Identités professionnelles des enseignants de français langue seconde :

perceptions d'éducateurs albertains

ACLA | CAAL 2023

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The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta Region 3.
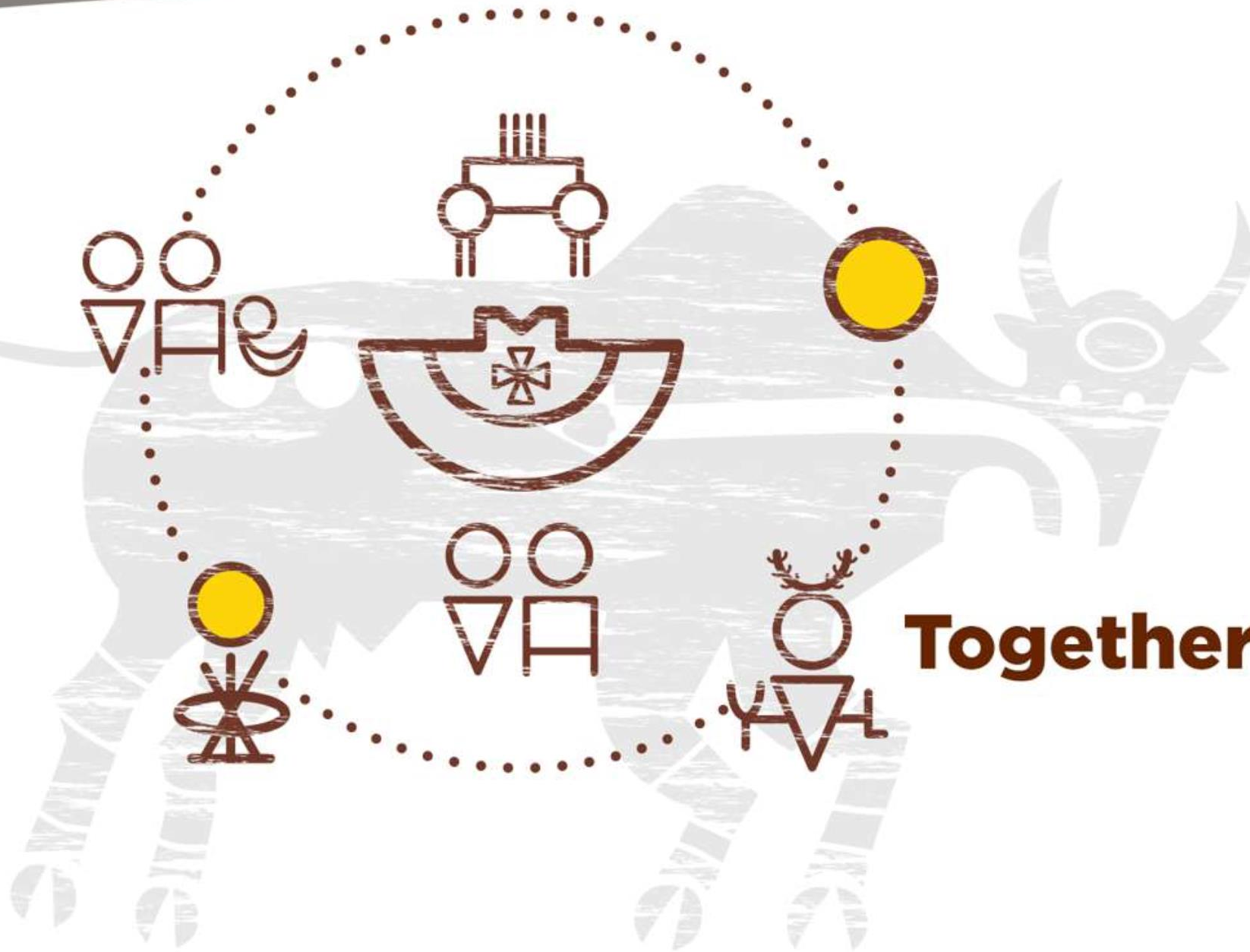
Together in a good way

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Contexte | Context

- L'apprentissage du français langue seconde (FLS) est optionnel

- En 2020-21, selon le gouvernement d'Alberta
  - 43 587 étudiants (6%) en immersion française
  - 122 961 étudiants (17%) dans les cours de FLS

- Selon une étude pancanadienne menée par l'ACPI entre 2020-21, une pénurie du personnel enseignant de FLS en Alberta affecte
  - 37% des écoles offrant l'immersion française
  - 41% des écoles offrant des programmes FLS

- Parmi les causes de la pénurie au Canada (ACPI, 2021; Wernicke et al., 2022)
  - Sentiments d'isolation, de la langue française
  - Conditions de travail

- French as a second language (FSL) learning is optional

- In 2020-2021, according to Alberta government
  - 43 587 students (6%) in French immersion
  - 122 961 students (17%) in FSL courses

- According to a PanCanadian study by ACPI between 2020-2021, a shortage of teaching staff in FSL in Alberta affects
  - 37% of schools offering French immersion
  - 41% of schools offering FSL programs

- Within the causes of the shortage in Canada (ACPI, 2021; Wernicke et al., 2022)
  - Feelings of isolation, from the French language
  - Working conditions

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Les objectifs de notre présentation

Présenter les perceptions des éducateurs albertains quant à leurs **identités professionnelles** afin de mieux comprendre les diverses experiences en Alberta.

Examiner les discours d'éducateurs albertains par rapport à leur **sécurité linguistique** et leur **compétence professionnelle** en milieu minoritaire francophone.

To present Alberta educators' perceptions of their **professional identities** to better understand the diverse experiences in Alberta.

To examine the discourses of Alberta educators in relation to their **linguistic security** and **professional competence** in a Francophone minority setting.
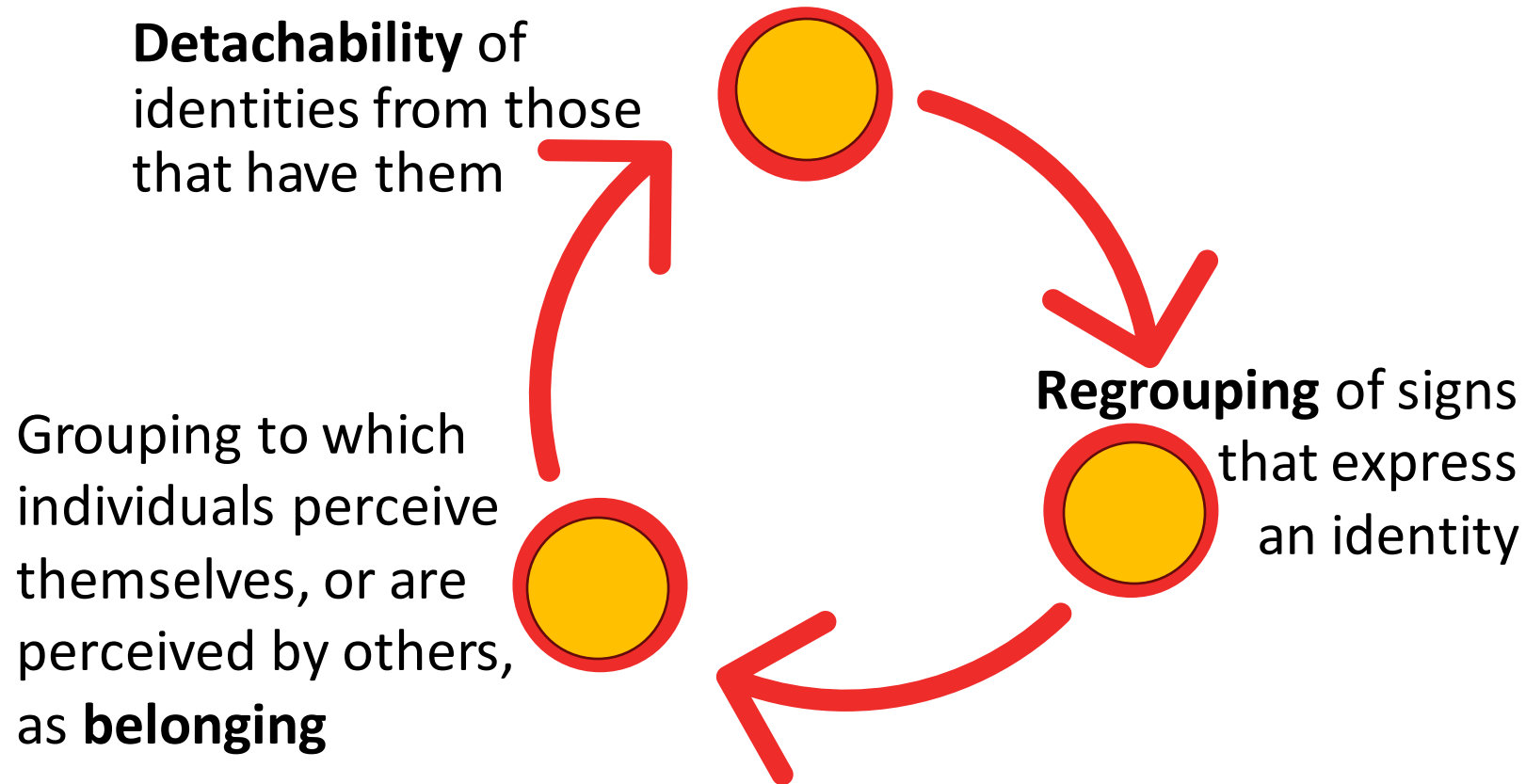
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Recension des écrits | Literature review

Identity and Belonging

Identity varies through regrouping (Agha, 2006).

Detachability of identities from those that have them

Regrouping of signs that express an identity

Grouping to which individuals perceive themselves, or are perceived by others, as **belonging**

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Professional Identity

Perceptions of self within the group of FSL teachers and **based on continuing interaction** (Pappa et al., 2020; Wernicke, 2017)

Occupational commitment Canrinus et al., 2011	**Job satisfaction** Canrinus et al., 2011; Kamanzi et al., 2019
Linguistic security Byrd Clark & Roy, 2022; Pappa et al., 2020	**Self-efficacy** Faez et al., 2021; Kamanzi et al., 2019

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La sécurité linguistique

- Acceptation de la diversité du (bi)multilinguisme

- Appréciation des variations intra et interlinguistiques comme légitimes

- Évolution dynamique entre langues pour négocier l'identité et l'appartenance

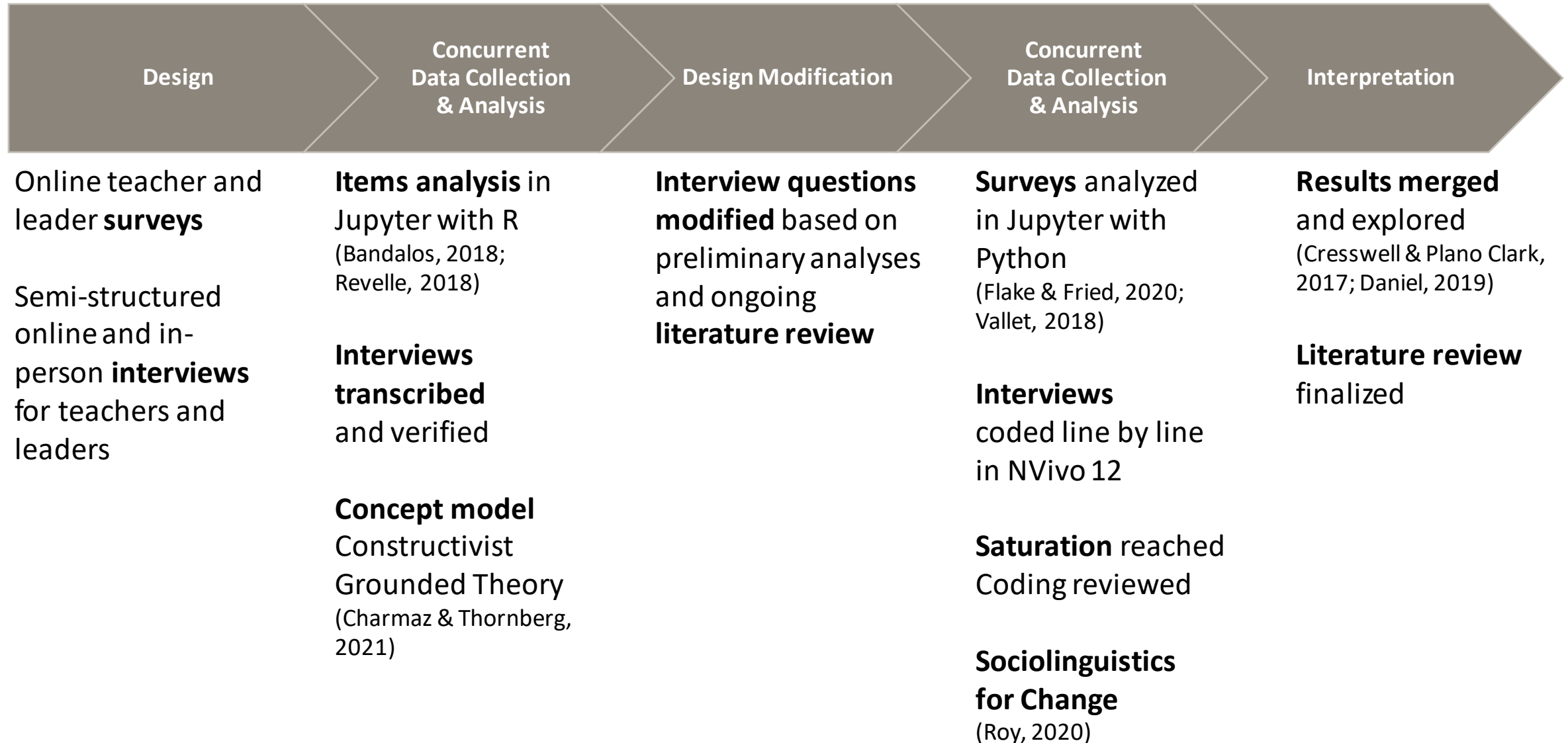- Vision d'inclusion en reconnaissant les normes linguistiques nécessaires pour s'épanouir professionnellement

(Byrd Clark & Roy, 2022)

L'étude | Research study

Method

Design	Concurrent Data Collection & Analysis	Design Modification	Concurrent Data Collection & Analysis	Interpretation

Online teacher and leader **surveys**

Semi-structured online and in-person **interviews** for teachers and leaders

Items analysis in Jupyter with R
(Bandalos, 2018; Revelle, 2018)

Interviews transcribed and verified

Concept model
Constructivist Grounded Theory
(Charmaz & Thornberg, 2021)

Interview questions modified based on preliminary analyses and ongoing **literature review**

Surveys analyzed in Jupyter with Python
(Flake & Fried, 2020; Vallet, 2018)

Interviews coded line by line in NVivo 12

Saturation reached Coding reviewed

Sociolinguistics for Change
(Roy, 2020)

Results merged and explored
(Cresswell & Plano Clark, 2017; Daniel, 2019)

Literature review finalized

Online survey for teachers

Data collection
May 2022 – January 2023
n = 39 teachers
14 in French and 25 in English
Incompletion rate 9%

languageSurvey	languageToday	languageYouth	languageFamily
French	Other	French	French
French	English and French	French	French
French	Other	French	French
English	English	French and English	English
English	English	English	English

1	2	3	4	5
Tout à fait en désaccord	En désaccord	Ni en accord, ni en désaccord	D'accord	Tout à fait d'accord
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

Preparedness
Items 1-13

Satisfaction
Items 14-23

Competence
Items 24-36

Confidence
Items 37-50

Interviews

6 School Boards

15 Interviews

9 Teachers

6 Principals

4 French

5 English

Data collection **June 2022 – February 2023**

Questions pertained to experiences and perceptions on learning and work.

10 hours 15 minutes in total; 40 067 words
41 minutes 32 seconds on average
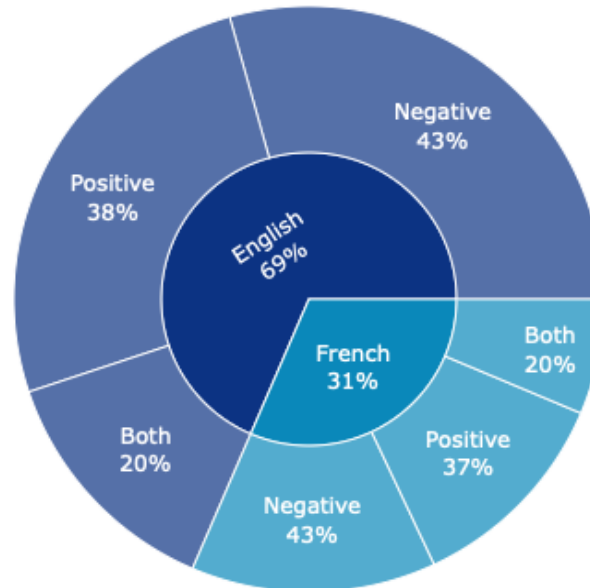
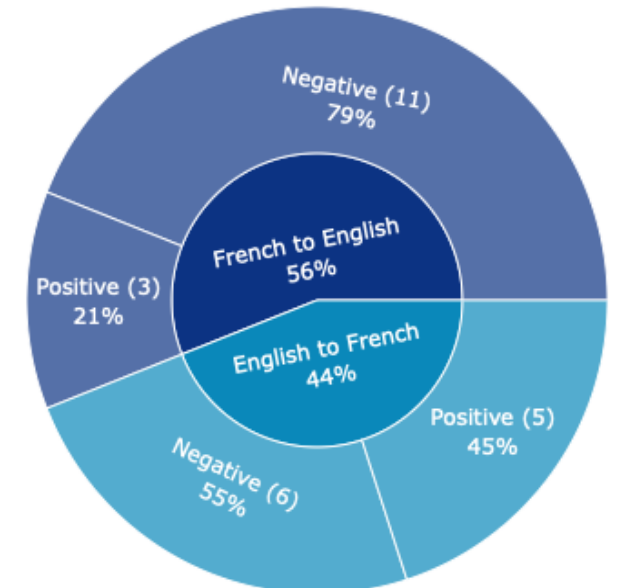4 interviewers
2 coders with 95% agreement on 3 214 codes

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Dataset language and sentiment

Teacher Survey Language and Item Sentiment

English 64% — Positive 62%, Neutral 23%, Negative 15%
French 36% — Positive 60%, Negative 21%, Neutral 19%
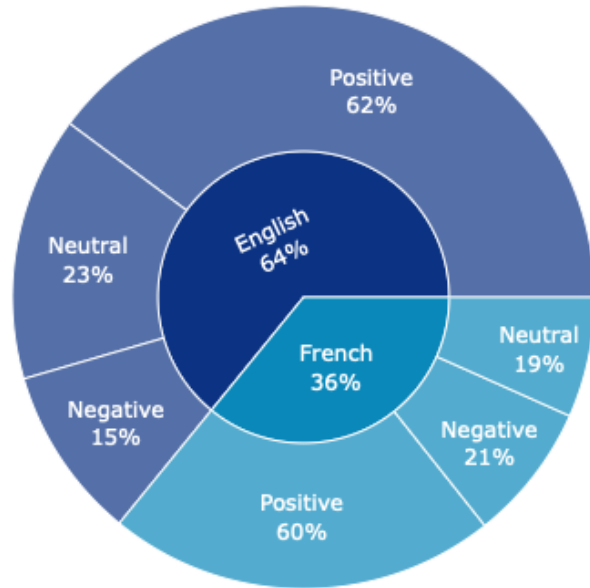
Teacher Interview Language and Code Sentiment

English 69% — Negative 43%, Positive 38%, Both 20%
French 31% — Positive 37%, Negative 43%, Both 20%

Teacher Interview Codeswitching Sentiment

French to English 56% — Negative (11) 79%, Positive (3) 21%
English to French 44% — Positive (5) 45%, Negative (6) 55%

Le contexte d'enseignement – Urbain

Teaching Context and School Boards

Teaching Context	CBE	CSSD	ECSD	ESD	RDPSD	RVS	Prefer not to say
FSL		1		1		1	1
Intensive French	3		1	4			
Early FI & FSL							2
Early FI & Late FI	1	2					
Early FI & IF				1			
Early FI	5	13				1	2

School Board

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Les participants-enseignants – Les programmes scolaires

Secondary Program(s) Attended and Elementary Program(s) Attended

Secondary \ Elementary	Other	FSL, Other	FSL	Early FI, FSL	Early FI	Early FI, French school	French school
French school			1		1		11
FI, French school					2	1	
FI				1	6	1	1
Late FI	1		1				
FI, FSL					1		
FSL	1	1	4		1		1
FSL, Other	1						
Other	1						1

Alberta
British Columbia
Saskatchewan
Manitoba
Ontario
Québec
New Brunswick
Nova Scotia
Newfoundland

France
Ukraine
Russia
Cameroun
China

Les participants-enseignants – La diversité linguistique

Language(s) Used Most Today and Language(s) Used Most in Youth at Home

Today	Other	English, Other	English	French & English	French
French					4
English & French		1	3	14	3
English	1		9	1	1
Other					2
	Other	English, Other	English	French & English	French

Youth

Russian
Ukrainian
Hebrew
Dutch
Italian
Hungarian
Polish

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Les participants-enseignants – Age et expérience

Number of Years Teaching and Age

Years Teaching		20-29	30-39	40-49	50-59
	Over 15		1	7	12
	11-15		4	5	
	4-10		4	3	
	1-3	3			

Age

Professional identity: Occupational commitment

Dans 5 ans, vous travaillerez …
In 5 years from now you will work as …

Legend:
- Teacher of FSL
- Education admin
- Retirement
- Job unrelated to education
- Teacher (another subject)
- Unsure

Pie chart values:
- 23 — 59%
- 8 — 20.5%
- 4 — 10.3%
- 2 — 5.13%
- 1 — 2.56%
- 1 — 2.56%
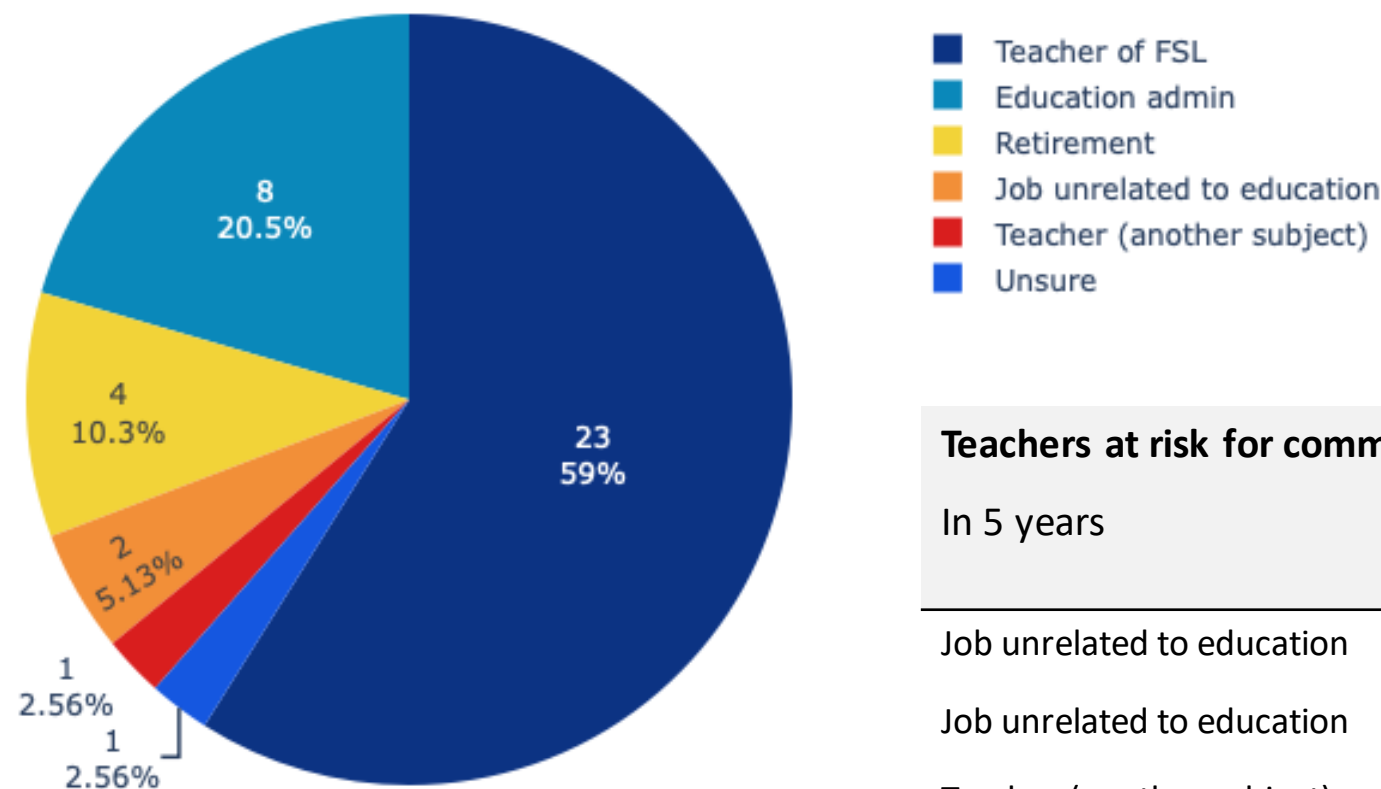
Teachers at risk for commitment

In 5 years	Language(s) Used Most	Teaching Context	Years Teaching
Job unrelated to education	French	Early FI	Over 15
Job unrelated to education	English & French	Early FI	4-10
Teacher (another subject)	English	FSL	4-10
Unsure	English	Intensive French	1-3

Professional identity: Occupational commitment

Principal's communication on retention in an interview, December 2022

I think it's just really **challenging**. I think education itself, I don't personally think that this is just a retention in immersion problem. I think it's a **retention of the profession** because I think the **profession has changed** a lot... And for one person, and the complexity of the kids and the higher the class sizes there's just so many more demands on teachers... I feel, and I see it in as an administrator **in a dual track or triple track setting**.

Professional identity: Job satisfaction survey items
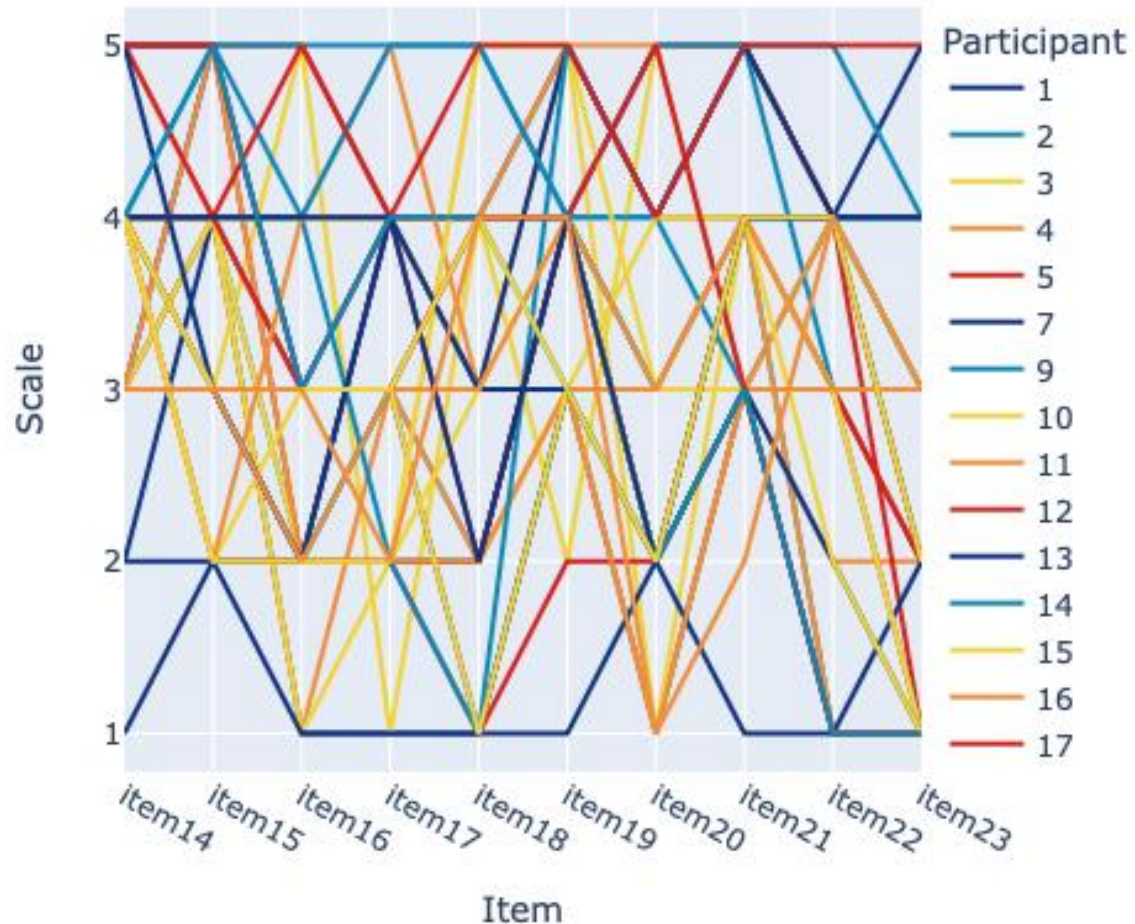
When thinking about your current teaching position, you feel SATISFIED thanks to…

14 Collaboration & communication with school team (direction, colleagues, parents and students)

15 Mentoring by experienced teachers

16 Participation in French-speaking communities & events

17 Participation in French language training

18 Salary

19 Sense of a school culture of excellence & social belonging

20 Sense of belonging to French-speaking communities

21 Vacation

22 Well-being

23 Workload & Administrative duties

Professional identity: Job satisfaction frequencies

Item 14 Collaboration & communication with school team

Item 16 Participation in French-speaking communities & events

Item 20 Sense of belonging to French-speaking communities

Item 23 Workload & Administrative duties

Professional identity: Job satisfaction

Item 16 Participation in French-speaking communities & events

Item 20 Sense of belonging to French-speaking communities

Item 23 Workload & Administrative duties
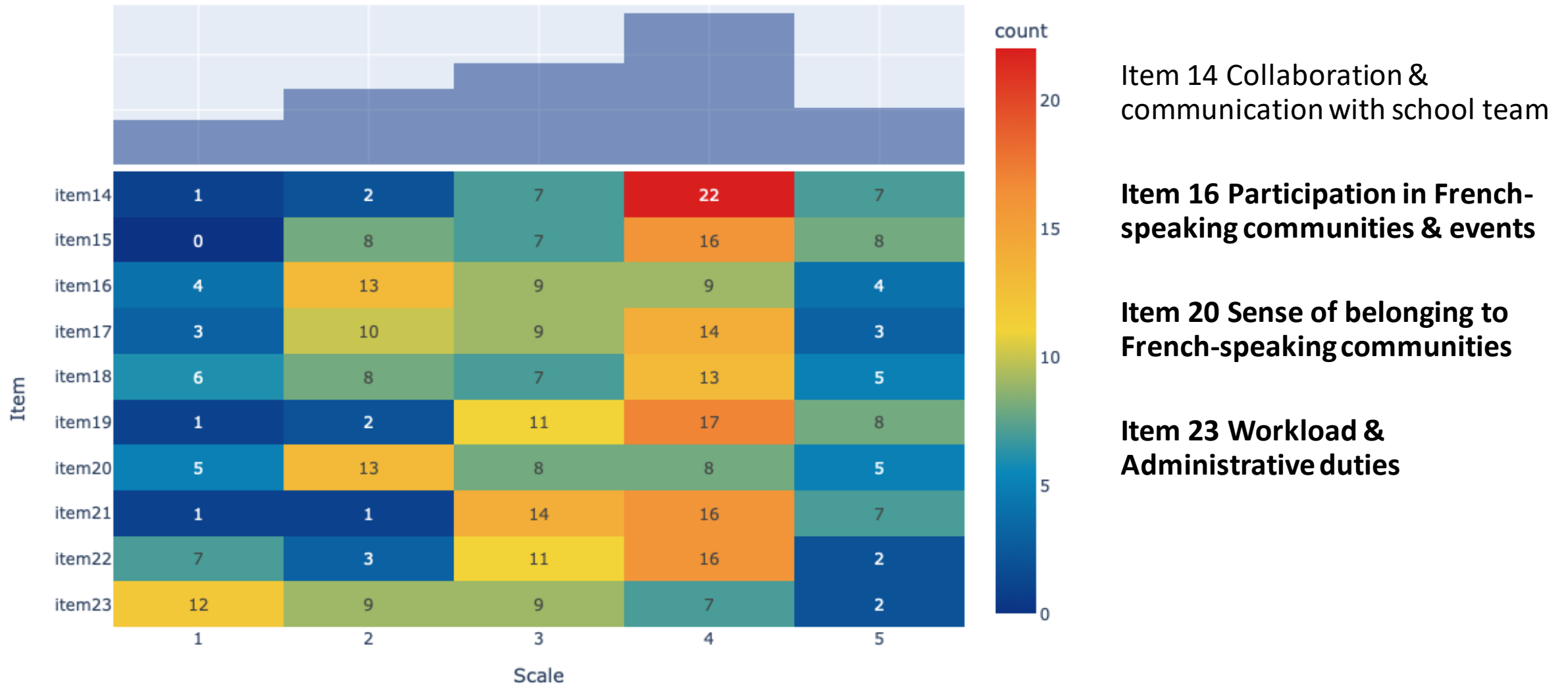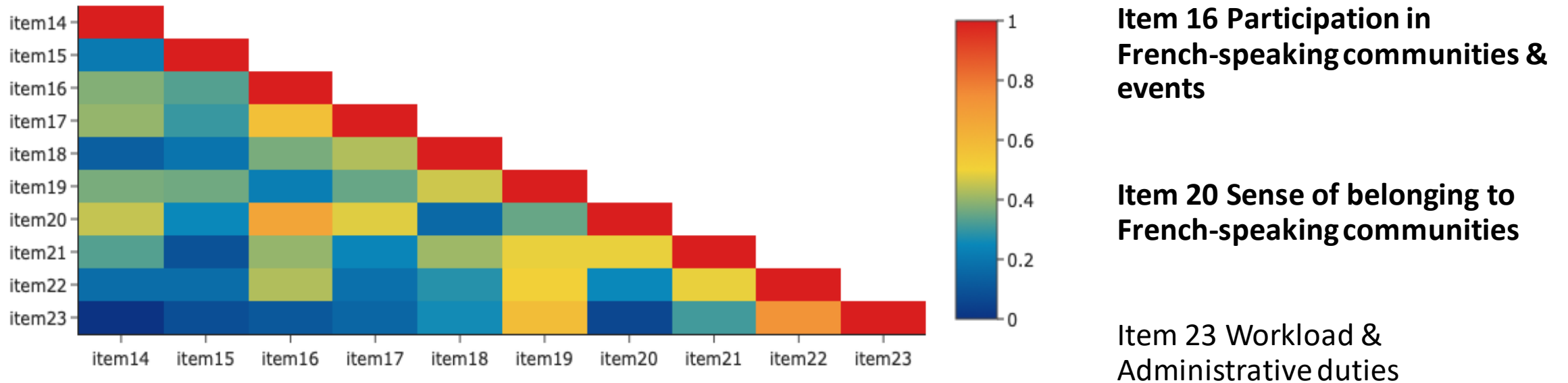
Spearman Correlations, n = 39

Cronbach Alpha for reliability of inter-items 14-23 correlations: (0.84, CI95%[0.75, 0.9])

Items 16/20, **r = 0.67**, CI95%[0.45, 0.81], p=0.0001, power=0.998

Professional identity: Linguistic security

**Participation aux communautés &
aux événements de / en langue française**

**Participation in French-speaking
communities & events**
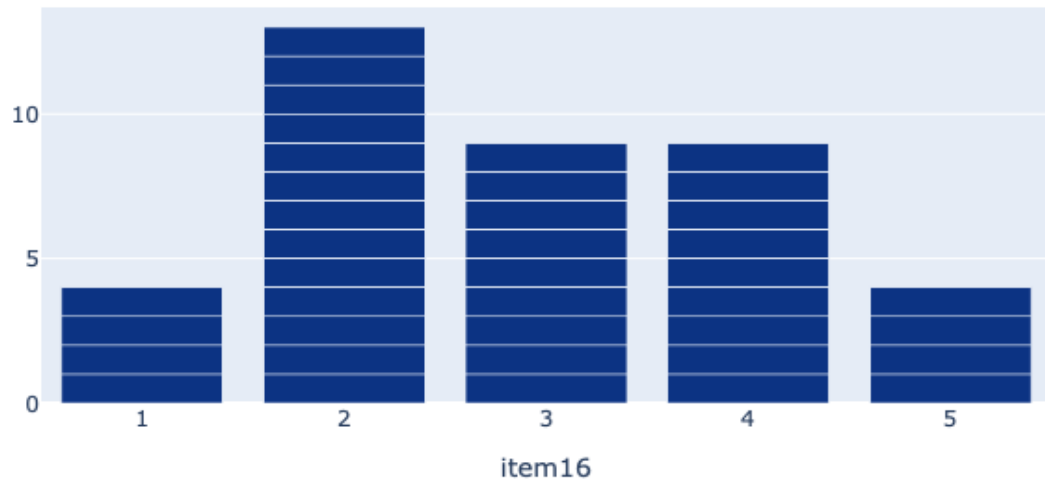
**Sentiment d'appartenance
aux communautés de langue française**

**Sense of belonging
to French-speaking communities**
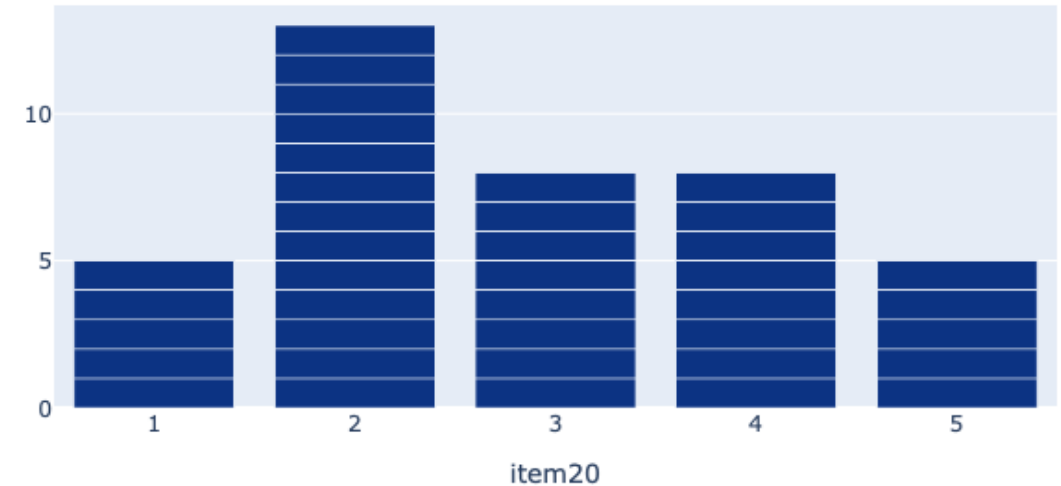
Mode 2
Median 3

Mode 2
Median 3

Professional identity: Linguistic experience by belonging
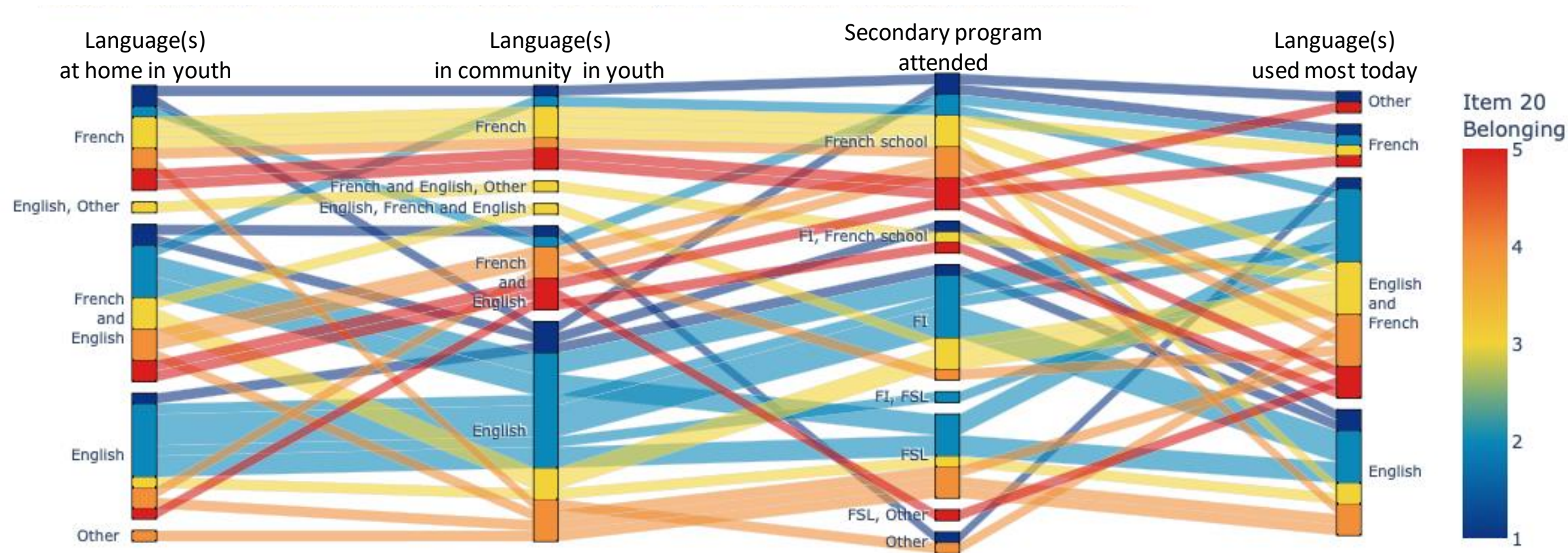
Professional identity: Linguistic security subsets

Item 20 Belonging by Language(s) Spoken in Youth in the Community
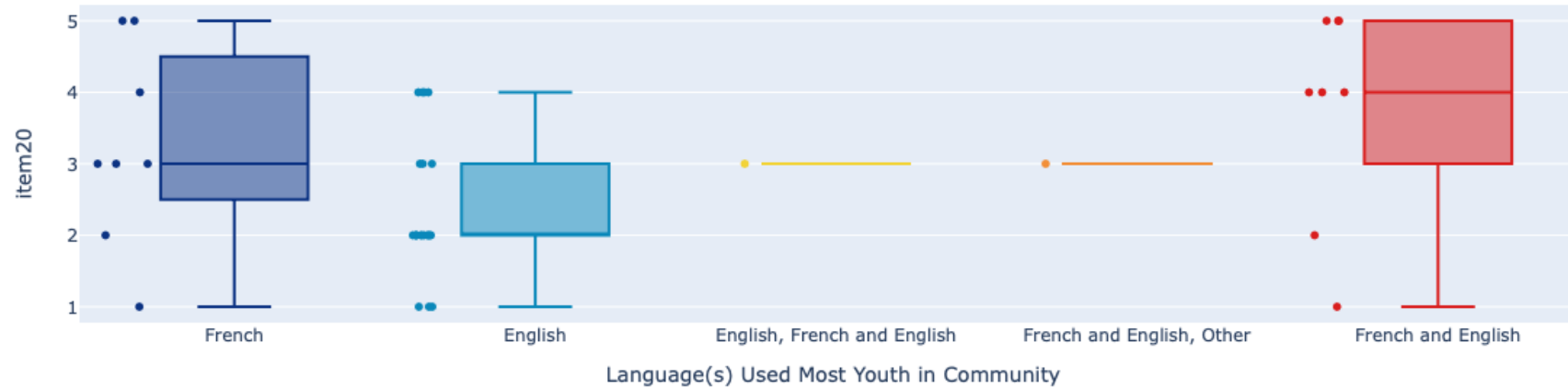
Item 20 Belonging by Secondary Program Attended
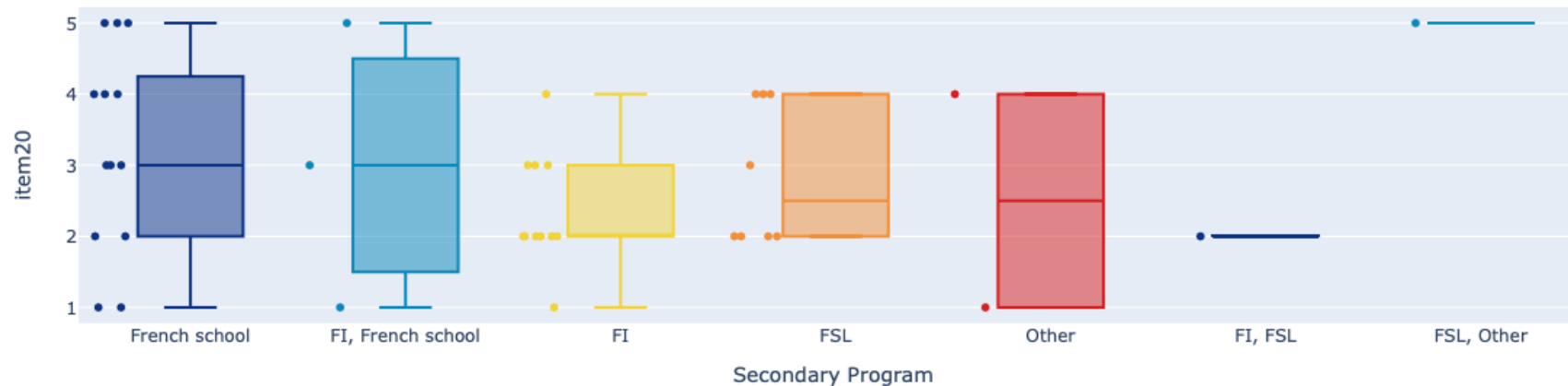
Professional identity: Linguistic experience to classroom

Regrouping

Item 16 Participation: **4**

Item 20 Belonging: **2**

From Alberta.
Spoke English in the community in youth.
Attended French immersion as a student.
Teach secondary intensive French.

11-15 years' experience.

In 5 years...
FSL teacher.

"Teaching a subject I am passionate about
and **feel successful** at -
second language teaching.
Find it **difficult to include diversity** in FSL,
don't know if I'm doing it right.
Same with Indigenous perspectives...
Am I doing enough?"

Online survey comments – October 2022

Detaching

Item 16 Participation: **2**

Item 20 Belonging: **2**

From Saskatchewan and live in Alberta.
Spoke English in the community in youth.
Attended French immersion as a student.
Teach secondary intensive French.

11-15 years' experience.

In 5 years...
FSL teacher.

"At this point in my career I am a **confident teacher** but
the **language experience is lacking** after living in Alberta
with limited opportunities to speak French.

I would like to see more **PD** offered for second language
speakers to build stronger skills in environment where there
are **not only francophone speakers**; this creates
an environment where second language speakers feel
judged and **not competent** enough therefore limiting
their willingness to take risks with their language."
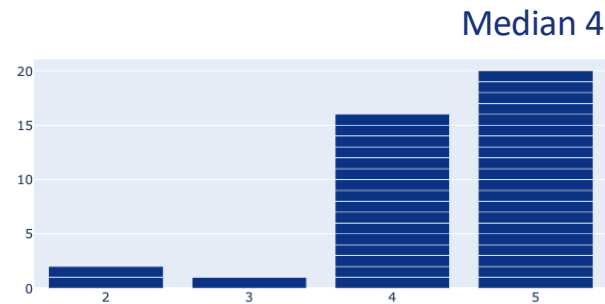
Online survey comments – November 2022.

Professional identity: Perceptions on language and pedagogy

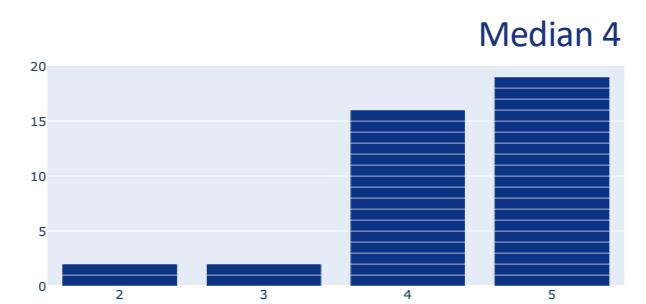When thinking about your current teaching position, you feel **COMPETENT** in

28
French oral skills

Median 5
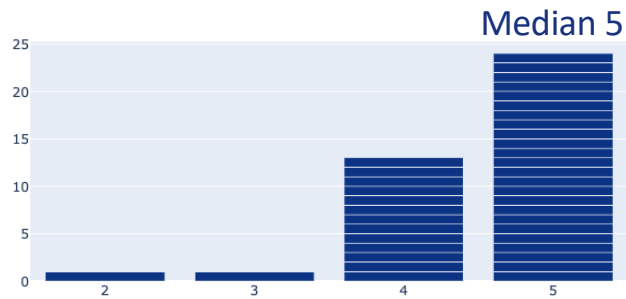
29
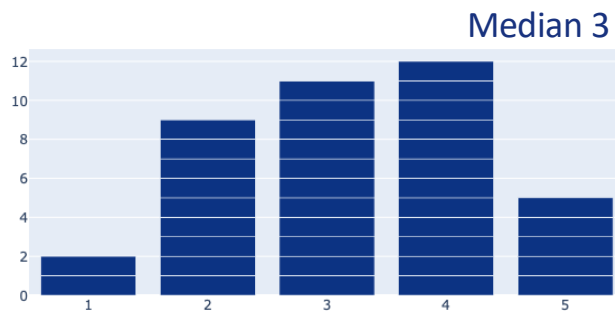**French written skills**

Median 4

33
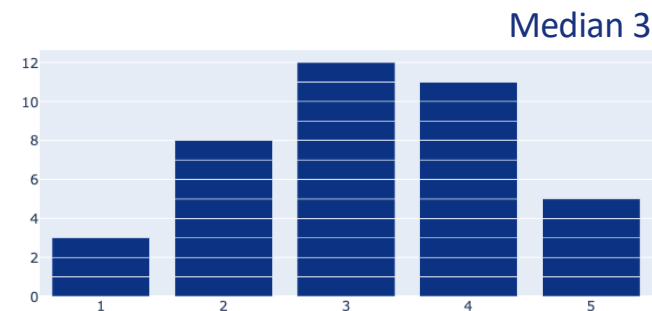**Pedagogy** (FSL / Immersion / French [first language])

Median 4

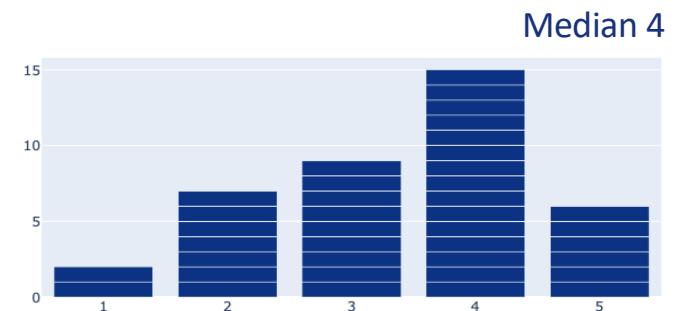When thinking about your current teaching position, you feel **CONFIDENT** because you receive support in

42
French oral skills

Median 3

43
French written skills

Median 3

47
Pedagogy (FSL / Immersion / French [first language])

Median 4

Professional identity: Satisfaction, competence, and confidence

	item14	item16	item20	item28	item29	item33	item42	item43	item47
14 Satisfaction with school team									
16 Satisfaction participation in French communities	.38*								
20 Satisfaction belonging to French language	**.45****	**.67****							
28 Competence French oral	-.02	.2	.16						
29 Competence French written	-.06	.26	.22	.79**					
33 Competence French pedagogy	-.16	.27	.15	.48**	.66**				
42 Confidence French oral	.34*	**.54****	**.45****	.21	.21	.03			
43 Confidence French written	.3	**.61****	**.51****	.27	.28	.16	.94**		
47 Confidence French pedagogy	.35*	.35*	**.42***	.07	.14	.24	**.66****	**.63****	
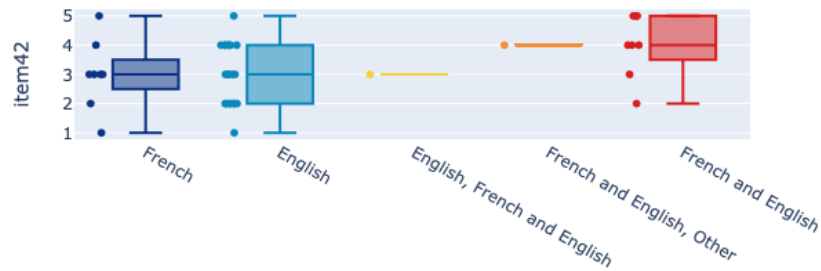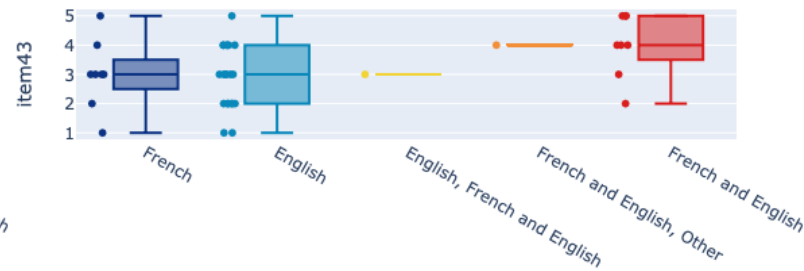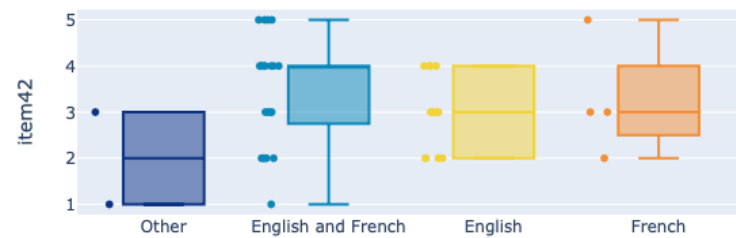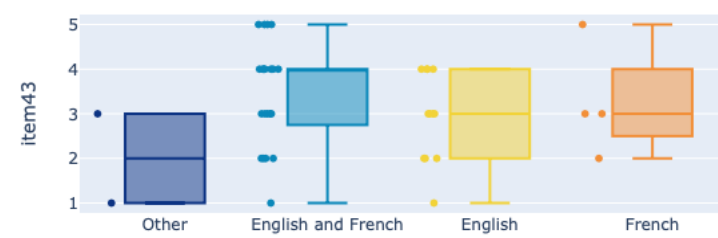
Spearman Correlations
n= 39

Cronbach Alpha
for inter-item reliability
(0.83, CI95%[0.74, 0.9])

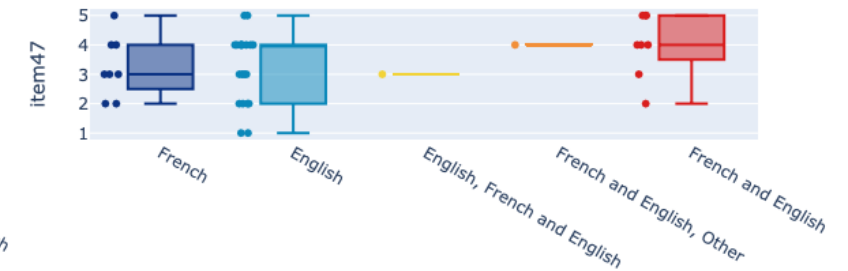*p<.05
**p<.01

Professional identity: Self-efficacy subsets
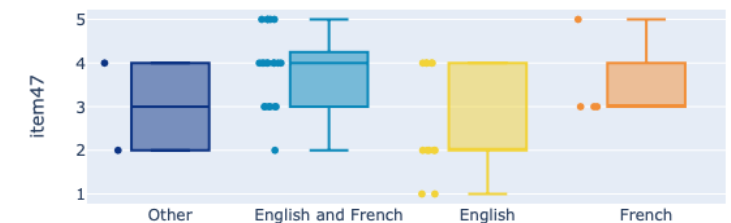
Professional identity: Linguistic participation in youth

Secondary Program(s) Attended and Language(s) Used Most in the Community in Youth

Secondary program attended		English	French & English, Other	French & English, English	French & English	French
	French school	1			4	8
	FI, French school	1	1		1	
	FI	9		1	1	
	FI, FSL	1				
	FSL	8				
	FSL, Other				1	
	Other	1			1	

Language(s) in community in youth

Professional identity: A case of belonging

4
5
5
5
5

16 Participation
20 Belonging
42 French oral
43 French written
47 French pedagogy

From Saskatchewan.
Speak French and English at home and in the community throughout their life.
Attended French school as a student.
Teach early French immersion.

Over 15 years' experience.

In 5 years...
FI teacher.

"... tu es capable de soutenir les autres, puis c'est ton temps, les autres vont t'aider aussi. **Il faut utiliser ton équipe**."

"Les meilleurs moments dans la salle de classe. Ah, c'est juste entendre les enfants qui **sont à l'aise en français**, qui sont calmes en français, sont capable d'utiliser leurs stratégies d'apprendre une langue...
...c'est leur **bien être**, le plus important. Ils vont **rien apprendre** s'ils se sentent ou il y a un **manque de sécurité**. "

"C'est **beaucoup changé** depuis 10 ans... je dirais plutôt un tiers [des élèves] viennent des familles qui soit ils parlent une autre langue à la maison, comme l'espagnol ou l'hongarien, ou la Russie, ou il y a plusieurs... Ils viennent avec **toutes sortes de langues et puis toutes sortes d'accents**."

Entrevue virtuelle – décembre 2022

Conclusion

Les limitations

- Exclusion des **écoles rurales**

- Un manque de participation dans le sondage des éducateurs pour **chaque conseil scolaire**

- Les 2 seuls **allophones enseignants** de l'étude n'ont pas participé à une entrevue

- En entrevues, seulement 1 enseignant d'une famille **hors Canada** (de la France) a participé

- Seulement 3 enseignants ont indiqué avoir entre **1 et 3 ans d'expérience**

- Exclusion of **rural schools**

- **Varied participation** for teachers and leaders **across school boards**

- No interviews for the only 2 teachers identifying as **allophone**

- Only 1 interview of a teacher whose family originated **outside Canada** (France)

- Only 3 teachers in the **1-3 years' experience** category participated in an interview

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Conditions for change: Promoting bi-multilingualism in FSL

- **Competence** survey scores in **French language skills and pedagogy** were **high** but **weakly correlated** *(p>.05)* to **sense of belonging** to and **confidence** in French scores

- Subgroup medians of teachers who spoke mostly **English** in the **community** in their youth and attended **immersion** were **lower** for **sense of belonging** to French-speaking communities with discourses of identity **detaching** and **regrouping**

- Subgroup medians of teachers identifying more as **bilingual** were **higher** for **confidence** in **French language skills and pedagogy** than monolinguals with francophones largely indicating neutral

- Teachers with **affirming professional identities** indicating **regrouping** around and **belonging** to **French-speaking communities** presented discourses about **diversity** and for student **inclusion**

In the Albertan FSL context...

What is community?

What comprises participation?

What pedagogies can promote diversity and inclusion?

How can teacher linguistic security and self-efficacy be addressed?

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Merci !

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