</i>	73.08 <i>65.63</i>	66.67 <i>85.71</i>
I am interested in receiving more training in working with ELLs. (Q45)	9.09 <i>3.70</i>	4.35 <i>13.33</i>	90.91 <i>96.30</i>	95.65 <i>86.67</i>
I receive adequate support from school administration when ELLs are enrolled in my core French classes. (Q37)	31.58 <i>31.25</i>	33.33 <i>21.43</i>	68.42 <i>68.75</i>	66.67 <i>78.57</i>
I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes. (Q38)	38.89 <i>43.75</i>	46.88 <i>26.67</i>	61.11 <i>56.25</i>	53.12 <i>73.33</i>
I meet with the English as a Second Language (ESL) teacher. (Q39)	35.00 <i>41.38</i>	34.48 <i>13.33</i>	65.00 <i>58.62</i>	65.52 <i>86.67</i>

Note.

^aRegional data is the top row of data (low: n=30; high: n=39).

^bCategory data is the bottom row of data (in italics) (low: n=37; high: n=18).

Almost an equal percentage of novice and experienced participants agreed or strongly agreed that they had adequate training (72.73% and 70.45% respectively) (see Table 18).

All novice participants (100%) and almost all experienced participants (91.89%) were interested in receiving more training about working with ELLs. More novice than

experienced participants felt that they received adequate support from both administration and ESL teachers at their schools). All novice participants (100%) but almost two-thirds (60.00%) of experienced participants reported to meet regularly with the ESL teacher.

Table 18

CF Teachers' Perceptions and Attitudes Toward Professional Development – Novice and Experienced

	% Respondents			
	Novice (n=14)		Experienced (n=54)	
	Disagree or Strongly Disagree	Agree or Strongly Agree	Disagree or Strongly Disagree	Agree or Strongly Agree
I have adequate training to work with ELLs. (Q44)	27.27	72.73	29.55	70.45
I am interested in receiving more training in working with ELLs. (Q45)	0.00	100.00	8.11	91.89
I receive adequate support from school administration when ELLs are enrolled in my core French classes. (Q37)	11.11	88.89	36.59	63.41
I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes. (Q38)	12.50	87.50	48.84	51.16
I meet with the English as a Second Language (ESL) teacher. (Q39)	0.00	100.00	40.00	60.00

When asked about the training they received, or the resources that they had to support ELLs in the CF class, interview participants spoke mostly about the resources that they have developed themselves or in consultation with colleagues rather than what was provided in training workshops at the school or school board levels. Grace, Karen, Megan, and Laura were all experienced teachers and as such, drew on their resources to help them teach ELLs in CF. Grace said, “I have so many resources. With the Internet and with the Smart Board stuff and worksheets that [I’ve] made and books of [resources].” Karen said, “I make most of [my resources]. I’ve literally spent three weeks of this summer making PowerPoint slides (...) with voice over” that would be used in lessons and with the SmartBoard. Megan said,

“Because I have 25 years of experience, I sort of pull from whatever program I like.” Laura talked about the resources she made up especially for ELLs who arrive late in the program.

She said,

When [ELLs] come, if they’re coming in Grade 5 or 6 and they’ve missed the Grade 4 component, then I usually give them some basic worksheets that would review basics like numbers, colours, basic things that they should have learned in Grade 4. Just to help them out. So I give them a little package like that when they begin.

(Laura)

It appeared the resources that were provided by the school boards were inadequate for the teachers who were interviewed. Laura found “the [resources] that come from the board are very minimal” and Karen mentioned that the board materials were not often appropriate in terms of quality and interest for ELLs. She said,

We have at the board level, we have a book, “FSL and IEPs”. It talks about how to modify. And some of the resources there are useful. They’re more game-based unfortunately. (...) In terms of the poverty of material. [Material for] Grade 8 students, [that are of] high interest, is just coming along now. But it’s not available at an introductory level for someone, for example, who is working at a Grade 4 or 5 level. (Karen)

Melanie, a novice teacher, also felt challenged by the lack of available support and resources and found it difficult to find appropriate materials to suit the variety of ability levels of her ELLs. She said:

I think the biggest challenge is that there’s no support. (...) Obviously you’re teaching [ELLs] at a very basic level. So finding the materials to accommodate an ELL learning French for the first time when they’re in Grade 8. So it’s challenging

to find materials and the fact that there's no extra support. (...) I struggle with finding appropriate materials to use with [ELLs]. (...) I don't have any specific resources for French and ELLs and that's one of my problems.

In an email that she sent to me at the end of the school year (July 2012), however, it seemed as though things were improving for her. She mentioned that she had attended a board-sponsored workshop focused on ELLs in CF. She wrote the following:

Ironically enough, I participated in an ELLs in Core French workshop put on by my Board in May. I wish it had been at the beginning of the year! I'm now much more familiar with the Ministry support docs for ELLs and all of the terminology. I think it's great that you're researching this topic as more training and support needs to be put in place. (Melanie, personal communication, July 23, 2012)

When I followed up with her and inquired about the topics or strategies covered in the workshop, she listed the following resources:

- Thesaurus wheel (using the L1 and the L2)
- Concept mapping
- Cloze activities
- Concept circles
- Using images
- Also focused on critical thinking skills and the types of questions to ask
- Were given the Ministry documents re: Supporting ELLs (Melanie, personal communication, July 27, 2012)

It was clear from the interview data that the majority of teachers in both high- and low-ELL regions and categories did not receive any training regarding ELL inclusion in CF but almost all teachers would be willing to attend such training. When asked if she had attended a board

workshop related to ELLs in FSL, Grace said, “No. I don’t ever recall anything about ‘how to welcome your ESL students into your French classroom’”

Finally, in regards to the support available from the ESL staff, Jane, a novice teacher said the following:

The ESL teacher – I’m lucky to have one that has a full day at the school. To be able to talk to her and use her as a resource is really nice. They’re not used to French teachers because French teachers are often – they’re running around and they don’t have much time and they don’t have many resources. And it’s hard for them to look out for other teachers because normally they’re isolated and alone. So to be able to talk to the ESL teacher and see what resources are there is great. And especially when ESL teachers have already been French teachers and they have input on what you can do with your program. (Jane)

While survey data reveals that experienced teachers are less likely to meet with the ESL staff than are novice teachers, Karen, an experienced teacher in a high-ELL region described her collaboration with the ESL teacher. She said, “I work out with the ESL department and we do learning styles inventory. So I go with what [the ELLs’] learning style is.”

Professional development opportunities for CF teachers were not common, especially training sessions that dealt specifically with ELLs in CF. With that said, almost all teachers in this study expressed a desire to take attend training sessions focused on ELL inclusion in CF. Training that teachers have or have not had may influence their perceptions of ELL inclusion in CF.

Adaptations for ELLs

Results from the survey data show contrasting views about adaptations²⁹ for ELLs in CF. Over half (56.92%) of all respondents (n=76) agreed or strongly agreed that teachers should not modify CF work for ELLs. That being said, between 85% and 93% of survey respondents agreed or strongly agreed that it is good practice to simplify course work, lessen the quantity of course work, or allow ELLs more time to complete course work (see Table 19).

Table 19

CF Teachers' Perceptions and Attitudes Toward Modifications

	% Respondents	
	Disagree or Strongly Disagree	Agree or Strongly Agree
Teachers should not modify assignments for ELLs in core French classes. (Q40)	43.08	56.92
The modification of core French coursework for ELLs would be difficult to justify to other students. (Q41)	35.00	65.00
It is a good practice to simplify core French coursework for ELLs. (Q32)	14.29	85.71
It is a good practice to lessen the quantity of core French coursework for ELLs. (Q33)	12.50	87.50
It is a good practice to allow ELLs more time to complete core French coursework. (Q34)	6.98	93.02
Core French teachers should not give ELLs a failing grade if the students display effort. (Q35)	9.30	90.70
Effort is more important to me than achievement when I grade ELLs. (Q36)	4.55	95.45
ELLs can perform as well as other English-speaking students. (Q47)	22.45	77.55

Note. Participants (n=76).

²⁹ See discussion about adaptation, modification and accommodation terminology in Chapter 4.

Data was also isolated for low- and high-ELL regions and categories. Regional and categorical differences are minimal and are quite similar to the overall results presented in Table 20.

Table 20

CF Teachers' Perceptions and Attitudes Toward Modifications – By Region^a and Category^b

	% Respondents			
	Disagree or Strongly Disagree		Agree or Strongly Agree	
	Low	High	Low	High
It is a good practice to simplify core French coursework for ELLs. (Q32)	19.05 <i>12.00</i>	12.50 <i>16.67</i>	80.95 <i>88.00</i>	87.50 <i>83.33</i>
It is a good practice to lessen the quantity of core French coursework for ELLs. (Q33)	15.00 <i>4.00</i>	12.50 <i>18.18</i>	85.00 <i>96.00</i>	87.50 <i>81.82</i>
It is a good practice to allow ELLs more time to complete core French coursework. (Q34)	5.56 <i>4.76</i>	9.09 <i>8.33</i>	94.44 <i>95.24</i>	90.91 <i>91.67</i>
Core French teachers should not give ELLs a failing grade if the students display effort. (Q35)	5.56 <i>12.50</i>	10.00 <i>0.00</i>	94.44 <i>87.50</i>	90.00 <i>100.00</i>
Effort is more important to me than achievement when I grade ELLs. (Q36)	0.00 <i>8.00</i>	8.33 <i>0.00</i>	100.00 <i>92.00</i>	91.67 <i>100</i>
Teachers should not modify assignments for ELLs in core French classes. (Q40)	37.04 <i>46.34</i>	48.39 <i>50.00</i>	62.96 <i>53.66</i>	51.61 <i>50.00</i>
The modification of core French coursework for ELLs would be difficult to justify to other students. (Q41)	32.00 <i>33.33</i>	40.00 <i>43.75</i>	68.00 <i>66.67</i>	60.00 <i>56.25</i>
ELLs can perform as well as other English-speaking students. (Q47)	17.39 <i>29.03</i>	26.09 <i>7.69</i>	82.61 <i>70.97</i>	73.91 <i>92.31</i>

Note.

^aRegional data is the top row of data (low: n=30; high: n=39).

^bCategory data is the bottom row of data (in italics) (low: n=37; high: n=18).

Interview data suggest that teachers made several types of adaptations for their ELLs. Teachers' practice included everything from changing assignment requirements to allowing ELLs more time for tests to separate program development for ELLs to "catch-up" to their

grade-level peers. When speaking of additional support she offers to ELLs, Grace, an experienced teacher in a low-ELL region, said, “Also with peers. They have another student they work with. But they have to do that sort of separately. And maybe they go out in the hall to do that for 10 minutes and we do something else.” Laura, an experienced teacher in a high-ELL region also spoke of the adaptations she makes to her program, including assessment. She said,

Well, I try to modify the program as much as I can or the expectations. Even when I’m assessing them. I take into account, you know, they don’t have the English language down pat [or mastered]. I take that into account when I’m assessing them. So I might give them extra time on tests or I might simplify or they don’t have to answer all the questions on a test. Sometimes I allow them to use extra aids. They might be able to use a chart if we’re doing verbs or just some other type of aid in the classroom. Either they can use their notes or charts or something visual in the classroom. (...) I try to modify as much as I can because I know that they struggle.

(Laura)

The presence of adaptations was especially prominent when ELLs were included in the CF classroom at the Grade 5 level or higher without having prior knowledge of French. Trevor, an experienced teacher in a high-ELL region, spoke of the adaptations that he made for ELLs and the different expectations that he had for ELLs. He said,

At the Grade 4 level, it’s definitely the expectations that I have of the regular students. (...) Depending on where they’re at, would be similar to a kid on an IEP who needs accommodation and modification. You have to do that. So I can’t expect of them to do material that other kids do because he or she hasn’t had that accumulation of language over the years. I have to scale it back and focus on what’s

needed at the time. So it might be, for a particular student, to do some vocabulary, just cut down the number of questions. (Trevor)

Laura was also an experienced teacher in a high-ELL region and spoke of numerous adaptations she made for ELLs in CF. She said,

Accommodations, modifications. Yeah. Duotang work, definitely. Kind of starting from the beginning – numbers, letters, rooms in the school, classroom objects, just general phrases that the kids would use for me. Like, can I go to the washroom, can I go get a drink, can I borrow a – you know, stuff like that. We try to teach them right away. (Georgia)

While there are only minor differences in the results (e.g., percentages and interview responses) of participants in high- and low-ELL regions and categories, there were some differences between novice and experienced teachers' perceptions toward adaptations. The survey data revealed that novice teachers, more than experienced teachers, felt that assignments should not be modified for ELLs (81.82% versus 51.02%; Question 40) and that these modifications would be hard to justify to non-ELL students (81.82% versus 60.00%; question 41). Novice, more than experienced, teachers were less likely to agree that ELLs can perform as well as their English-speaking peers (62.50% versus 78.38%) (see Table 21).

Some of the findings presented in Table 21 are supported by the interview data. Experienced teachers mentioned the necessity of adaptations for ELLs in CF. Grace admitted that she “wouldn’t have the same expectations of the [ELLs] unless they’re coming in right from the start” and Sara felt that she would expect more oral than written production because her “philosophy in language learning is that you have to learn orally first and really communicate and really feel it and then transfer that to reading and writing.” Georgia said

“the expectations are less, let’s put it that way. They have to be. They have to be” because with ELLs, “you basically have to start them from the beginning.”

Table 21

CF Teachers’ Perceptions and Attitudes Toward Modifications – Novice and Experienced

	% Respondents			
	Novice (n=14)		Experienced (n=54)	
	Disagree or Strongly Disagree	Agree or Strongly Agree	Disagree or Strongly Disagree	Agree or Strongly Agree
It is a good practice to simplify core French coursework for ELLs. (Q32)	12.50	87.50	13.51	86.49
It is a good practice to lessen the quantity of core French coursework for ELLs. (Q33)	25.00	75.00	8.57	91.43
It is a good practice to allow ELLs more time to complete core French coursework. (Q34)	0.00	100.00	6.25	93.75
Core French teachers should not give ELLs a failing grade if the students display effort. (Q35)	0.00	100.00	3.23	96.77
Effort is more important to me than achievement when I grade ELLs. (Q36)	0.00	100.00	6.06	93.94
Teachers should not modify assignments for ELLs in core French classes. (Q40)	18.18	81.82	48.98	51.02
The modification of core French coursework for ELLs would be difficult to justify to other students. (Q41)	18.18	81.82	40.00	60.00
ELLs can perform as well as other English-speaking students. (Q47)	37.50	62.50	21.62	78.38

Although 81.82% of novice teachers agreed that “teachers should not modify assignments for ELLs in core French classes” (question 40), Melanie, a novice teacher, believed that expectations were altered for ELLs. She said,

[The expectations are] completely modified. The grade level curriculum doesn’t really apply. Just for [the ELLs] to start to be more comfortable with the vocabulary and some common expressions. Just so that they’re comfortable in class. (Melanie)

These findings show that teachers’ opinions about program adaptations may influence their perceptions of ELL inclusion, especially in terms of teachers’ beliefs about the workload and time commitment required when ELLs are in their CF classes.

ELLs’ Use of L1 in CF

An area of investigation that surfaced during data analysis dealt with teachers’ perceptions about ELLs’ use of their first language (L1) in CF. Survey results show that 69.49% of all survey participants felt that ELLs should avoid using their native language while at school but almost half (44.83%) of all survey participants reported to provide materials for ELLs in their native languages (see Table 22).

Table 22

CF Teachers’ Perceptions and Attitudes Toward Use of L1

	% Respondents	
	Disagree or Strongly Disagree	Agree or Strongly Agree
ELLs should avoid using their native language while at school. (Q29)	30.51	69.49
I provide materials for ELLs in their native languages. (Q30)	55.17	44.83

Note. Participants (n=76).

A higher percentage of participants in the high-ELL region (73.33%) felt that ELLs should avoid using their native language at school than participants in the low-ELL region (62.50%). The reverse was true for the high- and low-ELL categories (high=66.67%; low=74.19%) (see Table 23).

Table 23

CF Teachers' Perceptions and Attitudes Toward Use of L1 – By Region^a and Category^b

	% Respondents			
	Disagree or Strongly Disagree		Agree or Strongly Agree	
	Low-ELL	High-ELL	Low-ELL	High-ELL
ELLs should avoid using their native language while at school. (Q29)	37.50	26.67	62.50	73.33
I provide materials for ELLs in their native languages. (Q30)	<i>25.81</i>	<i>33.33</i>	<i>74.19</i>	<i>66.67</i>
	54.17	53.33	45.83	46.67
	<i>53.33</i>	<i>62.50</i>	<i>46.67</i>	<i>37.50</i>

Note.

^aRegional data is the top row of data (low: n=30; high: n=39).

^bCategory data is the bottom row of data (in italics) (low: n=37; high: n=18).

Almost an equal percentage of novice and experienced teachers agreed or strongly agreed that ELLs should avoid using their native language at school (72.73% versus 67.44%). More than half of novice teachers (60%) and less than half of experienced teachers (37.21%) provided materials for ELLs in their native languages (see Table 24).

Table 24

CF Teachers' Perceptions and Attitudes Toward Use of L1 – Novice and Experienced

	% Respondents			
	Novice (n=14)		Experienced (n=54)	
	Disagree or Strongly Disagree	Agree or Strongly Agree	Disagree or Strongly Disagree	Agree or Strongly Agree

ELLs should avoid using their native language while at school. (Q29)	27.27	72.73	32.56	67.44
I provide materials for ELLs in their native languages. (Q30)	40.00	60.00	62.79	37.21

The survey data showed that almost 70% of participants (overall) agreed or strongly agreed that ELLs should avoid using their native language while at school and this belief was also evident in the interview data. When asked if students' first languages were incorporated in the CF class, Karen, an experienced teacher in a high-ELL region said, "I can't. There's too many". Similarly, Melanie, a novice teacher in a high-ELL region responded, "No, I haven't done that. No". Trevor, an experienced teacher in a high-ELL region felt that he did not incorporate students' first languages because he himself had no knowledge of them. He said, "I can't because I don't speak their first language. I don't know Tagalog so you know, I can't use it." At the same time, some of the same interview participants who shared these statements also share stories of how and when ELLs' L1 were incorporated into the CF class. Trevor said that he facilitated some use of the ELLs' L1 by grouping students with the same language backgrounds. He said,

I don't know Polish. But having said that (...) I would group [the two Polish kids] together, sit them together and I did have this one child explain to the other one, kind of in Polish, to bridge that gap. (...) And although I didn't use the language I did kind of facilitate that through another child in the class.

Georgia shared a similar experience about L1 inclusion in the following way:

So the thing is, I don't speak Spanish. I'm very lucky in the sense that there are kids in the school that speak Spanish so they'll do a lot of translation for me. (...) If there's even another child in the school who speaks the other child's language, I will have

somebody in my class go and get them if they're stuck on something. Definitely.

That's an asset.

Teachers spoke of referring to cognates to incorporate students' L1 knowledge into the CF classroom. Jane, a novice-teacher in a low-ELL region said, "I really, really find cognates an incredibly fun aspect of teaching. And those connections, I ask for them. I give them examples. And if they're ready to share, yeah. All the time." Similarly, Sara, an experienced teacher in a low-ELL region said,

It's the cognates. A lot of cognates. So if you're dealing with Spanish, it's full of cognates. With Arabic, there are cognates. I can't remember what it was, for example *sucré*, that comes from Arabic. I remember this boy saying "sucra" or something like that. So I do try to, I'll sometimes write things down on the board. (...) I'll write the words down and if I have a kid who speaks another language I'll ask, and oh yeah, it does sound like that word. So I really try to capitalize on cognates.

Later in the interview Sara spoke described how Arabic, an ELL's L1, was incorporated in CF:

I remember asking this boy who spoke Arabic if there was anything like [the French word] in Arabic and he said yes. So that brings him in. And then I'm validating his own language. I think that a lot of the kids come here or come to another country, they sometimes try to discard their own language. (...) I will help them be proud of their language. It's adding to what I'm teaching.

Grace, an experienced teacher in a low-ELL region, felt that students' L1 could be incorporated into the CF classroom because of the AIM program that she uses in the classroom.

Are first languages incorporated into the French class...and that's the beauty of the AIM program because we can go *bonjour*, we can go *hello* [Grace gestures AIM actions with her hands] and what would that be in Korean, what would it be in Arabic? So the use of gestures, everybody can understand what the person is saying. I have an Arabic boy in the Grade 8 class and often I say, [name of boy], *qu'est-ce que c'est ca en Arabe?* And then, with the use of the gestures everybody can learn that.

(Grace)

Participants' perceptions of ELL inclusion, and ELLs' ability to succeed in CF, may be influenced by their knowledge of theories of multilingualism and the value they place on language learning in general. Some teachers have been able to include students' L1 in the CF classroom which may indicate welcoming and positive attitudes toward ELL inclusion.

Teachers' Preparedness to Teach

While the topic of preparedness to teach was not a main focus of this research, the findings presented below (and in

Table 25) indicate a potential area for future investigation.

When asked, on a scale of 1 (not at all) to 10 (extremely), how prepared participants felt to teach FSL, survey participants (n=76) responded an average of 8.61. When asked how prepared participants felt to teach ELLs in FSL, according to the same scale, survey participants responded an average of 6.34.

Participants in the low-ELL region (n=30) indicated an average of 8.54 out of 10 in regards to their preparedness to teach FSL and an average of 6.11 out of 10 to teach ELLs in FSL. Participants in the high-ELL region (n=39) indicated an average of 8.85 out of 10 in regards to their preparedness to teach FSL and an average of 6.58 out of 10 to teach ELLs in FSL.

The low-ELL category participants (n=37) felt they were 8.64 out of 10 (average) prepared to teach FSL and an average of 6 out of 10 prepared to teach ELLs in FSL. The high-ELL category participants (n=18) felt they were 9 out of 10 prepared to teach FSL and an average of 7 out of 10 prepared to teach ELLs in FSL. The results across high- and low-regions and categories are similar. Participants felt a higher sense of preparedness to teach FSL (approximately 8 out of 10), than they did to teach ELLs in FSL (approximately 6 out of 10). This might indicate that additional training and or preparation is required for elementary CF teachers.

Novice participants (n=14) felt they were 7.73 out of 10 prepared to teach FSL and an average of 5.73 out of 10 prepared to teach ELLs in FSL. Experienced participants (n=54) felt they were 8.88 out of 10 prepared to teach FSL and an average of 6.59 out of 10 prepared to teach ELLs in FSL. It is not surprising that novice teachers felt the least prepared to teach FSL and to teach ELLs in FSL.

Table 25

CF Teachers' Perceptions of Preparedness to Teach

	Preparedness to Teach FSL	Preparedness to Teach ELLs in FSL
Overall	8.61	6.34
Low-ELL region	8.54	6.11
High-ELL region	8.85	6.58
Low-ELL category	8.64	6.00
High-ELL category ^a	9.00	7.00
Novice	7.73	5.73
Experienced	8.88	6.59

Note. On a scale of 1 (low) to 10 (high).

^a Participants in the high-ELL category showed to have the highest perception of preparedness to teach ELLs in FSL.

Summary

The findings presented in this chapter point to possible contributing factors on CF teachers' perceptions about ELL inclusion in CF. The contributing factors relate to the amount of professional development opportunities, or lack thereof, that are specifically geared to learning about ELLs in CF. In addition, teachers' perceptions may be influenced by their knowledge of appropriate adaptations for program and program delivery as well as to their own beliefs about the inclusion of ELLs' first languages in CF. Finally, while not a topic of initial focus, it was worthwhile to present the findings related to teachers' sense of preparedness to teach as this may directly influence their approaches to ELL inclusion in CF.

CHAPTER 6

DISCUSSION

Introduction

In this chapter I discuss the major findings of this research in terms of the two main research questions: (a) What are CF teachers' perceptions and attitudes toward ELL inclusion in the CF program? and (b) What are the contributing factors affecting CF teachers' perceptions and attitudes of ELL inclusion in the CF program?

CF Teachers' Perceptions of ELL Inclusion

The first research question asked: What are CF teachers' perceptions and attitudes toward ELL inclusion in the CF program? Findings showed that, overall, CF teachers felt positive toward ELL inclusion and agreed that ELL inclusion creates a positive classroom environment. This is in contrast to previous studies of pre-service teachers (Katz, Cobb, & Hadjioannou, 2009) and mainstream teachers (Walker, Shafer, & Iiams, 2004) where teachers' beliefs toward ELL inclusion were largely negative. Although teachers revealed mostly positive attitudes toward ELL inclusion in CF in general, there were various results in terms of teachers' beliefs toward (a) the impact of learning English and French simultaneously on ELLs' language development; (b) ELLs' use of the L1 in CF; (c) ELLs' role as mentors in CF; and (d) adaptations for ELLs in CF. In this section I discuss these sub-topics identified in this study in relation to the existing literature and theory.

Learning English and French Simultaneously

While teachers in this study, overall, seemed to welcome ELLs in CF, they did struggle with the fact that ELLs are expected to learn English and French simultaneously. The majority of participants (62.00%) felt that ELLs should be included in CF only once they have attained a minimum level of English. This finding contradicts what we already know

about learning languages simultaneously. Cenoz, Hufeisen, and Jessner (2001), for example, have reported that learning languages simultaneously is not necessarily a hindrance for ELLs. Recall that Cummins' (1983) theory of common underlying proficiency tells us that languages can exist simultaneously, do share similar components, and language learners can draw from one language to learn additional languages. Cummins (1983) states that learners can use what they know in their L1 to learn subsequent languages and to develop both their basic interpersonal communication skills (BICS) and their cognitive academic language proficiency (CALP). An early study by Taylor (1992) revealed that learning French and English simultaneously did not hinder the student's academic development. When ELLs learn another language such as French, they are adding this language to their growing linguistic repertoire and will then be able to use multiple languages to live, work and make contributions to society (Van Sluys & Rao, 2012). Considering the fact that 7 out of 9 interview participants spoke a language in addition to English and French and 15.79% of survey participants in this study were multilingual themselves (e.g., had knowledge of English and French and had a mother tongue other than English or French), it is interesting that there was not a stronger feeling toward simultaneous language learning. These teachers seemed to feel that ELLs require a certain level of English before they are included in CF, which can be related to the status of English in Ontario (see Haque, 2012) and globally (see Canagarajah, 1999)

While the majority of teachers expressed concern for ELLs learning English and French simultaneously, some teachers viewed CF learning as beneficial for ELLs' linguistic development. As noted in Chapter 4, one survey participant wrote, "students learning a third or fourth language already possess many of the innate skills needed in learning a new language" (236190). Here we can see that teachers may be positioning ELLs as "experts" of

the language learning community (Harré & van Langenhove, 1999). ELLs' ability to successfully learn an additional language relates to theories of multilingualism and our understanding of, for example, linguistic repertoires and cross-linguistic awareness (see Cummins, 1981, 1991; Jessner, 2006). The finding that some teachers saw the benefits of CF for ELLs is similar to previous studies in FSL. Parents, for example, have viewed the French immersion program as beneficial for their children because functional bilingualism in Canada can lead to access to jobs in the future (Taylor, 2006). More recently, one focus group participant in Majhanovich et al.'s (2010) CEFR- and FSL-focused study noted that ELLs can benefit from learning languages in addition to English, especially in this "age of globalization" (raw data, email via Faez, May 28, 2010).

Even though theories of multilingualism have shown that learners are capable of learning multiple languages simultaneously, and previous studies have shown that ELLs benefit from learning both English and French, some teachers in this study remained skeptical of the benefits for ELLs learning English and CF at the same time. Perhaps this was because of the challenges they faced as teachers, their uncertainty about theories of multilingualism, or their prior experiences in teaching ELLs.

ELLs' Use of the L1

In terms of ELLs' use of their L1 in the CF class, most teachers in this study did not appear to embrace the inclusion of ELLs' L1s in the CF classroom because, as they mentioned, for example, the teachers themselves did not have knowledge of all the L1s of the ELLs. Since the teachers felt that there were too many unknown L1s, they felt it would be too challenging for the L1s to be included in CF. Swain and Lapkin (2005) found that French immersion teachers may be bilingual (English and French) but are rarely multilingual and teachers in this study seemed to believe that if they did not know the ELLs L1 there was no

way for it to be included in CF. Survey results showed that the majority of participants (69.49%) felt that ELLs should avoid using their native language while at school. While these perceptions do not align well with Canadian schools' urge to validate student's prior learning, their languages, and cultures, as Duff (2007) has reported, they are similar to what has been previously discussed in the literature. Several scholars (e.g., Cummins, 2001; García, Skutnabb-Kangas, & Torres-Guzman, 2006; Wong-Fillmore, 2005) have suggested that the languages of linguistically diverse students are not often acknowledged by the school system. Teachers in American mainstream classrooms have also indicated a resistance to allowing ELLs to use their L1s in school (Walker, Shafer, & Iiams, 2004). More recently, Rutledge (2010) found that teachers seldom and/or never allowed ELLs to use their L1 in their mainstream classes.

A minority of participants in this study shared the belief that ELLs could benefit from CF because it may assist them in their overall linguistic development. This notion is in keeping with Prasad's (2009) argument that culturally and linguistically diverse students use a "plurality of linguistic skills" to make sense of their daily experiences (p. 194). It is also supported by earlier research by Swain, Lapkin, Rowen, and Hart (1990) who revealed that ELLs in a Grade 8 French immersion program achieved as well or better than their Anglophone peers in French reading, writing, and oral tasks. They concluded that literacy in students' L1 contributed to a higher level of French proficiency (ELLs' L3). Although previous studies mentioned here do not all reflect the CF context, they remain relevant, especially considering the limited amount of research regarding ELLs in CF. Drawing on positioning theory (Harré & Van Langenhove, 1999), the findings suggest that when teachers believe that ELLs can bring their linguistic knowledge to CF, they may position them as capable learners of CF. Many of the participants (from across regions, categories, and years

of teaching experience) in this study could be viewed as positioning ELLs as powerful, rather than powerless, students of CF which is consistent with Yoon's (2008) earlier findings on mainstream teachers' views of ELL inclusion.

Taylor (2006) and Byrd Clark (2008, 2012) have called for more work regarding support for tri- and multilingual development of minority language children. While this study does not claim to offer a thorough explanation regarding teachers' resistance to ELLs' use of the L1 in CF, it does offer some insight into why teachers may or may not feel that L1 inclusion is necessary or meaningful. When there is a shared L1, as in Macaro's (1997) study, it can be used to explain difficult grammar, organize tasks, or discipline students. When there is not a shared L1, there may be challenges to incorporating it or drawing on it to learn the target language. Some of the interview participants suggested practical ways to incorporate students' L1s in the CF classroom regardless of whether the teachers themselves were familiar with the L1s. Teachers believed that one way to positively incorporate ELLs' L1s in CF, for example, would be for the ELL to make a comparison between a word in French and in the L1 and share it with the class. This suggestion adds to the findings of Swain and Lapkin's (2000) study where students used their shared L1 during collaborative tasks in order to increase efficiency, focus attention, and facilitate interpersonal interactions. In fact, the inclusion of the L1 helped students successfully accomplish their tasks. ELLs' L1s, therefore, can be incorporated in the CF classroom in order to achieve certain goals and the CF teacher does not necessarily need to know or use ELLs' students' L1s. When CF teachers do not have proficiency in ELLs' L1s, they can also promote ways in which ELLs can make use of their L1s in CF. While Swain and Lapkin (2000) have suggested that teachers become proactive in finding ways to use students' L1s as a resource, teachers in this study made little mention of their attempts to use students' L1 in the CF class. Swain and

Lapkin (2000) argue that incorporating students' L1 should be used as a resource by students regardless if teachers know students' L1. When teachers find creative ways to incorporate ELLs' L1s in CF, even without possessing knowledge of the L1s themselves, they can be seen as positioning ELLs as knowledgeable learners of language with the capacity to use their linguistic resources to their advantage in CF.

ELLs as Mentors

Some participants in this study felt positive about ELL inclusion in CF because they viewed ELLs as role models for their peers. Overall, participants in this study felt that ELLs' linguistic knowledge can be validated when they take on the role of mentor. Positioning theory can be used to explain how teachers' assigning an ELL, or the ELL self-assigning, the role of "linguistic mentor" demonstrates the value that teachers and students place on the linguistic knowledge that ELLs have and bring to the CF class. ELLs could be viewed as mentors – or language experts – because they would demonstrate their linguistic skills to their peers who could be considered to be novice members of the CF class. In this study, some participants were aware of the linguistic strengths of ELLs. This finding is in contrast to Yoon's (2007, 2008) findings that suggest that the way in which students are positioned by their teachers, administrators, or curriculum, can be limiting.

Accommodations and Modifications

A challenge expressed by some survey participants was in regards to whether there should be accommodations and/or modifications to the CF program for ELLs. Prior to making decisions about accommodations and modifications, survey participants indicated a concern over the actual identification of ELLs. Participants identified challenges with the identification of ELLs' actual English skills levels, their linguistic background, and their language learning needs. If a common language was not shared between the teacher and the

student, communication about ELLs' prior language learning experiences proved to be challenging for participants in this study. When teachers were able to identify ELLs' linguistic abilities, they were also able to determine whether or not accommodations should be made. Teachers reported that they made decisions about accommodations for the learner or program modifications without the guidance of a principal or other teachers.

Overall, participants in this study felt that the CF program should not be modified for ELLs (recall that modifications means that the curriculum expectations are altered to suit the learner's needs) yet almost all respondents felt that it was a good practice to simplify course work, lessen the quantity of course work, or allow ELLs more time to complete course work (these are referred to as accommodations). Findings show that teachers felt that it was appropriate to make accommodations such as these for ELLs in CF. This finding is similar to Walker, Shafer, and Iiams' (2004) report that showed teachers had neutral feelings (neither strongly agree or strongly disagree) about making adaptations for ELLs. These findings are also similar to earlier Canadian research, conducted by Mollica, Phillips, and Smith (2005), that found that 78% of CF teachers provided accommodations and modifications for their students. In the United States, reports have indicated that many mainstream classroom teachers do not have adequate training about the types of curriculum adaptations and teaching practices that suit the needs of linguistically diverse learners (e.g., Walker, Shafer, & Iiams, 2004; Youngs & Youngs, 2001). While the context of CF is different from American mainstream classes, teachers in this study did express uncertainty about accommodations for ELLs.

Do Teachers' Perceptions Change Depending on Grade Level?

The first sub-question to research question one asked whether CF teachers' perceptions and attitudes toward ELL inclusion in CF change depending on grade level. It

was found that participants favoured ELL inclusion at the Grade 4 level (i.e., the beginning grade for CF for all students) over inclusion in later grades such as Grades 6 and 8. At the Grade 4 level, ELLs begin CF at the same time as their Canadian-born grade level peers but when ELLs enter CF in Grades 6 or 8 their Canadian-born grade level peers would have already had CF instruction for several years which, according to some teachers, may not only put ELLs at a disadvantage and also put pressure on the students to “catch up” and also on the teachers to diversify their CF program to suit the needs of beginning CF learners.

Some participants expressed the feeling that ELLs should first focus on English and then be enrolled in the French program, especially when their English skills were weak. Along the same lines, some teachers felt that it may be inefficient for ELLs to begin CF in Grade 8 because they would have only one more year of CF (Grade 9) before they would stop pursuing French studies (as is the trend among many Ontario secondary school students). Restricting access to CF for ELLs, however, goes against Ontario’s equitable and inclusive education policy (2009) and does not ensure them opportunities to build their knowledge in Canada’s two official languages. If teachers and administrators position ELLs as incapable learners of CF in Grade 8, for example, then ELLs may feel unmotivated to continue CF at the secondary school level. Similarly, if they are not given adequate CF instruction in Grade 8, then they may encounter difficulties in Grade 9. Positioning ELLs as incapable learners of CF will have implications for their future CF development and the access they receive to CF in the future. In addition, positioning ELLs in this way does not value their linguistic diversity and the linguistic resources that they bring to the learning of CF. This finding is in line with Van Sluys and Rao (2012) who have stated, “positioning can limit or exclude students from learning opportunities and ultimately restrict students from developing the literacies demanded by current and future environments” (p. 283).

While teachers in this study did not say that they excluded ELLs from CF, there have been earlier reports about ELL exclusion at the secondary school level for reasons such as ELLs' lack of English knowledge, the challenge of studying English, and ELLs' lack of previous French experience (see Mady, 2006). If elementary teachers believe that exclusion may be necessary for ELLs in Grade 8, for example, they may be unaware of the consequences that result for ELLs as a result of exclusion. A way to avoid exclusionary practices would be to offer CF according to ability level, as one interview participant in this study (Laura) had suggested. She considered it to be more beneficial for ELLs if they began CF at their ability level rather than at their grade level. In this way, ELLs could be included in the CF program and would have access to CF for the future. This approach, however, would have implications for program structure and development.

Teachers' perceptions about ELL inclusion at various grade levels can also be seen as influenced by their views of accommodations and modifications for ELLs in CF. Teachers in this study felt that the degree and type of accommodations made for ELLs in CF were dependent on the entry grade to CF. In Grade 4, for example, teachers did not feel that major accommodations were required for ELLs because French was the language of instruction for all learners; that is all learners began CF instruction in Grade 4. In Grade 8, however, teachers felt that accommodations may be necessary for ELLs depending on their prior language learning experiences. While ELLs would be beginner learners of CF, their Canadian-born peers would have had four years of CF instruction. Teachers' hesitancy toward ELLs' ability, or lack there of, to gain skills in CF at higher grade levels may lead them to position ELLs as powerless students in CF.

Do Teachers' Perceptions Change Depending on Context?

Regions and categories.

The second sub-question to research question one asked how CF teachers' perceptions and attitudes toward ELL inclusion differ in high- and low-ELL populated contexts. In this study, in general, there was little difference in teachers' attitudes in the low- and high-ELL regions and low- and high-ELL categories. There were, however, some differences in teachers' perceptions in regards to more specific issues (e.g., ELLs' English proficiency development).

First, in general, teachers in low-ELL regions, more than in high-ELL regions, had slightly more positive attitudes toward ELL inclusion. This may be because teachers in low-ELL regions may have had little or no experience in teaching ELLs and were therefore positive toward inclusion because they had not previously experienced any challenges with ELL inclusion. Further, almost an equal percentage of participants in low- and high-ELL categories felt positive about ELL inclusion in CF. The lack of variation between opinions may indicate teachers' general acceptance of inclusive education policies as outlined by the Ontario Ministry of Education and supported by individual school boards. These findings, however, are in contrast to research in mainstream contexts. Walker, Shafer, and Iiams' (2004) found that American mainstream classroom teachers did not want ELLs in their classrooms yet felt that ELLs brought needed diversity. They also found that teachers in areas with a low-ELL population felt optimistic about teaching ELLs and positive about welcoming ELLs in their schools. They concluded that attitudes toward ELLs vary across the country and are largely determined by local community contexts (Walker, Shafer, & Iiams, 2004).

Second, in terms of ELLs' required level of English proficiency, three-quarters (74.07%) of teachers in the low-ELL category felt that ELLs require a minimum level of English proficiency before entering CF whereas only half (50.00%) of participants in the high-ELL category felt this way. Again, these findings may be supported by the idea that teachers with little ELL experience are uncertain about ELLs' language abilities, or not fully aware of theories of multilingualism.

A third difference among participants in high- and low-ELL regions and categories related to participants' perceptions of ELLs' use of their L1. Considering Cook's (2001) suggestion that we restrict language teaching possibilities when we do not allow for the integration of L1 in the target language and Van Lier's (1995) reasoning that the use of an L1 can assist students' knowledge development of additional languages, it is surprising that teachers in this study felt that L1 should not be included in CF. Participants in high-ELL regions and low-ELL categories felt that ELLs should avoid using their L1 at school more so than did participants in low-ELL regions and high-ELL categories. There is a discrepancy here between research and practice and while the exact reasons for this are not known, one could conclude that teachers in this study may not have background knowledge about theories of multilingualism and the ways in which teachers and students could draw on students' L1 to assist them in CF. If the L1 is completely omitted from the CF class, then teachers may not be tapping into ELLs' wealth of linguistic knowledge.

Finally, in terms of training, more teachers in the high-ELL category (85.71%) than in the low-ELL category (65.63%) felt that they had adequate training to work with ELLs. This finding is in opposition to the regional analysis where more teachers in the low-ELL region felt that they had adequate training to work with ELLs than did those teachers in the high-ELL region. One reason this may be so is because of the low number of participants in each

of these groups of participants. Participants in the high-ELL category (86.67%), more than in any other sub-group, reported to meet with the ESL teacher. These findings seem reasonable considering that teachers in the high-ELL category would have a high number of ELLs in their CF classes and may seek out additional support or information from the ESL teacher about their ELLs' language development. Drawing on positioning theory, these findings may suggest that teachers in this study may view themselves as both experts and novice teachers; that is, they may feel empowered to teach ELLs because of their prior training but they may recognize that additional support provided by the ESL teacher could help develop their knowledge about ELLs and language development. Teachers, therefore, may be assigning themselves the roles of expert and novice CF teachers but, as positioning theory states, the roles they take on are dynamic and can change in different situations.

Novice and experienced.

Similar to the regional and category findings, teachers' perceptions in the novice and experienced groups did not vary greatly. Regardless, the findings of this study add to the existing literature and begin to fill the call for more research with recent graduates from faculties of education about whether they are "equipped to deal with the challenges awaiting them" in FSL (Lapkin, MacFarlane, & Vandergrift, 2006, p. 2). While the number of novice participants in this study is relatively low, the findings are of value and provide a starting point for an emerging line of inquiry.

All or almost all novice and experienced teachers in this study reported positive attitudes towards ELL inclusion. An almost equal percentage of participants in the novice and experienced groups felt that ELLs should be included in CF. These findings support earlier research by Walker, Shafer and Iiams (2004) who concluded that teachers who have had little or no experience with ELLs are generally more positive regarding ELLs than

teachers in schools with a more diverse population. The findings of this study are, however, in slight contrast to earlier work by Youngs and Youngs (2001) who found that mainstream classroom teachers who had taken foreign language or multicultural education courses, received ELL education training, lived or taught outside of the United States, or worked with diverse populations, were more likely to have a positive attitude toward ELLs than those who had not. It is worthwhile to note that all of the teachers in this study had training and experience in teaching CF, although they had very limited ELL-specific training; this would certainly impact their perceptions of ELL inclusion in CF,

Novice and experienced teachers in this study felt that ELLs should avoid using their L1 at school yet novice, more than experienced, teachers, reported providing materials for ELLs in their native languages. In terms of accommodations in CF for ELLs, novice, more than experienced, teachers felt that assignments should not be changed for ELLs. The findings about L1 use and accommodations are similar to regional and categorical findings as discussed in an earlier section.

Challenges to Teaching ELLs

The final sub-question to research question one asked about the challenges teachers faced in teaching ELLs in CF and about how teachers addressed these challenges. Although teachers, overall, felt positive about ELL inclusion, they experienced challenges with ELL inclusion in CF. This general statement is similar to previous research that has shown that diversity is teachers' greatest challenge (e.g., Lapkin, MacFarlane, & Vandergrift, 2006; Taylor & Sobel, 2003). Challenges for participants in this study include: (a) teaching demands, (b) development of ELLs' English, and (c) accommodations and modifications for ELLs.

First, while teachers were not opposed to including ELLs in CF, many participants felt that ELL inclusion in CF resulted in an increase in their teaching demands; that is, ELL inclusion results in a higher workload and puts a strain on teachers' time. Teachers felt that they were required to devote additional time to assisting, evaluating, or creating accommodations for ELLs in CF. The teachers in this study reported to feel that often times ELLs needed extra support, guidance, and alternative lessons which resulted in an increase in their responsibilities as teachers. This challenge is not unique to this study. The findings are similar to the challenges (e.g., learning outcomes for students, lack of time and value allocated to FSL) reported by CF teachers in British Columbia as investigated by Carr (2007) and by at least one CF teacher in Ontario (Garbati, 2007). Walker, Shafer and Iiams' (2004) study of mainstream teachers' attitudes towards ELLs in the United States showed that teachers felt ELL inclusion was a "burden" as "there were already too many other school demands placed upon their time" (p. 141). Other demands included meeting the needs of special education students, adapting curriculum, and the pressure of standardized testing. While the context of this study was Ontario, the teachers in other similar studies also reported similar challenges. Mollica, Phillips and Smith (2005) also found that CF teachers felt challenged by the inclusion of ELLs, the limited duration of teaching periods, teaching *à la carte*, and they questioned the effectiveness of the FSL environment in supporting both the learners and the teachers.

A second challenge reported by teachers in this study related to ELLs' English language development. This finding, that some participants believed that ELLs needed to have a certain level of English proficiency before they learned French, contradicts theories of multilingualism. Advocates of multilingualism believe that students are capable of learning more than one language at the same time and do not need to set aside one language while

learning another (e.g., Cummins, 1996, 2000; Jessner, 2006). In this study, Melanie, for example, believed that exemption of ELLs should be allowed so that more time could be spent on English language development. It was her belief that it would be easier for ELLs to learn one language at a time rather than to focus on learning both English and French. In this way, Melanie did not even position ELLs as novice members of CF; in fact, she believed ELLs, at early stages of their English language development, should be restricted from CF. Melanie expressed her uncertainty about research in the area of simultaneous language learning and thought that it would be confusing for ELLs to learn both French and English at the same time. Again, her views are in contrast to notions of additive bilingualism (Lambert, 1974), for example, and multiple repertoires (Cook, 1992, 2002). When Melanie suggested that ELLs should be included in CF only if they have reached ESL Stage 2, she positioned them as incapable learners of CF. Melanie may have felt this way because of her own position as a novice teacher. It should be noted that other participants had similar opinions; they suggested that it was essential for ELLs to learn English first so that, for example, they could understand the English directions that were given in the CF class.

A final challenge reported by teachers was in regards to adaptations for ELLs. Results from the survey data in this study showed that almost all survey participants agreed or strongly agreed that it is good practice to simplify course work, lessen the quantity of course work, or allow ELLs more time to complete course work. These options are viewed as adaptations for ELLs. It could be said that the teachers position the ELLs as novice members of the CF group who require additional support in order to gain proficiency or acceptance as capable CF learners. Mady (2006) has already suggested that ELLs can perform as well or better than their Canadian-born, English-speaking peers at the high school level, and so

teachers may need to position ELLs more as expert members of the language learning community.

Contributing Factors Affecting CF Teachers' Perceptions

The second research question asked: What are the contributing factors affecting CF teachers' perceptions and attitudes toward ELL inclusion in the CF program? Two themes in regards to this research questions are worthy of discussion here: (a) opportunities for professional development, and (b) teachers' knowledge base.

Professional Development Opportunities

While, overall, teachers in this study felt positive toward ELL inclusion, a higher percentage of participants in the low-ELL region and high-ELL category felt that they had adequate training to work with ELLs as compared to those in high-ELL region and low-ELL category. The majority of both novice and experienced participants felt that they had adequate training to work with ELLs but almost all novice and experienced teachers were interested in receiving more training. Approximately one-third (30%) of survey participants did not feel that they had adequate training to work with ELLs. At the time of my initial interviews with participants, none of them recalled having received specific training about ELLs in CF (at a later date, Melanie, a novice teacher, did report that one workshop was offered at her school board).

As Walker, Shafer, and Iiams (2004) warn, "negative attitudes emerge when unprepared and unsupported teachers encounter challenges in working with ELLs" (p. 153). Overall, participants felt that they had adequate training to work with ELLs yet almost all participants expressed interest in receiving more training. Recall that Katz, Cobb Scott, and Hadjioannou (2009) found that training had a highly positive effect on teachers' attitudes toward language development. Similarly, Walker, Shafer and Iiams (2004) found that while

most of the mainstream teachers surveyed in their study had never received any training in working with ELLs, half of respondents expressed an interest in training (p. 140). They call for more professional development for mainstream teachers, particularly in rural communities and small cities in the United States. Ongoing teacher training and opportunities for directed professional development, therefore, seems to be a critical component of ensuring our students are provided with an equitable and inclusive education.

Teacher preparation programs and continued professional development, as we know, are important because they can help to dispel misconceptions, biases, and negative attitudes about teaching ELLs (Lee Webster & Valeo, 2011). Even limited training can “increase teachers’ sensitivity to the needs of their linguistically diverse students” (Walker, Shafer, & Iiams, 2004). Further, continued professional development for CF teachers is necessary because of curricula changes, teaching approaches, and working conditions (Day & Leitch, 2007). At a time when a new Ontario CF curriculum is soon to be released and when our classrooms are more linguistically diverse than perhaps ever before, professional development opportunities should be encouraged, strengthened, supported, and should provide rich and engaging learning opportunities that challenge teachers to think critically, to question their approaches, and to reevaluate their practices of inclusion.

Teachers in this study, primarily through the analysis of the interview and qualitative survey data, noted that grade-level and ability-level resources for ELLs were lacking. Many teachers reported creating their own materials that they felt would be most suited to the needs of ELLs. While this may be viewed as a responsible teaching strategy, the validity of the resources or the consistency of the resources across teachers and schools can be questioned. If appropriate selection of resources were available for ELLs, then that might ease the burden that teachers feel with ELL inclusion. In Lapkin, MacFarlane, and Vandergrift’s (2006)

large-scale survey of CF teachers, it was also reported that there is a lack of appropriate high quality resources for ELLs. CF teachers in their study remarked that a main challenge is “resources that do not match the students’ needs, interests and abilities” (p. 31). Mollica, Phillips, and Smith (2005) found that many CF teachers surveyed in their study felt they were dissatisfied with their ability to provide support for ELLs (p. 18). While experienced teachers in this study reported to have a repertoire of materials to draw from, novice teachers did not. It is clear that teachers still feel challenged by the lack of suitable and well-developed resources and assisting teachers, especially those considered to be novice, in developing or providing appropriate resources for ELLs at various levels in CF might assist with their approaches to ELL inclusion in CF.

Previous research has shown that the principal has a strong impact on school effectiveness for ELLs and principals’ positive attitudes regarding linguistically and culturally diverse students trickles down and can be transferred to teachers (Levine & Lezotte, 2001). Approximately one-third of participants in this study felt that the administration did not provide them with adequate support in regards to the inclusion of ELLs in CF. This study revealed that over half of the CF teachers, overall, received adequate support from the ESL teacher and two-thirds of teachers, overall, met regularly with the ESL teacher. Teachers in the high-ELL category reported to meet with the ESL teacher more than in any other region or category. While it is not clear to what extent the CF and ESL teachers worked together, the high percentage of participants reported to meet with the ESL teacher indicates that CF teachers are drawing on resources available within their schools and may assign themselves the role of proactive CF teacher. Similarly, in Australia, mainstream classroom teachers and ESL teachers are still struggling to find ways to effectively work together and there is a lack of research about the ways in which ESL and mainstream

classroom teachers collaborate (Arkoudis, 2006). All novice teachers (100%), and only 60% experienced teachers, reported to meet with the ESL teacher. While the content, duration, and interaction of these meetings is unclear, this finding may indicate that more time should be allocated for teacher conferencing. Novice teachers have the desire – and perhaps need – to meet with the ESL teacher. As has previously been noted, novice teachers need opportunities to observe experienced teachers as they build their professional identity, including their values and practices (Swanson, 2012).

Previous research (e.g., Cooper, 2004; Lapkin, MacFarlane, & Vandergrift, 2006) has called for specific, targeted professional development regarding ELLs, and the findings of this study also confirm that targeted professional development is required for – and desired by – CF teachers. Teachers in this study, especially those interviewed, reported they were left to create learning materials for the ELLs in their classes and they requested that more grade- and level-appropriate resources be created to suit the needs of ELLs in French. The CF teachers in Mollica, Phillips and Smith's (2005) study have also expressed "frustration with the lack of sufficient funds for purchasing new materials and the suitability of current materials designed specifically for core French" (p. 17).

It is clear from the discussion of the findings of this study that little progress has been made in terms of increasing opportunities for worthwhile professional development over the last decade. As Lapkin, MacFarlane and Vandergrift (2006) conclude, Canadian FSL teachers (in all programs – core, immersion, extended, intensive) felt that, while school administration was perceived as very supportive, the broader community (context, parents) in which they teach was not. This information, however, is essential for effective curriculum planning and strengthening education opportunities for ELLs.

Teachers' Knowledge Base

Another contributing factor affecting teachers' perceptions of ELL inclusion relates to teachers' knowledge base and sense of self-efficacy to teach ELLs in CF. Overall, survey participants had a high sense of preparedness to teach CF but a much lower sense of preparedness to teach ELLs in CF. Participants in all regions, categories, and novice and experienced groups, had a much higher sense of preparedness to teach CF than they did to teach ELLs in CF. As almost three-quarters (71.11%) of participants had completed a course in general FSL methodology and almost half (43.42%) of all participants had studied French as a major during their university education, it may not be surprising that they felt a generally high sense of preparedness to teach FSL. Teachers' lower sense of preparedness to teach ELLs in FSL can be viewed as concerning given the reality of a linguistically and culturally diverse student population that now exists in many areas of Ontario and throughout Canadian communities.

The findings in this study about teachers' preparedness to teach ELLs in CF is similar to the acknowledgement that better teacher preparation for working with ELLs is necessary (Lee Webster & Valeo, 2011). The findings are also similar to Rutledge's (2009) work where teachers felt unprepared to work with ELLs and tended to have more negative attitudes toward L2 learners. Previous research has also shown that pre-service teachers do not feel adequately prepared to teach ELLs in mainstream content classrooms (see Lee Webster & Valeo, 2011) and that pre-service teachers do not know the responsibilities about educating ELLs because of a lack of training (Meskill, 2005). Teachers in this study voiced some of the concerns and challenges they have about ELL inclusion. There is evidence to suggest that CF teachers do not understand what is involved in order to meet the needs of ELLs in CF. Additional professional development opportunities may alleviate some of CF teachers'

uneasiness. Faez (2012) has also found that internationally educated pre-service teachers had a lower sense of preparedness to teach ELLs in mainstream classrooms than did pre-service teachers who received explicit instruction on ways to support ELLs regardless of their linguistic background. Researchers also suggest that, in order to build teachers' sense of efficacy, pre-service education needs to be carefully monitored. The findings of this study, therefore, are supported by scholars' earlier work but there remain large gaps in the research about CF teachers' sense of preparedness to teach ELLs.

Summary

In this chapter, I discussed the findings of this study in relation to previous literature in the areas of ELL inclusion and FSL and within the frameworks of multilingualism and positioning theory. The first section of this chapter addressed the first main research question regarding teachers' perceptions of ELL inclusion. Within this section, I discussed issues related to, for example, teachers' attitudes towards ELLs' learning English and French simultaneously, using the L1 in the CF classroom, and accommodations and modifications for ELLs. In addition, I discussed how teachers' perceptions change depending on context and grade level entry of ELLs. I drew on findings from the sub-groups of regions, categories, and teachers' years of teaching experience.

In the second section of this chapter, I discussed the findings related to the second main research question concerning the contributing factors affecting teachers' perceptions. In this section I examined the professional development opportunities that teachers' have and do not have regarding ELLs. I then highlighted findings about teachers' sense of preparedness to teach ELLs in CF and how this may influence their attitudes toward ELL inclusion.

CHAPTER 7

IMPLICATIONS AND CONCLUSION

Implications for Teaching and Learning

Considering the linguistically and culturally diverse nature of Ontario classrooms – in both large and small cities – and the Ontario Ministry of Education’s commitment to equitable and inclusive education, this study has important implications for teaching and learning. Findings of this study have shown that regardless of exposure to ELLs, previous teaching experiences with ELLs, and reported challenges, teachers in this study have revealed an overall positive attitude toward ELL inclusion. This finding is of importance because it demonstrates teachers’ positioning of ELLs as capable learners. Teachers’ demonstration of positive attitudes toward ELL inclusion in CF is perhaps a reflection of the Ontario Ministry of Education’s ongoing commitment to equity and inclusive education. The Ontario Ministry of Education – and other ministries – should remain committed to this goal.

While this study revealed teachers’ positive attitudes toward ELL inclusion, issues related to ELL inclusion in CF remain to be examined. Issues including, for example, the inclusion of L1 in CF, the disconnect between theories and teachers’ beliefs and practices, and teachers’ beliefs about adaptations for ELLs in CF should be explored further and taken up in both Bachelor of Education programs and through research-informed ongoing professional development.

Teachers were outspoken about the challenges they face and they continue to raise questions about meeting ELLs’ linguistic and social needs in CF. Teachers were uncertain regarding the effectiveness of the level of entry of ELLs in CF, citing more difficulties when ELLs enter CF beyond the Grade 6 level. They also wondered if and how programming could be altered so that newcomers can attend a “catch-up” CF course before joining their

grade-level peers or making CF an option for ELLs. The planning and logistical implications of offering such program delivery may need to be more systematically investigated.

The teachers in this study seemed to be reluctant to incorporate students' L1 in CF. However, as Cummins (1979) and others (e.g., Baker & Hornberger, 2001) have noted, it is important to nurture and maintain a child's L1 in order to ensure maximum academic and linguistic proficiency in the L2. Finding ways to effectively teach students how to apply their knowledge of their first language in the CF context as well as aiding teachers about how to appropriately include students' first language can help students' development in French, and can provide them with tools for learning successfully.

Teachers in this study appeared to lack knowledge about theories of multilingualism and felt a general sense of unpreparedness to teach ELLs in CF. The participants also showed an overwhelming desire to take part in professional workshops about teaching ELLs in CF. These findings, therefore, point to the importance of ongoing professional development for CF teachers. This follows earlier recommendations that research be conducted to understand how professional development can help teachers to teach L2 learners (Rutledge, 2010) and that ministries of education provide ongoing professional development for CF teachers (Carr, 2007). School boards and the Ministry of Education can take action to train teachers, at the pre-service level and beyond, and provide opportunities for engagement in meaningful and practical workshops in this area of identified need. Making a strong connection between theory and practice is essential so teachers can understand how their instructional approaches are rooted in what we know about multilingualism. Both novice and experienced teachers in this study expressed concern over the availability and quality of the resources available to them and their students. Again, professional development opportunities help alleviate some of teachers' worries about the quality of resources teachers provide. In addition, it would be

wise to offer target professional development or mentorship opportunities for novice teachers that specifically address ELL inclusion in CF and FSL in general.

This study has addressed Hawkins' (2004) call for more research to be conducted with teachers about the success and challenges with helping ELLs' progress in English in specific content areas. Many teachers in this study felt challenged by the adaptations that were necessary for ELLs, especially when class peers have had prior FSL experiences. Teachers may need more guidance about determining whether or not adaptations are required for ELLs (recall earlier studies that have shown that ELLs are successful, and sometimes more so than their peers, in learning French), and, if they are required, what accommodations would meet the ELLs' needs while not be unnecessarily simplified.

Teachers' beliefs of ELL inclusion may be influenced by their own personal teaching experiences, the professional development they received, and by their views of multilingualism. Understanding teachers' beliefs is vital, especially when implementing new curricula or mandating change. If teachers' beliefs do not align with research goals, then the mismatch between research and practice will require attention. A concerning finding of this study was teachers' lack of a sense of preparedness to teach ELLs in CF considering the following points: (a) the linguistically and culturally diverse student populations with which many of the teachers in this study had experiences, (b) teachers' own personal language learning experiences, and (c) the Ontario Ministry of Education's documented commitment to inclusion and training that has been dedicated to this in pre-service and in-service programs across the province. Teachers' view of their sense of preparedness can impact their instructional strategies and their view of if, and how, ELLs can succeed in CF. Teachers' self-efficacy should be monitored as they progress from novice to experienced teachers so that relevant ongoing training can be clearly focused.

The implications as a result of this study extend beyond the Ontario CF context. There are also possible implications that can be transferred to other linguistically and culturally diverse communities. Making note of teachers' perceptions of inclusion, as well as learning about what successful strategies they implement for ELL inclusion in mainstream and L2 classes will add to our knowledge base about ELL inclusion and "best practices" for teaching.

Implications for Research and Theory

There is much to be learned from this study about the research process. First, conducting research within school boards, schools and classrooms proved to be challenging. Requesting participation from school boards was often met with resistance. In ethical review board rejection letters, for example, school boards indicated that they were involved with other research projects. Conducting research projects that are of value and interest for both the academic and school communities is important if we are to advance education in Ontario. Connections between the university and the school boards need to be nurtured so that research can be effectively conducted. Due to the barriers at some of the school boards, convenience sampling in research may be used. This, of course, has implications for maintaining objectivity and anonymity in research.

Second, conducting research such as this mixed-methods study, takes time. The recruitment process extended over a longer than anticipated period of time. Researchers need to be aware of the time required to conduct such research. Recruiting teacher participants through methods such as Facebook groups may be one way to gain access to a larger participant group. This, of course, may limit the researcher's access to classroom observation opportunities.

In terms of advancement of theory, this is the first study, to my knowledge, that uses positioning theory as a framework to understand the beliefs and perceptions of CF teachers. Using Harré and van Langenhove's positioning theory helps to frame our understanding of teachers' perceptions of ELL inclusion in CF. It can continue to be used in the FSL context to help researchers and practitioners understand the complexities of inclusion, of ELL empowerment, and of teaching strategies which promote inclusion and value ELLs' prior knowledge.

Limitations of the Study

It is important to state the limitations of this research in order to view the overall impact of this dissertation and to identify areas of improvement for future research projects.

First, this research was limited by time and place. I had very little control over the participation of school boards and teacher participants. While I set out to welcome participation from school boards and teachers, recruitment and school access was problematic (see Appendix D for school board ethical review approval and rejection letters along with their terms). Conducting class observations, for example, may have provided additional relevant data that could have been coded and analyzed and compared with the findings from other data sources. This option, however, was unavailable to me in all of the boards except one.

There were also limitations to the survey. The University ethical review board stipulated that the survey had to include a "no response" option for every survey question as well as the option for participants to leave answers completely blank. Survey participants therefore only responded to portions of the survey and, as a result, I was left with incomplete data sets. This approach also meant that I had very low numbers of participants in some sub-groups (e.g., novice participants) and the number of responses for each survey question

varied. This meant that complete statistical analysis could not be conducted effectively. When interpreting the findings, it was important to keep in mind the low numbers of participants and I was conscious in the presentation of the findings to indicate the number of responses to various questions and the numbers of participants in each sub-group. While it is important to not coerce participants to participate or force them to answer when they may not feel comfortable doing so, the constraints imposed by ethical review boards at the university and school board levels limited further statistical analysis and potential generalizations I could have made as a result.

Future Directions for Research

There are several avenues for future research. First, a clear investigation of teachers' (both novice and experienced) sense of preparedness to teach ELLs in CF is essential if we are to ensure that teachers are confident in their abilities to meet the academic and social needs of ELLs. This type of research could also reveal areas of teacher strength and where teachers require – or desire – additional training. An examination of courses offered to pre-service teachers in terms of CF and ELLs could also be an avenue of research as this would inform university instructors where gaps and interests lie. This information could be used in combination with surveys conducted by the Ontario College of Teachers (e.g., Ontario College of Teachers, 2012) which inform pre-service and in-service programming.

It is of interest to continue to conduct large-scale studies in order to determine the relationships between teachers' years of teaching experience, teachers' own linguistic background, or teachers' experiences with ELLs, for example, and the CF instructional strategies that support ELL inclusion. A more in-depth analysis of teachers' perceptions as related to specific factors is warranted. Conducting classroom observations may elicit additional information regarding the positioning that occurs in the CF classroom. Further, as

was previously noted, only one interview participant (Laura) taught CF in the high-ELL category. It would be beneficial to recruit more participants who teach in high-ELL categories to identify their perceptions of ELL inclusion. Participants volunteered to participate in this study and as a result only one teacher in an identified high-ELL category participated in an interview. Exploring the reasons why teachers in high-ELL categories chose not to participate in this study and what implications this may have for the findings may be an avenue of future investigation.

A third area for future research involves an exploration of programs that can be offered to meet the needs of ELLs in CF. For example, could a separate introduction to CF course be offered to newcomers at the elementary level before they are placed in a CF classroom with their grade-level peers? Some boards do this at the high school level already. Conducting research about novice ELLs in CF may yield data that may determine whether a separate program is necessary at the elementary level (e.g., K-8). The feasibility of offering an optional or different CF program structure is worthy of investigation. In addition, the suitability of different CF programs, entry levels and curriculum adaptations should be investigated in order to better inform teaching practice, and to assist both ELLs and their parents in pursuing FSL.

Next, as many teachers in this study raised concerns over the use of ELLs' L1 in CF, a thorough and focused investigation of teachers' attitudes toward and students' use of the L1 in the CF classroom may reveal interesting data that could inform CF programming, instruction and development.

Finally, to address some of the limitations of this study, it is worthwhile to investigate current ethical review board practices at the university and school board levels in order to determine the ways in which research can be conducted so that ethical standards are

maintained but that quality data is collected. It would be of interest to review school board ethical review processes and school boards' willingness to participate in or thwart educational research.

Concluding Remarks

The purpose of this study was to examine teachers' perceptions of ELL inclusion in CF and to determine the contributing factors that affect these perceptions. Although Ontario is one of the most linguistically and culturally diverse provinces in the country, the level of diversity is quite varied across regions. As such, this study compared teachers' perceptions in low- and high-ELL regions (determined by statistical data) and by low- and high-ELL category (as determined by the percentage of ELLs a teacher taught). In addition, as a result of the data collection and analysis processes, this study also compared novice and experienced teachers' perceptions of ELL inclusion. This study suggest that while teachers' perceptions of ELL inclusion in CF do not vary greatly by region or category, their attitudes toward ELL inclusion are influenced by and relate more to their personal beliefs about workload demands (e.g., increase in time commitment) and multilingual education (e.g., the appropriate level of entry for ELLs in CF, whether or not ELLs should acquire a high level of English skills before being enrolled in CF). At a time when a new Ontario elementary CF curriculum is soon to be released and when our classrooms are more linguistically diverse than perhaps ever before, professional development opportunities should be encouraged, strengthened, supported, and should provide rich and engaging learning opportunities that challenge teachers to think critically, to question their approaches, and to reevaluate their practices of inclusion.

I have suggested multiple implications for this research. This study has increased an awareness of teachers' perceptions of ELL inclusion and has identified areas for additional

training and support. This study has shown the diversity that exists in teachers' attitudes across geographical region and categorical divisions. It also serves as a starting point for future research about novice and experienced teachers' understandings of ELL inclusion, multilingualism, and pedagogy. In addition to the pedagogical implications, this work has drawn on positioning theory to help us understand how teachers' instructional approaches and personal beliefs can and do impact the way ELLs are included or valued in the CF context. Finally, this work has presented relevant information about the complexities of conducting primary research within educational contexts.

REFERENCES

- Arkoudis, S. (2006). Negotiating the rough ground between ESL and mainstream teachers. *The International Journal of Bilingual Education and Bilingualism*, 9(4), 415-433.
- Arkoudis, S., & Love, K. (2008). Imagined communities in senior school mathematics: Beyond issues of English language ability. *Journal of Asian Pacific Communication*, 18(1), 71-90.
- Arnett, K. (2004). *Effective teaching and adaptive instruction in core French: A case study of a Grade 8 class in Ontario*. Unpublished doctoral dissertation, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.
- Arnett, K. (2008). Exploring the use of student perspectives to inform topics in teacher education. *Canadian Journal of Applied Linguistics*, 11(1), 63-81.
- Aronin, L. (2005). Theoretical perspectives of trilingual education. *International Journal of the Sociology of Language*, 171, 7-22.
- Baker, C. (2001). *Foundations of bilingual education and bilingualism*. Clevedon, UK: Multilingual Matters.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997). *Self-efficacy: the exercise of control*. New York: W. H. Freeman.
- Bayley, R., Hansen-Thomas, H., & Langman, J. (2005). Language brokering in a middle-school science class. In J. Cohen, K. T. McAlister, K. Rolstad, and J. MacSwan (Eds.), *ISB4: Proceedings of the 4th International Symposium on Bilingualism* (pp. 223-232). Somerville, MA: Cascadilla Press.
- Bourdieu, P. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.

- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. New York: Oxford University Press.
- Byrd Clark, J. (2008). Heterogeneity and a sociolinguistics of multilingualism: Reconfiguring French language pedagogy. *Language and Linguistics Compass Blackwell Online Journal*, 6(3), 143-161.
- Byrd Clark, J. (2012). Comment définir le Francophone? Quelques réflexions. *Plume: Revue semestrielle de l'Association iranienne de Langue et Littérature françaises (AILLF)*, 6, 55-75.
- Byrnes, D., Kiger, G., & Manning, L. (1996). Social psychological correlates of teachers' language attitudes. *Journal of Applied Social Psychology*, 26(5), 455-467.
- Byrnes, D., Kiger, G., & Manning, L. (1997). Teachers' attitudes about language diversity. *Teaching and Teacher Education*, 13(6), 637-644.
- Calman, R. (1988). Core French program review: Grades 3-8: Technical report. North York, ON: North York Board of Education.
- Calman, R., & Daniel, I. (1989). A board's eye view of core French: The North York Board of Education. In S. Lapkin (Ed.), *French second language education in Canada: Empirical studies* (pp. 283-325). Toronto: University of Toronto Press.
- Canada's Economic Action Plan. (2013). *Roadmap for Canada's official languages*. Available at <http://actionplan.gc.ca/en/initiative/roadmap-canadas-official-languages>
- Canadian Heritage. (2009). Official languages: History of bilingualism in Canada. Retrieved from <http://canadianheritage.gc.ca/pgm/lo-ol/pgm/dclo-elm-eng.cfm>
- Canadian Parents for French/CPF. (2004). *The state of French second language education in Canada 2004. Chapter 6: Extended core French and the 2013 challenge*. Canada:

- Canadian Parents for French. Available at <http://www.cpf.ca/eng/resources-reports-fsl-2004.html>
- Canadian Parents for French/CPF. (2006). *French second language education in Ontario. Report and recommendations to the Ontario Minister of Education*. Mississauga, ON: Canadian Parents for French. Available at <http://www.cpf.ca/eng/resources-reports-fsl-2008.html>
- Canadian Parents for French/CPF. (2008). *French second language in Ontario: Report and recommendations to the Ontario Minister of Education*. Mississauga, ON: CPF.
- Canadian Parents for French/CPF. (2012). *Annual enrolment trends*. Available at <http://cpf.ca/en/research-advocacy/research/enrolmenttrends/#release-12>
- Canagarajah, S. (1999). *Resisting linguistic imperialism in English teaching*. Oxford, UK: Oxford University Press.
- Carr, W. (1999). Fear of teaching French: Challenges faced by generalist teachers. *The Canadian Modern Language Review*, 56(1), 155-179.
- Carr, W. (2007, October). *Teaching Core French in British Columbia: Teachers' perspectives*. British Columbia Association of Teachers of Modern Languages. Available at www.bcatml.org
- Carr, W. (2009). Intensive French in British Columbia: Costs, benefits and connections to Canada's bilingualism ideal. *Canadian Modern Language Review*, 65, 787-816.
- Carrasquillo, A. L., & Rodríguez, V. (2002). *Language minority students in the mainstream classroom* (2nd ed.). Clevedon, UK: Multilingual Matters.
- Cenoz, J. (2003). The additive effect of bilingualism on third language acquisition: A review. *The International Journal of Bilingualism*, 7(1), 71-88.

- Cenoz, J., Hufeisen, B., & Jessner, U. (2001). Towards trilingual education. *International Journal of Bilingual Education and Bilingualism*, 4(1), 1-10.
- Chacón, C. T. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education*, 21, 257-272.
- Cherryholmes, C. C. (1992). Notes on pragmatism and scientific realism. *Educational Researcher*, 21, 13-17.
- Cherryholmes, C. C. (1999). *Reading pragmatism*. New York: Teachers College Press.
- Citizenship & Immigration Canada/CIC. (2010). *Facts and figures: An immigration overview 2009*.
- Citizenship & Immigration Canada/CIC. (2012). *Facts and figures: An immigration overview 2011*. Available at <http://www.cic.gc.ca/english/pdf/research-stats/facts2011.pdf>
- Citizenship & Immigration Canada/CIC. (2013). *Preliminary Tables: Canada – Permanent residents by province or territory and urban area, 2008-2012*. Available at <http://www.cic.gc.ca/english/resources/statistics/facts2012-preliminary/02.asp>
- Coelho, E. (2007). *Adding English: A guide to teaching in multilingual classrooms*. Don Mills, ON: Pippen.
- Cook, V. J. (1992). Evidence for multicompetence. *Language Learning*, 42(4), 557-591.
- Cook, V. J. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402-423. Available at <http://lrc.cornell.edu/rs/roms/507sp/AssignedReadings/Section1/uploads/File1326902522620/CookUsingtheFirstLanguageintheClassroom1.pdf>
- Cook, V. J. (2002). *Portraits of the L2 user*. Clevedon, UK: Multilingual Matters.

- Cooper, T. C. (2004). How foreign language teachers in Georgia evaluate their professional preparation: A call for action. *Foreign Language Annals*, 37(1), 37-48.
- Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics*, 20, 34-55.
- Creswell, J. W. (1995). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical rationale* (pp. 3-49). Los Angeles, CA: California State University.
- Cummins, J. (1981). *Bilingualism and minority language children*. Toronto: Ontario Institute for Studies in Education.
- Cummins, J. (1991). Language development and academic learning. In J. Cummins, L. Malave, & G. Duquette (Eds.), *Language, culture and cognition* (pp. 266-283). Clevedon, UK: Multilingual Matters.
- Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse society*. Los Angeles: California Association for Bilingual Education.
- Cummins, J. (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Clevedon, UK: Multilingual Matters.

- Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). Ontario, CA: California Association for Bilingual Education.
- Dagenais, D., & Day, E. (1998). Classroom language experiences of trilingual children in French immersion. *The Canadian Modern Language Review*, 54(3), 376-393.
- Dagenais, D., & Berron, C. (2001). Promoting multilingualism through French immersion and language maintenance in three immigrant families. *Language, Culture and Curriculum*, 14, 142-155.
- Day, C., & Leitch, D. (2007). The continuing professional development of teachers: Issues of coherence, cohesion and effectiveness. In T. Townsend (Ed.), *International handbook of school effectiveness and improvement* (pp. 707-726). Dordrecht, The Netherlands: Springer.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods*. New York: Praeger.
- Department of Canadian Heritage. (2004). *Plan twenty thirteen (2013): Strategies for a national approach in second language education*. Canada: Department of Canadian Heritage.
- Dörnyei, Z. (2003). *Questionnaires in second language research: Construction, administration and processing*. United States: Lawrence Erlbaum.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Duff, P. (2001). Language, literacy, content, and (pop) culture: Challenges for ESL students in mainstream courses. *The Canadian Modern Language Review*, 58(1), 103-132.
- Duff, P. (2007). Multilingualism in Canadian schools: Myths, realities and possibilities. *Canadian Journal of Applied Linguistics*, 10(2), 149-163.

- Edwards, V. (2004). *Multilingualism in the English-speaking world*. Oxford, UK: Blackwell.
- Edwards, V. (2009). *Learning to be literate: Multilingual perspectives*. Bristol, UK: Multilingual Matters.
- Edwards, J. (2012). *Multilingualism: Understanding linguistic diversity*. New York: Continuum.
- Faez, F. (2012). Diverse teachers for diverse students: Internationally educated and Canadian-born teachers' preparedness to teach English language learners. *Canadian Journal of Education*, 35(3), 64-84.
- Faltis, C., & Hudelson, S. (1994). Learning English as an additional language in K-12 schools. *TESOL Quarterly*, 28(3), 457-468.
- Farrell, T. S. C. (2006). "The teacher is an octopus": Uncovering preservice English language teachers' prior beliefs through metaphor analysis. *RELC Journal*, 37(2), 236-248.
- Fraser Institute. (2012). *Report card on Ontario's elementary schools 2012*. Retrieved July 23, 2012 from <http://ontario.compareschoolrankings.org/ChooseReport.aspx>
- Garbati, J. F. (2007). *Core French in Eastern Ontario: A language-minority student's experience*. Unpublished master's thesis, Queen's University, Kingston, Ontario, Canada.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Oxford, UK: Wiley-Blackwell.
- García, O., Skutnabb-Kangas, T., & Torres-Guzmán, M. E. (Eds.). (2006). *Imagining multilingual schools: Language in education and glocalization*. Toronto, ON: Multilingual Matters.

- Genesee, F. (1998). A case of multilingual education in Canada. In J. Cenoz & F. Genesee (Eds.), *Beyond bilingualism: Multilingualism and multilingual education* (pp. 243-258). Clevedon, UK: Multilingual Matters.
- Genesee, F. (2008). Commentary: Is immersion right for students with academic challenges? In Canadian Parents for French, *The state of French second language education in Canada 2008* (pp. 12-13). Ottawa, ON: Canadian Parents for French. Available at <http://www.cpf.ca/eng/resources-reports-fsl-2008.html>
- Gersten, R. (1999). Challenges confronting four teachers of English-language learners. *The Elementary School Journal*, 100(1), 37-56.
- Goodson, I. (1992). *Studying teachers' lives*. London: Routledge.
- Government of Canada. (2003). *The Next Act: New Momentum for Canada's Linguistic Duality. The action plan for official languages*. Available at http://www.cpfnb.com/articles/ActionPlan_e.pdf
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational Evaluation and Policy Analysis*, 11, 255-274.
- Griessler, M. (2001). The effects of third language learning on second language proficiency: An Austrian example. *International Journal of Bilingual Education and Bilingualism*, 4, 50-60.
- Hancock, C. R. (2001). The teaching of second languages: Research trends. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed.) (pp. 358-369). Washington, DC: American Educational Research Association.
- Haneda, M., & Wells, G. (2012). Some key pedagogic principles for helping ELLs to succeed in school *Theory into Practice*, 51, 297-304.

- Haque, E. (2012). *Multiculturalism within a multilingual framework*. Toronto: University of Toronto Press.
- Harré, R., & van Langenhove, L. (1999). *Positioning theory*. Oxford, UK: Blackwell.
- Hawkins, M. R. (2004). Researching English language and literacy development in schools. *Educational Researcher*, 33(3), 14-25.
- Hornberger, N. H., & Link, H. (2012). Translanguaging in today's classrooms: A biliteracy lens. *Theory into Practice*, 51, 239-247.
- Howe, K. R. (1988). Against the quantitative-qualitative incompatibility thesis or dogmas die hard. *Educational Researcher*, 17, 10-16.
- Jessner, U. (2006). *Linguistic awareness in multilinguals: English as a third language*. Edinburgh, Scotland: Edinburgh University Press.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.
- Jones Royster, J., Cobb Scott, J., & Strayker, D. Y. (2009). Afterword: Reflections on language policies and pedagogical practices. In J. Cobb Scott, D. Y. Straker, & L. Katz (Eds.), *Students' right to their own language: Bridging language policies and pedagogical practices* (pp. 376-387). New York: Routledge.
- Katz, L., Cobb Scott, J., & Hadjioannou, X. (2009). Exploring attitudes toward language differences: Implications for teacher education programs. In J. Cobb Scott, D. Y. Straker, & L. Katz (Eds.), *Students' right to their own language: Bridging language policies and pedagogical practices* (pp. 99-116). New York: Routledge.
- Keshavarz, M., & Astaneh, H. (2004). The impact of bilinguality on the learning of English vocabulary as a foreign language (L3). *Journal of Bilingual Education and Bilingualism*, 7, 295-302.

- Lambert, W. E. (1974). Culture and language as factors in learning and education. Paper presented at the Annual Learning Symposia on "Cultural factors in learning and education". Western Washington State College, Bellingham, Washington.
- Lapkin, S., Harley, B., & Taylor, S. (1993). Research directions for core French in Canada. *Canadian Modern Language Review*, 49(3), 476-513.
- Lapkin, S., MacFarlane, A., & Vandergrift, L. (2006). *Teaching French as a second language in Canada: Teachers' perspectives. Research report*. CASLT: Department of Canadian Heritage. Available at http://www.caslt.org/what-we-do/what-we-do-research-catalogue-teaching-FSL-teach-perspectives_en.php
- Lapkin, S., Mady, C., Arnott, S. (2009). Research perspectives on core French: A literature review. *Canadian Journal of Applied Linguistics*, 12(2), 6-20.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Lee Webster, N., & Valeo, A. (2011). Teacher preparedness for a changing demographic of language learners. *TESL Canada*, 28(2), 105-128.
- Leonard, J., Napp, C., & Adeleke, S. (2009). The complexities of culturally relevant pedagogy: A case study of two secondary mathematics teachers and their ESOL students. *The High School Journal*, 93(1), 3-22.
- Leung, C., & Creese, A. (2010). *English as an additional language: Approaches to teaching linguistic minority students*. London: Sage.
- Levine, D., & Lezotte, L. (2001). Effective schools research. In J. Banks & C. Banks (Eds.), *Handbook of research on multicultural education* (pp. 525-547). San Francisco: Jossey-Bass.

- Macaro, E. (1997). *Target language, collaborative learning and autonomy*. Clevedon, UK: Multilingual Matters.
- Mady, C. J. (2003). *Motivation to study and investment in studying core French in secondary school: Comparing English as a second language students and Canadian-born students*. Unpublished master's thesis, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.
- Mady, C. J. (2006). *The suitability of core French for recently arrived English as a second language adolescent immigrants*. Unpublished doctoral dissertation, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.
- Mady, C. (2007a). Allophone students in French second-official-language programs: A literature review. *The Canadian Modern Language Review*, 63(5), 727-760.
- Mady, C. (2007b). The suitability of core French for recently arrived adolescent immigrants. *Canadian Journal of Applied Linguistics*, 10(2), 177-196.
- Mady, C. (2010). *Voices of allophone adults and allophone university students: Perspectives and experiences with French as a second official language in Canada*. Ottawa, ON: Canadian Parents for French. Available at <http://cpf.ca/en/files/a-ORIGINAL-ALLO-RPT-Feb-25-2010.pdf>
- Mady, C. (2012a). Voices of immigrant adults: Perspectives and experiences with French as a second official language in “English-dominant” Canada. *Journal of Modern Languages and International Studies*, 1(1), 35-51.
- Mady, C. (2012b). Inclusion of English language learners in French as a second official language classes: Teacher knowledge and beliefs. *International Journal of Multilingualism*, 9(1), 1-14.

- Mady, C., & Turnbull, M. (2010). Learning French as a second official language: Reserved for anglophones? *Canadian Journal of Educational Administration and Policy*, 99, 1-23.
- Majhanovich, S., Faez, F., Smith, M., Taylor, S., Vandergrift, L., Brown, P., Crowley-Thorogood, K., Yu, H., & Garbati, J. (2010, June). *Describing FSL Language Competencies: The CEFR within an Ontario Context: Research Report to the Ontario Ministry of Education on the study of the Immersion and Core French Participants. (Final Report).*
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Mohan, B., Leung, C., & Davison, C. (2001). *English as a second language in the mainstream: Teaching, learning and identity*. Harlow, UK: Longman.
- Mollica, A., Phillips, G., & Smith, M. (2005). *Teaching and learning French as a second language: Core French in the elementary schools of Ontario*. Burlington, ON: Ontario Modern Language Teachers Association (OMLTA).
- Moore, D., & Gajo, L. (2009). Introduction - French voices on plurilingualism and pluriculturalism: Theory, significance and perspectives. *International Journal of Multilingualism*, 6(2), 137-153.
- Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualization in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 172-188.
- Moughni, A. A. (2006). *The experiences, attitudes, and the needs of middle school teachers and students toward inclusion of English language learners*. Unpublished doctoral dissertation, Wayne State University, Detroit, Michigan.

- Nieto, S., & Bode, P. (2012). *Affirming diversity: The sociopolitical context of multicultural education* (6th ed.). Boston: Pearson.
- Office of the Commissioner of Languages. (2007). *Social fabric of Canada*. Available at http://www.ocol-clo.gc.ca/html/infoaction_feb_fev_2007_e.php#ancrageI
- Ontario College of Teachers. (2008). *Additional qualification course guideline. Intermediate division. French (second language)*. Toronto: Ontario College of Teachers.
- Ontario College of Teachers. (2012). *Annual survey of college members*. Available at https://www.oct.ca/~media/PDF/Survey%20of%20Members%202012/EN/annual_survey_2012_e.ashx
- Ontario Ministry of Education. (2001). *French as a second language. Extended French: Grades 4-8. French immersion: Grades 1-8*. Toronto, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2006). *The Ontario curriculum. Grade 1-8. Language. Revised*. Ottawa, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2008). *Supporting English language learners: A practical guide for Ontario educators. Grades 1 to 8*. Toronto, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education. (2009). *Realizing the promise of diversity: Ontario's equity and inclusive education strategy*. Ottawa, ON: Queen's Printer for Ontario.
- Ontario Ministry of Education and Training. (1998). *The Ontario curriculum. French as a second language: Core French. Grades 4 to 8*. Ottawa, ON: Queen's Printer.
- Ontario Ministry of Education and Training. (1999a). *English as a second language and English literacy development: A resource guide*. Ottawa, ON: Queen's Printer.

- Ontario Ministry of Education and Training. (1999b). *The Ontario curriculum. Grades 9 and 10. French as a second language: Core, extended, and immersion French*. Ottawa, ON: Queen's Printer. Available at <http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl.html>
- Parkin, A., & Turcotte, A. (2004). *Bilingualism: Part of our past or part of our future?* Montreal, QC: Centre for Research and Information on Canada (CRIC).
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Peel District School Board/PDSB. (2012, September). *Final report of the French Immersion Review Committee Elementary*. Available at <http://schools.peelschools.org/communications/Documents/Final%20Report%20of%20the%20French%20Immersion%20Review%20Committee.pdf>
- Pennycook, A. (1994). *The cultural politics of English as an international language*. Essex, UK: Longman.
- Prasad, G. (2009). *Alter(n)ative literacies: Elementary teachers' practices with culturally and linguistically diverse learners in one French-language school in Ontario*. Unpublished Master's thesis, Ontario Institute for Studies in Education, University of Toronto, Ontario, Canada.
- Prasad, G. (2012). Multiple minorities or culturally and linguistically diverse (CLD) plurilingual learners? Re-envisioning allophone immigrant children and their inclusion in French-language schools in Ontario. *The Canadian Modern Language Review*, 68(2), 190-215.

- Reeves, J. R. (2002). Secondary teachers' attitudes and perceptions of inclusion of ESL students in mainstream classes. Unpublished doctoral dissertation, the University of Tennessee.
- Reeves, J. (2004). 'Like everybody else': Equalizing educational opportunity for English language learners. *TESOL Quarterly*, 38, 43-66.
- Reeves, J. R. (2006). Secondary teacher attitudes toward including English-language learners in mainstream classrooms. *The Journal of Educational Research*, 99(3), 131-142.
- Reeves, J. (2009). A sociocultural perspective on ESOL teachers' linguistic knowledge for teaching. *Linguistics and Education*, 20, 109-125.
- Richards, E. (2002). *Positioning the elementary core French teacher: An investigation of workplace marginality*. Unpublished doctoral dissertation, Ontario Institute for Studies in Education of the University of Toronto, Ontario, Canada.
- Rorty, R. (1982). Pragmatism, relativism, and irrationalism. In R. Rorty (Ed.), *Consequences of pragmatism* (pp. 160-175). Minneapolis: University of Minnesota Press.
- Rutledge, S. (2009). *Mississippi mainstream teachers' attitudes and perceptions toward English language learner inclusion*. Unpublished doctoral dissertation, The University of Mississippi.
- Rutledge, S. (2010). Teacher attitudes and perceptions of second language learners. *Southern Journal of Linguistics*, 34(2), 97-123.
- Salvatori, M. (2009). A Canadian perspective on language teacher education: Challenges and opportunities. *The Modern Language Journal*, 93(2), 287-291.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2000). Case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed.) (pp. 435-454). Thousand Oaks, CA: Sage.

Statistics Canada. (2007a). *The evolving linguistic portrait: 2006 census*. Available at <http://www12.statcan.ca/census-recensement/2006/as-sa/97-555/pdf/97-555-XIE2006001.pdf>

Statistics Canada (2012a). Focus on geography series: 2011 census. Census metropolitan area of Toronto, Ontario. Available at <http://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-cma-eng.cfm?LANG=Eng&GC=535>

Statistics Canada. (2012b). Focus on geography series: 2011 census. Census metropolitan area of London, Ontario. Available at <https://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-cma-eng.cfm?LANG=Eng&GK=CMA&GC=555>

Statistics Canada. (2013a). Census profile: Toronto. Available at <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3520005&Geo2=CD&Code2=3520&Data=Count&SearchText=Toronto&SearchType=Begins&SearchPR=35&B1=All&Custom=&TABID=1>

Statistics Canada. (2013b). Census profile: London. Available at <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/details/page.cfm?Lang=E&Geo1=CSD&Code1=3539036&Geo2=CD&Code2=3539&Data=Count&SearchText=London&SearchType=Begins&SearchPR=35&B1=All&Custom=&TABID=1>

Swain, M., & Lapkin, S. (2000). Task-based second language learning: The uses of the first language. *Language Teaching Research*, 4(3), 251-274.

- Swain, M., & Lapkin, S. (2005). The evolving sociopolitical context of immersion education in Canada: Some implications for program development. *International Journal of Applied Linguistics*, 15(2), 169-186.
- Swain, M., Lapkin, S., Rowen, N., & Hart, D. (1990). The role of mother tongue literacy in third language learning. *Vox*, 4, 111–121.
- Swanson, P. (2012). Second/foreign language teacher efficacy and its relationship to professional attrition. *The Canadian Modern Language Review*, 68(1), 78-101.
- Tashakkori, A., & Creswell, J. (2007). The new era of mixed methods. *Journal of Mixed Methods Research*, 1(1), 3-8.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed methodology. Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed methods in social and behavioral research*. Thousand Oaks, CA: Sage.
- Tashakkori, A., & Teddlie, C. (2009). Integrating qualitative and quantitative approaches to research. In L. Bickman & D. J. Rog (Eds.), *The Sage handbook of applied social research methods* (2nd ed.) (pp. 283-317). Thousand Oaks, CA: Sage.
- Taylor, S. K. (1992). Victor: A case study of a Cantonese child in early French immersion. *Canadian Modern Language Review*, 48(4), 736-759.
- Taylor, S. K. (2006, June). ESL in bilingual education with a *twist*: Immigrant children in Canadian French immersion. *Bilingual Basics*, 8, 1. Retrieved from http://www.tesol.org/s_tesol/article.asp?vid=163&DID=6390&sid=1&cid=736&iid=6379&nid=3077
- Taylor, S. K. (2009). The caste system approach to multilingualism in Canada: Linguistic and cultural minority children in French immersion. In T. Skutnabb-Kangas, R.

- Phillipson, A. K. Mohanty, & M. Panda (Eds.), *Social justice through multilingual education* (pp. 177-198). Clevedon, UK: Multilingual Matters.
- Taylor, S.V., & Sobel, D.M. (2003). Rich contexts to emphasize social justice in teacher education: Curriculum and pedagogy in professional development schools. *Equity and Excellence in Education, 36*(3), 249-258.
- Teddlie, C., & Tashakkori, A. (2006). A general typology of research designs featuring mixed methods. *Research in Schools, 13*(1), 12-28. Available at http://www.msera.org/Rits_131/Teddlie_Tashakkori_131.pdf
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research. Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Thousand Oaks, CA: Sage.
- Thames Valley District School Board/TVDSB. (2010). *Director's annual report: 2009-2010*. Available at <http://www.tvdsb.ca/welcome.cfm?subpage=131980>
- Toronto District School Board/TDSB. (2009). *2008 parent census, kindergarten-grade 6: System overview and detailed findings. Executive summary*. Etobicoke, ON: Toronto District School Board. Available at http://www.tdsb.on.ca/_site/ViewItem.asp?siteid=172&menuid=28103&pageid=24167
- Toronto District School Board/TDSB. (2013). *English as a second language/English literacy development*. Retrieved June 8, 2013 from http://www.tdsb.on.ca/_site/viewitem.asp?siteid=13&menuid=573&pageid=455
- Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education, 17*(7), 783-805.

- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: Its meaning and its measure. *Review of Educational Research*, 68(2), 202-248.
- Turnbull, M. (2001). There is a role for the L1 in second and foreign language teaching, but... *Canadian Modern Language Review*, 57, 531–540.
- Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204-218.
- Valdes, G. (2001). Learning and not learning English: Latino students in American schools. New York: Teachers College Press.
- Valdes, G. (2005). Bilingualism, Heritage Language Learners, and SLA Research: Opportunities Lost or Seized? *The Modern Language Journal*, 89(3), 410-426.
- Van Langenhove & Harré, R. (1995). Cultural stereotypes & positioning theory. *Journal for the Theory of Social Behaviour*, 24(4), 359-372.
- Van Langenhove, L., & Harré, R. (1999). Introducing positioning theory. In R. Harré & L. van Langenhove (Eds.), *Positioning theory* (pp. 14-31). Oxford, UK: Blackwell.
- Van Lier, L. (1995). The use of the L1 in L2 classes. *Babylonia*, 2, 37-43.
- Van Sluys, K., & Rao, A. (2012). Supporting multilingual learners: Practical theory and theoretical practices. *Theory into Practice*, 51(4), 281-289.
- Walker, S., Shafer, J., & Iiams, M. (2004). Not in my classroom: Teacher attitudes toward English language learners in the mainstream classroom. *NABE Journal of Research*, 2(1), 130-160. Available at njrp.tamu.edu/2004/PDFs/notin.pdf
- Wong-Fillmore, L. (2005). When learning a second language means losing the first. In M. Suárez-Orozco, C. Suárez-Orozco, D. Baolian Qin, & D. Qin-Hilliard (Eds.), *The new immigration: An interdisciplinary reader* (pp. 289–307). New York: Routledge.

- Wong-Fillmore, L., & Snow, C. (2000). *What elementary teachers need to know about language*. Available at <http://www.cal.org/resources/digest/0006fillmore.html>
- Yoon, B. (2008). Uninvited guests: The influence of teachers' roles and pedagogies on the positioning of English language learners in the regular classroom. *American Educational Research Journal*, 45(2), 495-522.
- Yoon, B. (2010). The lived experiences of middle school English language learners: Shifting identities between classrooms. In K. F. Malu (Ed.), *Voices from the middle: Narrative inquiry by, for, and about the middle level community* (pp. 19-36). United States: Information Age.
- Youngs, C. S., & Youngs, G. A. Jr. (2001). Predictors of mainstream teachers' attitudes toward ESL students. *TESOL Quarterly*, 35, 97-120.

APPENDICES

Appendix A

Teacher Survey

To be administered via email using an online survey tool such as Survey Monkey.

Questions have been developed and/or adapted from previous research (Garbati, 2007; Lapkin, MacFarlane, Vandergrift, 2006; Mady, 2003, 2006; Reeves, 2006).

Background Information

1. Do you teach FSL in a publicly funded Canadian school?

yes no no response

2. What grades are taught at your school?

K-6 K-8 other (Please specify _____)

no response

3. How long have you been teaching FSL? _____ (indicate number of years)

4. In which program(s) do you teach?

Core French French Immersion Extended French

no response

5. Which grade(s) do you teach?

K 1 2 3 4 5 6

7 8

9 10 11 12

no response

6. How many core French teachers are there in the school(s) in which you work?

7. How many French immersion teachers are there in the school(s) in which you work? _____

8. Do you consult with the other French teachers in your school?
- yes no no response
9. Approximately how many elementary schools are there in your board? _____
10. In how many schools do you teach now?
- 1 2 3 4 5 or more no response
11. How many different classes/groups do you teach this year? _____
12. How many students do you teach in total? _____
13. Are you female male? no response
14. How long have you been teaching? _____ years
15. How long have you been teaching FSL? _____ years
16. What is the name of your school board/district? (name will NOT be reported)
- _____
17. Approximately how many students attend your school? _____
18. In which program(s) did you study French from K-12? (Please check all that apply)
- Core French
- French Immersion
- Extended French
- program for francophones
- other (Please specify _____)
- no response
19. Did you study French in university either before or after beginning teaching?
- yes, as a major
- yes, as a minor
- yes, one course

- I completed my coursework in French at a francophone or bilingual university
- no
- other (please specify _____)
- no response

20. Which of the following courses related to FSL teaching did you complete at the Faculty of Education? (please check all that apply)

- a course or courses in FSL methodology (core French and immersion)
- a course or courses in core French methodology
- a course or courses in immersion methodology
- a course or courses in how to teach other subjects in French
- did not attend a Faculty of Education
- other (please specify _____)
- no response

21. What teaching qualifications do you hold? (Please check all that apply)

- a general provincial teaching certificate from the province where I teach
- a specialist provincial teaching certificate in FSL from the province where I teach
- a letter of permission
- other (please specify _____)
- no response

22. What is your mother tongue (first language that you learned to speak and can still understand now)?

- English
- French
- other (please specify _____)

no response

23. Approximately how many English language learners (ELLs) do you teach this year?

24. Approximately how many ELLs have enrolled in your core French classes throughout your teaching career? _____

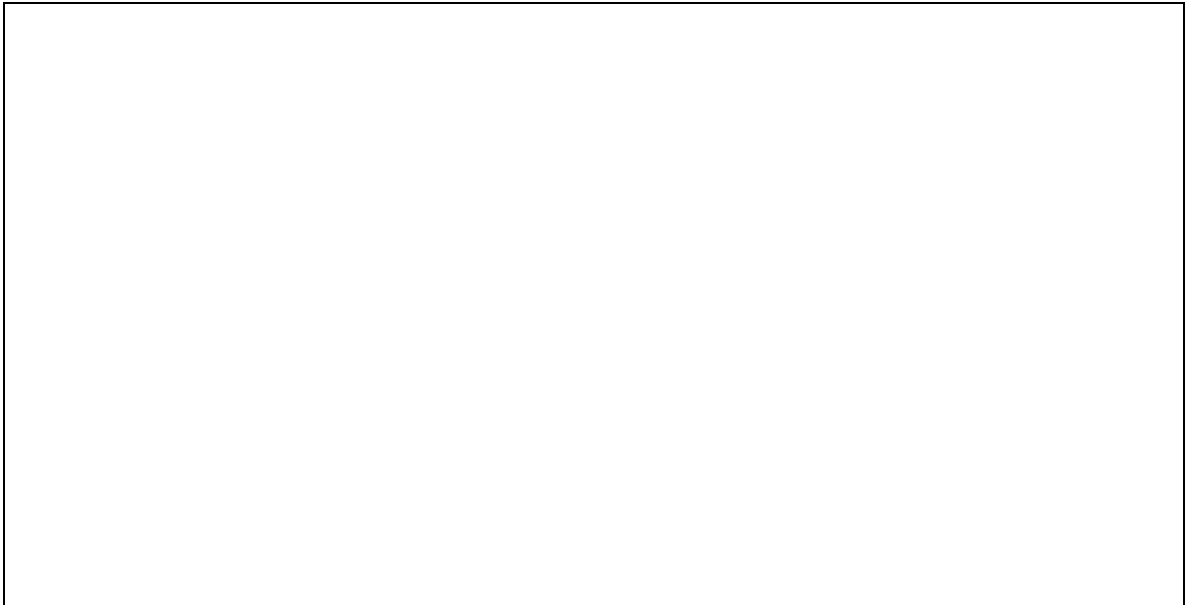
English Language Learners (ELLs) in Core French

25. Please read each statement and place a check in the box that best describes your opinion.

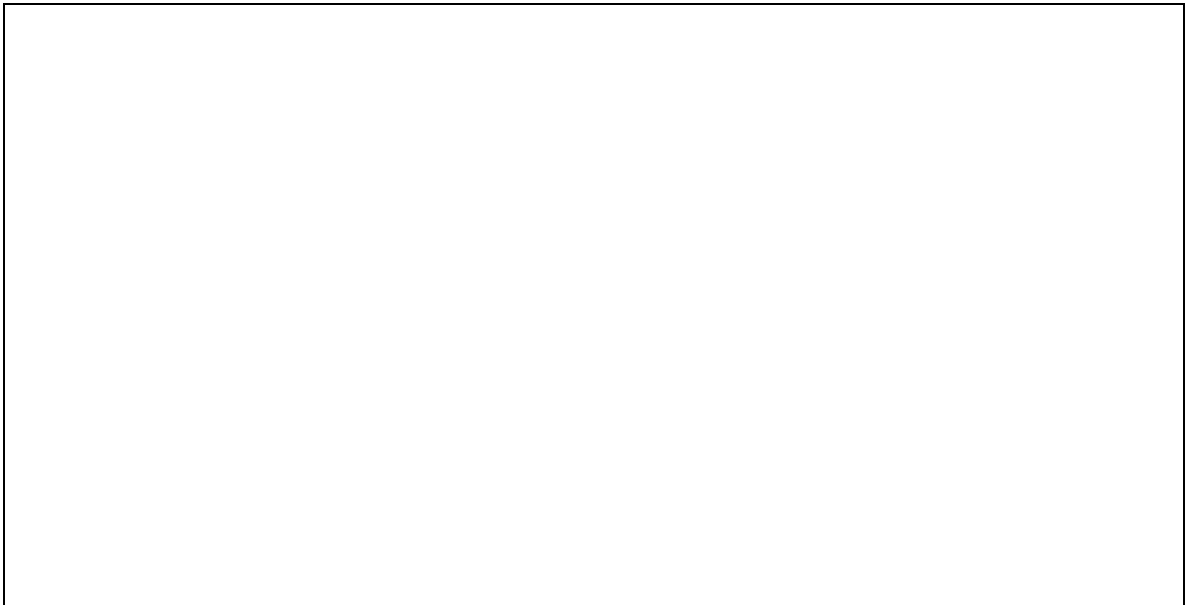
	strongly disagree	disagree	agree	strongly agree	no response
a. The inclusion of ELLs in core French classes creates a positive educational atmosphere.					
b. The inclusion of ELLs in core French classes benefits all students.					
c. Until they attain a minimum level of English proficiency ELLs should not be included in core French classes.					
d. ELLs should avoid using their native language while at school.					
e. I provide materials for ELLs in their native languages.					
f. Core French teachers do not have enough time to deal with the needs of ELLs.					
g. It is a good practice to simplify core French coursework for ELLs.					
h. It is a good practice to lessen the quantity of core French coursework for ELLs.					
i. It is a good practice to allow ELLs more time to complete core French coursework.					
j. Core French teachers should not give ELLs a failing grade if the students display effort.					
k. Effort is more important to me than achievement when I grade ELLs.					
l. I receive adequate support from school administration when ELLs are enrolled in my core French classes.					

m. I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes.					
n. I meet with the English as a Second Language (ESL) teacher.					
o. Teachers should not modify assignments for ELLs in core French classes.					
p. The modification of core French coursework for ELLs would be difficult to justify to other students.					
q. The inclusion of ELLs in my core French classes increases my workload.					
r. ELLs require more of my time than other students require.					
s. I have adequate training to work with ELLs.					
t. I am interested in receiving more training in working with ELLs.					
u. I would welcome the inclusion of ELLs in my core French classes.					
v. ELLs can perform as well as other English-speaking students.					
w. The inclusion of ELLs in my core French classes slows the progress of the entire class.					
x. With no prior knowledge of French, ELLs should be included in Grade 4 core French.					
y. With no prior knowledge of French, ELLs should be included in Grade 6 core French.					
z. With no prior knowledge of French, ELLs should be included in Grade 8 core French.					

26. Please list what you consider to be the *greatest benefits* of including ELLs in core French classes:



27. Please list what you consider to be the *greatest challenges* of including ELLs in core French classes:



28. Do you have any additional comments that have not been covered by the survey?

29. Would you be interested in participating in a follow-up interview (approximately 30 minutes)? If yes, please write your email address or phone number here:

30. Would you be willing to allow me to conduct classroom observations of your FSL class(es)? If yes, please write the email address or phone number here:

Thank you very much for your participation in this survey.

Your responses will remain confidential.

Appendix B

Teacher Interview Questionnaire

Individual interviews will be conducted at a time and place convenient to each teacher participant and will be no longer than 1 hour each. Interviews will be audio-recorded and then transcribed. This interview guide has been adapted from previous research (see Reeves, 2009).

Background Information

1. Tell me about your decision to seek core French teaching certification.
2. Tell me about your experiences as a language learner (languages studied, length of study time, proficiency).
3. Tell me about your experiences as a core French teacher (years of teaching, teacher education training, years at current school, years teaching in Ontario, grades taught)
4. Tell me about the school population: What is the make-up of the school?

English Language Learners and Core French

1. Tell me about your experience teaching English language learners (ELLs) in core French (successes, challenges).
2. What are your expectations of ELLs in core French?
3. How do you decide what and how to teach ELLs in core French?
4. What have you found to be unexpected and/or surprising about teaching ELLs in core French?
5. What are the advantages and disadvantages for ELLs studying French?
6. Do you think new immigrants who arrive in Canada who do not know much or any English should be required to study French? Why or why not?
7. How do you think ELLs cope when task directions are given in French? In English?

8. Have modifications been made for these students?
9. What do you place emphasis on in French for ELLs?
10. What French support is offered to ELLs? Their parents?
11. Are students' first languages incorporated/used in your core French class? If so, how?
12. Do you have any other comments about teaching ELLs in core French?

Professional Development

1. Where do you turn to for professional development?
2. Where do you gather core French resources for ELLs?
3. Are the sources you have been given by the school board useful for your ELL students? How so?
4. What types of additional support would you like?
5. Are you willing to attend additional PD sessions relating to core French and the ELL?

Appendix C

Ethical Letter – UWO



THE UNIVERSITY OF WESTERN ONTARIO FACULTY OF EDUCATION

USE OF HUMAN SUBJECTS - ETHICS APPROVAL NOTICE

Review Number: 1104-2
Principal Investigator: Farahnaz Faez
Student Name: Jordana Garbati
Title: *Inclusion of English language learners in core French: Teachers' perceptions and attitudes*
Expiry Date: August 31, 2012
Type: PhD Thesis
Ethics Approval Date: May 5, 2011
Revision #:
Documents Reviewed &
Approved: UWO Protocol, Letters of Information & Consent

This is to notify you that the Faculty of Education Sub-Research Ethics Board (REB), which operates under the authority of The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects, according to the Tri-Council Policy Statement and the applicable laws and regulations of Ontario has granted approval to the above named research study on the date noted above. The approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the REB's periodic requests for surveillance and monitoring information.

During the course of the research, no deviations from, or changes to, the study or information/consent documents may be initiated without prior written approval from the REB, except for minor administrative aspects. Participants must receive a copy of the signed information/consent documentation. Investigators must promptly report to the Chair of the Faculty Sub-REB any adverse or unexpected experiences or events that are both serious and unexpected, and any new information which may adversely affect the safety of the subjects or the conduct of the study. In the event that any changes require a change in the information/consent documentation and/or recruitment advertisement, newly revised documents must be submitted to the Sub-REB for approval.

████████████████████
Dr. Alan Edmunds (Chair)

2010-2011 Faculty of Education Sub-Research Ethics Board

Dr. Alan Edmunds	Faculty of Education (Chair)
Dr. John Barnett	Faculty of Education
Dr. Jacqueline Specht	Faculty of Education
Dr. Farahnaz Faez	Faculty of Education
Dr. Wayne Martino	Faculty of Education
Dr. George Gadouris	Faculty of Education
Dr. Immaculate Namuhasa	Faculty of Education
Dr. Karl Veblen	Faculty of Music
Dr. Ruth Wright	Faculty of Music
Dr. Robert Macmillan	Faculty of Education, Associate Dean, Graduate Programs & Research (<i>ex officio</i>)
Dr. Susan Rodger	Faculty of Education, UWO Non-Medical Research Ethics Board (<i>ex officio</i>)

The Faculty of Education 1137 Western Rd. London, ON N6G 1G7	Karen Kuentertan, Research Officer Faculty of Education Building ████████████████████
--	---

Copy: Office of Research Ethics

Appendix D

Ethical Letters – School Boards

From: Jordana Garbati [REDACTED]
Sent: Wednesday, November 16, 2011 9:08 AM
Subject: Re: Research proposal
Attachments: [REDACTED] Research Proposal.docx; Email Survey Invitation_Garbati.docx; 11_04_26_Garbati_Ethics_Survey + Questionnaire.docx; 11_09_09_Garbati_LOI.Consent.Ethics.UWO_Phases 1 2 & 3.docx; Garbati_Ethics approval form_UWO.pdf

Dear [REDACTED]

I'm writing to follow up on my application to conduct research with the [REDACTED]. You may recall that I am looking to send out a link to an online survey to elementary core French teachers. I have attached our email correspondence below along with my research application documents.

I look forward to hearing from you.

Thank you.

Jordana

On Mon, Oct 24, 2011 at 1:02 PM, Jordana Garbati - [REDACTED] wrote:

Dear [REDACTED]

Thank you so much for your reply.

I have attached my research proposal, letters of information, survey & interview guide and the UWO ethics approval letter.

I thank you in advance for reviewing my application. If you require additional information, please do not hesitate to contact me.

Best,

Jordana

On Sun, Oct 23, 2011 at 4:28 PM, [REDACTED] wrote:

Hi there,

There is no formal application form, simply send your proposal to [REDACTED] and we'll take a look at it and then get back to you.

Thanks!

[REDACTED]

January 12, 2012

Jordana Garbati
[REDACTED]

Dear Jordana Garbati:

Re: (Conditional) Approval to Conduct Research – “Inclusion of English Language Learners in Core French: Teachers’ Perspectives”

Thank you for your recent request to conduct research within the [REDACTED] School Board. As the Research Committee for the board, we are pleased to give our approval of your request for Phase 1 and 2 only of your proposal. If the research cannot take place without Phase 3 – the teacher observation phase – then we must decline the entire project.

Please provide school administrators with a copy of this approval letter for their records.

We would point out that this approval does not guarantee acceptance or participation of any school. This is at the discretion of each principal. This letter of approval advises the principal at the time of contact that your request has been approved by our board’s Research Committee and that you are free to contact them, explain your research and to verify if the principal deems it appropriate for his/her school community to participate.

Contact information for our schools can be found in our online directory at:

[REDACTED]
We trust this is helpful to you.

At the conclusion of your research please submit your executive summary and a copy of your full report to [REDACTED] Administrative Assistant to the Superintendent of Program, as outlined in your original application.

We thank you for your interest in the [REDACTED] School Board and we wish you well as you pursue your research.

Sincerely,

[REDACTED]
Co-Chairs, Research Committee

[REDACTED]
Copy: [REDACTED] Superintendent of Program
Research Committee Members

From: [REDACTED]
Sent: Thursday, October 20, 2011 10:36 AM
Subject: [REDACTED]

Dear Ms. Jordana,

RE: *Inclusion of English Language Learners in Core French: Teachers' Perspectives*

The Research Advisory Committee met on October 19, 2011 to review your application to conduct research in the [REDACTED] elementary core French teachers during the 2011-2012 school year. The study received tentative approval. Your application is currently being reviewed by the System Principal for French and ELL Programs. I expect to receive feedback during the week of October 31st about board capacity for staff participation in the research and the potential for alignment with board strategic directions.

I will be in contact with you at that time.

Sincerely,

[REDACTED]
Chair, Research Advisory Committee
Coordinator of Research & Accountability
[REDACTED]

From: [REDACTED]
Sent: Monday, October 31, 2011 11:50 AM
Subject: [REDACTED]

Ms. Jordana Garbati
[REDACTED]

October 31, 2011

Dear Ms. Garbati,

RE: *Inclusion of English language learners in core French: Teachers' Perspectives*

DECISION: Rejected

It is with regret that I write to inform you that the Research Advisory Committee in conjunction with [REDACTED] staff have reviewed the above study and have denied clearance. *The study may not proceed.*

The [REDACTED] values research that will have a direct and positive impact to the students and/or staff of [REDACTED]. While the Research Advisory Committee found the study to be worthwhile, the Research Advisory Committee was unable to sufficiently identify any direct benefit to teachers, schools or the district. In addition, School Program Services staff raised concerns about the teacher questionnaire and the potential challenges teachers may experience in responding to many of the items given the diversity of knowledge and skill found within the ELL student population (e.g., stages of learners).

While the RAC values the contribution of scholarly inquiry to education tremendously, it is unfortunate that not all research can be approved due to the presence of competing factors and considerations.

On behalf of the RAC, best wishes in completing your work.

Sincerely,

[REDACTED]
Chair, Research Advisory Committee
Coordinator of Research & Accountability
[REDACTED]

From: [REDACTED]
Sent: Friday, December 09, 2011 9:33 AM
Subject: Research Request

Dear Jordana:

This email is to confirm that your research request and accompanying proposal '*Inclusion of English Language Learners in Core French: Teachers' Perceptions and Attitudes*' has been reviewed and approved by the Board's Research Advisory Committee.

Thank you for considering [REDACTED] schools for participation in your research study. On behalf of the Board's Research Advisory Committee I would like to wish you success with your project

Upon completion of the study we would very much appreciate a copy of the final report.

Please let me know if you have any questions or require any additional information at this time, as well any assistance you would like from me regarding next steps including dissemination of the Letter of Information/Consent Form, as well as the URL for the on-line survey.

[REDACTED]
Research and Evaluation Officer
Assessment, Research and Evaluation

[REDACTED]

This email message and any attachments contained within are for the sole use of the intended recipients and are considered confidential and privileged information. Any unauthorized review, use, disclosure or distribution is prohibited. The sender does not accept any responsibility for any loss, disruption or damage to your data or computer system that may occur while using data contained in, or transmitted with this email. If you are not the intended recipient, please contact the sender by reply email and destroy all copies of the original message. Thank You.



November 29, 2011

Ms. Jordana Gorbati



Re: Inclusion of English Language Learners in Core French: Teachers' Perspectives

Dear Ms. Gorbati,

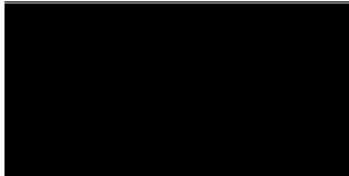
The [redacted] met November 14th, 2011 to review your proposal, "*Inclusion of English Language Learners in Core French: Teachers' Perspectives*". We regret to inform you that approval has not been granted to conduct this research in [redacted].

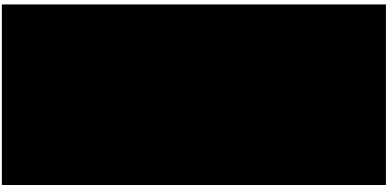
The committee acknowledged the importance of research in the area of teacher perceptions and French language acquisition with English Language Learners (ELLs); however, concerns were raised in regards to the following:

- (1) Some survey questions were considered to be sensitive in nature and potential avenues for identifying participants (i.e., "What is the name of your school board/district?").
- (2) Within [redacted] board, ELL students have the option to enroll in French programming beginning in JK and are required to take Core French (or some other variation of French programming) starting in Grade 4. As a result, the committee felt that the [redacted] may not be appropriate outlets for your study. In the application there was mention of two school boards [redacted] perhaps a board with a different French programming configuration would be more feasible to attain your research goals.

On behalf of the [redacted] advisory Committee we thank you for approaching our school board as a venue for your research and we wish you the best in your research endeavors. If you have any questions or concerns please feel free to contact [redacted].

Sincerely,





May 19, 2011

Jordana Garbati



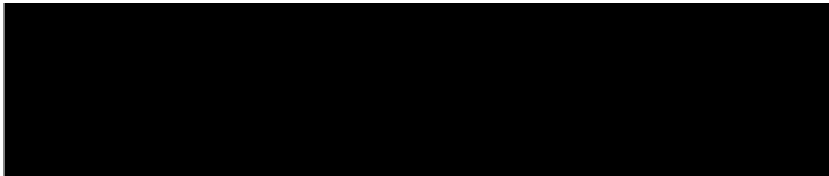
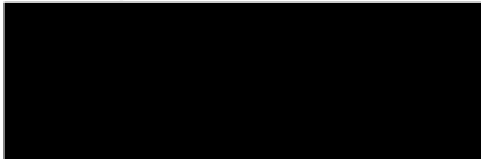
Dear Jordana Garbati

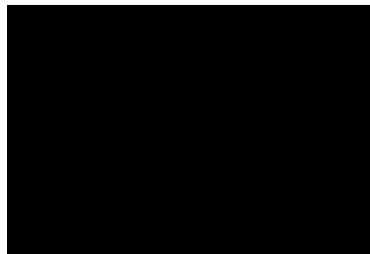
The [redacted] Research Screening Committee has reviewed your research proposal *"Inclusion of English Language Learners In Core French: Teachers' Perceptions and Attitudes"* and I regret to inform you, that the Committee did not approve your study for conduct in the [redacted] school Board.

The Committee was impressed with the overall design and goal of your study. The [redacted] has a number of Curriculum and Instruction Program Evaluations presently being conducted for both the 2010/2011 and 2011/2012 school years. One of the studies is an ESL/ELD program review that will look at ELLs in our French Immersion and Special Education programs. Given these sets of circumstances and the specific requirements of your study, the Committee felt that it would not be possible to accommodate your study at [redacted].

The Committee regrets that it cannot approve your study at [redacted]. Best wishes for the successful completion of your project.

Sincerely,





June 7, 2012

Jordana Garbati



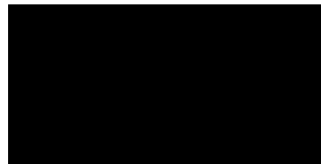
Dear Jordana,

Thank you for your application to conduct the research study entitled, *Inclusion of English Language Learners in Core French: Teachers' Perspectives*.

I regret to inform you that we cannot approve the above research project. While we would like to be able to support your study, we have launched several major initiatives within our board and the demands on our schools due to internal system priorities are high.

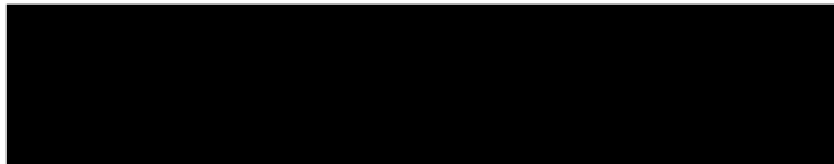
Best wishes for success in your study.

Sincerely,



Director of Education

cc:

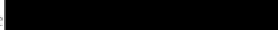




October 5, 2011

Dear Jordana Garbati,

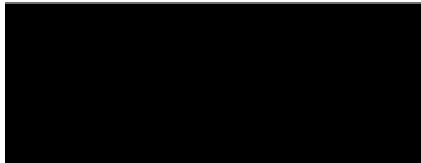
Re: Inclusion of English Language Learners in Core French: Teachers' Perspectives

The External Research Review Committee (ERRC) of the  considered your proposed study at its meeting on September 29, 2011 and also shared this with the central coordinator for FSL programs. The following issues were raised for your further consideration:

- Given that no research hypothesis was formulated, there was some uncertainty about the underlying intent or motivation behind your questions. While the results could inform future professional development initiatives, given that existing Policy mandates that all students take core French classes, their participation is ultimately non-negotiable. A few statements in the survey are also contrary to existing board directions (e.g. use of materials in native languages, effort versus achievement) and raising them may be confusing to respondents.
- Some of the background questions were considered problematic – e.g. unnecessary perhaps (#1, 9); vague (#8); redundant (#3, 15); hard to answer (#24); raw numbers not meaningful without overall context (# 6, 7, 23), etc.
- There was insufficient information about the observation component. Principals would need to be informed about and approve that in advance, and teachers should be given more details about the focus/ purpose of those observations before deciding to participate (e.g. what are you looking for? Are you making comparisons of their classroom practices with their attitudes?)
- Although direct consent is not required if individual students are not the focus of those observations, an information letter should be distributed to parents in advance explaining your role and the purpose, frequency and timeframe for the class visits.
- We do not generally disseminate direct requests or mass contacts to recruit specific volunteers for external researchers and I am unaware of a master contact or email distribution list solely for core French teachers. An alternative and preferable strategy might be to post study and contact information on your behalf via a French conference on Academic Workspace (AW) and interested volunteers could then contact you directly.

We would appreciate your response to these issues for further consideration of your proposal.

Sincerely,



2011-2012-07



November 1, 2011

Dear Jordana Garbati,

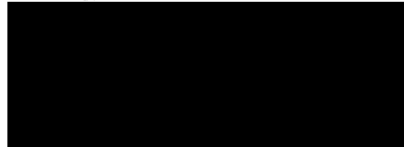
Re: Inclusion of English Language Learners in Core French: Teachers' Perspectives

On behalf of the External Research Review Committee (ERRC), I've reviewed and accepted your further survey revisions as per our requests. Once you have made the corresponding changes to the online survey format, you could forward the attachments and survey link to the central Program Coordinator for ESL programs [redacted] for posting on the appropriate Academic Workspace (AW) conference. She will likely request a specific start and end date from you for that posting.


For the second part of your study, you are reminded that Principals will need to be informed of and subsequently approve any potential in-school interviews and/or classroom observations at their location in advance.

As a condition of this approval, we will also look forward to receiving an electronic and a hard copy of your summary of findings upon completion, with Fall 2012 as the expected timeframe for that submission.

Sincerely,




2011-2012-07




June 7, 2011

Jordana Garbati



Dear Ms. Garbati:

Your project, entitled "Inclusion of English Language Learners in Core French: Teachers' Perceptions and Attitudes" has been approved by Operations Services at the . An email invitation to participate in the study will be sent to all elementary core French teachers.

As you are no doubt aware, the continued willingness of our faculty to participate in these studies is greatly enhanced by pertinent feedback of findings. I would suggest, therefore, that you make definite plans to provide the appropriate feedback to the school(s) involved. The system also expects a copy of your final report for our research files.

Best of luck with your study. If I can be of further assistance, please feel free to call me.

Sincerely,



ES





September 29th, 2011



Dear Jordana Garbati,

Re: Request to Conduct Research in the [redacted]

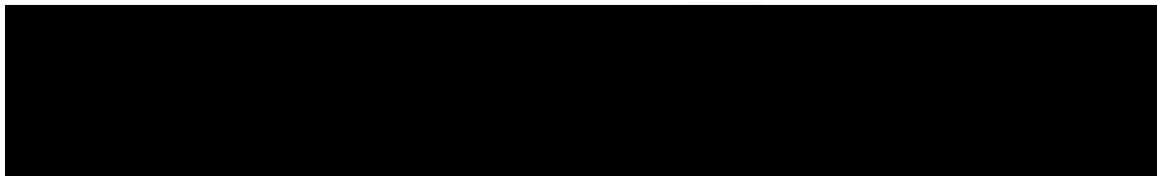
Thank you for submitting your application, *Inclusion of English Language Learners in Core French: Teachers' Perspectives*, which was reviewed at the [redacted] Research Committee meeting on September 27th, 2011.

Unfortunately, your request to conduct research in the [redacted] has been declined. If you require clarification or additional information, please do not hesitate to contact me by email [redacted] or by phone [redacted].

We wish you well in your future endeavours.

Yours sincerely,





October 7, 2011

Ms. Jordana Garbati



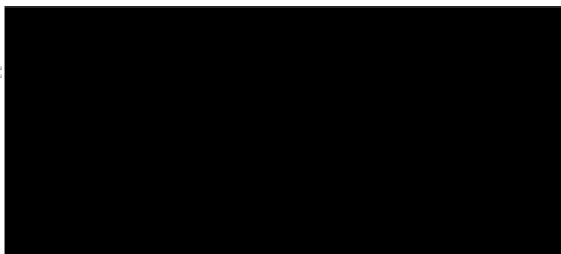
Dear Ms. Garbati:

I regret to inform you that your application to conduct research in [redacted] for the study, *"Inclusion of English Language Learners in Core French: Teachers Perspectives"* has not been approved.

Due to the large number of requests we receive each year, and the number of research projects currently underway, it is unfortunate that we are unable to support your application.

Thank you for your application and interest.

Yours sincerely,



Appendix E

Ethical Amendment – UWO



Review Number: 1104-2
Principal Investigator: Farahmaz Faez
Student Name: Leilana Garbutt
Title: *Inclusion of English language learners in core French: Teachers' perceptions and attitudes*
Expiry Date: August 31, 2012
Type: PhD Thesis
Ethics Approval Date: November 25, 2011
Revision #: 1
Documents Reviewed &
Approved: Revised Recruitment, Letters of Information & Consent for TDSB, Revised Survey

This is to notify you that the Faculty of Education Sub-Research Ethics Board (REB), which operates under the authority of The University of Western Ontario Research Ethics Board for Non-Medical Research Involving Human Subjects, according to the Tri-Council Policy Statement and the applicable laws and regulations of Ontario has granted approval to the above named research study on the date noted above. The approval shall remain valid until the expiry date noted above assuming timely and acceptable responses to the REB's periodic requests for surveillance and monitoring information.

During the course of the research, no deviations from, or changes to, the study or information consent documents may be initiated without prior written approval from the REB, except for minor administrative aspects. Participants must receive a copy of the signed information consent documentation. Investigators must promptly report to the Chair of the Faculty Sub-REB any adverse or unexpected experiences or events that are both serious and unexpected, and any new information which may adversely affect the safety of the subjects or the conduct of the study. In the event that any changes require a change in the information consent documentation and/or recruitment advertisement, newly revised documents must be submitted to the Sub-REB for approval.

Dr. Alan Edmunds (Chair)

2011-2012 Faculty of Education Sub-Research Ethics Board

Dr. Alan Edmunds	Faculty of Education (Chair)
Dr. John Barnett	Faculty of Education
Dr. Farahmaz Faez	Faculty of Education
Dr. Wayne Martino	Faculty of Education
Dr. George Giadaniadis	Faculty of Education
Dr. Elizabeth Nowicki	Faculty of Education
Dr. Immaculate Namukasa	Faculty of Education
Dr. Karl Veblen	Faculty of Music
Dr. Ruth Wright	Faculty of Music
Dr. Kevin Watson	Faculty of Music
Dr. Jason Brown	Faculty of Education, Associate Dean, Research (<i>ex officio</i>)
Dr. Goli Rezai-Rashti	Faculty of Education, Associate Dean, Graduate Programs (<i>ex officio</i>)
Dr. Susan Rodger	Faculty of Education, UWO Non-Medical Research Ethics Board (<i>ex officio</i>)

The Faculty of Education
1157 Western Rd.
London, ON N6G 1G7

Karen Kuennenan, Research Officer
Faculty of Education Building

Copies: Office of Research Ethics

Appendix F

Letters of Information & Consent (for all recruitment methods)

INCLUSION OF ENGLISH LANGUAGE LEARNERS IN CORE FRENCH: TEACHERS' PERCEPTIONS AND ATTITUDES

LETTER OF INFORMATION (Survey)

My name is Jordana Garbati and I am a PhD candidate at the Faculty of Education at The University of Western Ontario. I am currently conducting research into French teachers' perceptions and attitudes of including English language learners (ELLs) in core French and would like to invite you to participate in this study.

The aims of this study are to understand elementary core French teachers' perceptions and attitudes about including ELLs in core French classes in Grades 4, 6 and 8.

If you agree to participate in this study you will be asked to complete an online survey (approximately 20 minutes) which asks for your opinion about ELL inclusion and your experience teaching core French. If you would prefer a paper copy, please contact me. You may also be invited to participate in an interview (maximum 1 hour in length) and I may ask to observe one of your core French classes. You may participate in the survey with no obligation to also participate in the interview or observation. If you are interested in those parts of the study you will be asked to provide your contact information at the end of the survey and I will contact you regarding your continued participation.

The information collected 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. A pseudonym will be used to help protect your identity and school affiliation. Data will be stored in a password-protected computer and a locked cabinet which can only be accessed by me. I will retain the data for seven years at which point it will be destroyed confidentially.

There are no known risks to participating in this 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 with no effect on your employment status.

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 ----- . If you have any questions about this study, please contact me at ----- or my supervisor, Dr. Farahnaz Faez, -----

This letter is yours to keep for future reference. Thank you for considering this invitation. Completion and submission of the survey indicates your consent to participate in this part of the study. To access the survey please go to this link **[insert link]**.

Kind regards,

Jordana Garbati

***INCLUSION OF ENGLISH LANGUAGE LEARNERS IN CORE FRENCH:
TEACHERS' PERCEPTIONS AND ATTITUDES***

LETTER OF INFORMATION
(Interview & Observation)

My name is Jordana Garbati and I am a PhD candidate at the Faculty of Education at The University of Western Ontario. I am currently conducting research into French teachers' perceptions and attitudes of including English language learners (ELLs) in core French and would like to invite you to continue your participation in the study.

The aims of this study are to understand elementary core French teachers' perceptions and attitudes about including ELLs in core French classes in Grades 4, 6 and 8. There are two parts in this study: an interview and classroom observations.

If you agree to participate in the next part, you will be asked to take part in an individual interview with me which will be no more than 1 hour in length. The interview will occur at a time and place that is convenient to you. The purpose of the interview is to learn about core French teachers' perceptions about including ELLs in core French. The interview will be audio-recorded and transcribed into written format. You will also be provided with the opportunity to review your transcription and make changes to it as you wish. Please indicate on the consent form if you would like to review the transcription within one week of receiving it. I may also ask you to participate in a follow-up interview if clarification is needed for some questions. This would take approximately 30 minutes.

If you agree to participate in the second part of this study, I will be conducting one or two classroom observations of your core French class. The purpose of the classroom observations is to learn about core French teachers' teaching practices. I am interested in observing your practices and will not be collecting any data about the teacher-student or student-student interactions. During each classroom observation I will aim to sit unobtrusively in the class and as per your request. I will be taking notes with a laptop.

Please indicate on the attached consent form whether or not you agree to participate in the interview and/or classroom observation.

The information collected 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. A pseudonym will be used to help protect your identity and school affiliation. Data will be stored in a password-protected computer and a locked cabinet which can only be accessed by me. I will retain data for seven years at which time it will be destroyed confidentially.

There are no known risks to participating in this 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 with no effect on your employment status.

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 ----- . If you have any questions about this study, please contact me ----- or my supervisor, Dr. Farahnaz Faez, at ----- or -----.

This letter is yours to keep for future reference. Thank you for considering this invitation.

Kind regards,

Jordana Garbati

***INCLUSION OF ENGLISH LANGUAGE LEARNERS IN CORE FRENCH:
TEACHERS' PERCEPTIONS AND ATTITUDES***

*Jordana Garbati, PhD Candidate
Dr. Farahnaz Faez, Assistant Professor
The University of Western Ontario*

**CONSENT FORM
(Interview & Observation)**

I have read the Letter of Information, have had the nature of the study explained to me and I agree to participate in: (check all that apply)

- individual interview I would like to review the transcription.
- classroom observation

All questions have been answered to my satisfaction.

Name (please print): _____

Signature: _____

Contact information: _____
(email and/or phone number)

Date: _____

Name of person obtaining informed consent (researcher): _____

Signature of person obtaining informed consent (researcher): _____

Date: _____

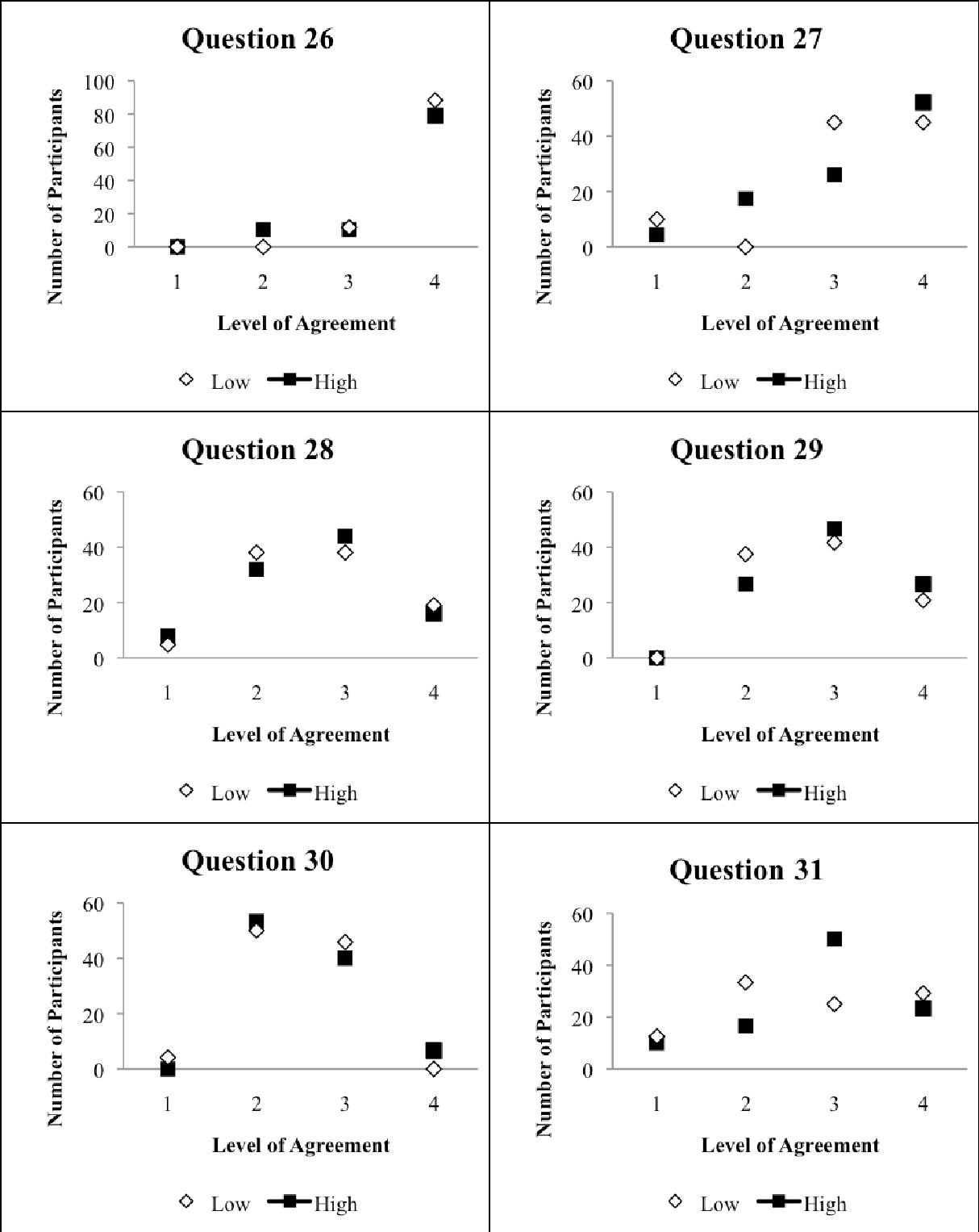
Appendix G

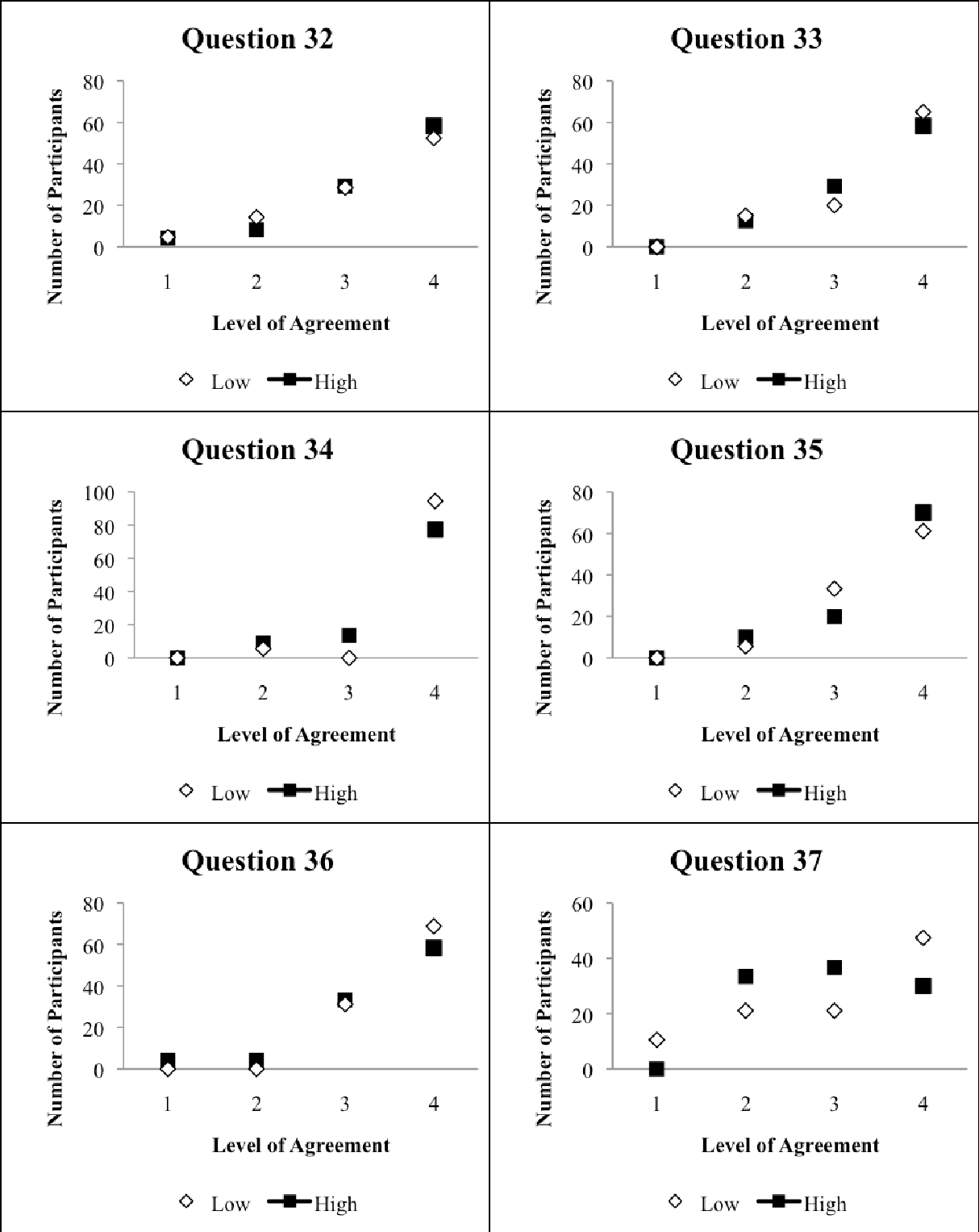
Low- and High-ELL Region

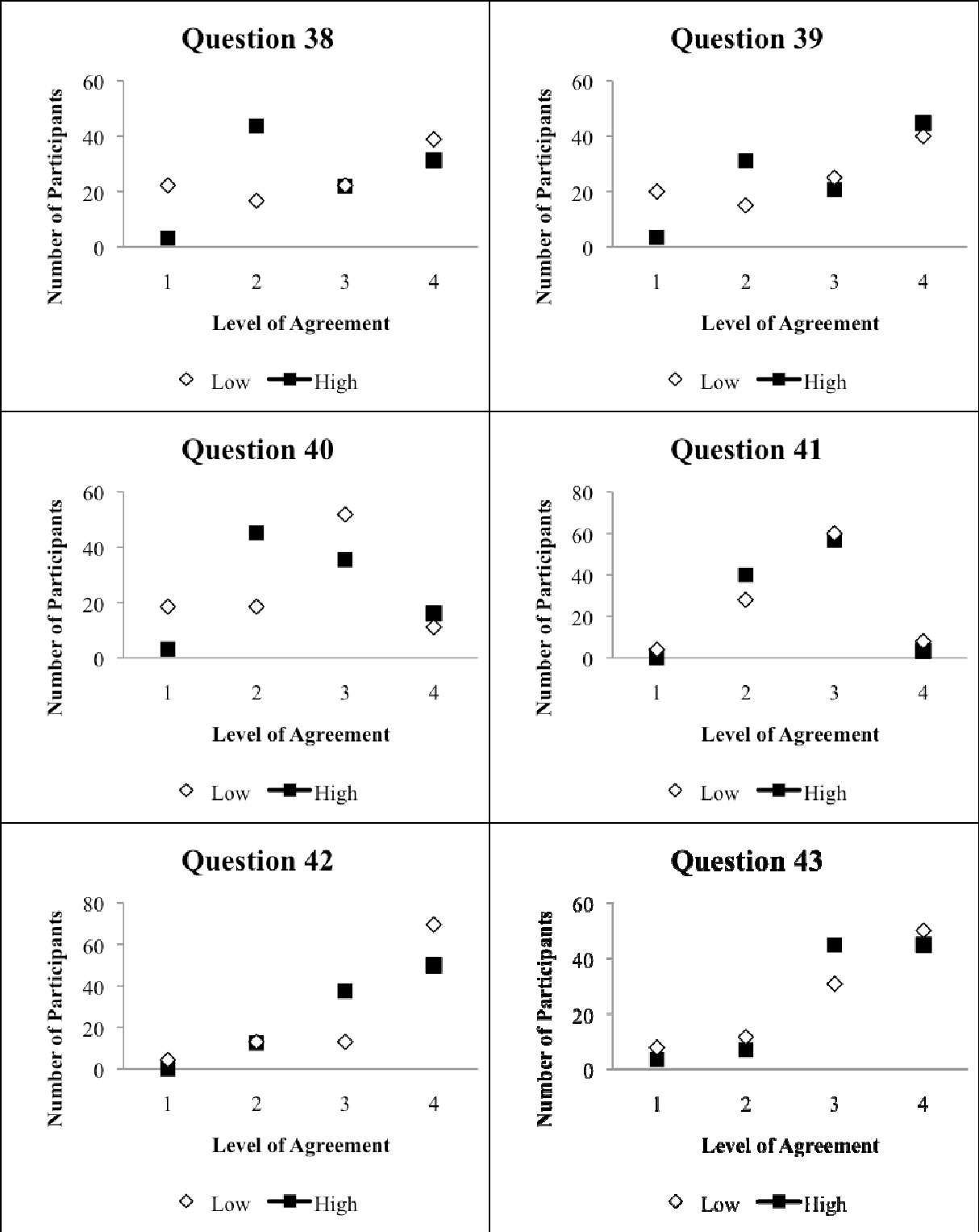
The graphs in this appendix represent normalized statistics for participants in the low- and high-ELL regions for survey questions 26 to 51. The level of agreement includes level 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). The questions are listed first followed by the graphs.

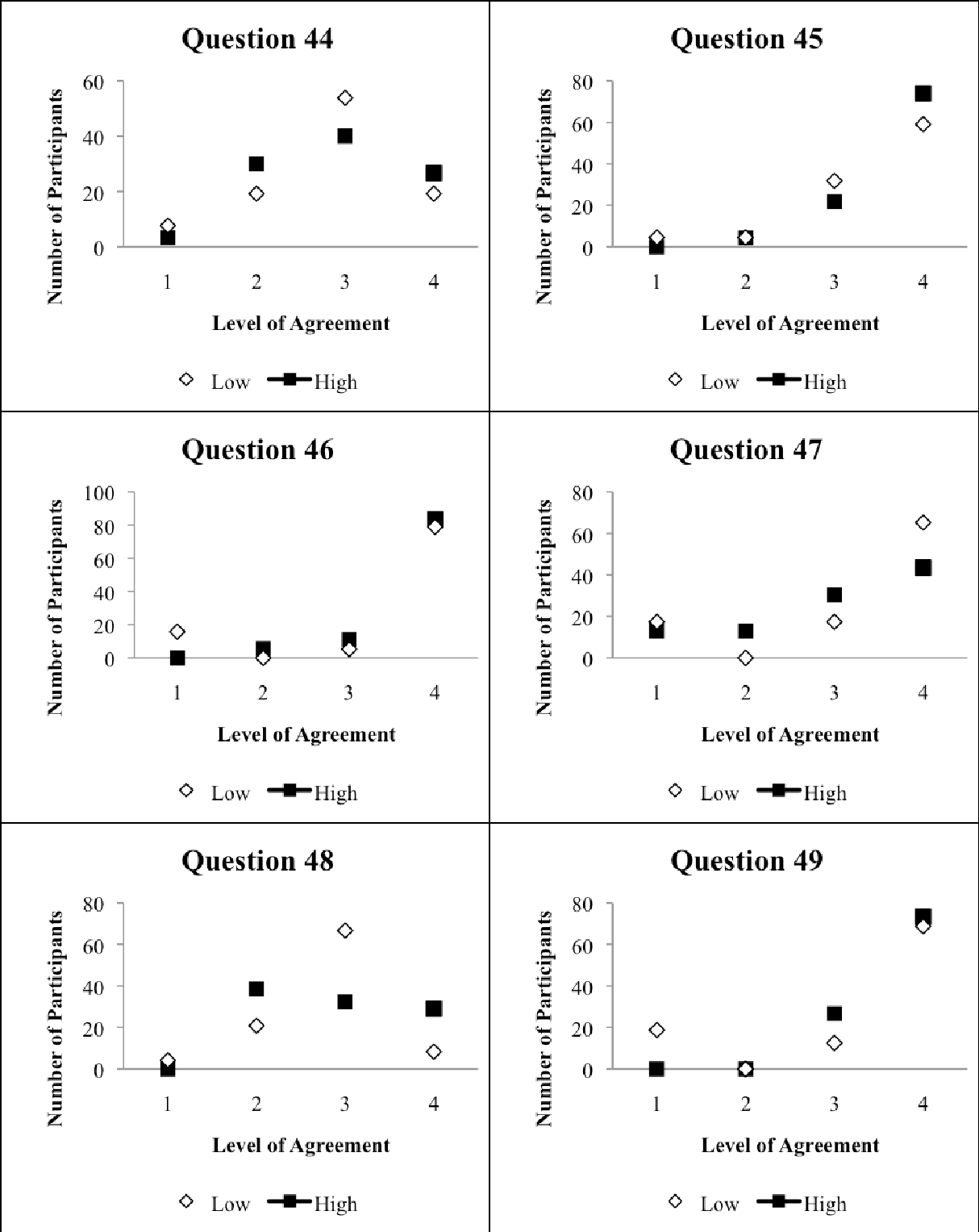
Questions

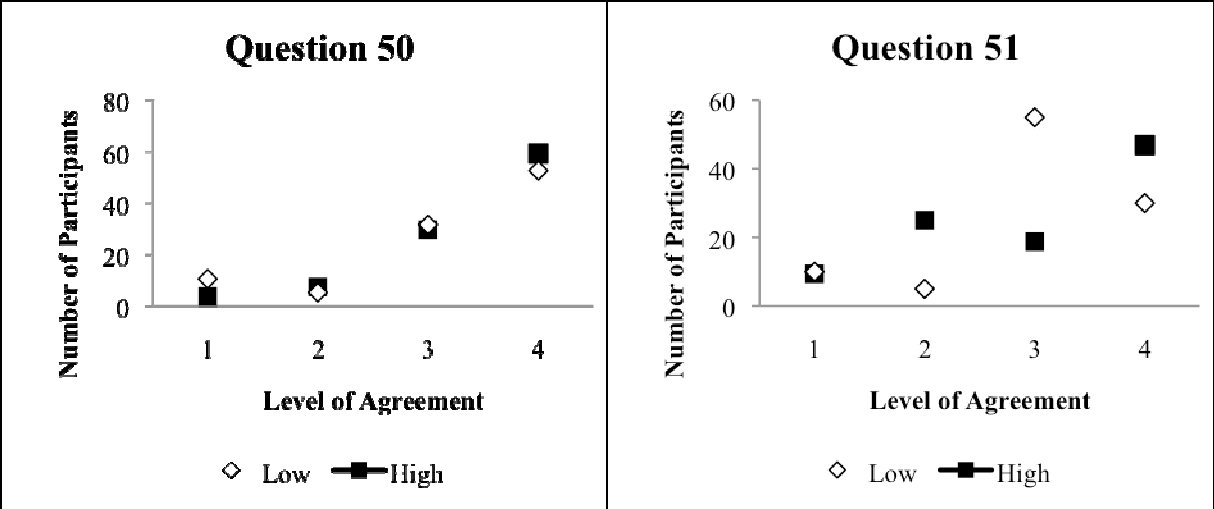
26. The inclusion of ELLs in core French classes creates a positive educational atmosphere.
27. The inclusion of ELLs in core French classes benefits all students.
28. Until they attain a minimum level of English proficiency ELLs should not be included in core French classes.
29. ELLs should avoid using their native language while at school.
30. I provide materials for ELLs in their native languages.
31. Core French teachers do not have enough time to deal with the needs of ELLs.
32. It is a good practice to simplify core French coursework for ELLs.
33. It is a good practice to lessen the quantity of core French coursework for ELLs.
34. It is a good practice to allow ELLs more time to complete core French coursework.
35. Core French teachers should not give ELLs a failing grade if the students display effort.
36. Effort is more important to me than achievement when I grade ELLs.
37. I receive adequate support from school administration when ELLs are enrolled in my core French classes.
38. I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes.
39. I meet with the English as a Second Language (ESL) teacher.
40. Teachers should not modify assignments for ELLs in core French classes.
41. The modification of core French coursework for ELLs would be difficult to justify to other students.
42. The inclusion of ELLs in my core French classes increases my workload.
43. ELLs require more of my time than other students require.
44. I have adequate training to work with ELLs.
45. I am interested in receiving more training in working with ELLs.
46. I would welcome the inclusion of ELLs in my core French classes.
47. ELLs can perform as well as other English-speaking students.
48. The inclusion of ELLs in my core French classes slows the progress of the entire class.
49. With no prior knowledge of French, ELLs should be included in Grade 4 core French.
50. With no prior knowledge of French, ELLs should be included in Grade 6 core French.
51. With no prior knowledge of French, ELLs should be included in Grade 8 core French.











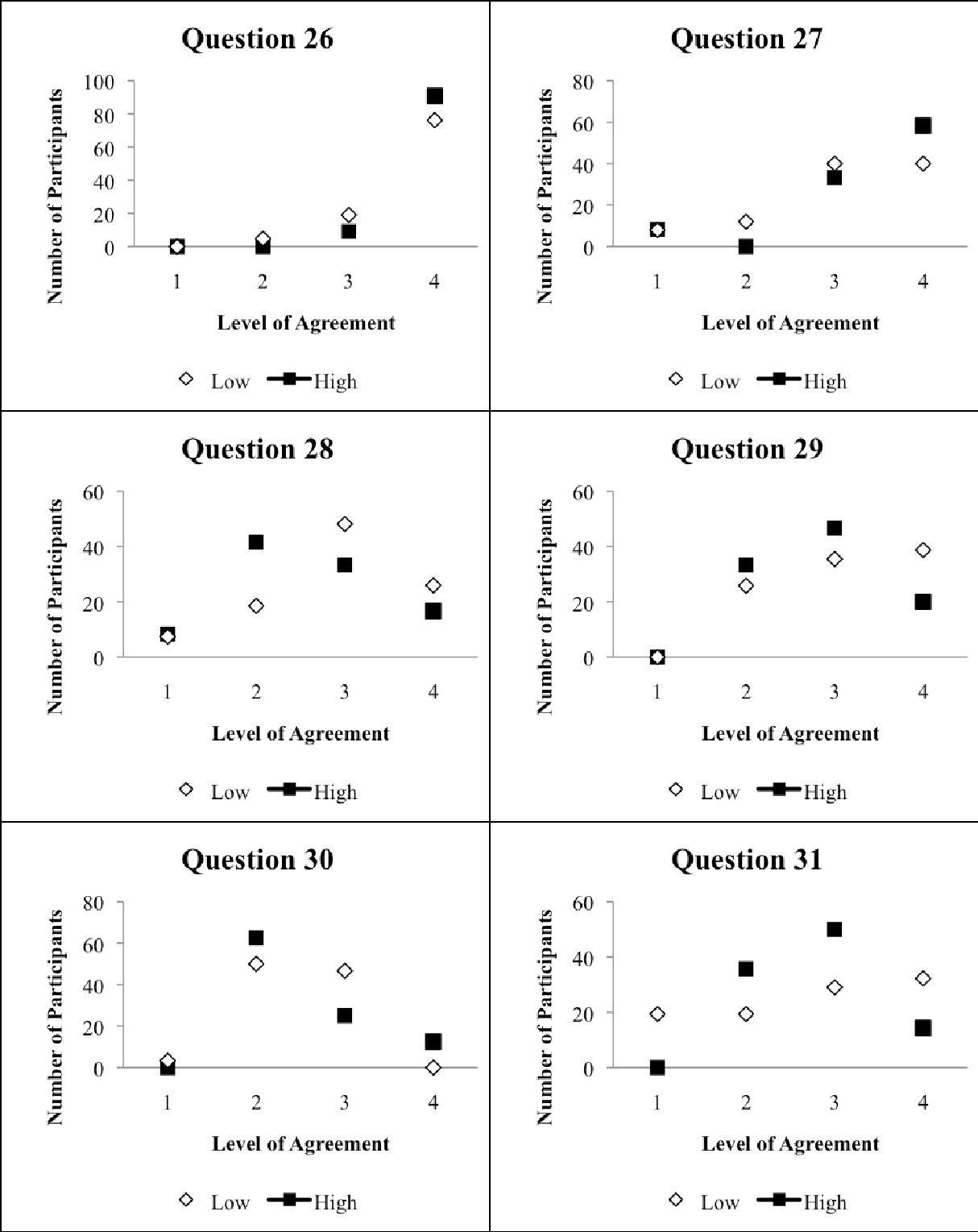
Appendix H

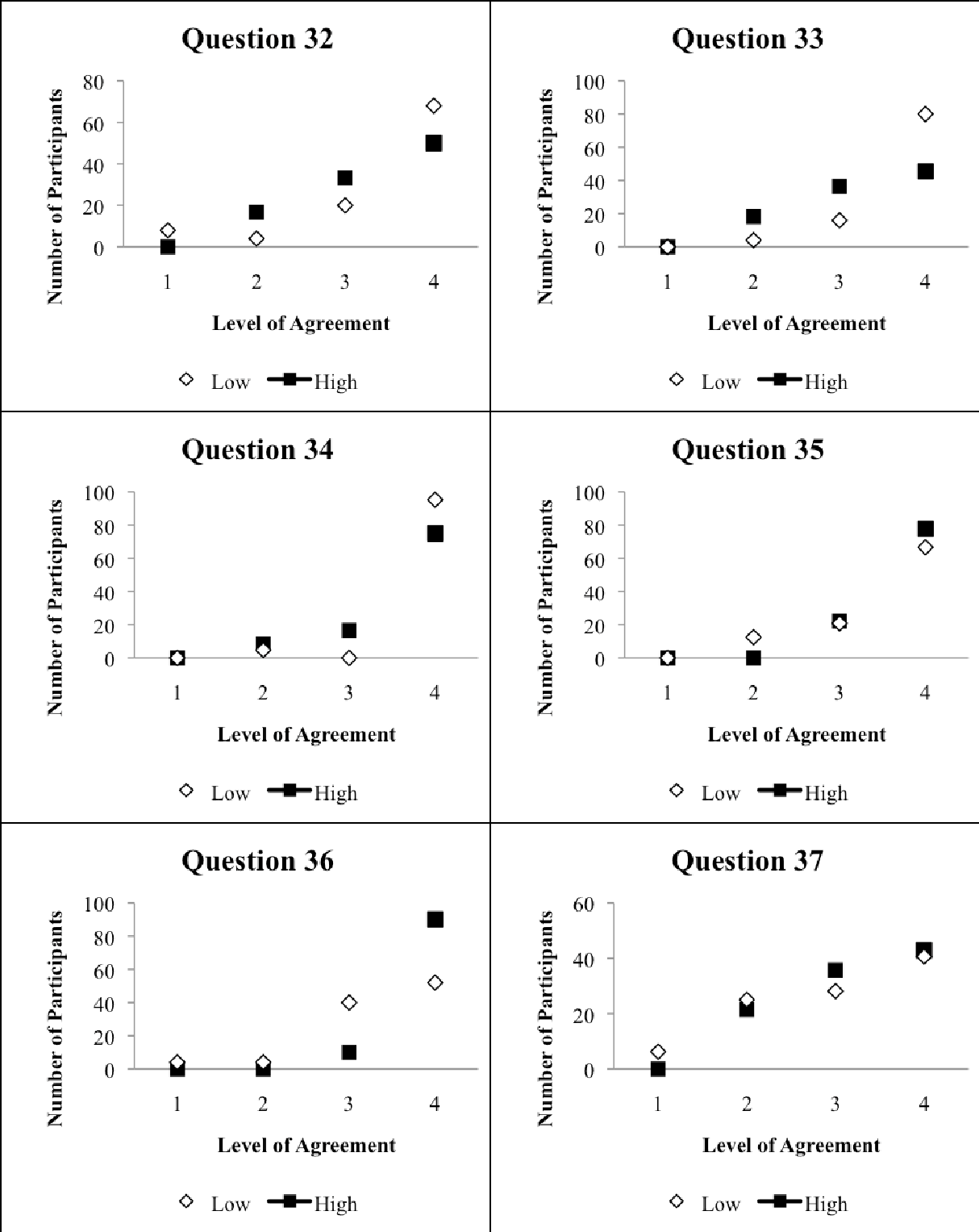
Low- and High-ELL Category

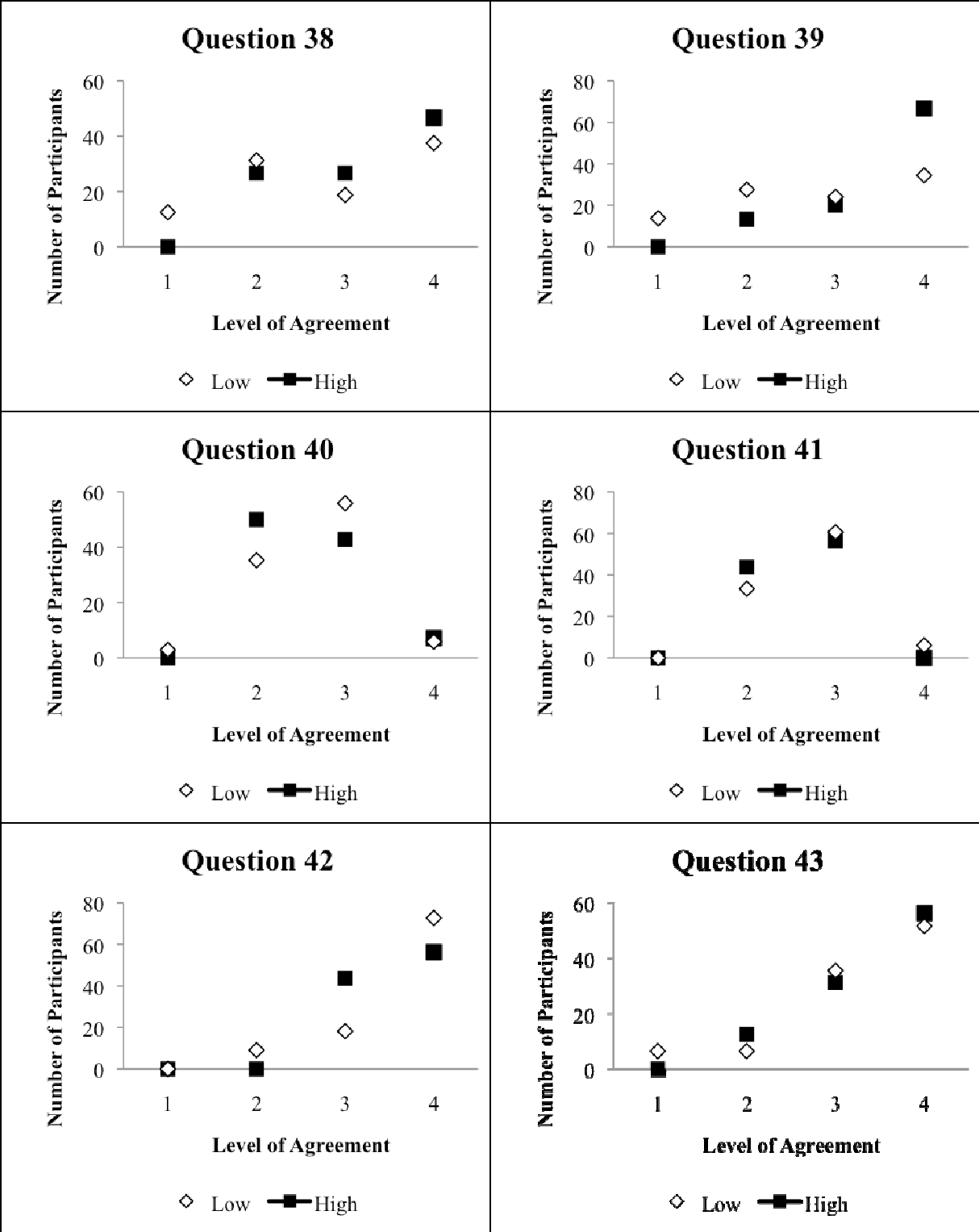
The graphs in this appendix represent normalized statistics for participants in the low- and high-ELL categories for survey questions 26 to 51. The level of agreement includes level 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). The questions are listed first followed by the graphs.

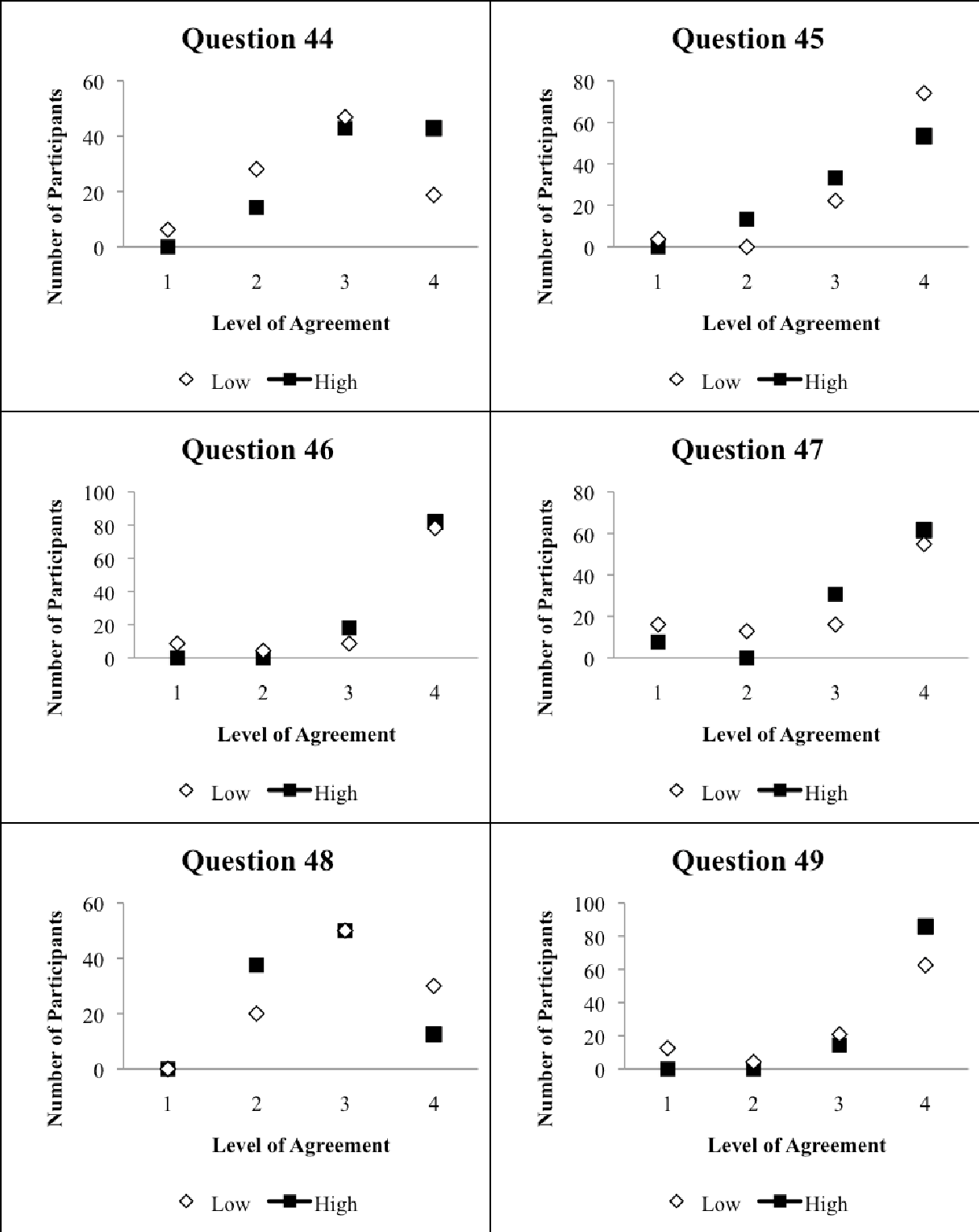
Questions

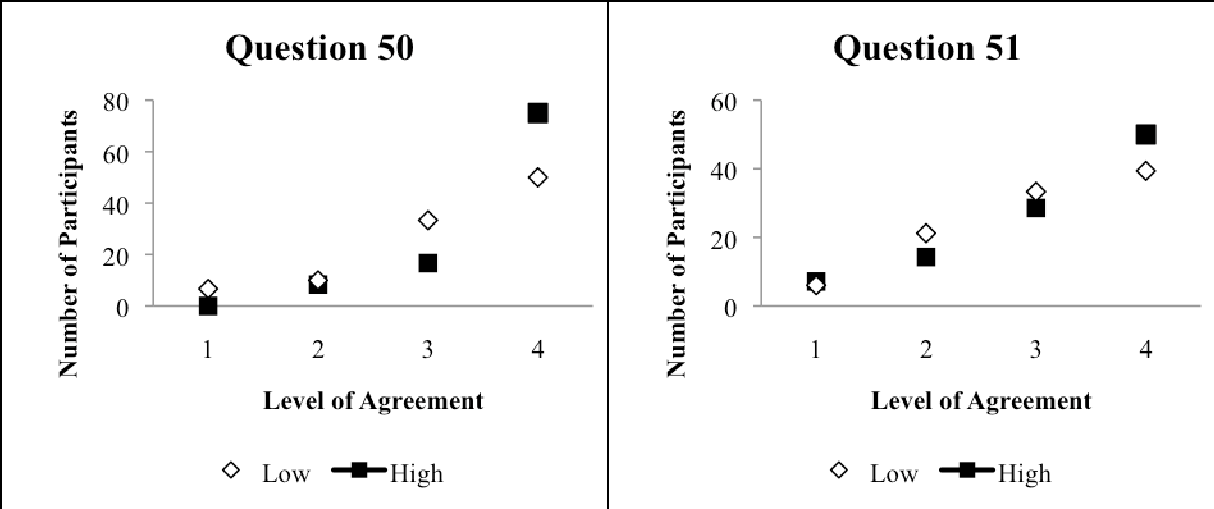
26. The inclusion of ELLs in core French classes creates a positive educational atmosphere.
27. The inclusion of ELLs in core French classes benefits all students.
28. Until they attain a minimum level of English proficiency ELLs should not be included in core French classes.
29. ELLs should avoid using their native language while at school.
30. I provide materials for ELLs in their native languages.
31. Core French teachers do not have enough time to deal with the needs of ELLs.
32. It is a good practice to simplify core French coursework for ELLs.
33. It is a good practice to lessen the quantity of core French coursework for ELLs.
34. It is a good practice to allow ELLs more time to complete core French coursework.
35. Core French teachers should not give ELLs a failing grade if the students display effort.
36. Effort is more important to me than achievement when I grade ELLs.
37. I receive adequate support from school administration when ELLs are enrolled in my core French classes.
38. I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes.
39. I meet with the English as a Second Language (ESL) teacher.
40. Teachers should not modify assignments for ELLs in core French classes.
41. The modification of core French coursework for ELLs would be difficult to justify to other students.
42. The inclusion of ELLs in my core French classes increases my workload.
43. ELLs require more of my time than other students require.
44. I have adequate training to work with ELLs.
45. I am interested in receiving more training in working with ELLs.
46. I would welcome the inclusion of ELLs in my core French classes.
47. ELLs can perform as well as other English-speaking students.
48. The inclusion of ELLs in my core French classes slows the progress of the entire class.
49. With no prior knowledge of French, ELLs should be included in Grade 4 core French.
50. With no prior knowledge of French, ELLs should be included in Grade 6 core French.
51. With no prior knowledge of French, ELLs should be included in Grade 8 core French.











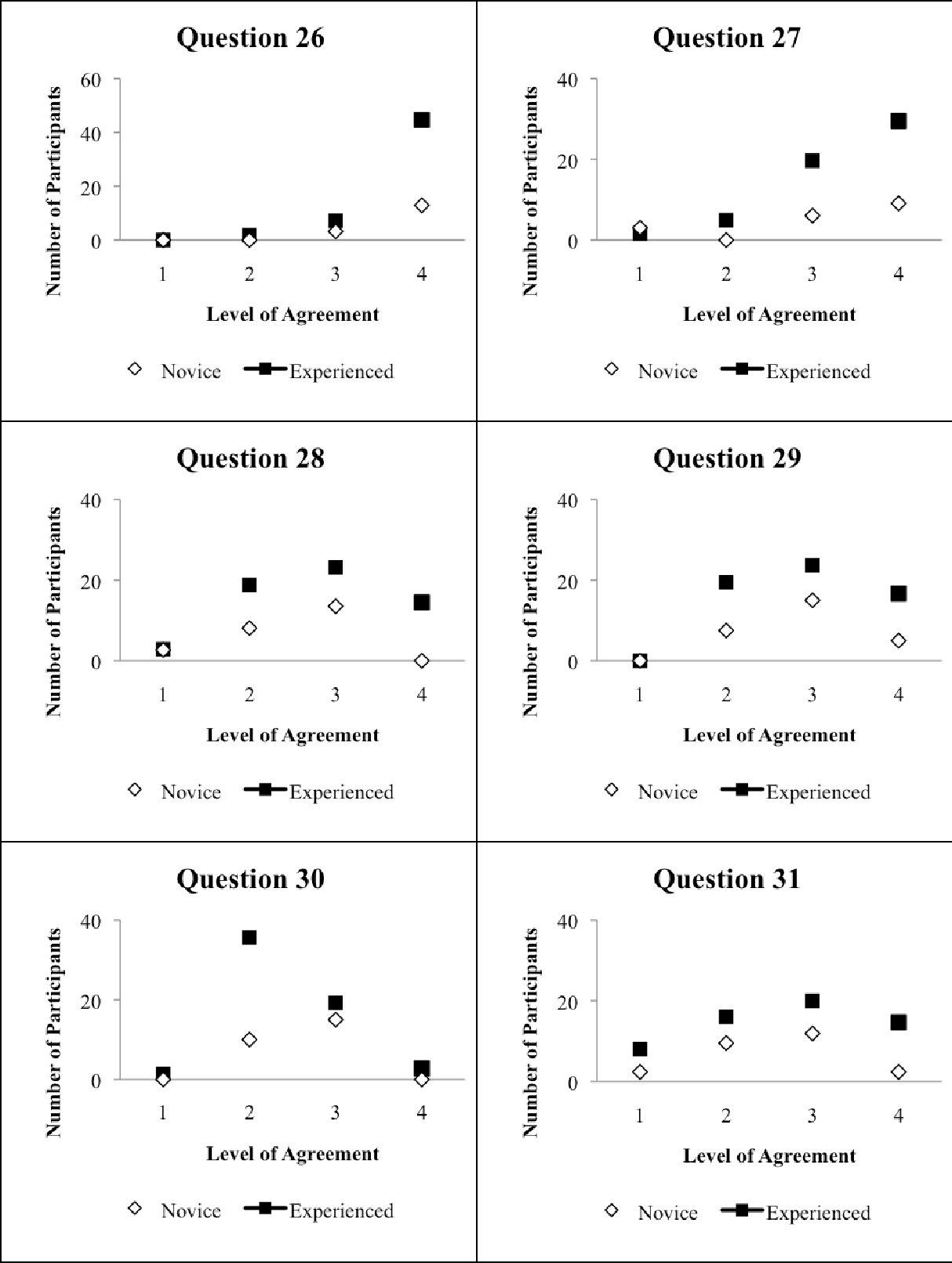
Appendix I

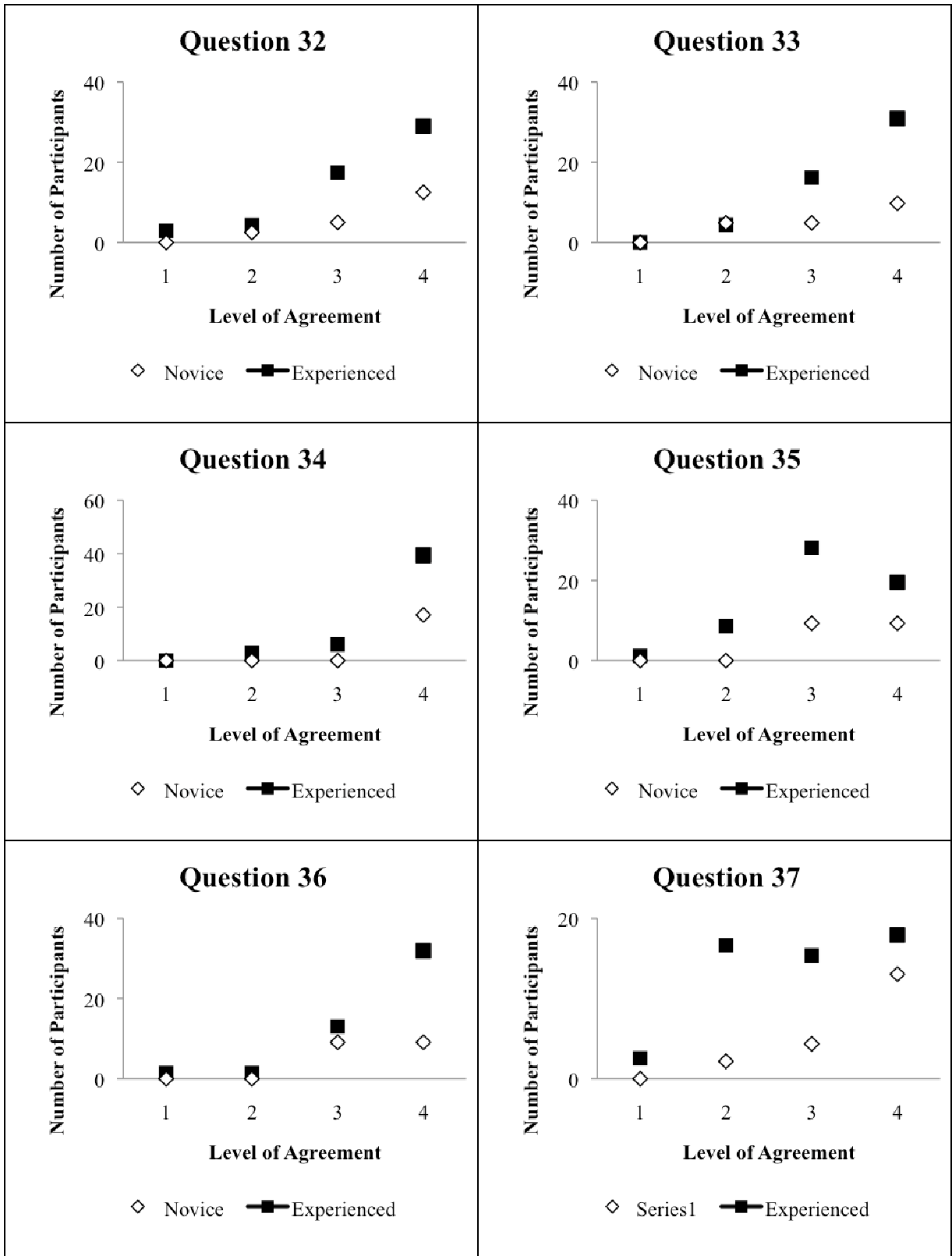
Novice and Experienced

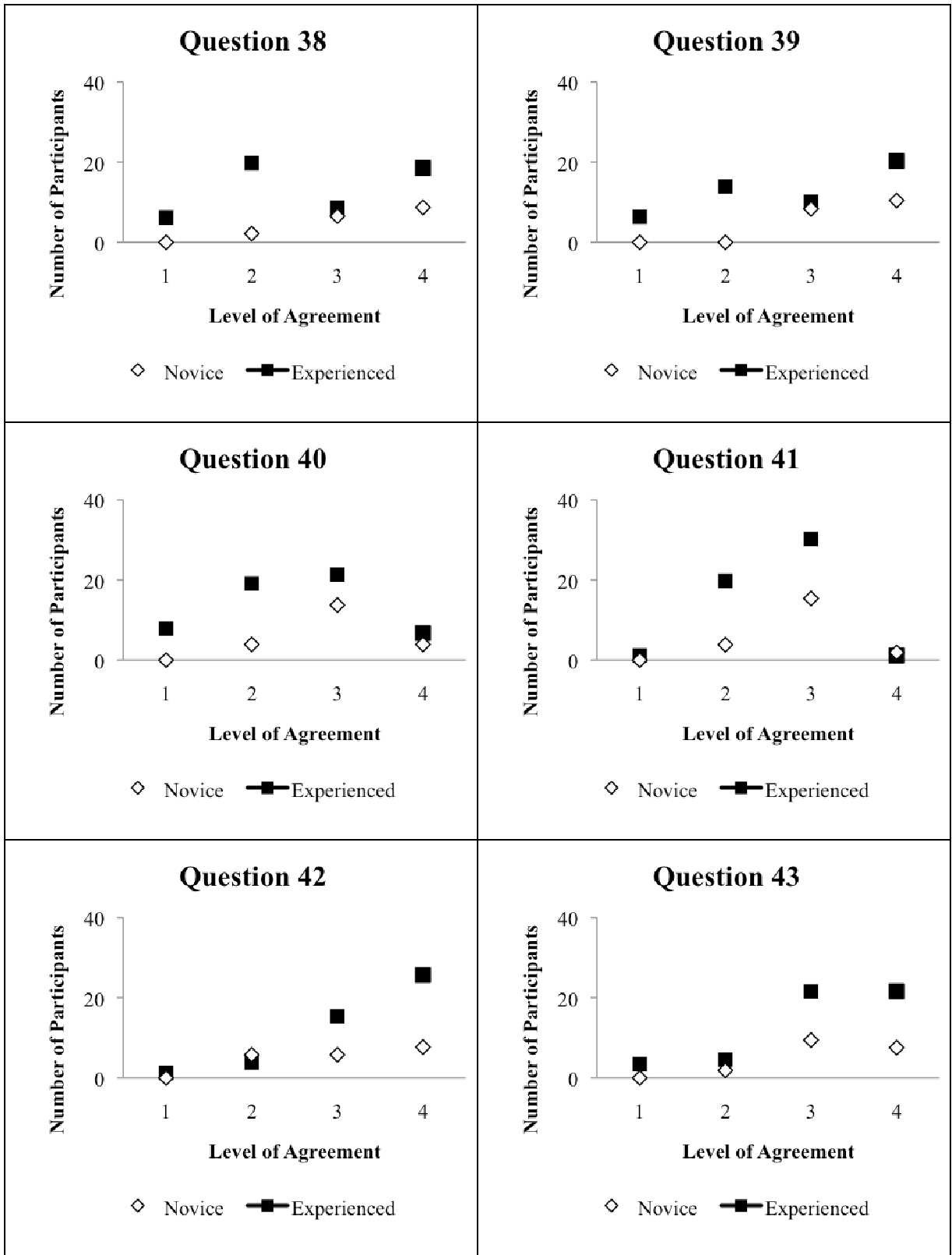
The graphs in this appendix represent normalized statistics for novice and experienced participants for survey questions 26 to 51. The level of agreement includes level 1 (strongly disagree), 2 (disagree), 3 (agree) and 4 (strongly agree). The questions are listed first followed by the graphs.

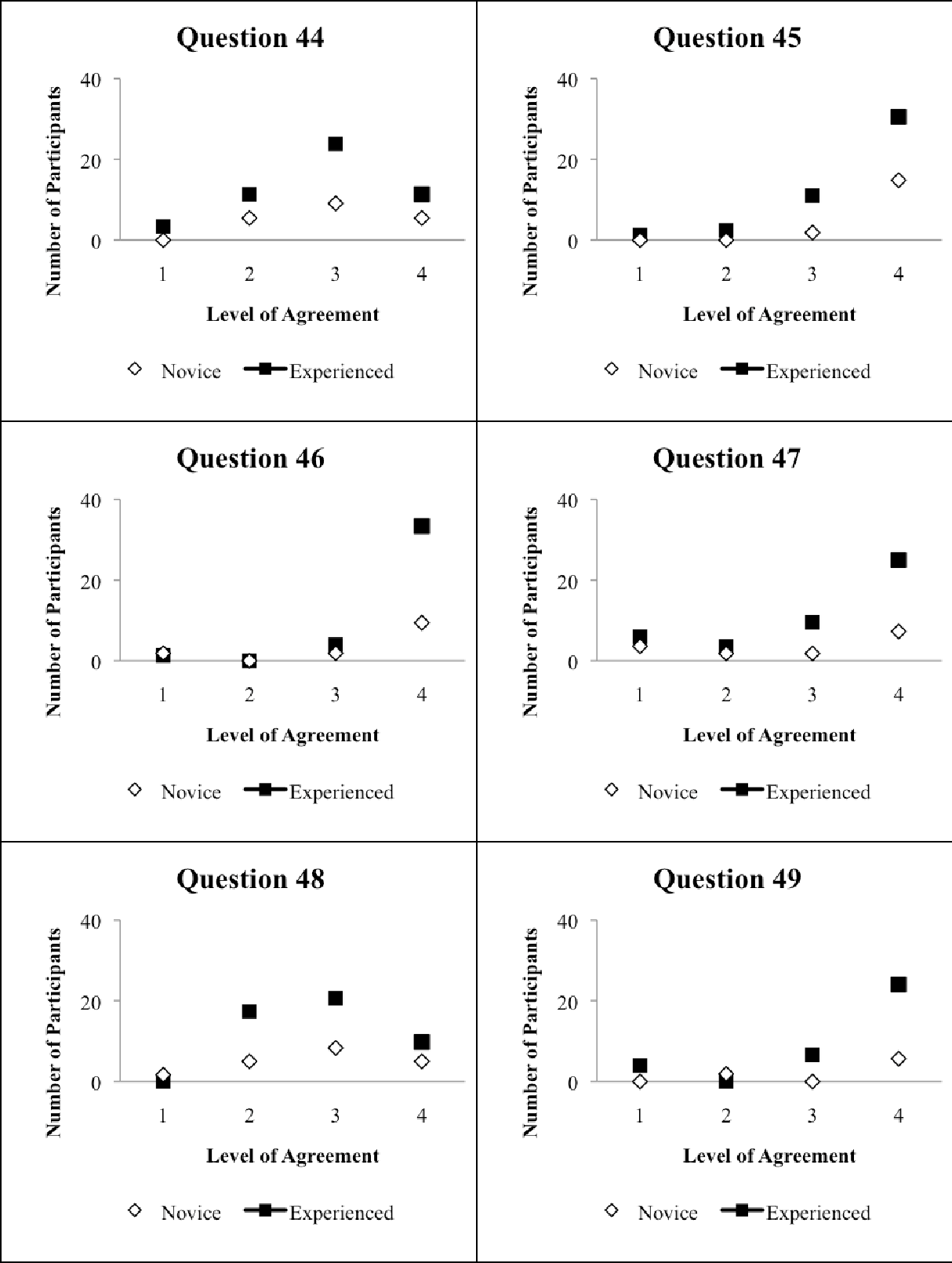
Questions

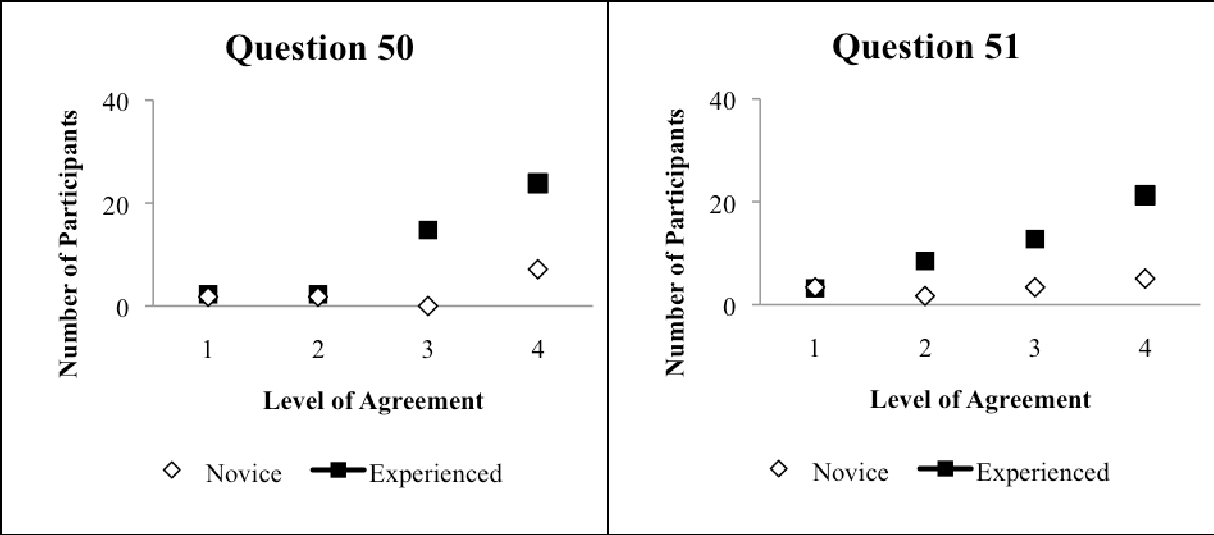
26. The inclusion of ELLs in core French classes creates a positive educational atmosphere.
27. The inclusion of ELLs in core French classes benefits all students.
28. Until they attain a minimum level of English proficiency ELLs should not be included in core French classes.
29. ELLs should avoid using their native language while at school.
30. I provide materials for ELLs in their native languages.
31. Core French teachers do not have enough time to deal with the needs of ELLs.
32. It is a good practice to simplify core French coursework for ELLs.
33. It is a good practice to lessen the quantity of core French coursework for ELLs.
34. It is a good practice to allow ELLs more time to complete core French coursework.
35. Core French teachers should not give ELLs a failing grade if the students display effort.
36. Effort is more important to me than achievement when I grade ELLs.
37. I receive adequate support from school administration when ELLs are enrolled in my core French classes.
38. I receive adequate support from the English as a Second Language (ESL) staff when ELLs are enrolled in my core French classes.
39. I meet with the English as a Second Language (ESL) teacher.
40. Teachers should not modify assignments for ELLs in core French classes.
41. The modification of core French coursework for ELLs would be difficult to justify to other students.
42. The inclusion of ELLs in my core French classes increases my workload.
43. ELLs require more of my time than other students require.
44. I have adequate training to work with ELLs.
45. I am interested in receiving more training in working with ELLs.
46. I would welcome the inclusion of ELLs in my core French classes.
47. ELLs can perform as well as other English-speaking students.
48. The inclusion of ELLs in my core French classes slows the progress of the entire class.
49. With no prior knowledge of French, ELLs should be included in Grade 4 core French.
50. With no prior knowledge of French, ELLs should be included in Grade 6 core French.
51. With no prior knowledge of French, ELLs should be included in Grade 8 core French.











CURRICULUM VITAE

JORDANA F. GARBATI

EDUCATION

PhD Educational Studies (2013). The University of Western Ontario.

Dissertation: Core French Teachers' Perceptions of ELL Inclusion: A Mixed-Methods Investigation.

Supervisor: Farahnaz Faez, Ph.D.

Committee: Shelley Taylor, Ph.D.

MEd (2007). Queen's University.

Thesis: Core French in Eastern Ontario: A Language-Minority Student's Experience.

Supervisor: Maria Myers, Ph.D.

Committee: Howard Smith, Ph.D.

BEd (2003). York University. Junior/Intermediate Division.

BA (Hon.) (2003). Specialization: French.

Diplome Supérieur d'Études française (2001). Université Michel de Montaigne. Bordeaux, France.

AWARDS AND SCHOLARSHIPS

University of Western Ontario (Ph.D.)

2013	School of Graduate Studies Travel Award	\$400
2011	Graduate Thesis Research Award	\$750
2011	School of Graduate Studies Travel Award	\$75
2011	Travel Grant, Canadian Association of Applied Linguistics	\$400
2011-2012	Social Sciences & Humanities Research Council	\$20,000
2011-2012	Ontario Graduate Scholarship (OGS) <i>declined</i>	\$15,000
2011-2012	Western Graduate Research Scholarship	\$12,000
2011	School of Graduate Studies Travel Award	\$400
2011	School of Graduate Studies Travel Award	\$400
2010	School of Graduate Studies Travel Award	\$322
2010-2011	Ontario Graduate Scholarship (OGS)	\$15,000
2010	University of Western Travel Award	\$500
2010	University of Western Travel Award	\$500
2010	University of Western Travel Award	\$500
2010	School of Graduate Studies Travel Award	\$400
2010-2011	Western Graduate Research Scholarship	\$12,000
2009	School of Graduate Studies Travel Award	\$200

2009	School of Graduate Studies Travel Award	\$200
2009	University of Western Travel Award	\$400
2009	School of Graduate Studies Travel Award	\$225
2009	University of Western Travel Award	\$200
2009-2010	Western Graduate Research Scholarship	\$12,000
2008-2009	Western Graduate Research Scholarship	\$12,000

Queen's University (M.Ed.)

2007	Queen's Conference Travel Award	\$300
2007	Queen's Conference Travel Award	\$500
2006	Queen's Graduate Award	\$7,000
2005	Queen's Graduate Award	\$9,000

York University (B.A. & B.Ed.)

1998	York University Merit Award	\$2,000
------	-----------------------------	---------

RESEARCH EXPERIENCE

Research Assistant. (2009-2012) to Farahnaz Faez, Ph.D. Faculty of Education at The University of Western Ontario.
Internationalization, Globalization and English Education. Completed literature reviews, prepared materials for data collection, conducted qualitative research with international scholars.

Research Assistant. (2011-2013) to Callie Mady, Ph.D. Faculty of Education at Nipissing University.
Grade 6 Unilingual and Multilingual Students' Achievement in FSL. Conducted several literature reviews in the areas of multilingualism, ELLs in FSL, and oral proficiency skill development. Co-authored manuscripts for publication. Conducted interviews, and DELF French proficiency tests with Grade 6 students.

Research Assistant. (2009-2010) to Suzanne Majhanovich, Ph.D. Faculty of Education at The University of Western Ontario.
Common European Framework of Reference. Conducted focus group interviews, collaborated with researchers to prepare materials for manuscripts and various academic and professional conferences related to the implementation and development of the CEFR.

Research Assistant. (2006-2007) to Katharine Smithrim, PhD. Faculty of Education at Queen's University.
Rhythm in Teaching and Learning. Assisted in the organization of a multi-site arts-based research project, organized materials for data collection and analysis, collected and analyzed qualitative data, prepared and reported on research at general and arts-based conferences.

Research Assistant. (2005-2007) to Rena Upitis, PhD. Faculty of Education at Queen's University.

Worked on several projects related to matters in arts education. Conducted literature reviews, prepared and reviewed manuscripts, conducted qualitative interviews, prepared and presented coauthored conference papers in the area of arts education. Maintained website for arts-focused research center.

TEACHING EXPERIENCE

Writing Consultant. (2013-present)

Writing Centre
Wilfrid Laurier University.

Work with graduate students on a one-on-one basis to develop specific writing skills. Supervise the writing centre tutoring program. Develop and lead university-wide writing workshops students, faculty, and staff. Work with faculty members to plan and implement discipline-specific writing workshops.

Instructor. (2009-2013)

Writing, Department of Modern Languages
King's University College at The University of Western Ontario.
0002 – Introduction to Writing in English
1022 – University Writing in English
1020 – Introduction to University Essay Writing
Oral Discourses

Instructor. (2012, Fall & Winter)

Faculty of Education, The University of Western Ontario.
5413 – Introduction to Teaching English as a Second Language

ESL Instructor. (2009-2011)

The Write Place (Writing Centre)
King's University College at The University of Western Ontario.

Teaching Assistant. (2010)

Faculty of Education, The University of Western Ontario.
5413 – Introduction to Teaching English as a Second Language

Teaching Assistant. (2006-2007)

Faculty of Education, Queen's University.
PROF 100/101 – Critical Issues and Policies

Teacher. (2001-2008)

Grade 1/2 French Immersion. Millwood JS. Toronto District School Board.
Grade 6/7 Core French. Treeline PS. Peel District School Board.
Grade 1/2 Music, Social Studies. Treeline PS. Peel District School Board.
Primary and Intermediate French. John F. Kennedy International School Summer Program. Switzerland.

PUBLICATIONS

Papers in Referred Journals

- Garbati, J.**, & Mady, C. (submitted). Oral skill development in second languages: Searching for best practices.
- Garbati, J. F.**, & Samuels, B. (2013). Publishing in educational research journals: Are graduate students participating? *Journal of Scholarly Publishing*, 44(4), 357-374.
- Upitis, R., Smithrim, K., **Garbati, J.**, & Ogden, H. (2008). The impact of art-making in the university workplace. *International Journal of Education & the Arts*, 9(8). Retrieved June 10, 2008 from <http://www.ijea.org/v9n8>

Book Chapter

- Garbati, J. F.** (2013). French is hard: An English language learner's experience in core French. In C. Mady & K. Arnett (Eds.), *Minority populations in second language education: Broadening the lens from Canada*. Bristol, UK: Multilingual Matters.

Book Review

- Garbati, J. F.** (2009). [Review of the book *The bilingual child: Early development and language contact*.] *The Canadian Journal of Linguistics*, 54(3), 567-560.

Professional Publications

- Mady, C., & **Garbati, J.** (submitted). Talking taboo: Use of students' first languages in a second language classroom.
- Garbati, J. F.** (2013, March). Curriculum as car. *Réflexions*, 32(1), 24-25. Available at http://caslt.org/what-we-do/publications-reflexions_en.php
- Garbati, J.**, & Rothschild, N. (2012, October). Creating a positive core French learning environment. *Réflexions*. 31(3), 20-21. Available at http://www.caslt.org/what-we-do/publications-reflexions_en.php
- Garbati, J.**, & Samuels, B.* (August 22, 2012). Reflections on mentorship. *University Affairs*. Available at <http://www.universityaffairs.ca/reflections-on-mentorship.aspx>

Research Reports

- Majhanovich, S., Faez, F., Smith, M., Taylor, S., Vandergrift, L., Brown, P., Crowley-Thorogood, K., Yu, H., **Garbati, J.** (2010, June). Describing FSL language competencies: The CEFR within an Ontario context: Research report to the Ontario Ministry of Education on the study of the immersion and core French participants. (85 pages)
- Majhanovich, S., Faez, F., Smith, M., Taylor, S., Vandergrift, L., Brown, P., Crowley-Thorogood, K., Yu, H., **Garbati, J.** (2010, March). Describing FSL language competencies: The CEFR within an Ontario context: Research report to the Ontario Ministry of Education on the study of the French Immersion participants. (109 pages)

SELECTED REFEREED CONFERENCE PRESENTATIONS

(*authors listed in alphabetical order)

- Garbati, J.** (2013, June). Invited paper presented (as part of a symposium) at the Canadian Association of Applied Linguistics (CAAL/ACLA), Victoria, BC.
- Garbati, J.** (2013, June). Ontario teachers' perceptions of ELL inclusion in core French: Regional similarities and differences. Paper presented (as part of a symposium) at the Canadian Society for Studies in Education (CSSE), Victoria, BC.
- Garbati, J., & Faez, F.** (2013, March). *Teachers' opinions revealed: ELL inclusion in French*. Paper presented at the American Association of Applied Linguistics (AAAL), Dallas, TX.
- Garbati, J.** (2012, November). *ELL inclusion in core French: Teachers' perceptions of benefits and challenges*. Paper presented at the TESL Ontario Conference, Toronto, ON.
- Garbati, J.** (2012, October). *ELL inclusion in French as a second language: Teachers' attitudes, perceptions, and expectations*. Paper presented at the Second Language Research Forum, Pittsburgh, Pennsylvania.
- Garbati, J.** (2012, May). *Should ELLs be included in core French? An exploration of teachers' perspectives*. Paper presented at the Canadian Association of Applied Linguistics (CAAL/ACLA), Waterloo, ON.
- Garbati, J.** (2012, April). *Should English language learners be taking French? Teachers' perspectives*. Paper presented at the Celebrating Linguistic Diversity conference, Toronto, ON.
- Garbati, J.** (2012, March). *ELL inclusion in core French: Ontario teachers' perspectives*. Paper presented at the American Association of Applied Linguistics (AAAL), Boston, Massachusetts.
- Garbati, J.** (2011, October). *English language learners in Ontario: Ensuring access to equitable education*. Poster presented at the TESL Ontario Conference, Toronto, ON.
- Faez, F., **Garbati, J.**, Sanchez Cruz, E., & Shirakawa, R. (2011, July). *Scholars' use of English: Iran, Italy, Japan, and Mexico*. Paper presented at the 4th International Symposium on Bilingualism and Bilingual Education, Oaxaca, Mexico.
- Garbati, J.** (2011, June). *Examining core French teaching and English language learners*. Paper presented at the Canadian Association of Applied Linguistics (CAAL/ACLA), Fredericton, NB.
- Garbati, J., & Samuels, B.*** (2011, April). *An investigation of coauthorship in education journals*. Poster presented at the American Educational Researchers Association (AERA), New Orleans, Louisiana.
- Garbati, J.** (2010, October). *Teaching English abroad: Goals, attitudes and motivation*. Poster presented at the TESL Ontario Conference, Toronto, ON.
- Garbati, J., & Samuels, B.*** (2010, May). *Publishing in educational research journals: Are graduate students participating?* Paper presented at the Canadian Society for the Study of Education, Montreal, QC.
- Garbati, J.** (2010, May). *English teachers abroad: A case study of a summer camp in Switzerland*. Paper presented at the Canadian Society for the Study of Education, Montreal, QC.
- Garbati, J.** (2010, April). *Teaching English at summer camp in Switzerland: Teachers' perspectives*. Paper presented at the American Educational Research Association, Denver, Colorado.

- Faez, F., Taylor, S., Majhanovich, S., Crowley, K., **Garbati, J.**, Yu, H. (2010, February). *CEFR for FSL programs in Ontario: Teaching, learning and assessment*. Presented at the 2010 Ontario Education Research Symposium, Toronto, ON.
- Garbati, J.**, & Samuels, B*. (2009, September). *Collaboration and graduate student coauthorship in academic publishing*. Presented at the Landscapes of Learning Conference, Laurier-Brantford, ON.
- Garbati, J.** (2009, September). *French as a third language: A language minority student's experience in Ontario, Canada*. Poster presented at the 19th Annual Conference of the European Second Language Association, Cork, Ireland.
- Garbati, J.**, & Myers, M. (2009, August). *Issues in teaching French as a second language*. Presented at the 11th International Pragmatics Association Conference, Melbourne, Australia.
- Garbati, J.** (2009, May). *French as a third language: A language-minority student's experience*. Presented at the Canadian Society for the Study of Education (CSSE) Annual Conference, Concordia University, Ottawa, ON.
- Smithrim, K., Anderson, M., **Garbati, J.**, & Upitis, R. (2008, October). *Engagement in learning: The role of rhythm*. Presented at the 2008 Canadian Arts and Learning Symposium, Queen's University, Kingston, ON.
- Smithrim, K., **Garbati, J.**, & Upitis, R. (2008, March). *Engagement in learning: The role of rhythm*. Presented at the American Educational Research Association (AERA) Annual Conference, New York.
- Upitis, R., Smithrim, K., & **Garbati, J.** (2007, May). *The Art Circle: Where Time Stands Still*. Presented at the 2007 National Arts and Learning Symposium, University of Ottawa, Ontario.
- Garbati, J.** (2007, February). *Understanding the experiences of language-minority learners in core French in Ontario*. Presented at the International Symposium of the Humanities, Columbia University, New York.
- Upitis, R., **Garbati, J.**, & Lanthier, S. (2006, May). *Architecture and Play*. Presented at the Canadian Society for the Study of Education (CSSE) Annual Conference, York University, Toronto, ON.

SELECTED INVITED LECTURES AND WORKSHOPS

- Garbati, J. (2013, February 28, March 21). *Preparing for conferences: An introduction to posters, roundtables, and paper presentations*. Invited lecture. Graduate Research in Education Symposium. Faculty of Education. The University of Western Ontario, London, ON.
- Garbati, J. (2012, November 9). *The student-supervisor relationship* Invited presentation for 702 Doctoral Seminar course. Faculty of Education. The University of Western Ontario, London, ON.
- Garbati, J. (2012, November 8). *Mentorship*. Invited presentation at the Doctoral Seminar Series. Faculty of Education, The University of Western Ontario, London, ON.
- Garbati, J. (2012, October 25). *Conferences*. Invited presentation at the Doctoral Seminar Series. Faculty of Education, The University of Western Ontario, London, ON.
- Garbati, J. (2012, October 18). *Inclusion of English language learners in core French: Ontario teachers' perspectives*. Invited lecture presented at the Department of Languages, Literatures and Linguistics. York University, Toronto, ON.

- Garbati, J. (2012, March). *Preparing conference presentations*. Invited lecture. Research in Education Symposium. Faculty of Education. The University of Western Ontario, London, ON.
- Garbati, J. (2011, November). *Inclusion of English language learners in core French: Teachers' perceptions and attitudes*. Invited lecture. Issues in Second Language Teaching and Learning (9578) course. Faculty of Education, The University of Western Ontario, London, ON.
- Garbati, J. (2010, November). *Qualifying papers & the PhD Journey*. Invited panel presentation. 702 Doctoral Seminar course. Faculty of Education. The University of Western Ontario, London, ON.
- Garbati, J., & Samuels, B. (2010, October). *Reflecting on how and why we collaborate*. Presented at the PhD Study Group. Faculty of Education, The University of Western Ontario, London, ON.
- Garbati, J. (2010, March). *Blogging & Compare/Contrast*. Invited lecture. Writing 1020 course. King's University College at UWO, London, ON.
- Garbati, J. (2010, March). *Blogging & Elements of Design*. Invited lecture. Writing 2101 course. King's University College at UWO, London, ON.
- Garbati, J. (2010, March). *Definitions*. Invited lecture. Writing 1020 course. King's University College at UWO, London, ON.
- Garbati, J. (2009, October). *Summarizing and paraphrasing*. Invited lecture. Writing 1020 course. King's University College at UWO, London, ON.