

**ASSERTING ONE'S IDENTITY AS A FRENCH TEACHER: AN EMPIRICAL STUDY
OF THE POSITIONING OF PROSPECTIVE FRENCH TEACHERS**

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Abstract

This study explores the development of professional identity among pre-service French language teachers in a large bilingual university in Canada, focusing on challenges related to training and ideologies that shape their self-perception as future French language educators and have a direct impact on their teaching approaches, sense of their roles and effectiveness and long-term willingness to pursue a career as French language instructors. Drawing on a mixed-methods case study approach (Duff, 2014), data was collected through questionnaires and semi-formal interviews with future French language teachers. The findings highlight the critical role of hands-on teaching experiences, such as mastery experiences (Bandura, 1997), and the observation of skilled educators in building confidence and self-efficacy. Additionally, positive feedback and encouraging discourse were found to significantly influence identity formation. The research further highlights the importance of addressing nativist ideologies (Shuck, 2006) and promoting linguistic diversity within teacher training programs, validating both native and non-native speakers as legitimate French teachers. Implications focus on the importance of efforts to explicitly counter nativist discourses while also providing pre-service French language teachers with authentic teaching experiences, a stronger emphasis on cultural awareness (Byram, 1997; Kramsch, 1993), and the integration of reflective practices to support identity development. These insights contribute to enhancing teacher training programs, with implications for better preparing and retaining future French educators in diverse classroom contexts.

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Chapter 1: Introduction

1.1 Introduction

As a country with two official languages, Canada strives to offer high-quality, equitable language education across all provinces and territories in both French and English by recognizing the importance of linguistic diversity and protecting and promoting both official languages (Canadian Heritage, 2023). This goal is at the heart of various policies, plans and agreements enacted at both the federal and provincial levels. At the federal level, this is proven to be true through policy documents such as the Official Languages Act (Government of Canada, 1985), the Canadian Charter of Rights and Freedoms (Government of Canada, 1982), and the Protocol for Agreements for Minority-Language Education and Second-Language Education Instruction (Council of Ministers of Education, 2020). At the provincial level, there are numerous policies and agreements in place to recognize and protect both official languages such as the French Language Services Act (Government of Ontario, 1990), Ontario's Aménagement Linguistique Policy (Ontario Ministry of Education, 2005), British Columbia's Language Education Policy (Government of British Columbia, 2004), and the Canada-Newfoundland and Labrador Agreement on French-language Services 2018-2019 to 2022-2023 (Government of Newfoundland and Labrador, 2019).

Despite these established goals, the Canadian Government (2018) notes within their 2018- 2023 Action Plan for Official Languages that further investment into teacher recruitment is needed to address challenges within second-language learning programming. Significantly, a “lack of qualified French teachers” (Government of Canada, 2018, p. 46) continues to be identified as a significant roadblock to FLS programming as challenges concerning the availability of French teachers across the country have come into question by

provinces and territories. These shortages negatively impact the quality of French language programs.

For example, Veilleux & Bournot-Trites (2005) in their study of the standards for language competence amongst French immersion teachers in British Columbia noted that the existing French language teacher shortage resulted in some school districts experiencing a “choice shortage” (p. 500) and ultimately hiring individuals lacking second-language methodology, an adequate level of French, or both. Similarly, a study contracted by Canadian Parents for French and the Office of the Commissioner of Official Languages (2019) brings to light the need for the standardization of FLS teacher qualifications, notably weaknesses in the area of French language competencies and the consequent “negative impact on the ability of school boards to recruit potential teachers from different parts of the country and abroad” (p. 18).

This thesis is informed by this particular context as well as issues regarding French teacher recruitment, training and retention which have also been raised as a significant concern in efforts to ensure the quality of French language education within the province of Ontario. In their 2021 Report on the Shortage of Teachers in Ontario’s French-Language Education System, the Working Group (2021) noted that in 2018-2019 in the province of Ontario, there were “more than 500 people teaching without qualifications under a letter of permission” (p. 4). They estimate this number will continue to rise exponentially and reach 2,500 educators in public schools in the years 2024-25 (The Working Group, 2021). Their report also highlights the severity of this issue and states that the ongoing shortage of teachers in the French education system requires an “immediate intervention” (The Working Group, 2021, p. 4). The report and recommendations from The Working Group led in 2021 to a call to support actions that could increase the numbers of FLEs in the province. Close to this issue, the Government of Ontario

(2021a) has announced a four-year strategy to “recruit, train and retain more French teachers” (para. 1). This initiative includes measures such as launching two new French-language initial teacher education programs at Laurentian University and developing a new French-language technological education ITE program at the University of Ottawa (Government of Ontario, 2021b). These steps undertaken by the provincial government aim to directly combat the current provincial French language and French as a second language teacher shortages.

In addition to these government-led initiatives, with an estimated 450 additional French-language teachers needed per year to fill the needs of Ontario’s current shortage (Government of Ontario, 2021b). It is critical to research factors that might impact of the recruitment and shortages of French language educators as well as their attrition from the profession.

This notion of attrition is illustrated in the work of Masson (2018a) who associates in part the underlying shortage of French language educators to what she refers to as “FLS teacher flight” (p. 2). This term refers to teacher attrition in the specific context of FLS teachers who enter the profession but ultimately exit the field by leaving or transitioning out after only a few years (Masson, 2018a).

Her research on this matter identifies key factors of professional learning and identity formation. She notes that these elements play an important role with professional learning networks as a means of addressing concerning feelings of marginalization and isolation by French educators within the field that could impact their willingness to remain within the field. Masson (2018a) emphasizes the necessity of examining the professional identities of FLS teachers and how their identities are shaped at different stages of their professional development. The author states that

FSL teachers show that what they learn for themselves transfers into their

professional identities, their reflective practice, their classroom practice and ultimately impacts their students' learning. Last, the findings also reveal the complex and multifaceted nature of FSL teacher professional learning. Navigating professional learning and identity development in the context of marginalization is a complex and intertwined journey (Masson, 2018b, p. 166).

1.2 Purpose of this study

This research study seeks to contribute to reflections and research on the means of dealing with French teacher shortages by examining questions linked to the manner in which French teachers are trained, including their introduction to the key skills and competencies associated to the work of language teachers. An important element of this training centers on developing pedagogic skills, for instance developing the ability to lesson plan, scaffold students' learning, and assess students' language development over time, amongst others core teaching skills. However, inspired by the work of Masson (2018a) and Wernicke (2017), this study will focus specifically on elements of the training of French language teachers having to do with the evolution of novice language teachers' identity, and specifically their self-perception and self-identification as qualified and legitimate French language teachers.

In exploring novice language teachers' identities, this research draws on the theoretical framework of identity theory (Norton, 1995, 1997, 2000; Darvin & Norton, 2015). Specifically, within this study, Norton's identity theory (1995, 1997, 2000) is employed to explore how participants' prior experiences, perspectives, and linguistic ideologies influence their self-conceptions of their identity as French teachers. As such, identity will be understood to refer to “how people understand their relationship to the world, how that relationship is constructed across time and space, and how people understand their responsibilities for the future” (Norton,

1997, p. 410). Another critical theory relevant to this research is Bandura's (1993, 1997) self-efficacy theory. This theory exemplifies one's belief in their own ability to succeed in specific tasks or situations and highlights mastery experiences, vicarious experiences, social persuasion and physiological/emotional states as sources that contribute to building self-efficacy (Bandura, 1997). Within this study, self-efficacy is seen as playing a crucial part of teacher and specifically French teacher identity as the participants' belief in their ability to teach the language effectively affects classroom practices, self-perceptions, and confidence within their role. Researchers such as Tschannen-Moran & Hoy (2007) have argued that teachers with high self-efficacy are more likely to employ a variety of effective teaching strategies and show resilience when faced with setbacks. In this way, both identity theory and self-efficacy theory offer complementary perspectives, allowing for a deeper understanding of how novice French teachers construct their professional identities and navigate the challenges of language teaching. As seen in Chapter 2, these theories inform the definition of a strong French teacher identity, a term that is crucial to this research.

In the context of French teachers in particular, in the Canadian context, researchers such as Parks (2017) and Masson (2018a) have underscored that to be a successful FLE, teachers require more than a mastery of content and pedagogy, but also a strong sense of self-efficacy and professional identity. For instance, Masson argues that "Understanding how teachers interact with the world is at the core of teacher identity research" (2018a, p. 40). The same notion is found in the work of Wernicke (2017) who demonstrates this by highlighting that FLS teacher's claims to authenticity in the process of identity formation were partly based on interactions with "others and the world around them" (p. 210). These insights from Mason (2018) and Wernicke (2017) highlight the multifaceted and complex nature of teacher identity and the numerous internal and external factors that need to be considered when researching teacher identity.

This thesis' goal to explore notions of novice teachers' identity and the ideologies that shape their professional identity construction is also motivated in part by French's status as a minority official language in most parts of Canada. According to Statistics Canada (2022), French was the first language of only 21.4% of the overall population in 2021, dropping from 22.2 in 2016. The same report notes that only 3.4% of Ontarians stated that French was their first official language (Statistics Canada, 2022). These numbers illustrate a demographic reality which explains in part the shortages of French language teachers in Canada since there is a relatively small body of French speakers from which future generations of language teachers may emerge. Unlike situations where the language taught in schools is also the dominant societal language, as is the case with ESL, the pool of French speakers available for recruitment as language educators is significantly smaller. One solution has been to recruit French language educators from a larger pool of non-native speakers of French which exists in Canada due to the country's long history of French language teaching.

This raises both interesting and important questions concerning notions linked to French language educators whose first language is not French, and their self-perceived legitimacy within their profession (Masson, 2018; Samuel, 2017; Wernicke, 2017, 2018). This research highlights key questions concerning the training of both native and non-native French language instructors. Moreover, the idea that language educators, including those whose native language is different from the language they teach, should be seen as legitimate contributors to language education is not only pertinent to French language instruction in Canada but also holds broader significance in the global context of language teaching. In today's diverse educational environment, where

multilingualism is common, examining the identities and roles of teachers who are not native speakers of the language they teach is especially important. This examination raises profound questions about how these educators' experiences and perceptions influence their professional practices and self-perceived legitimacy in the field.

Bayliss & Vignola (2007) specifically called attention to the fact that within the Canadian context there exists a large number of successful French as a second language teaching programs (core, immersion, extended, etc.). As a result, students who have completed these programs and who have developed varying levels of abilities in French may then opt to return to the classroom as French language teachers themselves. In their 2007 study, Bayliss & Vignola found that this return to the classroom was not always simple. Indeed, non-native French speakers in a pre-service French teaching program in their study felt that while they “felt confident that their L2 skills were adequate for their chosen profession, they all expressed some misgivings about certain aspects of their L2 skills” (p. 386). This observation underscores the importance of exploring the intersection of language proficiency and identity. Indeed, it suggests that non-native French-speaking teacher candidates likely face unique challenges and possess distinct realities that need to be addressed. These considerations are crucial to ensure non-native French-speaking teachers have the opportunity to enter their profession with confidence in their language and teaching skills, but also in a sense of themselves as legitimate French teachers. Addressing these unique needs is key to fostering an environment where they can excel and fully embrace their professional roles. Overall, such findings emphasize the need to examine the identity dynamics at play when non-native French teachers participate in preservice teaching programs. Understanding these complex issues is seen as contributing to the work of ensuring the continued growth and success of French language education in Canada.

This thesis aims to add to the ongoing research within the area of training, recruiting and retaining French language educators - a crucial endeavor for the continued growth and success of French language teaching and education in Canada. It recognizes that understanding the complexities of teacher identity and the dynamics of training both native and non-native French speaking teachers is crucial. Such an understanding is essential to address the unique challenges presented by French language education within Canada's diverse and multilingual context.

To accomplish this goal, this thesis investigates the possible influences and motivations that lead French language teachers to either claim or resist a strong French teacher identity. It seeks to identify challenges associated with novice pre-service teachers' self-perceptions regarding their qualifications, competence, and legitimacy as future language educators. The collected data will seek to reveal patterns and specific events that either reinforce or hinder feelings of inclusivity associated with a French teacher identity. As such, this study delves into the underlying causes of these sentiments in identity constructions, highlighting linguistic and cultural ideologies in the field of education. It is hoped these findings will contribute to the field's understanding of the timing and context of events impacting French teacher identity during pre-service training and that this will assist in determining the most efficient and effective strategies to support future French teachers in becoming confident both in their professional identity and classroom abilities.

It is also hoped that these findings can guide stakeholders, contributing valuable information for designing training programs and identifying possible intervention times and methods to enrich pre-service curriculum or in-service professional development workshops to nurture French language teachers' professional identity and self-perception. I believe studies such as this will help in the long-term effort of FLS teacher training and retention within the

Canadian context.

1.3 Layout of this study

This thesis is organized into 5 main chapters, followed by a list of appendices, and a bibliography. Following this introduction, Chapter 2 provides an overview of the existing literature on French teacher identity, including the possible influences and motivations driving French teachers' ability and willingness to claim this identity in a strong and positive manner. This will include a discussion of the concept of French teacher identity, its importance within the teaching profession (Sachs, 2005), how teachers understand their own identity (Goodnough, 2010) and the importance of self-efficacy (Bandura, 1997) in teacher identity formation (Parks, 2017). The chapter will also discuss Norton's identity framework (1995, 1997), emphasizing how identity is shaped by discourses and contextual factors (Gee, 2000). This analysis will help uncover ideologies perpetuated through these discursive practices, particularly those related to nativeness (Shuck, 2006; Holliday, 2006; Houghton & Rivers, 2013), which can adversely affect both native and non-native speaker educators (Houghton & Rivers, 2013) by reinforcing the 'native speaker fallacy' (Phillipson, 1992). The chapter also includes an overview of efforts to move away from nativist discourses (Dewaele et al., 2022). Finally, it contributes to defining the guiding research questions for this study.

Chapter 3 will present an in-depth description of the methodological steps undertaken to answer these questions through an explanatory sequential mixed methodology approach (Creswell, 2003; Ivankova et al., 2006; Subedi, 2016). How the data for the study was gathered and analyzed will be presented as well as information about participant recruitment processes, participant profiles, and both the quantitative and qualitative principal research instruments.

Chapter 4 will present the qualitative and quantitative findings of this study, providing

insights into the data collected. It will explore the influences and motivations behind participants' adoption or resistance to a strong French teacher identity. This chapter aims to uncover the underlying causes of these sentiments and examine relevant patterns within the findings.

Chapter 5 will focus on the analysis and interpretation of the data, aiming to clarify the significance of the findings presented in this study. This chapter will provide a detailed examination of the data to explain what the results mean in the context of French language teacher identity and how these findings can assist in the goal of French teacher training and retention. Additionally, this chapter will address the implications of the research, discussing how the findings contribute to the broader field of education and the development of French language teaching practices. The chapter will conclude with final remarks that summarize and reflect the principal investigators' outlooks on the completed research.

Chapter 2: Literature Review

2.1 Exploration of Teacher Identity

Researchers, research groups and government agencies (Government of Ontario, 2021a; Masson, 2018a; The Working Group, 2021) have identified the ongoing professional development of French language educators as a key factor in attracting and retaining them. They emphasize that teacher training should be a continuous process throughout an educator's entire career. This continuous development is essential for launching novice educators in the right direction, ultimately leading to the creation of strong, well-trained, and well-positioned French language educators. This foundational training prepares teachers for critical tasks such as creating lesson plans, writing learning objectives, and constructing assessment tools. For language teachers, this training can specifically include teaching communicative competence and employing learner-centered pedagogy (Brown & Lee, 2015).

It is important to note that numerous key qualifications contribute to an effective, well-trained French teacher within the Canadian context. Regardless of whether they are native speakers of the target language, educators must possess a high level of French language proficiency, as this directly impacts the quality of instruction and student language acquisition (Veilleux & Bournot-Trites, 2005; Merchant et al., 2023). Beyond linguistic skills, teachers require robust pedagogical knowledge, including, for instance, theoretical frameworks that explain how additional languages and literacy develop and are maintained, classroom management strategies, differentiated instruction, and expertise in content-based language teaching (particularly in French immersion settings) (Cammarata, 2016; Gatbonton, 2008). Additionally, cultural awareness and intercultural competence are also crucial, enabling teachers to incorporate diverse perspectives and foster inclusive classrooms, a particularly salient consideration in Canada's multicultural context (Byram, 1997; Clark, 2012; Kramsch, 1993).

Adaptability is also important, as teachers must respond to the diverse linguistic and cultural backgrounds of students by employing differentiated instruction and cross-linguistic strategies (Zaidi et al., 2022). Collectively, these elements will help reinforce for educators a strong sense of self-efficacy, which is essential for navigating the complexities of bilingual instruction and improving teacher retention (Cooke & Faez, 2019; Pappa et al., 2020).

These qualifications, combined with continuous professional development, ensure that educators are well-equipped to meet the challenges of bilingual instruction and support student success. One key factor of this is the need for novice teachers to develop a strong sense of self-efficacy, which Bandura (1997) defines as the belief in one's ability to succeed in specific situations. Bandura's self-efficacy theory identifies four key sources that contribute to the development of self-efficacy: mastery experiences, vicarious experiences, social persuasion, and physiological/emotional states (Bandura, 1993, 1997). Mastery experiences refer to successfully completing a task and are the most influential in building self-efficacy, as they provide direct evidence of one's competence (Bandura, 1997). For novice teachers, successful teaching experiences that yield positive outcomes are critical in fostering this sense of self-efficacy. Research by Tschannen-Moran and Johnson (2011) and Tschannen-Moran and Woolfolk Hoy (2007) underscores that mastery experiences are correlated with teacher efficacy for both novice and experienced educators. While novice teachers may face challenges like limited pedagogical knowledge and classroom management difficulties (Septiani et al., 2019), successful teaching experiences can help them gradually build confidence in their instructional abilities.

Furthermore, research indicates that observation and vicarious experiences (learning by watching others perform a task) are particularly important for novice teachers who may have fewer personal mastery experiences to draw from (Tschannen-Moran and Hoy, 2007). By

observing effective teaching strategies in action, novice educators can broaden their knowledge base and enhance their confidence in their ability to perform tasks. Additionally, Clark and Newberry (2019) emphasize the role of verbal persuasion, such as social support, mentoring, and constructive feedback, in bolstering self-efficacy beliefs. Positive feedback from credible sources, such as experienced mentors, can significantly reinforce a teacher's sense of efficacy (Bandura, 1997). Physiological and emotional states also influence one's confidence in their abilities, affecting how they perceive challenges and their capacity to overcome them.

In the context of teaching, self-efficacy plays a crucial role in shaping teachers' identities and instructional practices. As Tschannen-Moran and Woolfolk Hoy (2007) argue, teachers with high self-efficacy are more likely to employ effective teaching strategies and remain resilient in the face of challenges. Parks notes that "teacher efficacy, like identity, has less to do with actual ability, and more with how the teacher views his or her own abilities" (2017, p. 79). These self-perceptions, alongside perceptions from others, can significantly influence how an educator views their self-worth. Bandura (1997) notes that, despite their competence, may doubt their self-worth if their achievements are not recognized by significant others. This was well illustrated in Wernicke's (2017) study of how non-native speaker FLS educators and their various discursive practices were deployed to negotiate issues of legitimacy and professional FLS educator identity. Although every individual in this study was a qualified FLS educator of varying years, the findings revealed a circumnavigation of identity by the FLS teachers involving strategies such as downplaying and avoidance (Wernicke, 2017). For example, the study reports that an instructor who taught FSL and music avoided directly identifying herself as a francophone or L2 speaker of French when asked, instead stating, "well in Quebec we were called the allophones right?" (Wernicke, 2017, p. 220), ultimately allowing her to avoid committing to an official linguistic label.

In addition to developing self-efficacy, research further suggests that educators must continually have opportunities for re-professionalization, such as professional learning networks, to promote long-term learning and professional development (Masson, 2018a). These networks provide essential support and resources that can further enhance teachers' self-efficacy, enabling them to share effective strategies and learn from one another. Ultimately, fostering both self-efficacy and ongoing professional development is crucial for equipping teachers with the skills and confidence needed to thrive in their roles.

While fostering self-efficacy and professional development is essential for all educators, it takes on added importance in contexts where teachers must navigate complex linguistic and cultural landscapes. In the Canadian context, FSL teacher identity is also closely tied to navigating plurilingual and multicultural environments. Consequently, teachers not only need to maintain pedagogical competence but also develop the capacity to represent the diverse linguistic and cultural aspects of the French language. Wernicke's (2017, 2018) work highlights the importance of this ability in constructing a strong FSL teacher identity, as educators must understand and reflect the plurality of French language contexts. This ability to manage external diversity directly informs the internal development of a strong professional identity. Various researchers have explored how FSL teacher identity is constructed and questioned, particularly given the unique challenges faced by many FSL educators in a landscape often characterized by linguistic diversity and cultural complexity (As seen in detail in section 2.3).

These challenges can be amplified by the fact that a significant number of FSL teachers in Canada are not native French speakers. This non-native status often leads to issues of perceived legitimacy and self-doubt linked to nativist ideologies (Shuck, 2006) that can be damaging to both native and non-native speakers (Houghton & Rivers, 2013).

In light of these challenges, it is essential to recognize that teacher identity is not a fixed attribute but a dynamic, socially constructed phenomenon. Research indicates that identity is shaped by the interactions between individuals and their environments, highlighting the need for supportive contexts in which FSL teachers can navigate their unique circumstances and build confidence in their professional roles (Byrd Clark, 2008, 2010). For FSL teachers, this involves negotiating the complexities of teaching French in a context where languages, including French, are often viewed through a monoglossic lens (Hamel, 2008). In such contexts, there is a tendency to treat languages, including French, as singular and uniform systems, without acknowledging the fluidity and diversity within a language or the fact that people might speak multiple languages with varying proficiency. FSL teachers must navigate this rigid view while attempting to accommodate the complexities of language use and diversity in their classrooms, especially within multicultural and plurilingual contexts.

Byrd Clark (2010; Byrd Clark et al., 2014) stands an example of research that has documented how the rigid separation of languages in educational settings fails to account for the multilingual realities of many teachers, thus limiting the recognition of their full linguistic and cultural identities. Wernicke's (2016, 2017) research further underscores this point, showing how FSL teachers in Canada can feel marginalized due to hegemonic discourses that privilege standardized French. These teachers may struggle with feelings of inadequacy when their linguistic proficiency or cultural affiliation with French-speaking communities is questioned, thereby impacting their professional identity and overall confidence. Wernicke's (2016, 2017) work suggests a need for more inclusive dialogues around what it means to be a French teacher in Canada, advocating for the legitimacy of diverse linguistic backgrounds within the FSL teaching community.

This need for recognition and inclusivity in teacher identities aligns with broader discussions on the significance of teacher identity itself. Sachs (2005), for example, emphasizes that teacher identity is important because it “stands at the core of the teaching profession” by providing a framework for “how to be”, “how to act”, and “how to understand” their place and their function within society (p. 15). Goodnough (2010) also notes the importance of a teacher’s concept of self while becoming an educator by stating that “self-understanding about being a teacher is critical to learning how to teach” (p. 168). She further asserts that the identity of an educator encompasses their beliefs, emotions, and values regarding the process of becoming and being educators, suggesting that teacher identity is continually “informed, formed, and reformed over time” (Goodnough, 2010, p. 168). In this evolving process, critical incidents serve as pivotal moments that shape teacher identity and serve as catalysts for professional identity development and growth. Tripp (1993) defines a critical incident as “an interpretation of the significance of an event” (p. 8), highlighting the subjective and socially constructed nature of such experiences. Farrell (2008) expands on this by framing critical incidents such as unplanned classroom occurrences that carry reflective value, compelling educators to examine their teaching practices, underlying assumptions, and professional trajectories. As such, these incidents play a crucial role in shaping teacher identity by prompting educators to analyze and reflect on previous experiences.

This work on the notion of teacher identity reflects Norton’s (1995, 1997, 2000) theory of identity as a concept that is continually shaped and reshaped by experiences (further discussed in the following section). This is also discussed by authors such as Kaufmann (2004), who argues that identity is not something static or predetermined but is constantly constructed and reconstructed through everyday interactions and personal choices. Given the dynamic nature of teacher identity, the research surrounding the topic must continue to evolve alongside it.

Overall, this literature underscores a strong need to explore the experiences, self-perceptions and self-efficacy of future French language educators to better understand how these factors influence their willingness to embrace or evade French language teacher identity. By examining the interplay between pedagogical knowledge, self-efficacy and identity, we can gain insights into how educators' beliefs in their teaching abilities shape their professional identities.

2.2 Frameworks to Understand Teacher Identity Construction

To understand teacher identity construction, this thesis draws on frameworks that focus on identity, the process of identity construction and the impact of ideology. In order to understand identity, research underscores that first, identity is not fixed, but rather a process that is multiple and subject to change over time (Norton, 1995, 1997). Second, identity is also influenced by discursive practices and contextual factors (Gee, 2000).

It is critical to note that although Norton's identity theory (1997) is rooted in the context of second language learners, an important extension of this work concerns language teacher identity. Norton argues that "promoting learner investment may necessitate shifts in teacher identity, as well as challenge conceptions of what it means to be a successful or legitimate teacher" (2017, p. 80). Norton also advocates for a future expanded model of the investment theory that would place investment at the intersection of capital, identity and ideology (Darvin & Norton, 2015) presenting a possible tool for further research into language teacher identity. By considering these factors, future researchers can analyze how teachers navigate their roles and the ideologies that shape their beliefs about language teaching. For example, a French teacher's investment in growth may be shaped by training experiences and interactions with peers, that highlight, recognize and value the fluidity of their identity. Norton (1997) notes that within her theory of identity, identity refers to "how people understand their relationship to the world, how

that relationship is constructed across time and space, and how people understand their responsibilities for the future” (p. 410). Identity theory draws on post structural interpretations of social identity as “multiple, a site of struggle, and subject to change” (Norton, 1995, p. 9).

While this thesis draws on Norton’s identity theory (1995, 1997, 2000), and it also draws on contributions and expansions on this model by Byrd Clark (2008, 2010). The furthering of this theory argues that investment is multi-dimensional and takes into consideration “the varied degree(s) to which an individual invests in social categories, ideologies, discourses, and representations of languages, cultures, and language learning” (Byrd Clark, 2010, p. 384) at various moments and through differing interactions. Byrd Clark states that this expansion depicts language learning as an investment in “ideologies and representations of such a target language and culture” (2010, p. 384) rather than in the target language itself. As such, for French language teachers, this suggests that their identity formation is influenced by the social, cultural, and ideological dimensions associated with the French language and their investment within these frameworks.

Research in applied linguistics also emphasizes that identity is primarily formed, negotiated, and sustained through discourse and dialogue (Gee, 2000). This concept underscores the importance of communication in shaping individuals' identities, highlighting how interactions and conversations and the discourses they enact serve as crucial mechanisms for understanding and expressing one's sense of self. Recognizing the role of discourse in identity formation allows for a deeper exploration of how language and social interactions contribute to the ongoing development of personal and professional identities. This can be seen in Masson’s (2018a) study investigating the possibility of Computer-supported Collaborative Learning networks aiming to “make teachers agents of their professional learning and help them negotiate the complexity of

their practice, and develop their professional identity through shared discursive practices " (p. 2). Their findings were consistent with FLS teachers' using a spectrum of discursive practices in their professional identity construction that fall under the overarching discursive practices of connecting, reviewing and situating. For example, Masson (2018a) observed that two of the focal participants in her study shared several perceived benefits from their engagement in the CSCL network. They highlighted that connecting with like-minded colleagues, feeling supported, empowered, and more confident as key outcomes of their participation. These findings are particularly significant for FSL teachers, as they suggest that the discursive practices used within the CSCL model for professional learning offer a way to mitigate some of the longstanding challenges documented in the field, including issues of legitimacy.

Another concept that comes up in research is the notion that identity is going to be impacted by contextual factors. Gee (2000) refers to identity as being seen as a specific "kind of person" (p. 99). He does this as a way of explaining that "When any human being acts and interacts in a given context, others recognize that person as acting and interacting as a certain "kind of person" or even as several different "kinds" at once" (Gee, 2000, p. 99). Because identity is multiple, this 'kind of person' can change and be altered in varying contexts and is connected to the individual's "performance in society" (Gee, 2000, p. 99) including their physical and discursive choices. As such, this suggests that a French teacher's identity results from the unique combination of individuals and contexts that shape how one's identity as a French teacher aligns with—or diverges from—recognized ways of acting or interacting.

Importantly, at the heart of the discursive practices associated with identity construction are ideologies which are often perpetuated and reinforced through discursive practices. For example, multiple and at times conflicting contexts, including ones which promote ideologies that promote the value of nativeness, authenticity and a 'standard' language have been noted as

important forces which can influence teacher identity construction. In the specific context of non-native French speaking FLS educators, the classroom context has also been shown to be a site for conflicting identities as one must navigate the roles of being both a learner and a teacher of French (Wernicke, 2017). Wernicke (2017) highlighted that FLS educators' ideologies concern what it is to be a 'real' FLS educator and that these are rooted in "traditional conceptions of language and teaching remain firmly grounded in an NS ideology" (p. 210). She affirms that these ideologies are continually shaping FLS teachers' identities and acting as an obstacle to the continuous shaping of FLS teachers' identity that is "creating a space in which alternative conceptions may be developed" (p. 210) as is seen in the following chapter.

2.3 The Impact of Ideologies of Nativeness

Researchers who have observed teacher identity and teacher identity construction have emphasized for language educators the importance of raising awareness of the impact of a particular set of ideologies concerning the concept of 'nativeness' (Holliday, 2006; Houghton & Rivers, 2013; Shuck, 2006,). The terms 'native speaker' and 'non-native speaker' are laced with ideologies concerning race, language ownership, and education, amongst others. Although this concept has been discussed and addressed in numerous publications, as stated by Slavkov et al. (2022), "its presence – sometimes tacit and other times overt – can be felt frequently on individual, professional, cultural, and societal levels" (p. 2). Similarly, Shuck (2001) notes that the notion of the native speaker is a "discursive construction, linked to historical, political, and social contexts" (p. 33). Similarly, Holliday (2006) introduces the term 'native-speakerism' to describe an ideology that positions the native speaker as having the ideal linguistic and cultural traits necessary to provide an authentic, standard, and native-like model of the target language. This ideology, in turn, feeds into what Phillipson (1992) calls the 'native speaker fallacy' a belief that native speakers of a language are inherently the best teachers of that

language which is, sadly, deeply entrenched in language education. This fallacy not only acts as a self-reinforcing mechanism for nativist discourses but also perpetuates a system of categorizing language educators as either inferior or superior based on their perceived membership or non-membership in the ‘in’ group of native speakers (Lowe & Kiczowski, 2016). Thus, such ideologies remain central forces that shape and influence the identity and professional status of language educators.

This idea is further developed in the work of Shuck (2006) who introduced the concept of the ‘ideology of nativeness’. This ideology is defined as an “Us-versus-Them division of the linguistic world in which native and nonnative speakers of a language are thought to be mutually exclusive, uncontested, identifiable groups" (Shuck, 2006, p. 260). Importantly, these ideologies are argued to be damaging for both native and non-native speaker educators (Houghton & Rivers, 2013). This is evident in the way non-native speaker educators are often unfairly perceived as less competent despite their expertise, while native speakers may be regarded as disposable or valued primarily for their cultural background and presumed "perfect" language proficiency rather than their teaching skills and expertise. Further supporting this, Shuck’s (2001) study outlining the relationship between ideological constructions and conversational performances of U.S. college students in discourses relating to members and non-members of the ‘speaker community’ of English speakers showed a strong dichotomizing of native vs non-native speakers by the use of terms such as “we” and “they” to refer to American and foreign students. Emerging assumptions privileged native speakers by linking them to proficiency and ease within the language. On the other hand, they disadvantaged non-native speakers through inaccurate and generalized presuppositions concerning their linguistic abilities (Shuck, 2001).

To further interrogate the depth of these ideologies, a study conducted by Kipp-Ferguson

(2013) gathering parents' perceptions of native and non-native French-speaking educators demonstrated that parents' thoughts were reminiscent of ideologies of nativeness. Parents of students associated native speaker educators' strengths with pronunciation, accent and cultural knowledge and weaknesses with a lack of knowledge of English (Kipp-Ferguson, 2013). Whereas they associated non-native speaker educators' strengths with being language learners themselves and their weaknesses with pronunciation, fluency, and colloquial language (Kipp-Ferguson, 2013). Kipp-Ferguson notes that these ideologies are involved when parents discuss the hiring of native or non-native speaker educators. This researcher noted for example that "Parents who believe the distinction in the FSL teacher hiring is important also have a stronger desire for their children to learn the cultural and sociolinguistic aspects of the language from a NFST" (Kipp-Ferguson, 2013, p. 83). This research illustrates how ideologies of nativeness go beyond the classroom and can also be reproduced by outside groups. Ideologies such as this downplay the skillset of a non-native speaker educator and ignore that all non-native speakers are native-speakers of a language (Slavkov et al., 2022). As we see within the research, these ideologies of concerning nativeness impact SLE's sense of efficacy and legitimacy and are rooted in and externally imposed by outside influences, such as parents and fellow FLEs. However, they can also strongly be internalized by the French language educators themselves and expressed through situations as described in section 2.4.

As noted above, the ideology of nativeness reinforces the perception that native speakers of a language innately have all of the correct linguistic and cultural characteristics to present a standard, authentic, native-like model of the target language for the learners (Holliday, 2006). This also implies some type of linguistic or cultural deficiency for non-native speakers. This is significant within the realm of second language education due to its relevance within educators' perception of who is a worthy and 'legitimate' language educator. This notion was echoed in

Wernicke's 2017 study regarding FSL teacher's discursive representations of their experience while tending to their professional development. She noted that within the questionnaires filled out by the participants, 'native speakerness' was identified as a crucial component of L2 teacher identity. These findings further demonstrate how the ideology of nativeness permeates the discourses and beliefs of French language educators, shaping their understanding of legitimacy in the classroom and impacting their professional identity as well as the need for a new view of professional legitimacy that reflects contexts and people that are more multilingual and plurilingual (Derivry-Plard, 2016; Wernicke, 2017). Important to this paper, it further shows that an ideology of 'native-speakerness' impacts and imposes itself on FLE identity.

Ultimately, when it comes time to address and ideally counter the negative impact of the ideology of nativeness, it is critical to remember that external ideologies present the risk of being internalized by actors, including teachers working in educational settings. When internalized, they may affect educators' self-perceptions of teaching ability and therefore their classroom behaviour. This was illustrated in Samuel's (2017) study concerning how non-native second language instructors' self-perceptions of teaching ability impacted their students' learning. This study was able to detect instances where non-native speaker teachers felt insecure with their linguistic ability due to negative self-perceptions of their perceived non-standard language use. Samuel (2017) continued on to say that "participants described going to great lengths to prepare their language for teaching, an endeavour that they also described as extremely time consuming" (p. 412). Ultimately, this extra work is telling of the too often hidden effects of ideologies of nativeness and their impact on the work and actions taken by teachers. In this case, we can note the effort non-native second language instructors will put into their work in an attempt to present to their class a 'native-like' or a standard variety of the language. Problematically, the consequence of this reaction is that instructors may ultimately avoid demonstrating and

celebrating their own language variety and linguistic abilities in the classroom.

This phenomenon ties closely to the concept of linguistic insecurity, which has been seen as emerging from inequalities that exist between social groups (Bourdieu, 1982; Labov, 1966). This perspective is shaped by ‘the standard language ideology’ (Lippi-Green, 1997), which is defined as “bias toward an abstracted, idealized, homogeneous spoken language which is imposed and maintained by dominant bloc institutions” (p. 64). Language ideologies constitute a valuable analytical lens in applied linguistics, offering insights about the underlying assumptions held by individuals or groups about language and/or languages (Razfar & Rumenapp, 2012). As Silverstein (1979) articulated, they encompass sets of beliefs about language or languages that speakers construct to rationalize or justify their perceptions of linguistic structure and usage. This includes the ‘ideology of nativeness’ (Shuck, 2006) that proposes that one variety of language and a specific group of speakers of that language should be deemed more legitimate than others. Boudreau (2023) notes the existence of various ideologies, including linguistic ideologies that shape how languages are valued and used in society, as well as the belief that speakers of multiple languages are often perceived as lacking full mastery of any single language, can also significantly impact an individual's feelings of security regarding their linguistic identity. A notable consequence of these norms and ideologies is what is now commonly referred to as linguistic insecurity (Labov, 1966; Bouchard, 2024). Introduced by Labov (1966), this concept refers to the sense of inadequacy that speakers feel about their own speech or variety in relation to a perceived standard or a more prestigious variety of language.

These dynamics are particularly impactful for French language educators in Canada, who may experience heightened linguistic insecurity due to the dominance of English and societal perceptions of varieties of French, influencing both their professional identity and teaching

efficacy (Boudreau, 2023; Labov, 1966, Lippi-Green, 1997).

To tackle the challenges posed by nativist ideologies and linguistic insecurity in teacher education, recent studies advocate for inclusive practices that appreciate the diverse linguistic backgrounds of all prospective teachers. As highlighted by Bouchard (2024), French educators who embrace the ideology of language variation, especially among bilinguals, can effectively “value all varieties of French” (p. 439), including those who do not culturally identify or align their accents with standard French varieties. Bouchard’s (2024) research indicates that French teachers operating in English-dominant environments employed this ideology to underscore the significance of showcasing various French models. This approach helps cultivate linguistic security among students and fosters a more positive self-perception regarding their own French varieties.

Teacher training programs can also play a role in helping to promote the above principle by exposing future educators to a range of French varieties by encouraging students to observe, discuss, and reflect on the validity of multiple French varieties. In an environment where an educator normalizes this diversity, a supportive and safe atmosphere can be established for novice French teachers of all backgrounds, promoting linguistic security (Bouchard, 2024).

In summary, addressing nativist ideologies is crucial to ensure that experiences and discussions influenced by these beliefs foster growth instead of discouragement amongst future and present French language educators and their students. To achieve this, it is essential to actively challenge and move away from problematic nativist discourse, which often perpetuates exclusion and undervalues diverse linguistic backgrounds, as seen in the following section.

A key related issue in this discussion is language assessment in teacher education. While proficiency standards are essential to maintaining quality instruction, the absence of well-

established benchmarks have led to inconsistencies, with some school boards lowering requirements due to teacher shortages (The Office of the Commissioner of Official Languages, 2019). At the same time, The Office of the Commissioner of Official Languages (2019) highlights the importance of supporting teachers who speak French as a second language through ongoing linguistic and cultural development support. This complexity underscores the need to balance robust language assessment tools rooted in clear, ideally standardized and national benchmarks, with inclusivity, ensuring that proficiency standards support teaching quality without falling into the trap of reinforcing exclusionary nativist ideologies.

2.4 Moving Beyond Problematic Nativist Discourse

To help make discourses and ideologies of nativeness visible and to resist and change discursive practices at the heart of these ideologies, researchers have emphasized the need to move away from the classic native and non-native speaker dichotomy and rather move towards new discursive constructions drawing on new terms such as “L1 User” and “LX User” (Dewaele, 2018, p. 238). These terms were created to remove the negative ideological implications associated with the ‘native’ and ‘non-native’ speaker and instead accurately depict the amount of L1s and LXs that an individual has acquired. This creates a space where “proficiency is not a defining characteristic” (Dewaele et al., 2022, p. 36). Efforts have been made to adjust and change discursive practice to reflect this new dichotomy in scholarly works, but, sadly, as stated in Dewaele et al.’s (2022) work addressing the evolution of the ‘native speaker’, it seems that “after years of relentless criticism of the concept of the NS, nothing much had changed” (p. 31).

Changing discourses will not be easy, as noted in the research. However, if there is a sustained focus on discourse and we incorporate what research reveals about identity, agency, and the factors that can promote or hinder identity formation, it becomes evident that teacher education programs have a unique responsibility. These programs play a vital role in shaping new teacher identities (Beauchamp & Thomas, 2009).

Therefore, it is essential to actively encourage opportunities for exploring and developing teacher identity using inclusive dialogue within these programs. Given that training programs are central to the professional identity development of novice teachers, such encouragement is crucial as they navigate the process of becoming effective educators. Alsup (2006) notes, for instance, that novice educators require opportunities in training programs to be able to live and work through challenging institutional contexts and discourses, including the pervasive

native/non-native speaker dichotomy and other linguistic ideologies. In order to provide these opportunities, the author encourages exploration during the training of “borderland discourse” (Alsup, 2006, p. 8). This is described as exploring novice teachers' understanding of the types of discourses that encourage professional identity development and facilitate discussions and discourse in educator methods courses within the university context. These discussions can influence the discursive choices that either facilitate or hinder the integration of personal and professional selves, particularly as educators transition from a student identity to a teacher identity. This process encourages them to explore the crossroads that allow for the construction of a strong professional identity while also valuing their own personal preferences, passions, and language backgrounds, including their L1s (Alsup, 2006). By confronting the native/non-native dichotomy, these training opportunities can empower novice teachers to embrace their unique linguistic identities and learn to value all varieties of French within their profession.

As such, ideas have been offered in the literature to address the challenges to the construction of strong positive identities for language educators who are not native speakers, especially FLEs. However, researchers have stated that there is still a great deal of research to be done to further comprehend the links between these ideologies, dichotomies, and professional teacher identity. For example, Masson (2018a), calls for research to be conducted concerning professional learning networks to make novice or pre-service French teachers’ agents of their own learning and develop their professional identities before they leave their training program. Masson (2018a) notes that the induction years are also important to study since they can be some of the most challenging for novice educators. Similarly, Wernicke (2017) brings to light the importance of teacher education programs furthering their efforts regarding ideology and identity as “integral components of ongoing L2 teacher development” (p. 227).

Ultimately, a strong French teacher identity requires not only a deep understanding of the language and culture but also a recognition of diverse linguistic backgrounds. The native/non-native speaker dichotomy can hinder this development by casting non-native educators in a negative light, fostering feelings of linguistic insecurity or inadequacy. Teacher education programs must create an environment that values personal and professional growth, empowering educators to embrace their unique strengths. Such an approach enriches their teaching effectiveness and cultivates a more inclusive classroom atmosphere, challenging harmful narratives around language and identity.

This understanding sets the stage for a clear definition of what constitutes a strong teacher identity within the context of this study.

2.5 Strong French Teacher Identity

As stated by Masson (2018b), the amount of research on FSL and French teacher identity is sparse. As a result, there is no clear definition of a strong French teacher identity; however, the information below has contributed to the development of the terms ‘strong French teacher identity’ or “strong identity of a French language teacher’ to be reflected upon within this thesis.

First, **identity** relates to Norton’s (1997, 2013) theory, which emphasizes that a teacher's identity is shaped by their personal experiences, cultural backgrounds, and linguistic ideologies. This perspective suggests that a French teacher's identity is not merely a reflection of their language skills but a negotiation of their personal and social identity within the educational context. Furthermore, identity is not fixed; it is a process that is multiple and subject to change over time.

Second, **strong** within this context refers to the confidence and self-perceptions that teachers hold regarding their identity and abilities to teach effectively. According to Bandura’s

self-efficacy theory (1997), a strong self-efficacy involves not only belief and confidence in one's capabilities but also their motivation and persistence when faced with challenges.

Finally, **French** and **teacher** pertains to the role of a French teacher to actively engage with the language in their teaching practices and pedagogy. This includes a commitment to critical cultural awareness (Byram, 1997; Kramsch, 1993) and embracing plurilingualism (Wernicke, 2018). This underscores that a strong French teacher identity is defined by the capacity to model and represent the rich, multifaceted, and multilingual nature of French within the Canadian context.

In summary, to have a strong French teacher identity is to reflect the following: an individual's unique contexts and background, confidence in their teaching abilities, and active engagement with the French language through inclusiveness, pedagogy and cultural awareness. Based on the above-mentioned definition, the questions this thesis seeks to answer are as follows.

R1: What impacts and reinforces a novice French language educator's ability to claim a strong identity as a French language educator?

R2: What forces and discourses may deter a novice French language educator from claiming a strong identity as a French language educator?

In the following chapter, I explore the research methodological design that was employed to attempt to answer these questions.

Chapter 3: Research Methodology

3.1 Overview

As detailed in the previous chapter, this thesis aims to contribute to reflections on the manner in which French teacher shortages can be addressed, by examining questions related to the training of future French teachers. In particular, this research examines the core elements of the training for pre-service French teachers relating to the development of their identity and self-perceptions within the field. To accomplish this, the study seeks to further understand what factors impact future French language teachers' willingness to claim a strong French teacher identity.

To explore these questions, this study implemented a case study approach (Yin, 1989; Duff, 2014) drawing on a mixed methods tradition (Creswell, 2003; Riazi & Candlin, 2014). This research drew on a two-step data collection process consisting of an initial online questionnaire followed by two rounds of semi-structured interviews with a select group of participants to expand on their questionnaire responses.

The data generated from this study was analyzed using an explanatory sequential mixed methodology approach (Creswell, 2003; Ivankova et al., 2006; Subedi, 2016). This method entails "collecting and analyzing first quantitative and then qualitative data in two consecutive phases within one study" (Ivankova et al., 2006, p. 2). To accomplish this, the study first collected quantitative data using an online questionnaire as is described in the Data Collection Phase 1 section of this paper. The rationale behind implementing this approach was to first acquire quantitative data concerning students' demographic information and measurable agreement and alignment with specific factors of French teacher identity.

The data collected was analyzed in order to explore the discursive representations of pre-service French teacher's experiences pertaining to their self-perceived identity as future French teachers. This study implements a case study approach (Yin, 1989; Duff, 2014) to ensure that participants are viewed as unique individuals contributing their perspectives and experiences to further explore this topic. Drawing on a mixed methods approach (Creswell et al., 2003; Riazi & Candlin, 2014) grounded in the interpretivist paradigm (Crotty, 1998), this research seeks to understand the subjective world of the participants' experiences. It is anchored in the belief that reality is multiple and socially constructed (Bogdan & Biklen, 1998). Guided by the case study tradition, data collection prioritized participants' experiences and perceptions, accepting their accounts as representative of their interpretations of reality and the discourses and ideologies that both construct and help shape these experiences. As such, while this study was informed by predetermined theories and literature, its methodological choices emphasized an openness to the ideas of the participants. Thus, the analysis of the data was not solely based on a pre-established series of hypotheses; instead, the analysis was rooted in a bottom-up approach to data analysis, emphasizing interpretations grounded in the collected data.

3.2 Procedures

3.2.1 Data collection instruments

3.2.1.1 Phase 1: Questionnaire & Quantitative data collection

This study made use of 'self-administering questionnaires' (Dörnyei, 2007) to gather biographical data concerning participants' background, linguistic repertoire and self-perceived

identity. A questionnaire can be defined as “any written instrument that presents participants with a series of questions or statements to which they should react either by selecting from existing possibilities or writing out their answers” (Brown, 2001, p. 6). To accomplish this, the instrument obtained data by procuring responses to prompts in the form of questions or statements with the goal of eliciting the participants’ perspective on specific matters all while avoiding both questions and statements that “in any way may suggest the answer” (Iwaniec, 2020, p. 324).

The questionnaire was chosen as a primary data collection tool due to its efficiency for the researcher in terms of collecting a large amount of data in a short amount of time (Alessi & Marin, 2010; Dörnyei & Taguchi, 2010). This was especially crucial given that the study involved a bilingual population, and offering the questionnaire in both French and English allowed for the questionnaire to reach a larger group of participants. This linguistic flexibility was essential for ensuring the accuracy and comfort of the responses, as it respected participants' language preferences. By providing the questionnaire in two languages, the research aimed to enhance inclusivity and gather more reliable data from participants who might express themselves more effectively in one language over the other. As both versions of the questionnaire were hosted on the same online survey platform (more details will be provided below), their data could easily be merged and compared during the analysis phase of this study. It was also taken into account that this online study aimed to recruit students currently enrolled in a university program, and a questionnaire was preferred over methods such as face-to-face interviews or focus groups due to its less intrusive nature. Allowing participants to complete the questionnaire at a time and place of their choosing with no time constraints provided flexibility, which was essential for busy students. Moreover, the online format offered the benefit of anonymity, unless participants opted to provide their contact information for potential

involvement in the second phase of the study. This method was also chosen because it facilitated broader participation by removing geographical and scheduling barriers that might have limited face-to-face interactions, ensuring that students could engage on their own terms.

This questionnaire was conducted using *SurveyMonkey* (Finley & Finley, 1999). This online survey tool was chosen due to its availability as an institutionally sanctioned research tool at the University of Ottawa, its user-friendly interface, and its added security measures for participants' data (Alessi & Martin, 2010).

The goal of the questionnaire in the first phase of this study was to gain initial insights into authentic cases of the participants' alignment with a strong French teacher identity by eliciting information relating to their backgrounds, beliefs and experiences as a pre-service French teacher.

To accomplish this, the questionnaire was divided into three sections. Before the first section, the questionnaire included a page containing the following information: the purpose of the study, potential risks, benefits, confidentiality withdrawal information and the contact information of the primary investigator and the board of ethics (See Appendix C). This information was provided to the participants to allow them to make an informed choice about participating in the study and elaborate on how all collected data would be used after the completion of the questionnaire. The students had to select “I agree to participate” to acknowledge that they read the consent information, provide consent, and access the survey.

The first section of the questionnaire focused on collecting information about participants' general backgrounds and consisted of closed-ended, factual questions (See

Appendix C for full questionnaire). This section thus contained questions which asked about demographic information, language learning history and residential location (Dörnyei, 2007). Questions within this section inquired directly about the participant's educational background, linguistic profiles, and interest in pursuing a career in the field of teaching French in specific contexts (immersion, as a first or second language, amongst others). Most of these questions required a response from the participant to proceed to the next section of the questionnaire, except for those contingent on a specific answer from a previous question. Participants were informed that if they responded with "no" or "non-applicable" to a question, they would not be asked to respond to a follow-up question.

The second section consisted of a series of Likert scales (Likert, 1932; Riazi, 2016) asking participants to indicate their degree of agreement or disagreement with a list of statements. These questions were both behavioral and attitudinal, as they sought to elicit information about events the participant has done or is currently doing, as well as their personal values and beliefs (Dörnyei, 2007). Participants were provided with a 5-point scale, including options Strongly Disagree, Disagree, Undecided, Agree, and Strongly Agree. Although providing the neutral option of "Undecided" does not indicate clear agreement or disagreement, the principal investigator included this option to prevent participants from feeling forced to choose an answer when unsure, which could impact the clarity of the data (See Appendix C). The statements in this section pertained to students' confidence in viewing themselves as future French teachers, their current linguistic and pedagogical abilities, their experiences teaching and being taught French as a first or second language, and their interactions with classmates and teachers within their courses. These statements were chosen to provide initial insights into participants' self-perceptions as future French teachers. Many were crafted to observe participants' sense of self-efficacy, defined as an individual's belief in their ability to act in a

manner that produces specific performance attainments (Bandura, 1993, 1997; Tschannen-Moran et al., 1998). To explore the connection between self-efficacy (Bandura, 1997) and identity theory (Norton, 1997), this research involved designing several statements that provide insight into participants' prior experiences and perspectives that also focus on Bandura's (1997) concepts of mastery experiences, vicarious experiences, and social persuasion. These terms describe specific instances that influence an individual's feelings about their ability to achieve goals. For example, "I have had the chance to take classes with an encouraging French teacher." reflects vicarious experiences. Vicarious experiences involve learning through the experiences of others, which can strengthen an individual's self-efficacy (Bandura, 1997). These statements aimed to assess participants' beliefs in their ability to succeed as future French teachers.

The final section of the questionnaire consisted of two open-ended questions relating directly to participants' perceptions of French teacher identity and their perceived alignment with the characteristics of a French teacher identity (See Appendix C). These open-ended questions were created and implemented to allow participants to respond freely and openly. Therefore, both questions were 'attitudinal questions' to discover what participants thought, focusing primarily on their beliefs, interests and values (Dörnyei, 2007). These questions also allowed for rich, personalized data that the principal investigator could further probe in the semi-structured interviews. For example, if a participant mentioned that they believe French proficiency is an important part of a French teacher's identity, the principal investigator could further explore what this belief means for their understanding of French teacher identity during the interviews. The participants were first asked to identify qualities and skills that could be associated with a French teacher identity. They were then asked, on a separate page, whether or not they felt that they possessed the qualities and skills they had described in the previous question. Participants were also asked to provide reasoning as to why they did or did not perceive themselves as having

those qualities and skills.

3.2.1.2 Phase 2A: First Round of Semi-structured Interviews & Qualitative data collection

The semi-structured interviews (first and second round) with each participant selected were one-on-one and lasted approximately one hour. These interviews took place online over video call using MTeams and were recorded to facilitate transcription and analysis. As previously mentioned, participants had the ability to choose the primary language of the interview (French or English). Participants also had the option to switch freely between languages during the interview process.

The second phase within the two-step data collection process consisted of data collected through two semi-structured interviews (Riazi, 2016) with two focal participants. These semi-structured interviews were primarily focused on an interview guide of 6 core questions created by the principal investigator followed by possible probing questions (See Appendix E). This method was chosen as it provides both pre-prepared guided questions for the interviewee to respond to while encouraging discussion and elaboration in an explanatory manner. This data collection process was selected to allow for the effective collection of qualitative insights from the focal participants. This interview format allowed for an interactive form of discourse due to its free response structure. The same pre-planned questions were asked to both interviewees in the language agreed upon before commencing the interview. There were instances of code-switching during the conversations, often initiated by the interviewees themselves. This dynamic was followed by the interviewer, reflecting a natural flow in the dialogue and highlighting the bilingual context of the participants.

The questions asked by the principal investigator within the first series of interviews were designed to include ‘value questions’ (Patton, 2002) concerning participants thoughts and beliefs

concerning their experiences with French teacher identity. The initial interview also included ‘feeling questions’ (Patton, 2002) concerning participants’ feelings towards their alignment and experiences with a French teacher identity. Lastly, the interview included ‘experience and behaviour questions’ (Patton, 2002) concerning participants physical experiences that may have impacted their identity and willingness to claim identity as a future French teacher.

3.2.1.3 Phase 2b: Second Round of Semi-structured Interviews & Qualitative data collection

The questions asked by the principal investigator in the second series of interviews were questions that aimed to elaborate, clarify and build upon the answers from the first round of interviews (See Appendix F). For example, the focal participants were asked about how they describe their roles in the context of teaching, how they perceive the responsibilities and expectations of instructors, amongst other topic relating back to their previous answers from the first round of interview.

All information requested of participants in the second series of interviews was directly linked to concepts, feelings or experiences participants had shared in their first interview. Participants had been provided with the transcript of their first interview to ensure they could correctly recall the information and respond to questions accurately. These transcripts were provided to the participants approximately a week before their second interview for their review.

3.3 Data analysis

3.3.1 Quantitative data analysis procedures

The analysis of the data utilized an explanatory sequential mixed methodology approach (Creswell, 2003; Ivankova et al., 2006; Subedi, 2016). Initially, quantitative data was gathered through an online survey (as described above). Charts, tables and weighted averages were employed to examine the responses providing demographic information and participants'

agreement levels with factors related to French teacher identity and their personalized definitions of this concept. As will be seen below, insights from this exploratory quantitative analysis shaped the qualitative phase, guiding the design of interviews to delve deeper into identified themes and discrepancies. This sequential process ensured that the qualitative findings were contextualized by the quantitative results, leading to a comprehensive understanding of the data.

The analytical procedures used to interpret the collected quantitative data were carefully selected to provide a “general picture” (Subedi, 2016, p. 572) of the research context. To accomplish this, the report used a weighted average methodology to analyze Likert scale questions, intending to capture the nuanced variations in respondents' attitudes. The Likert scale, consisting of five response options—Strongly Disagree (-2), Disagree (-1), Undecided (0), Agree (+1), and Strongly Agree (+2)—were assigned corresponding numerical weights reflecting the level of agreement of each response.

The scoring system aimed to differentiate not only between agreement and disagreement but also to account for the varying degrees of conviction within each category. This approach enhances the depth of the analysis, allowing for a more nuanced interpretation of the Likert scale data. By incorporating a weighted structure, the methodology accounts for the inherent variations in the strength of respondents' opinions, providing a more accurate representation of the spectrum of attitudes. The utilization of a weighted average facilitates not only the identification of prevailing trends but also aids in the elucidation of subtle patterns within the dataset.

One notable advantage of this method is its compatibility with data visualization. The incorporation of weights enriches the visual representation of the Likert scale data, enabling the ability to produce more informative graphical presentations, such as weighted bar charts. These visual aids contribute to a more intuitive understanding of the data distribution, thereby

enhancing the overall comprehensibility and interpretability of the findings. Consequently, the weighted average methodology employed in this thesis not only refines the quantitative analysis of Likert scale responses but also augments the qualitative understanding of the nuanced variations in respondents' attitudes.

The study categorized responses using the following scale:

Figure 1

Scale describing what weighted averages reflect in terms of agreement.

Weighted Average Scale	Description
-2.0 to -1.51	Represents strong disagreement.
-1.5 to -1.01	Represents moderate disagreement.
-1.0 to -0.51	Represents slight disagreement.
-0.5 to 0.5	Indicates a neutral tone.
0.51 to 1.0	Represents low agreement.
1.01 to 1.5	Represents a moderate agreement
1.51 to 2.0	Represents a strong agreement.

Consecutively, these trends were further contextualized and clarified through the analysis of the qualitative data collected in the semi-structured interviews.

3.3.2 Qualitative data analysis procedures

Drawing on the methodological traditions introduced above, all data produced as part of the data collection process was analyzed using an explanatory sequential mixed methodology approach (Creswell, 2003; Ivankova, et al., 2006; Subedi, 2016). A mixed-methods sequential

explanatory design is a research approach that occurs in two distinct phases. First, the researcher collects and analyzes quantitative data to identify patterns or trends, and then qualitative data (textual data) is gathered and analyzed to further explain or expand on the findings from the quantitative phase. The two phases are linked, with the qualitative phase building on the results of the quantitative phase to provide a deeper understanding of the research problem (Creswell et al., 2003; Ivankova, et al., 2006)

The second phase of this approach consisted of the collection of qualitative data that would be used to explain and explore the results found in the quantitative data. This involved exploring in a more in-depth manner participants' views compared to the quantitative phase of this study (Creswell, 2003).

The qualitative data was collected through two semi-structured interviews with each participant. The first interview focused on the participants' answers to the questionnaire; their background, language learning experiences, and perceptions of French teacher identity. Many weeks later, the second interview aimed to clarify and expand on the initial responses, delving into participants' evolving sense of French teacher identity and clarifying their self-perceptions and experiences in relations to these topics. The use of both interviews helped triangulate the findings, enhancing the depth of analysis.

All interviews were conducted using Microsoft Teams, a video conferencing platform chosen for its flexibility and convenience. This choice allowed interviews to be conducted remotely, accommodating participants from various geographical locations and eliminating travel-related barriers. The interviews were recorded in their entirety, ensuring the complete capture of all data. These recordings were then transcribed verbatim by the principal investigator, enabling accurate representation of participants' responses. The transcripts were reviewed and time-coded to facilitate a detailed and organized analysis of the interview content, ensuring

clarity and precision when quoting participants during the data analysis phase

The transcripts were analyzed with a process of thematic coding using *NVivo* (QS International, 1997), a qualitative data analysis software to gain a deeper understanding of participants' accounts of their perceived degree of alignment with a strong French teacher identity. Using the tool NVivo, the transcripts were analyzed using a coding process to create a taxonomy of emerging themes. Codes included demographic information, self-defined identities, language ideologies, and signs of self-efficacy, etc., informed by theories like Bandura's (1997) self-efficacy and Norton's (1997) identity theory. These codes, alongside sub-codes were used to identify areas of difficulty, complexity and prosperity within qualitative data collected from focal participants.

3.4 Participants

3.4.1 Participant Criteria

The intended participants for this study were pre-service or novice French teachers enrolled in a teacher education program at a large Ontario university during the data collection period. These individuals, in their first, second, third, or fourth year of an undergraduate pre-teacher ed program, were targeted for recruitment because they were training to become French teachers, aligning with the study's focus. Their status as future educators made them ideal candidates to provide insights relevant to research objectives.

3.4.2 Recruitment and Consent

Invitations to participate in the first stage of this study were communicated to pre-service French teachers at a large Ontario university registered at the time of data collection (April 2023). The principal investigator created two short videos, one in French and one in English, to

present the research project, its purpose, and consent information to potential participants. Professors teaching education content courses to these students were invited to show the videos during class, providing an introduction to the study. In addition to the videos, professors distributed a bilingual document that outlined the nature and purpose of the research, extending a voluntary invitation to participate. This document included the contact information of the principal investigator and supervisor, as well as a link and QR code for the questionnaire, available in both French and English (See Appendix B).

In addition to the classroom outreach, the principal investigator also used online platforms (Zoom, MSTeams) to present the same information to students, reviewing the project details and the invitation document. Participation was strictly voluntary, with students clearly informed that they could withdraw at any time. The initial questionnaire ensured anonymity unless participants chose to provide contact information to participate in the second phase of the study.

Ultimately, nine individuals completed the online questionnaire. In the second phase of the study, two focal participants, who had expressed interest in their questionnaire responses, were selected for semi-structured interviews (Riazi & Candlin, 2014; Riazi, 2016) to provide more in-depth insights into their experiences and perspectives. Consent for the initial phase of the study was obtained by providing consent forms for participants to read if they chose to access the questionnaire. The participants provided consent by clicking “I agree to participate” before being directed to the questionnaire (See Appendix C). Consent for the second phase was obtained separately. An email was sent to selected potential participants inviting them to the interview with a copy of the consent form in both English and French for students to review and sign (See Appendix D). Time was dedicated to review and answer any questions participants had

concerning the consent form for the second phase before the interviews. Interviews were conducted solely with the consenting participants.

The participants for the second phase of this study were selected based on willingness to participate, with the goal of achieving a comprehensive and representative picture of the perspectives of pre-service French language teachers. To create this holistic overview, the sample was chosen with the goal of including a diversity of linguistic backgrounds, including both first language and second-language speakers of French, as well as a diversity of self-perceptions as future French teachers, and participants whose questionnaires indicated instances of both alignment as well as misalignment with a strong French teacher identity.

The participants for the second phase of this study were selected based on their willingness to participate, with the goal of using the interviews to gain a better, more comprehensive and nuanced understanding of the perspective of these participants. To achieve this, purposeful sampling was employed with the goal of including a diversity of linguistic backgrounds, incorporating both first language and second-language speakers of French. Additionally, the selection process considered variation in self-perceptions of themselves as future French teachers, including those whose questionnaires indicated instances of both alignment as well as misalignment with a strong French teacher identity. This approach allowed for a more layered exploration of identity construction and its intersection with linguistic background and professional aspirations.

3.4.3 Participant Profiles (Survey)

The nine participants who completed the survey ranged from being enrolled in their first year of study to their fourth. Overall, there was one student in their first year of study, two in their second, one in their third and five in their fourth. All of the participants stated that they had been born in Canada and had received the majority of their schooling within Ontario. Six

participants stated English was their first language with a high level of proficiency in French (between 7-10 out of 10), two stated French as their first language with equal proficiency in English (10 out of 10), and one did not indicate their proficiency in either language.

Figure 2

Answers with Self-Reported Levels to the Statement “Please indicate the languages in which you are proficient and your self-perceived proficiency in each language on a scale of 1 to 10”

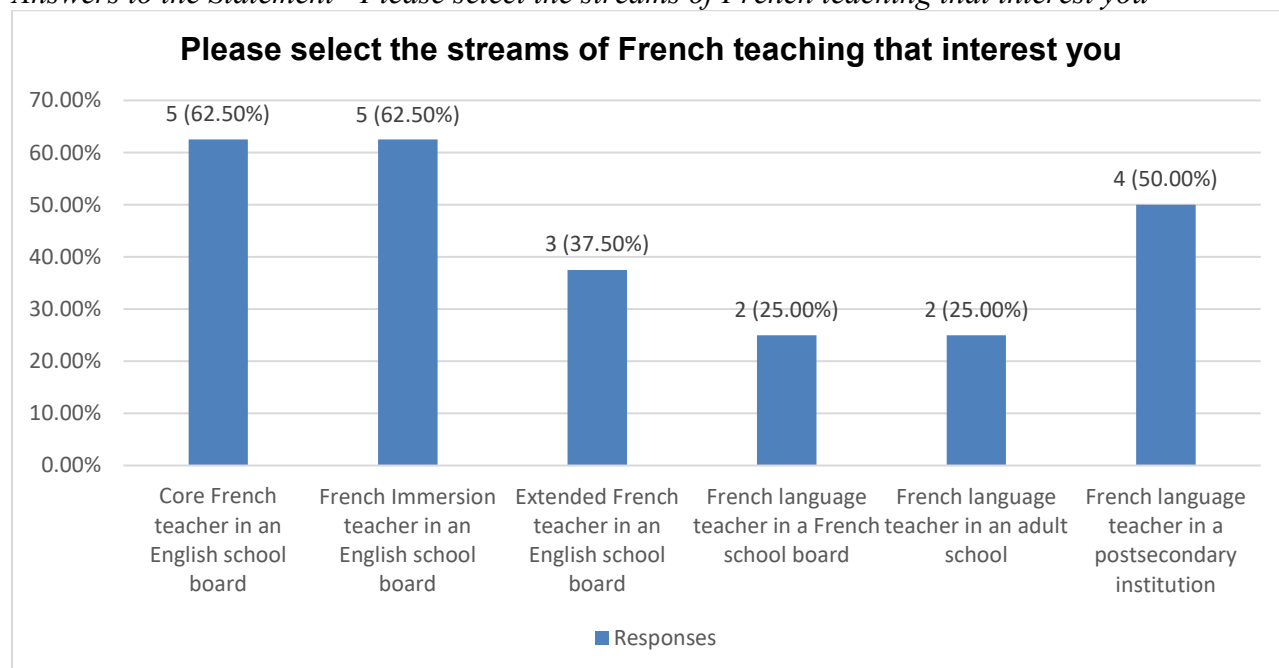
First language and level of proficiency		Second language and level of proficiency		Third language and level of proficiency	
Français	10	Anglais	10	Néerlandais	6
English	10	French	7		
French	10	English	10		
English	10	French	8		
(No language selected)	10	(No language selected)	8		
English	10	French	10	Cantonese	8
English	Fluent	French	Fluent	Mandarin	3
English		French		Some Japanese	

When asked about previous streams of French education in which they had been enrolled, one participant stated that they had spent nine years in a Core French Program. A second had spent four years enrolled in a Core French Program followed by 11 spent in a French Immersion Program. Two participants had spent 12+ years enrolled in a French school within a French language school board. Lastly, five students had spent between 8-18 years in a French Immersion Program.

When asked “Upon completing your second language teaching degree, do you intend on pursuing a career as a French language teacher?” of the nine participants, eight indicated that they intended on pursuing a career as a French language teacher. These eight showed an elevated desire (50% or above) to teach Core French, French Immersion, or to teach French in a postsecondary institute. They indicated a lesser desire (37.5% or lower) to teach Extended French, French in a French school board, French in an adult school or conduct private French tutoring. (As seen below)

Figure 3

Answers to the Statement “Please select the streams of French teaching that interest you”



3.4.4 Participant Profiles (Focal)

3.4.4.1 Carly

The first focal participant, referred to by the pseudonym Carly, identifies as female and was in her fourth year of a French language teaching program at the time of data collection. She is proficient in several languages, rating her abilities as follows (with her own descriptions): English (10, native speaker), French (10, fluent in academic and conversational contexts), Cantonese (8, strong conversational skills), and Mandarin (3, basic conversational abilities). She is from Ontario, Canada, and she has completed the majority of her education in Ontario, including 11 years in French Immersion (8 years in elementary and 3 years post-secondary) and 4 years in Core French.

Upon graduation, she intends to teach French as a Second Language (FLS) through tutoring and contract jobs but does not intend to pursue a traditional career exclusively as a

French teacher. Her interests include teaching in adult education, postsecondary institutions, and private tutoring for specific purposes, with preferred work locations in Ontario and online platforms for teaching abroad.

Within her Likert Scale, the participant strongly agreed with her confidence in becoming a successful and well-trained French teacher, feeling assured about her pedagogical abilities. She also strongly agreed that she has had valuable simulated classroom teaching experiences, receiving positive feedback in those contexts, and feels that her authentic classroom experiences were similarly encouraging.

She agreed that she has the necessary linguistic abilities to be a French teacher and that she has been taught by both confident and encouraging French teachers. However, she remains undecided about whether her interactions with classmates have influenced her desire to become a future French teacher.

When asked about how she defines French teacher identity, the participant noted qualities such as being bi- or multilingual, understanding, accommodating, creative, welcoming, and non-judgmental. Although she feels equipped to be an effective language teacher, the participant feels insecure about being a ‘legit’ French teacher because French is not her first language. While confident in academic contexts, she experiences anxiety in social situations due to linguistic insecurity.

3.4.4.2 Ilse

The first focal participant, referred to by the pseudonym Ilse, identifies as female and was in her second year of a French language teaching program at the time of data collection. She is proficient in several languages, rating her abilities as follows (with her own descriptions): French (10, native speaker), English (10, fluent in both formal and informal contexts), and Dutch (6,

possessing conversational skills). She is from Ontario, Canada, and her education has primarily taken place in Ontario, where she attended a French school within a French language school board during her entire education.

Upon completing her degree, she intends to pursue a career as a French language teacher, specifically in a French school board in Ontario.

In her Likert Scale responses, the participant expressed strong confidence in their ability to become a successful and capable French teacher, with strong linguistic and pedagogical abilities. She also strongly agreed that she has had positive experiences and feedback during simulated classroom teaching and found support from both peers and teachers. However, while she agreed that she received positive feedback during authentic classroom experiences, she noted a lack of sufficient authentic teaching opportunities, expressing disagreement in that area.

The participant associates French teacher identity with qualities such as language mastery, creativity, patience, pride in the French language, and strong communication skills. She feels she embodies these traits, enjoys creating engaging activities, and is strong and achieves in her French language classes.

Chapter 4: Findings

This chapter presents the findings of the quantitative and qualitative analysis of the data collected throughout this study. It analyses the two research questions by delving into the events, individuals, and discourses that emerged as factors that contributed to reinforcing novice French teachers' ability to claim a strong identity as a French teacher. Additionally, it examines the encounters, obstacles, and discourses revealed in the questionnaire and interviews that contributed to deterring novice French teachers from claiming a strong identity as a French teacher.

4.1 Prior Experience/Experiences in a Classroom Setting

The findings from the interviews and questionnaires underscore a notable trend, wherein the responses of both participants consistently pointed towards the pivotal role of prior experiences in shaping their willingness to claim identity as both teachers and specifically French teachers. Both mastery experiences and vicarious experiences, drawing on Bandura (1997) were noted as having played a pivotal role in this process. This section will demonstrate how the collected data underscored how participants' notion of their level of experience directly impacted their perceptions, attitudes, and confidence in affirming or disaffirming their professional identity within the realm of French language teaching.

4.1.1 Mastery Experiences

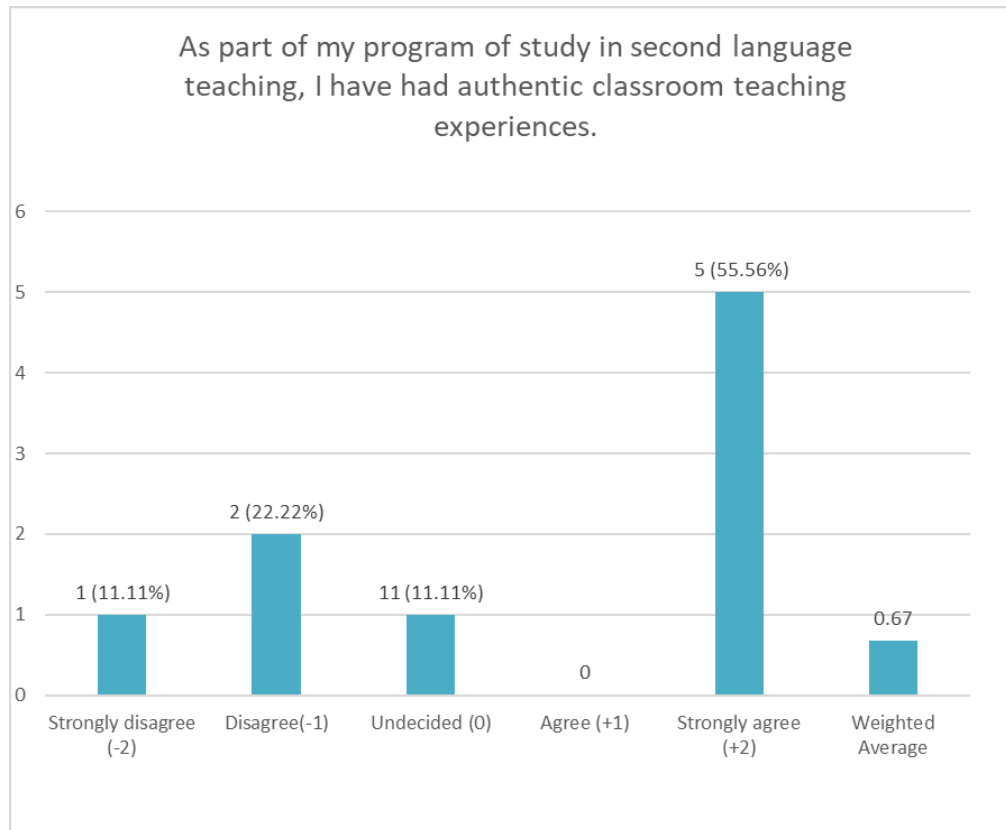
In the interviews and questionnaires, participants emphasized the value of hands-on experiences and real-life situations associated to teaching in French in the formation of their identity as French teachers. This included personal successes and achievements in specific tasks related to teaching and being seen as a teacher. For example, managing classroom behaviour,

overcoming challenging teaching environments and implementing new strategies to help students within the classroom. As these individuals navigated these experiences and the challenges they brought up for the participants, data suggests that when successful, the participants' self-efficacy was reinforced, fostering a sense of competence and confidence. However, when participants viewed the experiences as unsuccessful or unresolved, the participant's exhibited feelings of self-doubt and difficulty claiming identity both language teachers and French language teachers.

In the questionnaires, out of the nine respondents, when asked about their degree of agreement with the statement "As part of my program of study in second language teaching, I have had authentic classroom teaching experiences," the findings showed that five of the nine participants selected "strongly agree" with regards to feeling they had experienced being in authentic teaching contexts during their teaching program. It is important to note here that all 5 of these students were either in their third or fourth year of the program. In contrast, the remaining four participants did not feel as though they had authentic teaching experiences during their teaching program. These four participants who were in their first, second and fourth year selected strongly disagree, disagree or undecided in the Likert Scale. In Figure 4, the question's weighted average is 0.67 (low agreement). Although this number is still above zero and indicates numerous participants' agreement, it is considerably lower than most responses to the LIKERT questions, showing a divided response to the statement.

Figure 4

Analysis of the response to the question "As part of my program of study in second language teaching, I have had authentic classroom teaching experiences", showing the weighted average score of 0.67



This concept was explored further in the interviews with the two focal participants. In each case, the following questions were asked of the participants in the first round of interviews.

Translations for any French text will be provided in the footnotes for ease of understanding and clarity.

Ilse was asked “¹est-ce qu’il y a un moment une personne ou un contexte, même incident qui a eu un impact critique sur la façon dont vous vous voyez en tant que future enseignante de français?” (Interview 1, May 2023, I)

¹ “is there a moment, a person or context, even incident that had a critical impact on how you see yourself as a future French teacher?”

Carly was asked “Has there been defining moment, person, context or incident that is critically impacted how you view yourself as a French language teacher?” (Interview 1, May 2023, C)

Both participants, either in response to this question, or upon elaborating on other questions, discussed experiences they had in classrooms acting as a teacher or teaching assistant that impacted their self-perceptions as language teachers. Ilse began by describing individuals who had greatly impacted her as a student and acted as role-models before delving into her first coop acting as a teaching assistant within a French language elementary school that allowed the participant to “²participer dès la première journée” (Interview 1, May 2023, I). Carly’s answer was directly related to teaching French to young children and the pride the participant took in being able to successfully teach them “an additional dimension to the language” (Interview 1, May 2023, C) by including idioms and cultural components to the lessons. These responses will be further developed in this section.

In the second round of interviews, the participants were asked follow-up questions concerning these answers to further examine the depth and importance of these experiences in relation to building their confidence and willingness to claim identity as a language teacher or French language teacher.

Ilse was asked “³l'hors de la dernier entretien, vous avez mentionné nombreuses expériences qui ont eu un impact volonté de affirmer votre identité en tant que futur enseignant.

² “Participate from day one”

³ “In your last interview, you mentioned a number of experiences that had an impact on your willingness to affirm your identity as a French teacher. Did any of these experiences or ones that you have not mentioned have a greater impact on you in regard to being a French teacher or your identity as a French teacher?”

Est-ce que une de ces expériences ou que tu n'as pas mentionné qui était le plus marquant pour toi en tant que future enseignante et votre identité en tant que future enseignante?” (Interview 2, August 2023, I).

Carly was asked “What specific factors would make you feel confident acknowledging yourself as a good French teacher?” (Interview 2, August 2023, C).

In response, Ilse reaffirmed that the coop experience was very influential and further reinforced this agreement by describing a prior experience acting as a classroom supervisor for a group of young children. This was described as especially impactful given the difficulties she had faced with a group of students characterized by the participant as having persistent issues and described as “⁴y avait toujours des problèmes” (Interview 2, August 2023, I). Ilse expressed a sense of pride derived from addressing and overcoming these difficulties and noted this as a source of professional growth and the pride that came from overcoming these issues. This will be built upon within this chapter.

Carly, instead of providing a specific example, emphasized the overarching significance of experience in the development of teaching skills and confidence. She stated that “I want to highlight the importance of experience because, the same goes for any language, but I really want to highlight, and I feel really strongly about, experience being very crucial in umm teachers developing their skill set and confidence in being a language teacher or any teacher” (Interview 2, August 2023, C). This assertion underscores the perceived critical role of experiential learning in shaping educators' competencies and self-assurance across various teaching contexts.

⁴ “there were always problems”

Based on the above answers from both focal participants, it can be noted that Carly and Ilse emphasized their shared belief that acquiring effective teaching skills was optimally achieved through active engagement, practical application, and firsthand experiences in the teaching environment. The following examples will further elaborate on this shared belief.

Carly highlighted the significances of past and current experiences tutoring students, regardless of whether or not she, as a novice teacher, had the qualifications to make herself feel confident in this position. Specifically, she stated that this type of experience helped her “become more confident and secure about calling myself a language/English language teacher” (Interview 2, August 2023, C). Carly also noted that what made her feel more confident through that experience was that she could “successfully navigate and manage teaching, one or more students the language without feeling like...without questioning my title or my role” (Interview 2, August 2023, C). This reflection suggests that practical teaching experiences, even outside formal classroom settings, can significantly bolster a novice teacher's self-assurance and professional identity.

Carly elaborated further upon various mastery experiences that had contributed to her perception of herself as a proficient French teacher. One of the critical moments she described related to an instance that helped her to realize her effectiveness as a language instructor. The participant recounted:

I think a moment where I realized that I was a good language teacher was when I was able to apply my knowledge of like phonology and phonetics to help students like young students, umm, articulate, certain sounds in French. Because then I knew that not only was I teaching them the language, I was also helping them better understand the language as a structure. (Interview 1, May 2023, C)

Furthermore, Carly acknowledged the significance of incorporating idioms and cultural references into her lessons within this same context, highlighting this strategy as a key aspect of her pedagogical approach. Carly explained this by saying:

When I started to incorporate the use of idioms and cultural references in my language lessons, I also felt that that was a distinguishing factor in my teaching style, not just teaching them how to achieve a certain quality of language, understanding and production, but also helping them foster this understanding of an additional dimension to the language that is essential to the learning of the language... (Interview 1, May 2023, C)

This reflection shows the participant's belief that integrating cultural elements into language instruction enhances language comprehension and enriches the learning experience. Such practices and their impact of her experience as a novice teacher, among others, allowed the participant to find and develop her teaching style, ultimately helping to solidify her identity as a French teacher.

It should be noted that in spite of these mastery experiences, Carly admitted that "I still do feel lots of insecurity about teaching grammar and teaching and...yeah teaching grammar specifically" (Interview 1, May 2023, C). She attributed this insecurity to her background in acquiring French functionally, within an immersive context, rather than through traditional, rule-based learning. In other words, she felt her mastery of the grammatical aspects of French was weaker than she would have wished. For instance, she felt that her own personal educational background of learning French made it harder for her to explain certain linguistic concepts to students, such as the distinctions between connotation and denotation of specific words. These admissions reveal the complexities and impact of student's own language learning trajectories,

even as educators, developing her unique instructional styles and sense of identity through mastery experiences.

Similarly, Ilse highlighted the value of mastery experiences citing numerous experiences, including acting independently, alongside others, or as an assistant within classroom settings. These experiences, encompassing both successes and setbacks, contributed to her sense of security in her identity as a teacher by offering opportunities to face and overcome challenges. For instance, when asked what the most influential factor impacting her identity as a French teacher was, Ilse recounted a poignant critical incident (Tripp, 1993) where she was left to supervise a group of young children in an elementary school setting for brief, repeated periods.

Initially, faced with behavioral issues and classroom management difficulties, Ilse described feeling abruptly thrust into this role, unprepared and unsupported. She detailed being provided with the uniform she was required to wear, being introduced to the teacher for whom she would be supervising and then being left alone with the children with no further guidance or instructions. This led to a distressing experience characterized as starting "⁵très négativement" and "⁶marquante" (Interview 2, August 2023, I). This distress was so intense that it led Ilse to tears after the first day and left her with feelings of incompetence, comparing herself to other teachers who seemed capable of managing the students. This left Ilse wrestling with self-doubt and questioning her own capabilities asking herself, "⁷pourquoi est-ce que moi je ne peux pas?" (Interview 2, August 2023, I). This narrative highlights the emotional toll and self-doubt

⁵ "very negatively"

⁶ "impactful"

⁷ "why can't I?"

that such challenging incidents can inflict and their role in potentially weakening an emerging identity as a French teacher.

Despite this difficult start, Ilse indicated that she quickly deployed a series of strategies that did help her address the issues that had come up at the beginning of her teaching in this environment. Initially, this primarily included attempts to stop unwanted behaviour by calling upon students at the moment the behaviour occurred. Over time, Ilse's long-term strategies showcased a proactive and thoughtful approach to behavior management, including analyzing and reflecting on student behavior, designing targeted activities, and cultivating relationships with students. Through these actions, the participant reported that “⁸j'ai été capable de m'adapter et de trouver des façons de faire de la discipline et de la gestion” (Interview 2, August 2023, I) which gradually “⁹m'a donné un peu de confiance, mais en même temps c'est juste une expérience de comme le comme OK, j'ai des stratégies maintenant à moi si jamais j'ai cette situation-là” (Interview 2, August 2023, I). These actions demonstrate the participant's adaptability and resilience, illustrating her ability to overcome initial setbacks and protect her identity as an effective French teacher in the face of challenges.

The positive resolution, marked by the participant's regained confidence, underscores the empowering nature of being able to overcome such hurdles. The participant's assertion that she felt like she "can do anything" (Interview 2, August 2023, I) after this experience, suggesting the incident had a profound impact on her self-efficacy (Bandura, 1997) and, consequently, her

⁸“I was able to adapt and find ways to discipline and manage”

⁹“has given me a bit of confidence, but at the same time it's just an experience of like OK, I've got strategies of my own now if I ever get into that situation”

identity as a French teacher. This is highlighted when the participant was asked, after describing this incident, “¹⁰Penses tu qu'il y avait que ce sentiment à la fin a traduit un peu à ton identité, comme aider à affirmer ou à rassurer?” To which the participant responded “¹¹Oui, sûrement” (Interview 2, August 2023, I) and explained that because she had this concrete classroom experience, she feels more prepared for future teaching contexts. Ilse noted that she feels as though “¹²je peux faire comme une expérience pratique dans une salle de classe sans problème” (Interview 2, August 2023, I). This statement not only underscores her readiness to face future educational scenarios but also marks a significant step in solidifying her professional identity as a competent and confident French teacher.

Another critical incident (Tripp, 1993) for the Ilse was a coop placement she undertook during high school. Ilse mentions that she was fortunate to complete this coop during the first semester of the year, before the COVID-19 pandemic disrupted school activities. She worked with a teacher in her previous primary school, which was a French-language school. Since her mother also taught at this school, she was familiar with several teachers and the environment. This familiarity afforded her an advantageous position when selecting her coop placement, allowing for her to work with a teacher with whom she already shared a level of trust.

The coop experience provided Ilse with an immediate and full immersion into the teaching world from day one. She was encouraged to actively engage in classroom activities, helping to animate tasks and assisting students during their work. This hands-on approach helped her to gain confidence in her teaching abilities and to begin to develop her own teaching identity.

¹⁰ “Do you think that this feeling at the end translated a little to your identity, like helping to affirm or reassure?”

¹¹ “Yes, certainly”

¹² “I can do a hands-on experience in a classroom without any problem”

As Ilse reflected on the coop experience, she expressed a deep appreciation for the opportunity, highlighting both the supportive environment and the mentorship she received. She stated:

¹³J'ai vraiment adoré l'expérience, j'ai des super bons élèves. J'ai eu un enseignant aussi qui était très bon lui-même. Donc ça m'a permis vraiment observer le fonctionnement, mais aussi comme de participer dès la première journée, on s'était assis, il m'avait dit un petit peu comment il voyait mon coop. Puis comment moi, qu'est ce que moi je pensais faire un petit peu. (Interview 1, May 2023, I)

During her coop, she felt empowered to contribute to the classroom environment and engage with the teacher and students. This mastery experience allowed her to observe effective teaching practices and be scaffolded into the role of a teacher. Notably, Ilse described that “¹⁴quand l'enseignant principal était absent, avait une rencontre, peu importe, je prenais vraiment comme un rôle de leader avec le suppléant” (Interview 1, May 2023, I) ultimately allowing the participant build upon her skills in the classroom. Although the participant noted already having some confidence in herself, these experiences proved to be invaluable for Ilse to build her confidence to navigate and succeed in the classroom and begin building her identity as a teacher.

Reflecting on her growing confidence during this period, Ilse mentioned:

¹³ ” I've really loved the experience, I've got some great students. I also had a teacher who was very good himself. This allowed me to really observe the workings, but also to participate from the very first day: we sat down and he told me a little about how he saw my co-op. And how I saw it, what I thought I'd be doing a little bit”

¹⁴ ”when the main teacher was absent, had a meeting, whatever, I really took on a leadership role with the substitute teacher”

¹⁵Pendant mon coop je dirais, j'étais assez comme...j'ai gagné la confiance, puis je me suis dit « oui, j'aime ça, j'aime le milieu, la culture, toute ça. » Fait que je pense dans ce moment-là ça l'a vraiment comme, parce que c'est la première fois vraiment que je vivais l'expérience quotidienne d'une salle de classe à part quand moi-même j'étais élève.

(Interview 1, May 2023, I)

This experience provided Ilse with the assurance that teaching was not just what she described as a “¹⁶rêve d’enfant”, but rather “¹⁷quelque chose que je serais capable de faire” (Interview 1, May 2023, I). This type of discourse indexes the participant’s ability to visualize herself fully and legitimately in this complex teaching profession.

Ilse also discussed another set of experiences within the classroom that played a significant role in her development as a teacher. The participant’s journey was notably enriched from a young age through active involvement in classrooms, facilitated by a parent who served as an educator within a French language elementary school. This familial connection gave the student a unique and advantageous opportunity to access a classroom environment regularly. When asked about the impact of people versus experiences, the participant noted directly being allowed to help in the classroom by reading to students and helping the teacher. When asked “¹⁸selon vous, qu'est-ce qui a plus encourager le développement et l'affirmation de votre identité en tant que future enseignante de français? S'il y a une chose, une personne, un moment que tu penses à plus affirmer”, the participant emphasized that although her parent had the largest

¹⁵ “During my co-op I'd say, I was pretty much like...I gained confidence, then I said to myself “yes, I like it, I like the environment, the culture, all that.” So I think in that moment it was really like, because it was the first time I really lived the daily experience of a classroom apart from when I myself was a student”

¹⁶ “childhood dream”

¹⁷ “something I would be able to do”

¹⁸ “In your opinion, what has most encouraged the development and affirmation of your identity as a future French teacher? If there's one thing, one person, one moment that you think most affirmed”

impact of her identity formation as a future French teacher, experiences build upon her “¹⁹sentiment de confiance ou d'appartenance” (Interview 2, August 2023, I). Stating that in her opinion, experiences are what “makes or break you” (Interview 2, August 2023, I). This underscores once again the critical importance of having authentic teaching experiences in shaping one’s identity and confidence as a preservice teacher. The quote which follows illustrates how the participant elaborated on this, highlighting the importance of hands-on involvement in the classroom for developing a sense of competence and confidence as a teacher.

²⁰les expériences ont eu peut-être un peu plus d'impact que les personnes parce que c'est plus comme direct à moi-même, parce que c'est sûr que tout le monde peut croire en moi, mais si moi je crois pas en moi aussi, moi je me dis « ben je suis pas capable » je vais me rendre nulle part. Donc les expériences me permettent de croire en mes habiletés.

(Interview 2, August 2023, I)

The role of parental support in facilitating access to the classroom environment was instrumental for the participant, creating a conducive setting for the development of self-assurance and confidence. Frequent exposure to the dynamics of a learning space, coupled with active observation of teaching and learning processes, contributed substantively to the enhancement of the participant's comfort level within the classroom setting.

In the context of language teaching and identity formation, the experiences shared by the participants in this research affirm the theoretical principle that an individual's perception of their own capabilities profoundly influences their thoughts, behaviors, and motivation. The narratives

¹⁹ “feeling of confidence or belonging”

²⁰ “the experiences have had perhaps a little more impact than the people because it's more like direct to myself, because of course everyone can believe in me, but if I don't believe in myself too, I say to myself “well I'm not capable” I'm not going to get anywhere. So experiences allow me to believe in my abilities”

of the primary participants, Carly and Ilse, offer compelling instances of how mastery experiences contributed to their identity formation and overall sense of confidence as future educators.

Carly's tutoring experiences, though not exclusively focused on French teaching, notably boosted her confidence and willingness to claim a teacher identity. Despite not fully embracing a French teacher identity, Carly acknowledged the transformative impact of teaching experiences on her confidence and professional self-perception. This growing self-assurance is evident in signs of her growing confidence in her ability to teach complex and nuanced aspects of the French language such as phonetics, pronunciation, and cultural nuances to young learners. These teaching experiences lead Carly to refer to herself as a “good language teacher” (Interview 1, May 2023, C). Similarly, Ilse’s varied roles within classroom settings reinforced her identity and confidence as a language teacher. Experiencing classrooms from numerous perspectives, overcoming challenges and feeling empowered to “do anything” (Interview 2, August 2023, I) after teaching experiences exemplify how mastery experiences are instrumental in shaping identity.

The value of integrated teaching experiences within language teacher education programs is highlighted by Ilse who stated that she thinks more teaching experiences should be integrated into the curriculum of second language teachers, or alternatively that there should be more lessons discussing classroom management, behaviour management and activities. In her own words :

²¹C'est quelque chose qui fait partie quotidiennement de la vie d'un enseignant qui est quand même très important à la au bon fonctionnement d'une salle de classe, parce que on sait qu'on peut pas faire une leçon si la classe va pas bien. Puis c'est quelque chose qui peut être important à faire plus concrètement ou juste d'en parler. (Interview 2, August 2023, I)

4.1.2 The Impact of Vicarious Experiences

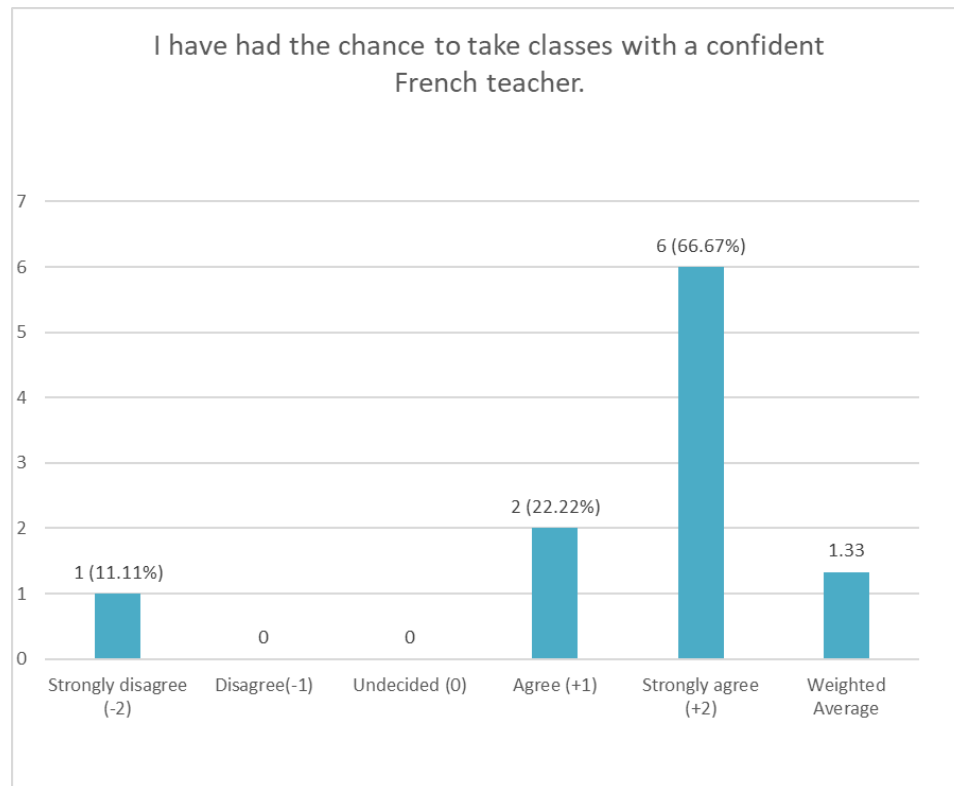
In the interviews and questionnaires, respondents also underscored the significance of vicarious experiences, specifically those stemming from classroom observations in shaping their identity as French teachers. This encompassed instances where they observed successful teaching practices and when they received instruction from confident and encouraging French teachers. This influenced participants' confidence and belief in their own capability to be successful teachers.

Indeed, out of the nine students who took part in the questionnaire section of this research, when asked their degree of agreement with the statement “I have had the chance to take classes with a confident French teacher” one participant selected strongly disagree, two selected agree and the remaining six selected strongly agree. Overall, participants showed a moderate degree of agreement with the statement. As is seen in Figure 5.

²¹ “It's something that's part of a teacher's daily life, and very important to the smooth running of a classroom, because you know you can't teach a lesson if the class isn't going well. Then it's something that can be important to do more concretely, or just to talk about.”

Figure 5

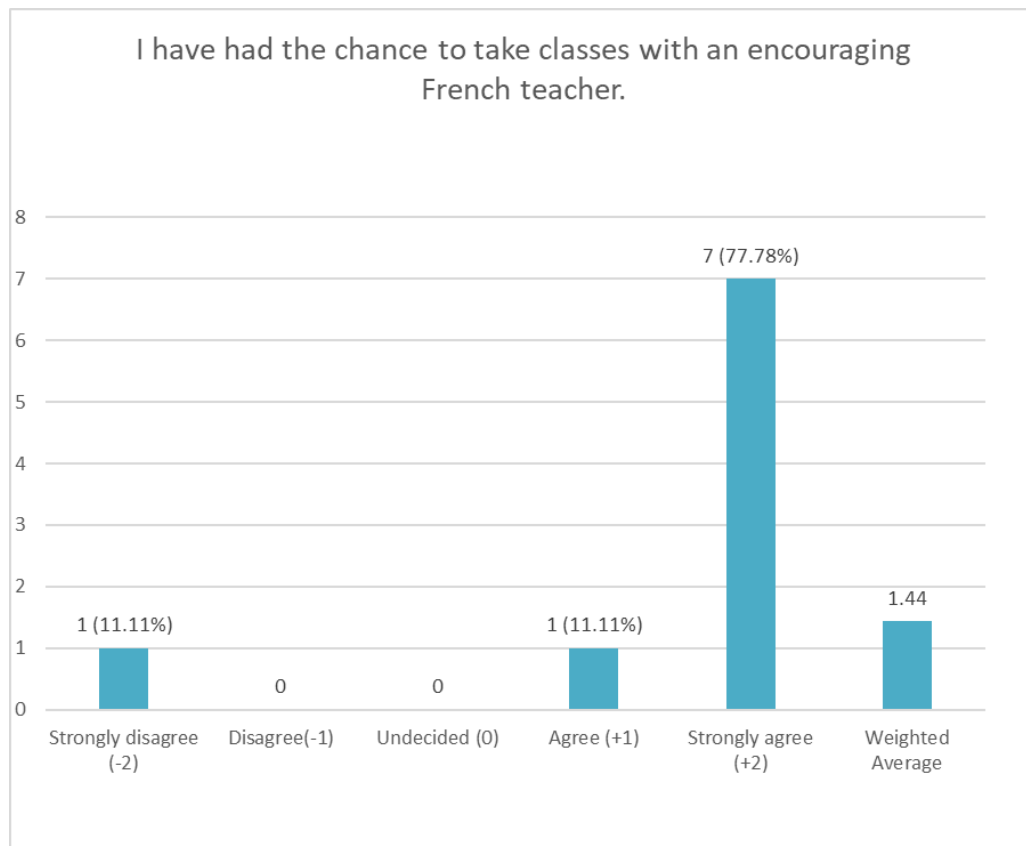
Analysis of the response to the question "I have had the chance to take classes with a confident French teacher.", showing the weighted average score of 1.33.



As seen in Figure 6, when asked their degree of agreement with the statement “I have had the chance to take classes with an encouraging French teacher” the answers were similar. One participant selected strongly disagree, one selected agree and the remaining selected strongly agree. It can be therefore noted that the majority of participants felt as though they have been taught by encouraging and confident French teachers. It is important to note here that both “Strongly Disagree” answers were from the same participant, who did not take part in the interview. Therefore, there was no ability to explore the reasons for these answers.

Figure 6

Analysis of the response to the question "I have had the chance to take classes with an encouraging French teacher.", showing the weighted average score of 1.44.



The Case of Ilse

In the interviews with focal participants, Ilse identified her mother as a crucial role model who had influenced her career aspirations. The participant reflected on her early admiration for their mother's teaching profession, noting the influence of having a role model at a young age: "²²J'étais si jeune d'avoir comme un modèle à qui je voulais ressembler, je voulais

²² "I was so young to have such a model that I wanted to be like, I wanted to have their job and I always had the idea that this is what I wanted to do"

avoir comme son emploi fait que j'ai toujours eu l'idée que c'est ça que je voulais faire"
(Interview 2, August 2023, I).

Furthermore, the participant emphasized the emotional and experiential support received from their mother, explaining "²³C'est sûr que elle a beaucoup d'impact, puis-je du côté émotionnel de support que j'ai eu de sa part, mais aussi du côté expérience parce qu'elle m'a permis/elle enseignait à mon école primaire" (Interview 2, August 2023, I). This allowed Ilse to learn by observing and through direct experiences. The participant's involvement in her mother's teaching environment, such as helping in the classroom on days without bus service, provided her with hands-on experiences at a young age and the chance to observe a confident and successful teacher in action. Even though these experiences were not directly related to French language teaching, the participant emphasized the importance of such concrete experiences in the classroom, suggesting that they played a significant role in shaping one's identity:

²⁴Donc quand il y avait des journées sans autobus, des fois elle parlait avec mes enseignants, puis là j'avais le droit de venir dans sa classe aider et des choses comme ça qu'elle m'a permis d'avoir des expériences à un jeune âge. Ça ça l'a comme eu un impact important, mais je dirais que comme concrètement, peut-être ça c'est aussi plus dans l'identité, ce seraient les personnes pour l'identité (Interview 2, August 2023, I).

²³ "It's true that she has a lot of impact, may it be on the emotional side of the support I've had from her, but also on the experience side because she allowed me/she taught at my elementary school"

²⁴ "So when there were bus-free days, sometimes she'd talk to my teachers, and then I'd be allowed to come into her class and help out, and things like that, she gave me experiences at a young age. That had a big impact, but I'd say that in concrete terms, maybe it's also more about identity, it's about people for identity."

The distinction the participant makes between identity and feelings of confidence or belonging offers a nuanced insight into the complex interplay of factors (social, contextual, discursive, amongst others) that shape a novice teacher's professional journey. She acknowledges the influence of her mother in shaping her identity as a future French teacher, highlighting emotional support and experiential learning as crucial aspects. However, she also recognizes that confidence and feelings of belonging stem more directly from experiences, such as being allowed to assist in her mother's classroom. This suggests that based on Ilse's views, while identity may be influenced by various factors, including role models and personal aspirations, confidence and belonging are more closely tied to tangible experiences and interactions. Therefore, the excerpt underscores the complex relationship between confidence and identity, suggesting that while they may intersect and influence each other, they can also be distinct concepts shaped by different influences.

Ilse also noted other instances of vicarious experiences having played a role in her development as a future French teacher, citing numerous instances related to observing and learning from confident, successful and encouraging educators. The participant mentioned being influenced by exposure to lessons and activities from teachers including activities that promoted inclusivity, creativity, and empathy. Ilse explained that “²⁵En grandissant, en voyant mes différents enseignants, en ayant différents enseignants, j'ai vu un petit peu comment eux autres faisaient leurs activités” (Interview 1, May 2023, I). One teacher, referred to as “²⁶une enseignante super,” left a lasting impression on Ilse. “²⁷J'ai eu une enseignante super et peut-être aussi le fait d'être si jeune qu'elle m'a marquée . . . elle est dans mon estime super élevée”

²⁵ “Growing up, seeing my different teachers, having different teachers, I saw a little bit of how they did their activities”

²⁶ “a great teacher”

²⁷ “I had a great teacher and maybe also the fact of being so young that she left her mark on me.....she's in my super high regard”

(Interview 1, May 2023, I). The participant detailed the positive attributes of this influential teacher, describing her as funny and creative, and recalled “²⁸certaines activités qu'on a fait en classe, de connaissance de théorie ou de français ou quoi que ce soit” (Interview 1, May 2023, I). Specifically, Ilse reminisced on the teacher’s design of engaging activities in the classroom, such as building instruments for a school-wide Christmas show. Moreover, the impact of this teacher extended beyond the classroom; Ilse even adopted her name during imaginative childhood play, indicating a profound level of identification and connection to this teacher: “²⁹Et puis, quand je jouais à l'enseignante, c'était sous son nom” (Interview 1, May 2023, I).

Bandura's theory of self-efficacy (1997) suggests that individuals model their behavior after those they admire, and the participant's choice to emulate this teacher's identity during play likely reflects the impact of this vicarious experience of observing this confident, creative and successful teacher. These findings support the notion that vicarious experiences played a significant role in influencing the participant's identity formation, particularly in the context of teaching and language teaching.

The questionnaire responses from the research participants reinforce the prevalence of vicarious learning, as the majority acknowledged having been taught by confident French teachers during their education. This collective exposure to positive role models (especially, ideally, confident teachers who could represent a positive image of both native and non-native French teachers) emerge as contributing factors to novice teachers' development of self-efficacy. In other words, it is impactful for future language teachers to have confident role models within the classroom setting.

²⁸ “certain activities we've done in class, theory or French knowledge or whatever”

²⁹ “And then, when I played teacher, it was under her name”

The Case of Carly

In reflecting on her educational journey, Carly also acknowledged the role of previous educators' levels of confidence in shaping her linguistic development. During the participant's early years of elementary school, she recalled a sense of confidence from her French teachers, noting that they were "most confident" (Interview 1, May 2023, C) at this stage in the participants education compared to later stages. She continued to explain that they "were most confident in their teaching, their language teaching and their teaching" (Interview 1, May 2023, C) showing an overall sense of confidence within their profession.

However, as she progressed through schooling, the participant noticed a shift in the confidence level of her teachers, particularly those teaching French as a second language. This observation became more pronounced at higher levels of education, where Carly referenced the challenge of finding French as a second language teachers, notably "good ones" to teach courses at a higher level. The participant explained that "it was hard for me to feel confident in my own skills when my teachers were not well...The way that I perceived my teachers, they weren't confident in their skills" (Interview 1, May 2023, C). The participant clarified that "When I say like confidence like I'm not talking about skill level, I'm talking about their ability to transfer the knowledge to the students" (Interview 1, May 2023, C), linking confidence to the effectiveness of the teacher's instruction.

The evolution of teacher confidence, as observed by Carly, provides critical insights into the dynamic interplay between educator self-assurance and student self-perception, especially in language learning contexts. The participant noted a specific shift in confidence during her high school years, a period marked by an increased focus on grammar in her core French classes. Despite her teacher's confidence in their skills during this time, Carly encountered personal

challenges: "When I was in high school, I really had a hard time because that's when I started to learn grammar more because I took core French and even though my teachers were confident in their skills, I feel like that's when I started to develop an insecurity in my French because I felt like I wasn't performing enough" (Interview 1, May 2023, C).

This reflection highlights an apparent contradiction where teacher confidence did not translate into student confidence. Instead, it contributed to Carly's burgeoning insecurities about her French language abilities. This discrepancy suggests that while teacher confidence is crucial, it must be paired with effective pedagogical strategies that actively support student learning and confidence.

This contrast in teacher confidence across educational stages underscores a significant impact in the shaping of the participant's confidence and perception of their linguistic abilities, potentially influencing their identity as a future French educator.

The possible negative impacts of vicarious experiences are further exemplified in the following discourse presented by Carly.

Carly described a situation in her French language course where she was negatively influenced by observing her instructor. According to the participant, the instructor displayed signs that French was an additional language for her. She struggled to express herself and would sometimes have a hard time identifying the appropriate vocabulary to use and displayed pronunciation issues, such as an inability to roll her R's in the way that might be expected of a native speaker. Carly noted that classmates therefore "judged" the teacher for her accent and having a "hard time expressing herself" (Interview 2, August 2023, C). Carly noted that "We felt that her production was less than ours", and this led to peers questioning the teacher's

qualifications and role. As the participant explained, "we felt like we sort of questioned her status and her role as our teacher" (Interview 2, August 2023, C).

These observations made by the students in the class illustrate how quickly negative judgments about the teacher's qualifications and teaching competence can form based on whether a teacher aligns with perceived language norms (in this case, the native speaker standard that adheres to native speakerism ideology). This included student's remarking the teacher as not speaking "proper French" (Interview 2, August 2023, C), not rolling their R sounds, and having difficulty articulating specific sounds. These observations and judgements, reported by Carly, lead to a collective lack of respect for the instructor, stemming from the perception that they were not qualified.

This narrative underscores the challenges non-native speaking teachers face in language education environments and the impact of student perceptions on their authority and effectiveness as educators. It also highlights how, even in moments where students are meant to have experiences designed to make them stronger, the discourse promoting native speaker ideology can reduce the value of these experiences. Instead of empowerment, students may feel a sense of illegitimacy as they observe how others in the class judge and dismiss a teacher based on their non-alignment with certain native speaker criteria, such as the absence of specific French language features.

As such, the case of Carly demonstrates how vicarious experiences, as influential as they can be, can also be shaped and coloured by problematic but very real and powerful expectations whereby students adhere to nativist standards of what constitutes effective language teaching. The expectation of native-like proficiency and pronunciation in language teaching and the conscious and unconscious passing of judgement for not meeting these standards aligns with

nativist discourse, which privileges native speakers as the standard bearers of linguistic authenticity and authority. This mindset also skews students' understanding of what constitutes effective French teaching, as seen in the case of Carly, where we see her class misjudging the capabilities of non-native teachers based on linguistic criteria alone. This creates a discouraging environment for non-native language instructors, students, and future language teachers through a process that reproduces these problematic ideologies.

Indeed, these findings illustrate how the emergence of nativist ideologies, left unchecked and unreflected on, can exacerbate issues for language learners. In this case, the participant's peers questioned the instructor's competence and authority solely based on her accent and pronunciation, overlooking her teaching skills and expertise. This attitude hinders the students from experiencing the most benefits from what is supposed to be a confidence-building and self-efficacy building exercise or activity.

In essence, the negative vicarious experiences described by the participant in the interview were found to impact novice French teachers' self-efficacy and beliefs about their potential success as a French teacher. The anxiety expressed by the student about speaking French in specific contexts, especially due to lacking a "specific accent" (Interview 2, August 2023, C) and instead possessing an accent and vocabulary that reflects diverse French cultures, is indicative of the deep-seated biases that can affect language learners and teachers alike.

Witnessing the challenges faced by another teacher can instill doubts about the effectiveness of non-native language instruction, potentially exacerbating fears and sowing seeds of doubt regarding their abilities and the acceptance they might receive as they contemplate their future role as a language educator, particularly if they do not conform to the stereotypical norms of a native speaker.

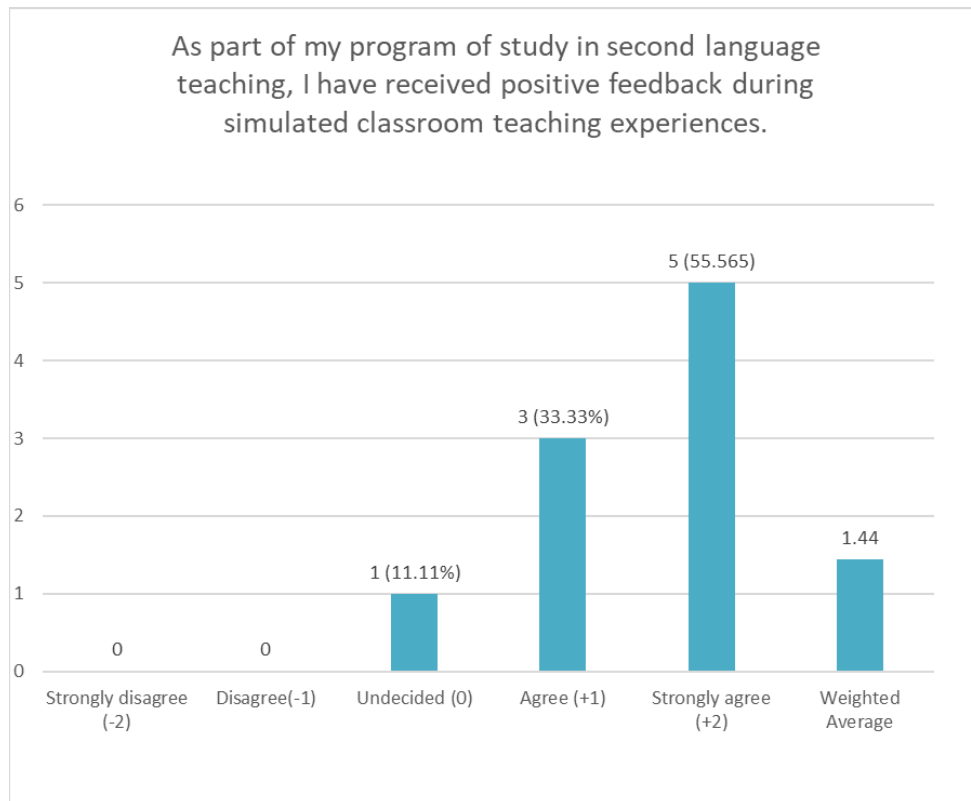
4.2 Support from Others - Encouraging Discourse and Social Persuasion

In the interviews and questionnaires, respondents underscored the significance of encouraging discourse and social persuasion in building their confidence and comfort as future French teachers. To begin, this section will overview the findings from the questionnaire concerning feedback and discourse from teachers and classmates.

When asked their degree of agreement with the following statement “As part of my program of study in second language teaching, I have received positive feedback during simulated classroom teaching experiences” one participant noted being undecided, three chose agree and five chose strongly agree. This indicates that almost all participants have received positive feedback within this context, showing a rather high weighted average of 1.44 indicating moderate agreement with this statement, as seen in Figure 7.

Figure 7

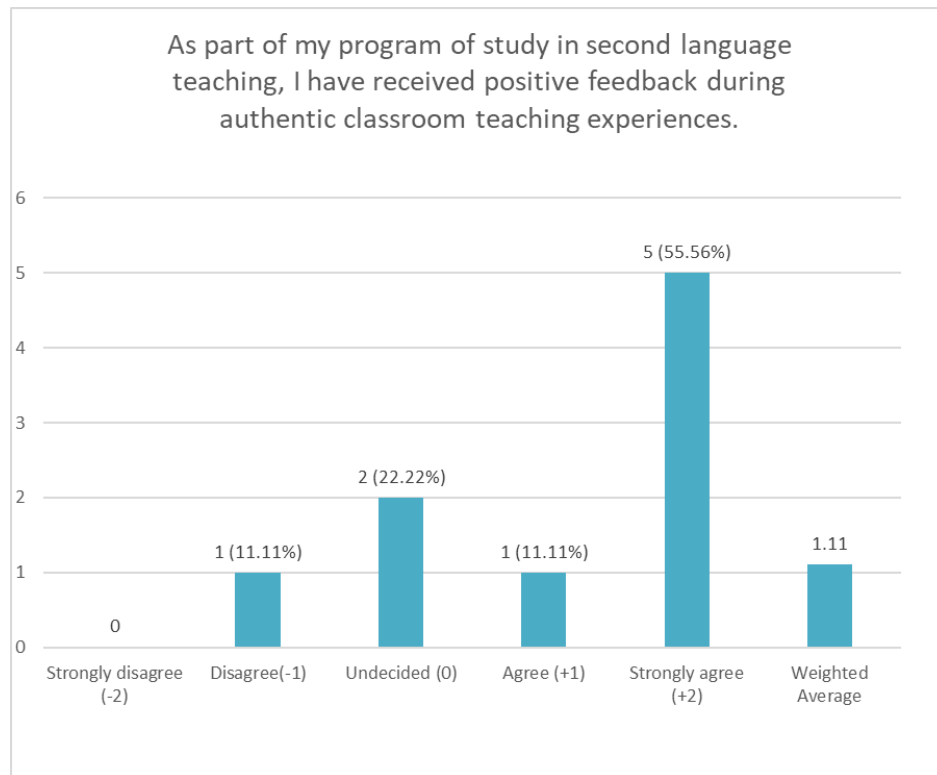
Analysis of the response to the question "As part of my program of study in second language teaching, I have received positive feedback during simulated classroom teaching experiences.", showing the weighted average score of 1.44.



When asked their degree of agreement with the following statement “As part of my program of study in second language teaching, I have received positive feedback during authentic classroom teaching experiences” one participant noted disagreeing, two being undecided, one chose agree and five chose strongly agree. This can be noted in Figure 8, showing a weighted average of 1.11. Similarly, this indicates numerous participants have received positive feedback concerning their authentic teaching experiences. However, this number is lower than that of Figure 7, likely due to the participants who noted not yet having authentic teaching experiences during their studies (Figure 4).

Figure 8

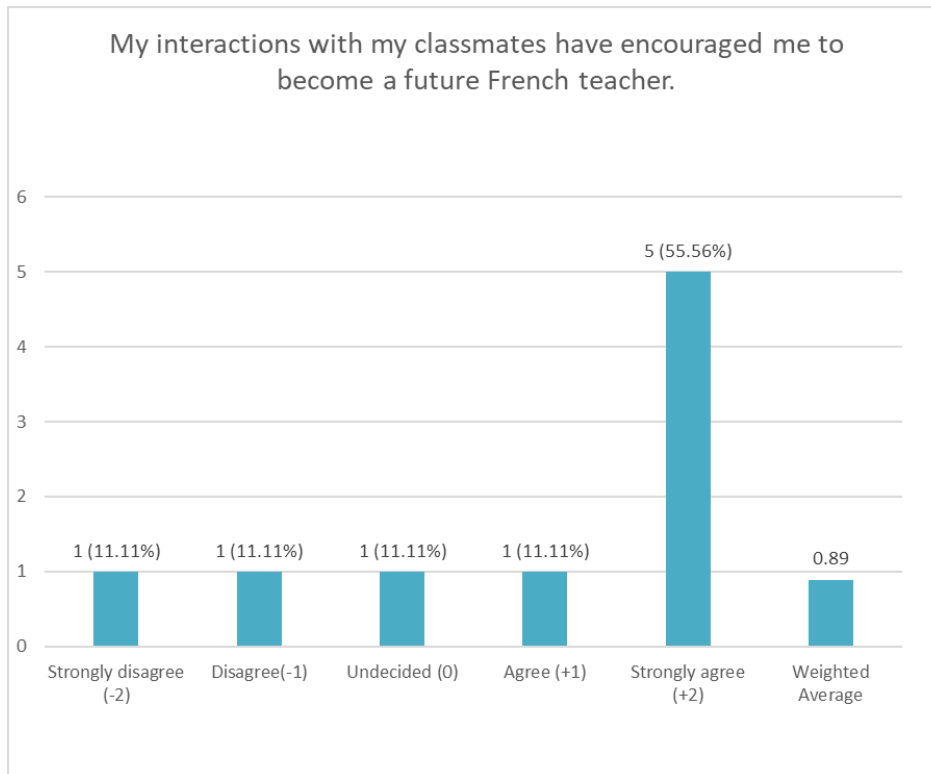
Analysis of the response to the question "As part of my program of study in second language teaching, I have received positive feedback during authentic classroom teaching experiences.", showing the weighted average score of 1.11.



When asked their degree of agreement with the following statement “My interactions with my classmates have encouraged me to become a future French teacher” one student strongly disagreed, one disagreed, one chose undecided, one agreed and 5 others strongly agreed. This indicates a generally low level of agreement with this statement, showing that there may be either a lack of encouraging discourse or there may be discouraging discourse from peers.

Figure 9

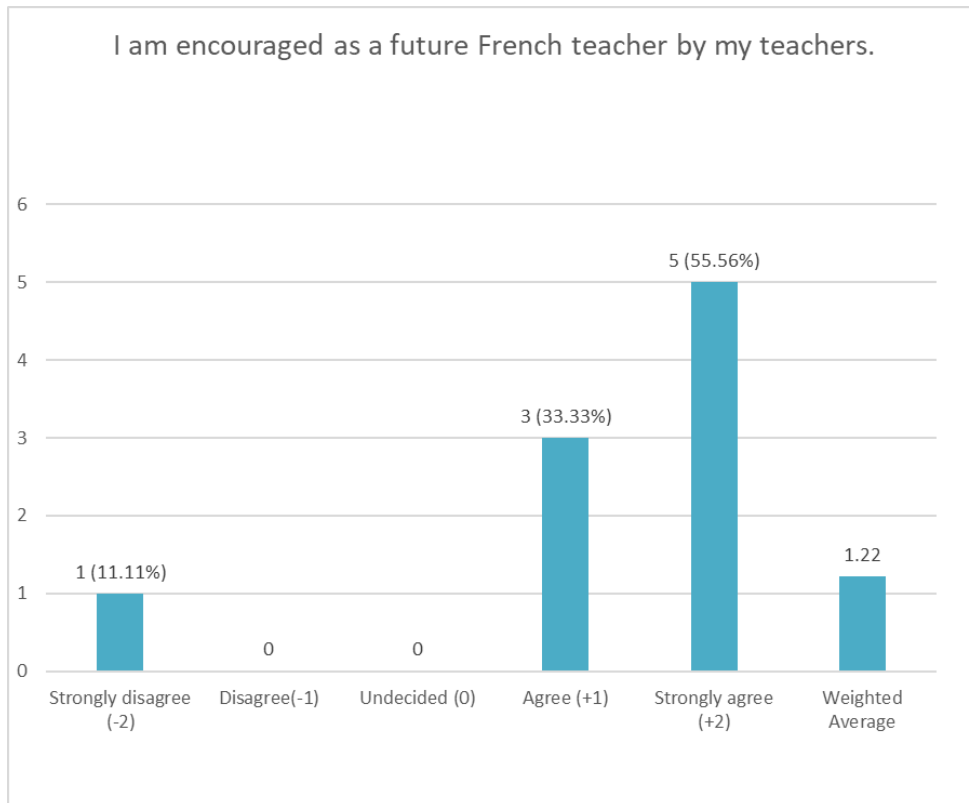
Analysis of the response to the question "My interactions with my classmates have encouraged me to become a future French teacher", showing the weighted average score of 0.89.



When asked their degree of agreement with the following statement “I am encouraged as a future French teacher by my teachers” one participant noted strongly disagreeing whereas three chose agree and five chose strongly agree. This provides a relatively moderate level of agreement with participants having encouraging teachers within the classroom, a theme that is reaffirmed within the interviews, as will be seen in this section.

Figure 10

Analysis of the response to the question "I am encouraged as a future French teacher by my teachers.", showing the weighted average score of 1.22.



Overall, the findings from participants' responses regarding their experiences in second language teaching programs reveal several noteworthy trends. Firstly, most participants reported receiving positive feedback during simulated classroom teaching experiences, indicating high satisfaction with this aspect of their training. Similarly, although fewer participants had engaged in authentic classroom teaching experiences, those who had overwhelmingly reported positive feedback, suggesting a positive learning environment in these settings too. However, disparities in peer discourse were evident within the surveys, with varying levels of agreement among participants regarding the influence of interactions with classmates on their aspirations to become French teachers. Conversely, within the surveys, participants widely acknowledged the

encouragement they received from teachers in pursuing their career goals, highlighting the significant role of supportive teacher-student relationships in their professional development.

In relation to the focal participants, Ilse described receiving positive feedback, particularly from her mother and friends that ultimately played a crucial role in helping her identify as a future French teacher and feel confident within that role.

The participant identified her mother as a significant source of encouragement and influence on her career choice. Ilse's mother, being a teacher herself, not only expressed pride in the participant's aspirations but actively engaged her in discussions related to teaching experiences. When asked if there was a particular person who encouraged or reinforced the participant's choice to become a teacher, the participant explained, "³⁰ma mère vu que c'est elle qui est enseignante, mais aussi juste comme, les parents, j'ai les parents très encourageants en fait le...ils ont toujours été comme, fière" (Interview 2, August 2023, I). Here, the participant emphasized the pride and encouragement she has received from her mother and father regarding her choice to become a teacher.

Moreover, the participant highlighted the interactive and collaborative nature of her discussions with her mother. Her mother not only acknowledged the participant's interest in teaching but also engaged with her and sought after her outlook on teaching strategies and scenarios. The participant mentioned that her mother would discuss certain situations that occurred in her classroom and "³¹elle va me demander mon opinion où comment moi j'aurais fait ça" (Interview 2, August 2023, I) indicating a level of trust and respect in the participant's understanding and potential as a future teacher. Specifically, the participant notes that "³²la façon

³⁰ "my mom since she's the teacher, but also just like, the parents, I have very supportive parents actually the...they've always been like, proud"

³¹ "she's going to ask my opinion or how I would have done it"

³² "the way she talks to me shows that she thinks I'm going to be good"

qu'elle me parle me montre qu'elle pense que je vais être bonne" (Interview 2, August 2023, I).

This collaborative dialogue not only demonstrated to Ilse her mother's belief in her abilities, it also facilitated a shared discourse on educational methodologies and practical insights about the teaching profession. In summary, the participant's mother served as a vital figure in her journey and in the construction of her identity as an emerging French teacher. The mother's pride, encouragement, and collaborative discussions contributed significantly to the participant's growing confidence. Moreover, the interactive nature of their conversations and the acknowledgment of the participant's opinions enhanced the participant's sense of competence.

Additionally, Ilse detailed the support and affirmations received from both close and less close friends. The positive comments from friends, such as "³³c'est sûr qu'elle va être enseignante" (Interview 2, August 2023, I) contributed to the participant's growing confidence in her choice of becoming a French teacher. Ilse also stated that even simple acquaintances also noted that they could envision the participant being a teacher. While discussing the positive feedback from peers, Ilse noted "³⁴mais d'abord d'entendre ça de gens qui étaient peut-être moins proches savent peut-être pas à quel point je voulais être enseignante. Des choses comme ça. D'entendre qu'eux autres le voyaient où pensait que ça, ça faisait genre partie de ma personnalité. C'est comme okay, faut que je le fasse" (Interview 2, August 2023, I). Ilse emphasized the importance of these individuals and how positive feedback from peers reinforced her commitment to a teaching career explaining that "³⁵les enseignants, c'est sûr que ils ont pas le temps d'apprendre à nous connaître chacun en détail comme ça" (Interview 2, August 2023, I).

³³ "she's certainly going to be a teacher"

³⁴ "Ébut first hearing it from people who were maybe less close to me, maybe not aware of how much I wanted to be a teacher. Things like that. To hear that they saw it or thought it was, like, part of my personality. It's like okay, I have to do it"

³⁵ "teachers, they sure don't have the time to get to know each and every one of us in detail like that"

This showcased the important place peers hold in building the confidence and identity due to their proximity to each other.

Further, Ilse briefly touched on words of encouragement from teachers by describing that the teachers who did have the opportunity to know her students were “³⁶très positifs et encourageants” (Interview 2, August 2023, I). The participant ended her dialogue relating to encouragement by explaining how the encouragement received was instrumental in shaping her sense of belonging to the profession of teaching:

³⁷genre y a un sentiment d'appartenance à quelque chose parce que je pense que tout le monde se doute, tout le monde est un petit peu comme incertain de son futur, de son parcours de vie. Fait que ça me permet d'être un peu plus comme sécurisée dans ça. Fait que même si j'ai des doutes, je me dis ben y a tellement de gens qui ont vu que j'allais être capable. (Interview 2, August 2023, I)

The other focal participant, Carly, also referred to the positive impact of support from her parents and peers on her confidence in pursuing a career as a French teacher. The participant's parents also played a crucial role in recognizing and encouraging her linguistic abilities from an early age. The participant reflected on parental encouragement focused on the innate abilities they saw in her linked to language learning, noting, "My parents sort of encouraged me to use that strength somehow in my career" (Interview 2, August 2023, C). That strength refers to her ear for music and aptitude for learning languages efficiently and

³⁶ "very positive and encouraging"

³⁷ "Like, there's a feeling of belonging to something, because I think everyone has doubts, everyone's a bit uncertain about their future, their life path. So that allows me to feel a bit more secure about things. So even if I have doubts, I say to myself, well, there are so many people who saw that I was going to be capable"

effectively from a young age. This encouragement from the participant's parents acted as a form of social persuasion, reinforcing the idea that her linguistic talents could be channeled into a meaningful career path. While the participant's parents did not explicitly suggest becoming a French teacher, they acknowledged and validated the participant's linguistic strengths. The participant felt affirmed in her abilities and considered career options related to language, such as becoming a speech pathologist or a language teacher.

Carly's experiences with peers also bolstered her confidence in the area of languages. She described how her peers acknowledged her proficiency in languages, saying things such as, "you're good at French" or "you're good at English" (Interview 2, August 2023, C). This positive feedback from peers further supported the participants' self-efficacy and belief in her language abilities. Carly also expressed that these comments directly impacted her confidence and made her feel that she could achieve academically in language related tests. The positive reinforcement from the participants peers and parents served as a crucial factor in shaping the participant's self-perception and motivation to pursue a career as a language educator.

However, not all feedback reinforced Carly within her path to becoming a language teacher. Notably, her interview also contained instances that indexed the multifaceted challenges that complicated and hindered her from claiming a strong identity as a French teacher. A notable instance involved Carly describing a situation where, in a workplace environment, despite her high proficiency in French, her choice to respond in English, led colleagues to describe her as someone with linguistic insecurity. The participant grappled with the imposition of the term 'linguistic insecurity' within the interview. This external labeling, as described by Carly, created a psychological barrier, as she confessed, "Having my peers label my not talking in French as a linguistic insecurity is a limitation because I now have it stuck in my brain that I don't speak

French in the office because I can't, or because I feel insecure about my language" (Interview 2, August 2023, C). The impact of this labeling goes beyond linguistic competence, creating a perception of incapacity and instigating anxiety about how she is perceived by others. She continued on and expressed "I thought that like, knowing that these people that I work with, labeled my not speaking French as an insecurity, made me feel more self-conscious about me speaking French when I know that I am able to, because these people think that I'm insecure speaking in French" (Interview 2, August 2023, C). Carly explained that having learned French in an academic context, she could express herself in French in a social context, but she was still building upon her professional discourse. The participant also noted that "Even in English, I do feel sometimes I need to properly articulate in my brain prior to speaking with somebody in a professional context about what I'm trying to say" (Interview 2, August 2023, C) referring directly to vocabulary and jargon specific to the workplace. Before these interactions with colleagues, the participant perceived linguistic insecurity as a phenomenon primarily affecting speakers of dialects or registers considered to have lower status within society.

However, these interactions with colleagues reshaped this understanding, leading to a sense that linguistic insecurity could also apply to individuals learning a language as a second language. Meaning, prior to this interaction, the participants did not see herself as having linguistic insecurity, but instead, she viewed it as "trying to get over a fear of taking linguistic risks and taking linguistic risks is anxiety provoking" (Interview 2, August 2023, C).

In the course of her interview, Carly proposed alternative terminology that could better accommodate novice French learners and teachers. She argued that the term 'linguistic insecurity' fails to capture the nuanced nature of the challenge faced by language learners and

that instead, the issue should be approached through “identifying emotions and mindfulness”, suggesting that “Labeling it as an insecurity makes you feel like there's something to be insecure about when maybe that's not even the case” (Interview 2, August 2023, C). Here, she advocated for a reframing of the discourse, proposing terms like “challenge” or “difficulty” (Interview 2, August 2023, C) rather than a notion of inherent insecurity to more accurately denote the hurdles faced without implying a deficiency.

Carly further clarified this perspective by noting “it's a challenge for me to take linguistic risks because I feel performance anxiety. I feel fear of being judged. Those negative emotions come with the challenge of taking on language risks” (Interview 2, August 2023, C). This perspective shift aims to move away from a negative self-perception, emphasizing the importance of helping learners and teachers identify the specific emotions and challenges they face when taking linguistic risks. Another notion discussed was the concept of using positive rather than negative vocabulary. In Carly's words “insecurity means that there's a negative thing like there's a lack of security. So I think instead of doing negative things, it should be a positive trait” (Interview 2, August 2023, C). She continued on to note that “I think that calling it insecurity is a very denoting term, and it really just can make people feel bad” and highlighted the contrast between the terms “insecure” versus “self-conscious” (Interview 2, August 2023, C), noting that the latter suggests an awareness of the issue rather than an inherent insecurity towards the issue.

The impact of such discussions on Carly's willingness to claim identity as a future French language teacher was important. Although confident in her abilities as an English teacher, the persisting label of “linguistic insecurity” acted as a formidable obstacle to claiming a French teacher identity. She reflected, “I'm not ready to call myself a French language teacher just yet

because I feel like I need to address my insecurity" (Interview 2, August 2023, C). This reluctance underscores the profound influence that discourses found in external perceptions as well as self-imposed labels can have on an educator's professional identity.

In both interviews and questionnaires, participants highlighted the importance of positive feedback and supportive interactions in shaping their confidence as future French teachers. Most participants reported receiving positive feedback during simulated teaching experiences, authentic experiences and being encouraged by their teachers. However, there were disparities in discourse regarding encouragement to become French teachers from classmates, with mixed levels of agreement among participants. However, during the interviews, the focal participants highlighted the role of encouraging discourse in their career aspirations. This discourse came from parents, friends, teachers and peers. Overall, these findings underscore the significance of fostering a supportive environment within language teaching programs, where positive feedback and social support play pivotal roles in shaping students' confidence and professional identity as future language educators. However, the positive and encouraging discourse received by Carly in her journey towards becoming a language teacher was counteracted by negative experiences and discourses. Despite positive feedback and support, Carly encountered challenges stemming from external labeling, which ultimately strongly impacted her ability to claim identity as a French teacher. Such challenges highlight the complex dynamics of factors at work when retracing what impacts and shapes the identity of preservice French language educators.

4.3 Culture and Teaching Culture

Although the questionnaire did not explicitly address the topic, one anonymous participant notably incorporated a cultural dimension within their answer to the question: "What

are some of the qualities and skills you would associate with French teacher identity?” They emphasized “Seeing the value in culture and being able to share that with students”. This recognition of the importance of culture in teaching for teacher identity was also addressed by both focal participants in the interviews.

Ilse began by introducing the concept of being an intercultural thinker, highlighting that every teacher inherently possesses a cultural background that influences their teaching, whether consciously or not. This term was further described in the interview as:

³⁸Donc, chaque personne porte en soi un bagage culturel, que ce soit de la culture francophone, ou de la langue enseigner ou de son propre de sa propre culture, de ses expériences. Entent qu’être humain et puis, naturellement, comme consciemment ou inconsciemment, on va partager avec nos élèves certains de nos expériences, certaines qualités ou compétences où choses qu'on trouve importante que ce soit de parler d’une tradition qu'on a eue et de partager... (Interview 2, August 2023, I)

As such, Ilse emphasized the role of language teachers in consciously sharing aspects of their cultural experiences, such as traditions, music, and entertainment, with students. She highlighted the importance of this in the context of being a second language teacher to students by saying “³⁹surtout en tant que professeur de langue 2nde, d'expliciter la culture, de leur présenter, peu importe, qu'est-ce que c'est...musique, film, mais aussi leur faire participer à certains événements” (Interview 2, August 2023, I). This approach aligns with the aim of

³⁸ “So, each person carries within them a cultural baggage, be it from the French-speaking culture, or from the language they teach, or from their own culture, their own experiences. As human beings, we naturally, consciously or unconsciously, share with our students some of our experiences, certain qualities or skills or things we find important, whether it's talking about a tradition we've had and sharing...”

³⁹ “especially as a 2nd language teacher, to explain the culture, to introduce them to, whatever, what it is...music, film, but also to involve them in certain events”

fostering intercultural awareness and connectivity, ultimately making students feel like they are part of a francophone community. The participant stated that the goal allowed students "40 d'appartenir à un groupe et pas juste d'être comme à l'extérieur du cercle...D'en appartenir et de participer" (Interview 2, August 2023, I) French culture and la Francophonie!

When asked how this influenced their perception of their identity as a future French teacher, the participant explained that she had attended a French language school growing up and was surrounded by other Francophones who were either from Canada or moved to Canada at a very young age. This prompted the participant to explain that

41 il y avait pas vraiment cette question d'appartenance, parce que tout le monde appartenait, fait que d'avoir appris le concept de penseur interculturel m'a fait comme...je me suis rendu compte que c'est pas tout le monde qui a mes expériences où qui a fait partie de la culture. (Interview 2, August 2023, I)

For Ilse, this caused her to acknowledge the possible cultural and linguistic backgrounds of her future students and consciously weave both culture and language into the French classroom. The participant recognized the importance of making an effort to present and explain cultural aspects explicitly, providing authentic experiences that allow students to feel integrated into the francophone community. This was further built upon by an experience within her high school placement within a classroom where the primary teacher asked the students "42 si tout le monde connaissait le Père Noël" (Interview 2, August 2023, I). This made Ilse realize that many of her future students might be newcomers to the culture or to the country.

40 "to belong to a group and not just to be like outside the circle... To belong and to participate"

41 "there wasn't really this question of belonging, because everyone belonged, so having learned the concept of intercultural thinker made me like...I realized that not everyone has my experiences or has been part of the culture"

42 "if everyone knew Santa Claus"

This awareness prompted the participant to make a conscious effort to present cultural elements explicitly, such as music or celebrations, to bridge potential cultural gaps.

Carly also acknowledged the importance of cultural knowledge associated with the French language. The participant highlighted the inseparability of language and culture and emphasized the significance of having a global understanding of various cultures because “there's lots of cultures associated with the French language” (Interview 1, May 2023, C). The participant recognized that teaching French necessitated knowledge about at least one or two cultures but acknowledged the importance of a broader understanding as well. As mentioned earlier in this chapter, the participant perceived her ability to “incorporate the use of idioms and cultural references” (Interview 1, May 2023, C) into her French lessons (as an instructor, tutor) as a distinguishing factor of her teaching style and therefore part of her identity as a French teacher. The participant perceived these as additional dimensions that were critical to learning any language.

In summary, both questionnaire responses and interviews underscored the vital role of culture and cultural awareness in shaping the identity of future French teachers. Participants emphasized the need to value and share culture as part of their teaching identity. They recognized the importance of consciously integrating cultural experiences into language instruction to foster a sense of belonging and integration for students. This awareness highlights the inseparable link between language and culture. Overall, these findings emphasize the pivotal role of cultural awareness in shaping the identity and instructional approaches of aspiring French teachers.

4.4 Reflections on Self-Perceptions of Language Proficiency and Skills Associated with a French Teacher Identity

Within the questionnaire and interviews, language proficiency was frequently used as quality or skill associated with French teacher identity. When asked in the questionnaire “What are some of the qualities and skills that you would associate with French teacher identity?” AND “To what extent do you feel that you have the qualities and skills you described in the previous question? Why or why not?” The following answers were provided.

Figure 11

Figure depicting answers by participants to the following questions: “What are some of the qualities and skills that you would associate with French teacher identity?” and “To what extent do you feel that you have the qualities and skills you described in the previous question? Why or why not?” **Highlighted material directly relates to language proficiency and linguistic ability.**

What are some of the qualities and skills that you would associate with French teacher identity?	To what extent do you feel that you have the qualities and skills you described in the previous question? Why or why not?
Une maîtrise de la langue d'enseignement, de la créativité et de la patient, la fierté de la langue française, capacités élevées en communication	Je pense que j'ai les qualités et compétences nécessaires pour être enseignante de français, j'aime créer des activités et utiliser ma créativité. Je suis aussi forte dans mes cours de langue française et j'aime apprendre de nouvelles choses.
Fun, fluent, engaging	Somewhat- I have classroom experience, but as a non-francophone, especially being

	compared to so many francophones at [the university], I sometimes feel self-conscious
Motivating, encouraging, hopeful, smart, open minded, resourceful	I feel like my time at university has shown me how to be all these qualities for my future students
Seeing the value in culture and being able to share that with students, being able to effectively teach language skills without needing to revert back to French, encouraging students who feel uncomfortable with a foreign language, motivating students to use the language as often as possible, etc.	I believe I do have the aforementioned skills, but not yet to the degree necessary. I believe I will gain those skills by the time that I am finished with this program!
Patience, able to build relationships with students, organized, able to relate their own experiences to students, kind, caring, responsible, and creative.	I feel like I need to further develop some of the skills and they will come with time and experience. Some of those qualities naturally tend to be within people who gravitate towards teaching, but many skills still take practice.
Bi or multilingual, understanding, accommodating, creative, welcoming and non judgmental	I feel that I have all the skills to be a stellar language teacher, but sometimes I feel as though I won't be a legit French teacher because French is not my first language. In academic contexts, I am fluent in French.

	However, social situations are anxiety provoking for me because I have linguistic insecurity.
Approachable, outgoing and patient	Great extent - covered lots of areas
I am personally studying to be an English Second Language teacher.	If it was to teach English, I would be very well-equipped with the qualities and skills, but not necessarily for being a French teacher.
The quality of being kind, patient, and caring. French teachers are good at expressing themselves in French, catching errors, celebrating students' learning, and planning ahead while adjusting constantly as needed. French teachers are also good at creating a safe environment for their students, where they feel safe to take risks in French without judgment.	No response

Of the nine participants, six involved language proficiency, fluency or linguistic ability in their answers. All six participants who discussed language proficiency also included the qualities of a successful teacher. However, the other three participants chose to speak only of qualities and skills reminiscent of being a successful and compassionate teacher, without mention of linguistic ability. This included qualities such as: motivating, encouraging, smart, open minded, resourceful, outgoing, patient, etc. The responses from the questionnaire highlight that

proficiency and linguistic ability were perceived as core components of French teacher identity, but they also express the possibility of insecurity or feelings of illegitimacy faced by those who do not speak French as a first language or do not identify as Francophone. These notions were further developed by the two focal participants in the interviews.

The participants in the interviews express a nuanced understanding of language proficiency in relation to French teaching. For example, Carly emphasized the importance of exposing students to various accents and linguistic varieties, rather than conforming to a single standard. She elaborated on the notion by saying :

I think my classmates and I acknowledge that you don't have to speak good French or your level of fluency and comfort with the language doesn't equate to being a good French language teacher and I soon realized that it's important to expose students to different accents and ways of speaking the language. (Interview 1, May 2023, C)

This notion acted as a point of contradiction/variance for the participant. When asked about her hesitancy to acknowledge herself as a French teacher, despite having the formal training required to do so, the participant said that two items were impacting her willingness to claim this identity. These were a lack of experience teaching French and difficulty claiming identity as a French speaking individual or Franco-Ontarian. Carly noted that “it causes me a lot of, not anxiety, but insecurity, to claim that identity of someone who is like speaking French” (Interview 2, August 2023, C). She noted identifying as a multilingual person, but that she found difficulty assuming the identity of a Franco-Ontarian. Carly did state that she was confident in her knowledge of teaching skills and ability to apply these skills. However, she noted that when teaching people who do not speak French “I don't want them to think that like my French is like a representation of like French Canadians or like what, what French is in the place that I'm teaching” (Interview 2, August 2023, C). This concern also further extended into apprehensions

about how she was perceived by others. She noted “I do worry that sometimes I won't be able to be perceived by others and also accept myself that I would be a legitimate French teacher because it's not my first language and I learned it in a context where I didn't have access to the target society” (Interview 1, May 2023, C).

These concerns were primarily rooted in her awareness of her accent which she describes as “not a specific accent” (Interview 1, May 2023, C) but rather an accent influenced by many individuals from varying backgrounds with varying vocabularies (different French speaking countries, different provinces, etc.). A contradiction emerged from the participant's acknowledgment of the importance of exposing students to diverse accents and linguistic nuances in French teaching, juxtaposed with her hesitation to fully embrace the role of a French teacher due to anxiety about her own ‘diverse’ accent and linguistic background. In other words, while she recognized the value of linguistic diversity, she struggled with reconciling this appreciation with her self-perceptions and concerns about how her accent may represent or misrepresent French-speaking communities.

Carly further elaborated on self-perceived challenges, expressing that “maybe I feel insecure about teaching grammar because of the way that I learned it was not “this is the rule” (Interview 2, August 2023, C). This manner of teaching, labeled as ‘intuitive’ by the participant, reflected students gathering grammatical knowledge through using/hearing the language rather

than being taught explicit grammatical rules. This was prevalent during Carly's elementary school years and contrasted sharply with her experiences in high school, where the teaching of grammar became more formalized. As a result, feelings of insecurity about grammar were exacerbated when Carly was introduced to more formal grammatical rules. Although she intuitively knew these rules through language use, she had difficulty articulating or explaining them explicitly due to the way she had learned them. She echoes this sentiment by noting that while she acquired grammar intuitively, she struggled to articulate rules explicitly while completing school worksheets. This ultimately impacted her grades and resulted in feeling as though she was “not good at French” (Interview 2, August 2023, C). As mentioned earlier in this chapter, high school marked a pivotal period for this participant, particularly in her diminished perception of her French teachers' confidence levels. She noted that “The way that I perceived them, my teachers weren't that confident in their skills” (Interview 2, May 2023, C). This observation highlights a critical feedback loop in educational settings: the confidence of educators in their subject matter can significantly influence students' self-assurance and engagement. The diminished confidence of Carly's teachers in her linguistic capabilities likely contributed to the challenges she faced in mastering and feeling self-assured about her own French grammar. Carly explained that “it was hard for me to feel confident in my own skills when my teachers were not” (Interview 2, May 2023, C).

The participant's experiences with learning grammar significantly impacted her willingness to teach it. Carly expressed insecurity about teaching grammar, especially to adult learners who may expect a more structured, rule-based approach. She felt challenged by the prospect of explaining grammar rules because “when I present a grammar rule and there were exceptions, I find it difficult to uhm portray my confidence when there are so many exceptions to

grammatical rules, and I have to present something as a fact” (Interview 2, May 2023, C).

However, she expressed confidence in many other aspects of teaching such as "I feel comfortable teaching French. I feel comfortable teaching, like writing and reading and everything that is not grammar”. Carly’s belief that these skills can be separated from grammar highlights a deeper issue, the way language teaching often compartmentalizes grammar, distancing it from more dynamic language use. Carly's struggle with grammar's rigid rules and exceptions reflects the broader damage caused by this separation, where grammar is seen as an obstacle rather than a natural part of teaching writing and reading.

The participant’s apprehension towards teaching grammar intersected with her broader identity as French teacher. Carly acknowledged feeling confident in teaching other aspects of French language and culture but struggled with grammar instruction due to her own difficulties and the perceived expectations of adult learners. This hesitation contributed to a reluctance to fully embrace the identity of a French teacher. Additionally, the participants’ negative experiences with grammar instruction influenced her teaching philosophy, leading her to seek a balance between traditional grammar teaching and more dynamic, student-centered methods. This is highlighted by the participant who observed:

I know that the teachers who that I had that spoke French and taught us other subjects or taught us French, that didn't talk about grammar or like, didn't you know, care too much to see just by the rules. Yes, we liked those teachers more and we found the teachers who taught us grammar, like systematically, we found them really boring and we just, like, felt like they couldn't relate to us. But I feel like I would want to if I were to teach grammar, I would want to have a balance in between those two, so using learning grammatical rules

and grammar through play through like task oriented, uh learning rather than just like with a worksheet would be ideal. (Interview 2, August 2023, C)

Overall, Carly's experiences with grammar instruction shaped her confidence and identity as a French teacher, highlighting the complex interplay between personal experiences, pedagogical approaches, and professional identity.

Similarly to Carly, Ilse, who was educated in a French language school, noted that grammar was often neglected in her French classes, with little emphasis on formal instruction or practice. This deficiency in grammar education was attributed to teachers who may have lacked confidence in their own grammatical knowledge or did not prioritize grammar instruction. Ilse noted that one teacher who “⁴³était confiante elle-même dans ses capacités qui avait/qui était bonne en grammaire” (Interview 1, May 2023, I) taught her grammar in high school. However, she theorized that her other teachers did not have “⁴⁴cette confiance-là” (Interview 1, May 2023, I) due to French not being their major during their studies to become a teacher.

Consequently, there was a notable absence of explicitly grammar-focused lessons, with more emphasis placed on activities like reading and writing summaries.

Like for Carly, this absence of comprehensive grammar instruction during Ilse's education also had a significant impact on her willingness to teach grammar. Reflecting on her own educational experiences, Ilse acknowledged how these experiences had influenced her teaching philosophy. She emphasized the need she felt to better integrate structured grammar lessons into her future teaching practices. This intention was articulated clearly when

⁴³ ”was confident in her own abilities who had/who was good at grammar”

⁴⁴ ”that type of confidence”

she stated, “⁴⁵je vais m'assurer de mettre des leçons de français dans mes cours...grammaire spécifiquement ça serait quelque chose que je ferais dans mes salles de classes” (Interview 2, August 2023, I).

Ultimately, this need to teach grammar to her future students was linked to a profound concern about the possible degradation of French language standards over the time. Ilse worried that with grammar not being explicitly taught or reinforced in the classroom, there would be a direct impact on grammatical accuracy, verb-tenses, etc. She stated that she has already noticed these issues amongst French speakers. Ilse said, “⁴⁶on peut dire que ça c'est pas si grave que ça, parce qu'on les comprend”, but that “⁴⁷en même temps, je pense pas qu'on devrait comme strive for être compris” (Interview 2, August 2023, I). She emphasizes that this is an issue for both first language and second language speakers of French.

Both participants' experiences with grammar instruction, characterized by teachers described as lacking confidence or willingness to tackle grammar explicitly influenced how they viewed themselves as teachers and their teaching philosophies towards grammar instruction. Ilse and Carly both made clear their plans to address this issue prevalent in their education to try and prevent its recurrence. These views could impact how the participants see themselves as competent and qualified French teachers, as their grammatical competencies are integral to learning and teaching the French language.

⁴⁵ ”I'll make sure to put French lessons in my classes...grammar specifically that would be something I'd do in my classrooms”

⁴⁶ ”we can say that it's not that serious, because we understand them”

⁴⁷ ”at the same time, I don't think we should strive to be understood”

Significantly, another response emerged during discussions about grammar instruction, proficiency levels, and linguistic backgrounds in relation to teaching French. Both participants clearly resisted nativist discourses and linguistic ideologies similar to those promoting nativeness

Carly challenged nativist ideologies by recognizing that proficiency in French alone did not necessarily make someone a good French language teacher, noting “your level of fluency and comfort with the language doesn't equate to being a good French language teacher” (Interview 1, May 2023, C). She emphasized the importance of exposing students to different accents and ways of speaking the language, indicating a commitment to linguistic diversity and inclusivity in language education. Furthermore, the participant highlighted the value of being bilingual or having experience learning a second language in the context of teaching French as a second language. Carly explained:

I feel like having a second language of your own and having gone through the process of learning a second language does help you better understand what it's like for a nonnative speaker to acquire that language. Whether that's the thought processes that they go through and things such as interlanguage and understanding fusion and code switching like the difference in like the presence of the language repertoire in like as the way it plays a role on second language acquisition is really important and I feel like that's one of the things that you just have to experience. (Interview 1, May 2023, C)

This perspective underscores a vision of French teacher identity rooted in the skills of second language speakers as French teachers, including the unique insights and empathy they bring to the language learning experience. By advocating for the importance of lived experience with language acquisition, a quality that is separate from any notion of nativeness, the participant

challenged the notion that native speakers were inherently more qualified language teachers and promoted a more inclusive and nuanced approach to language education.

Ilse, who strongly advocated for the preservation and promotion of French, demonstrated a commitment to countering nativist ideologies by advocating for inclusion within French teacher training and the French teaching field. Despite acknowledging the prevalence of second language speaker teachers in Ontario due to availability and opportunity, Ilse actively refrained from engaging in discourses that might have stigmatized this population of French teachers in Ontario. Instead, while acknowledging the potential challenges these individuals may face due to accents or linguistic backgrounds, Ilse emphasized the value of a body of French teachers which is diverse and underscored the need to support all individuals interested in teaching French, regardless of their linguistic background.

Ilse highlighted the value of ongoing learning and professional development for all French teachers. She encouraged teachers to “⁴⁸continuer à pratiquer pour eux autres et de prendre plus de cours de français que ce soit grammaire, littérature...de juste, participer à des ateliers en français, à des choses comme ça, écouter des films” (Interview 1, May 2023, I) to improve their skills and confidence. By advocating for continuous learning and growth within the French teaching community, Ilse helped enact an inclusive attitude that valued diverse perspectives and experiences, qualities which she ultimately contributed to the preservation and promotion of French language and culture.

⁴⁸ ”continue to practice for themselves and take more French classes, whether grammar, literature...just, participate in French workshops, things like that, listen to films”

In summary, the interviews provide valuable insights into the complexities of language proficiency, teacher identity, and the impact of linguistic ideologies on French language education and French teachers. Despite facing challenges, the participants demonstrate resilience and a commitment to challenging nativist discourse and promoting inclusive language teaching practices.

Chapter 5: Analysis and Conclusion

5.1 Review of Primary Findings, Revisitation of the Research Questions and Chapter Outline

The objective of this study is to address the French teacher shortage in Ontario and across Canada by exploring issues related to the development of French language teachers' professional identity and their training. This research focused on fundamental aspects of pre-service French teacher training, particularly its potential impact on the identity and self-perceptions of pre-service French teachers. To achieve this, the study asked the following two questions to investigate the factors that affect future French language teachers' willingness to claim a strong identity as a French teacher.

R1: What impacts and reinforces a novice French language educator's ability to claim a strong identity as a French language educator?

R2: What forces and discourses may deter a novice French language educator from claiming a strong identity as a French language educator?

In addressing the abovementioned research questions, the analysis of the survey responses and interviews with the focal participants collected through the duration of this study illustrate the multifaceted ideologies, individuals and experiences that have impacted the participants' inclination to claim identity as a French teacher.

The analysis of participants' responses throughout the study revealed patterns that indicate that various interconnected factors impacted novice French teachers before and during their teacher training. This included mastery experiences, vicarious experiences, support from others, culture/teaching culture and self-perceptions of language proficiency and skills associated with a French teacher identity. Both the quantitative and qualitative data within this research

revealed that many of the contexts that reinforced participants' willingness to claim a strong identity as French teacher could also serve as sites which could, under the wrong circumstances, deter participants from claiming a strong identity as a French teacher. This added a level of complexity to the analysis of this report's findings that will be further developed below.

The chapter will begin by reviewing the data derived from this study divided into its primary findings accompanied by the analysis and interpretations of the data with a discussion of the significance and implications of the findings. Following this, the conclusion will overview the implications of this study and practical recommendations for teacher training programs that have stemmed from this research.

5.2 Primary Findings from Chapter 4.1: Prior Experience/Experiences in a Classroom Setting

5. 2. 1 Impact of Prior Experiences on Professional Identity

As was addressed in the previous chapter, there were numerous notable themes that impacted the participants' willingness to claim strong identity as French teachers. The most prominent theme within the findings was the impact of prior experiences in forming and significantly shaping identity and a willingness to claim an identity as a teacher, particularly a French teacher.

Participants emphasized the importance of hands-on, real-life teaching experiences in forming their identity as French teachers. This included authentic experiences such as tutoring, teaching, and classroom supervision. Positive experiences, such as overcoming classroom difficulties and teaching intricate aspects of the French language, bolstered participants' self efficacy and confidence. Although the number of participants within the survey who noted having authentic teaching experiences showed a lower weighted average of 0.67, indicating a divided response among participants, the interviews stressed the undeniable importance of these

experiences and the impacts they had on the novice French teachers.

For example, Ilse highlighted influential individuals and her first coop as a teaching assistant in a French language elementary school as critical in shaping her identity as a future French teacher due to her active engagement in classroom activities, assisting students and helping to animate lessons. Overcoming challenges in these roles reinforced her professional growth and confidence. In her follow-up interview, Ilse reflected and reaffirmed the significance of her coop and classroom management experiences. Successfully addressing behavioral issues in the classroom at her new position as a classroom supervisor contributed significantly to her professional confidence and identity.

Carly discussed the importance of teaching French to young children and successfully integrating cultural elements, phonology and phonetics into her lessons. This practical application of teaching strategies enhanced her confidence and sense of identity as a French teacher and reaffirmed to her that she was a good teacher in her own eyes. Carly emphasized the overarching significance of experience in developing teaching skills and confidence. She noted that practical teaching experiences, even outside of formal classroom settings such as tutoring, were crucial for her self-assurance and professional identity because she was able to successfully apply skills she learned in her teaching program and see it effectively help students achieve their language learning goals.

The data collected from both focal participants, as noted above, illustrates successful mastery experiences in teaching, which aligns with Bandura's theory of self-efficacy. This theory emphasizes the importance of mastery experiences in enhancing self-efficacy beliefs, or one's confidence in their ability to perform behaviors necessary to achieve specific performance goals. Bandura (1993) highlighted that mastery experiences, particularly guided mastery experiences,

are powerful vehicles for self-efficacy. These experiences of successfully teaching and achieving positive outcomes from teaching contexts can significantly influence novice teachers' self-efficacy beliefs.

Tschannen-Moran and Johnson (2011), Tschannen-Moran and Woolfolk Hoy (2007) and Hatlevik (2017) have also underscored the significance of mastery experiences in shaping teachers' sense of efficacy, indicating that such experiences are moderately related to teacher efficacy for both novice, or newly qualified, and experienced teachers. Novice teachers, despite their initial stage in their careers, can draw upon these mastery experiences to build confidence in their teaching abilities and develop a sense of efficacy in their instructional practices. Novice teachers face numerous issues such as a lack of pedagogical knowledge, difficulty managing student behaviour, and difficulty in regard to lesson planning (Septiani et al., 2019). However, through successful teaching experiences and positive outcomes, as seen with Isle, novice teachers can begin to gradually overcome these challenges and enhance their self-efficacy and confidence. This suggests that many forms of professional development such as high-quality mentorship, collaboration with colleagues, opportunities to share successful techniques can build a novice teachers sense of self-efficacy and quicken the development process (Henry et al., 2011).

Generating successful, positive teaching experiences is undoubtedly challenging, particularly because things can sometimes go wrong. However, the data shows that not every experience needs to be entirely positive to contribute to growth. Even negative experiences, when they result in overcoming a challenge, can significantly enhance a teacher's development.

Creating these 'authentic' and positive experiences is especially difficult for pre-service or novice French teachers, who often lack prior knowledge and experience. This difficulty is compounded by the reality shock many new teachers face when transitioning from their teacher

training programs to real classroom settings. The unpredictable and dynamic nature of authentic classrooms, with real students, can be overwhelming, as noted by Veenman (1984) and Xu (2012).

Isle's experience as a classroom supervisor illustrates this point well. Initially, Isle faced a reality shock due to unpredictable student behaviors. However, as seen in the findings chapter, Isle was able to devise strategies to overcome these challenges, ultimately emerging with enhanced confidence and a stronger sense of self-efficacy. Carly also highlighted the value of authentic teaching experiences, emphasizing that she believes such experiences are crucial for "developing their skill set and confidence in being a language teacher or any teacher" (Interview 2, August 2023, C).

Challenges in creating authentic teaching experiences for novice French teachers stem from the need to bridge the gap that exists between theoretical knowledge and practical application, provide adequate support and mentoring, and address the complexities of authentic educational contexts to facilitate the development of effective teaching practices. Possible ways to create more authentic experiences are through professional development activities and authentic teaching experiences.

All of this supports the notion that scaffolding novice educators toward authentic classroom experiences through planned, controlled teaching sessions in education content courses can enhance their self-efficacy, which, in turn, fosters their identity development through interactions and investment in the teaching role (Norton, 1997). This could include allowing students to conduct micro-teaching sessions (DeLorenzo, 1975; Suryani et al., 2018) to fellow classmates or interested students within the same campus. This typically involves a small group of students, a supervisor, and a specific concept or skill being taught for a short period of time.

Micro-teaching sessions are designed to ensure a controlled environment for novice educators to practice specific skills in short sessions. Researchers, such as Orosz (2023) have discussed the benefits of microteaching, explaining that skills such as motivation and self-reliance can be improved. They note that microteaching can help facilitate the training of novice educators and prepare/scaffold them between theoretical learning and authentic teaching experiences (Orosz, 2023). Pre-service teachers can gain practical experience by tutoring or microteaching lower-level courses within the university, thereby benefiting from situated learning experiences that enhance their pedagogical skills in a controlled, faculty-supervised environment.

This research supports the idea that novice French language teachers should be scaffolded and provided opportunities to gain authentic teaching experiences during their training. The primary findings from Chapter 4.1 demonstrate that prior classroom experiences significantly impact the professional identity and self-efficacy of the focal novice teachers. Mastery experiences were crucial in reinforcing participants' confidence and willingness to claim their identity as French teachers. By aligning their teaching achievements with Bandura's (1997) theory of self-efficacy, new teachers can build confidence in their abilities and continually enhance their teaching practices. Thus, it is essential for teacher training programs to incorporate, in addition to any already existing practicums, structured and supportive environments that offer real-life teaching experiences, such as micro-teaching sessions, tutoring, and supervised classroom activities, to help bridge the gap between theoretical knowledge and practical application.

5.2.2 The Impact of Vicarious Experience

Another notable item that impacted participants' willingness to claim identity as French teachers was vicarious experiences (Bandura, 1993). These experiences involve learning by

observing others' successes or failures, thereby enhancing self-efficacy by allowing individuals to understand their own capabilities and potential outcomes without direct involvement. In both interviews and questionnaires, participants emphasized the profound impact of vicarious experiences, particularly those derived from classroom observations, on shaping their identities as future French teachers. These experiences included witnessing successful teaching practices and receiving guidance from confident and supportive French educators. Such encounters significantly influenced participants' confidence levels and belief in their own potential as effective teachers.

Among the nine students who participated in the questionnaire section of the research, a notable consensus emerged regarding the statement "I have had the chance to take classes with a confident French teacher." While one participant strongly disagreed, two agreed, and the remaining six strongly agreed, indicating a prevalent perception of having been taught by confident instructors. A similar trend was observed regarding the statement "I have had the chance to take classes with an encouraging French teacher." With one participant strongly disagreeing, one agreeing, and the rest strongly agreeing, showing that the majority expressed having been taught by encouraging and confident French teachers.

This trend was further highlighted in interviews with focal participants. Ilse noted the pivotal role of her mother as an influential role model in shaping her career aspirations. Reflecting on admiration for her mothers' teaching profession from a young age, Ilse acknowledged the emotional and experiential support received, which contributed to her identity formation as a future French teacher. Direct involvement in her mothers' teaching environments provided hands-on experiences and exposure to confident and successful teaching practices, further shaping her professional identity.

Additionally, participants recounted vicarious experiences from observing and learning from educators displayed confidence, creativity, and successful teaching approaches. Ilse particularly admired a teacher from her childhood for their humor and creativity, highlighting engaging classroom activities that left a lasting impression. Ilse noted then played pretend as a teacher using the teacher's name during her youth and still regards the individual fondly as a role model. Bandura's (1997) theory of self-efficacy suggests that individuals model behavior after admired figures, indicating the impact of such vicarious experiences on Ilse's identity formation as future French educator. Bandura (1997) notes that observing others perform successfully can enhance one's own beliefs in their capabilities to accomplish similar or comparable activities. This research supports the notion that novice French teachers who observed confident and effective teachers felt more capable themselves.

The implications are that teacher education programs should prioritize opportunities for novices to observe skilled practitioners. This could be accomplished through structured observation opportunities. Teaching programs creating structured opportunities for novices to observe experienced, confident, and encouraging teachers can be in various forms, including live classroom observations, recorded teaching sessions, and reflective discussions post-observation. Researchers such as Ferrell (2012) and Wright (2012) have discussed how reflective activities, such as classroom observation, can allow pre-service or novice teachers to gain insights into effective teaching strategies to bridge the gap between pre-service and in-serving education. The reflective practices that accompanied observation allow novice teachers to critically analyze their observations and experiences, ultimately consolidating learning and fostering a deeper understanding of effective teaching practices.

Research suggests that observation, vicarious experiences and reflection can be particularly important in shaping self-efficacy for novice teachers who have fewer mastery

experiences to draw from (Tschannen-Moran and Hoy, 2007). By observing successful practices and strategies through vicarious experiences, novice or pre-service teachers can broaden their knowledge, build confidence, and improve their teaching skills, even without extensive personal mastery experiences.

Authors such as Pylman (2018) have expanded on these ideas by discussing the reflective aspect of classroom observation and the importance of co-planning. By working alongside mentors or experienced teachers, novice or pre-service educators benefit from the opportunity to delve into the decision-making process and discuss the aspects of teaching that cannot be observed. These internal processes such as considering student needs, standards, possible student responses can come quite natural to an experienced teacher need to be directly and explicitly discussed with pre-service teachers as a manner of teaching the novice teachers why instructional decisions are being made (Plyman, 2018). This seems to have been true in the case of Ilse, she feels included and empowered when her mother (an educator) discussed classroom experiences and strategies with her, ultimately serving as a reflective practice that supported Ilse in her journey as a novice French teacher.

5.2.3 Vicarious Experiences and the Impacts of Teacher Confidence on Students

Additionally, while reflecting on her educational journey, Carly acknowledged the more complex role of educator confidence in shaping her linguistic development and confidence. Early experiences with confident teachers, particularly during elementary school years, were noted by the participant. However, as Carly progressed through her schooling, a noticeable decline in teacher confidence, particularly among those teaching French as a second language, was observed. She noted instances of teachers' lacking confidence in their 'skills', which Carly explained was the teacher's ability to transfer knowledge to the students. This highlights a link between confidence and effectiveness of instruction. Carly explained that it was challenging to

feel confident in her own abilities when she perceived her teachers as lacking confidence. Conversely, even in instances where teachers appeared confident, Carly sometimes struggled with the material and with her self-perception regarding her performance. This highlights a complex relationship between teacher confidence and student confidence and effectiveness in learning. This also highlights the complexities of vicarious experiences, demonstrating that each individual's context is unique and cannot be reduced to a simple yes or no answer.

Furthermore, Carly described a negative vicarious experience from observing an instructor who struggled with French pronunciation and expression. Classmates' judgments regarding the instructor's qualifications based on perceived language norms exacerbated a collective negative view, highlighting the challenges non-native speaking teachers face and the impact of student perceptions on their authority and effectiveness. This exemplifies how problematic expectations rooted in nativist ideologies can shape vicarious experiences, leading to discouragement for non-native language instructors and students alike. The emergence of nativist attitudes in contexts where students can experience vicarious experiences undermines effective language teaching and can perpetuate biases that hinder language learners' and teachers' confidence and success.

In essence, Carly's experiences underscore the profound impact of both positive and negative vicarious experiences on novice French teachers' self-efficacy and beliefs about their potential success. This data also highlights the need to address and challenge nativist ideologies to foster an inclusive and supportive environment for language learners and educators and ensure that vicarious experiences serve as opportunities for growth rather than sources of discouragement. These findings echo research that has shown that nativist ideologies can influence how students judge their language teachers based on their adherence to or deviation from native language norms and propagate the native speaker fallacy (Phillipson, 1992;

Tsuchiya, 2020). Comments or actions, such as corrective practices aimed at teaching a standard variety, can reinforce the idea that standard varieties and their speakers are more legitimate, devaluing the skills of non-native speakers or those who use non-standard varieties, and potentially increasing feelings of linguistic insecurity (Bouchard, 2024).

To address issues of nativist ideologies and linguistic insecurity in teacher education, current research promotes inclusive practices that value the diverse linguistic backgrounds of all future teachers. As seen in Bouchard (2024), French teachers' promoting the ideology of language variation as normal, notably among bilinguals, can be a way of “valuing all varieties of French” (p. 439). This included individuals that did not identify culturally or in terms of accents with standard varieties of French. Within their study, Bouchard (2024), describes that French teachers within English-dominant contexts utilized this ideology and promoted the importance of a variety of models of French as a manner of fostering linguistic security amongst students and promote a more positive insight and perception into their own variety of French. This principle can be promoted and expanded on within teacher training programs by exposing future teachers to diverse varieties of French. This can vary from exposure through media, materials, activities, community engagement, mentorship and reflective practice. By allowing students to witness, discuss and reflect on the legitimacy of the existence of multiple varieties of French with an educator that promotes the normality of this can create an open and safe space for novice French teachers of any background in the classroom and promote linguistic security (Bouchard, 2024).

Addressing these ideologies is crucial for ensuring that vicarious experiences promote growth rather than discouragement, as echoed by research emphasizing the negative effects of such ideologies on language learners and educators (Phillipson, 1992; Tsuchiya, 2020; Bouchard, 2024). Researchers such as Dale and Frye (2009) have delved into the importance of teachers showing vulnerability in the context of teacher education. By recognizing and

embracing vulnerability, educators can create supportive and authentic learning environments that foster growth, reflection and continuous improvement. Despite teachers' fear of openly revealing their imperfections due to their perception of possibility of this diminishing their credibility (Huddy, 2015), Bouchard (2024) noted that French high school teachers in British Columbia explicitly used vulnerability to connect with students' feelings of linguistic insecurity and "to create a safe space where students can be imperfect and learn, and consequently gain a greater sense of linguistic security" (p. 441). By promoting vulnerability in the classroom, teachers can promote the relinquishment of perfection and controlling self and redirect students towards becoming reflective practitioners and the art of learning and teaching.

While vicarious experiences are crucial in shaping novice teachers' identities and confidence, the nature of these experiences, positive or negative, influences the outcome and help to understand and propose methods of ensuring pre-service educators are exposed to positive vicarious experiences throughout their formation. The study found both positive and negative impacts of vicarious experiences on the self-efficacy of novice French teachers. Positive vicarious experiences bolstered participants' confidence and belief in their potential as future teachers, reinforcing their investment in their teacher identity, as Norton (1997) suggests.

Participants emphasized how witnessing successful teaching practices and receiving guidance from encouraging teachers shaped their identities and aspirations. However, negative vicarious experiences, such as observing teachers who faced judgment for their linguistic ability or lack of confidence, led to self-doubt and diminished confidence in novice French teachers' belief in their teaching abilities. These findings highlight the dual impact of vicarious experiences, underscoring the importance of providing novice teachers with positive role models and supportive environments to enhance their self-efficacy and preparing them for the negative vicarious experiences by addressing this before they have these experiences.

5.3 Encouraging Discourse and Social Persuasion

When sharing their thoughts and experiences relating to their journey towards becoming a French teacher, participants also emphasized the significance of encouraging discourse and social persuasion in nurturing their confidence and comfort as future French teachers. Analysis of the questionnaire responses and interviews with the focal participants revealed several key insights into the role of feedback and discourse from teachers and classmates.

When participants were asked a “As part of my program of study in second language teaching, I have received positive feedback during simulated classroom teaching experiences”, the majority expressed agreement, with only one choosing undecided, indicating high agreement with the idea that positive feedback had been present in their training. Similarly, although fewer participants had engaged in authentic classroom teaching experiences, one participant disagreed while two indicated being undecided. One chose agree and five chose strongly agree. Disparities emerged in peer discourse, with varying levels of agreement among participants regarding the statement “My interactions with my classmates have encouraged me to become a future French teacher” suggesting that peer interactions were less consistently supportive. Conversely, participants widely acknowledged the encouragement they received from teachers in pursuing their career goals, highlighting the significant role of supportive teacher-student relationships in their professional development.

Focal participant interviews further illuminated the impact of support and positive discourse from others on their journey to becoming French teachers. As mentioned in the previous section, Ilse highlighted the crucial role of her mother in providing encouragement and fostering discussions about teaching experiences. Her mother, also a teacher, engaged in collaborative dialogues, seeking the participant's opinion on teaching strategies and scenarios, which contributed to her growing confidence and sense of competence. This provided a sense of

inclusion in education in the participant's eyes. Ilse also noted receiving positive feedback from close friends and lesser-known individuals validating her goal of becoming a French teacher. The participant went as far as to note that this feedback made her feel like she had to continue on and further build her commitment to the field of education while also helping to alleviate self-doubt about her future achievement within this field.

Similarly, Carly described the positive influence of support from parents and peers on her confidence in pursuing a career as a French teacher. Parents recognized and validated Carly's linguistic abilities, encouraging her to channel her strengths into a meaningful career path. Positive feedback from peers also bolstered Carly's self-efficacy and belief in her language abilities, impacting her academic performance and motivation.

This data supports research that shows that feedback is a fundamental element in the educational context that can have a positive or negative impact on learning and achievement (Hattie & Timperley, 2007). As seen in the findings, both simulated and authentic teaching experiences generally provided participants with positive feedback, contributing to their confidence. This feedback originated from family, teachers, peers and friends in the forms of support, positive discourse and critiques/assessments. Authors such as Clark & Newberry (2019) have emphasized the importance of verbal persuasions, including social support, mentoring, encouragement, and constructive feedback, in enhancing pre-service teachers' self-efficacy beliefs. They note that these forms of social persuasion provide essential reinforcement and practical guidance as is seen in the findings from the interviews. However, it is important to note that although social and verbal persuasion have a positive influence and increase self-efficacy, the source from which is given may play an important role based on the relationship of the individuals involved and the perception of the recipient (Clark & Newberry, 2019).

As is seen in the case of Ilse, positive feedback and discourse came from family, teachers

and peers. The feedback received was precise and directly related to the participant's vision of becoming a French teacher. Feedback that is prompt, positive and specific can not only correct errors, but also reinforce positive teaching behaviors and enhance professional development by improving teaching practices (Scheeler et al., 2018). Particularly, positive feedback and discourse that is from credible sources (experienced experts), strengthens self-efficacy beliefs

(Bandura, 1997). This is validated through the sense of support and confidence Ilse felt from her mother's expressions of pride and respect towards her teaching aspirations. The data from this study also supports that the collective affirmation from friends and acquaintances provides a sense of belonging, confidence and security in the career choice of novice teachers.

Peers are also valuable models for behaviors and an impactful group from which an individual can receive encouragement and support to further develop their self-efficacy beliefs (Bandura, 1997). Although the answers from the questionnaire are not consistent, the focal participants both described instances of peer support and positive discourse. Therefore, there is not a clear answer as to the amount or reasoning behind the positive peer discourse being received by the preservice teachers within this study. Based on the focal participants' responses, it is encouraged to support positive peer feedback and discourse in pre-service teaching programs to contribute to an inclusive, empowering and active learning environment through opportunities for discussion and reflection on learning experiences (Shao & Kang, 2022).

Not all discourse is positive and as mentioned earlier, the source from which is given can play an important role based on the relationship of the individuals involved and the perception of the recipient (Clark & Newberry, 2019). This is seen in the case of Carly, who also received positive and encouraging discourse and feedback from peers and family but felt the ramifications of linguistic labeling that was heightened by her relationship with the individual who provided the label. Carly's experience with her coworker labeling her choice of speaking English over

French in a particular workplace settings as linguistic insecurity highlights the significant influence of labels and language on one's professional identity, particularly in the context of language teaching. The label of linguistic insecurity created a psychological barrier for Carly, fostering self-doubt and anxiety about her language abilities that was notably heightened due to the belief that this opinion was shared by her colleagues. In the interview, this discussion led Carly to advocate for reframing discourse surrounding language challenges, emphasizing the importance of identifying emotions and challenges without implying inherent deficiency. Notably, the participant sees words such as 'challenge' or 'difficulty' as stemming more from an emotional and mindful perspective than that of 'insecurity'. The goal of this change in discourse for Carly would be shifting away from negative self-perceptions that could accompany the concept of insecurity and instead look more closely at the specific emotions and challenges individuals might be facing during their language learning journey. Carly suggests that instead of using the term "linguistic insecurity," which implies a lack of security and something inherently negative, more accurate and positive terms should be used. She proposes framing the experience as a "challenge" or describing the emotions involved, such as "anxiety about taking linguistic risks" or "fear of judgment." By shifting the language from insecurity to a more positive and specific description of the emotions or challenges faced, Carly believes that it can reduce the negative connotation and better reflect the reality of the experience. Carly's experience suggests the need for careful consideration of language and labels in shaping educational and professional identities. By adopting more nuanced and positive terminology, as suggested by Carly, it may be possible to foster a more supportive environment for language learners and educators, thus enhancing their confidence and career development.

Ultimately, whether or not Carly views herself as having linguistic insecurity or rather simply as having been strongly influenced by the act of being labeled as having linguistic

insecurity is not entirely clear. However, her optimism towards changing the terminology and desire to further resolve her feelings of uncertainty and the internalized perceptions of her peers and colleagues shows her willingness to combat this issue and the importance of paying attention to labels (discourse) and the ideologies these help to perpetuate.

In summary, participants highlighted the significance of positive feedback and supportive interactions in shaping their confidence as future French teachers. While encouragement from teachers, parents, and peers played a pivotal role in nurturing their professional identity, challenges arising from external labeling underscored the complex dynamics at play in shaping preservice French language teachers' identities. These findings underscore the importance of fostering a supportive environment within language teaching programs, using inclusive discourse, positive feedback and social support to build upon students' confidence and professional development and avoiding 'negative' or exclusionary discourse.

5.4 Culture and Teaching Culture

This section delves into the pivotal role of culture and cultural awareness in shaping the identity of future French teachers. Both questionnaire responses and interviews briefly but firmly underscored the vital role of culture and cultural awareness in shaping the identity and instructional approaches of aspiring French teachers. Participants emphasized the need to value and share culture as part of their teaching identity, ultimately fostering intercultural awareness and connectivity in the classroom. These insights from the participants and research highlight the inseparable link between language and culture, emphasizing the pivotal role of cultural awareness in French language education.

Ilse, one of the focal participants, introduced the concept of being an intercultural thinker, stressing how teachers inherently bring their cultural background into their teaching. She emphasized the need for language teachers to consciously share cultural experiences like

traditions and music with students, fostering a sense of belonging within the francophone community. By integrating these cultural elements into their teaching, especially in second language classrooms, Isle suggests that teachers can help students feel more connected to the Francophone culture, moving beyond language learning to create a sense of inclusion and participation. This approach can not only enrich students' cultural understanding but also strengthen their identity as members of the Francophone community. Ilse's personal experiences attending a French language school that was primarily attended by Francophones differentiated from her experience in a placement where students came from different linguistic and cultural backgrounds. She underscored the importance of acknowledging students' diverse cultural and linguistic backgrounds and advocated for explicitly presenting cultural elements to bridge potential gaps, ensuring students feel included and integrated into the francophone community. In line with Norton's theory (1997), Ilse's insights suggest that these cultural connections foster investment in the language and cultural identity, enabling both teachers and students to negotiate identities that are responsive to diverse backgrounds.

Similarly, Carly recognized the inseparability of language and culture, emphasizing the need for a global understanding of various cultures associated with the French language to be a French teacher. She highlighted her ability to incorporate idioms and cultural references into lessons, which she perceived as critical to her teaching style and building her professional identity as a French teacher.

These findings align with the work of authors such as Byram (1997) and Kramsch (1993, 1998) and Bournot-Trites, Zappa-Hollman, and Spiliotopoulos (2019) emphasize the importance of intercultural competence in language teaching, advocating for critical cultural awareness, arguing that teaching a language is inherently teaching culture, and that effective language instruction must include cultural dimensions. In relation to teaching culture, many forms of

instruction can be utilized to bring culture into the classroom. This can be seen in research such as that of Byram & Wagner (2018) who advocate for integrating various cultural analyses and meaningful interactions in multicultural contexts into language teaching to promote intercultural and international dialogue. This can be achieved through an action-oriented approach where educators equip students with the skills to be intercultural citizens through promoting active engagement, critical reflection and encouraging them to participate in civic action and engage positively with diverse communities (Byram & Wagner, 2018). Authors such as Tjahjani & Jinanto (2021) have also discussed the positive outcomes of digital technology- based methods of motivating learners to engage with cultural content in the language classroom using films as authentic oral teaching materials. By leveraging these various approaches, educators can create a dynamic and inclusive learning environment that fosters not only linguistic proficiency but also a deeper appreciation of cultural diversity. This multifaceted approach is crucial for preparing students to navigate an increasingly interconnected world, where intercultural communication skills are essential.

In conclusion, this section highlights the role of culture and cultural awareness in shaping the identity of future French teachers. By consciously integrating cultural elements like traditions, music, and intercultural thinking into their teaching, educators can foster a sense of belonging and connectivity within the francophone community. This approach not only enriches students' cultural understanding but also strengthens the teachers' professional identity as cultural mediators. Ultimately, embracing the inseparable link between language and culture is essential for developing intercultural competence in both teachers and students.

5.5 Reflections on Self-Perceptions of Language Proficiency and Skills Associated with a French Teacher Identity

This section delves into the reflections on self-perceptions of language proficiency and skills associated with a French teacher identity, based on questionnaire responses and in-depth interviews with focal participants. The analysis explores how language proficiency and linguistic ability were perceived as integral to the French teacher identity, examining both the affirmation and challenges faced by individuals who did and did not identify as Francophone or first language French speakers. By analyzing the nuanced understandings and experiences of two focal participants, Carly and Ilse, the analysis sheds light on the interplay between personal experiences, professional identity, and linguistic ideologies in French language education.

Language proficiency emerged as a key quality associated with French teacher identity among the participants. Six out of nine participants highlighted language proficiency, fluency, or linguistic ability as crucial components of their definition of French teacher identity. These participants linked language proficiency with the overall qualities of a successful French teacher. However, three participants focused solely on other attributes such as being motivating, encouraging, smart, open-minded, without mentioning linguistic ability. This divergence underscores the multifaceted nature of French teacher identity, balancing linguistic skills with broader pedagogical qualities. Authors such as Turnbull (2001) highlight the necessity of language proficiency in second/foreign language teaching to ensure teachers can maximize target language use in the classroom. However, the level of proficiency required is not equal across all teaching contexts (Faez & Karas, 2017). Additionally, many other skills must also be understood to play an important role in defining an effective second language teacher, such as strong instructional skills and proficiency in the student's L1 language (Dixon et al., 2012).

The relationship that is established between French proficiency and teachers' willingness

to claim an identity as a French teacher can be a concern for some non-native speaker teachers as seen in the responses to the questionnaire (Figure 11). This was seen through the emergence of linguistic insecurities and identity challenges of select participants. Two participants who did not speak French as a first language or identify as Francophone expressed feelings of insecurity and illegitimacy linked to their self-perceptions as future French teachers. Carly, for example, articulated anxiety about claiming the identity of a French-speaking individual or Franco-Ontarian. She felt confident in her teaching skills and knowledge but was concerned about being perceived as a legitimate French teacher due to her accent and non-native background.

This is reflective of ideologies of nativeness impacting a quality that is frequently perceived as essential to French teacher identity. This notion is echoed in Wernicke's (2017) work where FLS teachers noted in their questionnaire that native speakerness was "unspoken criterion of L2 teacher identity" (p. 217). Beliefs such as this support and perpetuate native speakerism (Holliday, 2006) which in the case of this study, has likely been internalized by the participants who struggle to see their own legitimacy and identity through nativist ideologies. Numerous authors have forwarded ideas of how to address native speaker ideologies in language teaching. Wernicke (2018) highlights the importance of embracing plurilingualism to empower non-native teachers to challenge ideologies. Aneja (2016) notes the importance of second language teachers raising awareness and be critically aware of language and teaching materials and how they may be producing and reproducing monolithic conceptualizations of language. Similarly, Kim (2017) advocates for teacher training programs to explicitly combat native speakerism by 'demystifying' it. To do so, Kim (2017) explains that programs should allow "frequent and consistent" (p. 81) opportunities to pre-service teachers to raise awareness of the ways in which language ideologies are structured within social and political practices and reproduced through power relations. It is recommended that pre-service educators be provided contexts (such as

critical pedagogy courses) in which they can critically reflect on their identities and their positioning within society to empower language learners to become agents in their education (Kim, 2017). To address the challenges non-native French teachers face due to nativist ideologies, a converse approach would involve actively deconstructing these ideologies in teacher training programs. This could include promoting plurilingualism to empower teachers to see their linguistic diversity as a strength, critical pedagogy to ensure pre-service teachers see the intersections between identities and broader societal power structures and demystifying native-speakerism (Holliday, 2006) through discussions and reflections that highlight its social and political underpinnings and empower future educators to challenge these ideologies within their future classrooms.

It is important to note that despite evidence that nativist ideologies impacted participants, participants also actively resisted nativist ideologies and linguistic ideologies that promote nativeness as a criterion for teaching French. Ilse advocated for the inclusion and support of diverse linguistic backgrounds within French teacher training and the teaching field. Ilse emphasized the importance of continuous learning and professional development to improve skills and confidence, promoting an inclusive attitude that values diverse perspectives, experiences and inclusion in the Francophone community. This promotes inclusivity by actively resisting nativist ideologies, which often exclude or devalue non-native speakers in language teaching. By advocating for the inclusion of diverse linguistic backgrounds and emphasizing the importance of continuous learning, Ilse fosters an environment where different perspectives and experiences are valued. This inclusive attitude not only supports the professional development of teachers from varied backgrounds but also encourages a broader acceptance of diversity within the Francophone community, helping to create a more welcoming and supportive space for all.

For her part, Carly challenged the notion that fluency alone could equate to being a good French teacher, emphasizing the value of bilingualism and lived experience with language acquisition. In other words, Carly highlighted the strength of teachers themselves having navigated the complexities of acquiring a second language, allowing them to build upon their own experiences as language learners and empathize with students. Carly also emphasized the importance of exposing students to various accents and linguistic varieties, rather than conforming to a single standard. These beliefs highlight a contradiction between appreciating linguistic diversity and struggling with personal insecurities about one's own accent and legitimacy as a second language teacher of French. Carly's reluctance to fully embrace the role of a French teacher was rooted in concerns about how her diverse accent might represent or misrepresent French-speaking communities as well as the aforementioned feelings relating to linguistic security. This contradiction illustrates the tensions that can emerge between promoting inclusivity in language education and navigating personal linguistic identity. This also shows that knowing what to do to combat nativist discourses is maybe not enough. It may always be a struggle that exists within their field.

Carly's hesitance in claiming the identity as a French speaking individual was compounded by her experiences with grammar instruction. Both Carly and Ilse shared experiences of difficulty with grammar instruction during their education, which influenced their confidence and teaching philosophies. Carly's insecurity about teaching grammar was linked to a perceived lack of confidence by her teachers in their own ability to transfer knowledge to their students, the intuitive way she was taught grammar, and her views of the expectations of how to teach grammar to adults (rule-based instruction). Ilse also noted the lack of comprehensive grammar instruction in her education, attributing it to teachers' lack of confidence or

prioritization in this area. These experiences shaped her reluctance towards teaching grammar and built her intention to integrate structured grammar lessons into her future teaching practices.

Carly's and Ilse's perceptions of their teachers' lack of confidence in grammar teaching can be examined through Bandura's (1997) self-efficacy theory. The participants' teachers' low confidence can lead to a reciprocal cycle where students also feel less confident in their abilities due to a lack of vicarious experiences with confident teachers which failed to provide them with positive models. This could also imply a lack of verbal persuasion due to either negative or a general lack of feedback concerning their abilities to achieve grammatically. To improve support pre-service teachers in similar contexts, the work of Bandura et al. (1999) and Bandura (1997) suggests that incremental challenges, positive reinforcement and observational learning experiences could promote a sense of personal agency and confidence in their abilities to achieve similar acts. Carly's and Ilse's experiences reflect the need for more supportive teaching environments where incremental challenges, positive reinforcement, and observational learning are integrated to build their confidence and efficacy in teaching grammar.

The reflections on self-perceptions of language proficiency and skills associated with French teacher identity reveal a complex interplay between linguistic ability, personal experiences, and professional identity. The participants' insights highlight the perceived centrality of language proficiency in French teacher identity while also emphasizing the importance of broader pedagogical qualities. The participants' resistance to nativist discourses and advocacy for linguistic diversity contributed to a more inclusive and nuanced approach to French language education, challenging traditional notions of nativeness and promoting a holistic understanding of teacher identity. These reflections underscore the need for a balanced approach in French language teacher training that values both linguistic proficiency and diverse pedagogical practices, ultimately fostering a more inclusive and multifaceted understanding of

teacher identity.

5.6 Implications and Recommendations Stemming from this Study

The study's findings underscore the importance of experiences provided to pre-service educators during teacher training programs in cultivating a strong professional identity and, in the case of future French language teachers, align closely with the identity of a French teacher who possesses a strong sense of self-efficacy investments in their teaching role (Bandura, 1997; Norton, 1997). By addressing the factors that influence a novice teacher's willingness to embrace their identity as a French teacher, the study contributes to the greater discourse of how teacher training can be enhanced to foster future French teachers' confidence, professional identity and contribute to the research aiming to better train and retain French educators within the Canadian context.

5.6.1 Promoting Mastery Experiences in Teacher Training Programs, Providing Students with Experiences

As noted in the previous sections of this chapter, the study highlights that hands-on, real-life teaching experiences (mastery experiences) are a crucial component in forming a strong professional identity for novice or pre-service French teachers. These experiences, which include for instance assisting in classrooms, teaching small groups, tutoring, and classroom supervision were shown to help pre-service teachers build confidence and self-efficacy and contribute to their professional growth. These findings support efforts to include in teacher training programs the creation of opportunities to provide preservice teachers with as many teaching experiences as possible that can recreate in as authentic a manner as possible the realities of classroom teaching. These can include offering these pre-service teachers' opportunities to participate in teacher assistantships, tutoring, and micro-teaching sessions (Orosz, 2023). Making such opportunities

available to pre-service teachers allows them a chance to apply theoretical knowledge in real-world settings and ideally build confidence, self-efficacy and prepare for the ‘reality shock’ that can occur in contexts where ideals formed throughout teacher training are confronted with unpredictable and sometimes harsh classroom realities (Veenman, 1984; Özdemir & Büyükgöze, 2016).

Research suggests that this reality shock can be a reason for attrition within the early years of teachers entering the profession due to the emotional exhaustion and stress that it generates (Chang, 2009; Voss & Mareike, 2020). This notion of a shock relates closely to what Masson (2018a) calls “FLS teacher flight” (p. 2), referring to FLS teachers leaving or transitioning out of the profession due to feelings of disenfranchisement, disempowerment and isolation within their practice. Although research has delved into how to support new FSL teachers within the profession (Masson, 2018a) it is also important to ensure pre-service teachers are exposed to authentic classroom contexts and prepared for what they might hold. In this study, pre-service teachers encountered challenges in classroom settings, but successfully overcoming these obstacles and applying effective teaching strategies had a transformative effect on their professional growth and self-perceptions. This suggests that offering microteaching opportunities within the university setting, where pre-service teachers are trained, could help reduce the institutional barriers that often hinder their ability to gain experience in real language teaching classrooms in public schools.

Further, Booth et al. (2017) emphasizes the importance of situated learning experiences that enable pre-service teachers to reflect on their experiences and build upon their schema of pedagogy through authentic teaching contexts.

As the findings highlight, the goal is not only to place teachers in authentic situations but

also to ensure that these experiences are perceived as both authentic and positive for the development of their identity as confident French teachers. Although no unsuccessful mastery experiences were reported, it is curial to acknowledge that “repeated performance failures” can lower personal efficacy (Bandura, 1997, p. 81), potentially discouraging future French teachers from developing a strong professional identity. Such setbacks can undermine self-efficacy if not properly managed. Therefore, conducting these experiences in controlled environments and within the framework of a university teacher training program, where supervision and control are more feasible, offers significant advantages. If a mastery experience is unsuccessful and left unguided, it can weaken the development of a strong French teacher identity, making effective supervision essential. It would be prudent to control these experiences by placing students in situated learning contexts within the university where novice language teachers can have authentic teaching contexts that are organized and overseen by faculty (for example, through teaching practicums in language courses offered at the university). This would ensure that pre-service teachers are provided with the opportunity to utilize the skills they learn in a real classroom, while still being supervised and receiving feedback from skilled professionals. This approach could be used to mitigate the risks posed by challenges that can occur in ‘unsupervised’ authentic classrooms, where if pre-service teachers may be left alone to navigate these mastery experiences.

5.6.2 Models and the Importance of Modeling Behaviour

The findings and analysis from this study also underscored the significant role vicarious experiences and observation play in shaping the identities and self-efficacy of pre-service French teachers. The impact of these experiences is multifaceted, affecting both the confidence levels and teaching aspirations of novice educators. This section explores the key implications of vicarious experiences for the training and development of future French teachers.

Vicarious experiences (Bandura, 1997), particularly those gained through classroom observations, played a crucial role in the professional development of the pre-service teachers within this study. Observing confident and skilled practitioners allowed novice or pre-service French teachers to personally witness individuals who served as models they could emulate of teachers engaging in effective language teaching practices. These opportunities help enhance pre-service teachers' self-efficacy by providing a social comparison of a successfully performed task. In other words, it is beneficial for pre-service French teachers observe successful, confident and effective French educators in action, as exemplified by Ilse and her childhood teacher who served as a model for her. The presence of these role models reinforces the belief that she too can achieve similar success. Thus, vicarious experiences help make it possible for French pre-service teachers to believe they can, and actually do, possess the capabilities to perform and succeed as French teachers.

Research by Lortie (1975) and Chong & Low (2008) support the idea that pre-service teachers' motivation to teach can be influenced by their experiences as students and their observations of teachers at work. While classroom observation is a cornerstone of teacher training programs, it is essential to recognize the potential challenges that can arise during these observations. Abas (2016) highlights issues such as a lack of administrative support, inadequate cooperation from teachers, mentors, and peers, and other logistical barriers that can negatively affect the experience. To address these challenges and maximize the benefits of observation, it is crucial to ensure strong collaboration between schools hosting pre-service teachers and teacher training programs. Abas (2016) emphasizes the importance of cooperation between schools hosting pre-service teachers and teacher training programs and strengthening field study courses prior to observation and ensuring observational time is used effectively to promote “unproblematic field observation” (p. 110) and allow pre-service teachers to develop their

teaching related skills and knowledge.

An implication that stems from this research is that teacher education programs should prioritize providing French pre-service teachers with opportunities to observe experienced educators. This could involve offering live classroom observations, access to recorded teaching sessions, and structured post-observation discussions. These experiences would enable novices to gain insights into effective teaching strategies and classroom management techniques. For instance, a pre-service French teacher observing an experienced educator managing challenging classroom behavior, whether in-person or via video, could analyze the specific strategies used, such as maintaining composure, employing positive reinforcement, or adapting the lesson plan as needed. These observations would help pre-service teachers better prepare for and confidently handle similar situations in their future classrooms.

Additionally, reflective practices would be crucial in solidifying the learning gained from classroom observations. Activities such as journaling and group discussions encourage pre-service teachers to critically examine their observations and experiences. Reflective discussions could focus on post-observations of observational insights (teaching strategies, classroom management noted), personal application of teaching practices, emotional responses to observations (did they feel inspired, intimidated, motivated) and goal setting (specific and actionable goals for their own practice). These structured observation experiences and the post-observation reflections and dialogues that could follow these can be strategically used to bridge the gap between theoretical knowledge and practical application. This reflection process deepens their understanding of effective teaching practices and aids in the internalization of these practices. Teacher education programs should incorporate structured reflection opportunities to ensure that pre-service teachers can effectively process and learn from their observations, thereby bridging the gap between theoretical knowledge and practical application.

However, simply providing observation opportunities may likely be insufficient. There must also be a structured process for reflecting on these experiences. As seen in the findings, negative experiences during observations can be just as impactful as positive ones, but without proper guidance, they can hinder a pre-service teacher's development. Therefore, pairing observation time with debriefing sessions led by experienced teachers and mentors is vital. These sessions allow pre-service teachers to process what they observed, whether positive or negative, and draw meaningful insights that contribute to their growth as educators. This holistic approach ensures that pre-service French teachers could not only observe but also critically engage with their experiences, leading to a more profound and resilient development of their teaching skills and knowledge.

Implementing a mentorship program within teacher education programs can significantly bolster the professional identity of pre-service French teachers. By pairing pre-service French teachers with experienced French educators, the program would offer personalized support and guidance to overcome the challenges of claiming a strong French teacher identity. Regular mentorship meetings, workshops, and reflective practices would create a safe space for pre-service teachers to discuss their experiences, receive constructive feedback, and set actionable goals. This approach would help them navigate doubts or external pressures, ensuring they enter the profession with confidence and self-assurance. This is especially crucial knowing that, particularly for non-native speakers, since we know there are many instances where they might encounter messages (nativist discourses) that subtly (and not so subtly) imply that the identity of strong, legitimate French teacher is not one they can rightfully claim for themselves.

5.6.3 The Power of Encouraging Discourse

The findings of this thesis revealed that encouraging discourse and social persuasion

significantly impact professional identity formation and self-perceptions among pre-service French teachers. Indeed, the findings underscored the importance of feedback, dialogue, and social interactions in shaping the confidence and comfort levels of future French educators. Participants noted that positive feedback and encouraging discourse from friends, peers, family and teachers reinforced their belief in their teaching capabilities and assisted in deterring their self-doubts. Such supportive interactions contribute to the development of a strong professional identity by fostering a sense of belonging and investment in their teaching roles.

A direct implication from these findings is that teacher education programs should prioritize providing structured and meaningful feedback to pre-service teachers to bolster their confidence. The logical outcomes of prioritizing structured and meaningful feedback in teacher education programs could lead to several transformative changes. The goal of this implementation would be to create a supportive environment where pre-service French teachers receive consistent, constructive, and personalized feedback from instructors, mentors, and peers. This feedback would not only reinforce their teaching capabilities but also provide them with specific, actionable steps to improve and refine their skills.

In an ideal scenario, teacher education programs would implement regular feedback sessions that go beyond the occasional evaluation. These sessions could involve reflective dialogues, where pre-service teachers discuss their experiences, challenges, and successes with their mentors or in peer groups. This would create a culture of continuous improvement and self-assessment, where feedback is not just a formality but a vital part of the learning process.

However, in many existing teacher education programs, feedback is often limited to formal evaluations or end-of-term (summative) assessments, which may not provide the ongoing, formative support that pre-service teachers need. In some cases, feedback lacks the depth and specificity required to truly impact a teacher's development, leading to missed opportunities for

growth. Moreover, social persuasion and discourse with peers and mentors often occur informally rather than as a structured part of the program, resulting in inconsistent experiences among pre-service teachers.

In summary, while some elements of feedback and social interaction are likely present in most teacher education programs, the findings suggest that there is significant potential for a more deliberate and structured approach. Implementing such an approach could lead to improvements in the confidence, self-efficacy, and professional identity of pre-service French teachers.

The idea is that feedback from mentors, supervisors, and fellow teachers has consistently been proven to be crucial. Support and encouragement from parents and friends played a significant role in validating this thesis' participants' career aspirations and linguistic abilities. This underscores the broader social context in which pre-service teachers develop their professional identities and highlights how family involvement and creating channels for social support can enhance the overall confidence and motivation of future French language educators.

Alongside family, peers emerged as a source of positive encouragement within this study. Much like feedback from teachers who model best practices and guide pre-service teachers in decision-making and planning at the core of their work, positive peer feedback also contributed to a sense of belonging and confidence among the participants. This echoes the work of Bandura (1997) who notes that peers can serve as valuable models for behavior, providing encouragement and support that enhances self-efficacy beliefs. It is thus recommended that teacher education programs should foster an inclusive and empowering learning environment by encouraging peer interactions and feedback. For example, pre-service French teachers should have the chance to practice providing peers with structured feedback (Prilop et al., 2021) using distinct prompts (Gielen & De Wever, 2015) to guide them and build

their ability to create meaningful peer feedback. Prilop et al. (2021) highlight the importance of social comparison in providing peer feedback, allowing pre-service teachers compare their own performance with peers to gain insights into both strengths and areas of improvements and view feedback sessions as a valuable learning opportunity. Similarly, Prilop et al. (2021) recommend incorporating video-based feedback, allowing pre-service teachers to repeatedly analyze teaching practices to enrich feedback and enhance engagement. By teaching pre-service educators to provide meaningful and well-structured feedback through the implementation of these practices, these efforts can help pre-service teachers support each other and share experiences, all events which will help build their sense of identity as strong French teachers.

This study also addressed the complexities of negatively perceived discourse. Instances of linguistic labeling and perceived negative feedback, particularly from peers or colleagues, created psychological barriers and self-doubt. This underscores the need for careful consideration of language and labels in shaping professional identities. In line with Bouchard's (2024) work on addressing linguistic insecurity and fostering linguistic security, implementing inclusive practices in the pre-service French teacher program that value explicitly linguistic diversity, treat mistakes as learning opportunities, and normalize that language variation could be beneficial.

In order to achieve these goals, it would be useful to include in teacher training programs recognizing and celebrating multiple French varieties (e.g., provincially, internationally, etc.), incorporating multilingual resources (from various francophone regions), encouraging contextual language learning (highlighting that expressions and structures can vary depending on the region, social setting, or cultural background) and encouraging personal expression (encouraging students to express themselves in the variety they are most comfortable while exposing them to other varieties). Such practices should be encouraged at all levels within

teacher training programs to validate pre-service teachers' linguistic abilities, reduce the fear of making 'mistakes' (linguistic insecurity), and foster a more inclusive and accepting atmosphere where diverse language practices (and consequently, diverse French teacher identities) are valued.

In summary, the study's findings underscored the pivotal role of encouraging discourse and social persuasion in shaping the confidence and professional identity of pre-service French teachers. Positive feedback, supportive interactions, and inclusive language practices are essential for building a strong sense of confidence and self-efficacy among future educators. Teacher education programs must prioritize these elements to nurture confident, competent, and motivated French teachers.

5.6.4 Culture and Teaching Culture

This thesis also highlighted the role of culture and cultural awareness in shaping the identity and instructional approaches of pre-service French teachers. The findings suggest that integrating cultural elements into language teaching is not just beneficial but essential for developing a strong professional identity as a French teacher. This underscores the need for teacher training programs to emphasize the inseparable link between language and culture (Mazlaveckiene, 2017). Future educators must be prepared to navigate and teach within diverse cultural contexts, which will enable them to foster a more inclusive and culturally aware classroom environment.

To help pre-service French teachers claim a strong professional identity, teacher training programs must integrate culture and cultural awareness into their curricula, focusing on developing intercultural competence. Authors such as Byram (2021) have highlighted the importance of knowledge of other cultures and the ability to reflect on one's cultural identity and

biases. This can be achieved by embedding cultural content in language teaching, encouraging critical reflection on personal and exterior cultural influences, utilizing digital technologies, and fostering intercultural dialogue and citizenship. These strategies aim to not only enrich the teaching practices of future educators but also strengthen their identity as French teachers who feel a strong connection to the Francophone community.

Integrating culture into teacher training curricula is a foundational step in this process. By offering courses and modules that focus on the relationship between language and culture, teacher education programs can provide pre-service teachers of French with practical strategies to build their connection with the French culture and incorporate cultural elements into the future lessons. For example, using authentic materials such as films, music, and literature from various Francophone regions allows future teachers to present a rich, diverse cultural context and bring the culture of the French-speaking world into the classroom, making the learning experience more immersive and authentic. This exposure helps pre-service teachers understand the inseparable link between language and culture, which is crucial in developing their identity as educators who can convey the cultural nuances of the French language. This element was instrumental in helping Carly see herself as a successful French teacher. By mastering these strategies, they can foster a sense of belonging and intercultural awareness in their classrooms, which in turn reinforces their own professional identity as culturally competent French teachers. Promoting critical reflection on cultural teaching is equally important in helping pre-service teachers claim a strong French teacher identity. As seen in the case of Ilse, reflective practices, such as journaling, participating in discussions, and completing assignments that focus on cultural integration in teaching, allow future educators to critically assess how culture influences their instructional methods and professional identity. Through this reflection, pre-service

teachers can become more aware of their cultural biases and strengths, enabling them to adapt their teaching to better serve diverse student populations (Acquah & Commins, 2015).

In conclusion, integrating culture into teacher training curricula for pre-service French teachers requires a comprehensive approach that incorporates the development of intercultural competence, practical cultural experiences, reflective practices, and the use of authentic cultural materials. By implementing these strategies, teacher training programs can prepare future educators to effectively teach French in a way that is culturally responsive and relevant, ultimately fostering a more inclusive and engaging learning environment for all students and building their own identity.

5.6.5 Reflections on Self-Perceptions of Language Proficiency

The analysis of the findings for this thesis revealed a nuanced relationship between self-perceptions of language proficiency and the formation of a French teacher identity among pre-service educators. Language proficiency, particularly fluency and linguistic ability, was seen by many participants as integral to their professional identity. However, this emphasis on proficiency could also lead to feelings of insecurity and illegitimacy, especially among non-native French speakers who may struggle with nativist ideologies. These insecurities can deter pre-service teachers from fully embracing their identity as French teachers, potentially impacting their confidence and effectiveness in the classroom. The implication for teacher training programs is the need to address these insecurities and challenge the ideologies that contribute to them. The following strategies are proposed to enhance French teacher training programs, helping pre-service teachers develop a strong, inclusive professional identity while navigating and challenging nativist ideologies.

Teacher education programs should actively challenge nativist ideologies that equate native speaker status with teaching legitimacy. Researchers such as Swearingen (2019), have

highlighted the importance of counter-discourses that value multilingualism and the particular and unique competencies and experiences of non-native speaker teachers. These discussions and discourses are crucial to reshaping and redefining the perceptions of teacher identity and effectiveness within language teaching (Swearingen, 2019). Promoting multicompetence and valuing multilingualism were examples of counter-discourse that aim to challenge, resist, or offer alternatives to dominant ideologies. It is essential for teacher education programs to encourage educators to engage in reflective discussions about their identities and experiences. This reflection fosters a more sophisticated understanding of their roles as educators and the value of their experiences (Swearingen, 2019).

Emphasizing plurilingualism and linguistic diversity is also crucial for developing a more inclusive concept of French teacher identity. Training programs should highlight the strengths that non-native speakers bring to the classroom, as highlighted by Carly, including her ability to empathize with students as fellow (experienced) language learners and provide diverse linguistic models. Activities that expose pre-service teachers to various accents and linguistic varieties can reinforce the value of linguistic diversity, helping future educators view their own linguistic backgrounds as assets rather than deficits.

To address the linguistic insecurities and identity challenges faced by non-native speakers, teacher training programs should offer targeted support. This could include creating inclusive learning environments that define a language teacher as someone with specific skills, pedagogic strategies, and abilities rather than as someone who is a native speaker. Bouchard (2024) argues that understanding language ideologies and their impact on students' feelings of linguistic insecurity can help educators create supportive environments that validate diverse linguistic backgrounds. To do so, educators must promote a culture of acceptance to ensure that pre-service teachers can feel more comfortable using their language skills without fear of

judgment. Specifically, that might entail for instance favouring a discourse that explicitly encourages a view of French teachers as individuals whose professional identity is rooted not in one's nativeness but rather for instance in one's language proficiency combined with a broad range of pedagogical skills. Incorporating these recommendations into French teacher training programs can help pre-service teachers to confront and dismantle nativist ideologies, while actively embracing linguistic diversity for themselves and their students, thus developing a more balanced and authentic sense of what a French teacher identity might be and the specific and achievable attributes they need to achieve to be able to align with this identity. Echoing similar calls by Arnott et al. (2023), the goal would be to foster a more inclusive and supportive training environment so future French educators can build the confidence and skills needed to thrive in diverse classroom settings and become advocates for intercultural competence and linguistic diversity.

5.7 Future Research Implications

Future research on the factors that deter or encourage pre-service French teachers to claim a strong French teacher identity could focus on several key areas.

5.7.1 Longitudinal Studies on Mastery Experiences

Research could explore the long-term effects of both successful and unsuccessful mastery experiences on the professional identity development of pre-service French teachers. A larger-scale, longitudinal study would provide deeper insights into how these experiences influence identity formation over time. Such research could also examine whether early interventions could mitigate the negative impacts of unsuccessful experiences and how the consolidation of successful experiences fosters a stronger professional identity.

A central aim of these studies could be to examine how early interventions, such as

structured mentorship, targeted feedback, and additional training, might mitigate the negative impacts of unsuccessful mastery experiences. For example, research could explore whether providing additional support immediately after a perceived failure helps pre-service teachers reframe challenges as learning opportunities, thus reducing the risk of deterring them from claiming a strong French teacher identity. Longitudinal studies could also investigate how repeated successful experiences, such as effective teaching moments or positive student interactions, contribute to a cumulative effect that strengthens teachers' confidence and identity.

In sum, such research would not only illuminate the dynamics of identity development but also provide practical insights for designing teacher education programs that better support pre-service teachers in navigating both successes and challenges. Findings from these studies could inform policy decisions on curriculum design, mentorship structures, and support mechanisms to ensure that pre-service teachers are equipped to build a resilient and confident professional identity.

5.7.2 Direct Classroom Observation and Data Collection

Future studies could also prioritize direct observation of pre-service French teachers in classroom settings to gather more robust, authentic data on their identity formation. This approach would enable researchers to capture in-the-moment reactions to a wide range of teaching challenges, peer interactions, and mentorship dynamics, all of which significantly contribute to shaping the professional identity of these teachers. By observing pre-service teachers as they navigate real-world classroom environments, researchers can gain insights into how they negotiate their identity in response to successes, setbacks, and feedback from both students and colleagues.

To further enhance the depth and validity of these findings, larger-scale studies that

include more participants across diverse educational contexts would be essential.

By combining direct observation with a larger participant pool, researchers could offer a more nuanced understanding of the diverse experiences that shape pre-service teachers' professional identities. This approach would provide rich, real-time data while also ensuring that findings are generalizable and applicable to a wider range of teaching contexts. Ultimately, such research could inform teacher education programs on how best to support identity development, creating targeted interventions that address the unique challenges faced by novice French teachers.

5.7.3 Reflective Practices and Curriculum Development

Reflective practices have been identified as crucial in helping pre-service French teachers navigate challenging classroom experiences and construct a strong professional identity. However, existing research lacks specificity regarding which specific reflective tasks are most effective in guiding students through this process. Future research should explore the development of precise, structured reflective tasks that help pre-service teachers critically analyze their classroom experiences. This could involve designing a research-based curriculum that systematically integrates reflective practices, with a focus on guiding students to reflect on challenges, cultural dynamics, language insecurities, nativist discourse, and how to react to and overcome these forces when encountered.

5.8 Concluding Remarks

In conclusion, this thesis sheds light on the complex factors that influence pre-service French teachers' willingness to claim a strong French teacher identity. The findings underscore the importance of successful mastery experiences, vicarious experiences, empowering discourse, and cultural competence in fostering a confident and strong French

teacher identity. Conversely, the challenges posed by unsuccessful experiences, nativist ideologies, external labeling, and self-perceptions regarding language proficiency highlight the barriers that pre-service teachers face in this journey.

These insights underscore the need for a more nuanced and supportive approach in teacher education programs. One that not only equips future educators with the necessary professional skills but also empowers them to navigate and challenge the external and internal factors that may hinder their professional identity development. By addressing these elements, teacher training programs can play a crucial role in helping pre-service French teachers build a strong, inclusive identity, ultimately contributing to more effective and culturally responsive teaching practices. As the field continues to evolve, ongoing research will be vital in refining these approaches and ensuring that future educators are well prepared to meet the demands of diverse and dynamic educational environments.

Ultimately, this thesis has sought to reflect on the profound complexities inherent in the training of future French language educators. Complexities that I have personally encountered when I considered pursuing a career as a French teacher. The intricate interplay between evolving expectations placed upon French teachers (whether these be self-imposed or imposed by others), the challenges of language ideologies, and the ever-evolving nature of novice teachers' sense of agency, confidence and legitimacy have shaped my understanding of this field. These personal experiences have inspired me to investigate how French teacher preparation programs can more effectively equip educators for the realities of the classroom, while also addressing systemic and ideological barriers within language education.

It is my hope that this thesis, and future research I may conduct, will continue the important work of addressing and advancing discussions on how to improve teacher education for future generations, especially for individuals like myself who are drawn to the profession of

French language teaching but may face discouragement. By advocating for changes in teacher preparation systems, I aim to ensure that future French educators are welcomed, fully supported, and empowered to claim the professional identity they aspire to, free from doubt, fear, and perhaps most importantly, prepared to resist and counter the external pressures that might otherwise deter them from this valuable profession.

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Lists of Appendices

Appendix A : Thesis Ethics Approval

07/03/2023

Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

CERTIFICAT D'APPROBATION ÉTHIQUE | CERTIFICATE OF ETHICS APPROVAL

Numéro du dossier / Ethics File Number

Titre du projet / Project Title

Type de projet / Project Type

Statut du projet / Project Status

Date d'approbation (jj/mm/aaaa) / Approval Date (dd/mm/yyyy)

Date d'expiration (jj/mm/aaaa) / Expiry Date (dd/mm/yyyy)

XXXXX

Asserting one's identity as a French teacher: An empirical study of the positioning of prospective French teachers
Thèse de maîtrise / Master's thesis

Approuvé / Approved

07/03/2023

06/03/2024

Équipe de recherche / Research Team

**Chercheur /
Researcher**

Affiliation

Role

Anne THIBERT

Institut des langues officielles et du bilinguisme / Official Languages and Bilingualism Institute

Chercheur Principal / Principal Investigator

Jeremie SEROR

Institut des langues officielles et du bilinguisme / Official Languages and Bilingualism Institute

Superviseur / Supervisor

Conditions spéciales ou commentaires / Special conditions or comments

Appendix B : Handouts provided to professors to inform students of the study (French and English)

An English version of this message follows

Invitation à participer à une enquête sur l'affirmation de l'identité de futurs enseignant(e)s de français

Titre du projet: *L'affirmation de l'identité d'enseignant(e) de français: Une étude empirique sur le positionnement de futurs enseignant(e)s de français*

Êtes-vous:

- un(e) étudiant(e) inscrit(e) dans le programme de XXXXX

Si vous avez répondu oui à la question ci-dessus, vous êtes invité(e) à participer à une enquête menée par Anne Thibert, candidate à la maîtrise à l'Université d'Ottawa. Cette étude est menée à des fins académiques dans le cadre d'une thèse de maîtrise sous la supervision de Jérémie Séror, professeur titulaire à l'Institut des langues officielles et du bilinguisme, Université d'Ottawa.

Cette étude porte sur les impacts et les motivations possibles de la volonté de futurs enseignant(e)s de français de se positionner comme de bon(ne)s enseignant(e)s de français (c'est-à-dire de se percevoir comme de futur(e)s enseignant(e)s de français qualifié(e)s, compétent(e)s et légitimes).

Pour participer à cette étude, vous devrez remplir un bref questionnaire (durée approximative de 20 minutes) portant sur votre formation en tant qu'enseignant(e), votre maîtrise des langues et votre identité perçue.

À la fin du questionnaire, il vous sera demandé si vous souhaitez également participer à un entretien individuel rétrospectif sur ce même sujet. Les informations que vous partagerez lors du questionnaire et resteront confidentielles et votre identité sera protégée.

Votre participation à cette recherche est volontaire. Si vous choisissez de participer, une fois le questionnaire soumis, le chercheuse ne pourra pas retirer les données des participants en raison de la nature anonyme de la questionnaire

Les avantages perçus de participer à cette étude sont les suivants. Votre participation à cette étude vous invitera à réfléchir à votre identité d'enseignant(e) de français. Il est possible que cet exercice puisse vous faire prendre conscience des forces et des discours qui ont eu un impact sur votre identité et vous permettra ainsi d'avoir une vision introspective de votre identité d'enseignant(e) de français. En participant à cette étude, vous aiderez à mieux comprendre les éléments clés pour renforcer l'identité professionnelle de futur(e)s enseignant(e)s de français, ce qui permettra d'améliorer les programmes de formation pour de futur(e)s enseignant(e)s de langues.

Cliquez sur l'un des liens qui suivent pour accéder au formulaire de consentement associé à cette recherche et lancer l'enquête par questionnaire. Le questionnaire est disponible en français et en anglais. Veuillez remplir le questionnaire dans la langue de votre choix.

QUESTIONNAIRE EN ANGLAIS AVEC LES INFORMATIONS SUR LE
CONSENTEMENT

QUESTIONNAIRE EN FRANÇAIS AVEC LES INFORMATIONS SUR LE
CONSENTEMENT

Nous vous remercions de votre temps et de votre participation à cette recherche. Si vous avez des questions, vous pouvez contacter la chercheuse principale, Anne Thibert (XXXXXX) ou le superviseur du chercheuse, Professeur Jérémie Séror (XXXXXX).

Si vous avez des préoccupations quant à la conduite éthique de cette étude, veuillez contacter le responsable de l'éthique de la recherche à l'adresse suivante: Université d'Ottawa, Tabaret Hall, 550 rue Cumberland, pièce 154, Ottawa, ON K1N 6N5, ou par téléphone au (613) 562-5387, ou par courriel à ethics@uottawa.ca.

Merci,

Anne Thibert

Title of Project: *Asserting one's identity as a French teacher: An empirical study of the positioning of prospective French teachers.*

Are you:

- a student enrolled in the Bachelor of XXXXX

If you answered yes to the above question, you are invited to participate in a survey conducted by Anne Thibert, a master's candidate at the University of Ottawa. This study is being conducted for academic purposes as part of a master's thesis under the supervision of Jérémie Séror, Full Professor, Official Languages and Bilingualism Institute, University of Ottawa.

This study examines the possible impacts and motivations of future French language teacher's willingness to align themselves as strong French language teacher (i.e., perceive themselves as qualified, competent and legitimate future French language educators).

Participating in this study would involve completing a short questionnaire (20 minutes) about your training as a teacher, your language background, and your self-perceived identity.

At the end of the questionnaire, you will be asked if you would also like to participate in a retrospective individual interview on this same topic. The information you share during the questionnaire will be kept confidential and your identity will be protected.

Your participation in this research is voluntary. Should you choose to participate, once the questionnaire is submitted, the researcher will not be able to remove participants' dataset due to the survey's anonymous nature.

The perceived benefits of participating in this study are as follows. Your participation in this study will invite you to reflect on your identity as a French language teacher. It is possible that this exercise may make you aware of the strengths and discourses that have impacted and shaped your identity, thus allowing you to gain an introspective view of your identity as a French language teacher. By participating in this study, you will contribute to better understand the key elements for strengthening the professional identity of future French teachers, which will help improve training programs for future language teachers.

Click on one of the links below to access the consent form associated with this research and to launch the questionnaire survey. This questionnaire is available in French and English. Please complete the questionnaire in the language of your choice.

QUESTIONNAIRE IN ENGLISH WITH CONSENT INFORMATION

QUESTIONNAIRE IN FRENCH WITH CONSENT INFORMATION

Thank you for your time and participation in this research. If you have any questions, you can contact the principal investigator, Anne Thibert at (XXXXXX) or the principal researcher's supervisor, Professor Jérémie Séror at (XXXXXX)

If you have any concerns about the ethical conduct of this study, please contact the Research Ethics Officer at University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5, or by phone at (613) 562-5387, or by email at ethics@uottawa.ca.

Thank you,

Anne Thibert

Appendix C : Questionnaire and consent for the questionnaire (English and French)

1. Consent Information

Consent form for the project: **"Asserting one's identity as a French teacher: An empirical study of the positioning of prospective French teachers."**

Student Researcher:

Anne Thibert, MA
Official Languages and Bilingualism Institute
University of Ottawa
XXXXXX

Supervisor:

Jeremie Séror, PhD
Associate professor
Official Languages and Bilingualism Institute
University of Ottawa
XXXXXX

Invitation to participate:

This consent form is associated with an invitation to participate in the first phase a research project for a master's thesis conducted by Anne Thibert under the supervision of Jérémie Séror.

Purpose of the study

You are invited to participate in a research project that aims to investigate the possible impacts and motivations of future French teacher's willingness to align themselves as strong French teachers (i.e., perceive themselves as qualified, competent and legitimate future French teachers).

Participation:

Participating in this study would involve completing the following task during this semester.

1. Complete a short background questionnaire on your previous educational background, linguistic background, and self-perceived identity (20 minutes). At the end of the questionnaire, participants will have the opportunity to indicate their willingness to take part in a retrospective individual interview to review their responses to the questionnaire.

Potential risks and discomforts

There are no known major risks and discomforts associated with this research. Your answers and insights shared during the questionnaire will be analyzed for research purposes only. Your data will be kept confidential.

Benefits:

It is anticipated that this research will lead to a greater understanding pre-service French teacher's identity and contribute to the promotion of a strong professional identity and self-perception among teachers of French. By participating in this study, you will contribute to the results that will be shared with the goal of improving the design of language teacher education programs and contributing to the development of the professional identity of French teachers in language education programs.

On a personal level, this study will invite you to reflect on your French teacher identity. This exercise may raise your awareness of the forces and discourses that have impacted and shaped your identity and thus allowing an introspective view of your French teacher identity.

Confidentiality and Privacy:

Please be assured that any information obtained in this study will remain strictly confidential. Access to the data collected for this study will be restricted to the principal investigator and will be kept in a secured manner both physically and electronically.

The findings obtained from the study may be published in academic journals or presented at professional conferences, however, codes and pseudonyms will be employed for all participants to ensure their anonymity. Similarly, if any writing excerpts or quotes are used in reports of the findings, these will be rendered anonymous to protect your identity.

In order to minimize the risk of security breaches and to help ensure your confidentiality, it is recommended that you use standard safety measures while submitting data online. This includes measures such as signing out of your account, closing your browser and locking your screen or device when you have completed the study.

Conservation of data:

Access to the full data set collected for this study will be restricted to the principal investigators. The data collected (audio recordings, transcripts, survey datasets, researchers' notes, consent forms, etc.) will be kept in a secure manner in a locked filing cabinet. Electronic research data will be secured in password-protected electronic folders and encrypted hard drives. The data will be conserved for at least five years upon the completion of the study.

Participation and withdrawal:

Your participation in this research is voluntary. Should you choose to participate, once the questionnaire is submitted, the researcher will not be able to remove the participants' dataset due to the survey's anonymous nature.

Students interested in participating in the second phase of the study are invited to indicate their interest at the end of the survey.

Contact information about the study:

If you have any questions or desire further information with respect to participating in this study, you may contact Anne Thibert by phone: XXXXX or by e-mail: XXXXX

You can also contact the supervisor of this research project, Jérémie Séror, by phone XXXXX or by email at XXXXX.

Contact for concerns about the rights of research participants:

If you have any concerns about your treatment or rights as a research subject, you may contact the Protocol Officer for Ethics in Research located at 550 Cumberland Avenue, Tabaret Hall, room 154 by phone (613-562-5387) or by e-mail: ethics@uottawa.ca.

It is recommended that I print or save a copy of this consent form for my records.

* 1. By checking the box "I agree to participate" below, you are consenting to participate in this research study.

☐ I agree to participate.

2. Demographic Information

Please answer all questions below by either selecting the optional boxes and/or filling out the short answer text boxes.

2. To which gender do you most identify?

3. In what year are you currently enrolled in the XXXXX program?

- ☐ First year enrolled in the program.
- ☐ Second year enrolled in the program.
- ☐ Third year enrolled in the program.
- ☐ Fourth year enrolled in the program.
- ☐ Other (please specify)

4. Please indicate the languages in which you are proficient and your self-perceived proficiency in each language on a scale of 1 to 10. In this context, a 1 refers to simple conversational skills in the language. Whereas, 10 refers to the ability to uphold an effective discussion in both formal and informal contexts. (e.g. Spanish 7)

First language and level of proficiency

Second language and level of proficiency

Third language and level of proficiency

Other languages and level of proficiency

Other languages and level of proficiency

5. What is your country of origin?

6. What is your province/state of origin?

7. In which province/state did you receive the majority of your education?

8. If you completed any of your studies in Canada, please indicate if you were enrolled in any of the following French language education programs.

- ☐ French Immersion.
- ☐ Core French.
- ☐ Extended French.
- ☐ Program in a French school located in a French language school board.
- ☐ None of the above.

Other (please specify)

9. Please indicate how many years you were enrolled in each program you identified above.

French Immersion.

Core French.

Extended French.

Program in a French school located in a French language school board.

Other (only if you specified an unlisted program in question 8)

10. If you attended another type of French language schooling program outside of the Canadian context, please indicate the program below.

11. Upon completing your XXXXX degree, do you intend on pursuing a career as a French language teacher?

- ☐ Yes.
- ☐ No. (If not, you are not required to answer questions 13, 14).

Other (please specify)

12. Please select the streams of French teaching that interest you.

- ☐ Core French teacher in an English school board
- ☐ French Immersion teacher in an English school board
- ☐ Extended French teacher in an English school board
- ☐ French language teacher in a French school board
- ☐ French language teacher in an adult school
- ☐ French language teacher in a postsecondary institution

Other (please specify)

13. If you intend on becoming a French language teacher, where would you like to work in the future?

- ☐ Ontario.
- ☐ Quebec.
- ☐ Alberta.
- ☐ British Columbia.
- ☐ New Brunswick.
- ☐ Newfoundland and Labrador.
- ☐ Northwest Territories.
- ☐ Nova Scotia.
- ☐ Nunavut.
- ☐ Prince Edward Island.
- ☐ Saskatchewan.
- ☐ Yukon.
- ☐ Manitoba.

Abroad, please specify.

3. LIKERT Scales

* 14. Please select the option below to indicate your degree of agreement or disagreement with each of the listed statements

	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
I feel confident that I will be a successful French teacher.	☐	☐	☐	☐	☐
I feel confident I will be a well-trained French teacher.	☐	☐	☐	☐	☐
I feel confident I have all of the linguistic abilities needed to be a French teacher.	☐	☐	☐	☐	☐
I feel confident that I have all of the pedagogical abilities needed to be a French teacher.	☐	☐	☐	☐	☐
As part of my program of study in second language teaching, I have had authentic classroom teaching experiences.	☐	☐	☐	☐	☐
As part of my program of study in second language teaching, I have had simulated classroom teaching experiences.	☐	☐	☐	☐	☐
As part of my program of study in second language teaching, I have received positive feedback during simulated classroom teaching experiences.	☐	☐	☐	☐	☐
As part of my program of study in second language teaching, I have received positive feedback during authentic classroom teaching experiences.	☐	☐	☐	☐	☐
I have had the					

chance to take
classes with a
confident French
teacher.

☐☐☐☐☐

I have had the
chance to take
classes with an
encouraging French
teacher.

☐☐☐☐☐

My interactions with
my classmates have
encouraged me to
become a future
French teacher.

☐☐☐☐☐

I am encouraged as
a future French
teacher by my
teachers.

☐☐☐☐☐

4. Open-ended Questions

* 15. What are some qualities and skills you would associate with French teacher identity?

5. Open-ended Questions

* 16. To what extent do you feel that you have the qualities and skills you described in the previous question? Why or why not?

6. Invitation to participate in semi-structured interviews.

This section of the questionnaire is optional and should only be filled out if participants wish to be considered for the second phase of this study consisting of a semi-structured interview.

A select few participants will be asked to take part in the semi-structured interviews. Participants contacted for the semi-structured interviews will be selected with the goal of achieving a comprehensive and representative picture of the perspectives of pre-service French language teachers. (e.g diverse linguistic backgrounds, differing alignments with a strong teacher identity).

17. Please provide your name (e.g. Jane Smith) and XXXXX affiliated email address (e.g. jsmith123@XXXXX) below if you would like to be contacted to participate in the second part of the survey. This includes taking part in a semi-structured interview to provide more information about the response items in this questionnaire.

Name

Email

1. Information de consentement

Formulaire de consentement pour l'étude: "L'affirmation de l'identité d'enseignant(e) de français: Une étude empirique sur le positionnement de futur(e)s enseignant(e)s de français"

Chercheure étudiante:

Anne Thibert, MA
Institut des langues officielles et du bilinguisme
Université d'Ottawa
XXXXX

Superviseur:

Jérémie Séror, PhD
Professeur titulaire
Institut des langues officielles et du bilinguisme
Université d'Ottawa
XXXXX

Invitation à participer :

Ce formulaire de consentement est associé à une invitation à participer à la première phase d'un projet de recherche pour une thèse de maîtrise menée par Anne Thibert sous la supervision de Jérémie Séror.

Objet de l'étude :

Vous êtes invités à participer à un projet de recherche qui vise à mieux comprendre les impacts et les motivations possibles de la volonté de futur(e)s enseignant(e)s de français de se positionner comme de bon(ne)s enseignant(e)s de français (c'est-à-dire de se percevoir comme de futur(e)s enseignant(e)s de français qualifié(e)s, compétent(e)s et légitimes).

Participation:

Participer à cette étude impliquerait la réalisation de la tâche suivante pendant ce semestre d'étude.

1. Remplir un court questionnaire sur votre formation en tant que enseignant(e), votre répertoire linguistique et votre identité perçue (20 minutes). À la fin du questionnaire, les participant(e)s auront la possibilité d'indiquer leur volonté de participer à un entretien individuel rétrospectif afin de revoir leurs réponses au questionnaire.

Risques et malaises possibles associés à cette recherche

Il n'y a pas de risques et de désagréments majeurs connus associés à cette recherche. Vos réponses et les idées partagées pendant le questionnaire seront analysées uniquement à des fins de recherche. Vos données resteront confidentielles.

Bénéfices pour les participants

Il est prévu que cette recherche permettra de mieux comprendre l'identité de futur(e)s enseignant(e)s de français en formation initiale et de contribuer à la promotion d'une identité professionnelle et perception de soi forte chez les enseignant(e)s de français. En participant à cette étude, vous contribuerez aux résultats qui seront partagés avec l'objectif d'améliorer la conception des programmes de formation des enseignant(e)s de langues et de contribuer au développement de l'identité professionnelle des enseignant(e)s de français en programme de formation à l'enseignement des langues.

À un niveau personnel, cette étude vous invitera aussi de réfléchir à votre identité d'enseignant(e) de français. Il est possible que cet exercice puisse vous faire prendre conscience des forces et des discours qui ont eu un impact sur votre identité et l'ont formée ce qui vous permettra d'avoir une vision introspective de votre identité d'enseignant(e) de français.

Confidentialité:

Soyez assuré que toute information obtenue dans le cadre de cette étude restera strictement confidentielle. L'accès aux données recueillies dans le cadre de cette étude sera limité au chercheur principal et sera conservé de manière sécurisée, tant physiquement qu'électroniquement.

Les résultats obtenus dans le cadre de l'étude pourront être publiés dans des revues universitaires ou présentés lors de conférences professionnelles, mais des codes et des pseudonymes seront utilisés pour tous les participants afin de garantir leur anonymat. De même, si des extraits d'écrits ou des citations sont utilisés dans les rapports sur les résultats, ils seront rendus anonymes afin de toujours protéger votre identité.

Afin de minimiser les risques de sécurité électroniques et de garantir votre confidentialité, il est recommandé d'utiliser les mesures de sécurité standard lorsque vous soumettez des données en ligne. Cela inclut des mesures telles que la déconnexion de votre compte, la fermeture de votre navigateur et le verrouillage de votre écran ou de votre appareil lorsque vous avez terminé l'étude.

Conservation des données:

L'accès à l'ensemble des données recueillies pour cette étude sera limité aux chercheurs principaux. Les données analogues recueillies (enregistrements audio, transcriptions, ensembles de données d'enquête, notes des chercheurs, formulaires de consentement, etc.) seront conservées en toute sécurité dans un classeur verrouillé. Les données de recherche électroniques seront sécurisées dans des dossiers électroniques protégés par un mot de passe et des disques durs cryptés. Les données seront conservées pendant au moins cinq ans à la fin de l'étude.

Participation et retrait de l'étude

Votre participation à cette recherche est volontaire. Si vous choisissez de participer, une fois le questionnaire soumis, le chercheuse ne pourra pas retirer les données des participants en raison de la nature anonyme de la questionnaire.

Les étudiants souhaitant participer à cette phase de l'étude seront invités à indiquer leur intérêt à la fin du questionnaire.

Renseignements et information sur le projet de recherche

Pour toute question ou clarification par rapport à ce projet de recherche et comment y participer, vous pouvez communiquer avec Anne Thibert par téléphone XXXXX ou par courriel à l'adresse suivante XXXXX

Vous pouvez également contacter le superviseur de ce projet de recherche, Jérémie Séror, par téléphone XXXXX ou par courriel à l'adresse suivante XXXXX

Renseignements et information pour toutes questions ou préoccupations concernant les droits des participant(e)s de recherche :

Si vous avez des préoccupations au sujet de votre traitement ou de vos droits en tant que sujet de recherche, vous pouvez communiquer avec le responsable de la déontologie en recherche qui peut être rejoint à l'adresse suivante 550 rue Cumberland, Pavillon Tabaret, pièce 154 ou par téléphone (613-562-5387) ou par courriel à l'adresse : ethique@uOttawa.ca.

Il est recommandé de (conserver/imprimer) une copie de ce formulaire de consentement pour mes dossier.

* 1. En cochant la case " J'accepte de participer " avant de commencer le questionnaire, vous consentez à participer à cette étude de recherche.

☐ J'accepte de participer.

2. Informations démographiques

Veuillez répondre à toutes les questions ci-dessous en sélectionnant les cases facultatives et/ou en remplissant les cases de texte à réponse courte.

2. À quel genre vous identifiez-vous le plus?

3. En quelle année êtes-vous inscrit au programme XXXXX?

- ☐ Première année dans le programme.
☐ Deuxième année dans le programme.
☐ Troisième année dans le programme.
☐ Quatrième année dans le programme.
☐ Autre (Veuillez préciser)

4. Veuillez indiquer les langues que vous connaissez et votre perception de votre compétence dans chaque langue sur une échelle de 1 à 10. Dans ce contexte, un 1 fait référence à de simples compétences conversationnelles dans la langue et 10 correspond à la capacité de mener une discussion efficace dans des contextes formels et informels. (Par exemple, Espagnol 7)

Première langue et
niveau de compétence

Deuxième langue et
niveau de compétence

Troisième langue et
niveau de compétence

Autre(s) langue(s) et
niveau de
compétence(s)

Autre(s) langue(s) et
niveau de
compétence(s)

5. Quel est votre pays d'origine?

6. Quelle est votre province/état d'origine?

7. Dans quelle province/état avez-vous reçu la majorité de votre éducation?

8. Si vous avez effectué une partie de vos études au Canada, veuillez indiquer si vous étiez inscrit à l'un des programmes d'enseignement du français suivants.

- ☐ Immersion française.
- ☐ Français de base.
- ☐ Français intensif.
- ☐ Programme dans une école francophone situé dans un conseil scolaire de langue française.
- ☐ Aucune de ces réponses.

Autres (Veuillez préciser)

9. Veuillez indiquer combien d'années vous avez été inscrit à chaque programme que vous avez identifié ci-dessus.

Immersion française.

Français de base.

Français intensif.

Programme dans une école francophone situé dans un conseil scolaire de langue française.

Aucune de ces réponses.

Autres (Veuillez préciser)

10. Si vous avez suivi un autre type de programme d'enseignement du français en dehors du contexte canadien, veuillez indiquer le titre du programme ci-dessous.

11. Après avoir obtenu votre diplôme XXXXX, avez-vous l'intention de poursuivre une carrière d'enseignant(e) de langue française?

- ☐ Oui.
- ☐ Non (Si non, vous n'êtes pas tenu de répondre aux questions 13, 14).

Autre (Veuillez préciser).

12. Veuillez sélectionner les types d'enseignement du français qui vous intéressent.

- ☐ Enseignant(e) de français de base dans un conseil scolaire anglophone.
- ☐ Enseignant(e) d'immersion française dans un conseil scolaire anglophone.
- ☐ Enseignant(e) de français intensif dans un conseil scolaire anglophone
- ☐ Enseignant(e) de langue française dans un conseil scolaire francophone.
- ☐ Enseignant(e) de français dans une école pour adultes.
- ☐ Enseignant(e) de français dans un établissement postsecondaire

Autre. (Veuillez préciser)

13. Si vous avez l'intention de devenir un enseignant(e) de Français, où aimeriez-vous travailler dans le futur?

- ☐ Ontario.
- ☐ Québec.
- ☐ Alberta.
- ☐ Colombie-Britannique.
- ☐ Nouveau Brunswick.
- ☐ Terre-Neuve-et-Labrador.
- ☐ Territoires du Nord-Ouest.
- ☐ Nouvelle-Écosse.
- ☐ Nunavut.
- ☐ Île-du-Prince-Édouard.
- ☐ Saskatchewan.
- ☐ Le Yukon.
- ☐ Manitoba.

À l'étranger, veuillez préciser.

3. Échelle de Likert.

* 14. Veuillez sélectionner l'option ci-dessous pour indiquer votre degré d'accord ou de désaccord avec chacune des déclarations énumérées.

	Fortement en désaccord	En désaccord	Indécis(e)	D'accord	Fortement d'accord
Je suis confiant(e) que je serai un(e) enseignant(e) de français accompli.	☐	☐	☐	☐	☐
Je suis confiant(e) que je serai un(e) enseignant(e) de français bien formé(e).	☐	☐	☐	☐	☐
Je suis confiant(e) que je possède toutes les capacités linguistiques nécessaires pour être un(e) enseignant(e) de français.	☐	☐	☐	☐	☐
Je suis confiant(e) que je possède les capacités pédagogiques nécessaires pour être un(e) enseignant(e) de français.	☐	☐	☐	☐	☐
Dans le cadre de mon programme d'études en enseignement des langues secondes, j'ai vécu des expériences authentiques d'enseignement en classe.	☐	☐	☐	☐	☐
Dans le cadre de mon programme d'études en enseignement des langues secondes, j'ai eu des expériences de simulation d'enseignement en classe.	☐	☐	☐	☐	☐
Dans le cadre de mon programme d'études en enseignement des langues secondes, j'ai reçu des	☐	☐	☐	☐	☐

commentaires
positifs lors
d'expériences
simulées
d'enseignement en
classe.

Dans le cadre de
mon programme
d'études en
enseignement des
langues secondes,
j'ai reçu des
commentaires
positifs lors
d'expériences
authentiques
d'enseignement en
classe.

☐☐☐☐☐

J'ai eu la chance de
suivre des cours
avec un(e)
enseignant(e) de
français qui était
confiant(e).

☐☐☐☐☐

J'ai eu la chance de
suivre des cours
avec un(e)
enseignant(e) de
français qui était
encourageant(e).

☐☐☐☐☐

Mes interactions
avec mes camarades
de classe m'ont
encouragé à devenir
un(e) futur(e)
enseignant(e) de
français.

☐☐☐☐☐

Je suis encouragé(e)
par mes
enseignant(e)s en
tant que futur(e)
enseignant(e) de
français.

☐☐☐☐☐

4. Questions ouvertes

* 15. Quelles sont les qualités et compétences que vous associeriez à l'identité d'enseignant(e) de français?

5. Questions ouvertes

* 16. Dans quelle mesure pensez-vous avoir les qualités et compétences que vous avez décrites dans la question précédente? Pourquoi ou pourquoi pas?

6. Invitation à participer à des entretiens semi-structurés.

Cette section du questionnaire est optionnelle et ne doit être remplie que si les participants souhaitent être pris en considération pour la deuxième phase de l'étude, un entretien semi-structuré.

Une sélection de participant(e)s seront invités à assister aux entretiens semi-structurés. Les participant(e)s contacté(e)s pour les entretiens semi-structurés seront sélectionnés dans le but d'obtenir une image complète et représentative des perspectives des enseignant(e)s de français en formation initiale (par exemple, des origines linguistiques diverses, des alignements différents avec une identité d'enseignant(e) forte).

17. Veuillez fournir votre nom (p. ex. Jane Smith) et votre adresse électronique affiliée à XXXXX (p. ex. jsmith123@XXXXX) ci-dessous si vous souhaitez être contacté pour participer à la deuxième partie de l'enquête. Il s'agit notamment de prendre part à un entretien semi-structuré pour fournir plus de renseignements sur les éléments de réponses dans ce questionnaire.

Nom

Adresse électronique

Appendix D : Consent page for interviews (English and French)

Consent form for the project: “Asserting one’s identity as a French teacher: An empirical study of the positioning of prospective French teachers”

Student Researcher:

Anne Thibert, MA
Official Languages and Bilingualism Institute
University of Ottawa
XXXXX

Supervisor:

Jeremie Séror, PhD
Associate professor
Official Languages and Bilingualism Institute
University of Ottawa
XXXXX

Invitation to participate:

This consent form is associated with an invitation to participate in the second phase of a research project for a master's thesis conducted by Anne Thibert under the supervision of Jérémie Séror.

Purpose of the study

You are invited to participate in a research project that aims to investigate the possible impacts and motivations of future French teacher’s willingness to align themselves as strong French teachers (i.e., perceive themselves as qualified, competent and legitimate future French teachers).

Participation:

Participating in this study would involve performing the following task.

1. Participate in a retrospective one-on-one interview to revisit your responses to the questionnaire. This interview will last approximately one hour, at a mutually agreed upon time, and will take place on the university campus. It will be used to review your responses to the questionnaire and to discuss your identity as a future teacher of French. This interview will be recorded to facilitate transcription and analysis.

Potential risks and discomforts

There are no known major risks and discomforts associated with this research. Your answers and insights shared during the interview will be analyzed for research purposes only. Your data will be kept confidential.

Institut des langues officielles
et du bilinguisme

Official Languages and
Bilingualism Institute

☎ 613-562-5743

📠 613-562-5126

🖱 ilob.uOttawa.ca

🖱 olbi.uOttawa.ca

📍 70 Laurier E. (130)
Ottawa ON K1N 6N5
Canada

ILOB | OLBI

During the interviews you will be asked to review and recall answers from the questionnaire and answer six primary questions concerning the exploration and construction of your French teacher identity. All efforts will be made to make this conversation as comfortable as possible.

Benefits:

It is anticipated that this research will lead to a better understanding of the identity of pre-service French teachers and contribute to the promotion of a strong professional identity and self-perception among French teachers. By participating in this study, you will contribute to results that will be shared with the goal of improving the design of language teacher education programs and contributing to the development of the professional identity of French teachers in language education programs.

On a personal level, this study will invite you to reflect on your French teacher identity. This exercise may raise your awareness of the forces and discourses that have impacted and shaped your identity and thus allowing an introspective view of your French teacher identity.

Confidentiality and Privacy:

Please be assured that any information obtained in this study will remain strictly confidential. Access to the data collected for this study will be restricted to the principal investigator and will be kept in a secured manner both physically and electronically.

The findings obtained from the study may be published in academic journals or presented at professional conferences, however, codes and pseudonyms will be employed for all participants to ensure their anonymity. Similarly, if any writing excerpts or quotes are used in reports of the findings, these will be rendered anonymous to protect your identity.

In order to minimize the risk of security breaches and to help ensure your confidentiality, it is recommended that you use standard safety measures while submitting data online. This includes measures such as signing out of your account, closing your browser and locking your screen or device when you have completed the study.

Conservation of Data:

Access to the full data set collected for this study will be restricted to the principal investigators. The data collected (*audio recordings, transcripts, survey datasets, researchers' notes, consent forms, etc.*) will be kept in a secure manner in a locked filing cabinet. Electronic research data will be secured in password-protected electronic folders and encrypted hard drives. The data will be conserved for at least five years upon the completion of the

study.

Participation and withdrawal:

Your participation in this research is voluntary. Should you choose to participate, you will remain free at any time to decide to withdraw your consent to participate in this study. You will not be penalized in any way should you decide to withdraw from this study. In such a situation your participation in the project would be terminated and your data would then be omitted and destroyed.

Contact information about the study:

If you have any questions or desire further information with respect to participating in this study, you may contact Anne Thibert by phone XXXXX or by e-mail: XXXXX

You may also contact the supervisor of this research project, Jérémie Séror, by phone XXXXX or by email: XXXXX

Contact for concerns about the rights of research participants:

If you have any concerns about your treatment or rights as a research subject, you may contact the Protocol Officer for Ethics in Research located at 550 Cumberland Avenue, Tabaret Hall, room 154 by phone (613-562-5387) or by e-mail: ethics@uottawa.ca.

It is recommended that I (*print or save*) a copy of this consent form for my records.

Consent signature

There are two copies of the consent form, one of which you may keep.

If you are willing to participate in this study, please sign the statement below.

Participant:

I _____ (Name of Participant, please print) have read and understand the information on this form and consent to volunteer to be a participant in the research activities described above and conducted by the researcher named above. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received a copy of this informed consent form to keep in my possession.

Signature: _____

Date: _____

Email: _____

Researcher:

I _____ (Name of researcher) certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research project, have answered questions that have been raised, and have witnessed the above signature.

Signature: _____

Date: _____

Formulaire de consentement pour l'étude: " L'affirmation de l'identité d'enseignant(e) de français: Une étude empirique sur le positionnement de futur(e)s enseignant(e)s de français"

Chercheure étudiante :

Anne Thibert, MA
Institut des langues officielles et du bilinguisme
Université d'Ottawa
XXXXXX

Superviseur :

Jérémie Séror, PhD
Professeur titulaire
Institut des langues officielles et du bilinguisme
Université d'Ottawa
XXXXXX

Invitation à participer :

Ce formulaire de consentement est associé à une invitation à participer à la phase deux d'un projet de recherche pour une thèse de maîtrise menée par Anne Thibert sous la supervision de Jérémie Séror.

Objet de l'étude :

Vous êtes invités à participer à un projet de recherche qui vise à mieux comprendre les impacts et les motivations possibles de la volonté de futur(e)s enseignant(e)s de français de se positionner comme de bon(ne)s enseignant(e)s de français (c'est-à-dire de se percevoir comme de futur(e)s enseignant(e)s de français qualifié(e)s, compétent(e)s et légitimes).

Participation:

Participer à cette étude impliquerait la réalisation de la tâche suivante.

1. Participer à un entretien individuel rétrospectif pour revenir sur les réponses offertes à un questionnaire. Cet entretien durera environ une heure, à un moment convenu d'un commun accord, et aura lieu sur le campus de l'université. Il servira à examiner vos réponses au questionnaire et à discuter de votre identité en tant que futur(e) enseignant(e) de français. Cet entretien sera enregistré afin d'en faciliter la transcription et l'analyse.

Risques et malaises possibles associés à cette recherche

Il n'y a pas de risques et de désagréments majeurs connus associés à cette recherche. Vos réponses et les idées partagées pendant l'entretien seront

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analysées uniquement à des fins de recherche. Vos données resteront confidentielles.

Au cours de l'entretien, il vous sera demandé de revoir et de vous remémorer vos réponses à un questionnaire composé de six questions sur l'exploration et la construction de votre identité enseignant(e) de français. Tous les efforts possibles seront déployés pour rendre ces conversations aussi confortables que possible.

Bénéfices pour les participants

Il est prévu que cette recherche permettra de mieux comprendre l'identité de futur(e)s enseignant(e)s de français en formation initiale et de contribuer à la promotion d'une identité professionnelle et perception de soi forte chez les enseignant(e)s de français. En participant à cette étude, vous contribuerez aux résultats qui seront partagés avec l'objectif d'améliorer la conception des programmes de formation des enseignant(e)s de langues et de contribuer au développement de l'identité professionnelle des enseignant(e)s de français en programme de formation à l'enseignement des langues.

À un niveau personnel, cette étude vous invitera aussi de réfléchir à votre identité d'enseignant(e) de français. Il est possible que cet exercice puisse vous faire prendre conscience des forces et des discours qui ont eu un impact sur votre identité et l'ont formée ce qui vous permettra d'avoir une vision introspective de votre identité d'enseignant(e) de français.

Confidentialité:

Soyez assuré que toute information obtenue dans le cadre de cette étude restera strictement confidentielle. L'accès aux données recueillies dans le cadre de cette étude sera limité au chercheur principal et sera conservé de manière sécurisée, tant physiquement qu'électroniquement. Les résultats obtenus dans le cadre de l'étude pourront être publiés dans des revues universitaires ou présentés lors de conférences professionnelles, mais des codes et des pseudonymes seront utilisés pour tous les participants afin de garantir leur anonymat. De même, si des extraits d'écrits ou des citations sont utilisés dans les rapports sur les résultats, ils seront rendus anonymes afin de toujours protéger votre identité.

Afin de minimiser les risques de sécurité électroniques et de garantir votre confidentialité, il est recommandé d'utiliser les mesures de sécurité standard lorsque vous soumettez des données en ligne. Cela inclut des mesures telles que la déconnexion de votre compte, la fermeture de votre navigateur et le verrouillage de votre écran ou de votre appareil lorsque vous avez terminé l'étude.

Conservation des données:

L'accès à l'ensemble des données recueillies pour cette étude sera limité aux chercheurs principaux. Les données analogues recueillies (enregistrements audio, transcriptions, ensembles de données d'enquête, notes des chercheurs, formulaires de consentement, etc.) seront conservées en toute sécurité dans un classeur verrouillé. Les données de recherche électroniques seront sécurisées dans des dossiers électroniques protégés par un mot de passe et des disques durs encryptés. Les données seront conservées pendant au moins cinq ans à la fin de l'étude.

Participation et retrait de l'étude

Votre participation à cette recherche est volontaire. Si vous choisissez de participer, vous serez libre à tout moment de décider de retirer votre consentement à participer à cette étude. Vous ne serez pénalisé en aucune façon si vous décidez de vous retirer de cette étude. Dans une telle situation, votre participation au projet prendrait fin et vos données seraient alors omises et détruites.

Renseignements et information sur le projet de recherche

Pour toute question ou clarification par rapport à ce projet de recherche et comment y participer, vous pouvez communiquer avec Anne Thibert par téléphone XXXXX ou par courriel à l'adresse suivante : [XXXXX](#)

Vous pouvez également contacter le superviseur de ce projet de recherche, Jérémie Séror, par téléphone XXXXX ou par courriel à l'adresse suivante XXXXX

Renseignements et information pour toutes questions ou préoccupations concernant les droits des participant(e)s de recherche :

Si vous avez des préoccupations au sujet de votre traitement ou de vos droits en tant que sujet de recherche, vous pouvez communiquer avec le responsable de la déontologie en recherche qui peut être rejoint à l'adresse suivante 550 rue Cumberland, Pavillon Tabaret, pièce 154 ou par téléphone (613-562-5387) ou par courriel à l'adresse : ethique@uOttawa.ca.

Il est recommandé de (conserver/imprimer) une copie de ce formulaire de consentement pour mes dossiers.

Signature du formulaire de consentement

Vous serez présenté avec deux exemplaires du formulaire de consentement. L'un d'entre eux est pour le chercheur. La deuxième copie est pour vous.

Si vous êtes prêt à participer à cette étude, s'il vous plaît signez la déclaration ci-dessous.

Participant :

Je _____ (nom du participant, imprimer s-v-p) confirme avoir lu et compris les informations sur ce formulaire et consent de façon volontaire à être un participant pour les activités de recherche décrites ci-dessus et menées par le/la chercheur(e) nommé(e) ci-dessus. Je comprends que mes données seront traitées de façon strictement confidentielle et que je préserve en tout temps le droit de retirer mon consentement de participation à cette étude. J'ai aussi reçu une copie de ce formulaire de consentement à conserver en ma possession.

Signature : _____

Date : _____

Courriel : _____

Chercheur/se :

Je _____ (Nom du chercheur) certifie que j'ai expliqué la nature, les objectifs et les avantages et risques potentiels associés à la participation aux activités de recherche décrites ci-dessus, que j'ai répondu aux questions qui ont été soulevées, et que j'ai servi de témoin à la signature ci-dessus.

Signature: _____

Date : _____

Appendix E : Interview guides for the first round of interviews (English and French)

Semi-structured Interview: Proposed interview guide

The interview will last approximately **one hour long** and consist of **six primary questions** with additional **follow-up questions** to be deployed by the interviewer to investigate in greater detail information presented in the interview.

Proposed Questions

1. How did you decide which qualities and skills you associated with French teacher identity in your questionnaire?
2. In the questionnaire, you stated that you (do or do not) have X qualities and skills. Could you elaborate on this?
3. Has there been a defining moment, person, context or incident that has critically impacted how you view yourself as a future French teacher? Tell me a bit more about this and how it affected you.
4. When do you feel that you have a strong French teacher identity? Why ? Why not ? When do you feel that your identity as a French teacher is weakest? Why?
5. Do you feel as though you have received instruction from confident French teachers?
6. Has the concept of teacher identity for French language teachers been discussed in your teacher training program? In what way? When? What are your thoughts on the importance of this concept for a future teacher?

Entretien semi-structuré : Proposition de guide d'entretien

L'entretien durera environ **une heure** et comprendra **six questions principales**, ainsi que des **questions complémentaires** qui seront posées par l'enquêteur pour approfondir les informations présentées lors de l'entretien.

Questions proposées

1. Comment avez-vous décidé des qualités and compétences que vous avez associées à l'identité des enseignant(e)s de français dans votre questionnaire?
2. Dans le questionnaire, vous avez déclaré que vous avez (ou n'avez pas) X qualités et compétences. Pourriez-vous expliquer un peu plus votre perspective à ce sujet?
3. Y a-t-il eu un moment, une personne, un contexte ou un incident déterminant qui a eu un impact critique sur la façon dont vous vous percevez en tant que futur enseignant(e) de français? Parlez-moi un peu plus de ce moment et de la façon dont celui-ci vous a affecté.
4. Quand avez-vous le sentiment d'avoir une identité enseignant(e) de français forte?
5. Avez-vous l'impression d'avoir reçu un(e) enseignement de la part enseignant(e)s de français confiant(e)s?
6. Le concept d'identité de l'enseignant(e) pour les enseignant(e)s de langue française a-t-il été abordé dans votre programme de formation des enseignant(e)s de langues secondes? De quelle manière? Quand? Que pensez-vous de l'importance de ce concept pour un(e) futur enseignant(e)s de langue? Pourquoi?

Appendix F : Interview guides for the second round of interviews (English and French)

Focal Participant Carly

The numbered questions are the main or primary ones, addressing key topics. The lettered sub-questions help break down the main question, offering more details to clarify what's being asked.

- 1) You brought up in the interviews this distinction between a bilingual teacher and a monolingual teacher who is teaching in a second language. Could you help me detail this difference a bit more?
 - a) How would you define a bilingual teacher?
- 2) You've mentioned that despite not having formal teacher training in English, you would confidently say you are a very good English language teacher due to your deep comfort and understanding of the language. Yet, with French, despite your training and ability to teach it, there's a hesitancy in acknowledging yourself as a good French teacher.
 - a) Where do you think this hesitancy comes from?
 - b) Do you feel that reaching a native-like proficiency or comfort in French would change this perspective?
 - c) What specific factors would make you confidently acknowledge yourself as a good French teacher?
- 3) In the first interview you discussed your experience with learning about linguistic insecurity.
 - a) Do you think learning about the concept of linguistic insecurity was detrimental or beneficial to your language learning journey? In what way?
 - b) How do you think this topic could be approached in second language teaching programs to better facilitate future language teachers moving towards a sense of linguistic security with regards to the languages they will one day teach?
 - c) Is there an alternative word/term that the school could put into action that you think would better accommodate novice French teachers who are not native speakers and accomplish the goal of addressing negative self-perception language learners may have regarding their own linguistic reality?
- 4) You've drawn in the previous interview a distinction between the terms 'instructor' and 'teacher' when describing your role in the context of teaching French.
 - a) Could you elaborate on the nuances you see between these two roles?
 - b) How do you perceive the responsibilities and expectations of an 'instructor' as opposed to a 'teacher'?
- 5) You briefly talked about the idea of insecurity concerning teaching grammar in particular due to the manner in which you learned grammar (in 'a functional sense')
 - a) What would "teaching grammar" refer to for you based on your experiences and what you have learned in your program with regards to the mastery of the French language?
 - b) To follow up on this when referring to grammar are we talking about a full and well-established understanding of grammar rules, or do we also have a sense of the cultural rules and norms which are also part of what sometimes makes native speakers more confident that what they say is correct?
 - c) Do you think this insecurity towards teaching grammar, as you stated in the previous question, has impacted your willingness to claim identity as a French teacher?
- 6) You mentioned that the identity of a language teacher feels less secure due to its specific and nuanced nature compared to the identity of teachers who teach subjects like science or math.
 - a) Can you elaborate on this?

- b) Do you feel that there's a (societal) expectation [ideology] or standard that makes claiming a strong French language teaching identity harder than claiming an identity as a content (Math) teacher. Why or why not?
- 7) Earlier, you spoke about your personal experiences and observations that influenced your decision to teach. Building on that....
 - a) Can you recall if anyone, during high school, post-secondary, or any other phase, specifically encouraged or positively reinforced your choice to become a French teacher?
 - b) Can you describe what happened specifically during those moments of encouragement?
 - c) How did that make you feel at the time?
 - d) Why do you think their encouragement or feedback had such an impact on you?

Focal Participant Ilse

Les questions numérotées sont les principales, abordant des sujets clés. Les sous-questions lettrées décomposent la question principale, offrant plus de détails pour clarifier ce qui est demandé.

- 1) Lors du dernier entretien, vous avez discuté des qualités et des compétences nécessaires pour être un enseignant de français et de la façon leurs importance peut varier.
 - a) Y a-t-il d'autres qualités/compétences qui, selon vous, devraient être examinées plus en détail dans le cadre d'un programme de formation à l'enseignement?
 - b) Quelles sont les activités de formation, selon vous, qui vous permettraient le mieux d'acquérir ces compétences/qualités?
- 2) Lors de votre dernier entretien, vous avez mentionnée de nombreuses expériences qui ont eu un impact sur votre volonté d'affirmer votre identité d'enseignant de français. Est-ce qu'une de ces expériences vous a marqué plus que les autres?
 - a) Qu'avez-vous ressenti?
 - b) Comment ce sentiment s'est-il traduit en termes d'identité?
- 3) La dernière fois qu'on a parlé, vous avez indiqué que vous aviez l'impression que vos anciens enseignants évitaient d'enseigner la grammaire ou n'en enseignaient que très peu dans leurs cours. Vous avez proposé comme théorie qu'ils ne se sentaient pas à l'aise pour enseigner le français ou qu'ils n'aimaient pas l'enseigner.
 - a) Quel type d'effet pensez-vous que cela a eu sur vous et sur d'autres futurs enseignants de français qui n'ont pas été enseignés beaucoup de grammaire formelle?
- 4) Pensez-vous que cet effet concernant l'enseignement de la grammaire et son impact générationnel est plus présent dans l'immersion, dans les situations d'enseignement du français de base, dans les écoles françaises ou une combinaison?
 - a) Quelles conséquences pensez-vous que cela peut avoir sur les étudiants qui sont enseignés par des enseignants qui sont incertains/incapables d'enseigner la grammaire?
 - b) Pensez-vous que cela pourrait laisser un sentiment d'insécurité chez les étudiants en termes de connaissances grammaticales?
- 5) Pouvez-vous vous rappeler si quelqu'un, au cours de vos études secondaires, post-secondaires ou à tout autre moment, vous a spécifiquement encouragé ou renforcé dans votre choix de devenir enseignant de français?
 - a) Pouvez-vous décrire ce qui s'est passé spécifiquement lors de ces moments d'encouragement?
 - b) Qu'avez-vous ressenti à ce moment-là ?
- 6) Pourriez-vous me parler plus en détail du concept de penseur interculturel?
 - a) Comment cela a-t-il influencé votre perception de votre identité en tant que futur enseignant de français et votre responsabilité envers vos élèves de transmettre la culture associée à la langue?
- 7) Nous avons beaucoup parlé des personnes, des lieux, des expériences, etc. qui vous ont aidé à former votre identité d'enseignant de français.
 - a) Selon vous, qu'est-ce qui vous a le plus encouragé à développer et à affirmer votre identité en tant qu'enseignant de français ?