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The effects of teaching practices on motivation to learn LX English in France, Finland, & New Brunswick (Canada): A comparative study

Hannah Burroughs

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THÈSE

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**Les effets des pratiques pédagogiques sur la motivation dans
l'acquisition de l'anglais LX - Etude comparée de trois contextes :
France, Finlande et Nouveau Brunswick (Canada)**

**The effects of teaching practices on motivation to learn LX English in
France, Finland, & New Brunswick (Canada): A comparative study**

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Abstract

The majority of studies investigating motivation to learn a second/foreign language (LX) (Dewaele, 2017) concentrate on the way in which motivation develops in function of individual characteristics, and environmental factors, but rarely take into consideration the impact of teaching practices on student motivation (Ushioda, 2016). The objective of this study is therefore to examine the influence of educational strategies on motivation to learn LX English amongst middle-school pupils (ages 11 to 14). To achieve this objective, teaching practices in three distinct contexts will be examined in this mixed-methods comparative study: France, Finland, and New Brunswick (N.B.), Canada. Each region has different teaching philosophies that likely affect student motivation in a variety of ways. In this mixed-methods comparative study, quantitative analyses reveal that students (N = 473) in Finland were the most motivated to learn LX English, followed by students in N.B., and then students in France, however a statistically significant difference was only found between Finland and France. With regards to quantitative analyses, LX English educators (N = 13) took part in semi-structured interviews to gain insight into their teaching practices. Common themes amongst educators in France included elements related to imposed pedagogy and finding their own learning materials online. In Finland, recurring themes related to pedagogical freedom, the use of online learning materials, and the use of course textbooks, which are written by practicing LX English educators. In N.B., common themes related to also having pedagogical freedom, but a lack of LX English training, provided learning materials, and an effective curriculum were highlighted as inhibiting their teaching practices. Using a convergent parallel design, the results suggest that pedagogical freedom, emphasizing communication over correctness, student exchange programs, emotional intelligence in teachers, and providing teachers with ready-made activities that accurately target and represent student needs and interest foster student motivation. The implication of these results is that teaching practices impact student motivation to learn an LX and when chosen correctly, may be equally or perhaps more influential than contextual factors outside the classroom.

Keywords: motivation, young adolescents, teaching practices, LX English, France, Finland, New Brunswick (Canada), educational influences, environmental influences, embodied cognition

Résumé

La majorité des études portant sur la motivation à apprendre une langue seconde/étrangère (LX) (Dewaele, 2017) se concentrent sur la manière dont la motivation se développe en fonction des caractéristiques individuelles et des facteurs environnementaux, mais prennent rarement en considération l'impact des méthodologies d'enseignement sur la motivation des élèves (Ushioda, 2016). L'objectif de cette étude est donc d'examiner l'influence des stratégies éducatives sur la motivation à apprendre l'anglais LX chez les élèves du collège (âgés de 11 à 14 ans). Pour atteindre cet objectif, les méthodologies d'enseignement dans trois contextes distincts seront examinées dans cette étude comparative à méthodes mixtes : France, Finlande et Nouveau-Brunswick (N-B), Canada. Chaque région a des stratégies d'enseignement différentes qui impactent la motivation des apprenants de diverses manières. Dans cette étude, les analyses quantitatives révèlent que les collégiens (N = 473) de Finlande étaient les plus motivés pour apprendre l'anglais LX, suivis par les collégiens du N-B, puis par les collégiens de France, mais une différence statistiquement significative n'a été trouvée qu'entre la Finlande et la France. En ce qui concerne les analyses qualitatives, les enseignants d'anglais LX (N = 13) ont participé à des entretiens semi-directifs afin de mieux comprendre leurs méthodologies d'enseignement. Les thèmes communs aux professeurs français comprenaient des éléments liés à la pédagogie imposée et à la recherche de leur propre matériel d'apprentissage en ligne. En Finlande, les thèmes récurrents concernaient la liberté pédagogique, l'utilisation de matériel d'apprentissage et l'utilisation de manuels. Au N-B, les thèmes communs concernaient également la liberté pédagogique, mais le manque de formation à l'anglais LX, de matériel d'apprentissage fourni et de programme d'études efficace ont été soulignés comme des obstacles à leurs stratégies d'enseignement. En utilisant un modèle parallèle convergent, les résultats suggèrent que la liberté pédagogique, l'accent mis sur la communication plutôt que sur la correction, les programmes d'échange, l'intelligence émotionnelle des enseignants et le fait de fournir aux enseignants des activités prêtes à l'emploi qui ciblent et représentent avec précision les besoins et les intérêts des collégiens favorisent la motivation de ces derniers. L'implication de ces résultats est que les pratiques d'enseignement ont une influence sur la motivation des étudiants à apprendre une langue étrangère et, lorsqu'elles sont choisies correctement, peuvent avoir une influence égale, ou même supérieure, à celle des facteurs contextuels extérieurs à la salle de classe.

Mots clés : motivation, méthodologies d'enseignement, anglais LX, France, Finlande, Nouveau Brunswick (Canada), collégiens, influences éducatives, influences contextuelles, l'apprentissage incarnée

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List of Abbreviations

AMTB	Attitude/Motivation Test Battery
ANOVA	Analysis of Variance
AoA	Action-oriented Approach
CAPES	<i>Certificat d'aptitude au professorat de l'enseignement</i>
CP	<i>Cours préparatoire</i>
CE1	<i>Cours élémentaire 1re année</i>
CE2	<i>Cours élémentaire 2e année</i>
CEFR	Common European Framework Reference for Languages
CLIL	Content and Language Integrated Learning
CLT	Communicative Language Teaching
CM1	<i>Cours moyen 1er année</i>
CM2	<i>Cours moyen 2e année</i>
ECTS	European Credit Transfer and Accumulation System
EF	Education First
EFL	English as a Foreign Language
EILE	<i>L'Enseignement d'initiation aux langages étrangers</i>
ESL	English as a Second Language
ÉSPE	<i>Écoles supérieures du professorat et de l'éducation</i>
EU	European Union
FFI	Form-focused Instruction
FI	Finland
FR	France

INSEE	<i>Institut national de la statistique et des études économiques</i>
INSPÉ	<i>Instituts nationaux supérieurs du professorat et de l'éducation</i>
IUFM	<i>Institut universitaire de formation des maîtres</i>
Master MEEF	<i>Master métier de l'enseignement et de la formation</i>
MENJS	<i>Ministère de l'éducation nationale, de la jeunesse et des sports</i>
MESR	<i>Ministère de l'enseignement supérieur et de la recherche</i>
N.B.	New Brunswick
OECD	Organisation for Economic Co-operation and development
PISA	Programme for International Student Assessment
PPP	Presentation-practice-present
REP	<i>Réseau d'éducation prioritaire</i>
SOCLE	<i>Socle commun de connaissances, de compétences, et de culture</i>
TBLT	Task-based Language Teaching

General Introduction

Teaching practices that facilitate foreign/second language learning have been subject to much scrutiny over the years, as linguists, educational professionals, and politicians are unable to agree on which methods are the most conducive to student language learning. Research has also focused on the most optimal time to learn a language from a cognitive and biological standpoint, however, there is a lack of consensus amongst studies with regards to a specific age at which individuals should begin to learn a foreign/second language (Birdsong, 2018; Werker & Hensch, 2015). The element that the research does appear to agree on is the notion that motivation can encourage an individual to engage in learning behaviours (Dörnyei, 2001; Ushioda & Dörnyei, 2009) that as a result, can increase competency in a language and must therefore not be ignored (Anjomshoa & Sadighi, 2015). In fact, motivation to learn a foreign/second language has been the subject of extensive investigation since the early 1960's. Throughout the years, several theories and frameworks have attempted to explain how motivation is developed amongst language learners, by accounting for a variety of cultural, individual, and environmental factors (Cohen, 2010). However, as indicated by Ushioda (2016), studies must now shift the focus to language teaching practices and how learners react to them thus impacting motivation. This gives rise to the current study, as it seeks to identify the variety of teaching strategies and methods that increase, as well as decrease, motivation to learn English as a foreign/second language.

The topic of this study is inspired by my previous experience learning a second language while growing up in New Brunswick, Canada. From the age of six to 16 years

old, I attended an anglophone school that offered a French immersion program. For the ten-year duration of the program, with the exception of English class, all of my courses were in French. My teachers spoke French to students at all times, the textbooks and learning resources were in French, and my peers and I were expected to speak in French to each other. My parents made the decision to put me in this program as our home province, New Brunswick, is the only officially bilingual province in Canada, meaning that competency in both English and French is an asset, especially when looking for work, as residents have the right to be served in either of the official languages (i.e., French or English) when accessing public services.¹ My mother in particular knew first-hand how difficult it can be to advance in one's career without knowledge in both languages, as she is unilingual anglophone. Despite her best efforts to learn French at her place of work, she was unable to make any significant progress and thus made the decision to transfer to an anglophone province. As a result of her experience, she was adamant that I be placed in French immersion, where I could learn the language from a young age, in hopes of providing me with increased work opportunities as an adult.

As mentioned above, my peers and I were expected to speak in French during instructional time. For the first six years of the program (i.e., ages six to approximately 12 years old), my friends and I always spoke in French during class and then switched to English during recess, as we were permitted to do so, and we were all anglophone. Throughout this period, this was simply normal: French was our working language and English was reserved for break times. However, around the age of 11 to 12 years old,

¹ As stipulated in the *Official Languages Act* by the Federal Government of Canada, English and French have equal status. New Brunswick remains Canada's only province to implement this law at the provincial level of government. Government services, whether federal or provincial in New Brunswick are legally obliged to offer services in both official languages (Parliament of Canada, 2023).

something changed. All of a sudden, everyone started speaking English during instructional time. We still spoke in French when communicating with the teacher and all of our assignments were completed in French, but suddenly, it was no longer socially acceptable to speak in French amongst our peers. In general, our motivation to communicate in French plummeted. To this day, this situation continues to baffle me. Why all of a sudden was it 'uncool' to speak in a language that we had been speaking in since the age of six years old? Personally, I attribute this situation to the fact that we were transitioning into adolescence, and we became more aware of the mistakes we would make when speaking French, and didn't want to feel embarrassed in front of each other. I also started to notice that the only time I spoke in French was at school. Rarely did I see the need to speak French outside of school as I grew up in an anglophone community. Furthermore, all of the television shows and movies that I watched were in English. Admittedly, I did not perceive the need for French in my daily life. Little did I know that it would be incredibly important when searching for a job as an adult. Even though my mother continued to remind me of the importance of knowing both languages, it did not concern me at that time, as I had other difficult course subjects to attend to, and career prospects were something to concern myself with in the future.

During the preliminary planning stages of this study, I searched tirelessly for information on factors that either motivate or demotivate young adolescents to learn a foreign/second language. I quickly realized this is not a popular age group to study as there are often issues with reliability, as young adolescents are highly influenced by their peers, and therefore, may not answer truthfully (Fan et al., 2006). Of course, this is a valid issue, however, researchers should not shy away from studying this age group.

As indicated by Pendergast (2017a), this developmental period is crucial as the adolescent brain undergoes the second most rapid period of growth after the first two years of life, thus presenting an opportune time for learning and cognitive growth. This age group warrants further research and it is for this reason that I have chosen to focus on the middle-school age group (i.e., ages 11 to 14) for this study. I hope to gain a better understanding of the sociocultural and educational factors that impact student motivation to learn a foreign/second language at this age and if there are specific teaching strategies or pedagogical practices that can counteract such demotivators. By identifying such information, the education community can begin to implement teaching practices that will increase student motivation to learn languages, which will hopefully, increase students' likelihood of engaging in learning behaviours.

Although I was inspired by my own experience learning French as a second language, I started to wonder how students feel towards learning English as a foreign/second language. I couldn't help but think that many individuals likely face difficulty establishing careers if they cannot communicate in English. During an era of globalization, where international communication becomes increasingly prevalent whether at work or online, the thought occurred to me that many people must face a similar experience to that of my mother, where they have difficulty advancing in their careers. It is for this reason that I chose to focus on learning English as a foreign/second language, in hopes of being able to relate the results to a larger audience, specifically, at the international level.

Definition of Key Terms

There are two important terms that will be employed throughout this paper that must be defined for the reader: LX and teaching practices. With regards to LX, Dewaele (2017) uses this word as an umbrella term for competency in a language besides the individual's first learned language. Although research often uses the terms ELF (English as a foreign language), L2 (second language), L3 (third language), Dewaele notes that there is often an assumption that a person is less competent in a language when using the terms EFL, L2, L3, however, an individual may in fact speak these languages fluently. By employing the term LX, the only information that is implied is the fact that the language was learned after the first learned language. For example, throughout this paper, the reader will note the use of LX English, meaning that English is simply one of possibly several other languages acquired after an individual's mother tongue. Moreover, the use of the term English L2 that is often utilized in the literature assumes that English is the second learned language amongst a group of participants, when in fact, it may actually be an individual's third language, for example. As the current study will examine motivational aspects amongst students from a variety of contexts, the term LX will be used as participants come from a variety of backgrounds and may not be learning English as an L2, but potentially an L3 or even an L4.

As for the term teaching practices, this refers to the variety of educational strategies, methods, learning materials, and pedagogical methods that an educator utilizes in the classroom. Teaching practice will be used as an umbrella term for educational strategies that are implemented by the teacher. Examples include the types of learning activities in which students engage, chosen learning materials, such as

pictures, objects, or props, ways of teaching (i.e., pedagogy), behaviour management techniques, and rewards systems.

Problem statement and justification for the study

Due to globalization, language competencies are indispensable in today's era (Al Othman & Shuqair, 2013; Breton, 1998). Communicating with others at an international level is becoming increasingly prevalent not only in the workforce (Martinović, 2018), but also on the internet when consuming various forms of media (i.e., news articles, YouTube videos, online gaming, etc.). With English being arguably one of the most spoken languages in the world (Martinović, 2018) and thus used widely on the internet, as well as in a variety of international industries, mainly technology and business, it is our responsibility as educators to ensure that students are capable of communicating in English if we hope to prepare them for the working world after high school.

The issue at hand is that some countries have considerably higher levels of English knowledge than others, meaning that students educated in countries with lower LX English knowledge are at a disadvantage compared to those who are educated in countries with higher LX English knowledge, and thus, are less able to communicate at the international level, whether it be for leisure or to pursue career aspects. An example of this phenomenon is noticed between Finland and France. According to the EF English Proficiency Index (2023) (i.e., an international English competency survey), Finland ranks 14th out of 113 countries, placing it at the top of the high proficiency category, whereas France ranks 43rd, towards the middle of the moderate proficiency category. The EF EPI (2023) surveyed 2.2 million test takers between the

ages of 18 and 60, with the average age being 26 years old. The English proficiency test, EF Standardized English Test (SET), tested participants' knowledge of English grammar, vocabulary, and listening skills at the global level. Unfortunately, oral competency was not evaluated, similar to most standardized language assessments, however, to the researcher's knowledge, the EF SET offers the largest sample at the international level. In addition, amongst the non-English first language speakers, 70% of Finnish residents report being able to maintain a conversation in English, whereas 39% of French residents report being able to hold a conversation in English (European Commission, 2012a). Therefore, nearly twice as many Finns are capable of communicating in English compared to residents in France, giving them an advantage when communicating at the international level. Thus, Finns have the upper hand when participating in current affairs, for example, politics, global events, or even everyday hobbies.

After considering the issue at hand, it is essential that the educational community works towards better understanding the factors that enhance LX language learning in schools. As indicated by Ushioda (2016), psychosocial elements related to why individuals learn languages have been well established within the research community. However, there is a lack of knowledge with regards to how certain teaching practices influence students to learn languages, indicating a gap in the literature, hence the need for this study. Given that the school environment is often where students learn (or rather are expected to learn) an LX, it is crucial that educational stakeholders understand how students learn an LX, specifically which teaching strategies and pedagogical practices contribute to enhancing student motivation to learn English,

given that research suggests that motivation has the ability to facilitate learning behaviours that students require in order to make progress towards their learning (Dörnyei, 2001; Dörnyei & Ushioda, 2009). It is believed this study will begin to identify the types of teaching practices that impact student motivation to learn LX English, and therefore, recommendations with regards to teaching practices that are effective in raising motivation will be provided to the LX English education community, including teachers, policy makers, and curriculum designers.

In order to gain perspective into the way in which LX English is taught in different areas and how the variety of such teaching practices impact student motivation, three contexts will be explored in the current study: France, Finland, and New Brunswick, Canada. France and Finland were chosen, as the two countries generally have different teaching philosophies and methods for teaching LXs and the presence of English varies greatly in both regions. For instance, LX English teachers in Finland are free to choose the teaching methods and strategies they deem appropriate based on the abilities and behaviour of the students in their class (see section 2.2.3.1). In contrast, LX English teachers in France are required to use one specific pedagogical method, the Action-oriented Approach (AoA), known as *Approche actionnelle*² in French, which will be elaborated upon further on page 53. Moreover, the presence of English in each country varies considerably as television series and movies in Finland are subtitled, rather than dubbed (see page 80, 88-89), increasing exposure to the language. In contrast, series and movies in France are often dubbed in French, decreasing the amount of exposure to the English language. Furthermore, given

² Words written in a language other than English are hereon italicized and the English translation or an explanation in English will be provided.

the fact that Finland is a small country and the Finnish language is rarely spoken abroad, Finns often regard English as an asset should they need or wish to communicate at the international level (see page 89). France on the other hand, being a previous colonizer, has resulted in French being spoken in multiple countries outside of the country, Canada, Haiti, Belgium, Senegal, the Democratic Republic of Congo, Algeria, for example. Therefore, the perceived need to learn another language when communicating at the international level is arguably less in France than in Finland. According to the literature, increased exposure to the target language and perceiving a need to speak it, are both crucial to stimulating student motivation (Dörnyei, 1990; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002). Given the notable differences between France and Finland with regards to LX English, it is believed that the two contexts will offer two unique insights into the realm of motivation to learn LX English.

The third context that will be examined is Canada, specifically the province of New Brunswick. The reason for which the entire Canadian context will not be included in this study is due to the fact that each provincial government is responsible for education rather than the federal government, as Canada is one of the world's largest countries in terms of surface area, thus giving rise to a variety of cultural differences. In order to increase the reliability of the results, one province was chosen to be included in the study, as each province and territory has its own LX English curriculum. New Brunswick, located on Canada's East coast, was chosen in particular for this study as it remains the country's only bilingual province/territory, as both French and English have equal status. Although Canada is an officially bilingual country at the federal level, the remaining provinces and territories are either anglophone or francophone

only. As noted in the previous paragraph, exposure to a target language often increases an individual's motivation to learn the language. As English is widely spoken in New Brunswick (see section 3.2.2), it would be logical to hypothesize that New Brunswickers are thus highly motivated to learn LX English. However, given the extensive combat between the French and the English troops during the colonial era, and the subsequent oppression of francophones at the hands of the anglophones (see section 3.1.1), student attitudes towards LX English learning may not be as high as expected due to the lasting impact of such historical events. It is believed that collecting data in the New Brunswick context, alongside the French and Finnish contexts, will yield intriguing results, as each area is different at the educational level as well as the sociocultural level.

Objectives and research questions

Given the information presented above, the current study seeks to first identify and then provide educational professionals with teaching practices that work to increase student motivation to learn LX English. The objective of the investigation is therefore to examine the impact of teaching principles and practices on students' motivation to learn LX English in several different contexts, specifically in France, Finland, and New Brunswick. In order to achieve this objective, the study will attempt to answer the following three research questions and hypotheses:

- 1) Is there a difference in student motivation to learn LX English amongst middle school students in France, Finland, and New Brunswick?

- H_1 : Finnish students will have a higher level of motivation to learn LX English compared to New Brunswick and French students
- H_2 : New Brunswick students will have a lower level of motivation to learn LX English compared to Finnish students, and a higher level of motivation to learn LX English compared to French students.
- H_3 : French students will have a lower level of motivation to learn LX English compared to Finnish and New Brunswick students

Further information on how these hypotheses were formed can be found in the methodology chapter, specifically, on page 204.

- 2) What factors related to teaching practice influence middle-school students' motivation to learn LX English in the following countries: France, Finland, and New Brunswick?
- 3) How do the qualitative and quantitative results explain the relationship between student motivation to learn LX English and teaching practice?

In order to answer these research questions and hypotheses, a mixed-methods convergent parallel design was employed. Quantitative data was collected amongst middle school aged students in France, Finland, and New Brunswick to measure their motivation to learn LX English. Qualitative data was also collected, as the teachers of the students surveyed participated in semi-structured interviews to gain a more extensive understanding into their teaching practice. Once the data were obtained and

examined separately, the results were compared to previous research on LX English motivation to observe for consistency as well as opposing information.

Theoretical Framework

The data collected in this study will be analyzed through an embodied cognition lens, and more specifically, through embodied learning. The following section will provide the reader with an explanation of embodied cognition and its main elements, followed by a description of embodied learning and how it complements embodied cognition. This section will conclude with a justification as to why embodied cognition and learning is the most appropriate framework for the present study.

Embodied Cognition

The embodied cognition framework has gained much attention within the past several years and has served as a lens through which numerous studies have examined their results (Shapiro & Stolz, 2019). It is important to note that embodied cognition is not a rigidly defined theory, but rather a set of overall guiding principles to help researchers structure their train of thought when interpreting data (Shapiro & Stolz, 2019). Cognition is not simply influenced by the brain alone, but also by the body and the individual's environment (Wilson & Golonka, 2013). Varela, Rosch, and Thompson (1991) extended embodied cognition by indicating that previous experiences can also impact an organism. An example of this is Bronfenbrenner's (1979, 1986, 1994) Ecological Systems Model, where the developing child's relationships with individuals in their immediate environment, secondary environment, and community at large play an important role in the types of experiences and situations the child is exposed to, thus impacting their behaviour and the ways in which they view

the outside world (see section 4.2.3). With regards to language learning, Suethanapornkul (2014) outlines an example of how first language acquisition is inherently embodied:

Presumably when the child first learns a concept of ‘chair,’ for example, she begins to associate a chair with the affordances it provides (e.g., a surface to sit on), the haptic experience of rocking a chair, and so on. The perceptual states in the sensory-motor systems recruited during the interaction with the chair are stored in the perceptual symbol ‘chair’. (p. 181)

As depicted in the quote above, a child often has a true authentic experience when learning their first language as it elicits specific emotions and the child has a more hands-on experience in the language acquisition process. In contrast, when individuals learn an LX in a classroom, they are more likely to become what Hamamoto (2019) calls an L2 zombie, as LX knowledge is often acquired through grammar books and lacks the accompaniment of authentic sensations associated with words. Hamamoto (2019) argues that in order for language to have meaning, learners must be able to use their bodies to explore their environments.

Embodied Learning

Embodied cognition provides educators with the philosophy that learners should be active agents in the LX acquisition process, and they should engage in hands-on and authentic experiences, rather than being passive agents who sit, watch, listen, and write what the teacher instructs them to write (Macedonia, 2019). However, educators often struggle to implement this philosophy in the classroom due to various factors, mostly constricting time tables, compulsory learning materials (Macedonia,

2019), and a lack of well-defined pedagogical practices that support what is known as embodied learning. A literature review conducted by Jusslin and her colleagues collected published work between 1990 and 2020, which examined studies that followed the embodied cognition framework. They found several common types of learning activities consistent with embodied learning, including: activities using technological resources, arts-based activities, activities with physical movements, and activities using materials, gestures, and/or pictures (Jusslin et al., 2022). Moreover, Paniagua and Istance (2018) from the OECD outline embodied learning as educational approaches that exclude mental factors involved in learning, as "...students who consciously use their bodies to learn are more engaged than those who are at a desk or computer" (p. 118). Examples of such activities include, interactive activities and learning materials (e.g., role playing, simulations, and games), workshops/projects (e.g., researching or investigating a topic, and welcoming guest speakers), integrated physicality (e.g., gestures, general movement, and learning about a topic through dance), creativity (e.g., drawings, drama, or other artistic forms). Furthermore, Paniagua and Istance highlight the importance of promoting a positive emotional experience when engaging in such learning activities as well as drawing on students' previous experiences related to the content to be learnt in order for it to be more meaningful for students.

Research has highlighted several areas consistent with embodied learning that appear to enhance LX learning. These include gestures, actions/drama, visual aids, props, and imitation. With regards to gestures, data suggests that using such movements while speaking the LX helps students remember vocabulary words after a longer period

of time compared to learning vocabulary words without gestures (Andrä et al., 2020; Eskildsen & Wagner, 2015). Shapiro and Stulz (2019) indicate that the use of gestures should be encouraged as they occur naturally and assist the individual to communicate a message instead of relying solely on verbal speech. As for actions/drama, several studies have indicated a correlation between acting out new vocabulary words/expressions/grammatical structures and memory. One study conducted by Hamamoto (2019) reported better memory of LX vocabulary when performing short skits containing the target words than a control group. Cannon reported similar results amongst middle school students in her study as well (Cannon, 2017). Furthermore, Schmidt and colleagues (2019) indicate results consistent with the literature, as children who performed corresponding actions when learning a new word, for example, jumping like a kangaroo while saying the word aloud, not only enjoyed the lessons more, but also had better memory performance than the control group. Given such findings, movements, most notably, gestures and acting out scenarios in the LX are powerful tools when learning new material (Macedonia, 2019; Shapiro & Stulz, 2019).

Along with movements of varying degrees, visual aids and props have also been shown to be consistent with effective forms of embodied learning. For instance, André and colleagues (2020) conducted a study in which vocabulary words were paired with corresponding pictures during LX classes amongst 8-year-olds. Results indicate that students who learned vocabulary words accompanied by pictures were better able to recall them six weeks later compared to the control group who did not learn through pictures. Similar results were observed in Bara and Kaminski as five to ten-year-olds learning French as an LX in Rwanda were better able to remember vocabulary words

when presented with corresponding pictures (Bara & Kaminski, 2019). Interestingly, this study also consisted of a group of children who were presented with real objects (i.e., props) when learning new words. This experimental group who was permitted to touch and interact with the corresponding objects during vocabulary lessons were able to recall words six times better than the group presented with images. However, both groups were more effective at remembering the vocabulary they had learned compared to the control group who did not receive any visual aids or props during lessons. This finding suggests that providing students with tactile objects when learning an LX may be even more effective than using pictures, further supporting the notion that engaging not only the mind, but also the body when learning is essential.

In addition to movement and visual aids/props, imitation has also been shown to be beneficial to LX learning. Similar to movement, imitation involves reproducing bodily movements observed in the environment, and is thus consistent with embodied learning. Two studies in particular have provided evidence to suggest the important role imitation plays when retaining new concepts related to LX learning (Ionescu & Ilie, 2018; Kosmas & Zaphiris, 2020). In Ionescu and Ilie (2018), children between the ages of four and five were placed in either the experimental or the control group. The experimental group listened to their teacher read a story with puppets who would act out the story. The children would then imitate the puppet's actions. The control group was read the same story and were shown pictures representing the story. The experimental group outperformed the control group on post intervention testing, suggesting that imitating or acting out the puppet's actions made learning more effective than simply being provided only with pictures. Similar results were

demonstrated in Kosmas and Zaphiris (2020) as primary school students imitated actions depicted by a cartoon boy on a screen in front of the classroom. The results from these studies suggest that providing students opportunities to learn through imitation may enhance LX learning.

One final aspect of embodied learning that is important to note is the fact that although the body should be active during the learning process, it is important not to over-stimulate the body, as this might detract from the original learning objective (Kalet et al., 2012; Skulmowski et al., 2016; Skulmowski & Rey, 2018; Song et al., 2014). In other words, gestures, actions/drama, visual aids, props, and imitation have been shown to increase student knowledge when learning an LX, but all of these methods should not be used at the same time as it may be overwhelming for students.

Justification for the use of Embodied Learning

Until the past decade, researchers viewed language learning as symbolic and disembodied. However, considering the work from the past ten years, studies suggest that language learning is indeed embodied (Hamamoto, 2019). There are several reasons for which embodied cognition, and more specifically embodied learning, will serve as the theoretical framework for this study. Firstly, embodied cognition and learning emphasizes the importance of providing students with authentic experiences in which the LX is used, which is consistent with the research on LX English learning as motivation has been found to increase when students engage in authentic experiences (see page 85). Embodied experiences through gestures, movement, visual aids, props, and imitation, for example, are often emphasized when learning through authentic experiences (Hamamoto, 2019). Moreover, this framework states that learning must

build upon students' previous experiences in order for language to have meaning. Lastly, educators must focus on fostering positive experiences with the LX. As the New Brunswick, French, and Finnish curriculums each highlight the importance of the aspects mentioned above, embodied cognition and learning is clearly the most relevant framework to utilize when analysing the data presented in this study as it pertains to different types of teaching strategies that effectively support student LX learning. As the current study seeks to investigate how teaching practices influence student motivation when learning an LX, it is essential to choose a framework that mentions specific types of teaching methods as opposed to frameworks that focus solely on cognitive and mental processes of learning and motivation. These motivational theories certainly have their place and are relevant to many aspects of this study, but fail to address the specific influence of teaching practice on student learning.

Structural Outline

This general introduction has provided background information with regards to how the topic for the current study was formed. It has also outlined the reasons for which middle-school aged children are the focus of this investigation as well as reasons for which France, Finland, and New Brunswick were chosen as the three contexts to examine in this study. Following this, a problem statement and justification for the study was presented. The research objectives, questions, and hypotheses were then stated, as well as the reasoning leading to the formation of the hypotheses. Finally, the theoretical framework that is employed in this study was presented to the reader. Following this section, this dissertation will be divided into three parts. Part one includes Chapters 1 to 3 and will examine the three contexts under investigation in this

study. Chapter 1 will provide the reader with a description of the French context and its position towards learning LX English. A brief summary of the historical events impacting foreign language learning in the country will be presented, as well as how LX English has been taught throughout time. Information with regards to current day France and the prevalence of LX English in modern day society will also be provided, in addition to common educational strategies and pedagogical practices used today. Similar to Chapter 1, both Chapters 2 and 3 will follow an identical structure. Chapter 2 will present the reader with information related to the historical and the current day contexts of Finland. Chapter 3 will provide the reader with information with regards to the New Brunswick context.

Part two includes Chapters 4 to 7 and will focus specifically on motivation. Chapter 4 will present a review of the literature with regards to the field of motivation. This chapter will be divided into two sections. The first section discusses the foundational theories and frameworks relevant to motivation to learn in general, while the second section will focus on previous research pertaining to motivation to learn an LX. Both Chapters 5 and 6 examine the impact of a variety of environmental influences on student motivation to learn an LX. Chapter 5 presents a literature review of educational influences related to LX learning, for example, environmental factors specific to education, mainly teaching strategies and pedagogical practices. Chapter 6 will provide information with regards to environmental factors outside of the education community, specifically parent/guardian influences, peer influences, and media influences, and their impacts on student motivation when learning an LX. While Chapter 5 and 6 will focus on student motivation, Chapter 7 will explore the variety of

motivators and demotivators that educators experience when teaching LX English. As indicated in Chapter 7, a dependent relationship exists between student and teacher motivation, meaning that students are more likely to experience higher level of motivation when they perceive their teachers to be motivated, and vice versa. Therefore, it is also essential to examine the elements that either motivate or demotivate LX teachers.

Finally, part three includes Chapters 8 to 11. Chapter 8 will outline the methodology utilized in the present study. The section begins by restating the objectives, research questions, and hypotheses of the investigation. It also presents the research design, the data collection procedure, a description of the sample, measurement instruments, and the way in which the data was analyzed. Chapter 9, will present the results of the study. This section is divided into two sections: quantitative analysis and qualitative analysis. The quantitative analysis section will provide the reader with the findings from the student questionnaires while the qualitative analysis section will present the results from the teacher interviews in the form of case studies. Chapter 10 discusses the results from Chapter 9 and provides an interpretation of the findings based on previous studies. The limitations are then presented, ending with recommendations for future research. A general conclusion will then follow and summarize the key take away points from the study.

PART ONE:

Historical & Present-Day Portraits of the Study's Three Contexts

As mentioned in the general introduction, the objective of this study is to gain a better understanding of teaching practice on student motivation to learn LX English. Although the current study will mostly examine factors relating to the educational context of France, Finland, and New Brunswick, it is essential to present the reader with a portrait of each region as elements outside of the classroom play an important role in shaping students' previous experiences, attitudes, and behaviours towards LX English learning. As outlined in the general introduction, on pages 28 to 29, learning is not only impacted by cognitive functioning, but rather it is an embodied experience, meaning that external elements found in the individual's environment play an equal role in development. Given this information, it is therefore essential to outline each context's historical and present-day relationship with English LX. Part one of this dissertation will provide the reader with information pertaining to historical events that have contributed to the way in which English LX has been taught in the past, leading to how it is taught in the present day. This will allow the reader to better understand the similarities and differences between student motivation to learn LX English in each of the three contexts before factoring in the influence of educational influences.

Chapter 1: The French Context

The first context that will be outlined in this study is the country of France. The following chapter will be divided into two categories: the historical context and the present-day context. The first section will examine general historical events with a particular focus on the Revolution and both World Wars I and II, how the education system and LX English education has evolved throughout the years, and ending with a description in the changes in teacher training and recruitment. The present-day context section will present a portrait of the current population with regards to demographic information, the place of English as a foreign language in French society, and current trends in LX English teaching practices. Finally, methods of LX English training and recruitment will be discussed. This chapter will provide the reader with a snapshot of the variety of sociocultural influences that have contributed to shaping France's current relationship with LX English education.

1.1 Historical Context

The following section will present information pertaining to historical events in France that have contributed to LX English education in the present day. Firstly, a description of past events shaping the place of English within French society and how it relates to educational policy and reforms will be discussed. This will then be followed by a description of the prevalence of English in the country, ending with a presentation of how LX English has been taught in the past.

1.1.1 Events Shaping Perceptions Towards LX Learning

France has undergone several periods of conflict throughout time in which the status of the French language was under a perceived attack from other European

nations. Most notably, the Revolution which took place between 1789 and 1799, World War I (WWI), and World War II (WWII). The following section will outline key historical events that occurred in France and how they impacted language policy as well as LX English education. The information below will be divided into four categories: Pre-Revolution, Post Revolution, Post WWII, Nineteen-ninety to Present.

1.1.1.1 Pre-Revolution

Throughout history, France sought to establish French as the dominant language over the other regional languages, for example, Basque, Breton, Catalan, Provençal, Normand, Occitan. (Nikolovski, 2018). Nikolovski notes that during the Renaissance period, French culture became unique and distinctive from other European cultures, which was aided by the increased use of French. In 1539, a new law was implemented *l'Ordonnance de Villiers-Cotterêts*³ requiring French to be used as the official language of law and administration (Honeyman, 2015). Before the introduction of this law, such business was often conducted in Latin, or other regional languages. This policy has yet to be repealed or modified, making it the oldest legislative text still in force today.

The next historically relevant event further securing French as the dominant language in France was the creation of the *Académie française*⁴ in 1635 (Honeyman, 2015). This organization was established with the objective of standardizing the French language in order to improve social cohesion within the country. 'Parisian French' was chosen over the other languages in the area, even though it was spoken by less than one million people of the country's 20 million inhabitants at the time. This was likely due to the fact that Parisian French was a symbol of the elite whereas regional languages

³ Ordinance of Villiers-Cotterêts.

⁴ French Academie.

were representative of those from lower classes (Honeyman, 2015; Nikolovski, 2018). This notion was further supported in 1794 after a report was presented by Abbé Henri Grégoire on the need to eliminate regional languages in order to standardize the French language (Honeyman, 2015).

1.1.1.2 Post-Revolution

Following the Revolution, in 1799, France underwent a number of changes, most notably the abolishment of the feudal system, various social structures, and land was re-designated (Nikolovski, 2018). Nikolovski continues to note that in order to protect the country's newly implemented democratic changes, all citizens must speak a common language in order to understand government legislations, texts, and laws, in order to strengthen social cohesion. As a result, the importance of the French language continued to spread throughout the country as schools started to operate in French only. The number of French speakers increased even further in 1881, when free education became compulsory for all children, and French was officially mandated as the language of instruction in all schools across the country (Honeyman, 2015). In fact, until the end of WWII, children were punished if they were caught speaking languages other than French on school grounds (Honeyman, 2015).

1.1.1.3 Post-WWII

The end of WWII left Europe in an extremely fragile state as many countries, including France, were forced to not only re-build cities, but also to re-think their stance on various social issues. After the threat of losing the French language and culture during the Nazi occupation, languages were regarded as cultural treasures that needed to be protected and preserved (Nikolovski, 2018). A shift in the attitude towards regional languages began at this time as they were finally seen as playing a role in the

construction of French culture and heritage. In 1951, the *Loi Deixonne (Loi n ° 51-46 janvier 1951 relative à l'enseignement des langues et dialects locaux)*⁵ (Légifrance, 1951) was introduced, allowing four regional languages (Basque, Breton, Catalan, Occitan) to be taught in schools for one hour per week. However, schools were left responsible for implementing such courses as teacher training, materials or other government support was not provided (Honeyman, 2015). These courses did manage to gain some momentum throughout the 1950s and 1960s as regional governments in the 1970s began to support the idea of creating bilingual schools, in which students would receive instruction in both French and their regional language. The Ministry of Education continued to resist this proposition but eventually allowed it if the schools, teachers, and students unanimously expressed interest (Honeyman, 2015).

Along with the gradual recognition of regional languages, the post-WWII era in France is also characterized by a tremendous increase in immigration. In fact, France had one of the highest levels of immigration in the world between WWI and WWII (Noiriel, 1986). Canada and the United States are often thought of as the countries having had the most immigration during this time, but until the 1980s, France had a similar number of newcomers to the country (Noiriel, 1986). This was primarily due to the fact that migrant workers were recruited to rebuild northwestern European countries (Rystad, 1992) including France, after the devastation of WWII (Elayyadi, 2004). Migrant workers came in waves between the end of WWII until 1973, mostly from Italy, Spain, North Africa (mainly Algeria), Turkey, and Portugal as France offered

⁵ Deixonne Act.

more opportunities for work than their native countries (Rystad, 1992). Eventually, most low-wage jobs were occupied by immigrants.

The influx of immigration came to a halt in 1973 until 1985 due to two primary factors. The first being the Algerian government's decision to halt all labour migration to France as Algerians workers were subject to poor living conditions and faced much discrimination and racism (Rystad, 1992). The second factor was due to the oil crisis, which caused an economic recession, thus reducing the number of jobs in the country at an astounding rate (Rystad, 1992). This created more issues for immigrants than simply being laid off, as the country began to face housing shortages. Since immigrants were already low-wage workers before the crisis, they experienced tremendous financial difficulties during the recession and were forced to find less than optimal housing conditions in the suburbs (Noiriel, 1996), further marginalizing them (Elayyadi, 2004). Eventually, these neighbourhoods consisted mostly of communities of immigrants. Unfortunately, at the end of the 1970s, these suburbs saw an increase in police surveillance, which resulted in conflict between young immigrants and the police (Boubeker, 2013; Elayyadi, 2004). Youths residing in these areas organized events to denounce the police violence occurring in their neighbourhoods. At least 2,500 young people were arrested and received lengthy prison sentences for crimes that were normally punishable by no more than one month in prison (Boubeker, 2013).

1.1.1.4 Nineteen Eighty-Five to the Present

When the economy began to improve in the 1980s, immigration to France began to increase somewhat. However, immigration since this period has mainly consisted of asylum seekers (Rystad, 1992) as opposed to migrant workers. Several authors have noted the fact that with such high levels of immigration in France, many citizens often

fear that the country will lose its cultural identity (Elayyadi, 2004; Hargreaves, 1995). Certain mandates have been proposed in attempt to preserve the perceived loss of French culture. In 1992, an amendment was made to the French constitution, stating that French is the one and only official language in the country (Honeyman, 2015). Two years later, in August of 1994, the *Loi Toubon (La loi n° 94-665 du 4 août 1994 relative à l'emploi de la langue française)*⁶ (Légifrance, 1994) was implemented, which legally required all company documents, contracts, announcements, etc., to be communicated in French. Additionally, all advertisements and marketing of goods and services, particularly through audiovisual means, must be in French. This law was adopted with the hope of maintaining social cohesion and to avoid penalizing employees who are unable to speak other languages. Furthermore, all scientific articles written in a foreign language must be accompanied by an abstract written in French. Although this law is still in force today, with the rise of online streaming services and instant access to content at the international level, it is difficult for this law to be fully enforced.

Despite the fact that regional languages experienced new found recognition after WWII, this recognition was highly debated once again towards the turn of the century. In 1999, then-Prime Minister of France, Lionel Jospin, signed *La Charte européenne des langues régionales ou minoritaires (Décision n 99-412 DC du 15 juin 1999)*⁷ which aimed to protect and promote regional and minority languages. However, then-President Jacques Chirac refused to follow through as he perceived it to be a threat to social cohesion in France, thus violating the French constitution (Honeyman, 2015).

⁶ The Toubon Law: Law 94-665 of 4 August 1994 relating to the usage of the French language.

⁷ European Charter for Regional or Minority Languages.

This debate continued on into the 2000s, notably in 2006, after the French National Assembly rejected an amendment to the constitution, proposing that regional languages be recognized (Honeyman, 2015). Eventually, this led regional language communities to protest the status of their languages, such as when people took to the street of Bayonne in hopes of having Basque recognized as an official regional language (Honeyman, 2015). Once again, French members of the European Union council rejected a resolution to protect such languages, despite the fact that 92% of the remaining members voted in favour of the proposal, in 2013 and again in 2015 (Honeyman, 2015).

A final event related to the status of languages other than French in the country, was in 2014 when a fraudulent memo in the Minister of Education's name, Najat Vallaud-Belkacem, was circulated around various schools in France recommending weekly Arabic language classes (Honeyman, 2015). This sparked considerable backlash in French communities. Although this memo was not in fact written by the Minister of Education, the controversy that it ignited demonstrates France's apprehension towards embracing foreign language education in the school system.

1.1.2 Educational Reforms Affecting LX English Learning

As foreign language courses have been mandatory in French middle schools (*collège*) and high schools (*lycée*) since 1838 (Extermann, 2018), France has a long history of experimenting with a variety of LX pedagogical practices and teacher training methods. Throughout the 19th and 20th centuries, the popularity of certain language courses fluctuated, with German and English competing for the highest level of recognition. The following section will be divided into three categories: History of

LX Education, History of LX Pedagogical Practices, and History of Teacher Education & Recruitment. The first category will focus on the development of policies and attitudes towards foreign language learning and the second category will examine the history of various pedagogical methods utilized throughout the 20th century. The final category will present the numerous amendments made to teacher training programs.

1.1.2.1 Historical Trends in LX course selection

Foreign language education began to gain momentum in 1838, when LX courses became mandatory in middle schools and high schools. Before this period, students were required to pay for LX education. Extermann (2018) notes that this was an important turning point in the French education system as it validated the importance of LX learning, as it traditionally received the least amount of teaching time and languages counted for very little of students' final grades. Although this change was a step in the right direction, language teachers were often foreigners who had little to no formal teacher training and could not speak French. This often contributed to behavioural issues in students (Espagne et al., 1991; Rogers, 2006). This began to change even more in 1871 when languages were officially given equal status to other courses with regards to assessments, curriculum implementation and scheduling (Brethomé, 2004). This also meant that language teachers were required to write a professional entrance exam, similar to their other teacher colleagues, before receiving a teaching position (Extermann, 2018). This change was introduced to the teacher hiring process in attempt to professionalize LX education.

As LX learning started to gain increased momentum in the second half of the 19th century, language education evolved into an area of study mainly for girls and young women (Pouly, 2012; Rogers, 2006). This is largely due to the fact that Latin,

mathematics, and science courses were inaccessible to girls as these courses were designed for future university studies, which were unavailable to women until 1924 (Extermann, 2018). As a result, the 'ideal' cultured and educated woman was one who mastered several languages (Rogers, 2006). If a woman had the desire to pursue a career, jobs in the translation field were deemed by society as suitable employment for women (Rogers, 2006). That being said, young women had little choice in which languages they studied as ancient languages (i.e., Latin and Greek), and German were reserved for men as they were seen as being too difficult for women to master. Instead, women were taught so called 'easier' languages such as English, Italian, and Spanish (Pouly, 2012; Rogers, 2006).

Another key element that played a role in the increased popularity of LX learning during the second half of the 19th century was the rise in international communication. English in particular was becoming more relevant and practical as it was associated with commerce and higher trading prospects (Pouly, 2012), thus strengthening the French economy. However, German surpassed English for a period of time following France's defeat by Germany in 1870. Germany's success was primarily attributed to the fact that many of their officers spoke French, and were thus able to better understand French tactics (Extermann, 2018; Lévy, 1950; Mombert, 2001; Pouly, 2012). This stimulated the idea of learning German amongst French students in order to safe guard the country from future conflicts with Germany. In fact, between 1870 and 1914, more students attended German classes than English classes (Extermann, 2018).

As Pouly (2012) notes, English was the most popular LX course option during the mid-19th century and was then overtaken by German until WWI. However, English became once again the most popular foreign language choice post-WWI. Researchers attribute this shift to the fact that during the war, women represented the majority of students as men were sent to the frontlines (Rogers, 2006). As the German language was traditionally deemed too difficult for women to learn, English classes were the dominant choice. Following the war, women started to be viewed as more capable of learning than they were previously given credit for, giving rise to the reforms voted into law by the French parliament in 1924 (*Le décret Bérard*⁸) (Sénat, 2023), which stated that women were officially permitted to receive their high school diploma (*Baccalauréat*) and continue their studies. As a result, this increased the number of English classes offered in high schools. Furthermore, men were beginning to opt for English classes as well, which may have been due to the fact that English was the language of the ‘winners of the war.’ In 1929, English was the most popular foreign language choice amongst both girls and boys in high school (Roger, 2006). Although language studies were still regarded as feminine in nature (Roger, 2006), the fact that more language courses were being offered in educational institutions indicated the increased importance placed on LX education.

In 1989, English classes were officially introduced in primary schools by Lionel Jospin from the Ministry of Education. This began with a project, *l’Enseignement d’initiation aux langages étrangers* (EILE),⁹ in which foreign languages were taught during the first two years of primary school (Ducancel, 1992). Beforehand, foreign

⁸ The Bérard Decree.

⁹ Introductory Foreign Language Teaching.

languages were reserved for middle and high school students (i.e., as of 11 years old). By 2003, 96% of children were receiving English instruction during the final year of primary school (i.e., *CM2*), but only 56% of students were learning English at the ages of eight and nine years old (i.e., *CE2*) (Legendre, 2003), indicating a large variance in the exposure to the language by the time students enter middle school.

1.1.2.2 Historical Trends in LX English Teaching methods

Not only has the number of primary school students learning LX English varied throughout the years, but so has the ways in which the language is taught. At the beginning of the 20th century, discussions about effective teaching methods and ways of learning language started to become of interest in the educational community, particularly with regards to learning LX English. It was no longer sufficient to have in-depth knowledge about the language, as this needed to be paired with having insight on how to teach the language (Extermann, 2018). Furthermore, emphasis started to be placed on oral skills instead of simply reading and writing (Pouly, 2012). Before the 20th century, the focus of language learning was on vocabulary and grammar as this was traditionally how Latin and Greek were taught (Pouly, 2012). This was known as the grammar-translation method, which consisted primarily of translating between the two languages (Aggeler, 1958; Germain, 2001; Puren, 2004a). Aggeler notes that during this time, teachers were free to choose their own textbook, as well as general teaching strategies and methods of conducting their classes.

In 1902, a new reform required the implementation of the direct method in LX classes (Pouly, 2012) in attempt to improve practical uses of the language, including oral competency, as the objective of language is to be able to speak and use it in everyday situations (Aggeler, 1958). Teaching grammar became prohibited (Bovée,

1925) as was the use of students' first language (Rathmell, 1967). Instead, with the help of the direct method, students learned new vocabulary in the foreign language by teachers showing the actual object (Pouly, 2012), or with the help of gestures, textbooks, and visual aids (Aggeler, 1958). As outlined by Aggeler (1958), a typical class following the direct method consists of 55 minutes, in which the first ten minutes are devoted to a question-and-answer period related to the previous lesson. Following this phase, the teacher presents a text to the class, with which the students have not yet had contact, and points out vocabulary that is essential for comprehension. These texts were often famous works by authors, such as Winston Churchill, Robert Frost. The vocabulary words are also to be accompanied with a visual aid. Students then practice the pronunciation of each word and create sentences with them, as a class. Afterwards, the class engaged in a discussion about the topic from the text and would answer questions. Lastly, homework consisted of repetition exercises conducted in class, questions about the text, vocabulary, and grammatical structures. This approach was mainly teacher-centered, especially during the first two years of language classes, as the educator was the one to present the text and lead the discussion and exercises. After the first two years of classes, students were presumed to have basic working knowledge of the target language, and were therefore better able to have richer class discussions. Although this strategy was popular at the time, it did not go without criticism. Aggeler (1958, p. 12) highlights the fact that teachers reported that students still graduated without the ability to communicate orally in the language. Furthermore, teachers indicated having difficulty using this method as large class sizes made it impossible for

all students to have the chance to speak and the structure was too rigid, making conversation unnatural.

Following WWI, new pedagogical practices were needed as resources were sparse and the direct method had several flaws (Puren, 1988). This led to the implementation of the mixed methods approach (i.e., *méthodologie active*) in 1925, following an educational reform in 1923. Puren outlines the fact that educators wanted to continue focusing on fostering oral skills in students, thus leading to the creation of a hybrid between the grammar-translation method and the direct method. This strategy required students to read the text before class, instead of during class, to allow them to become more familiar with the writing before studying it. Although pronunciation and oral competencies remained the focus of LX classes, written exercises gained more importance, and using students' first language (i.e., French) was no longer banned when translating words, but could be used in limited amounts (Puren, 1988). The mixed method allowed educators more flexibility in the way in which they structured their classes, in contrast to the rigidity of a class using the direct method. This was thought to allow for more free-flowing, real-life conversations to occur amongst students instead of repetition and drill exercises.

As LX researchers continued to publish studies examining effective pedagogical practices, the audio-visual (AV) method was created and started to replace previous strategies in the 1960s (Rathmell, 1967). Rathmell notes that classes were to be conducted in the target language when using this method and there was no textbook to follow. A typical class was to be divided into four steps. In step one, students were presented with filmstrips, usually in cartoon format, along with a recorded dialog.

While students listened to the recording, they were to follow the writing next to the pictures on the filmstrips. This was done in order to, in theory, eliminate the need to use students' first language. In step 2, the teacher would verify student understanding of each phrase. In step 3, students would practice and repeat the phrases out loud, in which the teacher would correct students individually for pronunciation, intonation, and articulation. The last step consisted of teacher-lead exercises on the content from the filmstrips. Beginner students would receive 30 hours of instruction in this format, followed by 60 hours of instruction in reading and writing.

The AV method was not implemented over an extended period of time, as it started to be replaced in the 1970s. Several criticisms of this strategy as noted by Rathmell (1967) include the fact that it failed to be properly put into place, as public schools lacked the equipment, technology, and teacher training. As a result, teachers would often fall back on the grammar-translation method and doing written exercises instead of speaking activities, as LX examinations were in written format. This forced teachers to focus on grammatical aspects and vocabulary in order to prepare students to be successful on evaluations. As a result, the objective of improving oral skills was greatly overlooked.

Despite the fact that the education community sought to target oral skills in LX classes, previous pedagogical practices failed to achieve this goal. As Vygotsky and Skinner's work on sociocultural influences on child development and learning became well known to educational professionals in the 1970s, researchers began to brainstorm new approaches aimed at fostering active communication skills in the hopes that graduates would be better able to maintain real-life conversations with fluent speakers

(Ellis, 2003; Willis & Willis, 2007). The communicative approach started to gain popularity during this time as it required students to be active agents in the learning process rather than passive (Bérard, 1991; Puren, 2007). There are several subcategories of the communicative approach, however the most well-receive strategy is task-based language teaching (TBLT). This method calls for an interactive process of communication (Savignon, 1987), in which students complete tasks that they are likely to encounter in real life (Ellis, 2003; Herrington et al., 2003; Piccardo, 2014), such as ordering a meal at a restaurant or writing a letter to a friend (see section 5.3.1).

Meanwhile in France, the development of TBLT laid the foundation for the *Approche actionnelle*,¹⁰ also known as the action-oriented approach (AoA) outside of France, which is still in use in French public schools today. This method was designed in response to the changes in the political, social and economic climates that came with the formation of the European Union in the 1990s, which greatly increased the need to communicate, live, and work with foreigners (Acar, 2019). According to Puren (2004a), there are two ways in which the AoA can be implemented (see also Acar, 2020). The first is through authentic projects that simulate a real-life task and are chosen by the students. In this option, students work autonomously on the project and receive support from teachers. The second option is through mini projects chosen by the teacher or presented in a textbook that are once again, authentic in nature. One of the primary philosophies of the AoA is that it must be student-centered (Brandl, 2008), meaning that students learn more effectively by being actively involved in the process (Acar, 2019).

¹⁰ The action-oriented approach (AoA).

1.1.2.3 Historical Trends in Teacher Training & Recruitment

With regards to teacher recruitment, since the 1970s, France has undergone multiple educational reforms in attempt to improve teacher training, particularly in secondary schools (i.e., middle and high schools). Until the early 1970s, extensive subject knowledge was the most important element to being considered an effective secondary school teacher, and pedagogical training could be learned on the job (Cornu, 2015; Oliva, 1972). In 1952, the Ministry of Education created regional education centers (*centres pédagogiques régionaux*) to provide prospective teachers with pedagogical training. Future secondary teachers would first complete a bachelor's degree in a specific teachable subject and would then write a competitive entrance exam (*Certificat d'aptitude au professorat de l'enseignement*, or CAPES), which tested the individual's subject knowledge. Those who successfully passed the exam were then hired by the Ministry of Education and attended workshops at the regional education centers. At this point in history, teacher candidates were recruited solely on the basis of content knowledge (Cornu, 2015; Oliva, 1972).

It was not until 1957 that prospective secondary teachers were required to receive a specific amount of exposure to the education field before they could become a fully licenced teacher. As noted by Oliva (1972), newly recruited teachers were obliged to attend one academic year of teacher training at the regional education centers. Throughout the year, a group of three students were assigned to one licenced educator where they would observe the classroom environment and learn about what the job entailed. Each group of students would spend three months with one teacher, and then the following three months with another teacher, and the final three months with another educator. In theory, during these nine months, teacher candidates would

practice classroom teaching, which was critiqued by the accompanying educator and the other two teacher candidates in the group. At the end of the year, prospective teachers would complete a practical exam, in which they lead a class in front of a three-person jury. Those who were successful received their teaching qualification and were hired on with the Ministry of Education.

Significant and numerous changes to the teacher training process started to take place in the 1990s (Cornu, 2015; Lapostolle & Mabilon, 2022). This was largely due to the fact that extensive research on effective educational practices was being released in the 1970s and 1980s, stimulating debate on the importance of subject knowledge versus pedagogy (Cornu, 2015). As teacher training was not linked to universities, pre-service teachers were not receiving up-to-date information related to effective teaching strategies and pedagogical practices. Furthermore, the state sought to standardize teacher training as the process to becoming an educator was vague, unclear, and varied between regions. A turning point came in 1989 with the *Loi d'orientation sur l'éducation*¹¹ (Légifrance, 2024), indicating that learning must be student-centered rather than teacher-centered, requiring students to become active agents in the learning process (Cornu, 2015). With regards to teacher training, all primary and secondary teachers were required to attend one of the country's multiple teacher training colleges (*Institut universitaire de formation des maîtres*, or IUFM). These IUFMs were not university institutions but worked closely with universities in order to integrate current research in the education field into teacher training.

¹¹ Education Orientation Law.

Between 1991 and 2010, all future teachers were required to complete a three-year bachelor's degree in a teachable subject and then attend an IUFM institution for two years. Instead of taking the recruitment examination at the end of a bachelor's degree, it was taken after completing the first year at an IUFM (Cornu, 2015). The first year focussed on preparing for the examination, and for the first time, this test focused not only on subject knowledge, but also pedagogical practices. Students who were successful, continued on to their second year, where they were hired as civil servant trainee-teachers. Professional practice was the focus at this time as students attended courses at an IUFM. In order to obtain an official teaching licence, the final step required prospective teachers to successfully pass the CAPES examination, which consisted of oral assessments related to pedagogical practices in the teacher's subject field (Cornu, 2015).

In 2005, it was decided that IUFMs would be integrated into universities (Cornu, 2015). It was then decided that prospective teachers must complete a master's degree before obtaining employment in the schools. As of 2010, students received a master's degree after successfully completing the two-year program at an IUFM. This meant that in addition to taking professionally oriented courses and completing practicums, pupils were required to finish a master's thesis before being eligible to take the CAPES examination (Lapostolle & Chevaillier, 2011; Lapostolle & Mabilon, 2022; OECD, 2019). This meant that students received recognition for the two years at an IUFM institution even if they did not pass the CAPES or decided not to be a public-school teacher.

The next reform came in 2013 as the newly elected government in 2012 sought to make education a national priority as France's PISA¹² scores were lower than previous years (Cornu, 2015). On September 1st, 2013, IUFMs were cancelled and replaced with another type of teacher training education establishment, *Écoles supérieures du professorat et de l'éducation* (ÉSPE). The primary differences between IUFMs and ÉSPEs were that ÉSPEs were schools within universities that aimed at further improving professional training throughout the entire two-year program by using a sandwich training concept, in which students would combine practicums with periods at an ÉSPE institution. Students were then required to complete an observation practicum in their first year and experiment with teaching under the supervision of a licenced teacher (Cornu, 2015) instead of having their first practicum in their second year. However, ÉSPEs were relatively short-lived as they were replaced by another type of teacher training and education establishment, *Instituts nationaux supérieurs du professorat et de l'éducation* (INSPÉ) in 2020 after another reform mandated by the *Loi pour une école de la confiance (Loi n°2019-791 du 26 juillet 2019 pour une école de la confiance)*¹³ (Lapostolle & Mabilon, 2022; MESR,¹⁴ 2020). In fact, INSPÉs are still in operation today. The structure of the master of education degree (*Master métiers de l'enseignement et de la formation*, or Master MEEF) under INSPÉ is nearly identical to that of its predecessor, but aims to strengthen, once again, teacher training by creating courses primarily focused on pedagogy and teaching strategies in general. In addition, INSPÉs continue to be affiliated with universities. However, they work more

¹² Programme for International Student Assessment.

¹³ An official government document stating children's right within the education system.

¹⁴ Ministère de l'Enseignement Supérieur et de la Recherche.

closely with the Ministry of Education when designing courses to ensure that students are not only learning educational theory, but also skills that reflect the realities of the job (Lapostolle & Mabilon, 2022).

As demonstrated above, teacher training has undergone numerous changes in the past 30 years. As noted by Lapostolle and Mabilon (2022), many educational professionals express the fact that it is difficult to stay up-to-date with all of the implemented changes as there is an insufficient amount of time in between reforms to observe noteworthy progress. Furthermore, the authors also highlight the fact that upon analysis of professional training courses between 2013 and 2020, few changes are observed. Given that the current teacher training process has only been in use since the fall of 2021, it is too early to say if the changes have contributed to better preparing pupils for their future teaching careers.

1.2 Present-Day Context

The following section will first present demographic information in addition to the prevalence of knowledge of LX English in France. Current trends in LX English education will then be discussed, specifically teaching practices and pedagogy. Following this, the reader will be provided with an explanation of the national curriculum documents that educators are required to follow when planning lessons and

teaching. Finally, this section will end with a description of the process involved to become an LX English teacher in the country.

1.2.1 Demographics

According to the *Institut national de la statistique et des études économiques* (INSEE),¹⁵ as of January 1st, 2023, the Republic of France consisted of 68.04 million inhabitants (INSEE, 2022). As the data presented in this study was collected in metropolitan France, the following numbers will exclude overseas French territories. With regards to metropolitan France, as of June 2023, the population was 65.89 million, which has been steadily increasing since January, 1975, when the population was 52.6 million (INSEE, 2022). As of 2020, the age of French citizens has been relatively equally distributed as individuals under 20 make up 23.8% of the population, while those between the ages of 20 to 64 represent 55.6%, and 65 and older make up 20.6% of the population (INSEE, 2023a). Lastly, the rate of unemployment in metropolitan France in the first quarter of 2023 was 6.9%, which is the lowest it has been since at least 2003, with the exception of 2008, when the unemployment rate was also 6.9% (INSEE, 2023b). Unfortunately, this statistic is higher amongst immigrants than non-immigrants, especially amongst those from non-European countries (Rouhban & Tanneau, 2023).

With regards to background, in 2017, net migration was +155,000, meaning that more people immigrated to France than migrated from France (Lê, 2021). Given this information, it should come as no surprise that a number of people residing in the country have a non-French background or at least one non-French relative. In 2020,

¹⁵ National Institute of Statistics and Economic Studies.

9% of the population were immigrants, 12% were second-generation descendants of immigrants and 10% of the population under the age of 60 were third-generation descendants of immigrants (Lê et al., 2022). Among those who were second-generation descendants of immigrants, younger individuals were mostly of African descent, while older residents had mostly European ancestry. With regards to third-generation descendants of immigrants, individuals were mostly of European descent (Lê et al., 2022). Furthermore, Lê and his colleagues indicate that it's common for French residents to have mixed backgrounds as 27% of immigrants in the country are in a couple with a non-immigrant partner and 66% of second-generation descents are in a couple with a non-immigrant. Needless to say, France has proven itself as a country with residents and citizens from a diverse group of ethnic and racial backgrounds.

French is the only official language in the Republic of France. According to the European Commission (2012b), in 2012, 96.25% of the population is able to maintain a conversation in speak. It should come as no surprise that there are several other languages spoken in the country, given the high levels of immigration. With regards to first learned languages, 93.28% of individuals learned French, while 1.8% learned Arabic, 1.34% learned English, 1.29% learned Portuguese, and 1.18% learned German as their first language (European Commission, 2012b). Other first languages learned by less than 1% of the population include languages such as Spanish, Italian, Polish, Turkish, Romanian, Chinese, Basque, Russian, and Croatian. As for the most common foreign languages spoken in the country, 22.87% of the population are able to speak (i.e., maintain a discussion) in English, 8.24% can speak Spanish, 4.09% speak German and 3.09% speak Italian, and 1.12% are able to speak Portuguese as a foreign language

(European Commission, 2012b). Other foreign languages spoken by less than 1% of the population include primarily Arabic, Polish, Dutch, Catalan, and Chinese.

1.2.2 Prevalence of LX English Knowledge in Modern Day Society

When examining the prevalence of English in France, there is a large degree of variance within the country as English is more present in certain regions than others. Overall, English knowledge in the country is moderate as it scored 43 out of 113 countries that participated in the global survey in 2023 (Education First, 2023a). However, the survey indicates high levels of competencies in larger cities, most notably Paris, Lyon, Rennes, Brest, and the Eastern France region, including Grenoble and Strasbourg. Regions with lower levels in English include northern areas, specifically Normandie, and parts along the Mediterranean coast. English knowledge in France is low compared to other European countries as it scored 30 of 34 participating countries in the 2023 Education First (EF) survey. It is important to note that this survey is biased towards individuals either learning or considering learning English and only examines oral and written comprehension. Therefore, English knowledge levels are likely lower in each country when considering the entire population. Despite these shortcomings, this survey consisted of a large number of participants as data was collected from over 2.1 million individuals, which is the largest data set relevant to the topic to the researcher's knowledge. Furthermore, the resources to test speaking ability in the general population simply do not exist. The research community should have more knowledge regarding this aspect in 2025, as PISA will be testing and releasing for the

first time, foreign language abilities in 15-year-olds in addition to the previously tested domains (i.e., mathematics, science, reading).

Several reasons may contribute to France's lower levels of English knowledge compared to its European neighbours. One reason is likely due to the fact that there is less exposure to the language in the community as certain laws are in place to reinforce French as the primary language in the workforce and in the media, most notably the *Loi de Toubon*¹⁶ (Légifrance, 1994) (see page 44). As it is the case in most countries, this law stipulates that all organizational documents must be provided to employees in the country's official language. However, this law is extended to advertising and marketing, which is not the case in Scandinavian countries, including Finland. Furthermore, France does not subtitle foreign films and television shows on terrestrial TV (European Commission, 2012b). Instead, they are dubbed into French, in part because the country is larger than its Scandinavian neighbours and thus has more resources to contribute to such projects. However, it is worth noting that with the rise of streaming platforms in the past decade, foreign television shows and movies have become widely accessible. As the *Loi de Toubon* does not pertain to online content, LX English series and films are more accessible than in previous decades, thus decreasing the effect of this law on the public.

It is worth noting that English knowledge is higher in two specific age groups in France: 26 to 30-year-olds and 31 to 40-year-olds. English competencies are lower amongst those between the ages of 18 and 20, 21 to 25, and 41 and over (EF, 2023). This isn't particularly surprising when considering the results from the Ev@lang test.

¹⁶ The Toubon Law.

This nation-wide online assessment was administered to approximately 800,000 students at the end of middle school (i.e., 14 to 15-year-olds) and tested students' reading comprehension in English. Unfortunately, this multiple-choice evaluation did not test speaking and writing skills. The Ev@lang test reveals that half of French students at this age are meeting the learning goals outlined by the Ministry of Education, as one in two pupils met the criteria for the A2 level (France Education International, 2022). In response to these scores, the Ministry of Education (Ministère de l'Éducation Nationale, de la Jeunesse et des Sports, 2022), released a statement in December 2022, in which new objectives were set and recommendations were made. By 2025, 80% of students at the end of middle school should attain an A2 level with a B1 rating in at least one or two CEFR¹⁷ categories. At the end of high school, students should achieve a B2 level. It should be noted that several changes will need to be made to the current LX English program in public schools. In a study by Frost & O'Donnell (2015), the majority of first year university students registered in a language-oriented degree program met the criteria for the A2 to B1 levels according to the CEFR. In order to meet these new objectives, teachers will focus on phonology, prosody, intonation, and non-linguistic courses, such as physical education or art, should be offered to students in English. Inspectors from the Ministry of Education will also visit schools to provide pedagogical support and provide workshops for English teachers. Furthermore, international exchanges between students in the form of pen pals or collaborative projects are highly encouraged through platforms such as E-Twinning.

¹⁷ The Common European Framework Reference for Languages (CEFR) was designed and implemented by the Council of Europe in 2001 in order to establish a universal system across Europe for evaluating proficiency in any LX (Council of Europe, 2024).

By 2025, the Ministry of Education hopes to see 50% of French students participating in such virtual exchanges in order to make LX English learning more interesting, authentic, and meaningful to students (MENJS,¹⁸ 2022).

1.2.3 Current Trends in LX English Education

All students attending French public schools are guided by the *socle commun de connaissances, de compétences, et de culture*, or SOCLE¹⁹ (Ministère de l'Éducation nationale, de l'enseignement supérieur et de la recherche, 2006), a basic guiding framework consisting of five primary categories of knowledge that pupils must master by the end of middle school in order to continue on to high school. The category primarily related to foreign language learning is the first domain, *les langages pour penser et communiquer*, meaning languages requires for thinking and communicating. The first domain stipulates that students must learn how to understand and express themselves in a foreign or regional language (i.e., *comprendre, s'exprimer en utilisant une langue étrangère et, le cas échéant, une langue régionale ou une deuxième langue étrangère*). In order to meet this objective, students must be working towards learning two foreign languages by the end of middle school, in which they are able to understand oral and written messages, as well as be able to express and communicate orally and through simple but effective writing. Pupils must also learn how to insert themselves into daily life where the LX is used by actively engaging in discussions, reflecting on what is being said to them, and adapting their language depending on the situation. In order to use the LX effectively, classes should focus on fostering growth in vocabulary, pronunciation, constructing sentences, and knowledge of the target language culture

¹⁸ Ministère de l'Éducation nationale, de la jeunesse et des sports.

¹⁹ A common set of core skills students must achieve, outlined by the French Ministry of Education.

(MENJS, 2015). At the end of middle school (i.e., the year pupils turn 15), all students must successfully complete a final assessment in all subject matter in order to receive their diploma (i.e., *Brevet*) in order to be promoted to high school.

The French public school system is divided into five cycles. *Cycle 1*, or preschool, is optional for children between the ages three and five. *Cycle 2* is compulsory for all children residing in France and consists of *CP*, *CE1*, and *CE2* (i.e., ages six to 8). *Cycle 3* includes *CM1*, *CM2*, and *6e* (i.e., ages nine to 11). *Cycle 4* includes *5e*, *4e*, *3e* (i.e., ages 12 to 15). It is important to note that schools are not divided by cycle, but instead by age as middle school, includes *6e*, *5e*, *4e*, and *3e* (i.e., ages 11 to 15), even though *6e* is still a part of *Cycle 3*. At the end of middle school, students who have successfully completed each grade receive a diploma. *Cycle 5*, otherwise known as high school, consists of *2e*, *1er*, and *Terminal* (i.e., ages 15 to 18). Students who successfully complete high school receive a second diploma.

With regards to subject curriculums, each cycle has one curriculum that students are expected to master in order to be promoted to the next cycle. Therefore, there are four curriculum documents for foreign languages: one for *Cycle 2*, when children are required to start learning their first foreign language (MENR, 2023), one for *Cycle 3*, one for *Cycle 4*, and one for *Cycle 5*. The following section will present the foreign language curriculums for *Cycle 2*, *3*, and *4*. The *Cycle 2* curriculum will allow the reader to observe LX pedagogy employed before students reach the middle school level. The curriculums for *Cycles 3* and *4* will allow the reader to examine pedagogical practices utilized during the middle school years. The curriculums for *Cycles 1* and *5* will not be included as there is no foreign language curriculum for *Cycle*

1 and *Cycle 5* pertains to high school students, which does not relate to the age group of the participants in the current study.

1.2.3.1 Cycle 2

As per the curriculum document, (MENJS, 2020), *Cycle 2* represents children's first contact with the LX, and therefore educators are to focus on fostering positive experiences with the language and build self-confidence in pupils as this will influence future language learning behaviours. Curiosity, listening, attention, and memorisation of LX words should be stimulated and promoting oral skills amongst students is the priority. There are four competencies students should work towards including oral comprehension, speaking, taking part in a conversation, and discovering cultural aspects of the foreign language. All themes discussed in class must relate to the child's immediate environment and everyday life in order for learning to be meaningful for students. With regards to oral comprehension, by the end of *Cycle 2*, children should be able to understand familiar words and expressions related to themselves, their family, and their material environment. As for speaking, students should be able to use simple expressions and phrases to describe where they live and the people they have contact with on a regular basis. In reference to taking part in discussions, pupils are encouraged to ask simple questions about familiar subjects, as well as answer similar questions. Finally, as for discovering cultural aspects of the foreign language, students should be able to identify cultural differences and traditions between themselves and students their own age in the target language culture. Educators are encouraged to present information in the form of games, songs, animated films or pictures, and through everyday classroom rituals and routines. There is no specific level that *Cycle*

2 students must achieve before starting *Cycle 3* as the primary focus at this time is to gain exposure to the language and form positive attitudes towards LX learning.

In attempt to improve pronunciation, intonation, and prosody from an early age, primary teachers are encouraged to use an artificial intelligence program provided by the Ministry of Education, Captain Kelly. This software consists of different types of activities including listening and acting (students listen for instructions and then perform the action), listening and repeating (students listen to words and then repeat aloud what they hear), show me (students listen and then show the corresponding flashcard), listening and speaking (students listen, answer Kelly's question, ask Kelly a question in return), songs and poems (students sing and read aloud with Kelly), and guessing games (students ask Kelly a series of questions to guess and object). Captain Kelly can be downloaded as an app on devices as well as all corresponding materials. It must be noted, however, that this program is almost entirely in British English, which may not co-inside with students' previous experiences with LX English, as students are more likely to have been exposed to American English via streaming websites, online games, and YouTube. Given that student learning should ideally relate to learners' previous experiences, the efficiency of Captain Kelly can be called into question.

1.2.3.2 Cycle 3

The *Cycle 3* curriculum document (MENJS, 2020), is divided into six competencies: listening and understanding, reading and understanding, speaking, writing, reacting and discussing, and discovering cultural aspects of the foreign/regional language. By the end of *Cycle 3*, students are expected to reach the A1 level in all language activities as per the CEFR, and should be able to achieve the A2 level in one or two categories. For each competency, the curriculum outlines a general

idea of what the teacher should observe from the child in terms of behaviours, and then categorizes those behaviours into the appropriate CEFR levels. With regards to listening and understanding, students at the A1 level should be able to understand familiar words and expressions related to themselves, their family, and their immediate environment. Those at the A2 level are able to understand a brief dialogue if it is clear and simple in nature. As for reading and understanding, pupils at the A1 level must be capable of understanding common words and simple sentences, whereas at the A2 level, students are capable of also understanding short and simple texts. In terms of speaking, those meeting the criteria for the A1 rating must be able to use simple phrases and expressions to talk about aspects related to their immediate environment and those meeting the criteria for the A2 level are also able to orally produce sentences about people and objects. With regards to writing, an A1 level student is capable of re-copying a written word or short sentence, writing a short message and filling in a simple question worksheet. At the A2 level, the child is also capable of producing simple and brief sentence. For reacting and discussing, a pupil meeting the criteria for the A1 level are able to communicate using basic words on the condition that the speaker will repeat or reformulate their speech, whereas the A2 level student is also capable of interact during basic conversations and can adapt or reformulate their message for the benefit of the interlocutor. For the last competency, discovering cultural aspects of the foreign/regional language, there is not a specific CEFR level that children must achieve, however, pupils are expected to be capable of identifying different types of

holidays, traditions, and ways of life pertaining children their own age from the target language culture.

The curriculum document does not list specific grammar points or competencies that the teacher must cover. Instead, it provides general tasks that students should be able to complete and educators are responsible for providing pupils with the required tools to achieve the task. For example, if the past tense is necessary when telling a story, the teacher will likely organize a lesson on the past tense and highlight how it will help students to complete their projects. Suggested tasks listed in the *Cycle 3* curriculum document include but are not limited to: understanding classroom instructions, understanding a fictional or non-fictional story, identifying the topic of a discussion, picking up on intonation and pronunciation, describing daily life, telling a story with audiovisual aids, writing sentences about one's self, describing places and objects, recounting previous personal experiences, writing short messages, spelling common words correctly, and discussing everyday topics. Although it is left to the teacher's discretion, some suggested grammar points include present, past, and future tenses, their auxiliary verbs, articles, quantifiers, prepositions, and relative pronouns. Learning about different types of sentence structures are also suggested, most notably declarative, interrogative, exclamation, affirmative, and negative structures. Finally, language educators should also consider teaching pupils vocabulary and expressions related to asking the speaker to repeat their message if it was not understood, how to start, maintain, and end a discussion, and how to pick up on non-verbal cues.

The *Cycle 3* program requires educators to use the AoA approach as outlined on page 53. Therefore, teachers are to construct a study unit (i.e., *séquence*), which is centered around a theme related to students' interests, daily lives, and the target language culture. The teacher then plans several classes related to the theme. Each class must allow students to work in pairs/groups to complete a task (i.e., *une tâche*) that simulates a real-life scenario. A bilingual approach is also encouraged where students compare linguistic and cultural aspects of the foreign language to French, for example, findings differences and similarities in grammar, syntax, cultural traditions, and pragmatics. Furthermore, teachers are also strongly encouraged to use the E-Twinning program or similar platforms to find teachers and students from schools in other countries to share materials and facilitate virtual exchanges in order to promote intercultural communication in the target language.

1.2.3.3 *Cycle 4*

At the beginning of *Cycle 4*, students start to study a second foreign language alongside their first foreign language. There is one curriculum document (MENJS, 2020), for both languages as the learning objectives are the same. The only difference between the *Cycle 3* and *Cycle 4* documents in terms of format is that there are learning objectives for the A1, A2, and B1 levels. If the language is the students' first foreign language, the educator must observe learning behaviours consistent with A2 and B1 levels, as pupils are expected to achieve the A2 in all of the CEFR domains and a B1 level in at least two areas. If the students are learning their second foreign language, the teacher must observe learning behaviours consistent with the A1 and A2 levels, as students are expected to obtain A1 levels in all of the CEFR domains, and A2 in at least

two categories. As indicated in the *Bulletin Officiel*²⁰ no. 47 from December 15th, 2022, 96% of French students are learning English in *Cycle 3* (MENJS, 2022). Therefore, the following section will focus on the continuation of the first foreign language rather than the beginning of second foreign language learning.

The competencies in the *Cycle 4* curriculum remain unchanged from *Cycle 3* (i.e., listening and understanding, reading, speaking, reacting and discussing, reading, discovering cultural aspects of the foreign/regional language). With regards to observable learning behaviours, the A2 criteria is identical to *Cycle 3* and the B1 criteria is described below. In order to achieve the B1 level in listening and understanding, students must be able to understand factual information about simple subject, distinguish the general idea and several details, on the condition that the speaker clearly articulates their message and uses a commonly known accent. As for reading, students are expected to be able to read factual texts on subjects related to their interests with a satisfactory level of comprehension. With regards to speaking, B1 level pupils should be capable of describing a variety of non-complicated subjects in a linear fashion with relative ease. For reacting and discussing, learners must be able to express their opinions, emotions, and speak about basic subjects and elements related to cultural contexts. As for writing and reacting, B1 level students must be able to write basic and brief sentences related to previous experiences. Similar to *Cycle 3*, students are expected to strengthen their knowledge of the target language culture (i.e., discovering cultural aspects of the foreign/regional language), but do not receive a level with regards to the CEFR.

²⁰ Official bulletin.

Students continue to further their knowledge in each language activity through the use of AoA, as educators design units of study based on students' interests, the target language culture, and current affairs. In *Cycle 3*, themes discussed in class were related to the child's immediate environment, whereas in *Cycle 4*, students begin to explore topics outside of their daily lives as they become more knowledgeable about the world in general. Educators are encouraged to create units that foster student creativity, personal growth, conflict resolution, critical thinking, and team work. Learners begin to work with a variety of mediums such as news articles from different countries, radio or televisions announcements, informative texts, and debates. International collaboration through platforms such as E-Twinning continue to be strongly encouraged as a tool to facilitate intercultural exchanges amongst students. As in the previous curriculum document, teachers are not expected to teach specific grammatical points or vocabulary, rather they must provide students with the tools to complete projects and tasks. For example, if students are working on a project about the long-term effects of climate change, they will need to know the future tenses, perhaps conditionals, and modals. Similar to the *Cycle 3* curriculum document, a list of helpful grammatical points is included as inspiration for teachers, such as personal pronouns, articles, quantifiers, modals, passive voice, and present/past/future tenses. Finally, it must also be noted that students are to continue strengthening their pronunciation and phonology, however, the aim is for pupils to be understood and not to adopt a perfect or specific accent.

1.2.4 Current Trends in Teacher Training & Recruitment

In 2023, all prospective public-school teachers are required to have completed a three-year bachelor's degree in a teachable subject before applying to the Master MEEF program. As outlined in later in this section, the Master MEEF program consists of four semesters of study (i.e., two years of study), in which 120 credits are obtained (as per the Bologna process), granting students a master's degree. Throughout the program, teacher candidates take a variety of courses related to their subject matter, but also focus on pedagogical studies. Students complete six weeks observation and practice under the supervision of a licenced educator. During the second year of the program, students receive a 12-week contract in a public school and are assigned to a mentor (i.e., a licenced teacher in the school). At the end of the second year, teacher candidates must successfully complete their 12-week contract, submit their thesis, and pass the CAPES, which will further elaborated on in the following paragraph, in order to be hired by the Ministry of Education and receive a teacher's licence (MESR, 2020). New graduates then receive a one-year probation contract and are then assigned to any school in the country by the Ministry of Education. Teachers are asked to complete a document listing regions of the country in which they would prefer to work, which is then matched against the needs at the national level (Silhol & Wilner, 2023). As teachers gain more years of experience, they receive higher priority with regards to their desired teaching destination.

As for the CAPES exam, prospective teachers are required to complete two written tests, which determine admissibility, and two oral tests, which determine admission. For those wishing to teach foreign languages, these components are

conducted in both French and the language the educator will be teaching. With regards to the written exam, the first test consists of synthesizing and analyzing one or more documents, and writing a report in the foreign language. This allows evaluators to verify prospective teacher's content knowledge. During the second part, students create a unit and design several classes based on the provided document(s). This section is to be written in French and allows evaluators to assess students' pedagogical knowledge (MENJS, 2023). This portion of the CAPES typically takes place at the end of the first year of the Master MEEF program. As for the oral examination, this takes place at the end of the second and final year of the program. Students must successfully complete two oral evaluations. The first component consists of three hours preparation, in which students are given a document in the foreign language to analyze and consider several possible ways to incorporate the text into a lesson. This is followed by a one-hour presentation that is first divided into a 15-minute period where teacher candidates present the document to the jury in the foreign language and how they would use it as a teaching tool, followed by a 15-minute period of questions from the jury. During the second half of the hour, students must present several pathways to exploit the text in a classroom to meet specific learning objectives. This presentation is conducted in French and students must be ready to justify their thoughts. The second component of the oral examination includes an interview with a jury in French, where prospective teachers must explain their motivations for becoming an educator, demonstrate their knowledge of French values related to education, and their aptitude for the job (MENJS, 2023). Successful candidates are then hired by the Ministry of Education.

Conclusion

As outlined above, France as a nation has undergone tremendous amounts of societal changes that have either directly or indirectly impacted LX English education. This chapter has presented a portrait of the historical as well as the present-day factors that have contributed to shaping France's position with respect to LX English in contemporary society. The historical context examined several past events with a particular focus on the Revolution, both World War I and II, and how these events contributed to LX course selection amongst students. It also provided information with regards to how the education system and LX English education has evolved throughout the years, ending with a description in the changes in teacher training and recruitment. The present-day context section provided the reader with a snapshot of the current population with regards to demographic information, the place of English as a foreign language in French society, and current trends in LX English teaching practices. Finally, LX English teacher training and recruitment was discussed.

Chapter 2: The Finnish Context

Finland was chosen as the third context for comparison for this study as the education system has been recognized at the international level for its effectiveness and humanistic approaches. The country reports high levels of competency in English (i.e., the capacity to conduct a conversation in English), which is largely credited to the considerable attention given towards teaching and learning foreign languages in grade school since the 1970s (Marsh et al., 2007). According to Education First (2023b), Finland scored 14th place of 113 countries with regards to English proficiency in 2023. The following section will be divided into two categories: the historical context and the present-day context. The historical context will present information pertaining to events that have shaped Finland's attitudes towards LX learning, its struggle for sovereignty, and previous educational practices used when teaching English. The present-day section will provide a snapshot of the current day demographics, the position of English in Finnish society, and current trends in teaching LX English. Finally, teacher training and recruitment section will address the education and qualifications required in order to become an LX English teacher in Finland.

2.1 Historical Context

The following section will present information pertaining to historical events in Finland that have contributed to LX English education in the present day. Firstly, a description of past events shaping the place of English within Finnish society and how it relates to educational policy and reforms will be discussed. This will then be followed

by a description of the prevalence of English in Finnish communities, ending with a presentation of how LX English has been taught in the past.

2.1.1 Event Shaping Perceptions Towards LX Learning

For approximately 700 years, Finland was under the rule of Sweden (Takala, 1983). From the 12th century to 1809, Finland was simply a group of provinces belonging to Sweden, and Swedish was the working language despite the fact that 20% of these provinces consisted of Finnish speakers (Taavitsainen & Pahta, 2003). Therefore, before 1809, children were required to not only learn Swedish at school (Taavitsainen & Pahta, 2003), but also to attend school in Swedish as Finnish language schools did not exist. A turn of events occurred in 1809 when Russia won a war against Sweden and thus Finland was officially under the power of Russia. Although Finland was under Russian jurisdiction, Finland gained significant autonomy under this regime as opposed to the Swedish regime (Taavitsainen & Pahta, 2003). Taavitsainen and Pahta also note that during this time, the Swedish language remained the primary working language in Finland as all administrative activities and education were provided in Swedish.

Although Finland gained more autonomy under the Russian rule, Finns continued to struggle to be independent from both Sweden and Russia (Takala, 1983). Several attempts were made by the Russian government to promote the Russian language in Finnish society. In fact, Russian was a compulsory subject in school shortly after 1809, but then became optional in 1862 (Takala, 1983) after resistance from the Finnish. The following year, in 1863, former Russian emperor Czar Alexandre II declared Finnish the national language of Finland (Taavitsainen & Pahta, 2003).

Despite this effort, Russia once again tried to assert its dominance over Finland at the end of the 1800s as Russian became the official language of the senate, government agencies, and in some schools (Takala, 1983). Finnish citizens united to assert their independence as they demonstrated a great deal of nationalistic spirit by resisting Russia's actions and promoting Finnish as the national language (Taavitsainen & Pahta, 2003). By the end of the 19th century, Finnish became the primary language of society with the exception of science as Finnish literacy levels took several years to develop (Taavitsainen & Pahta, 2003). Finland officially became an independent nation in 1917, amidst World War I, as the country separated from the Soviet Union (Jaatinen & Saarivirta, 2014). Five years later, in 1922, the Finnish constitution legally recognized both Finnish and Swedish as the national languages of the country, having equal status (Taavitsainen & Pahta, 2003), with Sami and Finnish Romani as minority languages spoken mainly in Northern Finland.

Finland remained relatively unchanged after gaining independence until the late 1950s when the country shifted from being a largely agricultural economy to a more industrialized one, focused on developing modern technology (Marsh et al., 2007). This came as a result of Finland owing a large sum of money to the Soviet Union post World War II (Jaatinen & Saarivirta, 2014), thus creating the need for Finland to remain competitive in the global market. This change became particularly apparent in the 1980s, when Finland became a member of the European Free Trade Association (EFTA) and a member of the Council of Europe in 1989 (Latomaa & Nuolijärvi, 2002). As a result, Finland underwent a rapid period of economic growth in the 1980s as international contact was established (Jaatinen & Saarivirta, 2014) and the country

became a region widely known for its high-tech knowledge economy (Sahlberg, 2007). A final step towards the nation's integration into European society came in 1995 after joining the European Union (EU) (Jaatinen & Saarivirta, 2014), thus the need for language teaching increased along with trade with much of the European continent.

Jaatinen & Saarivirta (2014) note that English has been and is currently the dominant foreign language in Finnish society for quite some time as it is the language used in trade, sciences, cultural life, and in the media. Interestingly, the English influence in everyday life comes mainly from the media, business connections, and international mobility rather than exposure to English first language speakers (Taavitsainen & Pahta, 2003). However, it was not until after World War II that English became more prevalent in Finnish society. In addition to Finland's two official languages, Finnish and Swedish, German was often the most popular foreign language to learn in school as Finland had strong ties with Germany after gaining independence from the Soviet Union (Jaatinen & Saarivirta, 2014). These ties quickly became weaker after World War II (Latoomaa & Nuolijärvi, 2002) as Germany lost the war and English was viewed as the language of the 'war winners' (Jaatinen & Saarivirta, 2014). English became the most popular foreign language to learn in Finnish schools by the late 1960s (Takala, 1983). Additionally, as mentioned in the previous section, Finland was largely in debt to the Soviet Union after World War II and the country was required to strengthen their economic situation (Jaatinen & Saarivirta, 2014). As the Nazis surrendered to the Allies, ending World War II, the English language had the upper hand in the business world, thus learning to speak English brought with it economic benefits. Furthermore, as the United States became the largest economic world player

in the 1950s and 1960s, Finns started to be exposed to English on a daily basis through American television shows and movies, which were not dubbed, but contained Finnish subtitles (Jaatinen & Saarivirta, 2014; Takala, 1983). This undoubtedly further influenced Finns to learn English.

2.1.2 Educational Reforms Affecting LX English Learning

In order to re-define its economic identity in the 1950s, Finland began the process of reforming its education system to ensure that future generations would be prepared for a competitive job market, and this included devoting time and resources toward teaching and learning foreign languages (Marsh et al., 2007). Before the official educational reform was launched in the 1970s, foreign language learning was reserved for students belonging to a high socioeconomic status (Jaatinen & Saarivirta, 2014). Furthermore, languages were taught mainly through the grammar-translation method, which failed to lead to strong oral competencies, resulting in students having low ability to maintain a conversation in English (Jaatinen & Saarivirta, 2014). The following section will begin by exploring several implemented educational acts throughout Finnish history, as well as the reform in the 1970s and how it changed LX English education for the better.

Before 1921, the Finnish education system was officially under the Russian rule. However, Finland was able to remain relatively autonomous with regards to educational decision making and was governed by the *Elementary School Act* of 1866 (Jaatinen & Saarivirta, 2014). As stipulated in this act, municipalities were eligible to receive funding from the government, which began the process of ending the church's decision-making power in the educational system. The government was officially fully

responsible for educational matters in 1869 as there were significant disparities between schools that needed to be addressed (Jaatinen & Saarivirta, 2014).

In 1921, schooling became officially compulsory for all children between the ages of seven and 13 (Grades 1 to 6) (Jaatinen & Saarivirta, 2014). Until this time, education was a family decision. Upon completion of Grade 4 (i.e., 11 to 12 years old), a small number of academically gifted students were selected to attend grammar schools, which were private institutions (Jaatinen & Saarivirta, 2014). The authors continue to note that this system ended at the end of the 1960s, as Finland was getting ready to implement an educational reform, in which all students residing in Finland between the ages of seven and 16 would not only have access to, but would be legally required to attend school. This reform was officially implemented in all Finnish schools in 1972. As Finland was working towards strengthening their economic identity, the government quickly realized the key to creating and maintaining a prosperous society and an effective economy was by providing access to quality education for all, known as Basic Education. This involved the implementation of the National Core Curriculum as well as local curriculums. The National Core Curriculum was designed to ensure standardization between Finnish schools and close the disparity. With regards to local curriculums, the reform stated that all municipalities or regions were required to draft their own curriculum in accordance with the National Core Curriculum. This allowed municipalities to adapt the curriculum to be more relevant to their children, and best meet student needs as ability in specific subjects and student background varied greatly between communities.

Before the educational reform in 1972, course curriculums were relatively short documents (Takala, 2006) that outlined the pedagogical methods educators were to use when teaching a second or foreign language. As noted by Takala (2006), the 1941 syllabus for language learning indicated that pronunciation is to be carefully practiced on a regular basis along with vocabulary and grammar, corresponding largely to the grammar-translation method. As indicated by Jaatinen & Saarivirta (2014), this method involves reading, translating, and learning grammar rules, is teacher centered, and is not taught in the target language, but rather the students' first language. The 1941 curriculum continues to note that emphasis should be placed on the mechanics of the language and once this is mastered, students may shift their focus towards learning about the target language's cultural values. However, the effectiveness of these pedagogical methods was questioned during the 1960s when the educational reform was being drafted. A great deal of research on language teaching pedagogy was conducted during this time and continued into the 1970s. Foreign language learning was no longer only provided to academically gifted students, but to all students regardless of their intellectual capabilities (Jaatinen & Saarivirta, 2014). The authors continue to note that streaming students was abolished later on, in 1985, and teachers would be teaching classes of mixed abilities (see also Takala, 2006).

As education began to move away from using the grammar-translation method, the audio-lingual method started to gain recognition as a potentially effective pedagogical practice for LX instruction (Piippo, 2009, as cited in Jaatinen & Saarivirta, 2014). As Piippo (2009) explains, this method aimed to promote oral competency through drills in addition to listening and repeating speech from an audio recording in

a language lab. However, classes were still conducted in a teacher-centric manner as educators would correct errors, drill, and reinforce concepts taught in class. The common thought was that students would learn how to communicate mainly through practice and repetition. The audio-lingual method was relatively short-lived as research began to focus on the success of communicative approaches in the late 1970s and early 1980s (Jaatinen & Saarivirta, 2014; Takala, 2006). Jaatinen and Saarivirta (2014) define communicative approaches as pedagogical practices that teach LX languages through situations that are likely to occur in day-to-day life, as well as practicing and using information learned in class to actively communicate. The intention was to reduce teacher talk time and promote active engagement amongst students through classroom activities. In addition, cultural knowledge related to the target language and appreciation for its speakers became the basis for topics discussed in class (Takala, 2006). Furthermore, vocabulary and grammar continued to be taught as well, however detailed lists of grammatical points to be mastered were omitted from Finnish educational curriculums by the 1980s, as structure and mechanics of a language were no longer the sole focus of LX courses (Takala, 2006).

In the 1990s, research began to highlight the importance of sociocultural influences on language learning (Miller, 2003). Miller indicates that education professionals started to recognize the important fact that language cannot be separated from cultural context, thus LX education must also be taught by providing students with information about the target language's culture in addition to linguistic information. This notion is apparent in the National Development Plan for Education in Finland (1991 – 1996) as:

language teaching, cross-cultural understanding, foreign language content instruction, and other forms of instruction which are important from the point of view of increased international contacts and internalization of working life, are systematically supported and developed at all levels of the Finnish educational system. (Marsh et al., 2007, p. 65)

As a result of the rise in the importance of sociocultural content in LX learning, researchers began to promote learning languages through authentic contexts (Jaatinen & Saarivirta, 2014). As the primary objective of LX courses at this point in time was learn how to communicate in everyday situations, educators were advised to present students with authentic materials in the target language such as news articles, videos, or role plays. The current curriculum continues to encourage LX teachers to use such methods.

After the education reform of 1972 was implemented, the national and local curriculums were updated several times throughout the 1970s and 1980s (Takala, 2006), in order to integrate the most current research supported pedagogical practices and adapt to student feedback. The national curriculum implemented in 1994 remained in place for ten years. In 2004, the national curriculum was updated to reflect the times and provide teachers with more descriptive grading rubrics for assessments taking place at the end of Grades 6 and 9 (Takala, 2006). The curriculum was revised again in 2014, which is still in effect today.

2.2 Present Day Context

The following section will first present demographic information in addition to the prevalence of knowledge of English in Finnish society. Secondly, current trends in

LX English education, such as teaching practices and pedagogy will be discussed. Thirdly, the reader will be provided with an explanation of the national and local curriculums that educators are required to follow when planning lessons and teaching. Finally, this section will end with a description of the process involved to become an LX English teacher in the country.

2.2.1 Demographics

As of March 2023, Finland consists of 5.5 million inhabitants (Statistics Finland, 2023a). The most populated province is Uusimaa, in Southern Finland, which includes Finland's two largest cities, Helsinki and Espoo, with approximately one million inhabitants between the two cities (Statistics Finland, 2023a). In December 2022, 15.1% of the Finnish population was between the ages of 0 and 14, 61.6% was between 15 and 64, while 20.4% was between 65 and 84. Finally, 2.9% of Finns were 85 years old or older, demonstrating a relatively equal distribution of age groups in the country (Statistics Finland, 2023b). As of March 2023, the rate of unemployment amongst individuals aged 15 to 74 was 6.6% (Statistics Finland, 2023c).

Since 1990, the population continues to grow each year. In fact, the country has shifted from a nation characterized as having mainly outward migration to a nation with mostly inward migration. Between the 1950s and 1970s, tens of thousands of Finns immigrated to Sweden and it was not until the 1980s that emigration and immigration levels were comparable (Latomaa & Nuolijärvi, 2002; Pöyhönen & Tarnanen, 2015). The increase in immigration levels is largely a result of how Finland reacts to humanitarian crises. For example, the past several decades has seen a rise in immigrants from Somalia, Iraq, Afghanistan and the former Yugoslavia (Pöyhönen & Tarnanen,

2015) as each of these countries has undergone war and political instability, causing citizens to find refuge in countries such as Finland. There has also been a recent increase in immigrants from countries such as: Russia, Ukraine, Iraq, China, Afghanistan, the Philippines, India, Syria, and Turkey (Statistics Finland, 2023b). Furthermore, upon joining the EU, immigrants from other European countries, especially Estonia and Poland, began to arrive. In 2021, the net immigration of Finland was 22,905 (Statistics Finland, 2023b), meaning immigration levels are higher than emigration levels.

With regards to first languages spoken in Finland, 85.9% of individuals speak Finnish as their first language, 5.2% speak Swedish, and 0.04% speak Sami (minority language native to Lapland in Northern Finland) (Statistics Finland, 2023b). The remaining 8.9% of inhabitants speak a foreign language as their first language, most notably, Russian, Estonian, Arabic, English, Somali, Farsi/Persian, Kurdish, Chinese, Albanian, and Vietnamese (Statistics Finland, 2023b). With reference to knowledge of second and/or foreign languages, Eurostat (2019) indicates that 92.1% of Finns report knowing (i.e., can hold a conversation) at least one or more foreign languages. According to the European Commission (2012a), the most commonly spoken LXs are English, Swedish, and German as 70% of individuals report being able to speak English, 44% know Swedish, and 18% know German. These individuals indicate using their LXs mostly online, when watching films/series, going on vacation, at work, or talking to friends. It is worth noting, with regards to English, that the southern half of Finland generally scored slightly higher in English abilities compared to the northern

half (Education First, 2023b), but the discrepancy between the two remains relatively low.

2.2.2 Prevalence of LX English Knowledge in Modern Day Society

Nordic countries, including Finland, report higher levels of English competencies than other EU countries (Peterson, 2022), which should come as no surprise as international and inter-cultural communication, as well as language learning, is greatly valued in Finnish society (Taavitsainen & Pahta, 2003). In fact, Taavitsainen and Pahta note that students are required to study at least two languages other than their first language during the Basic Education program (i.e., ages seven to 16). English in particular is viewed as an important tool to be able to participate in the era of globalization as English is often used when communicating with people from countries outside of Finland (Taavitsainen & Pahta, 2003). Furthermore, in order to stay competitive in the global market, which Finland's economy is now largely dependent on as a primary source of revenue, speaking English is a non-negotiable (Peterson, 2022) as it is the primary language utilized in international trade and relations (Taavitsainen & Pahta, 2008). Peterson (2022) demonstrates that as a country with a relatively small population, few people outside of Finland speak Finnish. This has influenced Finnish researchers to published their work in English (see also Taavitsainen & Pahta, 2003) in hopes of gaining international recognition.

English is not only present in international trade and/or professional contexts, but also in everyday life (Taavitsainen & Pahta, 2003). Taavitsainen and Pahta indicate that:

English is encountered on a daily basis through audiovisual mass media and various forms of popular culture and entertainment, such as the cinema, TV soap operas, satellite channels, and electronic games. Exposure to English is heightened by the fact that in the Finnish broadcasting system, all foreign language TV programmes and news items have authentic voices with subtitles instead of dubbing; the same applies to the cinema. (p. 5)

As watching films, series, and the news, are considered pleasurable activities individuals engage in during their spare time, having these activities in English would greatly increase their exposure to the language. English has also evolved into a fashionable language within the past 20 years as many company advertisements slogans consists of English words (Taavitsainen & Pahta, 2003; Taavitsainen & Pahta, 2008). The authors give examples such as Blue Fitness, City Gym, and Wellness Center, for gym and fitness center names. Taavitsen and Pahta (2003; 2008) note that English words are even mixed in with Finnish words in every day discourse, particularly amongst the younger generation. When taking all of these aspects into consideration, it is clear that despite the relative lack of English first language speakers in Finland, the English language is present in the everyday social interactions of many Finns, to the point where some worry about younger generations losing their ties to Finnish culture (Taavitsainen & Pahta, 2003).

2.2.3 Current Trends in LX English Education

Unlike many other LX English programs in other countries, Finland prides itself on providing teachers with full autonomy when it comes to selecting learning materials and pedagogical practices. Educators are encouraged to choose materials and teaching

strategies that best correspond to their personalities and styles, as well as their students' needs (Sarja et al., 2017). This means that educators are also welcome to choose their own textbooks. In fact, most textbooks used in Finnish classrooms are written by a group of currently practicing subject specific teachers from across the country (as explained by one of the Finnish teacher participants in section 9.2.2.3). Finnish teachers are also under no pressure to prepare students for standardized testing, as this is not a practice in the country. Furthermore, Finnish schools are governed by at least two types of curricula: the National Core Curriculum and the local curriculum. Schools also have the option of creating a school specific curriculum if they so choose (Latomaa & Nuolijärvi, 2002). The following section will outline the LX English objectives found in the National Core Curriculum as well as the different types of content that are typically included in local curriculums.

2.2.3.1 The National Core Curriculum

With regards to the National Core Curriculum, the Finnish National Board of Education (FNBE) is responsible for drawing up a program for all Basic Education students in the country in order to ensure uniformity of teaching (Sarja et al., 2007), in hopes of eliminating disparity between schools. This document outlines general objectives and core contents of subjects taught in schools as well as the principles of assessment (Sarja et al., 2007). The National Core LX English curriculum in effect at the time of this study was first officially implemented for all levels of education in all Finnish schools by the fall of 2017 (Jakku-Sihvonen, 2008). The reform to this curriculum was launched in 2007, as the government sought to build on the strengths of the current system, while taking into consideration the world changes since the last curriculum was implemented in 2004. Between 2012 and 2014, a prospective National

Core curriculum was made available to the public in order to receive and integrate feedback from students, parents, community members, and other interest groups before implementing the final version (Halinen, 2018). With regards to LX education, as per the current National Core Curriculum, students begin formal LX learning in Grade 3 however, since 2020, the government has been encouraging schools to start language instruction before Grade 3 (Hahl & Pietarila, 2021). As a result, LX English education in Grades 1 to 2 does not have an official national curriculum (but may, however, have a local curriculum), and teaching is often based on learning the basics of the language through songs, play, games, and physical activities (Finnish National Board of Education, 2014).

The National Core Curriculum of 2014 is designed based on four fundamental pillars: all pupils are unique and have the right to high quality education, pupils must be treated equally and with humanity, cultural diversity is a richness, and education must promote a sustainable way of living. In order to achieve these four fundamental pillars, schools must follow seven guiding principles: there must be a learning community at the heart of the school culture, daily well-being and safety must be felt by students and staff, educators should employ interactive and versatile pedagogical approaches, cultural diversity and language awareness are to be promoted, along with participation and democratic action, students are to be treated with equity and equality, and finally, students should learn environmental responsibility and adopt sustainable future habits.

Unlike many other curriculums from other countries, the National Core Curriculum highlights the importance of the quality of the physical learning

environment and working conditions. Schools are strongly encouraged to take into consideration the aesthetics of the building, with particular attention to soft lighting, proper air quality, comfort, order and tidiness, acoustic conditions, and accessibility. A sufficient amount of break time in between classes are also outlined in the national curriculum as a minimum of 45 minutes of each hour must be allotted to instructional time, as per the *Basic Education Act* (Finnish National Board of Education, 2014), while the remaining 15 minutes can be reserved for recess, however, this is up to the individual school's discretion. All students in Finland are also entitled to a free nutritional daily lunch, in order to promote healthy eating.

As per the National Core Curriculum of 2014, teachers in Finland are free to choose the pedagogical practices they deem to be the most effective depending on the classroom atmosphere, student knowledge level, and teacher personality. However, the curriculum does place emphasis on the importance of integrative instruction, meaning that students should learn how to apply knowledge from one subject area to at least one other subject area taught in school. The curriculum suggests the following tools and methods to achieve this objective: organizing parallel study unit (students work on a single theme in two or more subjects simultaneously), employing the sequencing method (covering several topics over several weeks relating to one overarching theme) having theme days/events/study visits from other schools, organizing longer multidisciplinary periods of study, selecting content from different subjects and shaping it into integrated units/modules. The objective behind the notion of integrated studies is to foster transversal competencies, allowing students to apply the knowledge

they learn in specific subject courses to other subjects as knowledge cannot be limited to only one content area.

With regards to assessment, teachers are to encourage and support student learning through constructive feedback. Students should understand that failures and incorrect answers are part of the learning process and must happen in order for real learning to take place. Throughout the year, assessments can be formative as well as summative in order to indicate student progress. Students receive an evaluation at the end of the year demonstrating their strengths and skills that should be improved. Between Grades 1 to 7, these evaluations may be delivered in either a verbal format, by numerical grade, or a combination of both based on what the educators deems as the best approach. In Grades 8 and 9, students receive a numerical grade. In addition to the end of year annual evaluations, students in Grades 2 and 6 complete an evaluation assessing all subject matter. It is important to note that these evaluations are not standardized tests, nor are they designed to compare student results between schools as this concept is not practiced in Finland. Instead, the purpose is to inform individual students on their progress. Finally, all students complete an exam at the end of Grade 9 to assess whether or not they have successfully achieved the objectives of the Basic Education program and thus determining if they receive their diploma.

In relation to LX learning, student follow either an A or a B syllabus. The A1 and A2 syllabi are for more advanced learners while the B1 and B2 syllabi are for students at the basic to intermediate level in the target language. Given the prominent status of English in Finland, the National Core Curriculum highlights the fact that many Finns study English in their spare time or are at least exposed to it relatively often

compared to other foreign languages, and thus the curriculum consists of a separate A syllabus specifically for LX English that takes informal learning experiences into account. Each grade does not have its own syllabus, but instead, one A syllabus and one B syllabus for Grades 3 to 6, and another A and B syllabus for Grades 7 to 9. It is expected by the end of Grades 6 and 9, students have mastered the English syllabus throughout the past three academic school years. As indicated earlier, the national curriculum does not contain specific examples of content that must be covered, for example, verb tenses, vocabulary, or popular expressions, as this information is listed in the local curriculum. Instead, the national curriculum consists of three overarching general content areas that local curricula must adhere to: growing into cultural diversity and language awareness, language-learning skills, and evolving language proficiency, interaction skills, text interpretation skills, and text production skills. These content areas remain unchanged as the student moves from the Grades 3 to 6 curriculum to the Grades 7 to 9 curriculum. Instead, the learning objectives listed under each content area go into further detail. For example, as listed below in Figure 1, objective O1 in the Grades 3 to 6 curriculum is more basic in the sense that students are learning about recognizing the status of English at the global level.

Figure 1

Curriculum Examples of LX English Learning Objectives Between Grades 3 and 6

Objectives of instruction in the A syllabus in English in grades 3–6		
Objectives of instruction	Content areas related to the objectives	Transversal competences
Growing into cultural diversity and language awareness		
O1 to guide the pupil to notice the linguistic and cultural richness of his or her surroundings and the world, and the status of English as a language of global communication	C1	T2
O2 to motivate the pupil to value his or her own linguistic and cultural background and the linguistic and cultural diversity of the world and to encounter people without prejudices	C1	T1, T2
O3 to guide the pupil to notice phenomena that are similar and different in languages and to support the pupil in developing his or her ability for linguistic reasoning	C1	T1, T2
O4 to guide the pupil to understand that there is plenty of material available in English and to select material with suitable content and level of difficulty that promotes his or her learning	C1	T2, T3
Language-learning skills		
O5 to explore the objectives of the instruction jointly and to create a permissive classroom atmosphere in which getting the message across and encouraging learning together have the most important role	C2	T1, T3
O6 to guide the pupil to take responsibility for his or her language learning and to encourage the pupil to practise his or her language proficiency confidently, also using ICT, and to experiment to find the ways of learning languages that are the best suited for him or her	C2	T1, T4, T5, T6
Evolving language proficiency, interaction skills		
O7 to guide the pupil to practise interacting in situations with many types of themes and to encourage him or her to continue regardless of possible temporary breaks in communication	C3	T2, T4, T5, T7
O8 to encourage the pupil to maintain a communication situation by using many different means of continuing the communication	C3	T4

Note. Examples of learning objectives from the national LX English curriculum (Finnish National Board of Education, 2014, p. 375).

The same objective (O1) in the Grades 7 to 9 program, as illustrated in Figure 2, builds on the original objective from the Grades 3 to 6 curriculum, but requires students to

think more critically about the world status of English and how it plays a role in inter-cultural communication and competence.

Figure 2

Curriculum Examples of LX English Learning Objectives Between Grades 7 to 9

Objectives of instruction in the A syllabus in English in grades 7–9		
Objectives of instruction	Content areas related to the objectives	Transversal competences
Growing into cultural diversity and language awareness		
O1 to promote the pupil's ability to reflect on phenomena related to the status and the variants of English and to provide the pupil with prerequisites for developing his or her intercultural competence	C1	T1, T2
O2 to encourage the pupil to find interesting English-language contents and environments that expand his or her perception of the globalising world and opportunities for acting in it	C1	T1, T2
O3 to guide the pupil to observe the regularities in the English language and how the same concepts are expressed in other languages and to use linguistic concepts as support for learning	C1	T1, T3
Language-learning skills		
O4 to encourage the pupil to set goals, utilise different ways for learning English, and assess his or her learning independently and in cooperation with others, and to guide the pupil towards positive interaction where delivering the message is most important.	C2	T1, T3
O5 to support the pupil in developing his or her independence in applying his or her language proficiency creatively and in developing the preconditions for lifelong language learning	C2	T1
Evolving language proficiency, interaction skills		
O6 to encourage the pupil to participate in discussions on diverse topics that are appropriate for the pupil's age and life experience and also deal with opinions	C3	T4
O7 to support the pupil's initiative in communicating, using compensation, and negotiating meaning	C3	T4, T6
O8 to help the pupil recognise cultural features in communication and to support the pupil in constructive intercultural communication	C3	T2
Evolving language proficiency, text interpretation skills		
O9 to offer the pupil opportunities for reading and listening to versatile standard-language and popularised texts from various sources and to interpret them using different strategies	C3	T4
Evolving language proficiency, text production skills		
O10 to guide the pupil to produce both spoken and written texts for different purposes on general topics or topics meaningful for the pupil while paying attention to the diversity of structures and good pronunciation	C3	T5, T6
Key content areas related to the objectives of the A syllabus in English in grades 7–9		

Note. Examples of learning objectives from the national LX English curriculum (Finnish National Board of Education, 2014, p. 616).

In general, the Grades 3 to 6 curriculum involves learning basic information about the English language whereas the Grades 7 to 9 program asks students to begin to think

more critically about the language by expressing opinions in English, gaining exposure to different types of texts, and recognizing cultural features in a text. Finally, at the end of this document, there are assessment grading rubrics for the evaluation at the end of Grades 6 and 9. The criteria listed in the grading rubric consists of a list of observable general skills and competencies, designed to assist the educator to evaluate each student. An example of a criteria includes “pupil is able to exchange thoughts or information in familiar and everyday situations and can occasionally maintain a communication situation” (Finnish National Board of Education, 2014, p. 380). In other words, students must demonstrate the ability to discuss and maintain conversations on topics related to their daily lives.

2.2.3.2 Local Curriculum

In reference to the local curriculum, each municipality constructs its own subject specific curriculum, which provides more details about the content to be covered while remaining in line with the National Core Curriculum (Halinen & Holappa, 2013; Latomaa & Nuolijärvi, 2002; Sarja et al., 2017). Local curriculums are responsible for outlining detailed information pertaining to goals and content for each grade, the number of lesson hours allotted to each subject, selection of foreign languages and optional subjects (Halinen & Holappa, 2013). The authors continue to note that similar to the National Core Curriculum, cooperation and feedback from the entire teaching staff, students, parents, community members and establishments such as libraries, religious communities, and social and healthcare authorities. Once this document has been drafted, it is then evaluated by local educational authorities.

Local curriculums differentiate between areas and therefore do not follow a uniform format. However, all grade specific material must relate to the general content

areas outlined in the National Core Curriculum (i.e., growing into cultural diversity and language awareness, language-learning skills, and evolving language proficiency, interaction skills, text interpretation skills, and text production skills). Under each of these categories, educators will find a description of what students should be working towards. Some municipalities may choose to include details of the types of learning activities that may assist students to achieve the learning goals, whereas other local curriculums keep the guidelines more general. For example, one local curriculum followed by one of the Finnish participants in the current study focuses on learning correct pronunciation, word stress, and intonation when communicating in English, whereas another local curriculum followed by another Finnish participant suggests focusing on expanding students' vocabulary and expressions in addition to pronunciation. The reason for the difference in local curriculums is due to the fact that English language competencies differ between municipalities, and therefore, the local curriculum is designed to target their students' specific needs. It is worth noting that none of the local curriculums followed by the current study's Finnish participants include lists of specific verb tenses and vocabulary words. Grammatical content and topics of discussion are left to the teacher's discretion.

2.2.4 Current Trends in Teacher Training & Recruitment

Education is viewed as playing an important role in Finnish society and thus, teachers are regarded as professionals who are primarily responsible for promoting lifelong learning amongst students (Larzén-Östermark, 2009). As a result, entrance to teacher training programs is extremely selective, allowing universities to select the strongest candidates (Sahlberg, 2007). Since the educational reform in 1972, all

teachers in Finland are required to complete a bachelor's and a master's degree (Jakku-Sihvonen, 2008). Finnish teacher training programs adhere to the criteria outlined in the Bologna Process, a document drafted between 2003 and 2006 creating a form of standardization and coherence between European post-secondary institutions (Jakku-Sihvonen, 2008). Prospective educators looking to teach in the Basic Education program follow one of two paths of study: the class teacher or the subject teacher options. Class Teachers are trained for Grades 1 to 6 (i.e., approximately 7 to 13-year-olds). These teacher candidates must complete a Bachelor's degree, ideally majoring in a subject taught in schools, along with a master's degree, typically in education. Individuals in the Class Teaching program are required to complete a thesis during their master's degree, related to the education field. In total, Class Teachers are required to complete 140 ECTS (European Credit Transfer and Accumulation System) credits in educational studies. One ECTS credit is equivalent to 27 hours of study. With regards to the Subject Teacher option, prospective teachers are trained from Grades 7 to 9 (i.e., approximately 13 to 16 years old). These particular students must complete a bachelor's and a master's degree, majority in one or two subjects taught in schools (i.e., math, biology, chemistry, etc.) to obtain the required 140 ECTS credits. Furthermore, these individuals are required to obtain at least 60 ECTS credits in pedagogical studies, in order to be able to teach in schools. The master's thesis typically relates to the subject field in which the student has majored. Prospective educators from both program options must also successfully complete a practicum consisting of 20 ECTS credits alongside a licenced school teacher. The primary difference between the two paths of study is the fact that Class Teachers complete more courses related to pedagogical

studies and will teach younger students, while Subject Teachers study their specific teachable subjects in more depth and will teach older students (Jakku-Sihvonen, 2008).

As mentioned in the previous paragraph, teacher candidates undergo pedagogical training in order to prepare them for the field. With regards to LX teaching, prospective teachers learn about research-based pedagogical skills, such as methods relating to communicative-interactive methodology, communication competence and performance, grammar versus communication, teaching materials and assessment, and content-based foreign language curricula (Marsh et al., 1994). Therefore, in theory, LX English educators teaching students, specifically in Grades 7 to 9, should have not only majored in English, but should also have studied how to teach English as an LX.

Conclusion

This chapter has provided the reader with information pertaining to historical and present-day contextual factors that likely contribute to shaping student motivation to learn LX English. For example, the heavy presence of English in the media and everyday life provides students with exposure to the target language, which research has linked to higher levels of motivation (Dörnyei, 1990; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002). This country was included in the study as it is believed that it will offer an interesting perspective for comparative purposes, as the country's education system is one-of-a-kind, differing from conventional strategies used in most Western countries (Sahlberg, 2007). This may possibly have a positive impact on student motivation in LX English learning. Jaatinen and Saarivirta (2014) believe this is due to a variety of factors, such as the fact that all schooling, learning materials, and even lunches are free for all students, education is highly valued in Finnish society, and

teachers are highly qualified professionals as university training programs are competitive, allowing for the selection of top candidates.

Chapter 3: The New Brunswick Context

New Brunswick is a small province located on Canada's east coast, next to the Atlantic Ocean. The total number of inhabitants in New Brunswick is 775,610, representing a relatively small number of the Canadian population, which is 36,9 million (Statistics Canada, 2023). Despite the fact that Canada is an officially bilingual country (French and English), New Brunswick is unique in the fact that it remains the country's only officially bilingual province, as the remaining provinces and territories are either officially Anglophone or Francophone. In fact, rates of knowledge of both official languages in New Brunswick are higher than the national average, as 30% of New Brunswickers report having the ability to hold a conversation in English and French, while the national average is 17.97% (Statistics Canada, 2023). As noted in the general introduction, the New Brunswick context make for an intriguing third context to explore in the current study as exposure to LX English is arguably higher in this region compared to Finland and France, as both languages are widely spoken in the area. Previous research has linked increased exposure to a target language as having a significant contributor to raising student motivation to learn LX English (Dörnyei, 1990; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002). However, given the province's extensive history of conflict between the Francophone and Anglophone communities, motivation to learn LX English may not be as high as expected, given the historical conflict between the Francophone and Anglophone communities, eventually leading to the suppression of Francophones, which will be further elaborated upon throughout this chapter. The following chapter will be divided into two main sections, the historical context and the present-day context. The historical context will

discuss background information related to specific events, government policies, and emerging attitudes, and LX English teaching practices that have shaped the province's outlook on LX English education. The present-day context will examine the province's current demographic situation, including the number of French first language speakers and English first language speakers, along with current trends in LX English teaching methods, the curriculum, and how teachers are trained and recruited in the province. The objective of this chapter is to provide the reader with an overview of the history of the province as well as a snapshot of current day New Brunswick in order to understand the variety of sociocultural influences that may impact student motivation to learn LX English today. Finally, as Canada in general is a newly establish country compared to its European counterparts and has a significantly lower population that France and Finland, logically, this chapter will have less information to report than the French context (Chapter 1) and the Finnish context (Chapter 2).

3.1 Historical Context

The following section will present information pertaining to historical events within the province of New Brunswick that have contributed to LX English education in the present day. Firstly, a description of past events shaping the place of English within New Brunswick society and how it relates to educational policy and reforms will be discussed. This will then be followed by a presentation of how LX English has been taught in the past in francophone schools.

3.1.1 Events Shaping Perceptions Towards LX English Learning

Before colonization by the French and British settlers in the late 1500s/early 1600s, Canada was inhabited by indigenous people who spoke approximately 450

languages and dialects (Burnaby, 1997). Unfortunately, the majority of these languages disappeared during the period of colonization. Throughout the following centuries, the English and French struggled for control over the land. Several provinces, specifically the Atlantic Canadian ones, including what is referred to as modern-day New-Brunswick, changed hands between the two at least seven times (Landry & Allard, 1994). English was eventually established as the dominant language in the 19th century during the industrial revolution, due to its strong ties with the British Empire (Burnaby, 1997). As a result, English was the primary language of instruction in schools and new immigrants chose English as their foreign language. Undoubtedly, unilingual francophones were at a severe disadvantage during this time period, giving rise to protests in francophone regions within the country. In response to these events, the federal government officially declared English and French as having equal status in Canada in 1969 with the implementation of the *Official Languages Act* (Parliament of Canada, 2023), requiring all government services to be provided in both French and English. Canada continued along its trajectory towards bilingualism by encouraging each province to provide French and English language education to school aged children in the early 1970s (Burnaby, 1997). Finally, it became officially illegal to discriminate against individuals based on language in 1982 as stipulated in the *Canadian Charter of Rights and Freedoms* (Government of Canada, 2022).

Throughout New Brunswick's relatively short existence, the province has experienced a complicated history with regards to language. Landry and Allard (1994) indicate that between 1604 and 1713, modern day New Brunswick in addition to other regions of Atlantic Canada, "...changed hands between France and England no less

than seven times” (p. 182). The authors continue to note that increased trading with British settlers in the United States and being under frequent British rule, English eventually became the dominant language. This was unfortunately further strengthened during the Deportation of 1755 when Francophones were driven out of the area, led by the British (Hayday, 2002). Between 1758 and 1762, 2,000 Francophones were detained as prisoners in the city of Halifax and were then deported to France. Hayday (2002) explains that the Francophones who were not deported, retreated to Northern New Brunswick, in order to protect themselves from the British authorities. Francophones who inhabit this area today are descendants of those who managed to avoid being deported, known as Acadians (Landry & Allard, 1994; Pilote et al., 2010).

After the Deportation, the remaining Acadians “...were able to establish fairly homogenous communities, situated close both to each other and to the current Québec border,²¹ which had the effect of creating a continuous belt of francophone populations” (Hayday, 2002, 240). Hayday indicates the fact New Brunswick Acadians were able to establish a close network of francophone communities as well as their own services and businesses, made it possible to live in a mostly in French environment, and keep assimilation levels low. The author continues to explain that educating children in French was of great importance for Acadians if they wished to protect their culture from assimilation. As all Acadians spoke English at this time, LX English learning was placed on the backburner as the focus turned towards promoting education in French after a long era of only having access to education in English. Furthermore, Anglophones were also encouraged to learn LX French through

²¹ Canada’s only official Francophone province.

immersion programs in hopes of creating a province where residents are able to communicate in both French and English.

3.1.2 Educational Reforms Affecting LX English Learning

Before the 1960s, Acadian children were mainly taught in English or attended bilingual schools (Murray & Kouritzin, 1997). The Acadian community began to lobby for their children to be educated in French and to abolish bilingual schools. As cited in Hayday (2002), the quote below from an Acadian lobbyist in a local newspaper, *Évangeline*, captures the sense of urgency to avoid bilingual education as it creates “monsters” who will no longer have an attachment to their culture whether they are francophone or anglophone, creating a generation of children who are confused about their identity:

*Un système scolaire bilingue est une utopie et un instrument d'assimilation. Sciemment ou non, c'est fonder une génération de jeunes qui ne seront ni francophones ni anglophones. Bravo, diront certaines personnes bien pensantes, enfin nous aurons des Canadiens. N'allons-nous pas plutôt former des monstres qui n'auront plus d'attache avec leur héritage culturel dans le sens large du mot.*²² (Claude Bourque, “Un problème épineux,” *Évangeline*, 26 May 1972, p. 6, as cited in Hayday, 2002)

²² “A bilingual school system is a utopia and an instrument of assimilation. Knowingly or not, it is creating a generation of young people who will be not be French or English speakers. Bravo, some right-thinking people will say, finally we will have Canadians. Are we not rather going to form monsters who will no longer have any connection with their cultural heritage in the broad sense of the word?”

By the end of the 1960s, bilingual schools and districts were abolished and francophone and anglophone schools were established (Murray & Kouritzin, 1997). Not long after, New Brunswick declared itself as officially bilingual in 1969 (Burnaby, 1997).

Although bilingual schools no longer existed, learning the other official language became compulsory in schools. With regards to second language learning in New Brunswick, in 1965, the province introduced a new policy requiring French as a second language to be taught in anglophone schools and English as a second language to be taught in francophone schools. At this point in time, francophones were required to take English as a second language in Grades 3 (eight to nine years old) to 10 (15 to 16 years old) and anglophones were required to take French as a second language between Grades 5 (ten to 11 years old) to 10 (15 to 16 years old) (Hayday, 2002).

3.1.2.1 History of LX English Teaching

After conducting multiple extensive searches, information with regards to the evolution of LX English teaching practices in New Brunswick is limited. Results from online searches on research databases, offered through the research institution's library, yielded results mostly pertaining to LX French education in the province, mainly immersion programs. The current LX English curriculums were available through the Government of New Brunswick website however, previously implemented curriculums and programs were unavailable. The researcher then contacted the provincial LX English sector of the Department of Education. Several provisional curriculums drafted in 1997 and 1998 were located however, these programs were unofficial and were at no point implemented in Francophone schools. The researcher then contacted the Provincial Archives of New Brunswick in attempt to find information pertaining to previous LX English teaching practices that had not been

published online. Seven documents related to the topic at hand were located. Four of the seven documents outline a pilot program that was implemented in several Francophone elementary schools, which will be further elaborated upon in the following paragraph, while the remaining three documents outline several conferences and task forces that took place with the objective of evaluating second language education in the province, however, they do not contain details on specific findings or topics that were discussed.

As indicated in the previous paragraph, there is some evidence that suggests the audio-visual method was implemented in Francophone elementary schools in the 1980s as a pilot project, however, it remains unclear if this method was eventually adopted by all schools. In the current LX English curriculum, which has been in use since 2004 (Ministère de l'éducation, 2004), no reference is made to this specific approach. As noted by Lightbown (1985), the pilot project followed students attending francophone schools in Northwestern New Brunswick, where exposure to English in communities is limited, for three years (Grade 3, 4, and 5, i.e., approximately eight to 11-year-olds). The experimental group consisted of children who followed the audio-visual method during English class, while the control group followed the curriculum. During the second year of the study, a third group of participants was created as several parents wanted their children to benefit from the audio-visual method, even though the results of the experimental group had not yet been observed. As a result, a third group was created from students who started receiving English education following traditional methods and then switched to the audio-visual method. Therefore, the study consisted of three groups of participants at the end of the data collection phase. It must be noted

that it remains unclear from the study what types of teaching pedagogy and practices were used in the control group. Lightbown (1989) demonstrates that in the experimental group, student would begin class by listening to recording and following along with the corresponding text. Oral skills were not targeted at this time. Teachers were present to provide organizational and technical support. The results from this investigation indicate that the experimental group performed significantly better on vocabulary knowledge. No differences in pronunciation skills were observed. Lightbown (1989) reached the conclusion that the audio-visual method could have some positive effects on LX English learning.

Another document obtained from the Provincial Archives of New Brunswick is a report on the costs of experimental projects in LX English education in elementary schools (Provincial Archives of New Brunswick, 1988), including the audio-visual method, published in 1988. This document notes several discrepancies between the original intent of such experimental programs and the reality in which they are implemented. For example, educators were expected to be able to confidently teach LX English, however, educators often felt they had a lack of knowledge in the subject area, which therefore diminished their willingness and ability to teach the language. Another discrepancy noted is the fact that implementing a new pedagogical method requires in-depth knowledge and understanding of the method, which several teachers lacked, especially supply and occasional teachers. Lastly, a theoretical benefit of the audio-visual method was that a class of 35 students would be able to achieve the same goals as a class of 15, as they were working independently. However, researchers found that

even though students were expected to be active in such experimental programs, they were still mostly passive during class.

In conclusion, after conducting several extensive searches, little information with regards to previous LX English educational practices and pedagogy is present. With the exception of the current curriculum documents, which were implemented in 2004 (Ministère de l'éducation, 2004), no previous program documents were located. There is some evidence that the audio-visual method was utilized in the 1980s, however, it appears that this method was not implemented across the province as the articles containing this information state that this approach was used only in pilot or experimental programs, and had varying levels of success.

3.2 Present Day Context

The province of New Brunswick has evolved significantly over the past 50 years with the introduction of the *Official Languages Act* (Parliament of Canada, 2023) and the increased access to French education. Undoubtedly, the emphasis placed on LX English education has also been subject to change. The following section will first present demographic information in addition to knowledge of the official languages. This will be followed by current trends in LX English education, ending with a description of the process involved to become a teacher in the province.

3.2.1 Demographics

New Brunswick is of particular interest to the discussion of official languages knowledge in Canada, as it remains Canada's only officially bilingual province. Each of the other provinces and territories are either officially anglophone or francophone. As a result, all government and provincial services must be provided in both French

and English. The province of New Brunswick consists of 775,610 inhabitants, with the largest cities in the province being Saint John, closely followed by Moncton, and then the capitol, Fredericton (Statistics Canada, 2023). Amongst the individuals residing in the province, 5.8% belong to a visible minority, most notably Black, South-East Asian, Arab, Chinese, and Filipino, making New Brunswick a relatively homogenous province as 94% of the population identify as Caucasian (Statistics Canada, 2023). However, the region has started to see an increase in immigrants from outside of Canada as the total number of newcomers between 2011 and 2021 was 21,784 individuals, compared to 6,605 individuals between 2001 and 2010. The majority of immigrants come from Asia, most notable from Syria, the Philippines, and India. A considerable number of newcomers also hail from Western Europe, specifically France, the United Kingdom and Germany. The remaining newcomers typically come from the United States and African countries such as the Democratic Republic of Congo, Nigeria, Egypt, and Morocco (Statistics Canada, 2023).

Despite the rise in newcomers to New Brunswick, the province continues to report an aging population. Upon examining the Statistics Canada Census from 2021, the number of residents increases with age. For example, 42,125 individuals are in the 20 to 24-year-old category and 62,295 are in the 60 to 64-year-old category (Statistics Canada, 2023). Moreover, a continuous increase in the number of individuals is observed at each age range within the 15 to 64-year-old category, demonstrating an ageing population. This is partially due to the fact that New Brunswick's main industries in the past revolved around natural resources, specifically mining, shipping, ship building, and pulp and paper mills (Hirschhorn & MacDonald, 2015), which are

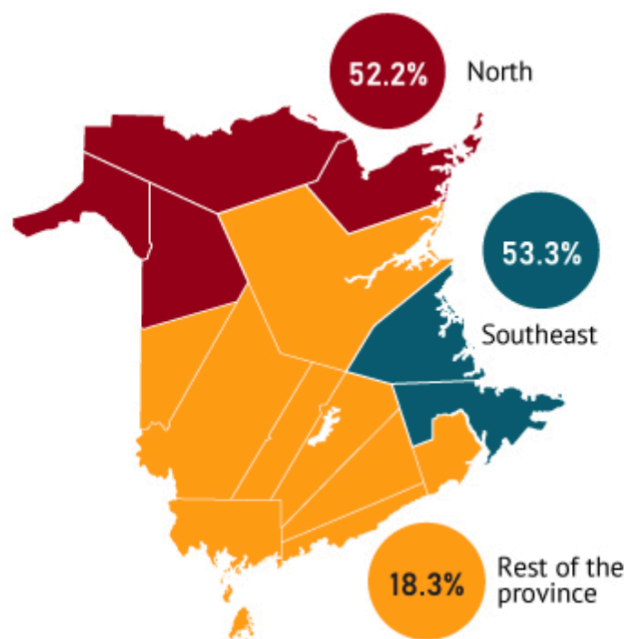
no longer in operation, thus leaving New Brunswickers struggling to find work, as the unemployment rate in 2021 was 10.3%. As a result, many residents have relocated to Western Canadian provinces, such as Alberta, to work in the oil industry.

3.2.2 Prevalence of LX English Knowledge in Modern Day Society

With regards to language in New Brunswick, the Statistics Canada 2011 Census indicates that 30% of the population speaks French as a first language, while 69% speak English as a first language, making the Anglophone community more than two thirds the size of the French community. As for those who do not speak French or English as a first language, this statistic is 0.22%. In terms of competencies in both of the official languages, 34% of New Brunswick residents report being able to maintain a conversation in both French and English. This number, however, consists of significantly more French first language speakers than English first language speakers as 7.9% of the population speak French only, while 58% speak English only, and 0.24% do not speak either language. Amongst the 34% of inhabitants who speak both languages, the majority are found in the northern and the south-eastern areas of the province. As depicted in Figure 3, 52.2% of Northern New Brunswickers, consisting of mainly francophone communities and areas where both French and English are spoken, report being able to speak both official languages. Similarly, 53.3% of individuals residing in Southeast New Brunswick, the economic hub of the province, could speak both English and French, while 18.3% of those outside of these areas could speak English and French (Statistics Canada, 2023).

Figure 3

Percentage of Official Languages Knowledge by Region in New Brunswick



Note. Official languages knowledge in New Brunswick by Statistics Canada (2022)

As demonstrated in Figure 3, despite the fact that New Brunswick is an officially bilingual province, it is important to note that language competencies vary greatly depending on the region and that French first language speakers are more likely to speak both official languages than are English first language speakers.

3.2.3 Current Trends in LX English Education

All students currently attending a francophone school in the province of New Brunswick are required to study LX English from Grade 3 (eight to nine years old) to the end of Grade 12 (17 to 18 years old), when students are eligible to graduate from high school (Department of Education and Early Childhood Development, 2023). As the participants in the current study are between the ages of 11 and 14 years old, two curriculum documents will be referenced in this section as they cover the target age group of the study. The LX English program of studies for Grades 6 to 8 (Ministère de

l'Éducation, 2004) and Grade 9 (Ministère de l'Éducation, 2003) outline several general guidelines and philosophies for creating a conducive atmosphere to learn English. Firstly, English is to be the primary language of instruction as teachers are expected to model language use for their students. Teachers are also expected to use teaching approaches that favour interaction, collaboration, and communication amongst students in order for them to observe the relevance of English in their daily lives, as per the curriculum. Moreover, educators are expected to focus on fostering motivation and confidence in students. In order to implement this ideal, there should be a focus on the content of the student's message rather than the form, meaning that learners should be encouraged to communicate without emphasis being placed on linguistic errors. The program states that once a student is able to successfully formulate their message, linguistic improvement and accuracy can then be explored. Teachers should therefore follow the general principle of highlighting what the student is capable of doing instead of what they are incapable of doing. Lastly, educators are expected to provide learners with regular feedback throughout the course through the form of summative evaluation, such as short quizzes and comments that do not count towards the student's final grade. These types of feedback are designed to help students understand their strengths and weaknesses, allowing them to develop effective strategies to improve their skills before final tests and projects that determine their final grade, known as formative evaluation.

With regards to pedagogy, the LX English curriculum documents do not indicate that any specific teaching method must be used, however, the approached that teachers choose must be communicative in nature and experiential. As defined by the

LX English program of studies for Grades 6 to 8, experiential learning consists of “... *apprentissage centré sur l'apprenant et l'apprentissage actif, significative et lié à des situations réelles*”²³ (Ministère de l'Éducation, 2004, p. 32). In other words, learning must take place through lived experiences that are representative of real-life situations, whereby learners actively communicate with each other. In order to increase student motivation and authentic contact with the language, teachers are expected to choose topics related to students' previous knowledge and interests. It is important to note that the LX English curriculums do not provide educators with pre-determined topics as this likely differs between classes. Furthermore, a project-based approach is encouraged as teachers must put students in communication contexts every day. Not only do projects allow students to discuss the course content with each other, but they also provide students with increased autonomy to choose their own variation of the topic and mode of evaluation. Furthermore, educators are better able to provide specific support and adapt their teaching styles when working with smaller groups compared to the entire group. Finally, teachers should try to create opportunities for students to use modern technologies during learning activities as well implementing an interdisciplinary approach in which students use their knowledge in English as well as another subject to complete a project or assignment.

The LX English program is divided into six separate curriculums: one curriculum for Grades 3, 4, and 5 and a second for Grades 6, 7, and 8. Grades 9, 10, 11, and 12 each have their own curriculum. The first two curriculum documents are used for multiple grades and each consist of the same learning criteria. A symbol system is

²³ “... *learner-centered education and active learning, meaningful and linked to real-life situations.*”

used to indicate the progression of mastery for each learning criteria in each specific grade. As demonstrated in Figure 4, the arrow represents *sensibilisation*,²⁴ meaning teachers should begin to introduce a concept to students, the square indicates *acquisition*,²⁵ meaning students should be actively working towards mastery of the topic, while the circle represents *consolidation*,²⁶ in which students are expected to have completely mastered the concept.

²⁴ Awareness.

²⁵ Acquisition.

²⁶ Consolidation.

Figure 4

Examples of Learning Objectives in the LX English Curriculum for Grades 6 to 8

PLAN D'ÉTUDES : VOIE A ET VOIE B

Résultat d'apprentissage général			
A1	Interpréter, négocier et réagir en interaction orale dans des situations sociolinguistiques variées		
Résultats d'apprentissage spécifiques			
<i>L'élève doit pouvoir :</i>			
	6	7	8
1.1	participer à des conversations spontanées en salle de classe	■ ■ ●	
1.2	produire des messages simples, signifiants et compréhensibles malgré ses erreurs	■ ■ ●	
1.3	employer des mots apparentés et des expressions de tous les jours	■ ● ●	
1.4	utiliser des référentiels afin de vérifier sa compréhension et de construire sa communication	▶ ■ ■	
1.5	suivre des directives complexes dans des contextes variés	■ ● ●	
1.6	redire les éléments clés dans une situation interactive afin de démontrer sa compréhension	▶ ■ ■	
1.7	faire des liens entre des narrations et son vécu	▶ ▶ ■	
1.8	donner des directives et décrire le mode d'emploi	▶ ▶ ■	
1.9	faire ressortir l'idée principale de textes de différentes sources qui exploitent des sujets familiers	■ ■ ●	
1.10	préparer et livrer des présentations informelles dans ses propres mots	▶ ▶ ■	
1.11	exprimer ses préférences, ses sujets d'intérêt et ses sentiments	■ ● ●	
1.12	prononcer correctement les mots familiers de l'environnement immédiat	■ ■ ●	
1.13	décrire des activités familiales et habituelles	■ ■ ●	
1.14	formuler des phrases variées à partir de structures familières	■ ● ●	
1.15	employer le vocabulaire et les expressions appropriés au contexte	■ ■ ●	
1.16	sélectionner et appliquer des stratégies d'apprentissage et de communication	■ ■ ■	
1.17	s'auto-évaluer face aux stratégies choisies	▶ ■ ■	
1.18	exploiter des éléments des dimensions de la langue, de la formation langagière générale et de la culture afin de construire sa communication	■ ■ ■	

▶ = sensibilisation ■ = acquisition ● = consolidation

Note. Learning objective in the LX English curriculum for Grades 6 to 8 (Ministère de l'Éducation, 2004)

Grades 3 and 6 consist mostly of arrows and squares as they are at the beginning of a new curriculum, whereas Grades 5 and 8 consists primarily of squares and circles, as they are towards the end of completing the curriculum requirements. These symbols allow teachers to know what skills their students should acquire and at what grade.

As noted by Murray and Kouritzin (1997), "...the demographic composition of New Brunswick has produced a variety of language communities, ranging from unilingual francophone to unilingual anglophone" (p. 190). As a result, some students have a high degree of contact with the English language outside of school while other students have a low degree of contact, making it difficult for teachers to meet the needs of all learners. Therefore, the LX English program in New Brunswick is divided into two streams: *Voie A* and *Voie B* (i.e., track A and track B as depicted in Figure 4). Although both tracks consist of exactly the same learning criteria, track A is more extensive for each learning criteria and lists examples of more advanced learning material than track B. Depending on the linguistic situation in the community in which students are taught, track A may have a higher enrollment than track B and vice versa. For example, in community where both French and English are widely spoken, more students may follow track A compared to track B, however in a largely francophone community, track B is likely the more popular option.

Each of the six curriculums consist of specific learning criteria related to one of four overarching categories: *la communication*, *la formation langagière générale*, *la langue*, et *la culture*. *La communication*, hereon referred to as communication includes activities related to speaking and writing as well as a variety of language functions such as words to describe a concept, agreement/disagreement vocabulary, and persuasive speech. During such activities, students should be encouraged to take risks and practice using the language in order to achieve progress. With regards to *la formation langagière générale*, hereon referred to as general language education, this category is meant to foster a variety of metacognitive strategies to help students develop their

knowledge independently. For example, self-correction techniques and critical thinking strategies that are not only applied to English, but to language learning in general. *La langue*, or language, includes topics related to the form and structure of the language, for example, grammar and syntax. Finally, *la culture*, or culture, encompasses learning activities related to English traditions, holidays, and customs, in addition to pragmatic knowledge, such as popular expressions and forms of politeness.

In order to make the LX English curriculums more user friendly, specific learning criteria are placed under one of three general learning criteria as outlined in the 2003 and 2004 curriculum documents:

- 1) *Interpréter, négocier, et réagir en interaction orale dans des situations sociolinguistiques variées* (i.e., interpret, negotiate, and react during an oral interaction in a variety of sociolinguistic situations)
- 2) *Interpréter et réagir de façon critique à la signification de messages médiatiques et de textes variés* (i.e., interpret and react critically to the meaning of messages in the media and in a variety of texts)
- 3) *Présenter de l'information, des concepts et des idées à une variété d'auditoires et avec une variété d'intentions* (i.e., present information, concepts, and ideas to a variety of audiences and with a variety of intentions)

Each of these general learning criteria consist of ten to 18 specific learning outcomes that are observable. For example, the first general learning criteria category above consists of 18 learning outcomes, as demonstrated in Figure 4. Examples of specific learning criteria listed under the first category include: justifying one's point of view and expressing one's opinion. Examples listed under the second category include:

identify the primary and secondary ideas presented in a text, and react in a variety of ways after reading a text. With regards to the third category, examples include: select and apply learning strategies and writing styles, and utilize rich and a variety of vocabulary, expressions, and sentence structures. At the end of each of these three general learning criteria, the curriculum presents suggested learning activities, such as journal entries, role plays, songs, and games, etc., modes of evaluation, for example, recording or presenting a news report in front of their peers or writing an autobiography, and types of communication patterns the teacher should be able to observe in their students, such as using descriptive vocabulary or using expressions in popular culture.

Finally, towards the end of the curriculum, teachers can find a list of specific teaching points for each of the four overarching categories (i.e., communication, general language education, language, and culture). For example, a list of vocabulary words related to various types of discourse, such as descriptive vocabulary or words of agreement/disagreement, and expressions commonly used in anglophone culture such as: TGIF! or I have a frog in my throat. It is important to note teachers are not required to cover the entire list as they are simply suggested teaching points. The educator has the freedom to choose what materials they will present in class and how they will teach it, as long as they are developing students' competencies towards the learning criteria and utilizing a communicative experiential approach.

The curriculum described above is relevant to students between the ages of 11 to 13. As the current study seeks to examine motivation towards LX English learning in individuals between the ages of 11 and 14, the Grade 9 curriculum must also be

presented in this section. The Grade 9 program is taught to students between the ages of approximately 13 to 15. The four overarching categories as well as the three general learning criteria remain unchanged from the Grades 6 to 8 curriculum. There continues to be track A and B for students to follow, depending on their level of English at the start of Grade 9. What does change at this point are the specific learning criteria listed under each of the three general learning outcomes and the suggested learning activities. At this stage, students are expected to think more critically about the language and interpret texts and discussions in more depth. For example, under the second general learning outcomes, the reader can find specific learning criteria such as: make hypotheses, interpret conclusions, infer meaning, critique a reading, make predictions, or make connections between a reading and your previous experiences. This demonstrates a more abstract way of thinking that typically develops as children transition into adolescence. Furthermore, suggested learning activities start to move away from games and roles plays, as listed in the previous curriculum, and towards activities such as writing short stories, opinion letters, and justifying one's thoughts/opinions.

3.2.4 Current Trends in Teacher Training & Recruitment

All educators who wish to become a teacher in the New Brunswick public school system must possess a valid teacher licence issued by the province as stipulated in the *Education Act* (E-1.12) of 1997 (Government of New Brunswick, 1997). In order to obtain a teaching licence, teacher candidates must have completed a Bachelor of Education degree as well as an undergraduate degree with a major and a minor in two teachable subjects (i.e., subjects taught in schools such as history, biology, chemistry,

math, physics, music, etc.). As noted by Hirschhorn and MacDonald (2015), teacher education in Atlantic Canada, which includes the provinces of New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland, are divided into two streams: elementary and secondary. The elementary stream focuses on preparing educators to teach kindergarten to Grade 6 (i.e., ages 5 to 12), while the secondary stream focuses on preparing educators to teach Grades 7 to 12 (i.e., ages 13 to 18). The authors continue to note that most teacher candidates follow a consecutive Bachelor of Education program, meaning that students complete an undergraduate degree of approximately four years and then continue to complete a Bachelor of Education degree, ranging anywhere from 11 months to two years, depending on how condensed the program is. Prospective teachers must also complete 18 weeks of practicum teaching throughout the program, in which they observe and work with a licenced teacher. Several universities in Atlantic Canada offer concurrent teacher education programs in which students complete an undergraduate degree and an education degree at the same time. Such programs are typically five years in length. Finally, it's important to note that students are required to pay for their post-secondary studies. Consecutive Bachelor of Education programs in Atlantic Canada costs anywhere between \$5,000 and \$15,000 (roughly 3,325 to 10,000 euros).

In theory, educators who teach English in New Brunswick should have studied the language as a teachable subject in university. However, due to a surplus of teacher graduates searching for work, educators often accept any teaching assignment they are given, even if it is not related to their field of study (Hirschhorn & MacDonald, 2015). As a result, not all English teachers have been trained to teach English. Ingersoll (1998)

notes that teachers who are new to the profession, work in middle schools, and/or teach in rural areas are more likely to be assigned courses that do not match their field of study. With regards to Ingersoll's first point, new teachers are often anxious to get their foot in the door in hopes of securing a long-term contract and will therefore accept teaching assignments unrelated to their previous studies. As for Ingersoll's second point, teachers who have higher knowledge in certain subjects are usually sent to high schools as courses at this level are more advanced and require more expert knowledge to teach. Thus, teachers with less knowledge in a subject are sent to middle schools as courses at this level are less challenging. With regards to Ingersoll's third point, educators at rural schools are more likely to be given a teaching assignment unrelated to their teachable subjects as smaller regions face more difficulty attracting teachers than urban areas, creating a teacher shortage. Hirschhorn and MacDonald (2015) note the issue with educators being attributed teaching assignments unrelated to their field, particularly in Atlantic Canada, is that they are more likely to teach closer to the textbook as they do not often possess enough knowledge to complement the course book with other activities. Furthermore, the authors indicate that such teaching assignments are temporary for teachers and they are therefore less likely to invest in the school community.

Conclusion

This chapter has provided the reader with background information pertaining to historical factors of the province of New Brunswick as well as a snapshot of the present-day context. As demonstrated above, New Brunswick consists of a majority of English first language speakers, with French first language speakers being the minority.

Moreover, Francophone are more likely to have knowledge of English than Anglophones are of French. The heavy presence of English in the province may be considered as a significant motivational factor to learn LX English according to the research (Dörnyei, 1990; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002), however, given the region's extensive history of conflict between the two communities, it is possible that this may deter students from wanting to learn LX English. It believed that examining this context will uncover the level of significance that exposure to the target language and historical elements play in LX English teaching practices, and may therefore impact student motivation.

Conclusion (part one)

Part one has outlined the historical and present-day contexts for each of the three regions that will be examined in the current study. As outlined in Chapters 1, 2, and 3, each of these contexts have witnessed a variety of historical events, such as wars, new laws and legislations, and educational reforms, that have shifted each region's relationship with LX English throughout the years. One may wonder how such historical factors relate to student motivation to learn LX English in today's day in age. As stated in the introduction to this part (see page 37), as learning is impacted not only by cognitive functioning, but also external environmental factors (i.e., embodied cognition), it is essential to understand the present-day context and how it influences student learning. In order to fully understand the present-day context, however, it is also important to understand how the current day context is influenced by previous events. By understanding the contextual factors contributing to student motivation, we can better understand why teaching practices may differ in each of the regions examined in this study, and why certain educational strategies may or may not be as effective as they are in the other contexts.

PART TWO:

Theoretical Framework

As noted in the general introduction (see page 17), motivation greatly assists in LX learning. Therefore, the second part of this dissertation will focus on the elements in the literature that have been correlated with increased LX motivation. Chapter 4 will outline the theoretical underpinnings of the motivation field and how they are relevant to the current study. It is essential to examine this information as motivational theories and frameworks serve as the building blocks or basis of the knowledge that will be presented in Chapter 5. Chapter 5 will focus on factors related to educational influences that have been found to impact student learning. As the current study will examine educational practices, the findings will be compared and contrasted to previous research, making it essential to establish the types of educational strategies that have been previously linked to increased and decreased motivation. Chapter 6 will then provide the reader with a description of environmental influences outside of the realm of education that influence student motivation. This information is pertinent to the study as it may help to account for any differences in student motivation when similar teaching practices are employed. Lastly, Chapter 7 will address factors related to teacher motivation. One may wonder how such information may be relevant in a study that seeks to investigate student motivation. As elaborated upon in Chapter 7, a bidirectional relationship exists between teacher motivation and student motivation. This may potentially play a role in the level of student motivation in each of the three contexts.

Chapter 4: Motivation

The influence of motivation on LX learning is certainly not a new concept as it has been studied since the late 1950s. Several theories and frameworks based on learning contexts, cultural influences, and individual characteristics, have been developed in attempt to explain how motivation impacts students' motivation to learn a new language. This chapter will be divided into two subsections: theoretical background and LX education. The first section will discuss the history of the study of motivation, and will also outline the fundamental frameworks and models in this area of research, such as Gardner and Lambert's (1959) instrumental vs. integration orientation model, Ryan and Deci's Self-Determination Theory, and Eccles' Expectancy-Value Theory. The second section, will present the main theoretical frameworks specifically related to motivation to learn an LX, such as Arnett's Bicultural Identity, Dörnyei's L2 Motivational Self-System, and Bronfenbrenner's Ecological Systems Theory.

4.1 Theoretical Background

Until the 1950s, language learning was thought to depend solely on a student's aptitude, or degree of intelligence, for learning a language. In 1959, Gardner and Lambert proposed the idea of Instrumental and Integration Orientation in an attempt to explain why students learn an LX, which kickstarted the beginning of the study of motivation in an educational context, and how it relates to language learning. In 1985, Deci and Ryan began to study the psychological needs of learners in order to be motivated towards any subject matter. In 2000, the researchers put forth their Self-Determination Theory (Ryan & Deci, 2000), which is now a fundamental framework

taught to teacher candidates in any given Bachelor of Education program. In addition, Eccles' (1983) Expectancy Value Theory is a final motivational theory that can be applied to all subject matter, as it largely focuses on the learner's perceived expected outcomes. If the student perceives minimal valued outcomes, they are unlikely to be motivated. The following section will discuss each of these three theories in detail and how they have shaped the way in which motivation is studied.

4.1.1 Instrumental versus Integration Orientation

Gardner and Lambert (1959) were amongst the first researchers to highlight the importance of motivation on LX learning. Based on the findings of this study, aptitude but also motivation played an important role in Canadian students learning French. At this time, Gardner & Lambert (1959) coined the first terms related to LX learning motivation: integration orientation and instrumental orientation. Integration orientation refers to a student's desire to integrate or insert one's self into the culture in which the target language is largely spoken. This desire emerges from the wish to better understand a culture or even to become a member of it. In contrast, instrumental orientation is defined by an individual's interest in added value the language will bring them, such as increased job prospects. Finally, Gardner and Lambert note a final major difference between these two terms is that students who are integratively oriented like or enjoy language learn, whereas this is not always the case with students who are

instrumentally oriented. Gardner and Lambert's work dominated the field of motivation to learn languages until the 1990s (Ryan, 2006).

4.1.2 Self-Determination Theory

Based on Gardner and Lambert's (1959) original work, Deci and Ryan (1985) began to highlight the role of autonomy (autonomy orientation) and external factors (control orientation) on motivation. The notion of autonomy refers to the freedom of students to make their own choices in the learning process, while control orientation (i.e., external factors) relates to aspects such as deadlines or surveillance. This is the first published work to provide evidence that these two notions can greatly contribute to an individual's level of motivation. These findings led the researchers to coin the commonly known terms Intrinsic Motivation and Extrinsic Motivation, thus creating the Self-Determination Theory. Intrinsic motivation refers to being moved to do something due to internal factors such as inherent interest for a task, while extrinsic motivation refers to being moved to do something due to external factors such as meeting deadlines, and receiving a desired reward for completing the task. For example, a person who is intrinsically motivated to lift weights will do so as participating in the sport in and of itself is enjoyable. In contrast, a person who decides to lift weights in hopes of gaining muscle mass is said to be extrinsically motivated as they are engaging in the activity for a specific outcome unrelated to the original task. Deci and Ryan (1985) note that intrinsic motivation often leads to not only higher levels of motivation but also more consistent levels of motivation.

Ryan and Deci (2000) expanded on their original Self-Determination Theory, specifically on extrinsic motivation. While intrinsic motivation can be increased by

stimulating interest in students, the authors note that individuals cannot solely depend on intrinsic motivation to encourage them to engage in a task as it is impossible to be interested in everything, especially when social demands and constraints must be fulfilled. Ryan and Deci (2000) shift their focus to the role of autonomy, relatedness, and competence with regards to extrinsic motivation. Autonomy refers to the degree of perceived choice individuals possess when completing a task. As indicated in Ryan and Deci (2000), students often feel more motivated to engage in activity when their teachers provide them with choices with regards to the task instead of an overly controlled and structured environment. Relatedness refers to the sense of belonging and level of connectedness they feel within their community. Essentially, "... students feeling respected and cared for by their teachers is essential for their willingness to accept the proffered classroom values" (p. 64). Finally, students must experience a perceived sense of competence when completing a task, meaning they must feel as if they have the required abilities and knowledge to be successful. The authors note that in order for students to increase their extrinsic motivation, all of these criteria must be met for optimal results.

4.1.3 Expectancy-Value Theory

Another commonly referenced framework in the motivation field is Eccles' (1983) Expectancy-Value Theory. The expectancy component of this theory refers to an individual's assessment of their perceived ability to successfully complete a task and to hypothesize the expected outcome. Expectancies include elements such as: self-concept, task difficulty, perceptions of others' expectations, causal attributions and capacity to complete a specific task. The value component of this framework refers to

the degree of value or importance an individual places on the likely outcome. As outlined by Eccles (1983), there are three types of value associated with a task: intrinsic value, attainment value, and utility value. Intrinsic value is the degree of enjoyment the individual will likely experience while engaging in a task. This closely relates to the notion of intrinsic motivation, as outlined earlier in this chapter (see section 4.1.2). Attainment value refers to the importance placed on completing a task for the purpose of maintaining aspects of personal identity. For example, if an individual views themselves as a high achieving student, they are more motivated to engage in behaviours such as studying and attending class as they will help maintain the person's self-image of a 'good' student, which will increase the likelihood of transferring this self-image to reality. Finally, utility value relates to the importance of the task for obtaining future goals. For example, one may wish to learn English in order to increase their career prospects.

4.2 LX Learning

Gardner and Lambert (1959) have undisputedly laid the ground work for motivation to learn an LX, which dominated the research field for several decades. However, a shift in the research is observed during the 1990s (Ryan, 2006) as English has become less tied to anglophone culture with increased globalization (Csizer & Dörnyei, 2005; Lamb, 2004; Pennycook, 2003). Ryan (2006) explains that pre 1990s, globalization focused on increased political and economic ties amongst countries around the world. In today's society, globalization affects our daily lives as it has an impact on the music we listen to, the clothes we wear, sporting events, and the food we consume. Arnett (2002) credits this phenomenon largely to the rise of the internet,

which began in the 1990s, coinciding with the shift in people's motivation to learn an LX, especially English. As a direct result of the need and/or desire to communicate with others around the globe, whether it be due to economic reasons or simply to play online video games, English as a lingua franca has become even more strengthened. As English is one of the most spoken languages around the world, with up to seven hundred million speakers living in every continent (Brumfit, 2001), people may no longer be motivated to learn English as an LX in hopes of integrating into anglophone culture, but perhaps more so to participate in international communication. In fact, amongst the seven hundred million speakers worldwide, less than half are native speakers (Brumfit, 2001), demonstrating, making English first language users a minority group (Brumfit, 2001, p. 116). Lamb (2004) indicates that as a result of this phenomenon, LX motivation is no longer as simple as integrative and instrumental orientation as originally highlighted by Gardner and Lambert (1959). Furthermore, asking students if they have favourable attitudes towards English speakers may not be as relevant anymore (Lamb, 2004) as defining the English culture is incredibly complex due to its international presence. In attempt to better understand student motivation towards LX learning during this shift, several theories have been put forth such as Arnett's (2002) Bicultural Identity, Dörnyei's (2005) L2 Motivation Self-System, and Bronfenbrenner's (1979; 1986; 1994) Ecological Systems Theory. The first two frameworks are specific to language learning while the third pertains to general motivation, but has recently been adopted by LX researchers as it allows for all possible

influential motivational factors to be categorized. The following section will discuss these three theories and how they relate to LX learning.

4.2.1 Bicultural Identity

In order to better understand students' motivation to learn English as an LX in today's era of globalization, Arnett (2002) hypothesizes that an individual possesses a local and global identity, creating a bicultural identity. The local identity refers to the language the person speaks as well as their cultural traditions practiced in their local community. This identity is likely more apparent when communicating with family, friends, and community members. In contrast the global identity references the individual's interactions outside of their community and culture, which is likely at the international level, giving them a sense of belonging to a world-wide culture. For example, reading or watching international news, or corresponding with a friend from another country would involve the global identity. In this case, the speaker is likely using English rather than their local language. Essentially, English is often the language that allows individuals to communicate with others outside of their culture. Dörnyei and Csisér (2002) hypothesize that motivation to learn an LX, especially English, may no longer stem from a desire to integrate into a culture, but may be related more so to a process of identification. A study conducted by Lamb (2004) supports this notion as LX English learners in Indonesia between the ages of 11 and 12 years old appeared to be "...striving towards such a bicultural identity" (p. 14) as mentioned by Arnett (2002).

The notion of a bicultural identity may be particularly relevant to adolescent learners as this developmental period is naturally characterized by learning about and

establishing one's self-identity (Arnett, 2002). Arnett notes that adolescents are often more open to seeking out information outside of their immediate environment, especially with the rise of the internet, thus increasing the likelihood of interacting with the global context. Arnett indicates that sometimes it can be difficult for adolescents to navigate their local and global identities simultaneously as it can create confusion in the individual (Verma and Saraswathi, 2002), and tension with family members. Although some teens may struggle to define the difference between their local and global identities, many adolescents and young adults simply choose their favourite aspects from both identities and adopt them into their everyday practices. For example, Condon (1988) explains that amongst the Inuit population in Northern Canada, adolescents enjoy watching National Hockey League games on television. However, they continue to retain their Inuit identity and traditions. A similar finding is demonstrated in Verma and Saraswathi (2002) as young people may participate in the global economy, but usually opt for a traditionally arranged marriage, as per their traditions. A final example specifically related to language, can be observed in Pennycook's (2003) discussion on the presence of English in rap music. Pennycook demonstrates that English is not only used for international communication, but it is also used as a tool that allows individuals to identify with sociocultural elements that are not directly tied to their local community. This can be observed when listening to rap songs from various cultures that mix English lyrics with local languages.

4.2.2 L2 Motivational Self-System

The rise of globalization, particularly in the 1990s, gave birth to a variety of new LX motivational theories, mainly pioneered by the late Dr. Zoltán Dörnyei. In

1998, Dörnyei and Ottó indicate the need for updated motivational theories with regards to LX learning as previous frameworks fail to, firstly, recognize the importance of influences specific to the classroom on motivation, such as peer influences, teacher characteristics, and learning tasks. Secondly, previous research focused on how and why individuals choose to learn a new language while ignoring the goals learners set for themselves and the predicted outcomes and benefits students hope to obtain once they have learned the language. Furthermore, the authors note that in a classroom setting, many students attend solely for the purpose of fulfilling requirements imposed on them, and have very little motivation or interest in the target language to begin with. Lastly, existing frameworks fail to take into consideration that motivation to learn an LX is a dynamic process as it evolves and changes over time. For example, as indicated by Dörnyei and Ottó (1998), motivation, especially when acquiring an LX in a classroom setting, is often higher at the beginning of a course and fluctuates throughout the rest of the session.

In attempt to account for the shortcomings listed in the previous paragraph, Dörnyei and Ottó's (1998) Process Model of L2 Motivation consists of three phases: preactional phase, actional phase, and postactional phase. The preactional phase consists of settings goals and intentions that the learner hopes to achieve during the learning process. At the end of this phase, the learner begins to implement their learning plan, leading to the actional phase. During this second phase, the learner generates and executes tasks they believe will allow them to obtain their final goal(s). This step consists of evaluating the efficiency of the process and whether or not changes need to be implemented to better achieved the desired outcome. The final component of this

phase, the postactional phase, requires the learner to self-regulate their behaviours, such as maintaining concentration, while avoiding environmental distractions.

Dörnyei and Ottó's (1998) Process Model of L2 Motivation is considered to be the foundation of Dörnyei's (2005) L2 Motivation Self-System, which remains one of the most referenced LX motivational theories in the present day. As researchers began to advocate for the need to redefine Gardner and Lambert's (1959) notion of integrative motivation (i.e., the wish to insert one's self into the culture and community in which the target language is the most commonly spoken language) (Lamb, 2004), Dörnyei (2005) further elaborated on his previous work, giving rise to the L2 Motivation Self-System. This framework consists of three components: the Ideal L2 Self, the Ought-to Self, and the L2 Learning Experience. The Ideal L2 Self refers to the image the learner has of themselves when using the target language after having learned it. In contrast, the Ought-to Self consists of the skills or attributes pertaining to the LX that the learner believes they should master in order to avoid any possible negative outcomes. Finally, the L2 Learning Experience includes different types of motivation related to the individual's immediate learning environment as well as the overall learning experience. This theory accounts for the shortcomings in the research listed by Dörnyei and Ottó (1998) as the L2 Learning Experience includes classroom influences on motivation, which is often an LX learner's primary contact with the target language. Furthermore, this framework focuses on the process of learning a language and can easily accommodate changes in the learner's goals and fluctuations in the desire to learn the LX.

4.2.3 Bronfenbrenner's Ecological Systems Theory

A final theoretical framework that has gained popularity in recent years when analyzing LX acquisition is Bronfenbrenner's Ecological Systems Theory. Although this theory was not specifically designed to be applied to motivation to learn an LX, it has become a widely implemented framework by researchers to better understand and categorize the variety of environmental factors that impact children when learning an LX. Chong and colleagues (2023) notes that at least 31 articles published between 1997 and 2021 have applied Bronfenbrenner's framework to LX language acquisition studies, making it one of, if not the most commonly used theories in the present day to better understand how children learn new languages and the sociocultural elements that impact student motivation.

Bronfenbrenner (1994) provides a detailed explanation of his original work from 1979, which consists of four systems: the microsystem, mesosystem, exosystem, and the macrosystem. He also includes a fifth system that he added to the theory in 1986, the chronosystem. The first layer of the framework, the microsystem, refers to the direct relationship between the child and the people with whom they have daily or regular contact. Examples include, the child-mother/father/guardian relationship, the child-teacher relationship, the child-peer relationship, etc. the second layer, the mesosystem, references the relationship between individuals from the microsystem, but excludes the child, such as the parent-teacher relationship, and the parent-sibling relationship. The mesosystem is not limited to individuals specifically, but also includes the overlapping of the child's daily settings, for example, the home-school settings, or extracurricular-school settings. The third layer of this framework, the

exosystem, refers to situations or events that indirectly impact the child, such as a parent's workplace, school district decisions, and politics. The fourth layer, the macrosystem, includes higher order factors that indirectly impact the child, such as culture or subculture, the economy, belief systems, customs, and life-styles. The fifth and final layer of Bronfenbrenner's (1986) theory, the chronosystem, refers to changes that occur over time in the individual or in the environment that impact the child's development. Examples of this system include the onset of puberty, life changes, transitioning into middle or high school, and societal changes. The chronosystem was also further developed by Neal and Neal (2013) to include changes in patterns of social interactions over time. Chong and colleagues (2022) provide the example of online communication and the increasing role of technology on language learning.

Bronfenbrenner (1994) indicates that each of these systems are nested inside of each other, starting with the microsystem in the center, followed by the mesosystem, exosystem, macrosystem, and the chronosystem as the outside layer. However, Neal and Neal (2013) take a different stance on this approach, suggesting each of these layers be regarded as a network of influential factors as each of these systems can have a reciprocal connection with elements in other systems. The following section will discuss the primary influential factors on students' motivation to learn an LX, making reference to each of Bronfenbrenner's systems, while viewing these aspects as a network of interconnected elements as outlined by Neal and Neal (2013).

Conclusion

This chapter has provided the reader with a summary of the key theoretical frameworks and models that have shaped the field of motivation, as well as the theories

that have contributed to better understanding the elements that impact student motivation to learn an LX. As today's world becomes increasingly globalized, student motivation towards learning an LX, especially English, has shifted as international communication is now a part of everyday life for many people, whether it is by choice or out of necessity. Therefore, motivation towards learning an LX has become more complex since Gardner and Lambert's (1959) original work on integration and instrumental orientation. As demonstrated above, Arnett's Bicultural Identity, Dörnyei's (2005) L2 Motivation Self-System and Bronfenbrenner's (1979; 1986; 1994) Ecological Systems Theory, allow for the integration of motivational factors relating to international communication and online activities, which dominate in today's society.

Chapter 5: Educational Influences

Aspects related to education play a crucial role in shaping students' attitudes and behaviours towards LX learning. As the developing child has repeated exposure to LX English at school, the way in which student motivation is developed is greatly impacted by elements such as the teacher's personality and individual characteristics, teaching strategies, and pedagogical practices. The following chapter will provide the reader with information pertaining to these three educational influences and how they influence student motivation to learn LX English. The first section will discuss how an educator's individual differences, character, and disposition when teaching impacts student motivation. The second section will explore specific types of teaching strategies that have been linked to impacting motivation, specifically preferred learning materials and activities, classroom management strategies, and corrective feedback. The third and final section will present the main pedagogical practices that have been correlated with increased student motivation over the past several decades, in particular, Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and interdisciplinary approaches.

5.1 Individual Teacher Characteristics

One of the most influential people on a child's educational attainment from the developing child's microsystem includes teachers. As demonstrated in the literature, this remains the case when learning an LX. Teachers have the ability to either motivate or de-motivate students to learn an LX (Oga-Baldwin et al., 2017; Wright, 1999), and can even play a crucial role in the development of students' self-confidence when learning a language (Ebata, 2008). In a study conducted by Oga-Baldwin and

colleagues (2017), students between the ages of ten and 11 consistently ranked their teacher as the number one motivator when learning an LX throughout an entire school year. Students indicated that perceived support from the teacher was key to maintaining interest and motivation in the course. The study also reveals that these young people had higher motivation to learn an LX if their previous experiences with language teachers were positive. Similar results were found in a 12-week study conducted by Mendez López (2011), as Mexican university students indicated teachers' attitudes and classroom environment as the two most important influences on their motivation to learn an LX. The participants reported holding positive attitudes towards the teachers if their emotions and needs were recognized and supported throughout the language learning process.

Given the importance of teachers on learner motivation, how do teachers motivate students? With regards to personality and individual characteristics, teachers who are perceived as likeable, caring, calm, non-authoritarian, and humorous, tend to be appreciated by students, thus increasing their motivation to complete assigned tasks and participate in class. In a study conducted by Bouzayani and Elloumi (2020), middle school students in Tunisia between the ages of 12 and 15 were highly motivated to learn LX English, primarily due to the fact that their English teachers were typically their favourite educators in the school. In fact, Bouzayani and Elloumi note that students were quick to name teachers of other subjects that they did not like. During the interviews, the student participants appreciated how their English teachers were generally less traditional and less authoritarian than their other teachers. Moreover, teachers perceived as caring towards not only their students but also their teaching

practice, are often linked to creating higher motivation in an LX class (Kanevsky & Keighley, 2003). Kanevsky and Keighley define a caring teacher as an educator who is non-judgmental, fair, flexible, humorous (see also Peng, 2012), prepared when coming to class, and listening to and pursuing students' questions.

According to the literature, several elements included in Kanevsky and Keighley's (2003) definition of a caring teacher have been found to increase students' motivation in language classes. For example, students tend to participate more in class if they like their teacher (Cao, 2011), often due to the fact that they feel safer from teacher judgment and/or ridicule (Kang, 2005). As noted by Kang (2005), aspects that reassured students in the teacher's presence were when the teacher smiled, provided active responses during student participation such as 'uh huh' or 'that's great.' In contrast, students felt insecure when teachers provided little to no verbal responses, yawned, frowned, seemed bored, or said 'what?' when they didn't understand the student. Furthermore, Peng (2012) indicates that students tend to view their language teachers more positively when some explanations in the students' first language were offered during class, when teachers would speak to students during the break, and when teachers were humorous and told jokes. All of this information suggests that teachers who are encouraging, sensitive to students' feelings and needs, and invest quality time in preparing their course positively contribute to students' motivation when learning a new language.

5.2 General Teaching Strategies

As students enter the classroom with a variety of individual differences (i.e., age, previous experience, mental capacity, etc.), using a one-size-fits-all approach

when teaching is simply not effective as learners have different learning styles and strategies (Ehrman et al., 2003). In order to meet students' needs and select appropriate teaching strategies for a given class, educators must understand who their students are and get to know them in order to tailor their teaching strategies to meet each individual (Ebata, 2008). Teaching strategies include but are not limited to, learning activities (i.e., group/pair work, individual work, whole-group work, lecture style, hands-on activities, and practical tasks), classroom management techniques (i.e., rewards/punishments), and the types of teaching materials or props utilized when teaching (i.e., pictures, videos, and textbooks).

5.2.1 Preferred Learning Activities

Student learning styles and strategies are common individual differences when it comes to LX learning (Deguchi, 2012; Ehrman et al., 2003; Skehan, 1991) that promote metacognitive development in students, which have been linked to enhancing cognitive growth as well as motivation (Nikoopour et al., 2012). Learning strategies refer to the ways in which students learn best, or rather prefer to learn. For example, some students may prefer to learn through visual stimuli as opposed to auditory stimuli. Similarly, learning strategies refer to the mental processes that students utilize to remember information. For example, some learners may find memorizing a list of key concepts by using an acronym, whereas others may prefer to remember it in the form of a song. Teachers often find it helpful to discover which strategies their students

prefer in order to present subject material in a way that optimizes student learning potential.

With regards to preferred learning activities and materials amongst middle school students, studies suggest that teachers should use a variety of activities and materials, rather than using the same ones on a regular basis (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002) to sustain interest, which may lead to higher levels of motivation (Zahorik, 1996). One study conducted by Freeman and colleagues (2002) suggests that middle school-aged children may have a preference for tasks where they are actively engaged, such as building models, doing experiments, and working with friends. In contrast, children at this age may be less interested in watching movies or drawing. Furthermore, similar results were found in Kanevsky and Keighley (2003) amongst 15 to 17-year-old students identified as gifted but disengaged at school. Although these students were generally unmotivated towards school, they indicated higher interest in courses where teachers designed learning tasks that actively engaged students, consistent with discovery and inquiry-based learning.

Teachers have also reported such learning activities and materials as being beneficial to stimulating student interest and motivation in the classroom. In Zahorik (1996), a sample of 65 elementary and secondary teachers in the United States indicate the use of hands-on activities where students are actively engaged in the task, such as playing games, simulations, role playing, projects, puzzles, making television commercials, manipulatives such as pattern blocks in math, as an effective means of gaining and sustaining student attention during class. Although students and teachers appear to prefer the different types of activities listed above, the pedagogical

effectiveness of these activities is questionable depending on how they are implemented (Zahorik, 1996), as discussed later on in this chapter, specifically in section 5.3. Furthermore, as noted by Myers (2018), it can be difficult at times for teachers to implement this practice as classes consist of a variety of competency levels, thus making it challenging for educators to recognize how each student progresses and to provide them with different learning materials and evaluations.

5.2.2 Classroom Management

Teachers' classroom management techniques have also been linked to creating higher levels of motivation amongst students learning LX English. One study conducted by Rahimi and Karkami (2015), demonstrated a positive correlation between Iranian middle school students' motivation to learn LX English and how effective they perceived their teacher to be. The student participants not only preferred but were also more motivated in class when they had teachers who involved students in class and used a recognition/reward strategy (i.e., recognizing desirable behaviour from students) as opposed to teachers who employed punishment strategies and were more aggressive in nature. In fact, teachers who implemented punishment strategies were perceived by their students as being less effective. This likely relates to the notion of the caring teacher discussed on pages 143 to 144, as educators perceived as being more aggressive would decrease the likelihood of students feeling a sense of safety in the classroom.

5.2.3 Corrective Feedback

A final influential factor on student motivation is the manner in which corrective feedback is given to students. Until an article published by Truscott in 1996, it was assumed that correcting students' errors would improve their knowledge of the

target language (Bitchener, 2008). Since then, numerous studies have been conducted investigating the impact of corrective feedback on student achievement. However, as Bitchener notes, it's difficult to reach any conclusive decision as to whether or not language teachers should correct students' errors, as there are many limitations to the studies that have been conducted. As there is such controversy over this point, teachers are often left confused and wondering if providing corrective feedback to students will have a positive or negative impact on their learning (Guénette, 2007). Examples of corrective feedback include but are not limited to: "...crossing out unnecessary words/phrases/morphemes, insertion of a missing word/phrase/morpheme, or the provision of the correct form or structure" (Bitchener, 2008, p. 105). Bitchener continues to note that corrective feedback can be direct or indirect in nature. An example of indirect corrective feedback includes circling or drawing attention to an error without providing the correct answer. In contrast, direct corrective feedback consists of informing the student of the errors and providing the student with the correct answer.

Generally, the literature supports the notion that students improve linguistic accuracy after receiving corrective feedback (Bitchener, 2008; Chandler, 2003; Ferris & Roberts, 2001; Montazeri & Salimi, 2019; Yu et al., 2020), however most of the supporting studies consisted of adult or older adolescent participants, thus making it difficult to generalize to the young adolescent population. A few studies have investigated the impact of corrective feedback on linguistic accuracy amongst pre-teen and young adolescents and have demonstrated a variety of positive, negative, and non-significant findings. Coyle and Roca de Larios (2014) found that direct corrective

feedback improved LX English students' language competencies between the ages of 11 and 12. Similar results were reported by Roothoof and colleagues (2022). In this study, students between the ages of ten and 12 were placed in one of three conditions. In the first condition, students received direct corrections from their teachers. In the second condition, students received indirect corrective feedback as they were provided with a model text, to which they were able to compare their own work. In this condition, students simply repeated the task with no corrective feedback. Students from the direct corrective feedback and the model text corrective feedback conditions significantly improved their linguistic accuracy compared to the repetition group. However, student motivation was also examined and the data revealed that students from the direct and model text conditions experienced a slight decrease in motivation, while levels remained strong in the repetition group. Roothoof indicates that students from the repetition group perceived the task as being easier and therefore were more motivated whereas students from the other two conditions perceived the task as more difficult but more beneficial to their learning. The results from this study suggests corrective feedback is beneficial to students in terms of linguistic progression, however, teachers must be cognizant of the fact that student motivation may decline when receiving corrections. Teachers must therefore implement other motivational strategies to maintain student motivation when providing corrective feedback, such as positive praise and encouragement.

In contrast to the supporting evidence above, several studies have failed to produce significant results or have reported mixed findings. Krashen (1994) argues that corrective feedback may result in conscious learning, but does not influential on

language acquisition per se (p. 303). Fazio (2001) investigated the impact of corrective feedback on linguistic accuracy amongst 10 to 13-year-olds over a four-month period and failed to produce any significant results. However, as Fazio notes, students who received corrective feedback did not receive it from their regular teacher, and they may not have felt as comfortable with an unknown teacher. This raises an interesting point as several proponents of providing students with corrective feedback indicate that it can have either a positive or negative impact on linguistic accuracy as well as motivation, based on the type of corrective feedback used (Yu et al., 2020) and the manner in which it is delivered by the educator (Sermsook et al., 2017). Bruton (2009) hypothesizes that correcting student errors in either an encouraging or discouraging climate, "... are more critical motivational factors than the correction per se" (p. 604). For example, Martínez (2006) speculates that providing excessive feedback (see also Lee et al., 2012; Muslem et al., 2017) to learners can have a negative impact on motivation as it usually takes place by interrupting the student before they have finished their thought. This is especially problematic for students who tend to be more anxious as they are more likely to lose their train of thought and thus increasing their anxiety. More importantly, highlighting all of a student's errors, which are often perceived as failures, are likely to decrease motivation (Martínez, 2006). Lee (2008) also indicates that low proficiency students are particularly sensitive to excessive feedback as they have yet to develop their self-confidence with regards to the LX.

In order to provide students with corrective feedback without risking a decrease in motivation, teachers should consider writing down the student's error and discussing it after the student has finished their thought (Martínez, 2006). This way, the teacher is

still able to provide students with corrections without interrupting their flow of speech. Moreover, educators should take into account student ability when providing feedback (Lee, 2008), meaning only those errors corresponding to grammatical structures already learnt in class should be corrected as students should already have background knowledge about the type of error. With regards to oral skills specifically, Muslem and colleagues (2017) indicate that only those errors which interfere with the comprehension of the overall message should be corrected, such as pronunciation.

In a study conducted by Bodnar and colleagues (2017), students assigned to an experimental group received immediate corrective feedback on their oral competencies when learning an LX through a computer assisted program. The results from this study indicated no negative impacts on participants in the experimental group. What makes this investigation noteworthy is the fact that corrective feedback is provided through a computer, and therefore lacks any signs of judgment or aggressive volume or speech tone, when delivering corrections. As Bodnar and colleagues (2017) notes, “this implies there is no risk of losing face due to errors, the learner is free from social timing constraints and they can take time when formulating an utterance” (p. 239). This suggests that a teacher’s attitude, mannerisms, and demeanor, impact student motivation more than corrective feedback itself as the teacher has the power to either strengthen or weaken students’ willingness to learn.

5.3 Pedagogical Trends in LX English Learning

A final factor influencing an educator’s teaching practice are the prevailing pedagogical trends at a given time. Pedagogy refers to the theoretical underpinnings of specific teaching practices. Until the mid-20th century, the grammar-translation method

was the predominant LX pedagogical method. Students would translate text from their first language to the target language, while textbooks consisted mainly of grammar rules and lists of vocabulary (Brandl, 2008). As Brandl notes, rarely did this method equip students with oral proficiency skills and language learners were expected to live abroad and immerse themselves in the target language to become a fluent speaker. As a response to the increased need for oral proficiency skills, the communicative approach was born, becoming more clearly defined in the 1970s and 1980s (Brandl, 2008). There is no single way to implement the communicative approach, however it does require students to be actively involved in the learning process and learning language by communicating with others (Brandl, 2008; Savignon, 1987). In other words, the ability to understand and transmit messages through the target language is emphasized as opposed to linguistic accuracy. One of the most researched pedagogical practices that is consistent with the communicative approach is Task-Based Language Teaching (TBLT) (Brandl, 2008). Researchers have studied the impact of this method not only on linguistic competence, but also on motivation. Additionally, CLIL and various interdisciplinary approaches has also been studied extensively as they have gained popularity in the past several decades and have been linked to impacting student motivation. The following section will elaborate on these three pedagogical practices, while highlighting each method's link to student motivation.

5.3.1 Task-Based Language Learning

Within the past 30 years, Task-Based Language Teaching (TBLT) has dominated the literature as an effective method for teaching languages. The prevailing method up until the introduction of TBLT focused on grammar instruction,

emphasizing the mechanics of language rather than actively using language to communicate with others. As the world has become more globalized with the introduction of the internet, communication with speakers at not only a national level, but also at an international level, is more frequent. In the case of LX English, high school graduates had a sufficient understanding of the grammatical structures of English, but communicating with other English speakers remained nearly impossible (Brandl, 2008). In response to this difficulty, TBLT was designed to target students' oral proficiency by emphasizing communicative competencies during language instruction (Ellis, 2003; Willis & Willis, 2007). During lessons, students work on completing tasks they are likely to encounter in their everyday lives (Ellis, 2009). TBLT consists of two key components: tasks and authentic situations. As referenced in Rocha (2005), "tasks are defined by Nunan (1989) as activities where the foreign language is used by the learner for a communicative purpose (goal), and, consequently in order to achieve an outcome" (p. 74). With regards to the 'authentic' component, tasks must be authentic in nature, meaning they must have real-world relevance (Herrington et al., 2003) as they seek to close the gap between classrooms and real life (Herrington et al., 2010). Herrington and colleagues (2003) indicate for an authentic activity to be effective, it must require students to not only solve, but identify the problem on their own, be completed over a longer period of time (i.e., not a few minutes or even hours), allow for peer collaboration, and must be examined from multiple angles.

Task-Based Language Teaching is largely supported by the literature as an effective method of language instruction. Several studies have examined the difference

between experimental TBLT groups and control groups, suggesting a positive correlation between students' knowledge and TBLT. For instance, Talebi and colleagues (2015) found that Iranian LX English students between the ages of 11 and 19 in the experimental group did significantly better on writing tasks compared to the control group, who learned LX English through the Presentation-Practice-Present (PPP). The PPP group, however, was better able to identify the mechanics of the English language, such as identifying verbs tenses, but the purpose of the TBLT approach is to promote fluency of speech before accuracy as proponents of this model argue that fluency is more important for communication. Rastegaran and colleagues (2016) also supports the notion that deeper learning is more likely to take place when using TBLT as LX English students who completed an authentic task consisting of several new vocabulary words, demonstrated significantly higher retention rates of these words upon completing a multiple-choice post-test as compared to the control group. Rastegaran and their colleagues (2016) explain these findings from their study are likely due to the fact that students learned these new vocabulary words within a specific context (i.e., through an authentic text), allowing learners to gain a more effective working knowledge of these words instead of simply memorizing them with their corresponding definitions. Supporters of TBLT indicate that completing an authentic task, such as identifying new grammatical structures or vocabulary through mediums such as news articles or blogs (i.e., a text not written for the purpose of learning English), helps students to understand the subject's application to real life, which may in turn increase motivation levels (Liakina & Michaud, 2018).

Peer and/or group collaboration must also accompany the completion of authentic tasks when utilizing TBLT. Many students will often find themselves struggling at the beginning of an activity, especially when little knowledge of the problem is given to them in the beginning (as per the TBLT guidelines). By collaborating with their classmates, students are able to support each other by pooling their resources together to identify and solve the problem of a task. Furthermore, as noted by Ozverir and colleagues (2017), students are often more enthusiastic and willing to work on a task when provided with the chance to work with their peers. Interestingly, group work can be effective face-to-face but also virtually. In Ozverir and colleagues (2017), university students from Cyprus were taught LX English through a computer-assisted foreign language learning environment in which pupils were presented with authentic tasks and situations, and interacted with each other through online discussion forums about the topics. Participants in this study reported feelings of enthusiasm and interest in the program. Likewise, Gutiérrez and colleagues (2012) demonstrate similar findings amongst Colombian students between the ages of 13 and 16 when completing a series of LX English tasks on Facebook. Facebook was chosen as the communication platform for this study as an overwhelming majority of participants indicated that they regularly spent time on this social media site. Students wrote English posts related to their daily lives, their favourite musicians, etc., designed pages, and read a variety of texts on the site. Students were also expected to reply to each other's posts while taking into account suitable language "... while considering the setting, the theme, and the kind of interaction with people" (p. 104), which allowed them to identify and resolve any misunderstandings. Although this study is more of an

account of a pedagogical intervention than an experimental one with significant results, it remains particularly noteworthy as it combines all of the main elements of TBLT, as students completed a series of tasks they encounter on a daily basis (authentic task) and peer collaboration remained constant throughout the unit.

Task-Based Language Teaching has also been shown to have a positive impact on not only written proficiency, but also oral proficiency. In Ortiz-Neira (2019), LX English students in Chile between the ages of 13 and 14 who were labelled as at risk for dropping out of school, completed a semester where they were instructed using the TBLT approach. Pupils completed what the author refers to as gap activities, in which students were given group tasks where they had incomplete information about the problem of the topic, requiring them to solve it by locating and exchanging missing information. The results of this study indicate that students underwent an overall improvement in their oral fluency and had positive experiences related to the TBLT gap activities.

Kırkgöz (2011) also suggests that TBLT can positively impact oral proficiency, especially when paired with a voice recording activity. In this study, LX English university students in Turkey recorded their voice while completing an oral task. They were then instructed to listen to their recording for errors they might have made, and then record their voice a second time, while controlling for their previous mistakes. Participants in this study made noticeable improvements during the pre and post speaking tasks, allowing them to advance their oral proficiency throughout the course. Not only did they improve their language skills, but they also reported enjoying the

exercise as it allowed them to make significant progress, and appreciated the integration of technology into their coursework.

Given the success of TBLT, several sub categories of this approach have emerged in recent years. One such example that focuses on oral proficiency is the action-oriented approach (AoA). Originating from TBLT, AoA consists of completing authentic tasks, but specifically emphasizes the use of the knowledge gained through these tasks in society (Puren, 2004a), as the approach is meant to help students learn how to live and react to speakers of other languages (Puren, 2007). Puren (2004a) indicates that in order for this approach to be implemented correctly, more than one person must be active in the communication process.

A second example of a sub-category of TBLT specific to oral and also written proficiency is form-focused instruction (FFI). FFI stipulates that understanding the meaning of a text or speech is the first step when completing a task, which then facilitates learning of the mechanics of a language (Mansouri et al., 2019), such as grammar, syntax, and semantics. Some experts question the validity of this notion (Kellem & Halvorsen, 2018), as will be highlighted in the next paragraph, which is why FFI can take on two forms: integrated or isolated. Integrated tasks refer to exercises that students work on while teachers survey the classroom and points out certain problems or questions in the activity that students should take into account when working on the task (Kellem & Halvorsen, 2018). Isolated tasks refer to specific guidance or instructions given to student either before or after completing the task (Mansouri et al., 2019). Undoubtedly, LX language learners often have a preference for either integrated or isolated FFI, depending on individual background and previous

learning experiences, as reported by participants from the United States and Iran in Mansouri and colleagues (2019). LX English learners in this study indicated a preference for isolated FFI, whereas LX English university students in Turkey favoured integrated FFI (Üstünbaş, 2016). Although students may prefer one over the other, research suggests that both types of instruction can be beneficial depending on a variety of circumstances, such as the target language, and whether students share the same first language (Spada & Lightbown, 2008).

After a preliminary review of the literature, it may appear that TBLT is the most effective pedagogical practice when learning an LX. However, several studies have produced mixed results when implementing a TBLT experimental group. In a study conducted by Rocha (2005), 50 Grade 7 Colombian students (i.e., 12 to 13 years old) took part in a task-based condition to examine the impact of TBLT on oral proficiency. The results indicate that overall TBLT did help students to improve their oral interactions, however it was a gradual process as classroom and behaviour management was challenging for teachers (see also Bhandari, 2020). This could be due to the fact that when certain students are left to work in groups, they often become distracted from the task at hand. Group work can be regarded as a double-edged sword, as students often learn more from their peers and they can support each other, however, what can often happen is some students leave the whole task to one of their classmates to complete or they are reluctant to work with certain learners (Neykova, 2014) as highly skilled students often overshadow lower skilled students (Bhandari, 2020).

Swan (2005) outlines several criticisms of TBLT, the primary one being that students are expected to notice linguistic regularities while completing a task. Swan is

skeptical as to whether or not this is the case as some knowledge of grammatical structures is needed for comprehension. He notes that TBLT can benefit the learner's understanding of a text or speech, but in order to use the language, explicit instruction on the mechanics of a language is required. Swan proposed a hybrid teaching approach, where the completion of authentic tasks is paired with explicit instruction and support from the teacher. A study conducted by Shafipoor and Latif (2015) was designed based on Swan's (2005) proposed hybrid teaching model, as Iranian students majoring in English translation were divided into either the task-based condition (i.e., a typical TBLT class) or the task-trust/supported condition, in which teachers provided a higher level of support and intervention while students completed the exercise compared to the task-based condition. Teacher support included summarizing students' messages and content, while providing some corrective feedback on sentence structure, vocabulary, and pronunciation. The results of this study indicate that students from the task-trusted/supported condition outperformed students from the task-based condition. The findings of this investigation suggest that there are benefits of the TBLT approach, however students may benefit from having more guidance and support from the teacher.

As demonstrated above, TBLT may not always be as effective as one might think, however it may not be the method itself that is problematic, but rather the misuse of the method (Hu, 2005; Norris 2009). Several studies have revealed that often educators do not share a unanimous definition of TBLT and its practices. Rodriguez-Bonces and Rodriguez-Bonces (2010) conducted a review of TBLT articles and reveal that no single definition of what constitutes a 'task,' as students have different learning

needs depending on a variety of factors such as age, life situation, and future aspirations. Therefore, this approach can take on numerous models. For instance, in Nahavandi and Mukundan (2012), university LX English teachers in Iran reported using TBLT but were unaware of how to apply the method when teaching a class, as group work, one of the two critical elements of TBLT, was lacking. Essentially, the teacher participants in this study resorted to using more lecture-style approaches as they felt their class sizes were too large for group work. Similar results were found in Douglas and Kim (2014), Plews and Zhao (2010), and Bhandari (2020), as LX English teachers claimed to exclusively use TBLT, but upon observation, were either adapting the method or using an approach more consistent with PPP or grammar-translation.

Educational resources and materials have also been found to be not entirely consistent with TBLT. One study conducted by Acar (2020) found that the textbook used with a group of Turkish 12-year-olds learning LX English did not meet the guidelines for AoA, a form of TBLT that stresses the importance of combining classroom knowledge with knowledge from the outside world (Piccardo, 2014). An example of a project from the textbook is given where students are asked to write an invitation to a birthday party and then present the invitation to the class. Acar explains that this project is not consistent with the AoA approach as there is no two-way communication taking place and the actual party is not realized. In order for this project to truly be an AoA assignment, pair or group work is required as well as carrying out a simulation of or a real birthday party to make it authentic. Another study conducted by Bouzayani and Elloumi (2020) demonstrates inconsistencies between TBLT and textbooks. In this study, teachers were interviewed and indicated that although students

were highly motivated to learn LX English in Tunisia, their marks remained relatively low. The teacher participants believed part of the explanation for this phenomenon was an ineffective curriculum and textbook as they failed to meet students' needs (see also Banegas, 2019). For example, the textbook explains British table manners and asks students to put this knowledge into practice, which the teachers believed was not relevant to their students living in Tunisia as they would likely never implement this knowledge in their daily lives, unless they relocated to England. Unfortunately, this anomaly is frequent as "...teachers work with a pre-determined syllabus and already planned goal of the course, but many research studies have found that these goals most often do not match the students' goals" (Kaboody, 2013, p. 50).

5.3.2 Content & Language Integrated Learning (CLIL)

CLIL is another pedagogical practice that has gained much popularity throughout the past several decades when teaching an LX as many studies have demonstrated a positive correlation between CLIL, language achievement, and motivation (Denman et al., 2013; Lasagabaster, 2011; Lasagabaster & Doiz, 2016; Lázaro-Ibarrola & Azpilicueta-Martínez, 2021; Pladevall-Ballester, 2019; Sylvén & Thompson, 2015). Coyle and colleagues (2009) describe CLIL as "a pedagogical approach in which language and subject area content are learnt in combination" and "... can be adapted to the age, ability, needs, and interests of the learners" (p. 6). For example, students might take a physical education or social studies class in an LX. Sylvén and Thompson (2015) note that a particular benefit of this type of program is

that it offers multiple possibilities for authentic communication as the content, texts, and videos, are presented in the target language.

CLIL has no single way of being implemented in schools (Sylvén & Thompson, 2015), rather it may take on several forms. Coyle (2005) indicates five possible contexts in which CLIL may take place. The first possibility, arguably the most common method of CLIL implementation, consists of taking another subject in the target language. A second possibility involves completing a cross-curriculum project, in which the teacher from the LX language course and the instructor from another subject area coordinate a joint project where students are expected to apply their knowledge from one subject to the other and vice versa. The third option involves a cross-cultural approach, in which the LX culture and students' native culture are compared and contrasted. The fourth possibility consists of studying a theme in the target language, but looking at it from different perspectives that aren't necessarily related to language. Coyle gives the example of studying water in an LX and examining it from a scientific, geographical, historical, and musical perspective. The final method consists of students collaborating at the global level, where the same topic or theme is studied between schools, and then projects and/or assignments are compared to those from participating countries.

As indicated above, CLIL has offered some promising results with regards to student achievement and motivation when acquiring an LX. Several studies have been conducted amongst children and adolescents, particularly in Spain. Lasagabaster (2011) found that secondary students enrolled in CLIL were significantly more motivated than the non-CLIL cohort and outperformed the non-CLIL group on language competence. It should be highlighted that CLIL is often a choice in many

schools and it's entirely possible that students are already highly motivated if they opted for a CLIL program. However, Lázaro-Ibarrola and Azpilicueta-Martínez (2021) report similar results as secondary students enrolled in CLIL demonstrated significantly higher levels of motivation towards LX English than non-CLIL students. The primary difference with this last study is the fact that CLIL was compulsory for students from two of the four schools where the study took place. In the other two schools, CLIL was not offered, thus students from the CLIL and non-CLIL groups were not enrolled in these programs based on choice, potentially indicating that CLIL can have a positive impact on learning an LX regardless of whether or not students have opted for the program.

Although the literature generally supports the notion that CLIL can more positively impact student achievement and motivation compared to traditional methods, some studies have failed to produce significant results (Harrop, 2012; Van de Craen et al., 2007). Van de Craen and colleagues (2007) notes that a variety of individual factors and teacher characteristics can impact the effectiveness of CLIL, as "... CLIL, on its own, cannot solve the motivation problems associated with learning languages" (p. 62, Harrop, 2012). For example, Thompson and Sylvén (2019) found that after a three-year period, secondary students enrolled in CLIL were significantly more motivated and less anxious with regards to speaking the target LX compared to non-CLIL students. However, this was not the case in Seikkula-Leino (2007) as middle school CLIL students in Finland were motivated to learn the LX, but had a lower self-esteem with regards to the LX compared to non-CLIL students. Seikkula-Leino highlights the fact that CLIL students are often held to a higher standard with regard to

the target language than non-CLIL students, which may cause more anxiety and self-criticism amongst students. It is also worth noting that participants from Thompson and Sylvén (2019) were older adolescents (i.e., 15/16 at the beginning of the study and 18/19 at the end of the study) while participants from Seikkula-Leino were young adolescents (i.e., ten to 12 years old), which is typically a time when children are particularly sensitive to peer judgment, which can often lead to a decrease in general self-confidence (Mihaljevic Djigunovic, 2012).

Given that the objective of the current study is to focus on traditional LX English classes and not on special programs (i.e., CLIL or immersion programs), research on certain types of CLIL models are not directly relevant to this study, mainly, research investigating the impact of taking a non-language course in an LX, such as studying science in another language. However, as outlined by Coyle (2005), CLIL can also be implemented by completing cross-curricular projects, also known as an interdisciplinary approach. The following section will outline the impact of cross-curricular/interdisciplinary methods.

5.3.3 Interdisciplinary Approaches

Interdisciplinary approaches have gained momentum within the past several decades and several studies suggest such pedagogical practices have a positive impact on motivation. Calvin (1991) predicted that interdisciplinary, cross-cultural and practical language courses would be the way of the future. Adler and Flihan (1997) indicate that interdisciplinary teaching has been a long supported pedagogical practice, and in general, current research would continue to support this claim. The interdisciplinary approach consists of applying content learnt in one subject to another

subject. Jacobs (1989) provides the example of students studying World War II in history class, and reading a book about the war in a language class. In this scenario, the objective is for students to apply their knowledge between the two disciplines. Although educators often distance themselves from this method due to scheduling constraints and preparation time (Adler & Flihan, 1997), when properly implemented, interdisciplinary projects are stimulating and motivating experiences for both students and teachers (Jacobs, 1989).

Research generally supports the interdisciplinary approach as an effective pedagogical practice. One study by Adler and Flihan (1997) investigated the implementation of this method in middle school and high school classrooms. After examining the students' curriculum, pedagogical practices, assessment and general outcomes, the authors note that every student had something to gain from the interdisciplinary approach as there was an overall improvement in student achievement, as well as student behaviour and attitudes towards the subject content. In another study conducted by MacMath and colleagues (2010), high school students who were identified as 'at risk' for quitting school, were presented with an interdisciplinary project where their teachers from their applied science and geography courses paired up to create an integrative unit. The project focused specifically on real life tasks. The results indicate higher levels of not only academic success, but also motivation amongst students. Furthermore, students reported feeling more competent in both of the subjects as the learning material was repeated more frequently. Although the findings of this study are intriguing, the authors note that such an intervention must be compared to a

control group in order to be able to generalize the efficacy of interdisciplinary approaches.

Tarpey and Bucholc (1997) also suggest that interdisciplinary practices positively affect student motivation. The authors investigate the implementation of integrative approaches amongst high school students. An example of projects that students completed include studying Chinese medicinal practices and then having students create a brochure advocating for alternative medical practices to reduce the cost of medicine in the United States. Another example includes studying the Indian caste system and comparing it to older and younger students in high school. Students reported perceptions of learning more in these combined units even though they were reluctant to participate in the activities when they were first implemented. The authors believe this is likely due to the fact that the types of tasks students were asked to complete seemed unusual to them at first since they were unlike their regular assignments, thus forcing them to step out of their comfort zone. Although students reported enjoying and learning more during these units, the authenticity of some of these tasks can be questioned. For instance, the unit where students created a brochure advocating for alternative medical practices in the United States may not fit the guidelines for an authentic task as the likelihood of encountering such an event or task in daily life is unlikely. This raises the question as to whether or not tasks must be authentic to motivate students and also related to the notion raised by Acar (2020), Douglas and Kim (2014), Nahavandi and Mukundan (2012), Plews and Zhao (2010), Bhandari (2020), and Rodríguez-Bonces and Rodríguez-Bonces (2010), that educators do not share a unanimous definition of what comprises an authentic task. Furthermore,

although such active learning approaches are consistently supported by the literature, Ackerman and Hu (2011) highlight the fact that active approaches are beneficial for autonomous learners and less so for students lower on autonomy. The authors explain that assignments consistent with active approaches are "... often ambiguous and require students to take an initiative..." (p. 282), which may not be an appropriate starting point for students lower on autonomy and general motivation. These learners may instead benefit more from step-by-step instructions, at least initially to stimulate interest and promote self-competence.

Conclusion

The purpose of this chapter was to provide the reader with an overview of contributing factors related to the educational context that impact student motivation when learning LX English. Elements related to teacher personality, such as humour, patience, and level of caring have been linked to increasing levels of student motivation. Additionally, aspects with regards to teaching strategies, such as consideration for preferred learning activities and materials, classroom management techniques, and the way in which corrective feedback is delivered also appear to influence student motivation. Furthermore, the influence of pedagogical practices, such as the communicative approach, TBLT, CLIL, and interdisciplinary approaches, may also play an important role in influencing student motivation levels.

Chapter 6: Environmental Influences

The following chapter will present information pertaining to environmental influences that impact student motivation to learn an LX. Environmental influences refer to people or elements in the child's immediate environment that shape the development of their attitudes and behaviours. As research indicates that parents/guardians play a pivotal role in predicting a child's motivation towards LX learning, this chapter will thus begin by examining the role of parents/guardians in detail. Secondly, the impact of peers will be presented, as peer influences become increasingly important in a child's life during adolescence. Thirdly, the influence of the community in which the child is raised, specifically the impact of growing up in a rural versus urban community and the degree of value the region places on LX learning will be examined. Fourthly, effects of the media on student motivation will be presented, specifically the role of movies/series in English, social media, and online gaming. Finally, this chapter will conclude by discussing the changes that occur in the environment as a result of the child entering adolescence, such as increased responsibilities, transitioning from primary to secondary school, and moving from a student-centered to a subject centered educational approach.

6.1 Parents/Guardians

Along with educational influences, parents/guardians play a crucial role in determining a developing child's motivation to learn an LX. As children often spend much of their waking hours outside of school with their parents/guardians, it should come as no surprise that parents/guardians play a crucial role in shaping children's attitudes towards learning an LX. As indicated by Gardner (1968), parents/guardians

can play an active or passive role with regards to how they influence their children. An active role can be either positive or negative. For example, some parents/guardians stress the importance of learning an LX, monitor language learning performance, checking homework, etc., which is considered to be a positive influence. In contrast, some parents/guardians may instil negative views towards language learning by telling their children they do not need to learn an LX. This is considered a negative active influence. Parents/guardians can also impact their children in a passive way, meaning they do not specifically vocalize their views on whether or not learning an LX is important, but a parent or guardian's views towards the community whose language the child is learning can play a pivotal role. For example, if a child is learning LX English and if their parent/guardian does not view the anglophone community favourably, the child may apply such views to their LX English class and question the need to learn the language. The following section will discuss the variety of ways in which parents/guardians influence children's motivation to learn an LX.

Several studies have indicated significant positive correlations between parent/guardians and their children's motivation to learn an LX. In a longitudinal study conducted by Statistics Canada in 2019, official languages knowledge was measured in students between the ages of five and 17 in 2006 and then re-assessed again in 2016 when the students were between the ages of 15 and 27 (Turcotte, 2019). The results indicate that retention rates of second official language knowledge were higher in those individuals whose parents were able to communicate in both official languages and had more education. Similar results are reported by Lamb (2004) as parents/guardians were one of the primary influential factors on students' motivation to learn LX English

amongst Indonesian students between the ages of 11 and 12. In this study, Lamb hypothesizes that due to globalization, English has become an important part of Indonesian society as the country aims to remain competitive in the global market, thus parents stress the importance of learning English. Some parents even enrol their children in private English classes before starting formal education. It is worth noting, however, that participants from this study lived in an urban area where government and academic jobs were common career choices. This may not be the case in rural towns in Indonesia, thus decreasing the need for English on a daily basis.

Ersanlı (2015) demonstrates similar results to Lamb (2004) as Grade 8 students (ages 13 to 14) in Turkey were significantly more motivated to learn LX English if their parents were university graduates compared to those students whose parents did not possess a university degree. Ersanlı hypothesizes that parents with a university degree are more likely to be aware of the importance of knowing an LX in the workforce. Although the children who came from homes with higher levels of education were more motivated to learn LX English, the data indicates that these students scored lower on self-efficacy compared to those students who came from homes with lower levels of education. Ersanlı highlights the fact that students who are motivated are more likely to dedicate themselves to learning the language however, it is conceivable that parents with higher levels of education may put more pressure on their children to succeed, which could have some possible downsides, as possessing an adequate level of self-efficacy is important for students to remain motivated.

Although the studies mentioned above indicate a positive correlation between parental income level, education level, and motivation to learn an LX, this was not the

case in a study conducted by Bouzayani & Elloumi (2020). The researchers found that microlevel influences (i.e., parents, peers, teacher, and media) were all significant influencers on middle school students' motivation to learn an LX in Tunisia, with parental factors being consistent with the vast majority of the literature. However, income level was not a significant predictor of student motivation, meaning that parents positively influenced their children to learn English at school regardless of income level.

With regards to Gardner's (1968) notion of active and passive roles, the studies mentioned above fit the criteria of an active role as parents explicitly state their views towards their children's LX learning. One study conducted by Wright (1999) found that parents/guardians were not primary influential factors for secondary students learning LX French in Northern Ireland. However, the number one predictor of student motivation to learn LX French was the prospect of taking a trip to France. This could arguably be an example of a passive parent/guardian role as travelling is often done as a family or parents/guardians must give their child permission to go on a school trip. Furthermore, travelling is typically funded by parents regardless of who the child travels with. As demonstrated in Gayton (2010), participants from France, Germany, and Scotland, who were able to travel were more motivated to learn the LX. Parents/guardians who travel with their children or allow their children to go on a school trip are indirectly communicating positive views about language learning and cultural experiences, whereas parents who do not wish for their children to travel, especially when the financial resources are available, are indirectly communicating unfavourable views to their children.

The literature supports the notion that parents/guardians impact their child's motivation to learn an LX at the microsystem level, but several studies suggest that parents/guardians can also impact children at the exosystem level through their workplace (Mortimer, 1974, 1975, 1976). In these studies, conducted by Mortimer, participants were more likely to have the same job, or a similar job, to their father's occupation. Furthermore, if the participants did not hold the same job, they were more likely to have jobs that required similar skill sets to that of their father's occupation. It is important to note that these studies are outdated as it only investigates the impact of a father's workplace on his son, excluding the role of the mother, as this research was conducted during a time when the majority of women did not work outside the home. Furthermore, western society now contains a wide variety of career options that did not exist in the 1970s. This research may seem irrelevant to today's society; however, it does suggest that parents can indirectly prioritize certain skills and types of work ethics specific to their occupation. For example, if parents/guardians are required to speak an LX at their workplace, it is conceivable that they will encourage the child to learn this LX at school.

6.2 Peers

Peers may also impact student motivation towards learning an LX at the microsystem level, although several studies have failed to produce significant results. Given that the current study investigated motivation towards LX English in children between the ages of 11 to 14, when children are particularly vulnerable to how they are perceived by others, it is conceivable that in many instances, peers play a crucial role when learning an LX (Walqui, 2000). As noted by Harmer (1991), it is important that

the classroom atmosphere fosters feelings of friendliness, supportiveness, and mutual trust, especially when employing communicative approaches. In fact, students who feel under-valued or threatened in any way are "... likely to elicit defensive or aggressive student reactions" (Joe et al., 2017, p. 139). With regards to adolescence, teenagers are particularly concerned with fitting in with their counterparts and any behaviours that are not consistent with the perceived norm can negatively affect motivation to learn an LX (Kondo & Yang, 2006). For example, adolescent students may feel reluctant to practice pronunciation as they need to experiment with making different types of sounds, which may sound odd and distant from their first language. This might often be perceived as no longer belonging to one's native culture (Macintyre et al., 1998; Walqui, 2000), creating a basis for exclusion. However, if the prevailing class attitude towards the LX is perceived as being 'cool,' students may feel more peer pressure to succeed. In Bouzayani and Elloumi (2020), middle school students from Tunisia welcomed the opportunity to communicate in English with their peers as English was perceived as a sign of prestige and students felt superior when using it. In contrast, in Pham (2016), LX English was not viewed as an important subject amongst high school students living in a rural area in Vietnam. As the overall classroom atmosphere was apathetic towards learning English, participants did not feel the need to excel in the course. Peers can therefore increase or decrease a student's motivation to learn an LX (Kozaki & Ross, 2011).

One of the main reasons behind students' unwillingness to participate in class stems from fear of making mistakes in front of their peers and being mocked or laughed at as a result (Cao, 2011; Mendez López, 2011; Price 1991). In a study conducted by

Noels and colleagues (2019), negative peer feedback was the most common form of peer discouragement amongst university students. This often consists of judgement based on accent, as non-native accents can appear as uncredible and annoying for L1 users as it requires more effort to understand the speaker's message (Frost, 2023). Similarly, in (Al-Mahrooqi & Denman, 2014), peers would often ridicule those students who attempted to apply their LX English knowledge not only in the classroom, but also outside of it. Clearly, peers can have a negative impact on student learning, however, it can also have a powerful positive influence. In (Bartram, 2006), LX students in England, Germany, and the Netherlands between the ages of 15 and 16 who made agreements with their friends to study an LX, remained motivated to continue with their language studies. Furthermore, pairing students with classmates they are friends with or at least more familiar with, can help to ease anxiety during speaking tasks (Cao & Philp, 2006; Kang, 2005) as it serves as a protective factor against peer judgment. In fact, participants from Cao and Philip (2006) indicated that they would prefer to work in larger groups with at least one friend instead of working one-on-one with someone they did not know. The literature indicates that although peers can have a negative impact on student motivation, they can also serve as a protective factor against peer ridicule.

Although several studies have reported that peers impacted student motivation to learn an LX, several studies have failed to report significant findings (Iwaniec, 2014; Iwaniec & Ullakonoja, 2016; Kyriacou & Zhu, 2008; Wright, 1999). In Wright (1999), peers were not a significant predictor of motivation amongst secondary students from Northern Ireland who were studying French. Similarly, in a study conducted by Iwaniec

(2014), Polish students between the ages of 15 and 16 learning LX English were not significantly impacted by their classmate's attitudes. However, some participants reported that their peers would sometimes question why they bothered to study English, but this did not dissuade those students who were motivated. In fact, students who were struggling in English class would often ask their more skilled classmates for support. Furthermore, one study conducted by Kangasvieri and Leontjev (2021) found that peers did not play a significant role on Finnish students' motivation to learn English, however, it was significant when learning other LXs. This may be due to the international presence of English, allowing students to more easily understand how English is relevant to their daily lives as opposed to languages that are spoken less frequently.

6.3 The Community

A third major influential factor on the developing child's motivation to learn an LX is the community in which the child lives. Aspects such as geographical location, socioeconomic status (SES), and cultural attitudes and beliefs towards language learning are all examples of macro level elements that contribute to LX learning. The following section will highlight the role of geographical location, specifically, the impact of rural versus urban communities, cultural views towards language learning, and how these elements mediate the degree of exposure to the target language.

6.3.1 Rural Versus Urban Settings

Growing up in either an urban or rural area can have a significant impact on how a child learns an LX. In a study conducted by (Lamb, 2004), Indonesian students between the ages of 13 and 14 from two urban areas were significantly more motivated

to learn LX English than their counterparts from a rural area. This is likely due to two primary factors. Firstly, urban areas are more likely to attract foreigners, thus increasing individuals' exposure to the LX. Secondly, employees in urban areas are more often required to communicate in an LX if conducting business at an international level (Hu, 2005). With regards to the first factor, children in urban areas are more likely to have regular contact with an LX, thus increasing the relevance of the LX to their daily lives. As cited in Yashima (2002), Dörnyei (1990) states that students who have little daily contact with the target language are less likely to integrate the LX into their knowledge repertoire. Therefore, children raised in urban areas are more likely to have authentic exposure to the LX, allowing them not only to practice the LX, but also to see the relevance of the LX in their daily lives, compared to children from rural areas. However, it must be highlighted that technological advancements within the past 20 years have brought internet access to rural areas, increasing the potential for individuals to be exposed to LX English through the media. Nevertheless, face-to-face interactions with LX English users remain lower in remote areas for the reasons listed above.

With regards to the second factor, that employees in urban areas are more likely to need to communicate in an LX at work, urban children are thus more likely to be encouraged by their parents to be successful in their LX courses, as mentioned in section 6.1. In a study conducted by Peng (2012), students in China were motivated to learn LX English as it was seen as crucial to their future careers as the country is now a powerful economic player, and workers must be able to communicate at the international level in order to maintain this status. Given China's growth in international trade over the past several decades, English has become increasingly

prominent in day-to-day life. In fact, this economic growth has influenced the country to adopt communicative language teaching (CLT) approaches to increase oral fluency in students, which has generally been linked to fostering higher levels of motivation amongst students (see section 5.3). However, Hu (2005) demonstrates that such approaches are less likely to be utilized in rural areas due to a lack of teaching resources, qualified LX English teachers, and a lack of effective CLT training. As a result, teachers from this study often fell back on traditional teaching methods that were teacher-centered and textbook dependent. Therefore, it is fair to say that students living in rural areas are generally less motivated to learn an LX not simply because they have less exposure to the language, but also because rural areas are less likely to have access to the required resources to successfully implement the latest teaching methods supported by research.

6.3.2 Community Value Placed on LX Learning

Another factor that impacts student motivation to learn an LX that is dependent on geographical location is the degree of value the community places on LX learning. In many east Asian countries, such as China, Japan, and the Philippines, individuals are generally more motivated to learn LX English for a variety of reasons. As indicated in the previous paragraph, the Chinese are often motivated by career perspectives due to their international presence in the global market (Taguchi et al., 2009; You & Dörnyei, 2014). Additionally, the Japanese are also influenced by international communication, but also LX language learning is viewed as an important school subject (Kouritzin et al., 2009). With regards to individuals from the Philippines, there are a great number of local languages and dialects, making daily communication in several languages an

everyday occurrences (Gonzales, 2010). In a comparative study conducted by Gayton (2010), LX English classes in Germany and France were more valued by students than their counterparts learning LX French in Scotland. Gayton suggests that LX learning, especially LX English, is generally valued in these countries as English is often the language used for international communication. In contrast, students in Scotland, where English is the official language, are rarely exposed to French speakers and they already speak English, making international communication a simple task. Another comparative study by Kouritzin and colleagues (2009) reflects the fact that each country views LX learning differently, as LX learners from Japan, France, and Canada, held varying levels of value for LX learning. Language learning in Japan was valued the most. In fact, participants indicated LX learning to be as important as math and science. LX learning importance was rated the second highest in France, as learning an LX was often tied to travelling. LX learning was valued the least in Canada despite the fact that the country has two official languages and is multicultural in nature. The fact is, LX learning is generally not valued, unless individuals are considering working for the federal government, in which proficiency in both English and French is required.

Research generally supports the notion that frequent and quality contact with LX speakers is crucial when learning an LX (Clément et al., 1994; Dörnyei, 1990; Peng, 2012; Yashima, 2002). In a study conducted by Clément and colleagues (2003), francophone students studying at a bilingual university in Ottawa (i.e., an institution in which courses are offered in both French and English), Canada's capital city, felt more confident and spoke with greater ease in English compared to anglophone students from the same university when speaking French. Although participants from this study

attended a bilingual university in a city where official languages knowledge is common in the workforce, English is still the predominant language. As cited by Clément and colleagues (2003), Statistics Canada (1996) reported that 39% of Ottawa's population consisted of francophones and 34% of students attending this university were francophone, thus providing more opportunities to francophone students to be exposed to English than anglophone students being exposed to French, not only at the university but in the community at large. Clément and colleagues (2003) also suggest that the results from this study are likely influenced by the overwhelming presence of English in the mass media, which will be discussed in further detail in section 6.4. It is worth noting the research presented in this paragraph was conducted in Canada, and therefore, a similar effect may be present in the province of New Brunswick.

6.4 Media

A fourth factor that impacts student motivation towards LX learning that cannot be ignored is the media. The media includes movies, tv series, social media, and online gaming. Learning a new language is not always of interest to students, however, exposing learners to movies and songs, for instance, in the target language, is often of more interest as these mediums provide access to authentic contexts that students would otherwise not have access to (Dizon, 2018; Kusumaningrum, 2015). LX English has a particular advantage as individuals have greater access to movies, series, songs, YouTube videos, and advertisements in English, providing students with ample opportunities to practice English outside of the classroom (Gayton, 2010). According to the literature, movies/series, social media, and online gaming, in particular, have a significant impact on students' motivation to learn LX English. The following section

will elaborate on these three factors, starting with an explanation as to why the media is of great interest to individuals.

6.4.1 Movies & Series

Language learners often prefer watching movies or series as a learning activity in the target language as audiovisual material is more dynamic than texts or sound-only audio (King, 2002). Videos have a particular advantage over other mediums as they are multisensory in nature, providing students with auditory and visual cues, making it easier to derive the meaning of unknown words (Koolstra & Beentjes, 1999). Sylvén & Thompson (2015) note that in smaller European countries such as Sweden, movies and series produced in anglophone countries are subtitled instead of dubbed as subtitling costs significantly less than dubbing, which is preferred by smaller economies (Koolstra & Beentjes, 1999). However, in larger countries such as France and Germany, anglophone movies are often dubbed as larger economies have more resources and access to a higher budget.

Studies have shown that watching anglophone movies and series with or even without subtitles can benefit the learner. In a study conducted by Qiang and colleagues (2007), university students in Shanghai who watched anglophone videos demonstrated improved pronunciation, intonation, sentence structure, knowledge of the target culture, and knowledge of idioms. With regards to the notion of subtitles versus no subtitles, Koolstra and Beentjes (1999) reported that Dutch children between the ages of 9.7 and 11.7 years old indicated a significantly higher vocabulary knowledge in English after having watched a video with subtitles compared to the control group. Furthermore, participants from this study who watched the same video but without

subtitles also obtained more vocabulary than students from the control group. This demonstrated that although language competencies are strengthened the most when provided with subtitles, students also gain new knowledge, even without subtitles. Similar results were reported by (Faqe, 2020) amongst Iraqi university students and amongst Japanese university students (Dizon, 2018). Dizon (2018) in particular, measured students' motivation to learn LX English after watching anglophone movies and series on Netflix after three months. The results from this study indicate that students were significantly more motivated to learn English after the three-month period compared to the beginning of the study.

6.4.2 The Digital Era

Smith (2019) proposes an extension of Dörnyei's L2 Motivational Self System to include the digital ideal L2 self, indicating an individual's desire to take part in the digital community, such as reading news articles, listening to movies, podcasts, and songs, and participating in online forums, at the international level. As English is an international language, speaking English greatly increases a person's ability to participate in global affairs. Furthermore, Smith notes that individuals may be motivated to learn English to take part in the digital or online world, but have minimal desire to use the language outside of this domain. She attempts to explain this phenomenon by indicating that "... digital environments permit discussion of topics deemed inappropriate for classroom settings and allow self-expression and identity experimentation that is potentially unacceptable in the school or local community" (p. 4). Furthermore, Bouzayani and Elloumi (2020) explain that social media is regarded as a way to escape one's daily routine and discover the world. This may be particularly

relevant to the participants in this study as young adolescents are often trying to define their identities, making the online world particularly attractive as they have greater access to material and online communities that may represent themselves more accurately compared to their immediate environment.

6.4.3 Social Media

Social media may potentially be the most influential form of media amongst the adolescent population (Alonso Alonso, 2023) as most children this age have access to a mobile phone, and enjoy social networking sites such as Instagram, TikTok and YouTube, allowing for great potential to support LX skills (O'Dowd, 2018). The benefit of social media is that like movies and series, it provides access to authentic materials that learners can interact with at any time (Akkara et al., 2020), providing they have an internet connection. In fact, students from non-anglophone countries often use English to read comments and posts in addition to their first language (Putrawan & Riadi, 2020). In a study conducted by Akpan (2021), university students in Thailand were significantly motivated by social media sites, most notably Facebook, YouTube, Facebook Messenger, and Instagram, to learn LX English. In addition, these platforms boosted learner's confidence. YouTube in particular was the most motivating compared the other sites. Similar results are reported in Bouzayani and Elloumi (2020), Silviyanti (2014), Gracella and Nur (2020), as YouTube was the most popular social media site that contributed to motivation to learn English. Participants from Silviyanti (2014) indicated they accessed YouTube primarily for entertainment purposes, and as English is an international language, many videos they come across are in English. In Gracella and Nur (2020), participants found listening to native English speakers to be motivating

as it helped them in their listening and speaking skills, pronunciation, and vocabulary. In fact, these individuals found YouTube videos to be more motivating than lectures or books written in English. Similar to YouTube, another social media platform that has gained popularity within recent years, especially amongst Generation Z, is TikTok (Xiuwen & Razali, 2021). Similar to YouTube, TikTok is a platform in which videos are no longer than 15 seconds, benefiting those with a shorter attention span and perhaps beginner level students.

6.4.4 Online Gaming

Online gaming has also become a topic that has gained recent attention by researchers within the past ten years, specifically multiplayer games. Chik (2014) notes that similar to the other forms of media discussed above, online games are available to learners anywhere and anytime of the day, providing students with the opportunity to practice their LX autonomously. As many of these games are accessible to anyone with a stable internet connection, players often have different first languages and must find a common language in order to communicate with each other (Richtoff & Persson, 2022; Yudha & Utami, 2022). Language competencies gained through online gaming have been shown by the majority of the research to transfer to the classroom. In a study conducted by Uuskoski (2011), online gaming was significantly correlated with higher grades in English. In addition, participants from Yudha and Utami (2022) reported feeling more motivated to continue the game after receiving awards or high scores, which consequently required furthering their LX English skills. The participants from this study enjoyed these games as they found them fun and also happened to improve their English vocabulary. Even watching others play these games can benefit LX

competencies as indicated by Ebrahimzadeh and Alavi (2017). In this study, male high school students in Iran between the ages of 12 and 18 were assigned to one of three treatments: those who read the video game's story, those who played the game, and those who watched their classmates play the game. A motivation test was administered to participants pre and post treatment. Those students who played the video game and those who watched the game were more motivated than the group who read the game's story. Furthermore, these participants demonstrated a significant language increase over time.

6.4.5 Media Consumption in Adolescents

It should come as no surprise that certain types of media can have more of a significant impact on language learners depending on their age. As the majority of the studies mentioned above investigated motivating factors amongst university students, not all of these investigations can be generalized to young adolescents, which is the age group of the participants in the current study. However, a recent study conducted by Alonso Alonso (2023) offers some insight as to which types of media may be the most influential depending on age. Participants in this study were either secondary students, bachelor's students, state language school or university students. The secondary students in this study were most likely to seek out TikTok videos, Instagram or Twitter posts, play online video games, and listen to English music on YouTube or Spotify. Compared to the other age groups, secondary students were less likely to watch

anglophone films, highlighting the importance of social media and online games in LX English learning.

Several studies note the benefits of media influences on decreasing anxiety and raising self-confidence when communicating in an LX. As students often feel threatened by the instructor and/or peer pressure (Madzlan et al., 2020), communicating with people online that are not a part of the child's microsystem is often regarded as safer environment for the learner to practice communicative skills as the fear of receiving a poor grade or judgment from peers is absent. Lee and Hsieh (2019) found that university students in Taiwan reported feeling safer and more relaxed in a digital environment compared to a face-to-face interaction, or in the classroom. Similarly in Horowitz (2019), university LX English students in Puerto Rico demonstrated a significant relationship between online multiplayer games and increased confidence and lower anxiety, meaning that students who used English when playing multiplayer online games were more confident and less anxious when communicating in English amongst LX learners. A similar finding is noted by Yudha and Utami (2022) as participants who played online games had higher levels of self-confidence when speaking English than those who did not play such games.

6.5 Environmental Changes Mediated by Biological Influences

The current study does not seek to examine the specific biological processes involved when learning an LX. However, developmental changes in an individual as a result of biology, both directly and indirectly impact the person's environment. For example, young adolescents experience a period of heightened brain plasticity, presenting an important opportunity for cognitive growth (Allen et al., 2019). Although

there are several critical periods for learning an LX in a person's life (Birdsong, 2018; Werker & Hensch, 2015), the brain undergoes the second most rapid period of growth, after the first two years of life (Pendergast, 2017a). From a biological stand point, early adolescence would be an ideal time to learn an LX, as the majority of the literature indicates that a younger age is more conducive to LX learning (Zafar & Meenakshi, 2012). This is not to imply that languages cannot be learnt in adulthood, but a younger age favours LX learning. What is of particular relevance to this study are the psychosocial changes in the child's environment that are triggered as a result of the onset of puberty, such as increased responsibility, transitioning from primary to secondary school, changes in self-confidence, etc. The following section will examine these changes that co-occur with puberty.

In a biological sense, adolescence may be a time for cognitive growth, however, this important developmental change is accompanied by new types of psychological challenges the child must face, causing a tremendous amount of stress (Allen et al., 2019; Garvis et al., 2018). As noted by Allen and colleagues (2019), children are expected to take on more adult roles and responsibilities, navigate the transition from primary to secondary school, and moving from a student-centered model to a subject-centered model. Furthermore, children must cope with such increased expectations, as well as larger class sizes, having multiple subject teachers instead of one classroom teacher, greater workload, and a desire for independence (Pendergast, 2017b). The list of examples above are consistent with Bronfenbrenner's (1986, 1994) concept of the chronosystem from his Ecological Systems Theory (see section 4.2.3), as these changes in the child's environment were triggered by the passing of time.

Early adolescence is also a time in a child's life that is marked by an increase in awareness of the gaze of their peers, meaning adolescents are more sensitive to negative peer evaluation. This can often lead to a decrease in self-confidence/self-esteem (Allen et al., 2019; Djigunovic Mihaljevic, 2012), affecting levels of inhibitory behaviours, risk taking with regards to linguistic situations, and anxiety. Research shows that learners with a higher sense of self are more likely to believe in their ability to succeed and seek out new experiences or opportunities that will further their LX learning (Cao & Philip, 2006; Zafar & Meenakshi, 2012). In fact, self-confidence has been shown to indirectly influence LX motivation (Ebata, 2008; Peng & Woodrow, 2010) as students who believe they have the ability to succeed engage more with the subject material, thus increasing their likelihood of retaining information. Furthermore, individuals who are more self-confident display less inhibitory behaviours and are less preoccupied with making linguistic errors in front of their interlocutors. In other words, they are willing to risk making a mistake in front of their peers to gain linguistic competence (i.e., risk taking) (Wen & Clément, 2003).

In summary, the developmental changes adolescents undergo during puberty can have a direct and indirect impact on LX motivation. Adolescence is an opportune time to learn an LX as there is higher brain plasticity, which presents an important time for cognitive growth. However, this period of time triggers a variety of psychosocial changes in the child's environment that can impact student LX motivation, for example, increased responsibility, transitioning from primary to secondary school, and changes in self-confidence. Such aspects must be considered when analyzing young adolescents' motivation to learn an LX.

Conclusion

As demonstrated above, there are a number of environmental influences that impact student motivation towards learning an LX pertaining to sociocultural and biological factors, as well as the individuals the child has close contact with, such as parents/guardians and peers. In fact, it is virtually impossible to include all environmental aspects that impact LX motivation in one given study. The literature presented above attempted to include the most relevant elements pertaining to young adolescents that play a role in shaping student LX motivation. Information relating to parents/guardians, peers, the community in which the child is raised, the media, and environmental changes as a result of transitioning from childhood to adulthood, were presented in order to inform the reader of the predominant environmental influences affecting student motivation towards LX learning.

Chapter 7: Teacher Motivation

In order to examine student motivation towards learning an LX, it is essential to consider the factors that impact teacher motivation as research suggests the two elements are inter-dependent. Numerous studies have reported a high likelihood that students are unlikely to be motivated not only towards LX learning, but learning in general, when the educator is not motivated (Atkinson, 2000; Bernaus et al., 2009; Hettiarachchi, 2013). One study in particular, conducted by Matsumoto (2009) investigated students' motivation towards LX learning and their perceptions of teacher commitment. Matsumoto found a positive correlation between the two, meaning that students who perceived their teachers as highly committed towards LX education, were more likely to be motivated themselves. Therefore, it is essential to identify and foster the elements that influence teacher motivation. The following section will be divided into two sections: teacher motivators and teacher demotivators. Teacher motivators will outline the factors that contribute to increasing teacher motivation while teacher demotivators will present those elements contributing to decreasing teacher motivation.

7.1 Teacher Motivators

As indicated by the majority of the research related to the topic of teacher motivation, educators are rarely persuaded by financial rewards when choosing to become a public-school teacher (Fox, 1961; Kyriacou & Coulthard, 2000; Richards, 1960). Instead, prospective educators often enter the field due to intrinsic factors, such as having an inherent interest in the subject matter they will be teaching, or enjoying working with children. Many future educators are also attracted to this profession as they have a genuine interest in stimulating change and helping children succeed, which

are altruistic in nature. Finally, prospective teachers often consider extrinsic variables, such as job security and student behaviour when choosing to become a public-school teacher. As several studies have grouped teacher motivators into these three categories (i.e., intrinsic, altruistic, extrinsic) (Dinham & Scott, 2000; Han & Yin, 2016; Kyriacou & Benmansour, 1999; Kyriacou & Coulthard, 2000; Kyriacou & Koberi, 1998; Watt & Richardson, 2007), the following passage will do the same.

7.1.1 Intrinsic Motivators

With regards to intrinsic motivators, several elements appear to be consistent across multiple contexts. Many individuals opt for a career in public school teaching as they have the desire to work with children/adolescents (Fox, 1961; Karavas, 2010; Kyriacou & Coulthard, 2000; Richardson & Watt, 2006; Sinclair, 2008; Watt et al., 2012), perceive themselves as having strong teaching abilities (Richardson & Watt, 2006; Sinclair, 2008; Watt et al., 2012) and inherently enjoy the act of teaching (Hettiarachchi, 2013; Kyriacou & Benmansour, 1999; Richardson & Watt, 2006; Sinclair, 2008). Prospective educators are also highly influenced by their enjoyment for the subject in which they will be teaching (Karavas, 2010; Kyriacou & Benmansour, 1999). With regards to teaching LX English, Kyriacou & Benmansour (1999) and Kyriacou and Koberi (1998) found that many educators were motivated by the fact that they perceived themselves as being highly competent in English, and felt the language was an important subject.

7.1.2 Altruistic Motivators

In terms of altruistic motivators, there are less notable influential factors compared to intrinsic and extrinsic variables, however, there are two highly important

elements that motivate university graduates to become teachers: the desire to help students succeed and the desire to promote change in society. Along with the intrinsic points listed above, individuals are often persuaded to enter the field of education as they want to help children achieve their potential and fulfill their goals (Kyriacou & Benmansour, 1999). Similarly, prospective teachers often see education as a way to shape the future for the better and to make a positive contribution to society (Fox, 1961; Karavas, 2010; Kyriacou & Coulthard, 2000; Richards, 1960; Richardson & Watt, 2006; Watt et al., 2012).

7.1.3 Extrinsic Motivators

In terms of extrinsic motivators, consistently cited factors influencing teacher motivation relate to students. Elements such as student performance and success, student motivation, student interest, student recognition and appreciation of teachers, and student attitudes towards English, greatly impact how teachers feel towards their careers (Dinham & Scott, 2000; Hettiarachchi, 2013; Xiao, 2014). Teachers also report being highly motivated when their students begin to make progress in the subject matter and achieving success (Addison & Brundrett, 2008). These aspects can either increase or decrease teacher motivation as educators have more positive attitudes towards teaching when they perceive their students as being motivated and interested in learning the subject at hand. In contrast, teachers consistently report negative student behaviour as a primary demotivator (Karavas, 2010). Examples of such undesirable behaviours include: sleeping in class (Sugino, 2010), disruptive acts during lessons (Addison & Brundrett, 2008), and a lack of student interest in the subject (Addison & Brundrett, 2008; Hettiarachi, 2013). Hettiarachchi notes that this third aspect, a lack of student

interest, is especially relatable to LX teachers in rural schools, as pupils residing in less populated communities often do not see the need for English.

Other commonly cited extrinsic motivators after students, with regards to public school teaching, include quality of relationships amongst colleagues (Addison & Brundrett, 2008; Dinham & Scott, 2000), job security (Richardson & Watt, 2005), and social status of the teaching profession (Hettiarachchi, 2013). With regards to the first factor, teachers often feel a higher degree of motivation when they have supportive colleagues with whom they can share pedagogical materials and exchange effective teaching strategies. In fact, acting out difficult situations faced in the classroom and brainstorming potential remedies to such instances is encouraged to promote emotion-wellbeing amongst in-service educators and especially pre-service educators (Lemarchand-Chauvin & Tardieu, 2018). As Lemarchand-Chauvin and Tardieu's study was conducted in France, which is one of the three contexts examined in this the current study, this finding may be particularly relevant to the French context. As for the second element, job security, educators are often attracted to public school teaching as it offers stable employment and income. However, this is usually what attracts pre-service teachers to the field, as it isn't always enough to retain them later on in their careers. In reference to the third and final element, social status of teaching professionals, many pre-service teachers can either be persuaded or dissuaded to choose a career in public school teaching depending on the degree of value society places on teachers. For example, in Hettiarachchi (2013), English teachers in Sri Lanka reported being attracted to the field of education and English in particular, as English teachers are highly valued in the country and a career in this domain is considered to

be prestigious. However, this is dependent on the country, as other cultures hold more negative views of teachers, thus demotivating recent university graduates to opt for a career in education. This will be further elaborated upon in section 7.2.

7.2 Teacher Demotivators

As detailed above, teachers are motivated the most by intrinsic and altruistic factors, as they have an inherent interest in the teaching profession, their subject matter, and helping students achieve success. With the exception of positive student responses, supportive colleagues, job security, and high social status, research indicates that demotivators are often extrinsic in nature and unrelated to aspects of classroom teaching. The most frequently cited demotivators in the literature are a lack of pedagogical materials and resources, government/district/school policies and administration, negative community attitudes towards teachers, and a lack of professional development opportunities. The following will address each of these aspects and their impact on teacher motivation levels.

Teachers have reported being hindered by their physical environment when trying to carried out their duties to the best of their abilities (Karavas, 2010). Participants in Hettiarachchi's study (2013) indicate having limited access to proper teaching facilities and overcrowded classrooms as a main demotivator as it prevented them from teaching effectively, thus decreasing their level of motivation. In a study conducted by Sugino (2010), participants reported having limited teaching materials, thus making it difficult to achieve the curriculum requirements. However, the primary demotivator consistently highlighted in the research relates to dissatisfaction with government/district/school policies and administration (Dweik & Awajan, 2013;

Karavas, 2010; Sato et al., 2022). Much of the frustration towards these governing bodies relates to frequent changes and reforms to educational policies and programs (Kyriacou & Chien, 2004), resulting in an increase in workload, expectations, and confusion with regards to the role of the teacher (Dinham & Scott, 2000; Karavas, 2010; Smithers & Robinson, 2003), as they have difficulty adapting to the constant changes. Two studies in particular highlight this point, one conducted by Kyriacou and Chien (2004) in Taiwan and the other by Karavas (2010) in Greece. Both countries have been subject to multiple educational reforms over a relatively short period of time. In Kyriacou and Chien (2004) specifically, the reforms were unsuccessful in raising standards and teachers were blamed for not being fully committed to implementing the required changes, contributing to a considerable decrease in teacher motivation.

A second area of discontent in relation to government and district offices are ineffective curriculums (Sugino, 2010). Hettiarachchi (2013) expands further on this notion as participants from his study report experiencing a considerable amount of stress as they must follow a curriculum provided by the department of education that does not accurately reflect student ability. Teacher participants indicated that a large discrepancy exists between the program document and students' actual LX English level, especially in rural schools as pupils encounter English less frequently in their daily lives. Likewise, the textbooks educators are provided with as a teaching tool do not meet students' needs either as they do not accurately reflect students' ability. As a result, teachers are left to find pedagogical material on their own, adding an additional barrier to effective teaching, and thus decreasing motivation.

A third source of demotivation amongst teachers with regards to higher governing bodies, is the perceived lack of autonomy and value felt by teachers. As we know from the Self-Determination Theory, autonomy is an essential component that contributes to increasing motivation in individuals (Sato et al., 2022). As noted by participants from Hettiarachchi (2013), teachers may be told by the department of education that they are free to choose their preferred teaching methods and materials, but are still required to follow a curriculum or a textbook that does not meet their students' needs, resulting in ineffective education (as discussed in the previous paragraph). In such a case, teachers often feel they do not receive support from school administration (Hettiarachchi, 2013) and are rarely given the freedom to adapt or tailor the curriculum document to the realities of the classroom.

A fourth and final area of discontent amongst teachers regarding higher governing organizations relates to leaderships and decision-making processes. Several studies have called for more teacher involvement when it comes to educational reforms and recognition from management (Fisler & Firestone, 2006; Yau, 2010). A participant in a study by Sato and his colleagues (2022) expands on this notion as during a reform process in Chile, a variety of professionals were invited to contribute their thoughts on a new program, such as engineers and lawyers, but not teachers. This participant expressed their frustration as they felt the opinions of other professionals were valued more by the department of education compared to teachers, who are the ones responsible for implementing a new curriculum. Furthermore, even if governing organizations do ask for input from teachers, it will not necessarily be taken into

consideration, as demonstrated by Fisler and Firestone (2006), suggesting that teacher feedback can be undervalued by higher governing bodies.

As indicated above, extrinsic factors related to government/district/school policies and administration are the most commonly cited sources of demotivation amongst teachers. However, another category of elements indicated in studies that negatively impact teacher motivation are poor community attitudes towards teachers. Although public school teachers in some regions are valued and regarded as being high up on the social hierarchy (Hettiarachchi, 2013), this is by far the case in many other countries (Richardson & Watt, 2006). In a study conducted by Dinham and Scott (2000), teacher participants from England, Australia, and New Zealand indicated being strongly demotivated by their countries' poor opinions of teachers as they believed the general public viewed educators as having 'easy' working conditions, being incompetent, and being negatively portrayed by the media. Similarly, in Kyriacou and Chien (2004), teacher participants reported being criticized by parents for not doing enough to help their children to be accepted at top universities.

One may wonder why government organizations, district offices, and the community at large in some countries appear to undervalue public school teachers. Two studies in particular, one conducted by Fisler and Firestone (2006), and the other by Bryk and Schneider (1996), explored this topic and hypothesize that a general lack of trust in the education community may be the culprit. In the first article, several teacher participants highlighted the issue of a reciprocal lack of trust between district administrators and teachers, which contributed to an overall negative and demotivating working environment. The second study, by Bryk and Schneider (1996), examined the

impact of a trusting environment when attempting to improve the Chicago school system in the United States, which was deemed as the “worst school system in America” at the time. The authors found that schools where teachers had stronger relationships with parents, colleagues, and school principals, were more positively correlated with effecting change in the system than those schools where teachers had weaker relationships with parents, colleagues, and school principals. Bryk and Schneider therefore suggest rebuilding positive social relations amongst educational professionals as a first step towards improving working conditions in schools, and hopefully stimulating teacher motivation.

A final demotivator that is consistently highlighted in the literature is the fact that public school teaching offers limited professional development opportunities. After several years of teaching the same subject at the same level, teachers often feel discouraged by the lack of intellectual stimulation (Hettiarachchi, 2013; Johnson, 1986; Karavas, 2010). In fact, educators who leave the public school system often do so in search for a new challenge (Smithers & Robinson, 2003). Several countries have tried to provide teachers with opportunities to work in administration, curriculum designing, teacher training and material development, however such opportunities are often limited. In attempt to increase teacher motivation and retention rates, educational administrators may consider providing teachers with opportunities to advance their careers or workshops specifically aimed at strengthen their pedagogical practices (Yau, 2010).

Conclusion

This chapter has outlined the variety of elements that contribute to either motivating or demotivating LX English teachers. As demonstrated above, it is essential to consider the factors that impact teacher motivation as it has been shown to play an important role in the development of student motivation. Therefore, it is crucial to not only identify motivators and demotivators, but also to identify the mechanisms that encourage teachers to perform to the best of their abilities. Furthermore, it is also essential to identify and minimize the occurrence of situations that decrease teacher motivation. If the education community hopes to improve student interest and desire to learn an LX, having motivated teachers is a critical first step as these two elements are dependent on each other.

Conclusion (part two)

This part of the dissertation has outlined the theoretical underpinnings in motivation research (Chapter 4), as well as information pertaining to educational influences (Chapter 5), and general environmental influences outside of the classroom (Chapter 6). Teacher motivation was also explored (Chapter 7), as a bidirectional relationship exists between student and teacher motivation. As all of the elements that could impact students' motivation to learn English LX in this study were considered, it was essential to present the reader with a description of teacher motivators and demotivators, as they could possibly have an indirect effect on the student participants in this study. Once again, considering that learning is equally dependent on elements in the individual's environment as it is on cognitive functioning, it is important to establish factors that have been previously linked in the literature to student motivation in order to help interpret and make sense of the data from this study.

PART THREE: The Current Study

The third and final part of this dissertation will focus on the methodology employed in this investigation, the results from the study, and will end by presenting the reader with a discussion of the findings, in which the data will be interpreted in attempt to explain the results. Chapter 8 will outline the research questions and hypotheses leading this mixed-methods comparative study, the research design and how the data was collected. Chapter 9 will present the reader with the results from the quantitative as well as the qualitative analysis. The results for the qualitative analysis will be presented in the form of case studies, and therefore, the data from each teacher interview will be reported on separately. Throughout these case studies, references will be made to the embodied cognition and learning framework outlined on pages 28 to 33, as this perspective is the most relevant to the topic at hand. Chapter 10 will interpret the findings by examining how the quantitative and qualitative data inform each other, and also by comparing and contrasting the results to previous literature.

Chapter 8: Methodology

This chapter provides an overview of the methodology implemented for the purpose of this study. The following section will first restate the research question, objectives, and hypotheses. The research design will then be presented, which will outline the theoretical philosophies and lenses that were utilized when analyzing the results. Next, methods pertaining to data collection will be provided, which will include a description of the sampling techniques that were used, as well as participant characteristics. This will then be followed by the steps that were involved in the data collection procedure and the types of measurement tools that were employed. Finally, an overview of the data analysis methodology will then be presented, which will discuss the data analysis techniques that were utilized.

8.1 Research Objectives, Questions, & Hypotheses

As mentioned in the general introduction, the current study seeks to examine the impact of teaching principles and practices on students' motivation to learn English as an LX in several different contexts, specifically in France, Finland, and New Brunswick. The investigation will attempt to answer the following three research questions and hypotheses:

- 1) Is there a difference in student motivation to learn LX English amongst middle school students in France, Finland, and New Brunswick?
 - a. H_1 : Finnish students will have a higher level of motivation to learn LX English compared to New Brunswick and French students

- b. H_2 : New Brunswick students will have a lower level of motivation to learn LX English compared to Finnish students, and a higher level of motivation to learn LX English compared to French students.
 - c. H_3 : French students will have a lower level of motivation to learn LX English compared to Finnish and New Brunswick students
- 2) What factors related to teaching practice influence middle-school students' motivation to learn LX English in the following countries: France, Finland, and New Brunswick?
 - 3) How do the qualitative and quantitative results explain the relationship between student motivation to learn LX English and teaching practice?

The first research question is quantitative in nature, and is thus divided into three specific hypotheses. With regards to H_1 , given the presence of English in Finnish society, the small number of Finnish speakers outside of the country (see section 2.2.2), and their world renowned and unique education system (Sahlberg & Doyle, 2019), it is hypothesized that Finnish student motivation will be higher in this context. As for H_2 , it is believed that student motivation in New Brunswick will be higher than that of France, as the province has two official languages, making competency in English an asset to integrating into the community and a requirement for most career prospects. It is also hypothesized that student motivation in New Brunswick will be lower than that of Finland as lasting historical tensions between the francophone and anglophone community may deter students from wanting to learn LX English (see section 3.1.1). Finally, with regards to H_3 , it is believed that student motivation to learn LX English in France will be lower than that of Finland and New Brunswick as the presence of

English in French society is considerably less than in Finland and in New Brunswick (see section 1.2.2), as well as the fact that French is more recognised than Finnish at the international level, as France was a previous colonizer. Lastly, English is not an official language in France, as it is in New Brunswick. As for the second research question, this question is qualitative in nature as LX English teachers will be interviewed. The results for these interviews will attempt to explain and support the findings from the first research question. Finally, the third research question requires the examination of the quantitative and the qualitative data simultaneously, as well as comparing and contrasting the data against the previous research presented in the literature review (Chapters 1-7). This research question corresponds to the mixed-methods element of the study. The research questions and hypotheses listed above will serve to inform the objective of the study, which is to gain a better understanding of the factors related to teaching practices, that impact student motivation to learn English as an LX, with a particular interest amongst middle-school aged pupils.

8.2. Research Design

The current study will employ a mix-methods approach. This methodology, which combines quantitative and qualitative data, has gained significant attention in recent years (Castro et al., 2010), particularly in social sciences. A mixed-method approach allows for stories to be told through numbers and words, in order to provide a more complete understanding of the subject at hand (Ivankova & Creswell, 2009). Quantitative data is a tool to discover trends and patterns, while qualitative data is a tool used to attempt to understand how and why the trends and patterns came to be (Ivankova & Creswell, 2009). The advantages of both quantitative and qualitative

methods are apparent in mixed-methods studies. Quantitative data allows researchers to measure a specific context with numbers, allowing for group comparisons to be made and the testing of hypotheses (Castro et al., 2010). The primary shortcoming of this approach is that influential contextual factors are excluded from the data collection and analysis stages. On the other hand, qualitative data has the capacity to provide the researcher with rich descriptions of human experiences, emotions, beliefs, and the influence of cultural elements that simply cannot be measured with numbers (Castro et al., 2010). The primary limitation of qualitative data, however, is that it can be difficult to draw definite conclusions as reliability can be called into question, as subjectivity is an element that impacts the interpretation of results. In other words, complimenting quantitative results with qualitative results, makes up for the shortcoming of quantitative research and vice versa.

As the current study seeks to examine the influence of teaching principles on student motivation, a mixed-methods approach was deemed to be the most appropriate research method as student motivation needed to be measured in order to examine the variance of student motivation between contexts (i.e., quantitative data) and the way in which teaching principles were implemented could not be measured with numbers as there is no universal definition of specific teaching strategies or pedagogy, and thus, such elements are often implemented differently in the classroom depending on the educator. As a result, it was concluded that qualitative methods would better capture the reality of students' learning environments as teachers explained how they implement certain techniques in the classroom through words.

A convergent parallel (or concurrent triangulation) design will serve as the primary research methodology for this study as both quantitative and qualitative data were gathered at the same time and analysed separately before combining the data for interpretation. As indicated by Halcomb and Hickman (2015) and Lopez-Fernandez and Molina-Azorin (2011) it is possible for both quantitative and qualitative data to have the same priority or weight, meaning both types are equally important in the current investigation as they are interpreted together to answer the research questions. With regards to the convergent aspect of the convergent parallel design (or the triangulation aspect of the concurrent triangulation design), which adds rigour to the data collection process (Jick, 1979) several strategies can be used. The current study utilized source triangulation, as different sources of data were collected, namely student surveys, which were quantitative in nature, and teacher interviews, which were qualitative in nature. Furthermore, theory triangulation was used, as an outside perspective, embodied cognition and learning, was used when interpreting the data, thus serving as the theoretical framework. Lastly, with regards to the mixed component of the mixed methods model that was used to combine the data during the interpretation phase, an integration model was utilized. Castro and colleagues (2010) and Halcomb and Hickman (2015) note that the integration model involves collecting quantitative and qualitative data concurrently and then each data type must be analysed separately. Once this has been completed, the two are combined in order to compare and contrast the findings to previous research.

As the current study utilizes a mixed-methods approach, elements of positivism and interpretivism are present. With regards to positivism, this research philosophy

indicates that reality is observable and can be measured, leading to universal truths by testing hypotheses (Alharahsheh and Pius; 2020; Ivankova & Creswell, 2009; Ryan, 2018). An important cornerstone of this approach is the notion of objectivity, as human bias must be removed throughout the entire research process (Ivankova & Creswell, 2009; Ryan, 2018). The overall aim of quantitative methods is to generalise results to the general population regardless of context after testing the same hypotheses numerous times (Ivankova & Creswell, 2009; Thanh & Thanh, 2015). In the current study, elements of the positivist approach are present as student motivation in France, Finland, and New Brunswick, are measured amongst a sample of students from each country, with the aim of proving H_1 , H_2 , and H_3 , and comparing student motivation between the three contexts.

Limitations exist to positivism, such as the fact that findings do not take into consideration the influence of contextual factors on the data (Alharahsheh & Pius, 2020). As social science research is multifaceted and often dependent on the context in which the phenomenon occurs, the interpretivist research philosophy has gained considerable momentum in the field (Ivankova & Creswell, 2009; Thanh & Thanh, 2015). Therefore, interpretivism is implemented alongside the positivist philosophy as the objective of the investigation is not solely to generalize the results to the general population, but also to gain a snapshot of the influential factors on student motivation to learn LX English in France, Finland, and New Brunswick, as they likely differ in each country. Interpretivism, also known as social constructivism (Chen et al., 2011), is utilized when researchers seek to gain in-depth information with regards to a specific social context by examining participants' experiences, perceptions, and background,

towards that context (Alharahsheh & Pius, 2020; Chen et al., 2011; Thanh & Thanh, 2015). This research philosophy indicates that humans are different from physical phenomena (Alharahsheh & Pius, 2020), as they are not passive and mechanistic (Chen et al., 2011), in contrast to positivism. Factors such as culture, circumstances and time periods in history contribute to shaping social contexts, thus requiring a subjective epistemology (Alharahsheh & Pius, 2020; Ryan, 2018), as such aspects vary not only between countries, but also between communities. As language is heavily influenced by the factors listed above, it is impossible to examine language separately from such subjective experiences (Varela et al., 1991), making the interpretivist philosophy a suitable complimentary approach alongside positivism for the current study.

With regards to the research type, both inductive and deductive approaches will be utilized, as the study consists of quantitative and qualitative data. As indicated by Riazi and Candlin (2014), it is common in language teaching research to differentiate between inductive and deductive approaches. The authors define an inductive approach as a bottom-up process, where data is examined for meaningful patterns, allowing for hypotheses to be generated, which may eventually lead to the creation of a theory or model. In the current investigation, data from the qualitative interviews were coded using an open coding system, in which codes were categorized into themes (see pages 218-219 for further details), demonstrating an inductive research type as interviews were not coded with pre-determined codes. As mentioned above, a deductive approach was also utilized as the themes from the qualitative data were compared and contrasted to a theoretical framework, embodied cognition learning. As noted by Riazi and Candlin (2014), a deductive approach involves starting with a theory or framework,

devising hypotheses from it, and then relating the data to that theory/framework. Although the study's hypotheses were informed by general observations instead of embodied learning, making the beginning stages of the investigation inductive, the results from the data and the interpretations will be compared and contrasted to the criteria outlined in the framework, also making it deductive in nature.

As for the research strategy, case studies will be utilized. The reason behind this decision is the fact that not only do New Brunswick, France, and Finland, have varying levels of LX English knowledge, but so do the individual communities within each country where the data was collected. For example, LX English knowledge in New Brunswick varies considerably depending on the region (see section 3.2.2). Therefore, examining the results on a case-by-case basis is the most logical and effective means of interpreting the data, as it allows the researcher to obtain an in-depth perspective (Hood, 2009). Finally, in terms of time horizon, data from each participant was collected at one point in time during the study, making it cross-sectional in nature.

8.3 Data Collection

The following section will be divided into two subcategories: Participants and Procedure. The participants section will outline the sampling techniques that were used to recruit informants for the study. The procedure section will outline how the process that was involved when collecting the data as well as the measurement tools that were used.

8.3.1 Participants

A non-probability sampling strategy was utilized, as participants were not chosen at random. For the teacher participants, self-selection, or volunteer, sampling

was used as a recruitment method as LX English educators responded to an advertisement for the study. The snowball technique was also a method to recruit one of the Finnish teachers as one of the other participants from her school passed along the advertisement. With regards to student participants, the purposive technique was used as the students who were surveyed were deliberately chosen as their LX English teachers had been interviewed and the study sought to examine the relationship between student motivation and their teacher's individual practices.

With regards to student participants, a total of 593 students between the ages of 11 and 14 completed the questionnaire, specifically, 82 students were from New Brunswick, 349 from France, and 162 from Finland. The final sample consisted of a total of 473 pupils, with 51 from New Brunswick, 284 from France, and 138 from Finland. A total of 120 participants were excluded from the analysis of the data if they indicated English as their first spoken language, if they reported being under the age of 11 or over the age of 14, or if they provided far-fetched answers that called into question how serious they took the survey. For example, some students indicated that they spoke several languages under Question 3, including multiple regional dialects that were not native to their region. As Fan and colleagues (2006) notes, this is what makes collecting data amongst middle school students challenging at times, as the reliability of their answers can be questioned as surveys are not always taken seriously by participants. For this reason, surveys with questionable validity were automatically excluded from the analysis. Lastly, questionnaires with missing data points were also excluded from the analysis, for a similar reason as listed above, as students' level of attention to the

survey completion process was called into question, as was the reliability of their answers.

As for teacher participants, a total of 52 educators responded to the online survey, 34 in France, eight in Finland, nine in New Brunswick, and one in Québec (Canada). All teachers who completed the questionnaire were contacted for a follow up interview. A total of 24 interviews were conducted (six in New Brunswick, 12 in France, and six in Finland). Although the participant from Québec was willing to participate in an interview, it was determined to exclude this individual's data from data analysis as the remaining Canadian participants were teachers in New Brunswick. The final sample of teacher participants consisted of 13 educators (three from New Brunswick, five from France, five from Finland, see Table 1), as several participants who were interviewed did not respond to a request to visit their classrooms in order to collect the quantitative data. Furthermore, two participants from New Brunswick (N.B.) and one from France who completed interviews, were excluded from the analysis as their students did not meet the age requirements of the study, and a participant from Finland was also excluded as only two of her students returned the parent/guardian consent form, resulting in an inadequate sample size. The table below summarizes the key characteristics of each teacher participant, including an assigned pseudonym to ensure confidentiality. The teachers' ages and number of years of teaching experience were identified by a range of years rather than the exact number of years to add an additional layer of confidentiality.

Table 1*Teacher Participant Characteristics*

Participant ID	Country/ region	Pseudonym	Teacher age range	Range of years of experience	Highest Level of Education	Number of Students Surveyed
FI1	Finland	Lotta	40 - 50	20 - 25	Master's	15
FI2	Finland	Eveliina	50 - 60	30 - 35	Master's	34
FI3	Finland	Helmi	50 - 60	30 - 35	Master's	31
FI4	Finland	Kaarina	40 - 50	15 - 20	Master's	43
FI5	Finland	Miina	20 - 30	5 - 10	Master's	15
FR6	France	Anaïs	40 - 50	15 - 20	Master's	36
FR7	France	Camille	30 - 40	15 - 20	Master's	50
FR8	France	Flavie	20 - 30	0 - 5	Master's	33
FR9	France	Laurence	40 - 50	15 - 20	Master's	89
FR10	France	Clémence	40 - 50	20 - 25	Bachelor's	76
NB11	N.B.	Marie-Pier	30 - 40	15 - 20	Master's	21
NB12	N.B.	Jean-Marc	30 - 40	0 - 5	Bachelor's	18
NB13	N.B.	Marie-Josée	30 - 40	5 - 10	Bachelor's	12

Two of the teacher participants from New Brunswick were female, and the third identified as male. The age range of teachers from this region was between 30 and 40 years old and the number of years of experience teaching ranged from zero to 20. Amongst the French sample, all participants identified as female. The age range for this group of participants was between 20 and 50 years old and years of experience ranged from zero to 20 years. Finally, all Finnish participants identify as female. The age range was between 20 and 60 years old and years of experience ranged from five to 35. Furthermore, with regards to highest level of completed education, participants either had a Bachelor's or Master's degree, which included their teacher training. Finally, the total number of students belonging to each teacher participant (whose data were included during data analysis) ranged from 12 to 89.

8.3.2 Procedure

Teacher respondents who agreed to participate in the study were required to sign an online consent form in either English (Appendix A) or French (Appendix B), which then directed them to complete an online questionnaire in either English (Appendix A) or French (Appendix B) to assess demographic information along with teaching strategies and principles employed in the classroom. Teachers in Finland completed an almost identical survey, however the wording for Questions 15 and 17 were slightly different as Finland does not impose specific pedagogical approaches. Instead, certain methods are recommended to teachers based on research (see Appendix C). This questionnaire consisted of a total of 60 open and close-ended questions, based on a literature review of teaching strategies and pedagogy that have been shown to correlate with higher levels of student motivation. The objective of this survey was not to perform subsequent data analysis, but rather to prime participants to reflect on their teaching practice before the interview, as well as to inform the researcher of potential topics of interest to explore during the interview.

Upon completion of the questionnaire, educators were asked to provide their email address to be entered into a draw to win 50 euros (or 70 Canadian dollars) and also if they wished to take part in a one-on-one semi-structured interview with the researcher. The researcher then followed up with the participants at a later date to schedule a meeting. All interviews were held on Zoom (version 5.16.2) and recorded on the researcher's Zoom Cloud account. The consent forms (Appendix D for the English version, Appendix E for the French version, Appendix F for the Finnish version) were sent to each informant before the meeting and were required to be signed

and returned to the researcher before the beginning of the interview. Once the consent form was collected, the researcher reiterated that participants were not obliged to answer any questions that made them feel uncomfortable and that the recordings would be downloaded from the cloud onto the researcher's password protected computer and subsequently deleted from the cloud to ensure privacy. Interviews ranged in length with the shortest interview being 24 minutes in length (FR10), and the longest being one hour and six minutes in length (NB10). The average duration was 46 minutes.

Semi-structured interviews were chosen as the preferred format for speaking with participants as they can be an effective means of data collection when researchers seek to gain insight from participants concerning a specific topic (Qu & Dumay, 2011; Riley & Hawe, 2005; Turner, 2010). All participants were asked a total of nine predetermined questions (Appendix G for the English version, Appendix H for the French version), which were followed up with probing questions in order to further explore interesting responses given by participants (Arthur & Nazroo, 2003). To the best of the researcher's knowledge, no other similar studies have been conducted on this specific topic, and therefore, using a previously established set of pre-determined questions was not an option. Furthermore, one-on-one interviews were chosen as opposed to focus groups, for example, to ensure a higher level of confidentiality and hopefully encouraging teachers to share their true thoughts and feelings towards their LX English teaching practices. At the end of the interview, participants were provided with a remuneration of 30 euros for French and Finnish participants, and 50 Canadian dollars for New Brunswick participants, to thank the educators for their time. They were also asked if a visit to their school would be possible in order to survey students'

motivation to learn LX English. Upon completion of the interviews, a follow-up email was sent to teacher participants to schedule a visitation date.

With regards to the student participants, parent/guardian consent forms (Appendix I for the French version, Appendix J for the Finnish version) were collected from each teacher at the beginning of the class. The researcher then explained the format of the survey and the purpose of the study to students in French (in New Brunswick and France) and in English for students in Finland. In Finnish classrooms, the teacher then proceeded to translate the researcher's instructions in Finnish, to ensure that the students understood what was expected of them. Students were assured that their teacher would not have access to their answers, in order to encourage students to answer truthfully. An adapted version of Gardner's (2004) AMTB questionnaire (Appendix K for the French version, Appendix L for the Finnish version) was then distributed to pupils who received parent/guardian consent and then returned directly to the researcher upon completion. The survey consisted of three open-ended questions pertaining to demographic information, followed by 12 close-ended questions, and one open-ended question asking students to leave a comment about what they liked and disliked the most about their English class. With regards to the 12 close-ended questions investigating specific motivational influences to learn LX English, students were presented with statements and asked to rate their degree of agreement on a 4-point Likert scale. For example, Question 8 states "I like my English teachers" and students were provided with the choices "strongly disagree," "disagree," "agree," and "strongly agree." Students who felt the statement did not represent them at all, were to circle "strongly disagree," while students who felt the statement completely represented them

were to circle “strongly agree.” Further details with regards to why the AMTB questionnaire was adapted will be discussed in the following paragraph (section 8.3.2.1). All questionnaires were placed in a sealed envelope to ensure confidentiality from the classroom teacher. Afterwards, the researcher gave a presentation on life in Canada (or life in France for the New Brunswick participants), followed by several activities and a question-and-answer period with the students, to thank them for their participation.

8.3.2.1 Adapted AMTB Questionnaire

Gardner’s original AMTB questionnaire from 1985, from which his AMTB scale from 2004 was based upon, has been shown to be an internally consistent measure of student motivation to learn LX English (Gardner & MacIntyre, 1993). As the original scale consists of approximately 100 questions, an adapted version was developed for this study as participants were young adolescents, as opposed to adults, and research was gathered during instructional time, thus presenting a time constraint. Measures of internal consistency were therefore carried out on this adapted version to ensure reliability, as demonstrated below in Table 2.

Table 2

Cronbach’s Alpha Measure of Reliability

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Items	Number of Items
.777	.783	12

Note. A questionnaire is considered to have internal consistency when Cronbach’s alpha is 0.7 or higher.

As depicted in Table 2, Cronbach’s Alpha was 0.777, surpassing the 0.7 benchmark for acceptable internal consistency (DeVellis, 2012; Pallant, 2016). Cronbach’s Alpha

scores are presented for each questionnaire item, further demonstrating internal consistency and reliability, in Appendix M.

8.4 Data Analysis

Quantitative and qualitative data were collected and analysed separately before combining both types of data for interpretation. With regards to the quantitative data, the answers from each survey were first recorded on Microsoft Excel, version 16.11.1, and then exported to Statistical Package for the Social Science (SPSS) version 28. Cronbach's alpha was first carried out in order to determine the degree of reliability of the adapted version of Gardner's (2004) AMTB survey (see Table 2 & Appendix M). Descriptive statistics were then conducted on the data to determine the average level of student motivation associated with each individual teacher (see section 9.1.1). Next, a one-way analysis of variance (ANOVA) was chosen as a parametric test in order to observe any potential significant differences between student motivation levels in New Brunswick, France, and Finland. As indicated by (Field, 2009) an ANOVA is an effective test when looking to compare the means of three or more groups. Finally, a Bonferroni correction post-test (Field, 2009; Field, 2018) was conducted to determine between which countries the significant difference was found.

For the qualitative data, interviews were recorded on Zoom version 5.15.7, from which the audio files were downloaded and then uploaded to a transcribing application, Transcribe, version 4.18.2, which then generated transcripts of the interviews. The researcher then compared the transcripts to their corresponding audio files to correct for any mistakes made by the transcribing software. Afterwards, the data from each interview was coded through the use of a thematic approach, as an open coding system

was implemented whereby a word, group of words, or sentence(s) representing a concept (Braun & Clarke, 2006) were labeled with a code to summarize key elements expressed by the participants (Strauss, 1987). For example, a comment from one participant, “I think it's not just the teacher talking as students listen silently. It's more like this interaction between everybody,” was labelled as “students active in learning process.” Codes were then contrasted and compared to observe for any patterns in the data and then categorized into themes and subthemes based on similarity (Braun & Clarke, 2006). At the end of this process, each teacher had their own set of themes and subthemes. Although a constant comparative analysis is a common choice for a second phase of coding qualitative data and adds rigour to the methodology (Corbin & Strauss, 1990), the decision was made not to use this approach as the findings from each teacher participant varied considerably, especially between educators in France. As a result, each teacher participant has their own set of themes and subthemes discussed in detail in their corresponding case study.

After analyzing the quantitative and qualitative methods separately, both data sets will be compared and contrasted to previous literature. With regards to the qualitative data, the themes and subthemes were compared to the embodied cognition and learning framework to observe for any consistencies and discrepancies. In other words, any themes or subthemes that were consistent with the framework and previous research in general were considered as having an impact on student motivation to learn an LX. The researcher then turned to the quantitative data to verify the level of student motivation. For example, providing students with authentic tasks has been indicated in previous studies as contributing to the increase in student motivation (see section 5.3).

If one of the themes or subthemes found in a teacher participant's qualitative data relates to designing authentic tasks for students, the average level of student motivation for that educator will be observed to see if it is higher than the average level of student motivation from a teacher participant who did not have authentic tasks as a main theme or subtheme. All consistencies and inconsistencies between the data and the literature will be brought forth.

Trustworthiness

Several measures were put into place in order to enhance the trustworthiness of the data. Four primary criteria must be considered when attempting to increase the trustworthiness of, specifically, qualitative data: credibility, transferability, dependability, and confirmability (Shenton, 2004). With regards to internal validity of the study (i.e., credibility), site triangulation was used as almost all of the teacher participants taught at different schools, with the exception of two teacher participants in Finland, to avoid encountering local factors specific to one institution (Shenton, 2004). Moreover, tactics to encourage participants to be open and honest about their experiences were implemented throughout the interviews, as informants were made aware of their rights with respect to confidentiality and their right to withdraw from the study at any time. In addition, iterative questioning was implemented to uncover any possible inconsistencies. Specifically, probing questions were rephrased to ensure teacher participants' answers were consistent throughout the interview. Answers were then rephrased and repeated back to participants for accuracy. As for transferability, participant interview samples often consist of only a few individuals (Shenton, 2004), however, in the current study, 13 interviews were conducted. The themes that emerged

from the data were then compared to previous research for consistency. As for dependability, Shenton (2004) advises researchers to provide a detailed description of the methods implemented in qualitative studies to allow future researchers to determine the extent to which proper qualitative methods were implemented. This chapter attempts to provide such details. Lastly, with regards to confirmability, an autobiographical piece (Shenton, 2004) in the introduction section outlines the researcher's background and perspectives related to LX language learning, specifically in New Brunswick, thereby indicating possible biases. The fact that the researcher attended the public school system in New Brunswick may have possibly affected the interpretation of the data.

Conclusion

This chapter has provided an overview of the methodology implemented throughout the study. In order to fulfil the objective of the investigation and to answer the research questions and hypotheses, quantitative data was collected amongst student participants to measure their level of motivation to learn LX English. With regards to student participants, the final sample included 473 adolescents (51 from New Brunswick, 284 from France, and 138 from Finland). As for the teacher participants, the final sample consisted of 13 educators (three from New Brunswick, five from France, and five from Finland). A one-way ANOVA followed by a Bonferroni confidence post hoc test was conducted amongst the quantitative data to observe the presence of possible significant differences between the three groups. For the qualitative interviews, a thematic analysis was utilized as key words and sentences of interest were assigned a code to represent the concept. Codes were then categorized

into themes and subthemes. Finally, both data sets were examined together and compared and contrasted against the embodied learning framework and previous literature. The results from the study will be discussed in the following chapter.

Chapter 9: Results

The objective of the present study was to better understand teaching practices that impact student motivation to learn LX English. The quantitative research question of this investigation was: is there a difference in student motivation to learn LX English amongst middle school students in France, Finland, and New Brunswick? The qualitative research question of the study was: What factors related to teaching practice influence middle-school students' motivation to learn LX English in the following countries: France, Finland, and New Brunswick? Finally, the mixed-methods research question was: how do the qualitative and quantitative results explain the relationship between student motivation to learn LX English and teaching practice? This section will be divided into three primary categories: quantitative results, qualitative results, and mixed-methods results. The quantitative results will be presented first, discussing the findings with regards to student motivation levels in each country and how they differed between regions and individual teachers. The qualitative results will then follow and present each of the 13 teachers in the form of a case study. The main themes and subthemes that naturally emerged from the data will be highlighted.

9.1 Quantitative Data

The current study had three hypotheses: H_1 : Finnish students will have a higher level of motivation to learn LX English compared to French and New Brunswick students, H_2 : New Brunswick students will have a lower level of motivation to learn LX English compared to Finnish students, and a higher level of motivation to learn LX English compared to French students, H_3 : French students will have a lower level of motivation to learn LX English compared to Finnish and New Brunswick students.

Analyses indicate a statistically significant difference in student motivation between countries. With regards to H_1 , this hypothesis is partially supported as the mean score of student motivation in Finland was higher than those of both French and New Brunswick students, however, a significant difference was only found between Finland and France. As for H_2 , this hypothesis is unsupported as the mean score of student motivation of New Brunswick students was lower than that of Finnish students and higher than that of French students, but no statistically significant difference was observed. With regards to H_3 , this hypothesis is partially supported as the mean score of student motivation amongst French students was lower than both those of Finnish and New Brunswick students, however a significant difference was only found between France and Finland. Furthermore, several significant differences were found in student motivation between individual teachers, specifically between Finnish and French teachers, as well as within the group of French teachers. The following section will present information gathered on the participants, measures of internal consistency of the adapted version of Gardner's (2004) AMTB questionnaire that was distributed to students, the mean level of student motivation to learn LX English in each country, ending with an overview of the statistically significant results.

9.1.1 AMTB Questionnaire

In reference to the data collected from the adapted AMTB questionnaire, Finnish students were the most motivated to learn LX English compared to students from New Brunswick (N.B.) and France, as demonstrated in Table 3.

Table 3*Descriptive Statistics of Student Motivation by Context*

Motivation Average							
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum
					Lower Bound	Upper Bound	
Finland	138	2.2911	.39271	.03343	2.2250	2.3572	1.17
France	282	2.0739	.44153	.02620	2.0224	2.1255	.67
N.B.	51	2.1569	.34787	.04871	2.0590	2.2547	1.42
	473	2.1462	.42867	.01971	2.1075	2.1850	.67

Finnish students reported an average motivation score of 76.37% ($M = 2.29$, $s = .39$), followed by New Brunswick students with an average motivation score of 71.9% ($M = 2.16$, $s = .35$), then French students with an average motivation score of 69.13% ($M = 2.07$, $s = .44$), as indicated above in Table 3. The mean scores of student motivation for each individual teacher are indicated below, in Table 4.

Table 4*Descriptive Statistics of Student Motivation Based on Individual Teacher*

Motivation Average								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
FI1	15	2.2889	.44193	.11411	2.0442	2.5336	1.33	2.92
FI2	34	2.2475	.37632	.06454	2.1162	2.3789	1.33	2.83
FI3	31	2.3387	.37139	.06670	2.2025	2.4749	1.50	3.00
FI4	43	2.2306	.40656	.06200	2.1055	2.3557	1.17	3.00
FI5	15	2.4667	.36705	.09477	2.2634	2.6699	1.83	3.00
FR6	36	1.8750	.51312	.08552	1.7014	2.0486	.67	2.67
FR7	50	2.2450	.26104	.03692	2.1708	2.3192	1.75	2.75
FR8	33	2.1566	.40705	.07086	2.0122	2.3009	1.17	3.00
FR9	89	2.1994	.44339	.04700	2.1060	2.2928	.67	3.00
FR10	76	1.8728	.40699	.04669	1.7798	1.9658	1.08	2.67
NB11	21	2.1667	.35551	.07758	2.0048	2.3285	1.58	2.83
NB12	18	2.2083	.39837	.09390	2.0102	2.4064	1.42	2.83
NB13	12	2.0625	.24650	.07116	1.9059	2.2191	1.67	2.67
Total	473	2.1462	.42867	.01971	2.1075	2.1850	.67	3.00

For simplicity, Finnish participants begin with the abbreviation FI, the French participants begin with FR, and the New Brunswick participants from Canada begin with NB. Therefore, participants FI1, FI2, FI3, FI4, and FI5, teach in Finland, while participants FR6, FR7, FR8, FR9, and FR10, teach in France, and participants NB11, NB12, NB13, teach in New Brunswick.

In order to observe any possible statistically significant differences in the data, a one-way ANOVA was performed to compare the effect of context on student motivation to learn LX English, as demonstrated below in Table 5.

Table 5

One-Way ANOVA

Motivation Average	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.885	12	1.074	6.688	<.001
Within Groups	73.848	460	.161		
Total	86.733	472			

*. The mean difference is significant at the <.001 level.

The One-Way ANOVA revealed that there was a statistically significant difference in motivation to learn LX English in at least two groups, $F(12, 460) = 6.69$, $p = <.001$, as demonstrated above in Table 5. Bonferroni's Multiple Comparisons Test was then conducted to observe which contexts differed significantly from each other, as indicated below in Table 6.

Table 6*Bonferroni's Multiple Comparisons Post Hoc Test*

Motivation Average					95%	Confidence
(I)Country	(J)Country	Mean	Std.	Sig.	Interval	
		Difference (I-J)	Error		Lower	Upper
					Bound	Bound
Finland	France	.21712*	.04343	<.001	.1128	.3215
	N.B.	.13420	.06859	.153	-.0306	.2990
France	Finland	-.21712*	.04343	<.001	-.3215	-.1128
	N.B.	-.08292	.06366	.580	-.2359	.0700
N.B.	Finland	-.13420	.06859	.153	-.2990	.0306
	France	.08292	.06366	.580	-.0700	.2359

*. The mean difference is significant at the 0.05 level.

As demonstrated in Table 6, the Bonferroni post-hoc test indicates that the mean value of student motivation to learn LX English was significantly different between Finland ($M = 2.29$, $s = .39$) and France ($M = 2.07$, $s = .44$), $p < .001$, 95% CI = [.11, .32]. There was no statistically significant difference in student motivation between Finland ($M = 2.29$, $s = .39$) and New Brunswick ($M = 2.16$, $s = .35$), $p = .153$, or between New Brunswick ($M = 2.16$, $s = .35$) and France ($M = 2.07$, $s = .44$), $p = .58$. These results suggest that elements unique to the context, such as teaching practices (as outlined in Chapter 5), environmental influences (as outlined in Chapter 6), and teacher motivation (as outlined in Chapter 7), had an impact on student motivation to learn English as an LX, specifically in Finland and France. As indicated in Appendix N, Bonferroni's multiple comparisons post hoc test revealed significant differences between FR10 and all of the five Finnish teacher participants (i.e., FI1, FI2, FI3, FI4, and FI5), as the p values ranged from $<.001$ to $.021$, as well as between FR6 and four of the five Finnish participants (i.e., FI2, FI3, FI4, FI5), as p values ranged from $<.001$ to $.009$. Although the current study sought to compare student motivation to learn English as an LX in

three distinct contexts, (i.e., Finland, France, and New Brunswick), Bonferroni's multiple comparisons post hoc test revealed statistically significant differences amongst individual teacher participants in France, specifically between FR6 and FR7 ($p = .002$), FR6 and FR9 ($p = .005$), FR10 and FR7 ($p = <.001$), FR10 and FR9 ($p = <.001$). These findings suggest that there is statistically significant variance between several of the study's French participants' teaching practices.

Conclusion

As indicated in the above section, student motivation was highest amongst the Finnish students, followed by New Brunswick students, then French students. Upon further analyses, a significant difference was observed in student motivation between contexts, specifically between Finland and France. New Brunswick did not differ significantly from Finland or France. Further testing demonstrated multiple significant differences between individual teachers, most notably between Finnish and French teachers, but also within the group of French teachers. The results suggest that Finnish students from this study are more motivated to learn LX English than the French students. However, as significant findings were observed in student motivation between French teachers, the results suggest that student motivation in the French students from this investigation depended highly on factors related to the individual educator and their teaching practice.

9.2 Qualitative Data

The information presented in this subsection will report on the qualitative findings from the teacher participant interviews. Firstly, the results from the five French educators will be discussed. Secondly, the findings observed amongst the five Finnish

educators will be explored. Finally, the results pertaining to the three New Brunswick teacher participants will be presented. Each section will begin with an overview of the common themes touched on by the participants in each context, and will then be followed by individual teacher participant case studies.

9.2.1 France

A total of five participants in France (i.e., Anaïs, Camille, Flavie, Laurence, and Clémence) were interviewed for this study and received visits at their schools from the researcher. Four of the educators are French-born and identify French as their first language, while the fifth participant (Anaïs) was born outside of France. However, it is worth noting that one of the educators, Clémence, while being a French citizen, spent considerable time living abroad when she was a child. As required by the French Ministry of Education, all of the five participants studied English during their bachelor's degree. Furthermore, three of the participants (Anaïs, Camille, and Laurence) have experience teaching languages abroad, specifically in the United States and in the United Kingdom. Although these educators have a wide variety of previous experiences with regards to teaching and implement different practices in their classrooms, four recurring themes naturally emerged from the data. The first theme identified relates to pedagogy, as all of the participants report that they utilize AoA, as the Ministry of Education requires them to do so. The second theme relates to the use of online learning materials, as each educator indicates that they find texts, videos, images, and audio recordings, on LX English websites and social media platforms, such as LX English Facebook groups. They also mention being provided with some materials on their school district's website, however, only three of the participants find

the proposed activities to be useful at times, whereas the remaining two do not make use of them. The third theme is the notion that students are often times afraid to participate in class. The educators each hypothesize that this phenomenon is likely due to the fact that students fear making mistakes and consequently, being negatively evaluated by their peers, which seems to be particularly common amongst the middle school age group. The fourth and final recurring theme is the fact that a discrepancy in student proficiency levels is apparent in each of the participants' classrooms, making it challenging to plan lessons that meet all of their students' needs. The participants all touch on a variety of forms of differentiated education that they provide, and four of the educators explicitly report providing students with three different levels of assignments/exercises to choose from, according to their capabilities. The following will present the qualitative findings specific to each teacher participant in France.

9.2.1.1 Anaïs (FR6, see Appendix O for transcript)

Anaïs is a woman between the ages of 40 and 50 years old who grew up in a European country outside of France. She has been teaching LX English between 15 and 20 years. After training to become a teacher in her native country, she relocated to the United Kingdom for several years, where she taught LX English in addition to other languages. After immigrating to France, she continued to teach languages, primarily LX English in private schools, until four years ago when she decided to take the CAPES exam to train as a public-school teacher. After successfully completing the teacher training process in France, she began teaching in the public-school sector. She currently teaches LX English at a school located in a rural area approximately a half hour outside of an urban centre. With regards to her educational background, she holds a bachelor's degree in English from a university in her native country and a master's degree from

France. As for in-service training, she notes that she has the right to attend three professional development workshops each academic year and finds them to be useful to her teaching practice. She explains that the most beneficial workshops usually involve experienced public-school teachers sharing their strategies for dealing with specific issues. She notes that simply having a meeting with her colleagues to share the issues they face and how to solve them to be helpful, as she can incorporate some of their advice into her own educational practice. Finally, with regards to her relationship with English, she indicated that she learned LX English at school while growing up in her native country, and solidified her LX English skills while living in England, where she was completely immersed in the language. She also seeks out opportunities to interact with other LX English users, when possible, as she believes it's important to stay current with the language and continue to practice it.

With regards to pedagogy, Anaïs reports that all LX English teachers working in the French public-school sector are required to use AoA, thus, this is the primary pedagogical strategy she implements in her courses. When asked to describe what this method entails, she indicates that educators must design a unit of study centered around a specific theme (i.e., *séquence*) where each lesson provides students with the knowledge and tools required to complete a final task that is authentic in nature:

You need to know how to build your theme, which is called a séquence in France... I have to kind of make a list of the things that I'm going to do, vocabulary and grammar that I need to adapt everything to it and make it as authentic, as kind of seamless, as possible.

She continues to explain that she must constantly keep in mind the fact that each lesson must lead to setting the stage for the final task: “... *you have to keep in mind the final task that you are that the whole thing leads you to.*” She provides the example of presenting an activity that targets a specific grammar point that students will need in order to complete the final assignment, however, as per AoA, she is not supposed to explicitly teach grammar as it must be presented in an authentic task: “... *students actually don't realize that they are learning grammar, for example... this method of teaching that is this method of using grammar only as a tool.*” She expresses the fact that students often experiences difficulty following the courses when various grammatical points are not presented in a sequential fashion and if she had the ability to choose her own teaching methods, she would likely teach grammar in a variety of ways: “*I think that very often students are lost... I'm not a big fan generally of using just one single method, to be honest with you, I prefer to mix different things.*”

As for learning material, Anaïs reports that she typically finds her own resources through online forums, such as LX English teacher Facebook groups: “*I mostly find them [learning materials] myself... there are tons and tons and too many links, even too many resources I'd say.*” The participant also makes reference to a shared document platform used at her previous school where teachers could post their activities and also look for new resources: “*There's this very well-known program that's used to share documents.*” She notes that educators in France are encouraged to create their own materials instead of consulting a textbook: “... *teachers are discouraged in France to use any course books at all. They're supposed to create their own materials.*” With regards to exercises and texts that Anaïs finds online, she

describes how she is required to adapt them in order to tailor them to her students' level of proficiency: "*I basically try to always to adapt my tasks, like the mini and the final tasks that we do, so I try to adapt them to different levels.*" Furthermore, she highlights the importance of taking student interest into consideration, as not all materials she finds online are up-to-date and therefore would not spark student interest: "... *things change, the topics change. Students are no longer interested in certain things.*" She adds that this process is rather time consuming and admits that she is not always able to adapt every activity to meet all of the learning levels in the classroom. The participant concludes this thought by stating that having ready-made materials for a variety of proficiency levels would be helpful.

Anaïs touches on two instances where she has had English first language users in her classroom. A guest speaker from Ireland was once invited to her class to answer students' questions and conduct activities in English with them. The participant highlights the success of this experience as students appeared to be genuinely interested in learning more about Ireland, and students who were typically more reserved in nature managed to ask the guest speaker several questions in English. She attributes the success of this experience to the fact that it was an authentic situation rather than a simulation of an authentic context:

We had an Irish person who came over for Christmas and I was actually surprised that quite a lot of them asked questions, even though those students who actually don't participate a lot in classes, so maybe that's what's missing, is this kind of motivational authentic aspect... you know whatever we learn at school, it's kind of seems artificial to them.

The second instance in which the participant welcomed an English first language speaker to her class was when her school was involved in the Language Assistant program. The program involves pairing English speakers from foreign countries, often recent undergraduate students, with one or more LX English educators in a school. Anaïs was one of the teachers assigned to work with a language assistant from the United States. When asked to comment on the success of this experience, the participant notes that her students had a difficult time understanding the language assistant's lessons as they were presented entirely in English, and therefore, the students had difficulty understanding the content. In addition to the language barrier between the language assistant and the students, Anaïs believes this experience was unsuccessful as the language assistant was assigned to several teachers within two schools, making it difficult for each individual teacher to find time to plan cohesive lessons with the assistant:

It was due to logistics because she worked in two different schools... we had to find a particular day when she could come, so there was no continuity... she would just come like, you know, it was completely haphazard... this wasn't really productive cuz I suppose that the idea is that you do have some kind of continuity and then she can work and prepare it a bit, be part of the theme you're working on.

Unfortunately, Anaïs did not have the best experience with the Language Assistant program, but feels it has the potential to be beneficial if the language assistant were to be assigned to one educator, as this would allow for a more collaborative partnership between the teacher, the language assistant, and the students.

Anaïs touches on three aspects related to integrated physicality, creativity, and emotional elements (see pages 29-30). She elaborates the most on aspects related to the emotional elements, but also makes reference to integrated physicality and creativity. With regards to integrated physicality, the participant mentions her preference for designing activities that involve tangible objects that must be physically manipulated:

I think that exposing students to some kind of tangible objects, so making them work with as much as possible with I don't know, you know, pieces of paper that they can touch, like where you put like sentences are mixed up and they can just in groups, put them all together in the correct order.

She adds that she used to have a colleague who would design activities with Lego blocks to aid with visualization and found it to be useful for students, and therefore, she decided to incorporate this material into her own teaching practice as it allows students to be more engaged in the learning process: *"I find it really, really, useful... and this is something that students really like, they, they are really involved in the activity, so I try to do it as much as possible."* Despite the usefulness of this resource, preparing this type of activity can be rather time consuming for Anaïs: *"... to prepare these activities for a group of almost 30 students, it requires a lot of work, a lot of preparation."*

As for the integrated creativity component, the participant does not provide specific examples of how she integrates creativity into learning activities, however, she briefly mentions that when she was living in England, several museums in the city offered workshops for teachers on how to incorporate art as a learning tool in the classroom. The participant attended one workshop in particular that she found

intriguing, as it focused on how to build a lesson around art. It is therefore possible that Anaïs integrates such methods into her teaching practice, however, it cannot be said for certain. In any case, the participant has some background knowledge on the concept.

With respect to emotional elements, Anaïs elaborates on several aspects related to her school's attitude towards LX English class and the comfort level of her students when communicating in English. Generally, the participant perceives positive attitudes towards LX English class from her colleagues: “... *I wouldn't say that, I don't know, science or chemistry, whatever history, or is more important than any other topic really, so I think they're all kind of on a par basically.*” She also perceives positive attitudes towards English from parents as she believes many of them regret not having prioritized English learning when they were younger, and therefore encourage their children not to repeat the same mistake: “*They [the parents] realize that they regret not having learned English themselves, so they motivate them, their students... I can see that parents see the importance of the English language.*” In terms of how students view English, Anaïs perceives that the majority of her students understand why they should learn English due to parental encouragement, but also to the heavy presence of English online that students are exposed to, such as Youtube videos and video games, that possibly contribute to increasing their interest in learning English: “... *because of being exposed to YouTube, for example, or because of video games, for example, may kind of be interested in language.*” She continues to note that for some students, online content can encourage students to learn English even more than parental influences: “... *even though in their families, there is no culture of speaking or learning any other language, or even value attached to education itself...*”

Although Anaïs perceives that most of her students recognize the value of learning English, she notices that not all students are comfortable communicating in English during class. She indicates that comfort level depends on each individual student. When asked about the factors that could possibly explain these individual differences, the participant hypothesizes that some students have more of an innate ability to communicate than others, and are not afraid of making mistakes:

Some students are willing to speak because I suppose they're just good communicators, even though they make a lot of mistakes and this is not something that stops them from speaking, others are going to be extremely aware of the mistakes that they make.

She remarks that students who fear speaking in English often refrain from doing so as they are afraid of being judged by their peers:

[They are] so afraid of judgment of others that are not that they won't speak because they are just blocked by it, so they will automatically say or think probably that they are just not capable of saying anything, even though that's not true.

When asked how she handles this discrepancy in willingness to communicate, she explains that she often starts by adapting the final assignment of each unit of study to meet students' comfort levels and as well as the variety of skills, as knowledge levels tend to differ between students: "*I basically try always to adapt my tasks... I try to adapt them to different levels.*" She continues to note that she would like to adapt all of her exercises into different levels, but as she is still a new teacher to the French public-school system, she simply has not yet had the time to do so: "*I try to adapt them to*

different levels. However, I am still not there with my exercises. And I can't even imagine how you could adapt all the exercises, you know, to all the time to different levels."

Overall Anaïs appears to have positive views towards teaching and values language learning. However, she touches on several reservations that she has towards the pedagogical method, (AoA), that she is required to use. She indicates that if given the opportunity, she would prefer to use a variety of methods instead of simply one method. Moreover, she would also teach grammar in an explicit manner as opposed to an integrated manner, as she finds students at this age are better able to understand information when it is presented in a sequential manner. Lastly, she expresses the fact that it would be helpful to be provided with ready-made learning materials that match her students' proficiency levels as finding her own resources and then adapting them is time consuming.

9.2.1.2 Camille (FR7, see Appendix P for transcript)

Camille is a woman between the ages of 30 and 40 who grew up in France. She teaches LX English in a middle school situated in a community in Northeastern France that is not rural or urban. However, the school itself is the largest middle school in the school district as it receives students from several outlying towns. The participant has been teaching between 15 and 20 years and also works part time as she is also a course lecturer at her local university for the faculty of education. With regards to her educational background, Camille holds a bachelor's degree in English and as required by French law, a master's degree of education. Between degrees, she lived abroad in the United States for one year and worked for the Language Assistant Program, where she taught French in a public school. She highlights this experience as being a primary

influencer in her decision to become an educator as she enjoyed teaching and was also able to strengthen her English skills as she was living in a predominantly anglophone country. When asked if she believes her educational training effectively prepared her for the realities of the classroom, she indicates her dissatisfaction with the courses she took in university: “*Je ne suis pas très contente de la formation que j’ai reçue à l’IUFM très clairement.*”^{27, 28} In contrast, she credits her preparation to her practicum year during her master’s program as well as her time teaching in the United States as being the most beneficial: “*Concrètement, c’est grâce à ma tutrice sur le terrain et à mon expérience passée. Je pense que je me suis retrouvée devant des élèves et que je savais à peu près ce qu’il fallait faire.*”²⁹ She touches on a 10-day workshop on psychopedagogy (i.e., the combination of psychology and pedagogy) that she attended while working for the Language Assistant program that was particularly insightful for her as it was her first and only experience learning about pedagogical practices related to language acquisition. As for in-service professional development opportunities, Camille indicates that teachers at her school may apply to attend up to five workshops each academic year. Although she applies for this number of workshops, she notes that she is rarely able to attend all five, which she attributes to the fact that she works for the university in her community where she is exposed to current research trends in education, and therefore other teachers receive priority to attend these events before herself. Finally, with regards to her relationship with LX English, she states that she

²⁷ As several of the interviews in France and New Brunswick were conducted in French, participant quotes are written in French to maintain the accuracy of the data. All quotes written in French will be translated to English.

²⁸ “*Clearly, I’m not very happy with the training I received at the IUFM.*”

²⁹ “*In practical terms, it’s thanks to my tutor in the field and my previous experience. I think that because I was in front of students I knew more or less what I had to do.*”

learned English in middle school and high school, however, she did not receive many chances to practice her speaking skills in class. She credits travelling with her family as a main contributor to her interest in English, as well as foreign languages in general, as she likes to be able to communicate with locals when visiting other countries: “... *au collège et lycée français... mais bon, on parlait pas beaucoup... j’ai eu la chance de pas mal voyager avec ma famille en vacances... j’aime les langues. Dès que je pars quelque part, je veux savoir parler.*”³⁰

Camille touches on a number of aspects that shape the types of activities and experiences that students acquire when attending her class. She references several pedagogical strategies that she implements in the classroom, as well as specific learning materials and where she finds them. With regards to pedagogical practices, the participant states that she utilizes AoA, as required by the French Ministry of Education: “*C’est[AoA] dans les textes officiels en France... les textes officiels, les bulletins officiels de l’éducation nationale dissent mettre en place l’Approche actionnelle.*”³¹ When asked to describe this method, she notes that the approach involves creating units of study (i.e., *séquence*) that are centered around a primary theme related to the students’ immediate environment, such as daily routines: “*Donc on est sur qu’est-ce que tu fais tes journées? La routine de la journée.*”³² She continues to note that each individual lesson in a unit of study must provide students with the knowledge and tools they will need in order to complete a final task. She provides the

³⁰ “... *at middle and high school... but we didn’t speak much... I’ve been lucky enough to travel a lot with my family on holiday... I love languages. As soon as I go somewhere, I want to know how to speak.*”

³¹ “*It’s[AoA] in the official texts in France... the official texts, the official bulletins of the national education system say to implement the Action Approach.*”

³² “*So we talk about what they what do everyday. The daily routine.*”

example of considering the final task and what vocabulary words her students will require in order to be successful: “*On commence par la fin... on voit le vocabulaire. Après, on voit dans des phrases...*”³³

Camille has also recently implemented another pedagogical strategy in her classroom as she is currently participating in a study associated through the university where she teaches part time. She is therefore using the Neurolinguistic approach in several of her courses and at the end of the semester, the researchers associated with this project will conduct analyses to evaluate the effectiveness of this method. When asked to describe this approach, she explains that oral competency is to be mastered before being introduced to the language in written form: “*l’approche neurolinguistique par exemple, ne pas rien introduire d’écrit avant que tout soit maîtrisé à l’oral.*”³⁴ She notes that classroom activities must be student centered, in order to foster conversational skills and autonomy: “*... on est beaucoup sur les élèves, en îlots, en group, en autonomie, tout ce qui est plan travail...*”³⁵ She adds that in contrast to AoA, the teacher is more central to student learning as the teacher models speaking skills and students use similar words to formulate an answer to repeat back to the teacher: “*... on commence par l’oral sur des structures modèles. Ensuite, on les voit en comprehension...*”³⁶ When asked which method she would prefer to implement in her class, Camille highlights the fact that she believes there are benefits and drawbacks of each strategy. For example, the Neurolinguistic Approach appears to help students

³³ “*We start at the end... we see the vocabulary. After that, we look at sentences...*”

³⁴ “*The neurolinguistic approach, for example, means not introducing anything in writing until everything has been mastered orally.*”

³⁵ “*... we are very much centered on the students, working together at tables, in groups, autonomously, everything that is work related.*”

³⁶ “*... we start with oral exercises on model structures. Then we look at them for comprehension...*”

develop stronger speaking skills, however, she feels only using this method would be too tedious and repetitive for pupils as it is highly structured and predictable:

*Les élèves y font des plus belles phrases, plus vite à l'oral... au delà de ce protocole, tu sais, c'est vraiment étape 1a, étape 1b... puis ça se répète les gamins ils savent au bout d'un moment, voilà, elle va nous montrer un texte.*³⁷

She concludes this thought by stating that if she had the choice, she would use a mix of pedagogy as opposed to only one method.

As for learning materials, Camille specifies that she uses a variety of apps, YouTube videos, regular videos, texts, images, and technology when teaching. In reference to apps, she makes use of online quizzes designed in a gaming format, such as Kahoot, Classroomscreen, and Plickers, as a method of formative assessment. She also mentions apps that allow students to record their voices, notably, Baladodiffusion and other general voice recording apps. As for YouTube and online videos, Camille remarks that these materials are central to her classes as they are more authentic in nature, but at the same time, it can sometimes be difficult to find videos where speakers use a less casual register of the English language: “*Il y a YouTube avec tous les petits jeunes qui nous racontent leur vie, mais... pour trouver quelque chose dans une langue pas trop casual...*”³⁸ In addition to mainly technological resources, Camille also finds texts and images, both online and in textbooks. She indicates that searching for

³⁷ "The pupils come up with nicer sentences, faster orally... beyond this protocol, you know, it's really stage 1a, stage 1b... then it's repeated, the kids know after a while, there you go, she's going to show us a text."

³⁸ "There YouTube with all the young people telling us about their lives, but... to find something in a language that's not too casual..."

materials in textbooks has never been a primary point of reference, however, new coursebooks are beginning to contain more authentic documents:

*Après je pioche dans certains manuels aussi de temps en temps. Mais bon, c'est pas mon premier réflexe, le manuel... je trouve que c'était un peu tout temps didactisé quoi... maintenant là depuis quelques années, on trouve des manuels qui ont des documents authentiques.*³⁹

When asked to elaborate further on the process behind finding learning materials, she indicates that she and her colleagues share resources on a regular basis, as she works at a large school where there are several LX English educators who teach the same grades: “... *on est une grosse équipe. On est sept enseignants dans le même collège, c'est rare et on travaille beaucoup ensemble. Donc du coup, c'est eux mes ressources.*”⁴⁰ Lastly, she indicates that she often makes use of an online platform offered through her school district, which provides a variety of activities and exercises for students: “... *on a dans l'académie, on a un site internet commune... c'est une plateforme numérique avec beaucoup de choses. Il y a même des exercices en ligne. On peut faire d'écriture collaborative.*”⁴¹ Despite these reference points, Camille admits that it can be challenging at times to find authentic materials for the younger grades she teaches as they are at the beginner level and such materials often require stronger skills in English.

³⁹ “After that, I also dip into certain textbooks from time to time. But it's not my first reflex, the textbook... I think it was a bit didactic at the time... now for a few years, we've been finding textbooks that have authentic documents.”

⁴⁰ “We're a big team. There are seven of us teaching at the same school, which is rare, and we work a lot together. As a result, they're my resources.”

⁴¹ “... we have a common website for the district... it's a digital platform with lots of things. There are even online exercises. We can do collaborative writing.”

Throughout the interview, Camille touches on several aspects that can be classified as emotional influencers (see pages 29-30). With regards to the overall atmosphere in her school, she perceives English as being a valued subject amongst students and their parents, however, she feels that there might not be as much importance placed on it compared to math or French class, as there is no final exam in English: "*C'est pas une matière à l'examen en college, c'est moins important que les maths ou que le français.*"⁴² She indicates that students seem to enjoy English class nonetheless, even if it's not always seen as one the most important courses: "*Ils aiment bien, globalement, ils aiment bien, je pense, mais est-ce que c'est important? Au college, je ne suis pas sûr.*"⁴³ She continues to note that students who tend to see more value in English usually have more experience travelling internationally: "*Pour les élèves quand ils partent en voyage, là, ça fait tilt.*"⁴⁴ Camille adds that she perceives today's students as placing more value on English and having more developed language skills compared to when she attended public school:

Je vois que mes élèves y parlent déjà à chaque cours, ils répètent pas de choses.

*Ils s'expriment, ils interagissent entre eux, ils ont des projets visibles, choses que moi j'avais pas en tant qu'élèves. Moi j'ai appris anglais à la fac.*⁴⁵

The participant concludes this thought by stating that she believes her students are capable of maintaining basic discussions in English.

⁴² "It's not a school subject exam, it's less important than maths or French."

⁴³ "They like it, overall, they like it, I think, but is it important? At college, I'm not sure."

⁴⁴ "For students when they go on trips, it's a real wake-up call."

⁴⁵ "I see that my students are already talking in every lesson, they don't repeat things. They express themselves, they interact with each other, they have goals, things that I didn't have as a student. I learnt English at university."

Despite the fact that she perceives her students as being able to carry on a basic discussion in English by the end of middle school, she explains that she recently received the results from a nation-wide standardized English test (i.e., *Test national de positionnement en anglaise en 3ème*, see pages 62-63), which indicates her students' levels of English proficiency range from A1 to B. She feels there are several flaws in the way in which the test measures English proficiency, but admits that it does point to a certain amount of disparity between student achievement:

*Il y a eu un test de positionnement qui à été fait au niveau national qui vient de se terminer... dans mes classes, ça va de A1 à B dans une même classe... alors le test est... bon, il correspond pas à comment on travaille. Donc c'est des résultats à prendre avec précaution, mais ça montre quand même une nette disparité quoi.*⁴⁶

When asked how she manages this gap in knowledge, she explains that she often provides students with several subjects to choose from when completing assignments that vary in complexity, and students are given the autonomy to choose the topic they feel best corresponds to their knowledge level. Moreover, she highlights the fact that she emphasizes communication over perfection, meaning the overall goal for students is to be able to transmit a message instead of speaking without any errors, and that making mistakes is a natural part of the learning process: "*Il faut vraiment leur faire comprendre que le but c'est de communiquer. Les erreurs font partie du jeu quoi.*"⁴⁷

⁴⁶ "There was a placement test done at national level which has just finished... in my classes, it went from A1 to B in the same class... so the test is... well, it doesn't correspond to how we work, so these are results to be taken with caution, but they do show a clear disparity."

⁴⁷ "You really have to make them understand that the aim is to communicate. Mistakes are part of the game."

Furthermore, positive praise is a common practice that Camille implements in order to encourage students to keep speaking in English. She illustrates an example of when she uses positive praise with younger middle school students who are often afraid of receiving instruction in English only during the first couple of classes with the participant:

Et puis début d'apprentissage au collège, donc début de 6ème, je prends quand même toujours un temps à la fin de l'heure en français pour les rassurer et leur demander voilà vous avez survécu à vos premières 50 minutes en anglais. Bravo ! Voilà. Et puis petit à petit, a plus besoins.⁴⁸

Lastly, she notes that she tries her best to use only English during class, but will switch to French when students are facing difficulty understanding a concept. This usually occurs when Camille is teaching grammar concepts, especially with younger grades as they are beginners.

On the topic of discrepancies between student achievement, Camille notes that such inconsistencies tend to increase as students age. She explains that in her experience, as students progress through middle school, they become more sensitive to negative peer evaluations as they attempt to explore their own identity and also receive more complex tasks and assignments in class:

Je pense qu'il y a quand même une partie du regard des autres qui devient plus important. Ils sont quand même dans un âge où ils se construisent aussi un

⁴⁸ “And then, at the start of their learning at middle school, so the beginning of 6ème, I always take a moment at the end of the hour and speak in French to reassure them and ask them, you survived your first 50 minutes in English. Well done! Well done! And then little by little, they don't need it anymore.”

*rapport à ce que les autres leur renvoient ça, je pense. On leur demande aussi des choses un peu plus complexes...*⁴⁹

She notes that her younger students appear to be more confident when speaking English, as they are less scared than older middle school students. Camille adds that as students get older, she observes that students have reservations about showing their effort to learn in front of their peers, as it can sometimes result in negative peer evaluation. In such instances, Camille makes use of voice recording apps, as she notices students tend to put in more effort as they are not under the scrutiny of their peers:

*Il y a un côté, faut pas que je fasse trop d'efforts. Ça fait une bonne élève, un peu pas bien. C'est pour ça que depuis qu'on a des micros, les enregistrements, tout ça, c'est vachement bien parce qu'ils font vachement plus d'efforts sur leurs enregistrements que quand ils sont en classe finalement.*⁵⁰

At the end of the discussion on this particular topic, Camille concludes that for the reasons listed above, it's important to try to create a positive learning environment where students feel comfortable with one another.

In sum, Camille displays positive attitudes towards her teaching career and appears to enjoy English, not to mention foreign languages in general. She also participates in a variety of professional development opportunities through her school, but most notably through the local university where she teaches for the faculty of education part time. She indicates that she communicates on a regular basis with her

⁴⁹ “I think there’s a part of how they are perceived by their peers that becomes more important. They’re at an age when they’re building up a relationship with what others think of them, I think. We’re also asking them to do things that are a bit more complex...”

⁵⁰ “There’s a side to it, I shouldn’t try too hard. It’s like being a good student, is kind of bad. That’s why since we’ve got microphones, recordings and all that, it’s been really good because they put in a lot more effort on their recordings than when they’re in class.”

LX English teacher colleagues at her school, as they often share and exchange learning materials and general teaching strategies, they have found to be effective. The participant makes use of several types of learning materials, such as apps, texts, images, videos, and textbooks. She usually finds these resources online, on her own, or from her school district's website that consists of a repertoire of activities and materials. The only reservation that Camille makes reference to in the interview is the fact that she would prefer to use a variety of pedagogical practices instead of being required to use only AoA. The interview ends with an invitation to visit her classes.

9.2.1.3 Flavie (FR8, see Appendix Q for transcript)

Flavie is a woman between the ages of 20 and 30 who grew up in France. She has been an educator between zero and five years and teaches LX English at a school located in an urban area in the suburbs of a metropolitan city in France. Her students come from a variety of cultural backgrounds as the school is multicultural in nature. The school in which Flavie teaches has been labelled as REP⁵¹ school (i.e., *Réseau d'éducation prioritaire*), meaning that a number of students are failing to achieve the curriculum requirements, and are thus entitled to receive financial aid and extra support in general from the French government. Students attending such schools generally come from lower socioeconomic backgrounds. With regards to her previous education, Flavie studied political science during her bachelor's degree, which required her to follow several English courses. She then completed a master's degree related to political science, in which she continued to take English courses. The participant realized while completing this degree that she enjoyed the English language, its

⁵¹A group of schools throughout France deemed by the Ministry of Education as facing significant social difficulties.

literature, and its culture. She then decided to leave the political science domain to pursue her studies in English literature. Upon completing her studies, Flavie indicates that she needed a job, hence her decision to complete a master's degree in education. When asked to what extent this program prepared her for her career as an educational professional, she reports feeling underprepared for the realities of the classroom and learned many skills on-the-job, especially behaviour management practices:

Mon année de Master MEEF, je pense qu'elle a été grandement inutile. Vraiment, ça m'a rien appris ou très peu... clairement, les grosses difficultés que j'ai eues, ça a été des questions de discipline, de gérer une classe, de gérer des adolescents.⁵²

She adds that she took a few courses that addressed how to teach languages, but once again notes they did not effectively prepare her to teach in a middle school environment. Finally, with regards to in-service training, she states that they are available to her, however, as they were cancelled during covid, when she started teaching, she has yet to be provided with the information on how to register for professional training opportunities. That being said, several weeks before the interview, a workshop was held at her school for language teachers, specifically French teachers, on effective pedagogy for language learning. Although the workshop pertained mostly to learning French, the participant was able to relate many of these teaching strategies to LX English learning, and found the experience to be useful.

At several points throughout the interview, Flavie references AoA as the primary pedagogical method she uses when teaching LX English, as per the curriculum

⁵² “I think my teacher training year was pretty useless. Really, it taught me nothing or very little... clearly, the big difficulties I had were questions of discipline, managing a class, managing teenagers.”

requirements. She explains that she designs units of study (i.e., *séquence*) that center around a theme that she believes will be of interest to her students, which typically revolve around cultural aspects. The participant indicates that she often designs her own units of study, or finds already-made units online and then adapts them to better meet the needs of her students: “*Voilà une séquence déjà préparée que je vais réadaptée moi, ou une séquence que je crée de toute pièce...*”⁵³ Upon the completion of each unit, students are required to complete a final project or task, such as writing a letter or creating a video, where they must use the skills they have acquired throughout the unit:

*À la fin de chaque séquence, en France, on est obligé d’avoir ce qu’on appelle une tâche finale, un projet. Ça veut dire que les étudiants, les élèves, vont mettre en pratique pour réaliser cette tâche, pour écrire une lettre, pour faire une vidéo.*⁵⁴

She highlights the importance of providing students with tasks that they are familiar with already, such as creating and editing videos and drawing, as they are more likely to apply themselves: “... *quand ça implique quelque chose qu’ils savent faire, par exemple, monter une video, faire un dessin, quand c’est quelque chose qui leur tient à coeur personnellement, ils sont très impliqués...*”⁵⁵ She adds that each final task or project is accompanied with a test at the end of the unit. The project is to be completed at home, while tests are written in class: “*Je leur fais souvent une contrôle de*

⁵³ “Here’s a unit already prepared that I’m going to adapt myself, or a unit that I’m creating from scratch...”

⁵⁴ “At the end of each unit, in France, we are obliged to have what we call a final task, a project. This means that the students, the pupils, are going to put into practice to carry out this task, to write a letter, to make a video.”

⁵⁵ “... when it involves something they know how to do, for example, editing a video, drawing a picture, when it’s something they feel strongly about personally, they get very involved...”

connaissance en parallèle de cette tâche finale qui est la tâche est à faire à la maison.”⁵⁶ Flavie concludes the discussion on this particular topic by stating that she believes AoA is beneficial to students, however, she feels there are likely other effective pedagogical strategies that could also be implemented: “... *je pense qu'on construit beaucoup trop sur ce carcan et qu'on se dit qu'on n'a pas d'autre choix et qu'on est obligé de faire ça, et c'est peut-être trop de toujours imposer cette méthode...*”⁵⁷ As a result, she does not shy away from allowing students to continue discussing a topic of interest to them, even if it doesn't exactly follow AoA.

With regards to learning materials, Flavie reports using textbooks as a source of inspiration to create activities and exercises, as they are well-made, and also finds many of her resources online, such as texts, audio recordings, and videos: “... *j'utilise des manuels, souvent pour m'inspirer de leurs séquences et principalement pour réutiliser leurs exercices parce que leurs exercices sont souvent bien faits.*”⁵⁸ As for online materials, Flavie notes that they are beneficial as they are authentic resources and may pertain to student interest, however, she must often adapt texts by reformulating sentences into simpler ones in order for students to be able to understand: “*Malheureusement, souvent, quand un document est très authentique, il faut parfois l'adapter parce que c'est pas accessible au niveau des élèves.*”⁵⁹ Therefore, she often searches for materials which contain vocabulary words and expressions that she has already covered in previous classes or will cover immediately after reading the text: “

⁵⁶ “I often give them a knowledge test alongside this final task, which is to be completed at home.”

⁵⁷ “... I think we build too much on this approach and tell ourselves that we have no other choice and that we have to do this, and it's perhaps too much to always impose this method...”

⁵⁸ “... I use textbooks, often to get inspiration from their units and mainly to re-use their exercises because their exercises are often well done.”

⁵⁹ “Unfortunately, when a document is very authentic, it sometimes has to be adapted because it's not at the students' level.”

... le texte ou l'audio par utiliser du vocabulaire ou des forms, des tournures de phrases qu'on a déjà travaillé ensemble pour que les élèves ne soient pas perdus...’’⁶⁰

When asked to specify where she finds learning materials online, Flavie indicates that she borrows many ideas from Facebook groups where LX English teachers share resources and ideas. She describes these social media groups as being her primary tool when searching for activities and exercises, and states that such websites are how she is able to design each lesson: “... *la meilleure ressource que j’ai, c’est les groups Facebook de professeurs d’anglais... c’est vraiment grâce à ça que j’arrive à faire mes cours.*’’⁶¹ She adds that her school district also has a platform with a variety of resources for LX English teachers, which she often consults, but finds more options on social media websites. Flavie notes that each school district in France has a collection of English activities and ideas for units of study, however, she finds the resources offered on the website for the Grenoble school district to be more useful than resources from other school districts, including her own: “... *en anglais, je sais que l’académie de Grenoble... c’est notre référent.*’’⁶²

Flavie touches on several elements that can be categorized as emotional influencers (see pages 29-30). She mainly addresses aspects related to the classroom atmosphere and the apparent discrepancy in English proficiency levels amongst her students. With regards to the classroom atmosphere, she notes that she perceives her students to be somewhat disconnected from English, despite the fact that they often

⁶⁰ “... *the text or audio uses the vocabulary or structural forms, terms that we have already worked on together so that the pupils are not lost...*’’

⁶¹ “... *the best resource I have is the Facebook groups for English teachers... that’s really how I manage to plan my lessons.*’’

⁶² “*In English, I know that the Grenoble academy is our reference.*’’

watch YouTube videos and play online video games in English. Flavie explains that for her students, LX English learning is linked to travelling abroad to anglophone countries rather than being viewed as a tool for international communication. As her students believe they will never travel to such countries, they do not see the utility in learning English:

Il y a quelques jours il y a une élève qui m'a dit moi j'irai jamais en Amérique, ça me sert à rien. J'irai jamais en Amérique. Voilà donc pour eux, l'anglais, c'est très déconnecté. D'un côté, ils écoutent l'anglais tous les jours, ils regardent des vidéos YouTube tous les soirs sur leurs téléphones et je le sais... j'ai beaucoup d'élèves qui jouent à Minecraft, qui jouent à des jeux de vidéos en anglais... j'ai beaucoup d'élèves aussi qui comprennent pas que ça leur servira plus tard...⁶³

The participant adds that although she perceives her students to be disconnected from English class, she explains that they are not necessarily disinterested in English in general. She describes how she frequently receives questions from students about vocabulary words that are unrelated to the course: “... ils me posent souvent des questions en cours qui n'ont rien à voir avec le cours, mais parce que c'est des mots qu'ils ont vus.”⁶⁴ Flavie believes that her students have seen these words online or from video games as they sometimes demonstrate descriptive vocabulary related to specific

⁶³ “A few days ago, one of my pupils told me he'd never go to America, it's no use to me. I'll never go to America. So for them, English is very disconnected. On the one hand, they listen to English every day, they watch YouTube videos every night on their phones and I know that... I have a lot of students who play Minecraft, who play video games in English... I also have a lot of students who don't understand that they'll need it later...”

⁶⁴ “... They often ask me questions in class that have nothing to do with the course, but because they've seen the words.”

subjects, such as weapons from their games or fashion: “[ils] *ont beaucoup de vocabulaire sur les minéraux et les minerals, sur les armes, sur les habits...*”⁶⁵

A second element relating to classroom atmosphere includes the comfort levels of students. Flavie indicates that some students are more comfortable communicating in English than others, which she believes depends on a variety of factors such as age, peer judgment, whether they are immigrants or non-immigrants, and skill level. With regards to age, she highlights the fact that younger middle school students tend to be more willing to communicate in English than older middle school students, and appear to be more motivated. When asked for potential reasons behind this phenomenon, the participant believes that pupils are less worried about making mistakes as the tasks are simpler and involve using pre made sentences by the teachers, whereas older students are given more complex tasks and become more cognitively aware of their weaknesses, resulting in a lack of willingness to communicate as they fear making mistakes:

*Je pense que plus ils sont jeunes et qu'ils ont qu'une seule structure à utiliser... quand ils sont jeunes et qu'ils ont pas trop le choix avec la structure au tableau, ils sont vraiment à l'aise... plus ils deviennent âgés, plus ils ont conscience de leurs lacunes et ils ont conscience qu'ils parlent dans une langage qu'ils maîtrise pas bien... ils ont peur de faire des erreurs, donc ils s'expriment pas.*⁶⁶

She continues to note that she has observed that her students are ashamed to speak during class as they are embarrassed about their accent and students often tease each

⁶⁵ “[They] *have a lot of vocabulary about minerals and minerals, about weapons, about clothes...*”

⁶⁶ “*I think that the younger they have only one structure they have to use... when they're young and they don't have much choice with the structure on the blackboard, they're really comfortable... the older they get, the more they're aware of their shortcomings and they're aware that they're speaking in a language they don't master very well... they're afraid of making mistakes, so they don't express themselves.*”

other: “... *je pense vraiment déjà qu’il y a une honte de parler. Ils ont l’impression de faire semblant d’avoir un accent... les élèves se moquent assez souvent.*”⁶⁷ Although Flavie reports prioritizing pronunciation lessons, weaker students tend to respond by refusing to do the assigned work as they abandon a task before they have started it: “... *de nombreux élèves ne font pas le travail tout simplement, ne font rien, donc on ne peut pas les évaluer... il y en a beaucoup qui abandonnent vraiment avant même d’avoir commencé.*”⁶⁸ Furthermore, she comments on how students who have a decent command of the English language attempt to hide their anglophone accent in order to blend in with their peers, as they sometimes adopt a French accent when speaking English in class: “... *des français, des bonnes élèves, en general, vont diminuer leur accent en anglais.*”⁶⁹ Flavie concludes this particular point by stating that she has observed that immigrant students are usually less embarrassed about communicating in English as their home countries are sometimes previous British colonies, and thus, they have had more contact with the language than French students: “*Beaucoup d’élèves d’origine nigériane, philippins, chinois, qui parlent très bien anglais et eux en general, n’en ont pas honte.*”⁷⁰

When asked how she responds to the apparent discrepancy in student proficiency levels, Flavie indicates that it is difficult to work with a heterogeneous group of learners and that it is time consuming: “*Oui, vraiment, le niveau est trop*

⁶⁷ “... *I really think there’s already a shame in speaking. They have the impression that they have an accent... the students often make fun of them.*”

⁶⁸ “... *many students simply don’t do the work, don’t do anything, so we can’t assess them... there are a lot of them who really give up before they’ve even started.*”

⁶⁹ “... *French people, good students, in general, will reduce their accent in English.*”

⁷⁰ “*Many students from a Nigerian, Filipino or Chinese origin, who speak English very well, are not ashamed of it.*”

hétérogène et leur réalisation est très différente... ça prends beaucoup de temps...’’⁷¹

She notes that it happens more often than not that several students arrive in their last year of middle school without knowing how to conjugate basic regular verbs. Flavie expresses the fact that she is unsure if this aspect is a lack of effective teaching strategies or a lack of interest on the part of students as some students still cannot master fundamental concepts after receiving several years of English instruction: “*On a beau refait ça 1000 fois avec eux, je pense aussi qu’il y a soit un manque de travail soit un manque d’intérêt.*’’⁷² Nonetheless, this year, she has begun to adapt her activities and exercises into three different skill levels, allowing students to complete the exercises that correspond to their level, whether they are beginner, intermediate, or advanced students. Flavie indicates that she finally has the time to adapt her resources to varying knowledge levels now that she is in her third year of teaching, and gaining more experience with lesson planning: “*... étant en troisième année, je commence à m’y intéresser et je commence à vraiment m’occuper de donner des exercices différents à deux ou trois niveaux différents... la première année, c’est impossible... on découvre comment on fait des cours.*’’⁷³ In addition to differentiating tasks, Flavie also spends more time in class working with those students who have weaker English skills. Although she does her best to speak as much English as possible during class, she admits that she often resorts to offering instructions in French when students experience difficulty understanding her: “*J’utilise l’anglais au maximum quand on fait le cours,*

⁷¹ “Yes, really, the level is too heterogeneous and their levels are very different... it takes a lot of time...”

⁷² “No matter how many times we’ve gone over it with them, I still think there’s either a lack of work or a lack of interest.”

⁷³ “... being in my third year, I’m starting to take an interest in it and I’m starting to really get involved in giving different exercises to two or three different levels... the first year, it’s impossible... you discover how to do lessons.”

on va dire. Mais j'utilise beaucoup le français pour expliquer tout simplement des choses qu'ils comprennent pas."⁷⁴ Finally, she remarks that she also uses French when explaining grammar concepts, otherwise, students are lost: "*... j'utilise beaucoup le français, par exemple, pour expliquer la grammaire... je vais réexpliquer en français parce que sinon, je me rends compte que si je passe pas par le français, ils sont perdus.*"⁷⁵

Overall, Flavie appears to hold positive views towards her teaching practices, and has noticed that designing lessons and units of study are becoming easier and less time consuming for her now that she is gaining more teaching experience. With regards to pedagogical practices, she utilizes AoA and believes it benefits students, although she would prefer to have the freedom to use other effective methods. As for learning materials, she uses textbooks for inspiration when designing her units of study, and searches for activities on social networking websites for LX English teachers. Unfortunately, Flavie experiences several perceived challenges, most notably, motivating her students as she feels that they appear to be disconnected from English and they don't see a need for it in their future. Moreover, despite the fact that her students use English outside of the classroom online or when playing video games, she states that students appear to be afraid of speaking in class as they believe they are incapable of speaking English and they fear negative peer evaluation. As such challenges create a discrepancy in student proficiency levels, the participant is beginning to learn more about how she can differentiate her teaching strategies to meet

⁷⁴ "I use English as much as possible when we're doing the course. But I use French a lot to explain things they don't understand."

⁷⁵ "... I use French a lot for example, to explain grammar... I'll explain it again in French because otherwise, I realise that if I don't use French, they're lost."

the various needs of her students, as she is gaining more experience as an educator. The interview ends with an invitation to visit her classes at her school.

9.2.1.4 Laurence (FR9, see Appendix R for transcript)

Laurence is a woman between the ages of 40 and 50 who grew up in France. She has been a language educator between 15 and 20 years, during which she taught in the United Kingdom, before returning to France. She currently teaches in a small town that is not rural or urban in Northwestern France. With regards to her educational background, she completed her bachelor's degree in English studies in France before moving to England, where she participated in the French Language Assistant program, as she had always wanted to become a teacher. While living abroad, she taught mostly French to English students along with several other languages, including English to students who were underachieving in the course. Once her teaching practice was well established in the country, she coordinated lessons on Saturdays for students who had a French parent at home and wished to receive additional instruction in French. She also notes that she taught in universities during this time as well. Upon returning to France, Laurence pursued her master's in teaching in order to obtain her teaching licence, allowing her to continue working as a teacher in France. When asked about her overall experience during this program, the participant indicates dissatisfaction as she felt that the courses were a "waste" of time. She explains that it was a challenge to relearn how to become a teacher as the information she received in France was different from how she taught in England. Furthermore, she felt that her previous teaching experience was not valued during the program as she would try to discuss some of the strategies she found to be successful in England, but the instructor would quickly dismiss her comments: "... *my rewards system... she [the instructor] didn't want me to*

talk about it. It's something that ended up being discussed at the coffee break because it wasn't on our program..." She admits that her teaching experience in England was where she learned effective LX pedagogy and teaching strategies in general, which was helpful to her at the beginning of her educational career in France: "... *that's [England] where I learned to teach actually.*" Finally, with regards to in-service training, the participant makes no reference to any professional development workshops or opportunities. This could be due to the fact that she does not yet have a permanent contract.

Laurence references AoA as the primary pedagogical method that she implements in her classes as she reports being required to do so by the Ministry of Education: "... *you kind of have to really, that's what you're expected to do.*" When asked to describe what this approach entails, she notes that she must create units of study based on specific themes, which should be related to students' everyday lives. When brainstorming potential topics of study, she consults students about their interests and then designs a final project based on the chosen themes. The participant underlines the importance of this point as she perceives AoA to be relatively beneficial to student learning as she perceives her pupils to be more engaged in English class compared to when she went through school. However, the success of this method is highly dependent on the level of student interest towards the themes and it can be challenging at times to find a topic that interests everyone: "... *they seem to be more engaged in the lessons compared to what I lived through as a student... it depends on the themes really... it's difficult to please everyone.*"

Along with AoA, Laurence reports implementing discovery learning (also referred to as inquiry-based learning) and problem-based learning as complementary methods. She perceives these methods to be beneficial to her students as they require individuals to be active agents in the learning process as opposed to passive, which the participant believes assists students in retaining information on a long-term basis. She describes how she provides students with a task where they must discover a particular grammar point in a short text, for example, on their own: “... *I try to show them examples and get them to pull out the rule because that’s definitely a better way for them to remember if they’ve worked it out.*” She continues to note that although discovery learning can be an effective pedagogical strategy, it must be carefully prepared beforehand and the provided task must be designed to carefully guide the learner towards the objective through non-ambiguous examples. Finally, in order to assess student learning on a frequent basis, Laurence reports using formative assessments in order to observe whether or not students have mastered the concept before moving to the next topic: “... *even if it’s just not an assessment with the marks, but just you know, to assess where they’re at and whether they understand what we’ve done so far.*”

Another strategy worth noting that Laurence utilizes in attempt to increase student motivation, although not pedagogical, but rather a general teaching practice, is a rewards system. She explains that she keeps two columns on the board, one with a plus and one with a negative, although she notes that she rarely uses the negative column. When students participate in class, she writes their name under the plus column and adds a bar next to their name each time they speak. Once students receive two bars

next to their name on the board, the participant writes a positive message to their parents in their correspondence journal between home and school:

I have a column on one end and the column right at the other end, usually I put big plus and a big minus... and then every time they speak, first time they get their name on [the board] and they get a bar... one they have their name plus two bars, they have a mot⁷⁶ on their carnet de correspondance⁷⁷ and it's a positive word.

Although this system has the potential to be time consuming, Laurence indicates that it is worth her energy if it motivates students to actively participate in class. Finally, she concludes this topic of conversation by distinguishing the effectiveness of her reward system between older and younger students, as has proven to be a strategy best suited for younger students. In contrast, amongst her older students, receiving a reward for positive behaviour is perceived as shameful by students: “... *they don't want to get the mark, it's almost shameful... they don't want the rewards like this.*”

With regards to learning materials, Laurence reports using a variety of resources such as online texts, videos and exercises. She remarks that once she finds a material, she is required to adapt it to her students' competency level:

I'll just change a few phrases around to make it work... they do say you shouldn't didactise⁷⁸ it too much... but sometimes it's just editing a bit because it's too long or I want the particular tense to be recurrent in there.

⁷⁶ Message.

⁷⁷ Correspondance journal – a written communication system between the student's parents and teachers.

⁷⁸ Change.

She finds the majority of her learning materials on Facebook groups for English teachers, and when she finds something interesting, she saves it to use at another time. Through such social media websites, the participant has created her own bank of resources: *“I’m part of a few English teacher groups on Facebook, so this stuff that pops up, I have a look, if I like it, I save it. I’ve got hundreds of things saved...”* She continues to note that she does receive online materials at times from a specialist associated with the English department at her school. She demonstrated that she always takes a look at the resources she is sent, but often finds them irrelevant to her particular students: *“... usually the documentalist would be sending things from time to time... sometimes it’s completely irrelevant.”* In contrast, Laurence finds exchanging materials with her LX English colleagues, whether they are at her school or another one, to be particularly helpful. She notes that they work together and exchange successful activities and lesson plans. Laurence also provides audio recordings of her voice to her colleagues to share with their students when working on pronunciation as she lived in England for a number of years, allowing her to considerably refine her accent: *“... I really enjoy it when I work with other colleagues and we share things... I often get tasked with the recordings of words for accents... because I’m the only one that can do that better.”* Finally, she concludes this thought by remarking that working closely with other LX English teachers is useful as it often decreases the work load associated with lesson planning: *“... it just splits the load.”*

Laurence touches on several aspects that can be categorized as emotional influencers (see pages 29-30). She makes reference to three primary themes related to classroom atmosphere, discrepancy in student proficiency levels, and promoting

metacognitive skills. With regards to classroom atmosphere, she describes that middle school aged students can be a difficult group of pupils to work with as their behaviour and mood can often be unpredictable, as they are trying to discover their individual identities: *“That age group is difficult anyway, they are finding themselves... sometimes a kid will rock up and just be pissed for something that’s got nothing to do with you, nothing to do with your lesson...”* She continues to note that this is a time when students are particularly susceptible to being negatively evaluated by their peers: *“... sometimes they’re very brutal with each other and they don’t even realize how hurtful they can be.”* In order to decrease the occurrences of such instances, Laurence explains that at the beginning of the school year, she covers the topic of respect and what it entails. Afterwards, she co-constructs specific classroom guidelines related to respect with her students in order to maintain a positive atmosphere in the classroom. She adds that due to the fact that middle school students undergo numerous changes over a short period of time, she frequently goes over the classroom guidelines and makes the necessary amendments together with the help of her students: *“... these kids are changing all the times and their hormones are kicking in... I have one slide show with respect and we discuss it for a bit and then reassess all the time because they’re changing all the time.”* Despite these challenges, Laurence states that she doesn’t mind teaching this age group, and in fact, finds middle school aged students to be entertaining: *“... they can be exhausting... no I don’t mind [them]... they’re quite funny.”*

The second recurring theme apparent throughout Laurence’s interview is the discrepancy between students’ LX English proficiency levels and strategies she uses to meet learners’ needs. When asked for possible reasons as to why there is such a

discrepancy, the participant believes it is likely related to the level of previous exposure to English. She mentions that some students interact with the language more by watching TV series on streaming service: “... *they’ve watched everything in English when they watch Netflix and things like that.*” She adds that it can be challenging to bridge this gap in knowledge as it is often difficult to find activities that will interest all learners depending on their ability: “... *it’s more difficult to bridge the gap and keep everybody interest, you know, so it is a challenge.*” In order to overcome this obstacle, Laurence focuses on raising weaker students’ self-confidence and uses positive praise when students participate in class:

They get a bit desperate sometimes and feeling a bit hopeless, sort of building their self-confidence... I them when we start early on, you can have very poor marks, but still be someone that is trying really hard... if you speak at every lesson, like I said to them, it’s a valuable thing.

Moreover, she reports emphasizing the importance of transmitting a message in English and being understood instead of speaking free of errors:

I spend so much time telling them, you are using it, you may be making mistakes, but you know, the aim of the game is to be understood and you got that, so it doesn’t matter if you make a mistake, if the word is not exactly in the right spot.

She adds that she devotes a considerable amount of instructional time to pronunciation and intonation exercises, and she feels this is more important to being understood than perfect grammar:

It’s more important to focus on, you know, how it sounds and to make sure that the person hears the word, you know, put the right intonation on it, so that they

get what you're trying to say rather than stringing the sentence in the perfect order...

Laurence highlights the fact that these aspects are important to communicate to students as she feels teachers in France tend to lean towards focusing on students' mistakes, thus lowering students' willingness to participate in class: *"I've got some students that are almost mute in class... they hear a lot of the time that they're not good."*

The third and final recurring theme throughout Laurence's interview that relates to the emotional component of this category is promoting metacognitive strategies amongst her students. Firstly, she describes that she must consider her students' point-of-view, meaning she must put herself in their place and try to understand where they might encounter difficulties when completing tasks and activities. For example, she will often compare English grammar to French grammar as some of the rules do not follow French logic. She notes that although this strategy has proven to be useful for students, it is also largely dependent on how strong her students' levels are in French. If they're skills in French are weak, it becomes increasingly difficult to learn the mechanics of English. She also attempts to promote metacognitive thinking and problem-solving strategies by designing a toolbox, which consists of guiding advice for students to consider in order to lead their thinking towards the correct answer. She provides the example of strategies that can assist students in understanding a text about a topic with which they are unfamiliar:

If you are looking at understanding something written or something like in sort of reception phase, then you would need a toolbox with sorts of maybe some

vocabulary or a method to approach a text with, scan for words that you don't know or things like that.

She continues to elaborate on the concept by noting that for each unit of study, she adds strategies to the toolbox based on the information covered in class, such as how to use vocabulary and grammar points, as a reminder for students later on: “... *maybe how to use such and such tense, or how to reuse vocabulary that we've used in the chapter...*” The participant concludes this point by stating that the toolbox is meant to promote student autonomy as it provides them with problem-solving techniques, thus allowing students to learn how to solve issues on their own.

In conclusion, Laurence appears to find fulfilment in her education career as she seems to have a keen interest in learning about and comparing pedagogical practices. Although the middle school age group can be challenging sometimes, the participant clearly states that she enjoys working with this age group. With regards to specific pedagogy, Laurence uses AoA as she is required to do so by the Ministry of Education. She complements this practice with others such as discovery learning (i.e., inquiry-based learning), and general teaching strategies such as rewards systems, raising student confidence levels, emphasizing communication over correctness when speaking, and promoting metacognitive thinking. As for learning resources, she finds most of her resources through social networking sites, such as Facebook groups for LX English teachers. She also cites her English teacher colleagues as being crucial to her lesson planning as they often work together to create units of study and exchange learning materials. The interview ends in an invitation to the participant's school to visit her classes.

9.2.1.5 Clémence (FR10, see Appendix S for transcript)

Clémence is a woman between 40 and 50, who was born in France, but grew up in several different French and anglophone speaking countries. She identifies French as her first language, however, she spoke English fluently throughout her childhood as she attended a variety of anglophone schools. She has been teaching between 20 and 25 years and currently teaches LX English at a middle school in a small community that is not rural or urban located in Southeastern France. With regards to her previous education, she returned to France to complete her bachelor's degree in English and her teaching certification as required by the Ministry of Education at that time as the Master MEEF program did not yet exist. As for in-service professional development opportunities, the participant reports that she and her colleagues are offered "*plenty of workshops,*" however, she feels they are rarely beneficial to her teaching practice and they take instructional time away from students: "*Sometimes we feel like we're wasting time. We could be in front of our classes teaching, so that's precious time and it feels like we're sometimes wasting time.*" In contrast, she finds opportunities to meet with her colleagues to discuss teaching strategies and share resources to be helpful, and believes more professional development days should center around this aspect: "*Sometimes we don't find them [professional development workshops], sometimes it's just, a lot of talking and not enough giving us time to work together and bring our ideas together and work on them in small groups...*" Finally, she indicates that she chose a career in education as she has always enjoyed teaching, even as a child when she would

help her younger sister with homework: “... *I enjoyed teaching stuff, and when I was younger, I taught my younger sister stuff and I enjoyed it.*”

Clémence touches on several aspects that relate to educational activities and experiences, such as the pedagogical method she follows, the learning materials she uses, and how she finds them. With regards to pedagogical practices, she does not specifically make reference to AoA, that she is required to use, however, she describes classroom activities consistent with this approach. When asked if she is obliged to implement any specific pedagogy, she notes that activities must be interactive for students and each unit of study covered must end in a final task, which must be authentic in nature:

We've been guided into using interaction a lot, and also every chapter that we study has to end with a project, something to do so that all students are supposed to bring together what they learned in the chapter and make it into something authentic.

She continues to provide examples of what she feels is an authentic task: “... *for example, write a poem and present it, or a diary, the page of a diary or, a newspaper article...*” In addition to elements related to AoA, she explains that when completing tasks during each lesson, she asks students to work in pairs or in groups. To facilitate this process, she arranges the desks in groups of four to five, so students are ready to work together upon receiving the task. The participant believes that students tend to enjoy working in groups as they can help each other, however, the downside is that students continue to chat when they are asked to listen to the teacher: “*They[the students] enjoy it because they can help one another... the negative aspect is that they*

tend to chat.” To conclude this thought, Clémence adds that she assigns students to certain tables based on skill level, so students who are stronger in English and enjoy it can help weaker students: “... *all levels are represented, so there are quite some very good students that are that really love English and are good at it, and some poorer ones or that have difficulty, so they can interact and help one another.*”

As for learning materials, Clémence indicates that she often finds materials from a textbook that she and her teacher colleagues, asked the school to purchase. She explains that students buy the accompanying workbook, which provides them with texts and various types of language exercises. She highlights the fact that she often follows the textbook as it consists of ready-made activities for students: “*We have some textbooks that organize it that have everything prepared... we had the school buy them and then we also have the students buy a workbook...*” Furthermore, she notes that she works closely with the other LX English teacher at her school, as they share their resources with one another and plan their lessons together: “... *the other English teacher in my school, we work a lot together. We prepare stuff together, everything I prepare, I give her and she does the same.*” Examples of resources the two educators share outside of the textbook include primarily online resources they find on their own, most notable texts and audio clips. When asked if she is content with the resources made available to her by the department of education, she states that it is “*good enough*” as she received the textbooks she asked for. Lastly, she makes reference to an online platform offered on the school district website that provides a variety of activities and exercises for learning English. However, Clémence reports that she does not consult this resource as she finds it simpler and less time consuming to conduct a Google search

so she can better target exactly what she's looking for: "... *I've never been to see how it looks like... it's just faster for me to find it my way... sometimes it's just easier to hit it on Google [laugh] we find it faster.*"

Clémence makes reference to several aspects related to emotional elements. She mentions that the overall atmosphere and regard towards English could be improved at her schools, specifically amongst students and parents. She explains that some students are interested in English and even use it outside of school, especially when playing online video games: "... *They have enough curiosity to use English in video games or at home by themselves.*" However, she has observed that many students have lost interest in school in general over the past three years, which she contributes to the Covid-19 pandemic: "*That [student interest] has changed over the three last years because of Covid and confinement... being stuck at home... they [the students] seem to be less motivated now the majority of them.*" Clémence adds that this phenomenon may extend to parents as well as she perceives a lack of value placed on LX English class within the recent years: "... *some parents are not doing what it takes and I think some parents have given up as well, so maybe it's the whole tendency of everyone. I mean, everyone feels low these days.*" As a result of a perceived increase in student disengagement, the participant finds herself facing more behavioural issues in the class, which interferes with teaching English. She describes how she feels required to be more authoritative in recent years in order to maintain a conducive learning environment:

Authority situations where I have to be bossy happen more. When I feel strong enough, I try to speak more English, but it's a waste of time... I have to say it

again in French, give all the instructions in French, so I'm sure they understand it... sometimes when I feel desperate, I just switch back to French...

As classroom and behaviour management are of primary concern to educators, Clémence finds herself using more French during English class as she can be sure students have understood her instructions, as well as the fact that it's a time saver.

A second aspect that can be categorized as an emotional influence (see pages 29-30), is the fact that Clémence touches on the concept of differentiated education several times throughout the interview. She explains that there are a wide variety of English proficiency levels in her classes: "*There's a big variety in what they can do in their skills.*" When asked how she manages a class with various proficiency levels, she indicates that for certain types of tasks, she provides students with three different assignments from which they can choose: "*... sometimes we have the same task to be done, but it can be done using different ways, so we usually give them three possibilities and they can choose what way works best for them.*" Each assignment targets the same learning objective, but the way in which students achieve the learning objective may differ. She also describes an initiative that she took several years ago, with the help of her principal, to organize tutorial groups in her school that is an uncommon practice in France. She explains students are organized into tutorial groups of similar ability for one hour a week, where they are given activities to target a certain skill in English, with which their group requires extra support. Clémence was inspired by her experience in the Australian school system as a child, where they utilized a similar strategy. When asked how students respond to these tutorials, the participant believes they are beneficial to students and highlights several positive outcomes. The first being that

students who tend to be more shy in nature or embarrassed about their skill level, often feel more comfortable sharing their thoughts as they are in smaller groups as opposed to the entire class as well as the fact that all pupils in the tutorial have similar proficiency levels, so they feel less intimidated: *“It[tutorials] is helpful because, I think students are first of all in smaller groups and they’re less shy and they understand that the students around them are about at the same level they are.”* Secondly, this system not only allows for students struggling with the course material to receive extra support, but students who are stronger in English are able to work on a more challenging task with less guidance: *“... it helps students that are less efficient, less good... it also helps me to go a little faster with students that are more comfortable.”* For these two reasons, Clémence reports this tutorial systems to be beneficial to all students.

In summary, Clémence appears to enjoy the field of teaching, and aspired to become an educator since childhood. She describes the joy she feels when she is able to see student progress: *“... I feel very proud because even though they do the work... I feel like I’ve done that. It’s thanks to my work, so I feel great about it.”* She also appears to enjoy languages, especially English, since she grew up in several different anglophone countries. In fact, despite French being her first official language, she opted to complete the interview in English as she welcomed the opportunity to speak with an English first language user, which doesn’t happen often living in France. With regards to pedagogy and materials, Clémence appears to be satisfied with the methods she is required to use and the materials she is provided with. The main struggle that the participant highlights is a perceived increase in student engagement over the last three years, which she believes is heavily influenced by the Covid-19 pandemic. As a result,

as she has started to notice that she is required to be more authoritative with students on a more frequent basis. That being said, she is hopeful this will soon change, or that she will adopt new strategies that are more effective at managing student behaviour. In fact, she remarks that upon learning about this study, she decided to participate in it, as she thought it would be an opportunity to learn more about the functions of student motivation with regards to LX English learning. The interview ends with an invitation to her school.

Conclusion

Four recurring themes naturally emerged from the data. The first theme identified relates to pedagogy, as all of the participants report using AoA, as it is a requirement. Secondly, with regards to learning materials, all of the educators indicate that they find texts, videos, images, audio and recordings, on LX English websites and social media platforms. They also mention being provided with some materials on their school district's website, however, only three of the participants find the proposed activities to be useful at times, whereas the remaining two do not make use of them. The third aspect that the participants touch on relates to the fact that students are often afraid to participate in class, which the teachers attribute to the fact that students fear making mistakes and receiving negative peer judgment. The fourth and final recurring theme is the fact that a discrepancy in student proficiency levels is present in each of the participants' classrooms, making it challenging to plan lessons that meet all of their students' needs. Each participant reports providing their students with some form of

differentiated education, in hopes of closing the discrepancy in student proficiency levels.

9.2.2 Finland

Several recurring themes amongst LX English teachers in Finland were observed. Overall, each of the five participants (i.e., Lotta, Eveliina, Helmi, Kaarina, and Miina) appear to hold relatively positive views towards their careers and express interest in languages in general. They also report being satisfied with their teacher training, especially the practicum component of their program as they felt it represented the reality of the education field. With regards to teaching strategies all of the Finnish participants state there are no required pedagogical methods that they must use and thus have the freedom to choose their own strategies, which they appreciate. As for learning materials, each participant is satisfied with the number of resources available to them. Common learning materials include textbooks and online resources such as articles, videos, and games. Despite the fact that following a textbook is traditionally frowned up in other countries, all of the Finnish teachers in this study highlight the fact that they use a textbook as their primary resource. One of the participants, Helmi, offers insight into the process of writing textbooks and why they are commonly used in Finland. Pair/group and assigning tasks in which students are active agents are also common practices amongst this group of teachers. One main obstacle that the Finnish participants encounter is the gap in student ability, as some students receive more exposure to English outside the classroom than others. In this case, the educators adapt the tasks and learning objectives not only for those pupils struggling with the subject, but also for those requiring an extra challenge. Lastly, all of the five participants

perceive English as being a valued course by school staff as well as students. The following will present the qualitative findings specific to each of the five teacher participants in Finland.

9.2.2.1 Lotta (F11, see Appendix T for transcript)

Lotta is a woman between the ages of 40 and 50 who grew up in Finland. She has been teaching between 20 and 25 years and teaches languages including LX English, LX Swedish, and LX French at a school in an urban community. Originally, Lotta studied to be a French and Swedish teacher in university. As Finland requires public school educators to obtain a bachelor's degree in the subjects they wish to teach, as well as a master's degree related to the field of education, Lotta received her Bachelor's degree in French and Swedish, along with a master's degree. However, as French is an uncommon elective in Finland, and as "... *the student attitude* [toward Swedish] *is very negative*," she decided to concentrate on teaching LX English as "...*English is very popular amongst the students*." It is unclear if she was formally required to upgrade her English skills, however, she references several ways in which she strengthened her English skills on her own. She also highlights her enjoyment for the English language as she has participated in several exchange programs in which English was the primary target language. Moreover, over the years, she was able to strengthen her oral skills by speaking in English with her colleagues. With regards to her educational training, Lotta was relatively satisfied with the preparation she received, but feels that more attention could have been given to practical skills and on-the-job training. Lastly, Lotta indicates her appreciation for the Finnish education system throughout the interview, as she believes educators in Finland are provided with "*excellent teaching material*" and has "*total freedom*" when it comes to choosing

pedagogical practices. Lotta ends the interview by adding that she “...*always finds it interesting to tell about [the Finnish] school system, because [she] thinks it’s pretty different than some other countries in Europe... [it’s] more relaxed... so it’s pretty unique.*”

When asked if there are any required teaching methods that must be employed when teaching LX English, Lotta responds that educators in Finland, regardless of the subject material, are free to choose the strategies and methods they deem to be the best fit for each individual class. She notes that there are recommended methods to use that are supported by research, but ultimately it is the teacher’s decision as some strategies are more conducive to certain classes than others, and to the teacher’s personality. As a result, Lotta specifies using the constructive method, and continues to explain that this strategy entails “...*that the students have to come up with things themselves. They’re not given the right answers, and they have to work a lot themselves, ... so we do a lot of pair work and projects and stuff like that.*” She also adds that when designing learning activities, she aims to make sure they allow students to be active participants rather than passive participants. One type of activity she highlights in particular are games, as they require learners to be active and adds that her students “... *love to play... they love to play this Kahoot.*” The game Kahoot, which has gained popularity over the past decade, is an online platform that allows teachers to design a quiz based on the material covered in class. Students connect to the online game and transmit their answers through their mobile phones or computers. At the end of each question, the platform calculates the percentage of students who voted for each possible answer,

allowing the teacher to receive immediate feedback on student progression. The teacher is also able to provide almost instant corrective feedback.

As for teaching materials, Lotta primarily finds many of her teaching materials online: “...it’s easy to find a lot of material on the internet in English, so that’s also a big help for me.” Specific materials that she mentions in the interview are texts (e.g., from BBC, CNN), YouTube videos, and online exercises. As the texts and YouTube videos that Lotta chooses are originally made in English, these tools in particular fit the criteria for authentic materials. She continues to note that course textbooks are also crucial to her teaching practice. At first glance, textbooks may not seem to fit into the embodied learning philosophy (see pages 29-30), as they traditionally involve cognitive faculties rather than physical ones, but Lotta explains how English textbooks in Finland involve more than just readings and grammar exercises as they contain bar codes students can scan with their mobile phones to access online materials, in which they can listen to audio recordings and receive corrective feedback on their exercises. Furthermore, Lotta notes that in the textbook “... the texts are about different speaking areas in the world, like India, Africa... the audio recordings in our textbooks can be an African accent or an Australian accent.” As this activity is a multisensory experience and exposes students to various dialects of the English language, it can be argued that this is an embodied experience and not simply a cognitive exercise.

The majority of Lotta’s interview focuses primarily on themes related to emotional element in the classroom. She explains that overall, she perceives that English class is highly valued by not only school staff, but also by the students. Lotta indicates that it is “cool” to speak English, meaning that it is socially acceptable

amongst the students to speak in English both inside and outside the class. When asked for possible explanations behind this phenomenon, Lotta states that “*well, they use English every day. They watch a lot of YouTube videos and play online games, so they need that [English] in their daily life.*” She also contributes it to the fact that “*...Finnish is such a small, small, small language in the world. We need English to be able to communicate with the others.*” In contrast, it is important to note that students do not feel the same way towards all other LX courses: “*...Swedish is not a very popular subject... the student attitude is very negative.*” Despite the fact that Swedish is one of the official languages in Finland, Lotta attributes student preference for English over Swedish as students are exposed to English on a more regular basis than Swedish: “*We don’t deal with them [Swedish speakers] in our daily lives, so they’re really separate, and it’s only about 5% of the population who has Swedish as their mother tongue.*” Based on Lotta’s explanation, it would appear that students feel more emotionally connected to the English language as it has perceived relevance to students’ daily lives as well as the fact that students have more previous experiences with English in general than other languages, such as Swedish.

Lotta continues to touch on aspects related to her teaching practice that can be categorized as emotional influencers. For example, when designing lessons and projects, she states that she considers the number of previous experiences and knowledge that students have with the subject in question. Lotta uses this to help gauge the amount of scaffolding she should provide and to which students depending on their background knowledge: “*we start together and then depending on the student or the group or the pair, I give some more support to some and some can work more*

independently.” Furthermore, Lotta continues to make reference to adapting learning goals based on student needs:

The requirements are a bit different depending on the level of the students, so the aim or the goal is lower for some of them. I know my students, so I can like give more demanding tasks for some of them and less demanding for some.

When asked how time consuming this procedure is, Lotta agrees that it takes a great deal of time however, the textbook she uses assist her with this task: *“Our materials are really excellent, our books, so there are these exercises, they go from easy to harder, and there are some extra texts for those who are more talented.”* Upon examination of the textbook, exercises consist of normally three versions of a similar concept. The first version is for lower-level students, the second is for the average level student, while the third version is designed for stronger students.

Lastly, Lotta admits that there can be a large gap in student ability and at times, some students are fearful of making mistakes when speaking English: *“Some of the speak so well. You could think they’ve lived in the United States for example, but some are so shy... somehow, they’re afraid of making mistakes sounding stupid.”* When asked if she teaches strategies to overcome communication barriers not only in the classroom but outside of the classroom, she indicates that she does and often uses role plays and situation simulations as teaching methods: *“...we have this little, like, role plays when there are these situations and I teach them like phrases they could use when they don’t understand or want an explanation.”*

At the end of the interview, when asked if the participant has anything else to add, Lotta expresses her appreciation for the Finnish school system: *“it’s always*

interesting to tell about our school system... it's pretty unique I think." She also adds that many schools in her area welcome visitors from around the world, who are looking to study and bring back some of Finland's successful teaching practices to their home countries, which she appreciates.

9.2.2.2 Eveliina (FI2, see Appendix U for transcript)

Eveliina is a woman between the ages of 50 and 60, who grew up in Finland, and has been an educator for 30 to 35 years. Her school is situated in a rural community in the central area of Finland. As per Finnish regulations, Eveliina has a bachelor's degree as well as a master's degree related to the field of education. When asked to express her thoughts on her teacher training, she believes it prepared her to be an effective classroom educator and that she has confidence in the system. She specifically highlights the fact that she gained several useful contacts during her time at university, with who she is still in contact: *"I was happy with the contacts that I had with other teachers from other parts of Finland..."* As Eveliina studied to become a primary school teacher, she did not need a major or minor in English to become an LX English educator for this age as this is only a requirement for secondary teachers. However, her school principal expressed a need for more qualified English teachers in rural areas of Finland, and encouraged Eveliina to take the necessary course upgrades to teach LX English to secondary students as she already had a decent working knowledge of the language. As a result, she gained the qualifications needed to teach LX English, and even began to give lessons to her colleagues.

Eveliina was more than willing to obtain the necessary requirements to become an LX English teacher upon encouragement from her school principal as she has *"... always been interested in language."* She continues to express her joy and appreciation

for conducting business in more than one language: “... *sometimes I just suddenly can change the language and start speaking English and it’s so fun that in a way we can do things in both languages.*” Speaking more than one language, notably, the ability to speak English, has also allowed Eveliina to participate in Erasmus projects (i.e., international exchanges/collaborative projects), which have allowed her to travel with and without her students, and meet new colleagues across the European Union.

When planning learning activities, Eveliina expresses the fact that she has the freedom to choose how she will help her students meet the curriculum criteria, meaning she is able to select her own teaching methods and materials. She indicates that she uses the course textbook as a primary resource when designing learning activities. At times, she uses exercises and texts directly from the textbook, or she uses it as a starting point to help provide her with ideas of topics to cover. She continues to note that she finds the textbook to be a useful resource as it communicates information through a variety of mediums, such as videos, texts addressing cultural aspects of Anglophone culture, interviews in English, etc., that relate to real life. Besides coursebooks, Eveliina also finds authentic learning materials online such as texts, images, and YouTube videos. She also uses interactive online games as well as offline games at the end of a lesson as a means of practice: “*I try to [at] some part of the lesson to always [have] something, peer work, maybe small questions, and maybe a short game.*”

Pair work was also a recurring topic in Eveliina’s interview. She believes that pair work is powerful as students can learn from each other more effectively at times than from the teacher. When asked how pair work is presented to students, Eveliina explains that often she decides who will work with who, as she aims to change pairs on

a regular basis to allow students to be exposed to different types of personalities. She also pairs students based on varying skills and abilities as she believes stronger students can help weaker students: *“when another student who is quite good at English, it’s so great to notice how they can support their classmate and help them go on with their work.”* When asked if she encounters behavioural issues and/or instances of teasing or bullying during pair work, she states that if she notices that certain groups are *“giggling”* or *“talking too much,”* then she avoids pairing those students together again in the future. With regards to witnessing instances of peer rejection, Eveliina notes that *“... they don’t usually act like that,”* but states that if such a scenario occurs, she asks students to think about how they would feel if they were being the ones rejected: *“... you need to think if you are the person that you are doing the mistake, you also want to be accepted. Do you want to be the one who is laughed at?”* Finally, when asked if pupils are allowed to choose their own partner from time-to-time, she indicates that sometimes students *“... come to me as, oh, is it possible for us today to choose the pair? So sometimes I just let them to do that.”*

At several points throughout the interview, Eveliina makes reference to collaborating on Erasmus projects with other teachers from the European Union. Erasmus projects allow teachers to connect with other educators in the EU and not only exchange teaching material, but also create joint assignments on which students from both countries work together. Depending on opportunities and grants available, students are sometimes able to visit their partner class and stay with local families. Eveliina has participated in these projects before and notes that having the ability to speak English is essential in order to communicate with her international colleagues:

“we need to have teachers who speak English... I’ve been doing those quite many of them.” Furthermore, as students don’t often share any other language in common besides English, this is usually the language students use to communicate with each other.

Throughout the interview, Eveliina touches on several elements that relate to student emotional experience, placing specific importance on fostering a positive learning atmosphere: *“it’s very important to have the feeling and the atmosphere in the classroom [that] learning English is fun...”* She stresses the importance of asking each student to speak at least once during every class, even if it’s only to her as opposed to in front of the class, as she believes that all of her students are capable of at least transmitting a message in English: *“... everybody can do that.”* Eveliina continues to explain that the primary objective for all students is to be able to communicate a basic message and carry on a typical everyday discussion in English, instead of focusing on perfecting the language: *“the most important thing is to encourage them [to speak] aloud and let them have the experience that I can be understood, also I won’t speak perfect English.”* She continues to note that *“nobody wants to speak English or other languages if the teacher always is thinking about the mistakes.”* That being said, Eveliina does provide corrective feedback to students, but only in certain instances. She provides the example of a student making a pronunciation error or grammatical error when speaking in front of the class. She does not correct them, especially those who are more anxious about speaking in class, but makes a mental note of it and later on in the lesson, will review the correct pronunciation or have a sentence written on the board using the word in correct grammatical format.

Eveliina demonstrates evidence of teaching students how to self-correct their work and reflect on their progress. She provides an example of a learning activity that she asks students to do on occasion where they record themselves while reading a passage aloud from the course textbook. Afterwards, they listen to their recording and check to see how they've pronounced certain words compared to the speaker from the audio recording. She notes that this exercise is not conducted in front of the entire class, but is completed in pairs or at home for homework. Eveliina indicates the importance of such a task as it promotes self-awareness and metacognitive practices: "*...it's important also for them to hear how they, how does it sound when I speak English?*"

Eveliina ends the interview by expressing gratitude that she was chosen to be a part of the study and expresses great interest at the possibility of welcoming the researcher to speak to her students. The participant appears to hold overall positive views towards her career and students. She demonstrates satisfaction with the teaching materials and resources that are provided to her through the school and perceives English class to be a valued subject within her institution. She indicates that language courses have relatively small class sizes as a class is often divided into two groups for language subjects: "*I have about 15, maybe 15 pupils in one English group. If we have a big class, like I have 30 pupils at the moment it's divided in two groups.*" Eveliina contributes this common practice at her school as being incredibly helpful as she has more time to focus on the progress of each individual student.

9.2.2.3 Helmi (F13, see Appendix V for transcript)

Helmi is a woman between the ages of 50 and 60 who grew up in Finland and speaks Finnish as a first language, however, one of her parents is anglophone and thus English was also spoken at home on occasion. This participant has been teaching LX

English between 30 and 35 years and is currently teaching in a community situated in central Finland that is not rural or urban. As per the country's requirements, Helmi possesses a bachelor's degree with English as her primary teachable subject as well as a master's in education degree. Besides her teaching career, she also writes LX English textbooks for teachers in Finland, which will be discussed in her case study. With regards to her educational training, Helmi was satisfied with her preparation, although she notes that she found her bachelor's degree to be more practical and relevant to her teaching practice than her master's degree. She also takes part in in-service training offered through the education department in her area every two to three years. Furthermore, Helmi states that both of her parents were LX English teachers in Finland, which likely had an influence on her decision to also become an English educator.

With regards to the types of activities and experiences that Helmi offers her students, she aims to ensure that learning activities are student-centered and promote student autonomy: *"We try and make the child be an active [agent who] take[s] ownership of his or her own learning."* The educator states that in Finland, teachers are free to choose the pedagogical practices that they deem to be the most effective depending on the students in the classroom and the teacher's style. She adds that educators have the ability to choose their own teaching materials and resources: *"... we can choose which material we use, if any... we are very autonomous with our teaching and have always been."* Helmi indicates that she often uses classroom flipping as a pedagogical method (i.e., where students complete readings/exercises at home and work on a task in class individually or in groups with the support of the educators) in conjuncture with authentic materials from the internet as a method to spark and

maintain interest in her students: “... *when there are different things that we are interested or I find that my students are interested in, then we deviate into the internet and find things.*” She finds online resources to be particularly helpful when covering topics related to cultural aspects of the English language as it works towards providing students with a more authentic meaning of the anglophone community.

Helmi aims to include a variety of learning materials in her teaching practice, however, the resource she uses the most is the course textbooks. As indicated at the beginning of this case study, the participant writes LX English textbooks in her free time. She explains that for the textbook she is currently working on, the team consists of a total of six currently practicing LX English educators from across Finland. She notes the importance of working with educators from different areas of the country as it allows for the textbook to pertain to and represent all Finnish students instead of those attending schools in one particular area:

It's also really important that we're from different kinds of areas, so for instance, my school is more or less, well, I wouldn't call it deprived but perhaps working-class area... the students in my class are completely different compared to students in versus in Espoo, whose parents. Are more educated and in better jobs...

Helmi continues to explain the layout of a typical language textbook by adding that for each exercise presented in the coursebook, three different versions exist: one version is for students who are struggling with English, another is for students who are achieving the requirements, and the last one is for stronger students in need of an extra challenge. The participant notes that providing students with three levels of the same basic

exercise helps to promote autonomy as they are able to choose the level that corresponds best with their needs. Lastly, Helmi indicates that the material included in the textbook has already been presented to actual LX English pupils attending Finnish public schools as each member from the team tests the materials with their students and reports back to the group with their thoughts and recommendations. With regards to using her specific students, Helmi believes that the textbook assists her to structure her classes, as the textbook is designed to meet all of the National Core Curriculum criteria, and gives her inspiration for topics to cover.

Throughout Helmi's interview, it is apparent that pair work is a common practice in her classroom. When it comes to making the groups, she explains that she chooses the pairs and that she attempts to construct groups based on student ability: *"Very often I try and pair them with different abilities. Very often a group of three is a very good group, so, they carry each other with their different skills."* Helmi adds that it's important to monitor group work to ensure that *"... it isn't always the same kid [that] always ends up colouring some picture in, and then the other ones just do the text or something like that, so I try to activate them in different ways."* The participant notes that she assigns different types of tasks to be completed in groups and recounts one recent experience in particular that she perceived to be successful in which she designed an escape room based on topics covered in class: *"After we've studied a certain amount of vocabulary or grammar, and then after that, then using the vocabulary or grammar that we've learned, then we have a test or before the test I might have the escape room."* Helmi indicates that this activity was successful as it provided students with the opportunity to work together, review for a test, and be an active agent in the learning

process as students were “*trying to find out something rather than the teacher pressing facts and pouring information on them...*” As indicated at the beginning of Helmi’s case study, learning how to design an escape room was one of the in-service training workshops she recently attended.

With regards to workshops/projects (see pages 29-30), Helmi implements these aspects into her classroom practice in several different ways. Firstly, she assigns projects to be completed during class to her students and they are sometimes completed individually, but most often in pairs. These projects are designed to follow a self-discovery type of pedagogy, in which students research information about a new concept related to a topic discussed in class. Helmi also participates in Erasmus and E-Twinning projects with her students. Both of these platforms involve pairing up teachers from different countries across the EU in order to exchange materials and implement collaborative assignments between students. In the past, Helmi has worked with colleagues in countries such as England, Belgium, Poland, and Sweden. She explains if the financial resources are available, teachers attempt to organize a trip to one of the countries, but sometimes this is not possible and an alternative solution is implemented: “*We didn’t have funding for children to travel, but teachers traveled... so then we taught the teachers who came and they taught their Christmas songs or Easter songs or whatever to each other and so on.*” When asked how students tend to respond to such projects and exchanges, she notes that usually it’s a positive experience for everyone. Lastly, Helmi indicates that whenever possible, she tries to invite English speakers to her class: “*There was an American student and she came into my class and that was really nice, and so whenever I meet students or international visitors here in*

[name of community], *I try and invite them into my class.*” When asked if such guests were well received and beneficial for students, she highlights the fact that such occurrences are valuable opportunities for her students as it gives them experience communicating with someone who cannot speak Finnish:

They know that I understand Finnish there’s actually not the need to speak English. They [the students] don’t have to because they know that I understand. But the whole point is that when there is someone who really does not understand Finnish, it’s a real change.

Not only does this provide pupils with the chance to practice their English skills, but it also allows them to do so in a completely authentic context.

With regards to emotional components of learning, Helmi touches on several aspects. She notes that she perceives English class as a highly valued course at her school as classes are divided into two separate groups when attending language courses, and that students generally feel comfortable expressing themselves in English. She explains that she does have a few students who feel uncomfortable speaking in English: *“They don’t really want to speak English that much, but it’s not that they don’t know how to, but they are perhaps a bit more anxious what if they don’t know how to pronounce [something] correctly.”* Despite this occasional scenario, when asked if she has noticed a difference in student ability throughout her career she agrees and offers the following: *“Now of course, because they get so much input in English, but so of course now they are much more confident.”* She also credits the rise of online gaming that pupils participate in during their spare time: *“they play these games where they have to communicate, so they know very well that they need to make themselves*

understood.” Given the fact that many of her students interact regularly with English outside of school as they are exposed to it through activities that they choose to partake in, such as online gaming, generally, most pupils have positive previous experiences that they associate with English. In contrast, Helmi states this is typically the case with regards to learning Swedish: “... *very often children do not want to study Swedish... they don't see the point in having to study Swedish.*” When asked if she had any possible explanations for this phenomenon, she indicates that it is likely due to the fact that students in her community are rarely exposed to Swedish speakers: “...*we are never in touch with the language, so I don't really see or hear the whole language at all here in this area.*”

Given that most of her students have previous experience using English in some form outside of school, Helmi indicates that she uses student background knowledge about the language as well as interest when planning learning activities in order to make content more relatable to students. One example of this aspect is evident when she asks students to compare certain elements of the English language to the Finnish language. She provides the example of comparing grammatical structures: “...*for instance, [I] explain grammar things for the bigger ones for the ten to 13-year-olds, then, I compare it to Finnish.*” Not only does this involve relating the information to what they already know, but this also encourages students to adopt metacognitive strategies when learning a language. Moreover, Helmi shows evidence in the interview that she is aware that a gap in student ability exists amongst her pupils, and although it is challenging, she does her best to provide students with tasks and exercises that are more suited towards individual needs:

It is really a balancing act nowadays to try and give a challenge for the kids whose vocabulary is so large and are almost fluent in English compared to the other kids, so yea, I try and give them different kinds of exercises, different kinds of things to do.

Finally, when asked if Helmi uses any type of a rewards system, she indicates that she gives positive praise to students, regardless of their capabilities, when they take steps towards improving their abilities: *“My rewards... I try and praise the child as often as possible, so every single time they answer to me in English, that’s my main reward system I use.”*

Overall, Helmi appears to have a positive attitude towards her work. She is content with the amount of teaching materials and resources she is provided with and the fact that she chooses to devote much of her free time to writing LX English textbooks without any significant compensation, demonstrates a sense of devotion to her work. She perceives LX English learning in her school to be an important subject and believes the feeling is mutual amongst school staff and students.

9.2.2.4 Kaarina (F14, see Appendix W for transcript)

Kaarina is a woman between 40 and 50 years old who grew up in Finland. She has been an educator between 15 and 20 years and teaches mostly languages, specifically LX English and LX Swedish. She currently teaches in a small town, close to an urban area in Southwestern Finland. With regards to her education, Kaarina holds a bachelor’s degree with a major in English and the Nordic languages, including Swedish, and a master’s degree related to the field of education, as per the Finnish requirements to teach in public schools. When asked if she is satisfied with her teacher training preparation, she indicates that there’s always areas for improvement, but in

general she is: “... *I think it could have been more, but at the same time, I think, you learn it when you’re teaching even more, so I think it was sufficient.*” She continues to explain that the skills she would have appreciated strengthening during her teacher training pertain to classroom management as well as aspects that do not specifically relate to teaching:

You’re the teacher, but then you’re sometimes you feel like you’re the police, you know, at least in my school, high school, junior high, and like a social worker and then cooperation between the families and parents and all that.

With regards to in-service training, Kaarina reports attending professional development workshops offered through her school several times a year. When asked what types of subjects the workshops center around, she explains that she often chooses to attend the ones that offer tools that can be used in the classroom to help students learn languages, such as apps and online resources: “*they’ve been about teaching online and different apps... basically how to help the students learn languages particularly.*”

In terms of her relationship with English, Kaarina states that she learned English at school from the time she was approximately nine years old. When asked if she felt comfortable using English after graduation from high school, she indicates that she perceived her level in the language to be relatively high, which was further strengthened during university as she studied English in more depth. She adds that she has always had an innate interest in foreign languages, which compelled her to teach abroad for a period of time: “*I’ve always been interest in foreign languages... my first teaching year was in Thailand, in the Finnish school.*” Furthermore, she notes that throughout her

time teaching abroad and in Finland, she has worked with multiple age groups ranging from approximately 9-year-olds to the upper teen years in high school.

When asked about the types of pedagogical practices that Kaarina uses, she indicates that she has the autonomy to decide which methods work the best in her classroom, as is the case at the national level. She lists the phenomenon-based approach, cross-curricular learning, and uses the grammar-translation method at times. With regards to phenomenon-based learning, students are required to be active in the learning process as they work towards a task that involves inquiry using a variety of problem-solving strategies. Kaarina explains that this method is cross-curricular in nature, and is often organized by all of the educators at her school and centers around one primary theme to be addressed in each subject matter: “... *international issues like would be one theme, or wellbeing... it means that every subject you have in school, during those lessons, you have some task or some group works concerning wellbeing and health.*” As for cross curricular learning, she often chooses a theme or an issue related to anglophone culture and presents it as a text, and complements this approach with grammar-translation exercises: “*There are direct sentences that are in Finnish and then you have to find them in English, in the text.*”

With regards to teaching materials, Kaarina lists a variety of resources, such as the course textbook, online games, apps, and technology. She notes that the course textbook is particularly useful when teaching LX as they effectively target students’ needs and abilities: “*The English books, they have really been made by professionals who are educational professors and know how to teach the language, know the level of the students [and] what is required.*” She continues to explain that the textbook is her

primary teaching material as it is ready to use: *“I think it’d be a little foolish or waste of time for me to try to find good texts from out there somewhere because I already have them in that textbook that they have been surveyed by many experts...”* Along with the textbook, she adds in some of her own resources to supplement information presented in class, mostly through online materials, including games and apps. She demonstrates that these resources tend to be particularly well received by students: *“... I’m really using a lot is of course Kahoot and Quizlet, the kids really like those cuz they’re kind of games based... there’s these Vocaroo and different dictionary apps where you can learn words and stuff.”* With regards to Vocaroo, she explains that this is an app that essentially allows students to hand in their assignment by recording their voice. Moreover, Kaarina often finds YouTube videos to show to her students as they are authentic materials: *“... lots of videos, YouTube videos and authentic materials, stuff like that.”*

Throughout the interview, Kaarina makes several references to pair work as she believes students can benefit from receiving feedback on their progress from their peers. When asked if she decides the pairs or if the students do, she states that *“... sometimes I decide them myself... so they’re not always with their best friends.”* However, Kaarina explains that she allows pupils to choose their partner when working on speaking tasks as *“they might get too timid if it’s like a shy girl with a loud boy or something.”* She elaborates further on how she structures peer feedback as it’s not usually one-on-one, but mostly groups giving feedback to other groups: *“If it’s done in pairs, then another pair gives feedback to another pair... they have like this form that they fill out and then they give their feedback.”* She ends this explanation by

highlighting the fact that she provides groups with a list of specific criteria to look for and evaluate.

With regards to workshops and projects, Kaarina references one instance in which students work on a self-directed project, usually in groups. Although she has the freedom to choose her preferred teaching methods, she is required to assign this type of project to students at least once a year. Even though students are expected to start and lead the project on their own with minimal support from the teacher, Kaarina remarks that this is often difficult for most students as young teenagers: “... *most of them really would want the teacher to explain stuff and teach it to them... most of them aren't like mature yet enough to take responsibility of their own learning...*” She continues to note that such projects naturally create more noise in the classroom, which interferes with certain students' ability to complete a task.

Another point raised by the participant related to emotional wellbeing is the sense of communal trust in Finnish society. Kaarina notes that “*there's just overall this atmosphere of trust,*” which extends to the realm of education. When asked why she thought teachers in Finland are given the freedom to choose their own pedagogical strategies, she explains that it comes down to trusting that the education system has effectively prepared its educators in their respective subjects:

I couldn't go to a math teacher who has a master's in math and try to correct, you know, what he's doing in his class and neither can the principal. I mean he [the principal] only has a master's in one subject, so he's not the master of all those subjects that we teach.

She continues to note that *“the principal’s not there sneaking behind our doors and making sure we do some, this, you know, there’s great trust in teachers.”* Although this does not directly relate to students, it does have an impact on the general atmosphere of the school as educators are not constantly worried about impressing their bosses, which may possibly allow teachers to be fully focused on their students.

Continuing along the lines of school atmosphere, Kaarina perceives English class to be a valued subject at her school, not only by school staff, but also by students as many of them even learn English outside of the classroom: *“... they do learn it a lot outside of school, maybe 50% of their language skills, if they are interested and can listen to different watch movies and stuff like that...”* In contrast, she notes this is not the attitude towards learning LX Swedish, especially amongst students. When asked for possible reasons behind this phenomenon, she explains that students are exposed to English more than Swedish in the Finnish media, and therefore Swedish is not as relevant to students’ daily lives: *“The world language is English, so everybody understands that, and then they hear English instead of Swedish. They don’t watch movies in Swedish.”*

Although English is present in Finnish society, the teacher notes that this contributes to a variety of differences in student ability. Kaarina explains that she adapts tasks and learning goals depending on the level of her students: *“Those who are a little weaker, I give them something else, you know, on their level that they can complete and accomplish. And then those who are faster and can learn more easily than they have more challenging things.”* She continues to demonstrate that this practice extends to whole class activities as she *“reads the room”* by looking for *“cues and clues,”* meaning

that she looks for verbal as well as non-verbal cues that indicate student mood and how they may be feeling towards the topic:

I have a plan and strategy how I'm gonna do with this and this, but it can change like in a minute... somebody might be having a bad day and then isn't gonna work, or they might feel real shy and timid at that time. I'm not gonna do that communication oral exercise because it's not gonna work today.

In addition to being flexible with her original lesson plan, she states that when she notices that pupils are having a difficult time understanding something in English, she will switch to Finnish to explain the concepts or give instruction to students.

A final element worth noting is Kaarina's occasional use of integrated physicality to reinforce a concept covered in class. She refers to it as 'bodily kinesthetic learning': "... when we go somewhere, like for instance, to the stairways, and then I divide the groups in three different parts and like go up and down the stairs as they know the correct answers..." In this example, the numbers of stairs a group has climbed corresponds to the number of points they have received, also the number of correct answers given. Kaarina admits that she doesn't use this method often, but has recently been trying to integrate it more frequently into her regular teaching practice.

Overall, Kaarina appears to demonstrate a positive attitude towards her teaching practice. She seems to have an innate interest in languages and helping students to further their knowledge. The interview ends with an invitation to visit her students in Finland.

9.2.2.5 Miina (FI5, see Appendix X for transcript)

Miina is a woman between 20 and 30 years old who grew up in Finland. She has been an educator between five and ten years, and currently teaches at a school in a

small community, that is not rural or urban, in central Finland. With regards to her education, she trained as a kindergarten teacher and then decided to switch to primary school teaching. Miina explains that her studies did not involve taking English courses as primary school teachers are not required to have majored/minored in specific teachable subjects. As per Finnish regulations, Miina holds a master's degree in education along with her bachelor's degree. When asked to comment on her practicum year when studying education, she believes this was the most beneficial component of her training as it reflected the reality of the job: "[it] *maybe showed me the most about the teacher's job... I think it's useful when I get to do something in practice... and I think that after my education, when I got the job, it taught me the most.*" When asking how she made the transition to teaching LX English to secondary students, she indicates that her school principal asked her if she would be willing to take the assignment. She states that she "*was glad*" to accept the assignment and believes it was likely offered to her as she likes English. When asked how she learned English, the participant indicates that she mostly learned it in school but received a high level of exposure to it outside of the classroom, mainly through the media: "*I think people in Finland, they hear English daily in TV and through music, and I think that has helped me too, but mostly in school.*" In terms of in-service training, Miina indicates that she is unaware of any workshops offered through her school or educational community that would assist her in developing her LX English teaching skills. When asked what types of professional development opportunities she would benefit from, she believes having the chance to learn more about the structure of the language (i.e., grammar) would be beneficial as it would provide her with more confidence when teaching: "*I could be more secure when*

I teach it to the kids, maybe I would like to speak more, so I could get confidence to speak it out loud.” She adds that learning more about specific LX teaching strategies would also be helpful as she did not receive training in this area during university.

With regards to educational activities, Miina aims to have students actively involved in learning activities and also places an emphasis on speaking *“I try to involve the kids as much as possible... I try to make the lessons that I teach a part of the lesson and they can do exercises and they can speak.”* She adds that such tasks are often completed in pairs/groups as opposed to in front of the whole class as she believes small group work plays a key role in building confidence in students. Miina has noticed that her students appear to be more willing to take risks when speaking if she lets them choose their partner: *“I have noticed that when /I choose the pairs and they can’t be with their friends, they tend to be more quiet, but when they can choose from their point-of-view, they will speak more.”* In terms of classes, when asked how she starts planning a lessons or series of lessons, she indicates that her first resource is the curriculum as it outlines the learning objectives: *“I would look up to the curriculum and see what would be the most important things that I should teach.”* She continues to note that she perceives the document as being clear and easy to use. As for specific teaching materials, Miina follows an LX English textbook, uses recordings, and finds resources online, such as articles and videos. She notes that she generally follows the textbook, but finds them to be somewhat outdated: *“We have a quite old textbook now, we’re getting new ones in the future, so I would say they’re okay, maybe a bit old.”* Finally, Miina does not name any specific types of pedagogy that she uses and admits

that she has yet to learn about the recommended LX English teaching strategies since she did not train to be an English teacher.

Throughout the interview, Miina touches on several aspects that can be categorized as emotional influences (see pages 29-30). She perceives English to be a valued subject in her school amongst school staff and students. However, when asked if she felt that other LX courses were valued as much as English, she expresses some doubts: *“If I’m honest, I think maybe not.”* She attributes this phenomenon to the fact that English is used worldwide as opposed to some of the other language courses at her school. She notes that there is often a gap in student ability in most of her classes, which she believes is likely due to varying levels of exposure to English outside the classroom, and interest. Miina highlights the fact that some students play online games during their spare time, which often requires them to use English in order to communicate with other players outside of the country. Moreover, many of the Youtube videos her students watch are usually in English, so they *“learn the language from there too.”* With regards to interest, Miina has noticed that those students who are more interested in learning English appear to grasp concepts more easily and with minimal effort compared to their counterparts who do not appear to be as interested in the subject:

Some students are just not that interested in learning the language. Maybe because they think they don’t need it... and some of the students are very interested and maybe the words just go into their heads and they don’t have to work so much.

When asked what strategies she uses to help her navigate this discrepancy, she explains that while she works on tasks and exercises with students, she checks in individually

with those students who require more assistance. In addition, she starts by giving instructions in English, but repeats the information in Finnish for those who need it.

Overall, it appears that Miina holds positive views towards her work. As she is a new teacher and did not study English at any great length during university, she hopes to someday attend professional development opportunities in hopes of learning more about specific LX teaching strategies. Regardless, she reports enjoying English and was optimistic about teaching it when her school principal offered her the assignment.

Conclusion

As demonstrated in each of the five case studies above, several recurring themes naturally emerged from the data. Overall, each of the five participants appear to be generally satisfied with their teacher training, the number of learning materials provided to them, and their chosen career. The five educators express their appreciation for the fact they are free to choose their own pedagogical methods, which allows them to manage their classes more effectively. With regards to learning materials, each participant from this group uses an LX English textbook as a primary teaching tool, and supplements student learning with online materials, such as articles, videos, and games. Maintaining active participation amongst students is also a pillar of each teacher's practice as they keep teacher talk time to a minimum and organize lessons that require students to be active in their learning. There is, however, one primary obstacle that the Finnish participants encounter, which is the apparent gap in student ability, as some students receive more exposure to English outside the classroom than others. In this case, the educators adapt the tasks and learning objectives. Lastly, all of

the five participants perceive English as being a valued course by school staff as well as students.

9.2.3 New Brunswick (Canada)

The three participants from New Brunswick who were interviewed come from a variety of educational backgrounds as one of the participants (Marie-Pier) studied English in university and chose to continue teaching English, while the other two individuals (Jean-Marc and Marie-Josée) majored in other subjects and only teach English when it is assigned to them. Moreover, Jean-Marc and Marie-Josée teach in communities where both French and English are widely spoken, while Marie-Pier teaches in a predominantly Francophone community, impacting the amount of exposure students have to English outside of the classroom. Despite several differences amongst the participants' training and communities, several recurring themes emerged naturally from the data. Firstly, each of the three educators state that there is no specific LX English pedagogy that must be followed when teaching English and that learning materials are not provided to them, as they are responsible for finding their own resources. Each teacher indicates that they find activities and exercises online on LX English websites or on social media platforms, such as Facebook. Moreover, all three participants perceive the LX English curriculum to be vague and outdated, although Jean-Marc feels the curriculum is easier to work with than Marie-Josée and Marie-Pier. Furthermore, when planning lessons, they take student interest into consideration and design cross-curricular projects. Finally, the last recurring theme amongst all three participants is the fact they report adjusting learning objectives and assignments based

on student proficiency levels. The following will present the qualitative findings specific to each of the three teacher participants in New Brunswick.

9.2.3.1 *Marie-Pier (NB11, see Appendix Y for transcript)*

Marie-Pier is a woman between 30 and 40 years old who has been teaching for between 15 and 20 years. She grew up in a city in Southern New-Brunswick where both English and French are widely spoken, and identifies French as her first language. She currently teaches in a francophone dominant community that is not urban or rural in Northern New-Brunswick. With regards to her educational background, she attended a francophone university and has a bachelor's degree with a major in English as well as a bachelor's degree in education, as per the provincial regulations. She also holds a master's degree. In addition to being a high school educator during the day, she works with teacher candidates several evenings during the week at her local university's faculty of education. When asked how effective her teacher training was at preparing her for the classroom, she indicates that it was satisfactory, however, it did not prepare her to teach LX English as she estimates there were two LX English pedagogy courses over her five years of university studies. She notes that essentially, she learned how to teach LX English on the job: *"I kind of learned how to be an ESL [English second language] teacher on the fly..."* The participant believes she would have been better prepared for her career if she had learned specific LX English teaching strategies. With regards to in-service training, Marie-Pier indicates that she is provided with the occasional professional development workshops through her school district but does not find them relevant to improving her teaching practice: *"I do not find them useful. I'll be honest... yeah they're not useful at all [laugh]."* She highlights two primary obstacles to being provided with helpful workshops, the first being the fact that New

Brunswick experiences a lack of funding for such opportunities, and the second being a general lack of LX English specialists in the area:

I know there's so much more that I could learn, but we just don't have access to it, and what we do have access to is, I mean it's okay. They're doing their damn best with whatever budget they have, but it doesn't answer my needs at all.

However, she does highlight one particular workshop that she found incredibly useful in the past about experiential learning. The participant states that after learning more about this pedagogical method, she incorporated it into her LX English courses.

As for her relationship with English, Marie-Pier indicate that she had considerable exposure to the language as she grew up in Southern New-Brunswick. Although she lived in a city where official languages knowledge is high, the francophone population remains a minority in the area and surrounding communities are generally anglophone dominant. She states that learning English has always been important to her as she saw it as necessary: *“I think learning a second language has always been something important for me, obviously for Francophones it was a question of survival because we were a minority.”* She continues to note that the ability to communicate in English is essential in order to understand New Brunswick anglophone culture, but also to act as an ambassador for New Brunswick Francophone culture:

I think it was more important for me as well, to understand how to learn a second language so that I could help the Anglo dominant community, I guess understand the importance of bilingualism, so that kind of motivated me to, be able to help

the French community in order to learn English so that they can become ambassadors for their own culture and their own community.

As demonstrated in the passage above, the ability to speak English for Marie-Pier is an essential tool to protect the Francophone culture in the province as it facilitates a discussion between the two communities.

With regards to activities and experiences that Marie-Pier provides her students with, she highlights the importance of designing lessons centered around authentic tasks that require students to be active agents in their own learning: *“My objective is always to have my students speak more than me, move more than me, act more than me, so that’s the key.”* She describes how she also does her best to combine authentic tasks centered around themes that she believes would be interesting to her students. She explains one example of a unit she designed around the fishing industry, which required students to learn vocabulary related to marine life and to describe in English how to tie knots while docking a boat: *“I created a unit on fishing, I created a unit where they had to do readings on different types of ecosystems that exist in our water and how does it affect the other ecosystem?”* and adds *“... they also had to do a how-to... they had to teach me how to do something a fisherman would do...”* These types of experiences that Marie-Pier describes are an example of not only authentic tasks, but also cross-curricular activities as they require students to use knowledge from other subject areas, such as science, as observed in this particular example. When asked why she chose the topic of fishing to design a theme around, she indicates that fishing is the main industry in her community and not only do her students enjoy fishing as a pastime, but they often work on their parents’ boats when they are not in school.

As for specific pedagogical methods, Marie-Pier lists several strategies that she employs in her classroom: experiential learning, I do-we do-you do (i.e., Gradual Release of Responsibility as coined by Pearson and Gallagher in 1983), and think alouds. When asked to describe these methods, she highlights the fact that the three of these methods are all related to experiential learning, which emphasizes the role of modeling and scaffolding when teaching a topic. With regards to the I do-we do-you do method, she explains that she first demonstrates how to solve a problem on her own in front of the class, then she works on solving a similar problem together in a whole class format, then she allows the students to try the method on their own. As for the think aloud strategy, this is combined with the I do-we do-you do method, specifically in the first step where she models how to solve a problem in front of the class. This involves vocalizing the thoughts that go through her mind when confronting a certain task:

In English, it's the basis of I do it alone, we do it together and then you do it alone. When I do it alone when you're teaching a concept for students, you really have to when you're modeling this concept or this strategy or whatever, you're trying to get them to this concept you want them to learn, you have to exteriorize everything that you are thinking.

She continues to note that this strategy is not only applied specifically to teaching English, but also to problem solving in general, such as how to start an assignment or brainstorm topics for a project.

With regards to resources and learning materials, Marie-Pier experiences significant difficulties. She comments on the LX English curriculum, as she perceives

it to be rather vague, lacking clear objectives and guidance: “*Our program of studies is extremely vague... I don’t think there’s enough guidance for teachers, enough objectives to be clearly attained...*” and adds “*There’s nothing that says that they have to teach this certain aspect. Like we have to speak, write, read, and listen in English. That’s pretty much what our program of studies says...*” She indicates that as a result, educators are left to decide what content and grammar to teach, as well as how to teach it and how to evaluate it: “*... I’ve never felt that we’ve had any guidance as to what to teach, how to teach it and how to evaluate it.*” When asked to comment on learning materials, she reports that her school district rarely provides resources to English teachers at her institution and if they do, LX English educators are not consulted before hand:

I don’t remember the last time we have been given materials or paid material by the district. I think it was about maybe over ten years ago. Even at that, I think it was just, they had a huge budget overflow at one point where they had to like use the money before the end of March, so they ended up ordering a bunch of, like we didn’t get consulted at all. They ordered a bunch of books, dropped them off at our school and was like ‘here you go’ and these are awful books.

She continues to note that she is aware of some high-quality resources, such as textbooks, that are currently offered on the market, but unfortunately the budget allotted to the LX English program is unable to cover the cost of such resources. The participant concludes this particular topic by stating that she relies heavily on online resources for exercises, texts, videos, game, etc., as this is her main source for LX English learning materials.

Marie-Pier mentions that she and her students often participate in a variety of partnerships, exchanges, and programs when given the chance. She elaborates on two specific examples. The first instance was offered to her from a nearby university, where LX English university students, mostly international, came to the participants to teach a grammar point. Afterwards, Marie-Pier's students would evaluate the guest lecturers on their lesson:

I once did a project with a university class that was interesting. They were ESL⁷⁹ students at, in a university course. A lot of them were international students and they had to teach a grammar concept to my students... and then my students had to evaluate they felt that team did in teaching them this grammar concept... that was a great project, I had a lot of fun with that one.

She remarks that her pupils appeared to enjoy this activity as they were asked for their feedback on the lesson and were able to interact with individuals from a variety of backgrounds.

The second example that Marie-Pier provides on the topic of workshops/projects, involved participating in a provincial government implemented program, where students from francophone schools were paired up with LX English students from other schools as pen pals, in which they would write messages to each other and collaborate on a joint project. When asked how students responded to this experience, Marie-Pier remarks that the initiative was well received by students and it even led to lasting friendships outside the classroom. Unfortunately, the students were unable to meet each other in real life due to last minute budget cuts:

⁷⁹ English as a Second Language.

It was through the program Dialogue, which is a New Brunswick program where they match a French class with an English class, or an ESL with an EFL⁸⁰ I should say, and then we correspond. We were supposed to meet them, but funding just didn't happen.

When asked why she thought this particular initiative was well received by students, she believes the fact that it was a real interaction rather than an imaginative or simulated one played a key role as it gave more meaning to students.

Marie-Pier touches on several aspects that can be categorized as emotional influences, many of which relate to the community as well as the education atmospheres. With regards to the community atmosphere, she explains that the town in which she teaches in is predominantly Francophone, with very little exposure to English language speakers. As a result, many of her students do not see a need to learn English as they hope to continue living in the area and working in the fishing industry, which requires very few, if any, instances where they are required to speak English:

The mindset of people here is that they don't need to learn English because they don't need it to survive... they're from a long line of fisherman and their dad owns a fishing boat and the dad's going to give them the fishing boat because the dad got the fishing boat from his dad and then his dad.

As for the school or education atmosphere, Marie-Pier feels that her colleagues value English class less than other subject areas. She indicates that her perception is based on several factors, most notably the lack of budget attributed to the LX English program, as she rarely receives learning materials from the district, causing her to spend part of

⁸⁰ English as a Foreign Language.

her salary on her own resources: *“I pay out of pocket, I don’t know how many subscriptions to, I don’t know how many LX English websites to try to get material for my students that I can reproduce.”* Furthermore, the fact that LX English classes have to be assigned to teachers as few educators actually want to teach it, also contributes to her perception that English is not valued: *“It’s just whichever teacher can speak the language the best is chosen as the English teacher.”* She indicates as a result, LX English teachers change on a frequent basis, resulting in students learning from educators with less knowledge and experience in the subject matter.

In order to combat negative feelings towards English class, Marie-Pier emphasizes to her students that English may not help you get a job if you plan on staying in the community, but it is an important tool to understanding other cultures, specifically to communicate with anglophones in order to promote but also to protect Francophone culture in the province. She tells her students that by speaking English, they can act as ambassadors for their culture and help Anglophones to learn to love Francophone culture and to understand what it’s like to be a part of a minority group in the province: *“How do we get Anglophones to understand what it means to be a Francophone, what it means to live as a minority?”* and adds *“I think that the best way to do that and not just to get them to understand [our culture] but to get them to love our culture as well.”* She indicates that despite her best efforts, some students still do not see the value of learning English. In this case, Marie-Pier does her best to *“get them to love it”* by designing themes related to their hobbies and interests, as discussed in the Activities/Experience section of this portrait.

With regards to her students, Marie-Pier notes that it is common to have a variety of English levels within any given course. She explains that although the community in which she teaches is primarily Francophone, she does have a few students that have an Anglophone parent and therefore speak English at home. In contrast, she has other students that have a relatively low level. She notes that some students are afraid of making mistakes and fear negative judgement from their peers: *“I don’t even know where this concept at what point that this concept creep into their minds, but they won’t even try because they’re so afraid of being critiqued or laughed at...”* In order to encourage her students to participate in English, she praises them when they try in hopes of reinforcing the behaviour: *“It’s a lot of reinforcement on, to get them to realize, like you’re not good in English, you’re actually really great because you’re trying and you’re here and you’re showing up...”* In addition, when students speak in class, she focuses on what they have said correctly in front of their peer rather than highlighting their mistakes:

A lot of linguistic insecurities on their par, I find the easiest way to break that down is to, you know, the strategy of, to catch them doing good. Right? Don’t catch ‘em doing something bad catch ‘em doing something good.

Lastly, she touches on the concept of differentiated education, as she modifies tasks to not only to meet student’s needs, but also their interests. She describes a past situation she had with a student where she found it challenging to get him to participate in class activities. After figuring out his main passion in life, fishing, she designed a unit centered around this theme:

I literally came up to him and said like, buddy, tell me what you want, anything, just name what you want and I will teach it to you in English, and he just looked at me. He said "I just want to fish" and I said "fine we will do fishing in English.

She adds that the student became incredibly invested in the project and produced several assignments: "...he just went through this unit like it was butter. Like he was like, oh, he was amazed, and he had so much fun and he participated and he wrote things..." Although Marie-Pier finds differentiated education to be a useful strategy to motivate students, she admits that it is not always feasible to meet everyone's needs as it is "*draining*." Instead, she aims to offer three or four units from which students can chose.

It is apparent throughout the interview that Marie-Pier is passionate about her teaching career and has a positive relationship with the English language. Marie-Pier's outlook on LX English teaching is unique compared to the other participants in this study as she views English as a means through which she can not only preserve the Francophone (i.e., Acadian) culture, but also as a way to foster an appreciation for it amongst the Anglophone population in the province. Although Marie-Pier appears to enjoy her chosen career in education, she references several issues that are challenging to overcome, such as a lack of budget, the lack of provided learning materials, and the lack of pedagogical knowledge with regards to LX English. Moreover, she highlights the fact that the curriculum is outdated and fails to provide concrete suggestions for

topics and concepts to explore during lessons. Nonetheless, the participant appears to maintain a positive attitude towards teaching and helping students to learn English.

9.2.3.2 *Jean-Marc (NB12, see Appendix Z for transcript)*

Jean-Marc is a man between 30 and 40 years old who grew up in a predominantly francophone community in Northern New-Brunswick. He reports French as his first language and has been teaching full-time between zero to five years, although he did work as a supply teacher several years prior to his full-time contract. He is currently teaching at a school in an urban community where competencies in both French and English are common, in Northeastern New Brunswick. As per the New Brunswick regulations, Jean-Marc has a bachelor's degree in education from a francophone university with a specialization in physical education. At his current school, he tends to teach a variety of subjects in addition to physical education, such as English, math, and social studies for the past two years: "*Habituellement je devais enseigner l'éducation physique, mais j'enseigne pas mal l'anglais puis les mathématiques depuis quelques années, puis la depuis deux ans c'est la science humaine.*"⁸¹ When asked how he came to teach English, he explains that there is a frequent turnover of English teachers and he indicated to his principal that he didn't mind teaching English: "*ça me dérange pas d'enseigner l'anglais...*"⁸² With regards to his previous experiences with English, he reports learning English mostly in high school, and estimates his level at the time as being intermediate. Upon entering university, he decided to take two to three courses in English each year even though he

⁸¹ "I used to have to teach physical education, but I've been teaching English and maths for a few years now, and for the last two years I've been teaching social sciences."

⁸² "It didn't bother me to teach English."

was not required to do so as he felt it would be helpful to him in the future: “... *je sentais que c’était comme une utilité ou un besoins.*”⁸³ He continues to note that these university-level courses helped him expand his English vocabulary and grammatical knowledge, allowing him to speak correctly: “*Ma formation à l’université à quand même aider au niveau de mon vocabulaire, du niveau de la façon grammaticale ou syntaxique de parler, donc ça m’amenait toujours à réfléchir si je m’exprimais de la bonne façon.*”⁸⁴ Lastly, he indicates that he was exposed to LX English teaching during his practicum year as his accompanying educator taught several English classes along with physical education. He explains that his practicum year allowed him to become more comfortable speaking in English as he was able to express himself more fluently: “*je dirais que la majeure partie de mes apprentissages que j’ai fait, ça serait lorsque j’ai fait mes stages...*”⁸⁵

Jean-Marc indicates that LX English teachers in New Brunswick are not required to follow any specific type of teaching method and have the freedom to choose the strategies they feel work best for their students. When asked if there are any specific methods that he follows, he indicates that he aims to vary his teaching methods and outlines the procedure for how he plans his lessons, including the types of materials he uses. He first consults the curriculum for ideas on topics to cover: “*Je vais toujours voir au niveau du programme pour avoir des pistes qu’ils vont nous donner.*”⁸⁶ Following this step, he considers his students’ interests and attempts to build activities around

⁸³ “*I felt that it was useful or a need.*”

⁸⁴ “*My university education helped me with my vocabulary, grammar and syntax, so it made me think about whether I was expressing myself in the right way.*”

⁸⁵ “*I would say that most of what I learned was when I did my work placements...*”

⁸⁶ “*I always go and look at the curriculum to see what ideas it gives me.*”

these topics as English class is more flexible than other courses: “*C’est souvent un sujet que je pense qui interesse les élèves. J’essaie de donner quelque chose de différent qui a pas dans d’autres cours.*”⁸⁷

With regards to learning materials, Jean-Marc reports that resources are not provided by the department of education, and therefore he must find his own materials: “... *on dit qu’on trouve nos trucs... je dirais la plupart de mes cours, je me débrouille pour trouver.*”⁸⁸ Jean-Marc therefore turns mostly to online resources where he finds videos, texts, games, and exercises. He highlights his use of YouTube videos for listening activities and a website called IXL, which provides grammar exercises for students for each grade. He notes that his students tend to be stronger in conversational skills since they use English outside of school on a semi-regular basis, but often require more support when learning how to write, hence the concentration on exercises related to writing. Unfortunately, the participant could not continue to use IXL even though the students seemed to respond well to this resource as he was required to pay for a subscription that could not be reimbursed by the school. When asked how he chooses online learning materials, he demonstrates that often he finds activities for anglophone students that are designed for two or three grade levels below what anglophone students are learning in their English L1 class, as he teaches in a city where French and English are widely spoken, where many students are nearly at the C2 level of the CERF: “... *à notre niveau, on est pas mal comme deux niveaux plus bas ou quelque chose comme ça...*”⁸⁹ Jean-Marc indicates that he exchanges resources with other English teachers

⁸⁷ “*It’s often a subject that I think students are interested in. I try to give them something different that they don’t get in other courses.*”

⁸⁸ “... *we say we find our stuff... I’d say most of my courses I manage to find stuff myself.*”

⁸⁹ “... *at our level, we’re mostly two levels down or something...*”

in his school district as they have an online space where they can ask questions and share materials they have found on their own. He states that there is also an English Monitor assigned to the group who specializes in LX English learning: “*On a un groupe anglais sur TEAM, donc le district scolaire, comme une ressource d’une équipe et on peut poser des questions à un moniteur quelqu’un qui est responsable du domaine.*”⁹⁰

The participant explains that this group is certainly helpful however, he often has to adapt some of the resources as he finds some of the texts and activities are rather outdated and thus less interesting for his students: “*Des fois je trouve, je trouve que les sujets sont comme un peu vieillot...*”⁹¹ Lastly, Jean-Marc notes that he sometimes incorporates young adult novels in English to help students particularly with reading and writing.

After elaborating further on his teaching practice and the learning materials that he uses, Jean-Marc speaks about one instance in which he and the school attempted to implement a cross-curricular program where students took physical education class in English in order to target oral competency: “*on devait enseigner un cours d’éducation physique en anglais fait que ça a essayé d’aller chercher comme le côté oral.*”⁹² Despite his best efforts, this program did not meet the expectations it set out to and was therefore cancelled. Although he is unsure exactly why the course was cancelled, he believes it may have been due to the fact that it was a challenge to ensure students were speaking in English during class as it was more difficult to hear students in a noisy gymnasium: “*Certaines qui pouvaient, comme se glisser puis juste comme parler*

⁹⁰ “*We have an English group on TEAMS, so the school district, like a team resource, and you can ask questions to a tutor, someone who is responsible for the subject content.*”

⁹¹ “*Sometimes I find that the content is a bit old-fashioned..*”

⁹² “*We had to teach a physical education course in English, so we tried to go for the oral side.*”

français en cours.”⁹³ However, he also hypothesizes that French tends to be more overtly encouraged amongst students as they are attending a francophone school, and perhaps an extra initiative to promote English was not the school’s main priority at the time: “*Peut-être que c’était encouragé l’anglais au-dessous du français...*”⁹⁴

With regards to workshops/projects, Jean-Marc demonstrates elements related to this domain several times throughout the interview, specifically to projects. He indicates that he tries to assign at least one project each month: “*J’essaie de faire chaque mois, je donne un projet.*”⁹⁵ He notes that he provides students with several choices for a project each month, but tries to emphasize assignments that target writing skills, as his students tend to be weaker in this area: “*J’aime donner un choix... avant Noël je demande toujours aux élèves si tu fais le mois de septembre que tu ne fais pas l’écriture, j’aimerais qu’au mois d’octobre, tu choisisses l’écriture...*”⁹⁶ He explains that he asks students to alternate the types of projects they choose each month. In the quote above, he indicates that if students did not choose a writing project in September, then he asks them to complete one in October. Ideally, students will complete at least one writing project before the Christmas break. Jean-Marc adds that an advantage of assigning projects to students is that he can adapt the task to meet individual students’ needs, so those students facing more difficulty complete a modified version of the original task to target underdeveloped skills, while stronger students are provided with a more challenging task: “*... d’essayer de stimuler ceux qui sont déjà fort versus*

⁹³ “Some who could, like go unnoticed and then just like speak French in class.”

⁹⁴ “Maybe it was encouraging English below French...”

⁹⁵ “I try each month to give a project.”

⁹⁶ “I like to give a choice... before Christmas I always ask the pupils if you haven't done any writing since the month of September, I'd like you to choose writing in October...”

essayer de trouver une tâche qui est accessible pour des élèves en difficulté, c'était un petit peu ça le but aussi de mes projets par mois."⁹⁷ This particular topic is concluded by the participant highlighting the fact that he tries to design unique types of projects that students are unlikely to complete in other classes. He provides the example of designing a project in which student invent their own board game. For this particular task, students are required to create a board game, write a list of rules, and then teach their game to the rest of the class: "*Les jeunes vont être places en groupe, peuvent choisir de faire ça, donc de choisir un peu, lire les règlements, jouer le jeu et ensuite enseigner comment le jeu se joue au reste de la classe.*"⁹⁸

Jean-Marc touches on several elements related to emotional influences. He notes that his school's atmosphere is particularly interesting as many of the students are already strong in English as the majority of them live in a community where French and English are widely spoken: "*... il y a quand même un mélange Presque 50/50.*"⁹⁹ He comments on the bilingual atmosphere as being unique and considers it to be a strength in his school: "*C'est un bon mélange, ça donne une force, je te dirai.*"¹⁰⁰ He continues to note that French immigrants often choose to enrol their children at his school as they prefer to have their children educated in French, but also appreciate the exposure to both official languages, contributing to strengthening their children's English skills. Jean-Marc states that this aspect of his school is particularly unique and unrepresentative of other francophone schools in New Brunswick as language

⁹⁷ "... to try to stimulate those who are already strong versus trying to find a task that is at the right level for pupils with difficulties, that was also the aim of my monthly projects."

⁹⁸ "The students will be placed in groups, can choose to do this, so choose a bit, read the rules, play the game and then teach how the game is played to the rest of the class."

⁹⁹ "... it's almost a 50/50 mix."

¹⁰⁰ "It's a good mix, it gives a strength, I would say."

competencies vary incredibly between communities. He indicates that in less than a one-hour drive from the city in which he is teaching, many of the surrounding communities are almost entirely unilingual francophone: “... *à environ une heure de route d’ici, on est 90 à 95% francophones unilingues.*”¹⁰¹ Although he sees the bilingual atmosphere of his school as having a positive influence on his students, he indicates that it can often be challenging to get students to speak in French outside of English class as some students favour English: “... *on dirait dans les corridors, ça parle tellement en anglais. C’est presque ça qui est comme le problème à l’école ici, c’est qu’il y a peut-être trop d’élèves qui parlent anglais entre eux dans les corridors.*”¹⁰² He explains that as the school is a francophone school, students are required to communicate in French outside of English class.

Although the community in which the participant teaches consists of both French and English speakers, not all students come to class with strong English skills: “*C’est comme dans une classe, c’est très hétérogène comme niveau d’anglais.*” Jean-Marc indicates that he perceives most of his students as being comfortable speaking in English and motivated to improve their language skills: “*Je dirais que sur 26/27 élèves par classe, je dirais qu’une bonne vingtaine d’élèves, qui est confortable à discuter en anglais...*”¹⁰³ However, some students are less comfortable and nervous about making mistakes:

¹⁰¹ “... *about an hour's drive from here, we are 90 to 95% unilingual Francophones.*”

¹⁰² “... *it seems that in the hallway, people speak so much English. That’s almost like the problem at the school here, there are maybe too many students speaking English to each other in the hallway.*”

¹⁰³ “*I would say that out of 26/27 pupils per class, I would say that a good twenty pupils, who are comfortable talking in English...*”

*Quelques élèves comme j'ai dit tantôt, qui est peut-être pas issue du même milieu ou que c'est pas évident pour eux, cherchent souvent leurs mots, puis ils préfèrent [inaudible] peut-être discuter pas du tout plutôt que de se tromper.*¹⁰⁴

In order to assist those students who demonstrate more reservations towards expressing themselves in English, the participant describes the fact that he gradually increases the size of the audience in which a particular learner will speak in front of. For example, the learner will first record their voice and then play the recording for the participant, followed by speaking in front of one person, then two, then three, and so forth:

*J'enregistrais juste avec mon application, juste la voix. Donc des fois ce que j'entends pas en classe au moins je peux les entendre s'ils sont gênés ou quelque chose, j'essaie de faire passer la glace. Quand tu fais une première fois, après ça, c'est plus facile. Fait que c'était pas mal juste celui-là que j'avais donné un groupe de deux. Mais là, après ça, les prochains mois d'avril et mai, on va être en groupe de trois/quatre élèves.*¹⁰⁵

Despite some hesitancy to communicate in English amongst certain students, the participant perceives that such students are still generally motivated to improve their language skills: "... je pense qu'ils s'améliorent quand même. Ils sont là pour apprendre. Ils savent que c'est une difficulté ou c'est une faiblesse qu'ils veulent améliorer ce défi."¹⁰⁶ Jean-Marc highlights the fact that he reminds students to use

¹⁰⁴ "Some students, as I said earlier, who perhaps don't come from the same background or it's not obvious to them, often search for their words, then they prefer [inaudible] perhaps not to discuss at all rather than make a mistake."

¹⁰⁵ "I was just recording with my app, just the voice, so sometimes what I don't hear in class, at least I can hear them if they're embarrassed or something, I try to break the ice. When you do it the first time, after that it's easier, so it was mostly that, just that one that I gave to a group of two. But now, after that, for the next few months of April and May, we're going to be in groups of three to four students."

¹⁰⁶ "I think they're improving all the same. They're there to learn. They know that it's a difficulty or it's a weakness that they want to improve this challenge."

similar problem-solving strategies when trying to understand something in English that they would use in French:

*Je dis aux élèves que s'il y a des mots que tu connais pas et on travaille le vocabulaire il y a toujours comme la même stratégie qu'en français, le petit mot dans le grand mot ou la classe des mots.*¹⁰⁷

He explains for example, when learning vocabulary, the same rule applies for trying to separate the morphemes within the word (i.e., finding the smaller word(s) within the whole word). Finally, he encourages students to learn from their mistakes in order to progress: “*J’essaie de dire comme on fait des erreurs, c’est ça qu’on va apprendre. Puis moi j’en fais des fois, puis c’est correct. C’est comme ça qu’on avance.*”¹⁰⁸

A final aspect that the participant references that impact students more so from an exosystemic level (see section 4.2.3), is the fact that little attention is given to LX English pedagogy. Jean-Marc notes that LX English classes are not prioritized at his school and teachers are simply encouraged to do the best they can with the resources they have, even if it doesn’t completely follow the curriculum: “*En direct, l’anglais c’est souvent une matière ‘ah bein c’est comme c’est ah c’est pas grave, comme fait des activités comme tu peux.’ C’est comme cesser de suivre le programme, fait des activités que t’es capable.*”¹⁰⁹ He notes that the school district invests little in the LX English curriculum and several revisions should be made: “*On dirait qu’en langue seconde on dirait qu’il n’y a pas beaucoup d’investissements qui est fait de ce côté-*

¹⁰⁷ “I tell the pupils that if there are words you don't know and we're working on vocabulary, there's always the same strategy as in French, the little word in the big word or the word class.”

¹⁰⁸ “I'm trying to say that we make mistakes, that's what we're going to learn. And I make them sometimes, and then it's OK. That's how we make progress.”

¹⁰⁹ “Frankly, English is often a subject of 'ah well it's like it's ah it's no big deal, like do activities as you can'. It's like stop following the curriculum, do the activities that you're capable of.”

là... on dit qu'il n'y a pas eu beaucoup d'évolution et puis peut-être qu'il devrait être révisé prochainement.'¹¹⁰ Jean-Marc attributes this phenomenon to the fact that as many students in school already have a high level of English, other courses are given more priority. He notes that as some students speak English in the hallways, it's assumed that they already have satisfactory English skills: "... *il y a beaucoup de placotage en anglais qui se fait, donc ça devrait aller assez bien en anglais.*"¹¹¹ The participant highlights the fact that this attitude doesn't only apply at the district level, but also to educators, as the trend is to primarily teach one's teachable subject studied in university, such as math or science, and those teachers who have extra time left over in their schedules are assigned one or two sections of English:

*Je te dirais qu'il y a peu d'enseignants qui comme qui veut enseigner l'anglais dans ce sens-là et pas mal tout le monde enseigne comme leur matière principale, comme soit la science ou le français, c'est pas mal comme les mathématiques également, mais après ça, l'anglais langue seconde souvent comme un cours qui doit être donné lorsqu'il y a des cases vides.*¹¹²

Jean-Marc notes that as a result of few educators wanting to teach English, it is a common phenomenon that English teachers change every school year as it is an assignment that's usually given to educators rather than being requested.

Overall, Jean-Marc appears to hold relatively positive views towards his career, but notes that there are some factors which could be improved upon. Although English

¹¹⁰ "It seems that not much is being invested in second languages... it seems that there hasn't been much progress and perhaps it should be revised soon."

¹¹¹ "... there's a lot of banter in English, so it should go quite well in English."

¹¹² "I'd say that there aren't many teachers who like to teach English in that sense and quite a few teach their main subject, like either science or French, it's mostly like maths too, but after that, ESL is often like a course that has to be given when there are empty slots."

is not the subject he studied in university, he seems comfortable teaching it and holds positive views towards the bilingual atmosphere at his school. He mentions that the English curriculum is outdated, and believes it would be beneficial for students if revisions were made to the program in order to more accurately represent students' daily lives. He attempts to improve this aspect by searching for online resources, such as YouTube videos, games, and texts, in order to target student interests. Finally, he perceives his students are generally being motivated to improve their English skills.

9.2.3.3 Marie-Josée (NB13, see Appendix AA for transcript)

Marie-Josée is a woman between 30 and 40 years old who grew up in a francophone community in Northern New Brunswick and identifies French as her first language. She has been an educator between five and ten years. As she was trained as an elementary school teacher (i.e., ages five to 12 years old), she currently teaches all classroom subjects to her one group of students, including LX English. The school she teaches at is situated in a community in Northern New Brunswick that is not rural or urban, and consists of both French and English speakers. With regards to her education, she studied mainly mathematics and French during her undergrad degree at a francophone university, leading up to her bachelor of education degree. She notes that her teacher training provided minimal preparation for the realities of a career in teaching, as the theoretical information she learned in the classroom is not always practical: “... *c’était de la pédagogie sur papier crayon, ça se passe pas comme ça en vrai.*”¹¹³ Unsurprisingly, the participant found her practicum year to be the most beneficial component of her training as she was teaching in a real classroom and

¹¹³ “... *it was teaching on pencil and paper, it doesn't work like that in real life.*”

encountering typical situations that educators must respond to on a regular basis: “*C’est vraiment la[practicum] qui te prépare au vrai monde, et là, tu vois les vrais problèmes et les vrais situations.*”¹¹⁴ With regards to teaching English, when asked if her educational training prepared her to teach LX English, she indicates that in no way did it prepare her: “... *aucunement... c’est vraiment ça, ça m’a préparé vraiment pas.*”¹¹⁵ Marie-Josée notes that she took a couple of English courses in university, but they were language courses and therefore did not consist of how to teach LX English. Lastly, with regards to in-service training, the participant notes that there are some training days, but not as many as there should be. She believes this issue stems from a lack of ideas on topics that would be beneficial to teachers: “*Y en a pas assez... c’est ça. Il y en a pas souvent parce qu’on dirait des fois on manque un peu d’idées ou on sait plus comment régler...*”¹¹⁶ However, she notes that before the Covid-19 pandemic, there were more teacher training days and meetings between subject teachers, but these opportunities have yet to resume.

With regards to teaching strategies and learning materials, Marie-Josée perceives a lack of helpful resources. When asked if there are any required pedagogical practices when teaching LX English, she indicates that the teacher is required to cover speaking, writing, and reading skills, while the methods used to achieve these competencies are at the discretion of the teacher: “... *tu dois enseigner l’oral, l’écrit et la lecture, et là t’sais tu t’organise avec ça* [laugh].”¹¹⁷ The participant does not

¹¹⁴ “It’s really the [practicum] that prepares you for the real world, and there you see the real problems and the real situations.”

¹¹⁵ “... no way... it’s really that, it really didn’t prepare me.”

¹¹⁶ “There aren’t enough of them... that’s it. There aren’t often enough because sometimes it seems like we’re a bit short of ideas or we don’t know how to deal with things..”

¹¹⁷ “... you have to teach speaking, writing and reading, and then, you know, you to organise yourself with that [laugh].”

mention any specific methods. With regards to learning materials, the participant expresses the fact that she has the ability to choose her own resources, however, she perceives a lack of materials as she is left to search for her own resources: “... *c’est à toi d’aller avec ton imagination... on fouille, c’est plus ça, c’est fouillé un peu partout.*”¹¹⁸ As a result, the participant finds materials online, specifically texts and worksheets because she lacks resources in general: “*Parce que j’ai rien d’autre* [laugh].”¹¹⁹ She indicates that it would be helpful if she were provided with ready-made learning materials by the school district as she finds it time consuming and challenging to locate helpful resources for her students as she is constantly questioning whether or not online resources correspond to her students’ knowledge level:

*Si on avait quelque chose de déjà fait ou que je sais que ça c’est pour les cinquième année, tu parles de ça, ça va vite, c’est déjà fait. Mais là c’est tout le temps d’aller fouiller puis de me questionner, ok, est-ce que c’est à leur niveau que c’est adapté ? S’il y avait des t’sais les manuels et les livres là par classe, ça n’existe plus trop là. Mais t’sais s’il y en avait un peu pour des guides qui nous diraient en cinquième année, ça serait ça qui serait des qui peuvent lire, qui peuvent écrire des textes de ce genre-là.”*¹²⁰

She indicates that being provided with a textbook would be an important first step in helping to guide her while designing her lessons

¹¹⁸ “It’s up to you to use your imagination... we rummage around, it’s more like this, it’s rummaging around a little everywhere.”

¹¹⁹ “Because I have nothing else [laugh].”

¹²⁰ “If we had something already done or if I know it’s for Grade 5, you talk about that, it goes fast, it’s done already. But now I’m always having to go and look and ask myself, OK, is it suitable for their level? If there were manuals and books that weren’t class-based, they don’t really exist any more. But you know, if there were a few as guides that would tell us in Grade 5, those would be the ones they could read, and could write texts like that.”

Given the perceived difficulties Marie-Josée faces, when asked how she navigates these issues, she states that she designs lessons around student interest and requests. She notes one particular example where students are often motivated to learn through music, as they enjoy listening to English music: *“Au moins quand c’est leur demande, ils sont beaucoup plus intéressés de le faire parce qu’ils savent qu’ils vont écouter de la musique en anglais, ça fait ça les motive un peu.”*¹²¹ The participant also takes into consideration current holidays and seasons into account as she plans activities around these themes: *“On va y aller quelque chose par rapport à Pâques. C’est quand on revient des vacances, j’y vais souvent avec ça un peu.”*¹²² Moreover, Marie-Josée also touches on cross-curricular activities as she reports combining English class and art class, whereby students create a work of art and are the asked to describe what they made in English: *“Souvent, je va mélanger le cours d’art avec le cours d’anglais. Ils vont créer un oeuvre en art, puis là, je va leur demander d’écrire en anglais, de décrire ce qu’ils ont fait.”*¹²³

It is worth noting that Marie-Josée seldom uses the curriculum as a starting point when planning lessons. When asked to elaborate on her thoughts towards the document, she indicates that the curriculum is vague and incomplete compared to other courses: *“Le programme d’anglais est vraiment pas autant complet que les autres.”*¹²⁴ She continues to note that the document lacks details on specific avenues to explore in English class. The participant adds that in such a situation, she would normally consult

¹²¹ *“At least when it's their request, they're much more interested in doing it because they know they're going to listen to music in English, so that motivates them a bit.”*

¹²² *“We're going to do something related to Easter. It's when we come back from holiday, I often go with this a bit.”*

¹²³ *“Often, I'll mix art class with English class. They'll create a work of art, and then I'll ask them to write in English, describing what they've done.”*

¹²⁴ *“The English curriculum is really not as comprehensive as the others.”*

with her colleagues that also teach LX English, however, due to the fact that she teaches at a small school, she is the only LX English teacher for her grade level: “*Moi je suis dans une école qui a seulement une classe par niveau. Donc j’ai pas un autre collègue de cinquième année.*”¹²⁵ She indicates that this is a benefit of working in a larger school.

With regards to emotional influences, Marie-Josée touches on aspects mostly related to the emotional component, but mentions one teaching strategy that relates to integrated creativity. As indicated earlier in this case study, the participant often combines English class with art class. It can be argued that this cross-curricular activity can be categorized as a creative influence as students acquire language knowledge through the process of making art. As indicated by the educator, once students have created a piece of art work, she asks the students to use their English language skills to describe what they made and also how they made it.

As for the emotional component of this domain, Marie-Josée perceives English class as being well-liked by the majority of students. She explains that many of her students have already been exposed to a great deal of English outside of school as the community in which the school is situated is bilingual, and some students have an English-speaking parent. In fact, many of her students attended a bilingual daycare before attending kindergarten. The participant estimates that in a group of 15 students, two have difficulty speaking in English, while the rest are essentially competent in both official languages: “*Mais avec des élèves qui ont donc sur 15 élèves, j’en ai deux qui ne peuvent pas parler en anglais et qui ne comprennent pas tout, mais le reste est*

¹²⁵ “*I’m in a school that only has one class per grade, so I don’t have another Grade 5 colleague.*”

vraiment bilingue parfaitement.”¹²⁶ She highlights the fact that she often faces more difficulty getting her students to speak in French outside of English class as they are attending a francophone school, thus the language of communication within the building and on school grounds is French. However, if students are heard speaking in English during the hallway, for example, they are not punished, but simply reminded to speak in French. Marie-Josée adds that students often speak English simply because it comes naturally to them and they do not notice:

*Ils s’aperçoivent pas. C’est vraiment naturel. Tu t’aperçois qu’ils sont en train de parler en anglais. Puis si je va leur dire leur nom, c’est juste comme [name of student] puis il me regard, mais il a aucune idée pourquoi j’ai dit son nom parce qu’il s’aperçoit pas qu’il parle en anglais.*¹²⁷

The participant concludes this thought by stating that students appear to enjoy English class and that having strong linguistic knowledge of both French and English are important skills to have.

Although the bilingual atmosphere amongst the students is generally regarded as a positive influence, Marie-Josée reports that it can sometimes cause a discrepancy in student knowledge, depending on the students’ backgrounds. When asked how she deals with this issue, she indicates that she adjusts her expectations of each individual student. She provides the example of asking students to write about their weekends. For those students who face more challenges when writing in English, she helps them

¹²⁶ "But with students who have so out of 15 students, I have two who can't speak in English and don't understand anything, but the rest are really bilingual."

¹²⁷ "They don't notice. It's really natural. You realise they're speaking in English. Then if I say their name, it's just like [name of student] and then he looks at me, but he has no idea why I said his name because he doesn't realise that he's speaking in English."

to write short sentences, whereas those students who are stronger in this area are expected to write more complex sentences:

*C'est certain que lui qui est plus avancé va plus écrire plus de détails tandis que l'autre ça va être des petites phrases. Puis il va falloir que je va l'aider. C'est plus de donner plus d'aide, de diminuer la demande, d'en demander moins.*¹²⁸

Finally, she indicates that during group work, she will often pair students based on differing abilities, meaning she pairs a weaker student with a stronger student with the hopes that the weaker student can learn from the stronger student: "*Puis des fois, on va faire un travail d'équipe. Des fois, je va les placer en équipe avec un autre qui va pouvoir aider.*"¹²⁹

Overall, Marie-Josée appears to hold generally positive views towards her career and genuinely enjoys working with her 11-year-old students. However, she experiences several difficulties when teaching LX English, notably working with a curriculum that she perceives to be vague, and not being provided with any learning materials or opportunities to strengthen her LX English teaching skills. She indicates that there are no required or suggested pedagogical practices when it comes to teaching LX English at her school. The participant highlights the fact that she did not study English to any great extent during university and did not learn how to teach LX English, similar to many LX English teachers in New Brunswick francophone school districts,

¹²⁸ "It's certain that the one who's more advanced is going to write more details while the other is going to write little sentences. Then I'll have to help him. It's more a case of giving more help, reducing the demand, asking for less."

¹²⁹ "Then sometimes, we'll work in groups. Sometimes I'll put them in a group with someone else who can help."

and therefore finds it difficult to effectively teach the subject without any materials or guidance. She hopes to see the LX English curriculum revised to include more detailed topics in the near future. Despite these challenges, she seems to hold positive views towards English language learning and reminds students of the importance of being able to communicate in English, especially within the country and at the international level.

Conclusion

In summary, Marie-Pier, Jean-Marc, and Marie-Josée have varying experiences that are highly dependent on their school and community atmosphere as Jean-Marc and Marie-Josée teach in communities where both French and English are widely spoken and Marie-Pier teaches in a predominantly Francophone area. Nonetheless, there are several recurring aspects that each educator touches on, most notably, the fact that there is no specific LX English pedagogy that must be followed when teaching English and that learning materials are not provided to them, making them responsible for finding their own resources. With regards to learning material, they indicate that they find their teaching resources online from LX English websites or on social media platforms. Moreover, all three participants perceive the LX English curriculum to be vague and outdated, although Jean-Marc expresses a more neutral feeling towards the curriculum while Marie-Josée and Mari-Pier express discontent with the current program. When planning lessons, they take student interest into consideration and design cross-

curricular projects. Finally, all three of the participants report adjusting learning objectives and assignments based on student proficiency levels.

Conclusion

This chapter has outlined the primary findings of the current study. The quantitative results were presented first, indicating a statistically significant difference in student motivation between Finland and France, as Finnish students reported significantly higher levels of motivation to learn LX English than French students. No significant difference was in student motivation was found between New Brunswick and Finland, or between New Brunswick and France. Moreover, several significant differences were observed between the French teacher participants, contributing to a high degree of variance within the French context. The qualitative results were then presented. Data from each of the 13 teacher participants in the study were presented as case studies, followed by a conclusion for each context summarizing the recurring themes. The following chapter will interpret the data and explore potential reasons for the study's findings.

Chapter 10: Discussion

This chapter will interpret the results of the study and explore potential elements that may have influenced the data. To begin, the research questions and hypotheses will be re-examined and the results will be summarized. Secondly, a discussion with regards to Finland's unique attitude towards LX English will be discussed, and then compared to the French context, as a statistically significant result was observed between the two countries. Thirdly, a within group comparison of France will be elaborated upon as four significant differences were found between the French teacher participants. Fourthly, although the results did not indicate a statistically significant difference between New Brunswick and France, or between New Brunswick and Finland, the teacher participant interviews uncovered several intriguing elements that are worth noting, and will therefore be presented. This will be followed by a section noting all of the limitations of the study. Finally, recommendations for educational professionals and future research will be discussed.

10.1 Summary of the results

The objective of the present study was to gain further understanding of the factors related to teaching practices and principles that impact student motivation to learn English as an LX amongst middle-school aged children (i.e., 11 to 14 years old) in France, Finland, and New Brunswick. There were three research questions in order to achieve this objective. The first research question, being quantitative in nature was: Is there a difference in student motivation to learn LX English amongst middle school students in France, Finland, and New Brunswick? This question was further divided into three hypotheses. With regards to H_1 , it was predicted that Finnish students would

have a higher level of motivation to learn LX English compared to Canadian and French students. This hypothesis is partially supported as the results revealed that Finnish students were significantly more motivated to learn LX English compared to the French student participants. Although students' motivation in New Brunswick was indeed lower than that of Finland, the difference was not significant. As for H_2 , it was predicted that Canadian students would have a lower level of motivation to learn LX English compared to Finnish students, and a higher level of motivation compared to French students. Canadian students did have lower motivation than Finnish students and higher motivation than French students, but data analysis did not reveal any significant differences with regards to this hypothesis, leaving it unsupported. The third hypothesis, H_3 , predicted that French students would have a lower level of motivation to learn LX English compared to Finnish and Canadian students. This hypothesis is partially supported as French students were significantly less motivated compared to their Finnish counterparts, but no significant difference was found between France and New Brunswick.

The second research question (what factors related to teaching practice influence middle-school students' motivation to learn LX English in the following contexts: France, Finland, New Brunswick?) was qualitative in nature, and sought to create a portrait of each teacher participants' teaching practice and identify elements that, according to previous research, may impact student motivation to learn English. Finnish teacher participants were the most consistent with regards to recurring themes as each educator felt that having the ability to choose their own pedagogical strategies and teaching materials was incredibly helpful to their teaching practice. Moreover,

course textbooks were cited as a critical to lesson planning and student learning, along with online texts, images, videos, and games, which supplemented the information in the textbook. Lastly, the Finnish teachers perceive English as a valued subject in their schools, not only by teachers and administration, but also by students, as English is regarded as “cool,” as indicated by Lotta, and “trendy” (Taavitsainen & Pahta, 2003, 2008) in Finnish culture. As for the Canadian context, despite the fact that two of the teacher participants taught in communities where both French and English are widely spoken, and the third in a francophone community, thus making the contexts incredibly different, several similarities in themes were observed. Firstly, the three teachers highlight the fact that the LX English curriculum was implemented in 2004, making it minimally relevant to the present day needs of the students. Secondly, they each state that they are not provided with any educational resources, which can be challenging at times, and they must therefore find most of their materials online through LX English websites or social media platforms. Thirdly, two of the participants did not study English during university as one of their teachable subjects, making it difficult to know where to start when teaching English. The third participant did study English as a teachable subject, but notes that there were no courses offered that addressed how to teach English. The fourth and final recurring theme touched on by each Canadian educators is the use of cross-curricular methods. Finally, with regards to France, each teacher participant’s practice varied considerably between communities. In fact, several significant differences in student motivation were found between the teacher participants. Therefore, it is difficult to provide a summary of recurring themes from each context, but nonetheless, a few common themes emerged from the data, such as

being required to find their own learning materials and to use AoA. As well, each educator touched on the notion that students were sometimes fearful to participate in class as they worried about making mistakes.

Finally, the third research question (how do the qualitative and quantitative results explain the relationship between student motivation to learn LX English and teaching practice?) sought to understand how the qualitative results potentially explained the statistical results obtained in the quantitative phase regarding the relationships between student motivation to learn LX English and teaching practice. In order to answer this question, teacher participants were asked to describe various aspects of their teaching practices. Once these elements were identified, they were compared to previous research and then analyzed in conjuncture with student motivation levels from the quantitative phase. For example, if an educator reported using a variety of learning materials when teaching, which has been shown in previous studies to increase student motivation (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996), as discussed in the literature review on page 146, the level of student motivation associated with that specific teacher was compared to the student motivation level associated with another teacher participant who did not cite using a variety of learning materials. The following sections will elaborate further on the results found that relate to the third research question.

10.2 Finland's attitude towards LX English

The first primary difference between Finnish students and their counterparts in New Brunswick and France that must be discussed is the fact that the English language is usually seen as fashionable in Finland (see section 2.2.2). The Finnish teacher

participants stated in their interviews that English was a highly valued subject in their schools, not only by the school's teachers and administration, but also by the students, which is consistent with the literature (see section 2.2.2.). When asked why she thought her students were interested in English, Lotta indicates that "*the status of English is really high in Finland... it's like cool to speak English well.*" This thought was echoed by the other educators. However, they each note that not all language courses are as valued as English, especially Swedish, as Lotta indicates "... *it's not very cool to be a good Swedish learner...*" Although Swedish is an official language in the country and English is not, the teacher participants believe this is due to the fact that students rarely have any exposure to Swedish speakers as they are mostly concentrated in one area of the country, and they also speak Finnish, decreasing the likelihood of encountering language barriers. In contrast, English is available to students on a daily basis through the internet, television series and movies, as they are not dubbed, but rather subtitled (Jaatinen & Saarivirta, 2014; Sylvén & Thompson, 2015; Takala, 1983), as discussed in Chapter 2, in section 2.2.2. Furthermore, trendy companies that appeal to younger generations often include English words in the company names (Taavitsainen & Pahta, 2003, 2008). In contrast, France offers less exposure to English as movies and series are dubbed, and several language laws, most notably, *Toubon's Law*, have been implemented to protect the French language and increase its use, most notably in companies and academia (see page 44). Finally, although New Brunswick students did not differ significantly from Finland, it's still worth noting that student participants from this province were less motivated than their Finnish counterparts despite the fact that they reside in an officially bilingual province. More than one half of the student

participants from the New Brunswick sample lived in communities where both French and English are widely spoken, and thus receive considerably more exposure to English on a regular basis compared to Finnish students. This may appear as surprising at first glance, as research indicates high levels of exposure to a target language are positively correlated with student motivation (Dörnyei, 1990; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002), however, historical tensions between anglophones and francophones (see section 3.1.1) and certain teaching practices may have contributed to lower levels of student motivation in New Brunswick, which will be discussed below, in section 10.5.

10.3 Differences between the French and Finnish contexts

Three recurring differences between the French and Finnish teacher participants emerged from the data, which may have contributed to the significant difference in student motivation to learn LX English between the two countries. Differences related to teaching materials, pedagogical practices, and teacher training remained constant between all of the teacher participants. With regards to teaching materials, this may be the most influential factor for a variety of reasons. All five of the Finnish educators report using an LX English textbook as their primary teaching resource, while the French teachers report that they rarely consult a textbook. This information appears to be counterintuitive as coursebooks have not always been found to accurately target student needs (Acar, 2020; Banegas, 2019; Bouzayani & Elloumi, 2020). Also, Freeman and colleagues (2002), Kanevsky and Keighley (2003), and Zahorik (1996) demonstrated that students enjoyed being more active when learning instead of being stationary. However, as described by one of the participants, Helmi (FI4), on page 286-

287, textbooks in Finland take a different form compared to those in other countries. Firstly, they are written by currently practicing LX English educators from various regions of the country in order for the textbook to be representative of all Finnish students. Moreover, all of the exercises presented in the textbook consist of three levels of difficulty, leaving the student to choose which one they would like to complete based on their skill level. Furthermore, these books are updated every couple of years to ensure they are reflective of the times and student interest. For example, texts often have a corresponding bar code that students can scan with their mobile phones to listen to the audio version and complete several interactive games or exercises, making them different from traditional textbooks. Only one participant, Miina (FI5) believes they could be slightly more up-to-date. Given that the Finnish participants base most of their lessons on the textbook and add in external resources for authenticity and variety, it is highly likely that these educators feel less stressed when planning lessons as they have the option to use the textbook as a guide. The following quotation from Kaarina demonstrates the level of satisfaction she has with the textbook she uses: *“I think it would be foolish or a waste of time for me to try to find good texts just from out there somewhere... I already have them in that textbook...”*

With regards to learning materials and lesson planning amongst the French teacher participants, four of the five educators do not follow a textbook as they are required to find authentic documents and they aren't supposed to explicitly teach grammar (see section 1.2.3). However, they may consult one on occasion for inspiration when planning study units. For example, Flavie often consults textbooks to help give her idea for when designing study units: *“j'utilise des manuels, souvent pour*

m'inspirer de leurs séquences et principalement pour réutiliser leurs exercices..."¹³⁰

The French participants all explain that teachers in France are mostly encouraged to find their own resources. They indicate that it is also the educator's responsibility to design each unit of study and at times it can be challenging to be creative as the entire process is quite time consuming, as Anaïs explains: "... *teachers are discouraged in France to use any course books at all. They're supposed to create their own materials... and I find creativity quite a big challenge for me.*" Given the fact that the Finnish participants are able to use more high-quality ready-made resources, they likely have more time to tailor their lessons to their students and adapt their resources to stimulate student interest compared to the French participants, who often design their units of study from scratch. As demonstrated in the literature, interest is not necessarily required to develop motivation, but often leads to the development of motivation (Fryer, 2019; Hidi & Harackiewicz, 2000; Hidi & Renninger, 2006; Jarvela & Renninger, 2014; Renninger & Hidi, 2022).

A second possible benefit of Finnish textbooks is the fact that for each exercise, three levels of difficulty are presented to students and they have the option to choose the level that best targets their skill level. Not only does this foster a sense of autonomy amongst students, which has been demonstrated to benefit student motivation (Deci & Ryan, 1985; Ryan & Deci, 2000), but it would also decrease the likelihood of students becoming frustrated as they have the option to choose the easier level if they cannot complete the middle or upper level. This provides students with a sense of achievement or competency, as outlined in the Self-Determination Theory along with autonomy

¹³⁰ "I use textbooks, often to draw inspiration from their units and mainly to reuse their exercises..."

Ryan & Deci, 2000) (see section 4.1.2). As indicated in the research, students don't tend to enjoy tasks that are too hard as it decreased their motivation (Roothoof et al., 2002). Students in both France and Finland indicated in their surveys that what they like the least about English class is when a topic is too difficult and they become frustrated: *"I don't like it if the task is difficult and I start to get irritated."* The French participants, highlight the fact that they try to adapt exercises and assignments based on student skill level, but that it is impossible to do so for all exercises and activities due to a lack of time. The following quotation from Anaïs' interview touches on this aspect: *"I can't even imagine how you could adapt all the exercises all the time to different levels, but in an ideal world, you should be able to do this, to cater to all those different levels."* This excerpt indicated that Anaïs is fully aware of the importance of differentiated education, as noted by Ebata (2008) and Ehrman and colleagues (2003), but this practice simply does not translate to reality due to a lack of time. In contrast, it is more likely that students are receiving a higher level of differentiated education in Finland, as all exercises in the textbook consist of three skill levels and are readily available to teachers.

The second recurring difference observed between the French and Finnish participants that could possibly explain the significant difference in student motivation to learn LX English is the fact that the French teachers required to use one pedagogical method in their teaching practice, AoA, while the Finnish participants are free to choose as many pedagogical practices as they see fit. Helmi (FI3) and Kaarina (FI4) in particular, list multiple pedagogical methods such as classroom flipping, cross-curricular approaches, etc. This is consistent with previous research, as student

motivation tends to increase when they are presented with a variety of teaching approaches and learning materials (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996) (see section 5.2.1). In the student survey, a number of the Finnish student participants reported enjoying English class because it was “*never boring*” and they had fun: “*Classes are never boring. There’s nothing I don’t like.*” As for several French students, several pupils demonstrated that at times, they found the class to be “*boring*,” particularly in Flavie, Anaïs, and Clémence’s classes: “*The most boring thing is repeating words.*” This could partially be due to the fact that these teachers utilize only one pedagogical approach, as required by the Ministry of Education. However, each all of the French participants are willing to and would actually prefer to have the ability to implement several pedagogical approaches. Although they see several benefits of the AoA, they believe other methods should not be dismissed as there are pros and cons to all pedagogical practices, as stated by Flavie: “*Je pense qu’on construit beaucoup trop sur ce carcan et qu’on se dit qu’on n’a pas d’autre choix et c’est peut-être trop de toujours imposer cette méthode.*”¹³¹

It must also be noted that both Finnish and French participants make reference to attempting to include authentic materials in their teaching practice. As indicated by Liakina & Michaud (2018), exposing students to authentic situations and materials may increase student interest. However, as cited by Acar (2020), Douglas and Kim (2015), Nahavandi and Mukundan (2012), Plews and Zhao (2010), Bhandari (2020), and Rodríguez-Bonces and Rodríguez-Bonces (2010), there is no universal definition of

¹³¹ “*I think we’re building far too much on this approach and we tell ourselves we have no other choice, and it’s perhaps too much to always impose this method.*”

what an authentic material consists. In the current study, all five of the French teacher participants make reference to including authentic resources and assignments in their teaching practice, however, they appear to have contrasting views as to what an authentic task is. For example, Flavie and Camille refers to authentic materials mainly as texts written in English that they've found online, whereas Clémence references authentic tasks as being consistent with final assignments such writing a poem and presenting it, the page of a diary, a newspaper article, etc. Although authentic tasks have been previously linked to increased student motivation to learn LX English (Ellis, 2009; Herrington et al., 2003; Herrington et al., 2010; Nunan, 1989; Rocha, 2005), it may seem counterintuitive that French student participants reported significantly lower levels of motivation compared to Finnish student participants. However, it may depend on what the teacher considers to be an authentic task. This is consistent with previous research that found that there is no universal definition of an authentic task, thus making it difficult to evaluate the success of TBLT and AoA (Bhandari, 2020; Douglas & Kim, 2014; Nehavandi & Mukundan, 2012; Plews & Zhao, 2010; Rodriguez-Bonces & Rodriguez-Bonces, 2010). Interestingly, none of the five Finnish teacher participants make direct reference the notion of authentic tasks. Instead, they touch on the topic by indicating that readings from the course textbooks they use represent students as they often relate to their daily lives, or discuss cultural factors encountered by children their age from countries where English is widely spoken. Furthermore, they report searching for complimentary article or videos from the Internet that were originally made in English, and presenting them to students. As indicated by Rodríguez-Bonces and Rodríguez-Bonces (2010), this is closer to the original definition of an authentic task,

which may therefore partially explain the significant difference between student motivation in France and Finland.

The final recurring theme that was less prominent than the two listed above, but noteworthy nonetheless, that emerged from the data that possibly play a role in the significant difference in student motivation between France and Finland relates to teacher training. With regards to teacher training, three of the five French participants indicated dissatisfaction with their teacher training program, specifically Camille (FR7), Flavie (FR8), and Laurence (FR9). The three educators perceive their teacher training as being too focused on theoretical aspects and not offering enough practical training as they felt unprepared for the realities of the teaching context, such as how to deal with behaviour management issues, as reported by Flavie: *“Les grosses difficultés que j’ai eues, ça a été des questions de discipline, de gérer une classe, de gérer des adolescents.”*¹³² Camille and Laurence both highlight the important role their previous teaching experiences abroad played during the beginning of their teaching careers in France, as they believe these experiences were more effective at preparing them for the realities of teaching. The following quote from Camille indicates that she is thankful for her teaching year in the United States and her teacher mentor as these two elements taught her how to lead a class: *“Concrètement, c’est grâce à ma tutrice sur le terrain et à mon expérience passée... je me suis retrouvée devant les élèves et que je savais à peu près ce qu’il fallait faire.”*¹³³ In contrast, all of the Finnish teacher participants appear to be either neutral or relatively satisfied with their training. They note that their

¹³² *“The big difficulties I’ve had have been issues of discipline, managing a class, managing teenagers.”*

¹³³ *“In concrete terms, it’s thanks to my tutor in the field and to my past experience... I found myself in front of the students and I knew more or less what I had to do.”*

practicum year was the most beneficial as it provided them with a glimpse into the realities of teaching, as demonstrated by Miina: “... *it showed me the most about the teacher’s job, so I liked it... I think it’s useful when I get to do something in practice.*” It’s possible that teacher training is more effective in Finland than it is in France. Given the multiple reforms to the education system in France, as indicated in section 1.1.2, it is entirely plausible that frequent changes and amendments, resulting in less consistency, may hinder the teacher training process (Lapostolle & Mabilon, 2022), and thus putting into question the efficiency of an educator’s teaching practice, particularly at the beginning of their careers. If students perceive their teachers to be less effective, it is possible that this will negatively impact student motivation (Rahimi & Karkami, 2015). In comparison, teacher training in Finland has remained relatively consistent since the last major reform was in the 1970s (see section 2.1.2). However, this finding could partially be influenced by cultural differences, as trust in higher authorities tends to be common in Finland (Sahlberg, 2007), and thus the Finnish educators in this study may have had more trust in the training process. This phenomenon may not be as present in French society.

A final element that went unmentioned in the interviews but was noticed by the researcher when interpreting the data is that fact that class sizes were considerably smaller in Finland compared to France. Finnish classrooms ranged from ten to 19 students in one class while French classrooms ranged from 19 to 27 students in one class. This may partially explain the significant difference in student motivation between the two countries. As noted by teacher participants in Aggeler (1958) and Nahavandi and Mukundan (2012), class size affects multiple aspects in the learning

process. Related to the topic of differentiated education, larger class sizes likely decrease the amount of time that educators are able to check in with each individual student on their progress and work with them one-on-one or in small groups. Considering the fact that the Finnish participants are provided with ready-made quality materials (see pages 338-339) and have fewer students in their classes, they are arguably better able to monitor each students' progression. Furthermore, having fewer pupils in class also allows the teacher more time to get to know their students and learn about their preferred learning methods and individual personalities (Ebata, 2008), which has also been linked to increased motivation (see section 5.1.) Kaarina makes reference to this notion of "*reading the room*," where she looks for "*cues and clues*" that inform her about student mood and then adapts her lessons on the spot. For example, if a specific student seems upset, she will not ask them to speak in front of the class, or if the class seems disengaged, she will play a game instead of what she had originally planned on doing in order to recapture their attention. Such qualities in a teacher are associated with the notion of the 'caring teacher,' which has been linked to higher levels of motivation, as described on pages 143 to 144.

10.3.1 Differences Between Anaïs (FR6) and Finnish teacher participants

As indicated in the introduction of this chapter (page 333), a significant difference in student motivation to learn LX English was observed between French participant Anaïs (FR6) and Finnish participants Eveliina (FI2), Helmi (FI3), Kaarina (FI4), and Miina (FI5). Along with the general recurring themes listed above, two additional aspects may have contributed to this finding, specifically the degree to which English as an international communication tool is emphasized in the classroom as well

as students' perceived utility of English. With regards to using English as a tool for international communication, two of the Finnish participants report conveying the importance of English as a tool to communicate with non-Finnish people to their students. In contrast, Anaïs does not make reference to this during her interview. Eveliina (FI2) and Helmi (FI3) report maximizing the number of opportunities for their students to communicate with other pupils their age at the international level, and Eveliina and Helmi indicated that they participate in Erasmus projects, where students exchange emails with other non-Finnish pupils, and are sometimes able to host each other in their home countries. Moreover, Helmi reports using E-Twinning in addition to Erasmus projects, further facilitating international communication amongst her students. This is consistent with previous research that demonstrates that students often have positive experience when they are able to communicate with other pupils their own age in foreign countries (Hartwell & Zou, 2014; Nissen et al., 2021; O'Dowd, 2018). It is worth noting that Hartwell, Zou, Nissen and her colleagues collected data from students in France, making this point particularly relevant to the French context examined in this study. This is likely due to the fact that such types of correspondences are truly authentic in nature as they are not simulated experiences. Anaïs reports that she hasn't participated in such activities in the past, but asked the researcher if she could be put into contact with some of the Finnish or Canadian participants from the study in order to facilitate a pen pal type of correspondence.

Although Anaïs had not yet taken part in pen pal exchanges, E-Twinning or Erasmus programs at the time data was collected, she notes that student contact with either anglophone or LX English users can be beneficial, depending on the

circumstances, as echoed by her Finnish counterpart, Miina (FI4), as these individuals often do not speak Finnish and thus students understand the need to communicate in English. As indicated in the results section (see page 233), Anaïs' students appeared to be engaged when they had an anglophone guest speaker visit their class. In contrast, Anaïs also had an anglophone language assistant, which she thought would also have benefitted her students, but there were several fundamental issues related to the structure and organization of the program (see page 234). Therefore, when assigning language assistants to French schools, it's important to limit the number of teachers the assistant is assigned to, as more time for collaboration between the teacher and the assistant is needed in order to benefit student learning.

A final element that may have played a role in the difference in student motivation between Anaïs and her Finnish colleagues, specifically Eveliina (FI2) and Miina (FI5), is students' perceived utility of the information presented in class. As indicated in previous research, specifically Eccles' Expectancy-Value Theory (see section 4.1.3), student motivation to learn an LX often increases when they believe what there is utility in what they are learning. In other words, what they are learning in class is transferable to the real world. Several students from Eveliina and Miina's classes report enjoying English class because they learn concepts that they believe will help them in their daily lives: "*It's nice to learn English in English class because I need it almost every day.*" In contrast, several students from Anaïs' classes felt that they were not learning information that would be relevant to their lives outside of school: "*J'aime l'anglais car j'adore parler cette langue, mais je trouve que ce que l'on apprend en*

anglais n'est pas très utile."¹³⁴ Perhaps the Finnish students are learning more information that is more relevant to students' daily lives compared to students in Anaïs' classes, but the only way to confirm or deny this notion would have been to observe a lesson from each teacher, which was unfortunately not possible as data were collected during the Covid-19 pandemic. However, this result could possibly be explained by other factors, such as the fact that Finns are exposed to more English on a daily basis (see section 2.2.2), compared to the French (see section 1.2.2), thus providing Finnish pupils with more opportunities to utilize what they've learned outside of school and increasing the perceived utility of English. Another explanation could be Finland's culture of trust mentioned by several Finnish participants. Kaarina describes Finland's culture of trust: "... *content wise, it is trusted that the Finnish teacher knows his subjects or her subject... there's just overall this atmosphere of trust. I mean we trust the police, we trust the system, society, we trust teachers, we trust the nurses, doctors.*" In contrast, Anaïs makes no reference to any similar type of phenomenon. Previous research has found a link between trust and promoting a positive atmosphere in the classroom, and having trust in general in teachers (Bryk & Schneider, 1996; Fidler & Firestone, 2006; Harmer, 1991) Therefore, it is conceivable that Finnish students have more trust towards their teachers and truly believe what they are learning with benefit them in the future.

The significant results found between student motivation in Anaïs (FR6) and Miina's (FI5) classes provide a strong case for the validity of the elements listed above as the largest significant difference that was observed between the two countries was

¹³⁴ "I love English because I love speaking the language, but I find that what we learn in English isn't very useful."

found between these two educators and both of them commented on the factors listed above. This finding may seem surprising upon first glance as Anaïs has more teaching experience as she has been working for 19 years and Miina has been working for five years. Moreover, Anaïs has taught in three different countries and has attended a variety of in-service training workshops throughout her career, which would theoretically mean that she has had more exposure to methods that appear to increase and decrease student motivation. Furthermore, in the interview, Anaïs is better able to articulate and describe the types of teaching principles and methods that she employs compared to Miina. This is to be expected as Miina is at the beginning of her career and did not specialize in English during her university studies, and is thus still learning how to shape her teaching practice. As outlined in the general differences between French and Finnish participants (see section 10.3), Miina reports using an LX English textbook as a primary resource and adding complimentary materials such as articles, YouTube videos, and games. She also reports highlighting the use of English in an international context amongst her students and has a relatively smaller class size (i.e., 16 students) compared to Anaïs, who has 22 and 25 students in her classes. In fact, according to Statista (2020), the average class size is 25.3 students per class, making it the country with the second highest class sizes of the 21 countries surveyed, after Spain. In contrast, Finland has an average of 19.1 students per class, placing 18th of 21 countries, making it one of the countries with the lowest number of students per class. It is therefore hypothesized that having high quality ready-made materials, emphasizing English as a tool for international communication, and smaller class sizes are paramount to increasing student motivation. Given that Miina is new to the education field and has

significantly less experience than Anaïs, the presence of these factors in Miina's teaching practice and the absence of them in Anaïs' practice could account for some of the difference in student motivation.

A final comparison between Anaïs and her Finnish colleagues, specifically Kaarina (FI4), is noteworthy as both educators have similar profiles, yet have students who differ significantly in motivation to learn LX English. Anaïs and Kaarina have a similar number of years of experience and have taught abroad. The main differences between the two participants are the facts that, again, Kaarina has access to high quality ready-made materials, and thus decreasing the amount of time towards lesson planning, as well as the fact she has the ability to use a variety of teaching methods to meet her students' needs, and has a smaller number of students in her classes. As Anaïs is required to use only the AoA method, it is likely more difficult for her to vary her teaching techniques, which might appear to be repetitive for some students. In contrast, if Kaarina observes that her students are losing interest in the topic or method at hand, she has the flexibility to utilize another approach to regain student interest and attention.

10.3.2 Differences between Clémence (FR10) and Finnish teacher participants

As indicated in the introduction section of this chapter, student participants from each of the five Finnish Participants' classrooms were significantly more motivated to learn LX English than students from Clémence's (FR10) class (page 333). Most of the points raised in the discussion about the general differences between French teachers and Finnish teachers apply to Clémence's situation. Clémence is required to use the AoA method only, compared to her Finnish counterparts who have the freedom to choose the methods they deem best depending on the class. Moreover, given her

relatively large class sizes, it is likely more difficult in terms of time to meet every learners' needs. The only overall difference between Clémence and her French colleagues is that she is provided with a course textbook and reports that she is relatively satisfied with the number of resources made available to her. This finding is consistent with the sentiment expressed by the Finnish teacher participants. The key differences found between Clémence and her Finnish counterparts relate to implemented pedagogy, the presence of technology in the classroom, in-service training, the quality of student-teacher relationships, methods of giving corrective feedback, and exposure to English at the international level.

Clémence's case study provides further support for the possibility that utilizing a variety of pedagogical methods may contribute to increasing student motivation. Several of her students indicated that they didn't like the way in which they learned and felt it was too repetitive: "*Je n'aime pas les activités répétitives que nous exerçons.*"¹³⁵ As demonstrated above, this is consistent with previous research that demonstrates a correlation between student motivation and using a variety of learning methods (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996). Of course, this is somewhat out of Clémence's control, as she is required to implement the method prescribed by the Ministry of Education. However, one difference that is particularly apparent between Clémence and the Finnish participants is the use of technology in the classroom. All of the Finnish educators either explicitly state that they use a variety of learning apps when teaching, or their students report using them in class. Online quizzes and games are particularly popular amongst the

¹³⁵ "*I don't like the repetitive activities we do.*"

Finnish student participants, especially Kahoot. An overwhelming number of Finnish students reported that engaging in such activities were their favourite part of class: “*I like Kahoots, Blockets, anything where you can do something interesting.*” As noted by Abou Haidar (2021), integrating technology into the classroom allows for multiple benefits to student learning, such as the fact that students have access to immediate feedback on their pronunciation and intonation thanks to artificial intelligence. Moreover, online language learning applications provide students with multisensory and multimodal learning. One recent study by Whyte and her colleagues in France (2022) suggests that teachers who integrate technology into their teaching practice may allow them to offer a wider range of learning activities, which has been linked to increased motivation (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996). It is therefore likely that this aspect contributed to higher levels of motivation amongst Finnish students. In contrast, Clémence and her students do not touch on such elements. Her students make reference to playing games during class, which they enjoy, but not online games or games involving technology. This finding is consistent with several studies that found a positive correlation between student motivation and interactive online games (Ebrahimzadeh & Alavi, 2017; Yudha & Utami, 2022).

With regards to the method by which the Finnish teacher participants discovered the apps and online games they use, several of the educators report learning about them during in-service training days. This point is particularly noteworthy as the Finnish educators appear to be satisfied with the workshops that are offered to them as they are able to describe how they implement the tools gained in these workshops to

the classroom. For example, Helmi (FI3) describes one specific workshop she had attended recently where she learned how to design an escape room as a method to review content before a test. When taking part in an escape room or game, players must look for clues in order to solve a series of puzzles or problems that eventually lead to the end of the task. This activity has become popular amongst both children and adults within the past decade as it allows players to freely explore the environment and think critically about a problem, which must be completed in a set amount of time. Helmi notes that her students seemed to be quite engaged during the activity and she hopes to repeat it at a later date. In contrast, Clémence reports that she is relatively dissatisfied with the in-service training that she is provided and believes her time would be better spent in the classroom with her students. She does not clearly articulate what themes the workshops center around, but notes that time spent collaborating with the other LX English teachers at her school is incredibly valuable as they share learning materials and activity ideas.

Continuing on the topic of technology in the classroom, Clémence discloses that she is not someone who is technologically inclined. Therefore, it is unlikely that she makes use of online games and apps as learning materials. Technology is not an essential item to learning, however, it is unavoidable in daily life and is something in which adolescences and younger adults are interested. As indicated in the literature, interest is not a prerequisite for developing motivation, but it can certainly help to increase motivation (Fryer, 2019; Hidi & Harackiewicz, 2000; Hidi & Renninger, 2006; Jarvela & Renninger, 2014; Renninger & Hidi, 2022). Given that younger learners are often interested in technology, it is possible that it could help to create interest and

hopefully transpire into motivation to learn more about LX English. This point is echoed by Kaarina: “... *learning the latest and kind of knowing what’s going on and using the methods that work with them and playing games* [is important]...” It is therefore possible that the use of technology in Finnish classes help to contribute to raising student motivation.

An additional element that may contribute to the significant difference in student motivation between Finnish students and Clémence’s students is the degree to which linguistic correctness is emphasized and the way in which feedback is provided by their teachers. A comment made in the survey from one of Clémence’s students suggests that she might place emphasis on correct pronunciation and grammar: “... *je trouve que notre professeur pense que nous devons avoir un parfait accent, un parfait niveau ce qui, pour moi, n’est pas normal.*”¹³⁶ No such comments were made by Finnish students. Upon interviewing the five Finnish teachers, three of them indicated that the overall objective of their LX English classes was to teach students how to communicate a message with English users and to be understood. What is the difference then, between the method by which feedback is delivered to Finnish students and French students? When asked how they provide students with feedback, Eveliina (FI2) reports that she does not correct every mistake as she notes that “*nobody likes that,*” especially when students are speaking in front of the class in order to avoid making students feel embarrassed in front of their peers. This is consistent with previous literature as Lee and colleagues (2012), Martínez (2006), and Muslem (2017) (see section 5.2.3), indicate that providing students with excessive feedback often results in

¹³⁶ “*I find that our teacher thinks we have to have a perfect accent, a perfect level, which I don't think is normal.*”

decreasing student motivation to learn an LX. Instead, she makes a note of the error, and reviews it at a later point during the class without making specific reference to the pupil who made the error, as indicated by Martínez (2006). Moreover, with regards to pronunciation, Kaarina indicates that she has students' complete exercises where they read a text and record their voice, and then compare it to the pronunciation of an anglophone or LX English user. She then listens to the students' recordings and provides further feedback. This is consistent with the literature, as previous studies suggest that emphasizing the ability to be understood when using English over linguistic correctness is correlated with increased motivation, specifically, only errors impacting comprehension should be corrected (Muslem et al., 2017).

Interestingly, considerably fewer students from Finland reported disliking speaking activities than French students. A number of students from Clémence's classes indicated that speaking activities were their least favourite type of exercise. This could potentially be due to the fact that they fear being corrected by their teacher in front of their classmates (see page 151). In contrast, it appears that several of the Finnish teachers use more discrete forms of corrective feedback as described in the previous paragraph. Moreover, they appear to prioritize the ability to transfer a message over linguistic accuracy, therefore decreasing the number of instances in which they provide corrective comments. Emphasizing linguistic accuracy could also be due to cultural influences. Two of the French teacher participants, Camille (FR7) and Laurence (FR9), believe that focusing on "*the wrong*" is a cultural norm in France, meaning that students more often receive information about what they are doing wrong instead of what they are doing right, as demonstrated by Laurence: "*I've got some*

students that are almost mute in class... they hear a lot of the time that they're not good." This may cause students to feel instantly defeated when working on tasks, thus decreasing their motivation to learn LX English. Such instances do not occur only in the classroom, but also in the academic realm. Upon examining a book written by Herry-Bénil (2011), *Didactique de la phonétique anglaise*, words such as '*déplorable*,' or deplorable (p. 107), are used to describe students' LX English levels, and words such as '*retardé*' (i.e., retarded) and '*débile*' (i.e., stupid) (p. 20), are used to describe learners with cognitive impairments or learning disabilities. These words may not have been chosen with the intention of being malicious, but a negative connotation is associated with each of these words, which may not encourage students to continue their studies. This could be a potential contributing factor to the behavioural issues that Clémence references during her interview as students may refrain from completing their work in order to avoid receiving negative feedback and appearing incompetent in front of their peers. As indicated by Cao (2011) and Mendez López (2011), student who fear making mistakes during class often become unwilling to participate, or they may respond with hostility if they feel undervalued (Joe et al., 2017). In contrast, one of the Finnish teacher participants, Helmi (FI3) reports using positive praise as a type of reward for positive student behaviour. Helmi explains that when students do "*something right*" she recognizes and appreciates their behaviour. This could possibly contribute to part of the reason why Helmi's students are more motivated to learn LX English, as previous studies demonstrate a positive correlation between positive environments and motivation (Kanevsky & Keighley, 2003; Kang, 2005; Peng, 2012).

However, it must be noted that the student-teacher relationship is bidirectional, meaning that Clémence may find herself needing to discipline students more frequently if she perceives her students as being demotivated and refusing to complete tasks. As indicated in Chapter 7, demotivated teachers can influence a decrease in student motivation (Atkinson, 2000; Bernaus et al., 2009; Hettiarachi, 2013) and vice versa (Addison & Brundrett, 2008; Hettiarachi, 2013; Karavas, 2010; Sugino, 2010). Therefore, if students have spent much of their time in school hearing about what they are doing wrong instead of right, they may enter the classroom at the beginning of the school year already demotivated, and thus demotivating the teacher. Elements in this paragraph and the previous one likely contribute to poorer student-teacher relationships as a presence of negative perceptions amongst teachers and students often results in decreased student motivation.

A final element that may contribute to higher levels of student motivation amongst the Finnish participants compared to Clémence's students is the fact that the Finnish pupils participate in Erasmus projects and other types of international correspondence organized by their teachers. This is a similar finding to Anaïs' situation, as students often enjoy communicating with individuals their own age, thus increasing motivation to further their LX English knowledge (Hartwell & Zou, 2014; Nissen et al., 2021; O'Dowd, 2018). This is likely due to the fact that students are using English in authentic contexts and can therefore understand the real-world relevance of what they are learning, as opposed to simulated authentic experiences (Ellis, 2009; Herrington et al., 2003; Herrington et al., 2010; Nunan, 1989; Rocha, 2005).

10.4 Within group differences in France

Although the objective of the current study was to compare LX English learning in three different countries, rather than between teachers, it is worth highlighting that significant differences were observed between teachers in France, but not in Finland or New Brunswick. In fact, the student motivation average for LX English teachers in France ranged from 62% to 75% (see Table 4). Specifically, statistically significant results were found between Anaïs (FR6) and Camille (FR7), Anaïs and Laurence (FR9), Clémence (FR10) and Camille, Clémence and Laurence. In other words, student motivation was significantly higher in Camille and Laurence's classrooms and student motivation was significantly lower in Anaïs and Clémence's classrooms. The fact that significant results were found within France indicates a high degree of complexity when attempting to understand the context as some factors may be influential in certain classrooms but not others. Nonetheless, five recurring themes were observed that may account for some of the differences between teachers, specifically, differences related to emotional aspects, emphasizing English as a tool for communication amongst non-French speakers, the number and variety of learning tools used, promoting metacognitive skills, and exposure to LX English activities on social media platforms. The following section will elaborate further on each of these themes.

Camille and Laurence touch on elements related to the promotion of emotional wellbeing at several points throughout their interviews. For instance, both educators report using positive praise as a means of recognizing and further promoting positive behaviour. For example, Laurence describes a rewards system she uses, in which students who participate in class receive a positive note from the teacher in their

journals to send home to their parents. Laurence states that students are often sent home with a note if they have misbehaved in class, so to receive a note recognizing their efforts made in class is somewhat of a novelty for them. In fact, one of her students appreciates this idea enough to mention it in their comments in the student survey: “*J’aime les mots positifs de la prof.*”¹³⁷ The notion of providing encouragement and creating a positive atmosphere where students feel safe and free of judgement has been established in the literature as a contributing factor to increasing student motivation (Kanevsky & Keighley, 2003; Kang, 2005; Peng, 2012), and may therefore be one of the possible reasons as to why Camille and Laurence’s students reported higher levels of motivation. Moreover, both educators identify the importance of creating a positive atmosphere in the classroom. When asked how she accomplishes this, Camille notes that by providing students with a safe space to make mistakes and learn from them, students may be more comfortable participating in class. She promotes the idea that her students must also encourage their peers and that it is not solely her responsibility: “*Ils savent quand quelqu’un parle ils ont le droit de faire Ay! Yeah right, nice! Ou des trucs comme ça.*”¹³⁸ This notion of a positive classroom environment is supported by students from Camille and Laurence’s classes as several pupils indicated in the student survey that they appreciated the positive atmosphere: “*... les cours sont agréables et on régale bien mais on travail bien aussi,*”¹³⁹ as demonstrated by a student from Camille’s class and “*ce que j’aime dans les cours d’anglais c’est les travaux de groupes,*

¹³⁷ “*I like the teacher’s positive words.*”

¹³⁸ “*They know when someone speaks they have the right to say Ay! Yeah right, nice! Or stuff like that.*”

¹³⁹ “*... the lessons are enjoyable and we have fun, but we also work well.*”

la gentillesse de la professeur, et l'ambiance de la class,"¹⁴⁰ as indicated by a student from Laurence's class. These elements likely contribute to the notion of the 'caring teacher,' as outlined on pages 143 to 144, thus increasing student motivation.

A second and final element related to emotional wellbeing that is mentioned by Camille and Laurence, who are both teachers from the French context, relates to empathy. Both educators highlight the fact that middle school years are often challenging for young adolescents as they are navigating an influx of hormones, peer influences begin to hold more value, and they are beginning to form an individual identity (Allen et al., 2019; Djigunovic Mihaljevic, 2012). Laurence notes that it is important to be flexible with a lesson plan, as it may need to be adapted based on student mood:

Sometimes a kid will rock up and just be pissed for something that's got nothing to do with you, nothing to do with your lesson, but whatever you'll do, because they want to just have it out with someone and you're representing authority...

Moreover, Camille touches on a similar idea as she explains how she tries to put herself in her students' position to understand how age affects their behaviour. In one particular instance, she explains that in contrast to mainstream thinking, she has observed that students who are worried about their grades tend to speak less in class and they are afraid of making a mistake and thus lack of participation is an avoidant behaviour, which is echoed in Cao (2011) and Mendez López (2011). In contrast, those students who are not as grade driven, have less fear when speaking in class and actually prefer oral activities as opposed to reading or writing tasks. In this example, Camille has

¹⁴⁰ "What I like about the English classes is the group work, the kindness of the teacher, and the atmosphere of the class."

demonstrated her ability to attempt to understand why some students may be hesitant to participate, instead of jumping to the conclusion that her students simply don't want to complete the task. Instead, it appears that Camille tries to understand the reasons behind students' unwillingness to participate. Several students in Camille and Laurence's classes indicated in the student survey that they liked their teachers because they are "nice." Although the students do not describe in detail what makes their teachers nice, being flexible and empathetic may contribute to this notion. As demonstrated in several studies (Bouzayani & Elloumi, 2020; Kanevsky & Keighley, 2003; Peng, 2012), students who perceive their teachers as being kind were more likely to be motivated to learn an LX, and once again, relating to the notion of the 'caring teachers' (see pages 143-144). With regards to Anaïs and Clémence, they do not touch on the aspects listed above in their interviews. This does not necessarily indicate an absence of such practices in their classrooms, but it's possible they may not be as prevalent.

A second theme that may contribute to the significant difference in student motivation between teachers is related to emphasizing communication over correctness. Similar to several of the Finnish participants, both Camille and Laurence indicate that the primary objective is to be able to use English as a tool to communicate with non-French speakers instead of grammatical correctness, as supported by Both educators report devoting time to practicing pronunciation and learning words and expressions that are used in everyday conversations in English, as indicated by Laurence: "... *focus on how it sounds and to make sure that the person hears the word, the key word, put the right intonation on it so that they get what you're trying to say...*"

This is echoed in the student surveys as several pupils indicated that often their favourite activities in class are speaking tasks and learning new words and expressions. This is consistent with the point raised by Muslem and colleagues (2017) that focusing on comprehension instead of correctness may serve as a protective factor when learning an LX, and perhaps increase student motivation. As for Anaïs, she does not make reference to this point during her interview, and it is therefore unclear what her views are towards this topic. However, none of her students reported feeling as if she offered too many corrections. With regards to Clémence, she also does not touch on this topic during her interview, but one student comment from the survey demonstrates that linguistic correctness may be a more common practice in her classroom as the student felt they were often corrected when speaking and therefore felt defeated: “... *je trouve que notre professeur pense que nous devons avoir un parfait accent... ce qui, pour moi, n'est pas normal.*”¹⁴¹ This relates back to the discussion in section 5.2.3, which suggests that offering frequent error correction often decreases student motivation (Lee et al., 2012; Martínez, 2006; Muslem et al., 2017).

A third theme observed that may possibly contribute to the significant difference in student motivation between teachers in France relates to learning activities. Several students from Camille and Laurence’s classes reported enjoying the different types of activities they completed in class. One of Camille’s students indicated in the student survey that they liked English class because classroom activities were original and unlike the activities they did in other classes: “... *j'aime les activités qui sortent un peu de l'ordinaire...*”¹⁴² This sentiment is echoed in the student surveys

¹⁴¹ “... *I think our teacher thinks we have to have a perfect accent... which, for me, is not normal.*”

¹⁴² “... *I like activities that are a bit out of the ordinary..*”

from Laurence's classrooms: "*J'aime les activités marrantes!*"¹⁴³ During their interviews, both educators list many different types of learning materials and activities that they implement in class. When asked where they find such materials, they note that they exchange materials with their colleagues, but also find many resources through LX English teacher groups on social media platforms, such as Facebook. Laurence explains that she comes across these materials simply when scrolling through her newsfeed on her free time: "*Sometimes I'm doing something that's got nothing to do with anything related to teaching... just reading stuff for pleasure... I like falling in internet holes... I might stumble on something and go 'oh that be interesting'.*" In contrast, Anaïs and Clémence report that they also share resources with their colleagues, but do not have their own social media accounts. As indicated in the literature, using a variety of teaching methods and learning materials is correlated with increased student motivation (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996). Of course, educators are able to locate activity ideas through other mediums such as general LX English websites and textbooks, but it's possible that Camille and Laurence come across a larger variety of materials by being active on platforms such as Facebook, thus contributing to diversifying their activities.

A fourth and final theme that may also contribute to the significant difference in student motivation between teachers, specifically between Laurence and Anaïs, as well as between Laurence and Clémence is the fact that Laurence appears to foster metacognitive skills amongst her students, which has been linked to increased student motivation (see page 145-146). As indicated in a study conducted by Nikoopour and

¹⁴³ "*I love fun activities!*"

colleagues (2012), students who scored higher on motivation to learn an LX reported using more metacognitive strategies. It remains unclear if there is an interdependent relationship between these two factors, but perhaps fostering metacognitive skills amongst student could in turn positively impact student motivation. Furthermore, metacognitive skills provide students with strategies and tools they can use to find an answer when encountered with a problem. This allows students to be more autonomous as such strategies may decrease the number of times where they are required to resort to the teacher for help. As discussed in section 4.2.1, the Self-Determination Theory, as put forth by Ryan and Deci (2000), demonstrates that perceived autonomy plays a key role in promoting student motivation. Laurence explains that she has created a toolbox that students can access at any point throughout the class when confronted with a language problem. In this toolbox, students can find a variety of checklists, short summaries of the key elements discussed in class to remind them of previously covered topics, and problem-solving techniques. It is unclear if Anaïs and Clémence foster similar skills in their classrooms, as they do not touch on such concepts in their interviews. However, Camille also does not make reference to such techniques. Therefore, the notion of promoting metacognitive skills amongst students may not be central to facilitating motivation to learn LX English, as it can be increased through many other forms. Nonetheless, given the high levels of motivation amongst Laurence's students, promoting metacognitive skills could potentially be beneficial to student learning.

As noted above, four primary differences related to, emotional wellbeing, emphasizing the use of English as a tool for communication, learning activities and

materials, and metacognitive skills may affect student motivation. However, there is an additional element unrelated to teaching practice that may play an important influential role in determining student motivation. Both Anaïs and Clémence teach in rural alpine communities that are located within an hour of each other in Southwestern France, whereas the other French teacher participants are located in the Parisian (Flavie) and Northwestern (Camille and Laurence) regions of France. Research suggests that student motivation may be lower in rural areas as individuals have less exposure to LX English speakers (Dörnyei, 1990; Hu, 2005; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002), as discussed in section 6.3.1. However, Camille and Laurence also teach in smaller communities. Therefore, the notion of community size cannot explain the significant difference in student motivation in the current study. Moreover, none of the four participants make reference to participating in Erasmus, E-Twinning, or other exchange programs, which has also been shown to increase student motivation (Hartwell & Zou, 2014; Nissen et al., 2021; O’Dowd, 2018), thus eliminating the notion of contact with anglophone and LX English users as a possible explanation for the variance in student motivation in this context. Furthermore, Camille, Laurence, Anaïs, and Clémence have a similar number of students in their classes as students are mostly French citizens with a handful of non-French born pupils in each class, making the classroom profiles between these four teachers relatively similar. The only element unrelated to teaching practice that may account for students being significantly less motivated in Southwestern France is the fact that Anaïs was raised in Eastern Europe and although Clémence was born a French citizen, she spent many of her schooling years outside of France. In contrast, both Camille and Laurence were raised and

attended public schools in France. It is possible that Camille and Laurence are able to empathize more with their students as they both went through the same system and may therefore understand aspects that tend to frustrate students with regards to not only learning LX English, but also to attending school in France. Therefore, these participants may be more aware of certain cultural aspects that inhibit student learning to a greater extent compared to Anaïs and Clémence.

10.5 The New Brunswick context

With regards to the Canadian results, H_2 was unsupported. This is somewhat surprising as children in the province of New Brunswick, specifically, are arguably exposed to a greater amount of English on a daily basis compared to Finland and France (see section 3.2.2). As indicated in the literature, higher exposure to a target language is correlated with higher levels of motivation to learn the language (Dörnyei, 1990; Hu, 2005; Lamb, 2004; Taavitsainen & Pahta, 2003; Yashima, 2002), but this was not observed in the data. Interestingly, two of the New Brunswick participants, Jean-Marc and Marie-Josée, teach in communities where French and English are widely spoken, and thus their students hear English regularly outside school, and may even have an anglophone parent. These findings are in contrast with the literature. In fact, Camille (FR7), Flavie (FR8), and Laurence (FR9)'s students demonstrated negligible differences in motivation compared to New Brunswick students (see Table 4). In fact, Camille's students reported higher levels of motivation than New Brunswick students. However, in contrast to the results from France, New Brunswick students had less variability in student motivation. Furthermore, what makes New Brunswick's findings even more perplexing is the fact that this province is Canada's only official bilingual

region, meaning that residents have the legal right to be served in either French or English when accessing government services (see Footnote 1 on page 18). Originally, it was hypothesized that given the importance placed on official languages knowledge in the country, motivation to learn LX English in New Brunswick would be higher compared to France. The following section will explore possible reasons based on the results and the literature that may have contributed to the insignificant results in the New Brunswick context.

Firstly, it must be noted that the number of teacher and student participants differed significantly compared to France and Finland. With regards to teacher participants, recruiting LX English educators proved to be difficult. Originally, the study sought to explore the Québec context in addition to New Brunswick, as Québec is Canada's only official francophone province. Despite the fact that schools across Southern Québec were contacted twice, the researcher did not receive any responses. Several of these schools offered English immersion programs to their students, but still, no responses were received. It was then decided that the study would focus solely on the New Brunswick context. However, recruiting participants in New Brunswick continued to be a challenge as every middle and high school in Northwestern and Northeastern New Brunswick were contacted, which resulted in six responses, despite the fact that the researcher is from the province and has several connections with educators in New Brunswick. Furthermore, of those teacher participants who were included in the study, two of them, Jean-Marc and Marie-Josée were not specialized English teachers and were assigned one or two classes a semester. This yielded less student participants as the teacher participants in France and Finland were mostly

trained English teachers and therefore taught several English classes throughout the semester as opposed to one or two, generating a higher number of student responses.

The paragraph above begs the following question: why was it more difficult to recruit participants in New Brunswick compared to France and Finland? It is possible that tensions still exist between the anglophone and francophone community that stem from historical disputes between the two groups. The Deportation of 1755, being the tip of the iceberg (see section 3.1.1), brought about challenges and hardships that Francophones in the area continued to endure for centuries to come, and may continue to experience effects originally stemming from historical conflict. After the remaining Francophones in the area established their own communities, where French was the language of everyday life, children continued to be educated in English up until the 1950/1960s (Murray & Kouritzin, 1997). Only then were French school districts established where children were able to attend school where French was the working language. Given the centuries of suppression at the hands of the anglophone community, it is entirely possible that English class is not a priority. Interestingly, in one New Brunswick classroom where data was collected, the researcher overheard a student discussing Question 10 (see Appendix K) of the survey, asking if respondents found anglophones to be nice people. The student was unsure how to answer the question as he noted that “*Anglophones were not very nice during the Deportation.*” This quote provides supporting evidence that such historical events continue to be present in current day New Brunswick.

Another possible reason that may explain the difficulty in recruiting participants in New Brunswick is perhaps that LX French may be more of a priority than LX

English. This is may be a bold statement, however, as explained in Chapter 3, section 3.1.2.1., any attempt to locate information on previously implemented LX English teaching strategies or curriculums, specifically in francophone schools, yielded results mainly related to LX French in anglophone schools. Information with regards to LX English related only to immigrant children attending anglophone schools, as opposed to French first language users in New Brunswick. In fact, the researcher was required to directly contact the provincial Department of Education, as well as the provincial archives library to locate previously implemented English curriculums and information with regards to pedagogical trends, which continued to produce minimal results. This is not surprising given the fact that the province consists of more anglophones who do not speak French (57.9%) than francophones who do not speak English (7.9%) (Statistics Canada, 2023). Considering that children were educated in English until the 1950s/1960s, and that the province was declared officially bilingual in 1969, providing anglophone students with effective French education became a priority as Francophone students had more exposure to English.

Continuing on the topics of participant recruitment in the study and English receiving less priority compared to other subjects, including French class, two of the three New Brunswick teacher participants report that sometimes it can be more challenging to get students to speak French at school, as hearing English in the hallways common. As the working language of their schools is French, students are expected to speak French on the school property. Furthermore, Jean-Marc hints to the fact that the physical education classes he offered in English at one point, were possibly eliminated because the school sought to reinforce French as the school's working language:

*“C’était peut-être que c’était encourager l’anglais au-dessous du français.”*¹⁴⁴ This was not the case, however, at Marie-Pier’s school, as she teaches in a predominantly francophone community, and students come mostly from francophone families. It is possible that other courses receive more priority over English class, and therefore, investing time in a study on the topic of LX English learning may not have been intriguing to prospective participants. To be clear, the intent behind this hypothesis is an attempt to explain the difficulty experienced when recruiting teacher participants, and not to criticize a school’s policies, decisions, or values.

The information listed in the above paragraphs of this section attempted to explain the school contexts and difficulty in recruiting teacher participants. However, the question that must be asked next is: why were there no significant differences between student motivation in New Brunswick and the other two contexts that were examined in this study? Again, there were considerably fewer students who completed the survey compared to France and Finland, but aside from this, the LX English curriculum in New Brunswick, the pedagogical practices, and lack of teacher training in LX English instruction could have played an influential role. With regards to the currently implemented LX English curriculum, this document has been in effect since 2004, making it 18 years old at the time the data was collected for this study. All three of the New Brunswick participants felt the curriculum was out-of-date, as it fails to represent the current times, and consequently student interests. As indicated in the literature, learning activities and materials should be authentic in nature, and more importantly, representative of students’ daily lives (Herrington et al., 2003; Herrington

¹⁴⁴ *“Maybe it was that it was encouraging English below French.”*

et al., 2010; Rastegaran et al., 2016). This is somewhat difficult to achieve with an 18-year-old document, given the immense technological advancements the world has witnessed in the past 20 years. It is worth noting that as of 2024, the LX English curriculums for students between the ages of 11 and 14, along with the social studies curriculums, are the oldest documents that are still implemented in the francophone New Brunswick school system as they were released between 2003 and 2004 (Government of New Brunswick, 2024). This links back to the notion mentioned above, further pointing towards the possibility that most other courses take priority over LX English. As for pedagogical practices, two of the three New Brunswick participants were unable to articulate the types of pedagogical practices they use when teaching English. As for the third educator, Marie-Pier, she notes that she uses Experiential educational methods, scaffolding, and the I do-we do-you do method (see page 306). This does not come as a surprise as Marie-Josée and Jean-Marc did not specialize in English when studying teaching at university, whereas Marie-Pier did. However, Marie-Pier notes that she did not receive any specific information with regards to how to teach LX English, which she admits would have been helpful, particularly at the beginning of her career. It is therefore difficult to conclude that specific pedagogical practices may have impacted student motivation in New Brunswick, as the pedagogical methods implemented by teachers are somewhat unidentifiable based on the teacher participant interviews. The one consistently used method that each educator implemented that has been linked to increased LX motivation is cross curricular strategies (Adler & Flihan, 1997; MacMath et al., 2010; Tarpey & Bucholc, 1997), which may have contributed to higher student motivation levels than France. Each of

the three teacher participants state that their university studies may have prepared them to be teachers, but not to teach English specifically, which leaves them lost at times when deciding what topics need to be covered and how they should be taught.

The fact that the New Brunswick teacher participants perceive a lack of learning materials, an informative and up-to-date curriculum, and value placed on English class, may contribute to making their jobs more challenging, and may contribute to decreasing their motivation (see section 7.2). Although all three of the New Brunswick teacher participants appear to be optimistic about their chosen careers and have a genuine interest in helping their students succeed, it appears as though the lack of educational resources is frustrating for this group of individuals and may thus decrease their motivation to teach English: “... *you have no material at all, so it’s just like, figure it out yourself...*” as indicated by Marie-Pier and “*C’est fouillé un peu partout, puis je finis par me créer mes propres outils un peu là... parce que j’ai rien d’autre,*”¹⁴⁵ as demonstrated by Marie-Josée. The participants attribute this perceived lack of materials to budget cuts and limited funding, as the province in general faces economic instability. According to the literature, studies suggest that teacher motivation is often positively correlated with student motivation and vice versa (Atkinson, 2000; Bernaus et al., 2004; Hettiarachi, 2013; Karavas, 2010). It is therefore a possibility that the challenges the New Brunswick teachers face when teaching English (as listed above) negatively impact their motivation to teach the subject, thus adversely affecting student motivation. Furthermore, with regards to the lack of teaching materials, as indicated in the literature, using a variety of learning materials has been associated with higher

¹⁴⁵ “*I have to rummage around a bit everywhere, then I end up creating my own tools a bit there... because I’ve got nothing else.*”

levels of student motivation (Bouzayani & Elloumi, 2020; Ebata, 2008; Freeman et al., 2002; Zahorik, 1996). Therefore, if there is a shortage of learning resources, it is possible that student motivation will be less than if they had more materials available to them.

With regards to the student comments from the questionnaire, several students, specifically from Jean-Marc's class, felt discouraged because they were essentially bilingual and felt the exercises they did in class were not challenging enough for them: *“Je n'aime pas les exercices de verbes par exemple car ils sont beaucoup trop faciles pour moi.”*¹⁴⁶ This is consistent with the literature, as it indicates that students often experience higher levels of motivation when they complete tasks that are challenging, but within their abilities to complete (Martin et al., 2008; Vygotsky 1978). In fact, several students from Jean-Marc's class reported enjoying the monthly projects they are assigned as they have the ability to adapt the degree of difficulty to their capabilities: *“J'aime faire des projets d'écriture et de PowerPoint car on peut le rendre difficile ou non.”*¹⁴⁷ This thought was also echoed by Jean-Marc in his interview: *“Il y a des sujets des fois ou des choix et je dis toujours à l'élève qui est fort, il n'y a rien qui t'empêche de faire les deux choix dans le mois.”*¹⁴⁸ In all fairness, it may be difficult for Jean-Marc to know what topics to teach in his LX English classes as he grew up in a francophone community and his students are mostly competent in both official languages. Although he took a few English classes in university, he did not major or minor in the subject. In contrast, in Marie-Pier's class, students felt the course content

¹⁴⁶ *“I don't like the verb conjugations exercises, for example, because they're far too easy for me.”*

¹⁴⁷ *“I like doing writing and PowerPoint projects because you can make it difficult or not.”*

¹⁴⁸ *“There are topics sometimes or choices and I always say to the student who is strong, there's nothing to stop you from doing both choices in the month.”*

was too easy, just right, or too difficult to the point it caused students a great deal of stress: “*Honnêtement le cours me stresse, j’aime pas parler avec les gens dans les activités en anglais,*”¹⁴⁹ as indicated by a student. As Marie-Pier teaches in a predominantly francophone community, the degree of English exposure students receive outside of the classroom varies greatly compared to those students living in bilingual communities where they are regularly exposed to English. She notes that although she is fully bilingual and is therefore a knowledgeable resource to her students, it can be incredibly difficult and time consuming to adapt activities to meet every student’s needs. She indicates that when she attempted to meet each individual student’s needs in her class, it “... *took me over the edge, I was drained all the time...*”

10.6 Limitations

There are several limitations to the study. The first limitation relates to the methodology as classroom observations were not conducted. It would have been ideal to observe how teacher and student participants interacted with each other during a typical lesson, as well as to confirm the implementation of teaching practices mentioned by the educators in their interviews, in order to increase the reliability of the data. In addition, it would have also been ideal to select several students from each classroom to gain a more in-depth perspective as to why they selected the answers they did. Although both of these methods would have increased the quality of the current study, the decision was made to omit these phases as teachers were faced with an increased workload after the Covid-19 restrictions were lifted. Although schools had officially resumed pre-pandemic operation, teachers were faced with the challenge of

¹⁴⁹ “*Honestly the course is stressing me out, I don't like talking to people during English activities.*”

making up for lost instructional hours, as students were behind in their studies, making it difficult to find the time to devote to extra activities. Undoubtedly, there is a risk that educators reported using certain teaching strategies that they do not actually use in reality. In order to control for this shortcoming, teacher participants were asked during their interviews to provide examples of how they implement their methods in the classroom. For example, if a participant indicated that they employed AoA, they were subsequently asked to explain the method and describe the types of learning activities they assigned to students, in order to check their understanding of said method. Finally, with regards to student interviews they were simply not justifiable as this would have resulted in additional lost instructional hours on top of those lost during the pandemic, and would therefore be unethical.

The second limitation of this investigation is the fact that New Brunswick is underrepresented compared to France and Finland, as there was a total of three teacher participants from New Brunswick, and five teacher participants from both France and Finland. Despite the fact that contact was initiated with all of the francophone middle and high schools in two of the three provincial school districts, along with a number of schools in Southern Quebec, the final sample consisted of three educators from Northeastern New Brunswick. A total of six teachers were interviewed, however, two instructors had to be eliminated from the study as they did not teach pupils between the ages of 11 and 14 at the time of the study, and the third teacher did not respond to the request to visit his classroom, leaving three eligible participants to be included in the study. Moreover, of the three teacher participants who were included in the study, two of them taught subjects other than English, and therefore the sample of student

participants were lower than teachers from France and Finland. The third teacher participant included in the study taught mostly older grades, and only had one class that fit the age group of the study. Given the low number of teacher and especially student participants from the New Brunswick context, minimal comparisons can be made with France and Finland.

The third and final limitation of the study is the fact that the Finnish teacher participants were the only individuals who were unable to express themselves in their first language. This was due to the fact that the researcher does not speak Finnish, and therefore, it would have been impossible to conduct an interview in a language other than English or French. This factor was beyond the researcher's control, however, teacher participants were made aware of their right to withdraw from the study at any point in time as well as the fact that they could ask for clarifications if they failed to understand a question. The five participants did not signal any reservations about conducting the interview in English and continued to sign the interview consent form, which had been translated into Finnish. In fact, several of the participants signed the English consent form even though they were provided with the translated Finnish version, indicating a certain level of comfort in English. As previously indicated, the consent forms for Finnish parents and teachers, and well as the student survey, was translated and verified by a Finnish first language colleague. As for the rest of the participants in the study, the New Brunswick and French teacher participants had the choice to complete the interview in their preferred language (i.e., French or English). Furthermore, student surveys were provided to student participants in French in New

Brunswick and France, and in Finnish for students in Finland to eliminate any linguistic barriers when answering the questions.

Conclusion

This chapter has presented a summary of the results from this study. It has also attempted to explore potential elements that may have influenced student motivation in Finland, France, and New Brunswick. Elements related to societal outlook on LX English education, access to ready-made and up-to-date learning materials that accurately target student needs, class size, and emotional factors related to creating a positive classroom environment, appear to have played a crucial role in student motivation. This section has also outlined all of the possible limitations of the study and the steps that were taken to minimize the impact of these shortcomings.

Conclusion (part three)

Part three of this dissertation has focused on the methodology employed in this investigation, the results from the study, and a discussion of the findings, as the data was interpreted in attempt to explain the results. Chapter 8 outlined the research questions and hypotheses, the research design and how the data was collected. Chapter 9 presented the reader with the results from the quantitative as well as the qualitative analysis. Chapter 10 served to interpret the findings by examining how the quantitative and qualitative data inform each other, and also by comparing and contrasting the results to previous literature. As demonstrated throughout this part, each context offers several noteworthy findings that stakeholders in the education field may wish to explore in order to continue to work towards building a strong LX English program that will effectively and accurately target student interest and needs. Such implications will be presented in the general conclusion.

Conclusion

This study sought to examine the impact of teaching practice on student motivation to learn English LX in three contexts: France, Finland, and New Brunswick. This dissertation has outlined a variety of intriguing results, specifically with regards to the Finnish and French contexts, as a statistically significant difference was observed between the two. Although New Brunswick did not differ significantly, the results did nonetheless reveal several noteworthy findings that relate to previous studies. Recommendations for the education community and future research directions are further elaborated upon below.

Recommendation for the Education Community

The current study offers several recommendations for educational professionals. Undoubtedly, it is virtually impossible to change societal attitudes towards language learning that influence student motivation, such as the fact that English appears to hold a positive status in Finland, and less so in New Brunswick and France. Nonetheless, several findings from this study can be implemented regardless of context. Firstly, it appears that offering LX English teachers the freedom to choose their pedagogical methods and learning materials may be beneficial. This allows for a variety of strategies and resources to be utilized in the classroom, and thus increasing the likelihood of matching each learner's preferred learning styles, and thus stimulating motivation. The Finnish teacher participants note this aspect as being crucial to their teaching practice as they are not bound to one particular strategy, and are able to select the method that best suits each class as each group's level of motivation is different. This was perhaps one of the main criticisms from the French teacher participants as

they were required to use only AoA and found that using only this method was repetitive for students and sometimes failed to address student needs, depending on the class, which likely decreased student motivation. However, it is important to note that the French teacher participants were mostly required to find their own materials, which proved to be challenging and time consuming, especially for the educators who were beginning their careers. This sentiment was also echoed by the New Brunswick teacher participants as they also struggled to find learning materials that accurately targeted their students' needs. Furthermore, New Brunswick teachers note that they also had the freedom to choose how to teach English, but reported more negative views towards this element, in contrast to the Finnish educators. The difference between these two groups of educators is the fact that the Finnish teachers studied English as a teachable subject in university, and therefore were likely better prepared to know what topics should be taught, compared to the New Brunswick teachers, as only one of the three teachers had a background in English studies. Undoubtedly, this element would be influential, however, what might be more impactful is the fact that all of the Finnish teachers made use of recently published LX English textbooks, which guided them in lesson planning and gave them an idea of how students should be progressing throughout the course. Perhaps the conclusion that can be drawn from this point is that it may be beneficial for teachers to have the flexibility and choose their own strategies and materials, but also to provide them with some ready-made materials that accurately target their students' levels to offer some guidance when lesson planning.

Providing educators with ready-made materials may be a key element, however, it is essential that the resources are up-to-date and reflect student interest and need. In

order to accomplish this objective, it is suggested that textbook writers consult with practicing LX English teachers, as they are the individuals who have the most regular contact with students and have a better understanding of the realities of the classroom. One educator in New Brunswick recalls a time when she was given a set of course textbooks, but they were out-dated and did not accurately target her students' needs as they failed to represent students' actual language levels. In contrast, the Finnish teacher participants greatly appreciated their textbooks. This may be due to the fact that in Finland, LX English textbooks are written by practicing LX English educators, who have arguably more knowledge about their students, what interests them, and the competencies they need to improve. Textbooks are also revised on a regular basis, at least every ten years (Jaatinen & Saarivirta, 2014), with amendments made as required in the interim to capture societal changes and the evolution of student interest. Furthermore, although teaching to a textbook is often seen as an archaic way of language teaching and are not always consistent with the objectives outlined in the program of studies (Acar, 2020; Banegas 2019; Bouzayani & Elloumi, 2020; Brandl, 2008), the issue may be more so what is presented in the textbook rather than the textbook itself. Course books are often thought to be a more passive method of learning, but this does not appear to always be the case in Finland. For example, when provided with a text to read, students are often able to scan the corresponding bar code with their mobile devices where they can listen to the audio version in the text in an anglophone accent and complete a variety of games and exercises based on the text. Not only does this incorporate students' interests in games and technology, but it also provides them with a variety of ways in which they can learn more about the text, which may promote

metacognitive skills and differentiated education (Ebata, 2008; Ehrman et al., 2003). To further support the fact that textbooks are not always to be feared, none of the Finnish student participants indicated in the student survey a dislike for textbook learning, and at the same time, reported the highest levels of LX English motivation.

Continuing on the topic of providing students with up-to-date materials, the main criticism from the teacher participants in New Brunswick was the fact that the LX English curriculum was last updated between 2003 and 2004, making it 18 years old at the time of data collection. Each educator believed an integral component to stimulating interest in students was to be able to relate the topics covered in class to real life. They unanimously agree that this is a difficult task to accomplish given the number of changes, specifically technological advancements, that have occurred throughout the past two decades. They indicate that as the curriculum fails to give them sufficient direction with regards to the themes and content that should be covered, they must make these decisions on their own, which is incredibly time consuming. Again, this is consistent with previous research as students who perceive a link between what they are learning in class and their everyday lives tend to be more motivated when learning an LX (Ellis, 2009; Herrington et al., 2003; Herrington et al., 2010; Nunan, 1989; Rocha, 2005).

A third recommendation for LX English professionals is to facilitate international exchanges between students. With the exception of one Finnish teacher participant, the remaining four Finnish educators regularly take part in exchange programs with colleagues who live abroad. If the funding is available, the countries take turns hosting teachers and students. If the funding is not available, students

continue to write to each other and communicate online. As discussed earlier in this chapter, such opportunities tend to increase student willingness to participate in class, as they get to talk with someone their own age and even form friendships, all while communicating in a LX (Hartwell & Zou, 2014; Nissen et al., 2021; O'Dowd, 2018). As these instances are truly authentic and not simulated experiences, motivation to learn the target language usually increases (Liakina & Michaud, 2018). Although this element is highly recommended, it is important to note that organizing such activities can be incredibly time consuming for teachers. Therefore, the answer is not simply to encourage educators to become involved in such programs, but they also require sufficient time to devote to such projects. One aspect in particular that may provide teachers with more time to organize such activities is to provide them with some effective ready-made resources, as mentioned in the paragraph above, in order to assist with lesson planning and thus free up time to communicate with colleagues abroad. Teacher participants from France and New Brunswick often touched on the notion that after they have planned their lessons and adapted the activities to meet individual student needs, the time that remained was not plentiful, especially at the beginning of their careers.

A final recommendation for LX English educational professionals is to work towards creating a positive environment, where student effort is praised and communication is emphasized instead of linguistic accuracy. The two French teacher participants (i.e., Camille (FR7) and Laurence (FR9)) who had students who reported statistically significantly higher levels of student motivation compared to the French students from the other communities in this study, demonstrate practices such as

positive praise as a reward for positive student behaviour and focused on fostering a sense of self-efficacy amongst their students. This sentiment is echoed by several of the Finnish teacher participants as well (Lotta, Eveliina, and Helmi), who also had highly motivated students. Given that these factors appeared to be particularly present in those classrooms with the highest levels of student motivation, they are likely essential to creating a positive student environment, which may be critical when working with middle-school aged children as they become increasingly sensitive to peer evaluation (Allen et al., 2019; Mihaljevic Djigunovic, 2012).

Directions for Future Research

In terms of future studies, it would be interesting to replicate this study while adding classroom observations and student interviews to the methodology. Classroom observations would allow researchers to better examine how the educator and students interact with each other and to ensure there are no discrepancies between the types of methods that teachers claim to implement and what they utilize in reality. Moreover, behaviours associated with motivation, amotivation, or demotivation, could be observed, allowing for levels of motivation to possibly be detected in real-time. This could then be more accurately linked to not only specific teaching practices, but also environmental influences in the classroom. Unfortunately, at the time of data collection, the after effects of the Covid-19 pandemic made it difficult to conduct classroom observations. Instead, teachers were asked to provide examples of how they implement their teaching strategies in the classroom. Furthermore, adding student interviews to the study's methodology could also be useful, as it would offer additional insight into students' attitudes and behaviours towards LX English in conjuncture with

quantitative data. Again, as students had lost a number of instructional hours over the previous two years due to the Covid-19 pandemic, the decision was made not to conduct student interviews as it would have resulted in additional missed class time.

A second and final recommendation for future studies is to further examine the relationship between teacher and student motivation. According to the existing literature, a dependent relationship exists between the two as students are more likely to be motivated if their teachers are also motivated and vice versa (Atkinson, 2000; Bernaus et al., 2009, Hettiarachi, 2013; Karavas, 2010). As the objective of the current study was to investigate educational elements affecting student motivation, teacher motivation was not measured. However, several themes emerging from the data, particularly amongst the French and New Brunswick teacher participants, related to the existing literature on motivators and demotivators affecting LX teachers. Firstly, educators are often demotivated by a perceived lack of learning materials, resources, and professional development opportunities (see section 7.2). Of the three contexts observed in this study, teachers who felt they had a lack of learning resources and/or professional development opportunities were found in France (FR6, FR8, FR10) and New Brunswick (NB11, NB12, NB13). None of the teachers in Finland expressed any similar sentiments. As students from France and New Brunswick reported less motivation to learn LX English, it is possible that their teachers unconsciously transferred feelings of demotivation to their pupils, thus negatively impacting student motivation. Moreover, several of the teacher participants from these two contexts state that the challenge of finding resources such as texts and audio recordings that match their students' competency level can be incredibly difficult, further contributing to a

decrease in teacher motivation (Sugino, 2010). In contrast, this sentiment is not mentioned by the Finnish participants. This may be due to the fact that LX English teachers in Finland have access to textbooks that were written by several practicing LX English teachers around the country (see pages 286-287). It is possible that materials in the LX English textbooks in Finland more accurately target learners' needs as they are written by educators who are in constant contact with the age group on a regular basis, and thus increased both teacher and student motivation. Lastly, all three of the New Brunswick teachers expressed their discontent with the LX English curriculum, as they felt the program was outdated and thus unrepresentative of students' daily lives. As indicated by Sugino (2010), working with an ineffective curriculum has been previously linked to decreased teacher motivation as they must find a way to incorporate the document into their teaching practice, despite the fact that it may fail to effectively target student needs. In sum, as student motivation is often increased in the company of motivated teachers, manipulating elements that impact teacher motivation and observing the impact on student motivation may reveal some intriguing findings.

Conclusion

This study was carried out in order to gain a better understanding of the environmental influences, most notably those related to teaching practice, that impact student motivation towards LX English. As each context presented its own unique set of findings, this dissertation has provided the education community with multiple factors to consider with regards to LX English education. Hopefully, the recommendations from this study will contribute to improving LX English education in the future.

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APPENDIX A: ONLINE TEACHER SURVEY & CONSENT FORM (ENGLISH VERSION)

About the Study

We would like to ask you to help us by answering the following 20 minute survey about English language learning. This survey is conducted by Lidilem of Université Grenoble Alpes in France to better understand the relationship between students' motivation to learn new languages and pedagogy. This is not a test, so there are no 'right' or 'wrong' answers. We are interested in your personal experience and opinions. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Each participant will be entered in a draw for a visa gift card valued at 50 euros or 70 Canadian dollars. Each country will have it's own draw

To participate in this study, you must meet the following criteria:

- 1) Teach English as a second or foreign language in the public school system
- 2) Teach students between the ages of 11 and 14

If you meet this criteria, please read on to the consent form.

INFORMATION NOTICE AND INFORMED CONSENT

Project title: The effects of pedagogical strategies on motivation in foreign language acquisition. A comparative study of three contexts: Canada, France and Finland

Researcher in charge of the project: Hannah BURROUGHS (PhD student, l'Université Grenoble Alpes)
hannah.burroughs@univ-grenoble-alpes.fr

Research location(s): France, Canada, & Finland

Objective: to improve second/foreign language skills among adolescents

What is expected of you (methodology)

You will fill out a questionnaire that consists of a series of statements. On a scale, you will select the predetermined option that represents your feelings and opinions about the statement.

Your right to withdraw from the research at any time

- Your participation in this research is voluntary
- You can withdraw or stop participating at any time
- Decision to participate, refuse to participate, or cease participation will have no effect on your grades, status, or future relationships with UGA

Your rights to confidentiality and privacy

- Your identity will be represented with a random number. However, should you decide to participate in phase 2 of this study, you will need to provide us with your email in order to schedule a time for a follow-up interview
- No other information will be revealed that would expose your identity
- All data will be kept in a secure location and only the researcher will have access to it
- If the data is retrospectively collected, the data will remain completely anonymous

Benefits

The expected benefits of this research are to improve second/foreign language skills among adolescents.

Potential Risks

To our knowledge, there are no risks.

Dissemination

This research will be disseminated at conferences and published in conference proceedings and academic journal articles. All data will be completely anonymous. You may ask questions about the research at any time by contacting the researcher.

By pressing the "Continue" button, you certify that you have read and understood the above information and give your consent to participate. You also certify that we have advised you that you are free to stop this research at any time, without prejudice, simply by closing the web page (your data will then be destroyed OR the data already collected will be retained and you will have the option of requesting its destruction by contacting the researcher).

If you consent to participate in the study, please click 'continue'

Continue

Demographic Information

1) What is your age?

2) Are you:

- Female
- Male
- Transgender
- Non-binary
- Do not wish to say
- Other

3) Please select all of the following age groups that you currently teach:

- 11 - 12
- 12 - 13
- 13 - 14

4) In which country do you teach?

- Canada
- France
- Finland

5) Were you born in a country other than the country in which you teach?

- Yes
- No

6) If you answered 'yes' in question 5, please name the country where you are from.

7) Please indicate your first language (i.e. mother tongue)

8) Please list all of the second/foreign language(s) that you teach or have taught in the past.

9) Please indicate the total number of years you have been teaching languages for.

10) Please indicate the total number of years you have been teaching second/foreign languages in public schools.

11) Please select ALL of the options below that represent your educational background

Bachelor's degree

Master's degree

PhD

Other teacher qualifications (eg., teaching licence, additional teaching certifications, etc.)

Other teacher qualifications (eg., teaching licence, additional teaching certifications, etc.) :

Teacher Training

For the statements below, please choose the option that best represents your thoughts with regards to your teaching practice.

12) With regards to teaching language, I am satisfied with the quality of education I received.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

13. I am satisfied with the pedagogical training I received during my teaching practicum.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

14) Since starting to teach English, have you participated in on-the-job training (eg., workshops, supplementary courses offered through your education department, etc.)? Feel free to mention the type of training and the approximate duration (i.e. days, weeks, months, years).

Teaching Strategies & Pedagogy

15) I am fully aware of the teaching strategies I am required to use as per the curriculum when teaching English.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

16) If you answered 'agree,' 'agree strongly,' or 'agree very strongly,' in question 15, please name the approach(s) you are required to use and define it in one or two sentences:

17) I only use the teaching strategies indicated in the curriculum when teaching English.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

18) Please list any additional strategies/approaches you use in your teaching practice that is not indicated in the curriculum (if applicable).

19) For any strategies/approaches indicated in question 18, what influenced you to incorporate these strategies into your teaching practice?

20) In a few sentences, please describe how you generally structure a class or the approaches you use (e.g. PPP model, classroom flipping, etc.).

21) I incorporate material that is not directly related to language and/or culture in my class when teaching (eg. interdisciplinary projects, joint projects with teachers from other disciplines, etc.)

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

22) Have you ever collaborated with a French language teacher from another school who taught French as a second language/foreign language in an anglophone school (e.g., penpals, joint projects, or to simply exchange resources)?

- Yes
- No

23) If you answer 'yes,' in question 22, did it have a positive impact? If so, how?

24) Have you ever had an English language teaching assistant or visitor in your classroom who was fluent in English?

- Yes
- No

25) If you answered 'yes' in question 24, did it help your students learn English?

26) The learning material taught in my English classes matches the required learning material in the curriculum.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

27) Please comment on material you use which is not indicated in the curriculum (if applicable).

28) I correct students during speaking tasks.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

29) Students work in groups and correct each other during speaking tasks.

- Never
- very rarely
- Rarely
- Occasionally
- Very frequently
- Always

30) Students correct themselves during speaking tasks.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

31) Please comment on when you use different types of correction (self correction, teacher correction, peer corrections, etc.).

32) I devote part of my class to 'free talk activities' (i.e. time in which students can freely discuss topics that interest them).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

If you answered 'occasionally,' 'very frequently,' or 'always' in question 32, please answer questions 33 and 34.

33) I decide the themes to be discussed during free talk activities.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

34) The students decide the themes to be discussed during free talk activities.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

35) I use a rewards system to encourage students to speak English (eg. token economy, additional free talk time in class, etc.).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

36) Please briefly explain how your rewards system works (if you use one).

40) I use French when teaching my students during English class.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

41) When do you use French (if applicable)?

42) I provide students with strategies on how to deal with communication barriers in English.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

43) I teach my students about pragmatics unique to English (e.g., politeness structures, hand gestures, voice tone, etc.).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

44) I spend time talking about how English is used in a global context with students.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

45) I use rote-memorization (i.e. memorizing content word-for-word) as a teaching technique:

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

Opinions

For the following statements, please select the answer that best represents your level of agreement with the statement.

46) The management team (i.e. principal, vice principal, etc.) at my school values English language learning.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

47) My students are motivated to learn English.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

48) My students speak to each other in English during English class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

49) There are opportunities for my students to practice English in their communities.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree
- Not sure

50) My school provides me with resources to help me teach English (eg., teaching manuals, workshops, props, etc.).

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

51) The English language curriculum gives me guidance on the topics that need to be covered in class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

52) I received an informative orientation to various resources to help me teach English when I started teaching at my current school (e.g. introduction to other language teachers, shown where language resources were located, etc.).

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

53) I enjoy learning new languages.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

54) I think learning English is important.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

55) There is little difference between the most able and the least able students in any given class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

56) The quality of English language education has improved since I first started teaching.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

57) With regards to the previous questions, please comment on how things have improved or not:

58) I think there is a relationship between socioeconomic factors and student achievement in my English classes.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

59) I think there is a relationship between cultural factors and student achievement in my English classes.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

60) To your knowledge, does your school offer indigenous and/or regional language and/or ethnic minority language courses? If so, what are they?

Follow Up

On behalf of the researchers at Université Grenoble Alpes, we thank you for taking the time to fill out this survey as this study would not have been possible without your help!

The second stage of this study involves a follow-up 30 minute interview. This is an important stage of the study as it allows us to examine in more detail some of the answers to your questions above.

Each participant will receive a visa gift card valued at 20 euros or 30 dollars Canadian. If you would be willing to participate in a follow-up interview, please provide us with your email:

Please provide us with your email address if you wish to be entered in the visa gift card draw valued at 50 euros or 70 Canadian dollars for completing this survey.

If you would like to know the results upon completion of the study, please provide your email address.

APPENDIX B: ONLINE TEACHER SURVEY & CONSENT FORM (FRENCH VERSION)

Informations

Nous sollicitons votre aide dans le cadre d'une enquête en répondant aux questions suivantes concernant l'apprentissage de l'anglais. Cette enquête est menée par le laboratoire Lidilem de l'Université Grenoble Alpes afin de mieux comprendre la relation entre la motivation des élèves à apprendre de nouvelles langues et la pédagogie. Ceci n'est pas un test, il n'y a donc pas de « bonnes » ou de « mauvaises » réponses. Ce qui nous intéresse ici, c'est votre expérience personnelle et votre opinion. Afin de garantir le succès de l'enquête, merci de répondre aux questions avec sincérité. Ce questionnaire prendra environ 20 minutes à remplir.

Chaque participant sera inscrit à un tirage au sort pour une carte cadeau Visa d'une valeur de 50 euros ou 70 dollars canadiens.

Pour participer à cette étude, vous devez répondre aux critères suivants:

- 1) Enseigner l'anglais langue seconde ou étrangère dans le système scolaire public.
- 2) Enseigner à des élèves âgés de 11 à 14 ans.

Si vous répondez à ces critères, veuillez lire la suite du formulaire de consentement.

NOTICE D'INFORMATION ET CONSENTEMENT ECLAIRE

Titre du projet : Les effets des stratégies pédagogiques sur la motivation dans l'acquisition d'une langue étrangère. Étude comparée de trois contextes: Canada, France et Finlande

Chercheur titulaire responsable scientifique du projet : Hannah BURROUGHS (Doctorante, UGA)
hannah.burroughs@univ-grenoble-alpes.fr

Lieu(x) de recherche : Le Canada, la France & la Finlande

Finalités du projet de recherche : améliorer les compétences en langues secondes/étrangères chez les adolescents

Ce que l'on attend de vous (méthodologie)

- Vous allez remplir un questionnaire qui consiste en une série d'affirmations. Sur une échelle, vous allez choisir l'option prédéterminée qui correspond à vos sentiments et vos opinions envers l'affirmation.

Vos droits de vous retirer de la recherche en tout temps

- Votre participation à cette recherche est volontaire
- Vous pouvez vous en retirer ou cesser votre participation à tout moment
- Votre décision de participer, de refuser de participer, ou de cesser votre participation n'aura aucun effet sur

vos notes, votre statut, vos relations futures avec l'UGA

Vos droits à la confidentialité et au respect de la vie privée

- On veillera votre identité à l'aide d'un numéro aléatoire (toutefois, si vous décidez de participer à la phase 2 de l'étude, vous devrez nous fournir votre adresse électronique afin de fixer un moment pour un entretien de suivi)
- Aucun autre renseignement ne sera dévoilé qui puisse révéler votre identité
- Toutes les données seront conservées dans un endroit sécurisé et seuls le responsable scientifique et les chercheurs adjoints y auront accès
- Si les données sont reprises a posteriori, les données resteront entièrement anonymes

Bénéfices

Les avantages attendus de cette recherche sont d'améliorer les compétences en langues secondes/étrangères chez les adolescents.

Risques possibles

À notre connaissance, il n'y en a pas.

Diffusion

Cette recherche sera diffusée dans des conférences ou autres manifestations scientifiques (séminaires, congrès) et elle sera publiée dans des actes de colloque (ou de séminaires ou de congrès) et des articles de revues académiques. Toutes les données seront entièrement anonymes.

Vos droits de poser des questions à tout moment

Vous pouvez poser des questions au sujet de la recherche à tout moment en communiquant avec le responsable.

En appuyant sur le bouton « Poursuivre », vous certifiez que vous avez lu et compris les renseignements ci-dessus et donnez votre consentement pour y participer. Vous attestez également que nous vous avons avisé que vous étiez libre d'arrêter cette recherche à tout moment, sans préjudice, simplement en fermant la page internet liée à la recherche (vos données seront alors détruites *OU* les données déjà recueillies seront conservées et vous aurez la possibilité de demander leur destruction en contactant le responsable de la recherche).

Si vous acceptez de participer à l'étude, veuillez cliquer sur "Poursuivre".

Poursuivre

Informations générales

1) Quel âge avez-vous ?

2) Êtes-vous :

- Femme
- Homme
- Transgenre
- Non-binaire
- Ne souhaite pas s'exprimer
- Autre

3) Veuillez sélectionner tous les groupes d'âge auxquels vous enseignez actuellement :

- 11 - 12
- 12 - 13
- 13 - 14

4) Dans quel pays enseignez-vous ?

- Le Canada
- La France
- La Finlande

5) Êtes-vous né.e dans un pays autre que celui dans lequel vous enseignez ?

- Oui
- Non

6) Si vous avez répondu « oui » à la question 5, veuillez indiquer votre pays de naissance.

7) Veuillez indiquer votre langue maternelle.

8) Quelles langues secondes/étrangères avez-vous enseignées dans le passé ?

9) Combien de temps (en années) avez-vous enseigné les langues secondes/étrangères ?

10) Combien de temps (en années) avez-vous enseigné les langues secondes/étrangères dans des écoles publiques ?

11) Veuillez sélectionner toutes les options qui correspondent à votre formation.

Licence

Master

Doctorat

Autres diplômes propres aux métiers de l'enseignement (par exemple, licence d'enseignement, CAPES/Agreg/PGCE/etc.) ?

Autres diplômes propres aux métiers de l'enseignement (par exemple, licence d'enseignement, CAPES/Agreg/PGCE/etc.) ? :

Formation pédagogique

Pour les affirmations ci-dessous, veuillez choisir l'option qui correspond le mieux à votre opinion:

12) En ce qui concerne l'enseignement des langues, vous êtes satisfait.e de la qualité de la formation que vous avez reçue.

- Pas du tout d'accord
- Pas d'accord
- Plutôt pas d'accord
- Plutôt d'accord
- D'accord
- Tout à fait d'accord

13) Vous êtes satisfait.e de la formation pédagogique que vous avez reçue pendant votre stage d'enseignement.

- Pas du tout d'accord
- Pas d'accord
- Plutôt pas d'accord
- Plutôt d'accord
- D'accord
- Tout à fait d'accord

14) Depuis que vous avez commencé à enseigner l'anglais, avez-vous participé à des formations dans le cadre de la formation continue (par exemple, des ateliers, des cours complémentaires proposés par votre institution etc.) ? N'hésitez pas à mentionner le type de formation et sa durée approximative (jours, semaines, mois, années).

Stratégies d'enseignement et pédagogie

Pour les affirmations ci-dessous, veuillez choisir l'option qui représente le mieux à votre opinion :

15) Vous êtes pleinement conscient.e des stratégies d'enseignement que vous êtes tenu.e d'utiliser conformément au curriculum lorsque vous enseignez l'anglais.

- Pas du tout d'accord
- Pas d'accord
- Plûtôt pas d'accord
- Plûtôt d'accord
- D'accord
- Tout à fait d'accord

16) Si vous avez répondu « Plûtôt d'accord », « D'accord » ou « Tout à fait d'accord » à la question 15, veuillez nommer les approches que vous devez utiliser et les décrire en une ou deux phrases :

17) Vous utilisez uniquement les stratégies d'enseignement indiquées dans le curriculum pour enseigner l'anglais.

- Pas du tout d'accord
- Pas d'accord
- Plûtôt pas d'accord
- Plûtôt d'accord
- D'accord
- Tout à fait d'accord

18) Si vous utilisez d'autres stratégies/approches pédagogiques que celles indiquées dans le curriculum, veuillez les préciser ci-dessous :

19) Question relative à toutes les stratégies/approches indiquées dans la question 18 : qu'est-ce qui vous a incité à les intégrer dans votre pratique pédagogique ?

20) En quelques phrases, veuillez décrire la manière dont vous structurez généralement un cours.

21) Vous incorporez dans votre cours des éléments qui ne sont pas directement liés à la langue et/ou à la culture (par exemple, des projets interdisciplinaires, des projets communs avec des enseignants d'autres disciplines, etc.).

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

22) Avez-vous déjà collaboré avec un professeur de français qui enseignait le français langue étrangère/seconde dans une école anglophone (par exemple, correspondance écrite, eTwinning, etc.).

- Oui
- Non

23) Si vous avez répondu « oui » à la question 22, cela a-t-il eu un impact positif ? Si oui, comment ?

24) Avez-vous déjà eu dans votre classe un.e assistant.e pour l'enseignement des langues ou un.e visiteur qui parlait couramment l'anglais?

- Oui
- Non

25) Si vous avez répondu « oui » à la question 24, cela a-t-il aidé vos élèves à apprendre l'anglais ?

26) Le matériel pédagogique utilisé dans vos cours d'anglais provient directement du curriculum.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

27) Si vous utilisez du matériel pédagogique autre que celui indiqué dans le curriculum, veuillez le préciser :

28) Vous corrigez les élèves pendant les tâches d'expression orale.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

29) Les élèves travaillent en groupes et se corrigent mutuellement pendant les tâches d'expression orale.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

30) Les élèves s'auto-corrigent pendant les tâches d'expression orale.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

31) Veuillez indiquer quand vous utilisez les différents types de correction (l'autocorrection, la correction entre pairs, etc.) :

32) Vous consacrez une partie de vos cours à des activités de discussion libre (c'est-à-dire à des moments où les élèves peuvent discuter librement de sujets qui les intéressent).

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

Si vous avez répondu « De temps en temps », « Très souvent » ou « Toujours » à la question 32, veuillez répondre aux questions 33 et 34. Sinon passez à la question 35.

33) Vous décidez des thèmes à aborder lors des activités de discussion libre.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

34) Les élèves décident des thèmes à aborder lors des activités de discussion libre.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

35) Vous utilisez un système de récompenses pour encourager les élèves à parler en anglais (par exemple, motivation par la distribution des jetons, temps de parole libre supplémentaire en classe, etc).

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

36) Veuillez expliquer brièvement comment fonctionne votre système de récompenses (si vous en utilisez un).

40) Vous utilisez le français pour enseigner vos cours d'anglais.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

41) Quand utilisez-vous le français (s'il y a lieu) ?**42) Vous fournissez aux élèves des stratégies à suivre pour gérer les obstacles à la communication en anglais.**

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

43) Vous enseignez les usages sociaux propre à l'anglais à vos étudiants (par exemple, les structures de politesse, les gestes des mains, tonalité de la voix, etc.).

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

44) Vous consacrez du temps pendant vos cours à parler de l'utilité de l'anglais dans un contexte global.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

45) Vous utilisez la mémorisation par cœur (c'est-à-dire la mémorisation du contenu mot pour mot) comme technique d'enseignement.

- Jamais
- Très rarement
- Rarement
- De temps en temps
- Très souvent
- Toujours

Votre opinion

Pour les affirmations suivantes, veuillez sélectionner la réponse qui représente le mieux votre niveau d'accord avec l'affirmation.

46) L'équipe pédagogique (le.la directeur.rice, le.la directeur.rice adjoint.e, etc.) de mon école valorise les cours d'anglais.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

47) Vos élèves sont motivés pour apprendre l'anglais.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

48) Vos élèves se parlent entre eux en anglais pendant le cours d'anglais.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

49) Vos élèves ont l'occasion de pratiquer l'anglais dans leur entourage.

- Tout à fait d'accord
- D'accord
- Plûtot d'accord
- Plûtot pas d'accord
- Pas d'accord
- Pas du tout d'accord
- Je ne sais pas

50) Vous avez suffisamment de ressources pour vous aider à enseigner les cours d'anglais (par exemple, manuels d'enseignement, ateliers, structures, etc.).

- Tout à fait d'accord
- D'accord
- Plûtot d'accord
- Plûtot pas d'accord
- Pas d'accord
- Pas du tout d'accord

51) Le curriculum de langues vous fournit des conseils sur les sujets qui doivent être abordés en classe.

- Tout à fait d'accord
- D'accord
- Plûtot d'accord
- Plûtot pas d'accord
- Pas d'accord
- Pas du tout d'accord

52) Vous avez reçu une introduction bénéfique sur la section linguistique lorsque vous avez commencé à enseigner dans votre école actuelle (introduction aux autres professeurs de langues, localisation des ressources linguistiques de votre école, etc.).

- Tout à fait d'accord
- D'accord
- Plûtot d'accord
- Plûtot pas d'accord
- Pas d'accord
- Pas du tout d'accord

53) Vous aimez apprendre de nouvelles langues.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

54) Vous pensez que l'apprentissage de l'anglais est important.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

55) Quelle que soit la classe, il y a peu de différence entre les élèves les plus doués et les moins doués.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

56) La qualité de l'enseignement de l'anglais s'est améliorée depuis que vous avez commencé à enseigner.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

57) En rapport avec la question 56, veuillez préciser en quoi les choses se sont améliorées, ou ne se sont pas améliorées.

58) Vous pensez qu'il existe une relation entre les facteurs socio-économiques et les résultats des élèves dans vos cours d'anglais.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

59) Vous pensez qu'il existe une relation entre les facteurs culturels et les résultats des élèves dans vos cours d'anglais.

- Tout à fait d'accord
- D'accord
- Plûtôt d'accord
- Plûtôt pas d'accord
- Pas d'accord
- Pas du tout d'accord

60) A votre connaissance, votre établissement propose-t-il des cours de langues régionales et/ou de langues de minorités ethniques ? Si oui, lesquels ?

Conclusion

Au nom des chercheurs de l'Université Grenoble Alpes, nous vous remercions d'avoir pris le temps de répondre à ce sondage car il n'aurait pas été possible de réaliser cette étude sans votre aide !

La deuxième étape de cette étude est un entretien de suivi de 30 minutes. Il s'agit d'une étape importante de l'étude car elle nous permet d'examiner plus en détail certaines de vos réponses à nos questions ci-dessus.

Chaque participant recevra une carte cadeau Visa d'une valeur de 20 euros ou 30 dollars canadiens.

Si vous acceptez de participer à un entretien de suivi, veuillez inscrire votre adresse email ci-dessous :

Veuillez nous communiquer votre adresse électronique si vous souhaitez participer au tirage au sort d'une carte cadeau Visa d'une valeur de 50 euros ou 70 dollars canadiens pour avoir répondu à cette enquête.

À la fin de l'étude, si vous souhaitez connaître les résultats, veuillez inscrire votre adresse email ci-dessous :

APPENDIX C: ONLINE TEACHER SURVEY & CONSENT FORM (FINNISH VERSION)

About the Study

We would like to ask you to help us by answering the following 20 minute survey about English language learning. This survey is conducted by Lidilem of Université Grenoble Alpes in France to better understand the relationship between students' motivation to learn new languages and pedagogy. This is not a test, so there are no 'right' or 'wrong' answers. We are interested in your personal experience and opinions. Please give your answers sincerely, as only this will guarantee the success of the investigation.

Each participant will be entered in a draw for a visa gift card valued at 50 euros or 70 Canadian dollars. Each country will have it's own draw

To participate in this study, you must meet the following criteria:

- 1) Teach English as a second or foreign language in the school system
- 2) Teach students between the ages of 11 and 14

If you meet this criteria, please read on to the consent form.

INFORMATION NOTICE AND INFORMED CONSENT

Project title: The effects of pedagogical strategies on motivation in foreign language acquisition. A comparative study of three contexts: Canada, France and Finland

Researcher in charge of the project: Hannah BURROUGHS (PhD student, l'Université Grenoble Alpes)
hannah.burroughs@univ-grenoble-alpes.fr

Research location(s): France, Canada, & Finland

Objective: to improve second/foreign language skills among adolescents

What is expected of you (methodology)

You will fill out a questionnaire that consists of a series of statements. On a scale, you will select the predetermined option that represents your feelings and opinions about the statement.

Your right to withdraw from the research at any time

- Your participation in this research is voluntary
- You can withdraw or stop participating at any time
- Decision to participate, refuse to participate, or cease participation will have no effect on your grades, status, or future relationships with UGA

Your rights to confidentiality and privacy

- Your identity will be represented with a random number. However, should you decide to participate in phase 2 of this study, you will need to provide us with your email in order to schedule a time for a follow-up interview
- No other information will be revealed that would expose your identity
- All data will be kept in a secure location and only the researcher will have access to it
- If the data is retrospectively collected, the data will remain completely anonymous

Benefits

The expected benefits of this research are to improve second/foreign language skills among adolescents.

Potential Risks

To our knowledge, there are no risks.

Dissemination

This research will be disseminated at conferences and published in conference proceedings and academic journal articles. All data will be completely anonymous. You may ask questions about the research at any time by contacting the researcher.

By pressing the "Continue" button, you certify that you have read and understood the above information and give your consent to participate. You also certify that we have advised you that you are free to stop this research at any time, without prejudice, simply by closing the web page (your data will then be destroyed OR the data already collected will be retained and you will have the option of requesting its destruction by contacting the researcher).

If you consent to participate in the study, please click 'continue'

Continue

Demographic Information

1) What is your age?

2) Are you:

- Female
- Male
- Transgender
- Non-binary
- Do not wish to say
- Other

3) Please select all of the following age groups that you currently teach:

- 11 - 12
- 12 - 13
- 13 - 14

4) In which country do you teach?

- Canada
- France
- Finland

5) Were you born in a country other than the country in which you teach?

- Yes
- No

6) If you answered 'yes' in question 5, please name the country where you are from.

7) Please indicate your first language (i.e. mother tongue)

8) Please list all of the second/foreign language(s) that you teach or have taught in the past.

9) Please indicate the total number of years you have been teaching languages for.

10) Please indicate the total number of years you have been teaching second/foreign languages in schools.

11) Please select ALL of the options below that represent your educational background

- Bachelor's degree
- Master's degree
- PhD
- Other teacher qualifications (eg., additional teaching certifications, etc.)

Other teacher qualifications (eg., additional teaching certifications, etc.):

Teacher Training

For the statements below, please choose the option that best represents your thoughts with regards to your teaching practice.

12) With regards to teaching language, I am satisfied with the quality of education I received.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

13. I am satisfied with the pedagogical training I received during my teaching practicum.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

14) Since starting to teach English, have you participated in on-the-job training (eg., workshops, supplementary courses offered through your education department, etc.)? Feel free to mention the type of training and the approximate duration (i.e. days, weeks, months, years).

Teaching Strategies & Pedagogy

15) I am fully aware of the recommended teaching strategies (as per the pedagogical instructions received during university, my school, local curriculum, etc.) when teaching English.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

16) If you answered 'agree,' 'agree strongly,' or 'agree very strongly,' in question 15, please name the recommended approach(s) you use and define it in one or two sentences:

17) I only use the recommended teaching strategies when teaching English.

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

18) Please list any additional strategies/approaches you use in your teaching practice that are not specifically recommended by your school/local curriculum/pedagogical training (if applicable).

19) For any strategies/approaches indicated in question 18, what influenced you to incorporate these strategies into your teaching practice?

20) In a few sentences, please describe how you generally structure a class or the approaches you use (e.g. PPP model, classroom flipping, etc.).

21) I incorporate material that is not directly related to language and/or culture in my class when teaching (eg. interdisciplinary projects, joint projects with teachers from other disciplines, etc.)

- Disagree very strongly
- Disagree strongly
- Disagree
- Agree
- Agree strongly
- Agree very strongly

22) Have you ever collaborated with a language teacher from another country (e.g., penpals, eTwinning, or to simply exchange resources)?

- Yes
- No

23) If you answer 'yes,' in question 22, did it have a positive impact? If so, how?

24) Have you ever had an English language teaching assistant or visitor in your classroom who was fluent in English?

- Yes
- No

25) If you answered 'yes' in question 24, did it help your students learn English?

26) The learning material taught in my English classes matches the recommended learning material in the local curriculum and/or the FNAE (Finnish National Agency for Education) website.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

27) Please comment on material you use which is not indicated in the local curriculum and/or FNAE website (if applicable).

28) I correct students during speaking tasks.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

29) Students work in groups and correct each other during speaking tasks.

- Never
- very rarely
- Rarely
- Occasionally
- Very frequently
- Always

30) Students correct themselves during speaking tasks.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

31) Please comment on when you use different types of correction (self correction, teacher correction, peer corrections, etc.).

32) I devote part of my class to 'free talk activities' (i.e. time in which students can freely discuss topics that interest them).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

If you answered 'occasionally,' 'very frequently,' or 'always' in question 32, please answer questions 33 and 34.

33) I decide the themes to be discussed during free talk activities.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

34) The students decide the themes to be discussed during free talk activities.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

35) I use a rewards system to encourage students to speak English (eg. token economy, additional free talk time in class, etc.).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

36) Please briefly explain how your rewards system works (if you use one).

40) I use my students' first language when teaching.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

41) When do you use students' first language (if applicable)?

42) I provide students with strategies on how to deal with communication barriers in English.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

43) I teach my students about pragmatics unique to English (e.g., politeness structures, hand gestures, voice tone, etc.).

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

44) I spend time talking about how English is used in a global context with students.

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

45) I use rote-memorization (i.e. memorizing content word-for-word) as a teaching technique:

- Never
- Very rarely
- Rarely
- Occasionally
- Very frequently
- Always

Opinions

For the following statements, please select the answer that best represents your level of agreement with the statement.

46) The management team (i.e. principal, vice principal, etc.) at my school values English language learning.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

47) My students are motivated to learn English.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

48) My students speak to each other in English during English class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

49) There are opportunities for my students to practice English in their communities.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree
- Not sure

50) My school provides me with resources to help me teach English (eg., teaching manuals, workshops, props, etc.).

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

51) The local language curriculum gives me guidance on the topics that need to be covered in class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

52) I received an informative orientation to various resources to help me teach English when I started teaching at my current school (e.g. introduction to other language teachers, shown where language resources were located, etc.).

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

53) I enjoy learning new languages.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

54) I think learning English is important.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

55) There is little difference between the most able and the least able students in any given class.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

56) The quality of English language education has improved since I first started teaching.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

57) With regards to the previous questions, please comment on how things have improved or not:

58) I think there is a relationship between socioeconomic factors and student achievement in my English classes.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

59) I think there is a relationship between cultural factors and student achievement in my English classes.

- Completely agree
- Mostly agree
- Slightly agree
- Slightly disagree
- Mostly disagree
- Completely disagree

60) To your knowledge, does your school offer indigenous and/or regional language and/or ethnic minority language courses? If so, what are they?

Follow Up

On behalf of the researchers at Université Grenoble Alpes, we thank you for taking the time to fill out this survey as this study would not have been possible without your help!

The second stage of this study involves a follow-up 30 minute interview. This is an important stage of the study as it allows us to examine in more detail some of the answers to your questions above.

Each participant will receive a visa gift card valued at 20 euros or 30 dollars Canadian. If you would be willing to participate in a follow-up interview, please provide us with your email:

Please provide us with your email address if you wish to be entered in the visa gift card draw valued at 50 euros or 70 Canadian dollars for completing this survey.

If you would like to know the results upon completion of the study, please provide your email address.

APPENDIX D: TEACHER INTERVIEW CONSENT FORM (ENGLISH VERSION)



Subject : **Consent for audio recording and exploitation of recorded data.**

Presentation of the Investigation

The current study, *The effects of pedagogical strategies on motivation in foreign language acquisition. A comparative study of three contexts: Canada, France and Finland* is led by **Hannah Burroughs** (Ph.D. student), **Laura Abou Haidar** (Ph.D.) and **Daniel Frost** (Ph.D.), researchers at LIDILEM of l'University Grenoble-Alpes.

The purpose of this research is to understand what instructional strategies influence motivation, and conversely, how motivation influences these same strategies, when learning English among adolescents.

This research is only possible with the consent of the persons who agree to be recorded. We therefore ask for your consent to record the interview (audio only) and to use them and their transcription for research and training purposes.

Authorization

I, _____, authorize Hannah Burroughs to take an audio recording of the interview and use my personal data in its transcribed and **pseudonymized** form as well as in its recorded form for dissemination in the research community (i.e. dissertation/theses, scientific articles, presentations at conferences, etc.).

Please take note that for all of the following uses the recorded data will be pseudonymized. This means that each participant will be given a **pseudonym** and all information that could possibly identify the participants or their location will be deleted from the transcription. Audio tapes may also be played at conferences or in courses (usually in the form of very short excerpts not exceeding one minute) and will be "beeped" at the mention of an identifiable name, address or telephone number (which will therefore be replaced by a "noise" that will erase them).

Please indicate on the line below if there are any additional aspects you wish to be respected:

I have read and agree to all of the terms above and given my consent to participate in this study:

Date: _____

Signature: _____

In accordance with article 105 of the law "Informatique et Libertés", you can exercise your right of access to your personal data. Moreover, in accordance with article 106 of the law "Informatiques et Libertés", you can have this data rectified or deleted, or ask for the limitation of the processing of this data.

Should you have any further questions about this study, please contact Hannah Burroughs at hannah.burroughs@univ-grenoble-alpes.fr.

APPENDIX E: TEACHER INTERVIEW CONSENT FORM (FRENCH VERSION)



Objet : **Consentement pour l'enregistrement audio et l'exploitation des données enregistrées.**

Présentation de l'enquête

Le projet de recherche et de formation est intitulé : « Les effets des stratégies pédagogiques sur la motivation dans l'acquisition d'une langue étrangère. Étude comparée de trois contextes : Canada, France et Finlande ». Il est porté par **Hannah Burroughs** (doctorante), **Laura Abou Haidar** (encadrante) et **Daniel Frost** (encadrant), chercheurs au LIDILEM de l'Université Grenoble-Alpes.

L'objectif de cette recherche est de comprendre quelles sont les stratégies pédagogiques qui influencent la motivation et réciproquement, comment la motivation influe sur ces mêmes stratégies, dans l'apprentissage de l'anglais par les adolescents.

Ces recherches ne sont possibles que grâce au consentement des personnes qui acceptent d'être enregistrées (audio seulement). Nous vous demandons par conséquent votre consentement pour procéder aux enregistrements et pour les utiliser ainsi que leur transcription dans le cadre de cette étude.

Autorisation

Je soussigné(e) _____, autorise Hannah Burroughs à enregistrer l'audio de l'entretien et à utiliser mes données personnelles sous leur forme transcrite et **anonymisée**, ainsi que sous leur forme enregistrée, à des fins de diffusion dans le milieu de la recherche (i.e. thèses, articles scientifiques, présentations lors de conférences, etc.)

Veillez noter que pour toutes ces utilisations les données ainsi enregistrées seront **anonymisées avec un pseudo**, ceci signifie que les transcriptions de ces données utiliseront des pseudonymes et remplaceront toute information pouvant entraîner l'identification des participants. Par ailleurs, les bandes audio qui seront présentées à des conférences ou des cours (généralement sous forme de très courts extraits ne dépassant pas la minute) seront « bipées » lors de la mention d'un nom, d'une adresse ou d'un numéro de téléphone identifiables (ces informations potentielles seront donc remplacées par un « bruit » qui les effacera)

Veillez indiquer sur la ligne ci-dessous s'il y a des aspects supplémentaires que vous souhaitez voir respectés :

Date : _____

Signature : _____

Conformément à l'article 105 de la [loi « informatique et libertés »](#), vous pouvez exercer votre droit d'accès aux données personnelles vous concernant. De plus, eu égard à l'article 106 de la Loi « Informatiques et Libertés », il vous est possible de faire rectifier ou effacer ces données, ou encore de demander la limitation du traitement de ces données.

Si vous avez d'autres questions sur cette étude, veuillez contacter Hannah Burroughs à l'adresse hannah.burroughs@univ-grenoble-alpes.fr.

APPENDIX F: TEACHER INTERVIEW CONSENT FORM (FINNISH VERSION)



Aihe: **Suostumus äänitallennukseen ja tallennettujen tietojen hyödyntämiseen.**

Tutkimuksen esittely

Tutkimuksen ”Pedagogisten strategioiden vaikutukset motivaatioon vieraiden kielten oppimisessa. Vertaileva tutkimus kolmesta kontekstista” toteuttavat **Hannah Burroughs** (tohtoriopiskelija), **Laura Abou Haidar** (tohtori) ja **Daniel Frost** (tohtori), jotka ovat tutkijoita Grenoble-Alpesin yliopiston LIDILEM:ssä.

Tämän tutkimuksen tarkoituksena on ymmärtää, mitkä opetusstrategiat vaikuttavat motivaatioon ja päinvastoin, miten motivaatio vaikuttaa näihin samoihin strategioihin, kun nuoret oppivat toista tai vierasta kieltä.

Tämä tutkimus on mahdollista vain niiden henkilöiden avulla, jotka suostuvat nauhoitettavaksi. Pyydämme siis suostumustanne haastattelun nauhoittamiseen (vain ääni) ja niiden ja niiden transkriptioiden käyttämiseen tutkimus- ja koulutustarkoituksiin.

Valtuutus

Minä, _____, valtuutan Hannah Burroughsin nauhoittamaan haastattelun ja käyttämään henkilötietojani puhtaaksikirjoitetussa ja pseudonymisoidussa muodossa sekä nauhoitetussa muodossaan tutkimusyhteisössä tapahtuvaan esittämiseen (esim. väitöskirjat/opinnäytetyöt, tieteelliset artikkelit, esitykset konferensseissa jne.).

Huomaa, että kaikissa seuraavissa käyttötarkoituksissa tallennetut tiedot pseudonymisoidaan. Tämä tarkoittaa, että jokaiselle osallistujalle annetaan pseudonyymi ja kaikki tiedot, joista osallistujat tai heidän sijaintinsa voitaisiin mahdollisesti tunnistaa, poistetaan transkriptiosta. Ääninauhoja voidaan myös toistaa konferensseissa tai kursseilla (yleensä hyvin lyhyinä, enintään minuutin mittaisina otoksina), ja niistä "piipataan" tunnistettavat nimet, osoitteet tai puhelinnumerot, jos sellaisia on mainittu (jolloin piippaus peittää ne).

Ilmoittakaa alla olevalla rivillä, jos haluatte, että muita näkökohtia otetaan huomioon:

Olen lukenut ja hyväksynyt kaikki edellä mainitut ehdot ja antanut suostumukseni osallistua tähän tutkimukseen:

Päivämäärä: _____

Allekirjoitus: _____

Voit käyttää henkilötietojesi käyttöoikeutta lain "Informatique et Libertés" 105 artiklan mukaisesti. Lisäksi lain "Informatiques et Libertés" 106 artiklan mukaisesti voit pyytää näiden tietojen oikaisemista tai poistamista tai pyytää näiden tietojen käsittelyn rajoittamista.

Jos sinulla on lisäkysymyksiä tästä tutkimuksesta, ota yhteyttä Hannah Burroughsiin osoitteella hannah.burroughs@univ-grenoble-alpes.fr.

APPENDIX G: TEACHER INTERVIEW QUESTIONS (ENGLISH VERSION)**Interview Questions for Teachers****General Information:**

- 1) How did you come to teach English as a second/foreign language to 11 to 14 year-olds?

Teacher Training

- 2) How has your educational training prepared you to teach English as a second/foreign language?
Prompt: do you think your educational training helps you teach English? Why or why not?
- 3) What kind of opportunities does your school provide you with to improve your ESL/EFL teaching practice?
 - a. If none, what kinds of opportunities would you like to have offered to you?

Teacher Strategies & Pedagogy

- 4) Are there required teaching methods when teaching ESL/EFL?
 - a. If so, please comment on how students react to these methods
 - b. If not, please comment on how students react to the teaching methods you use
- 5) Please comment on which types of strategies tend to be the most useful for students and do they differ from class to class?
- 6) Please describe how you decide which teaching resources to use (i.e. texts, videos, news articles, objects, etc.).
- 7) Please describe the role of students' first language when learning English
 - a. Prompt: do you compare English to students' first language? Why or why not?

Opinions

- 8) In your opinion, how comfortable are your students when speaking in English?
- 9) Describe the degree of value English language learning holds at your school.

APPENDIX H: TEACHER INTERVIEW QUESTIONS (FRENCH VERSION)

Questions d'entretien pour les enseignants

Informations générales :

- 1) Comment en êtes-vous venu à enseigner l'anglais comme deuxième langue/ langue étrangère à des jeunes de 11 à 14 ans ?

Formation pédagogiques

- 2) Comment votre formation scolaire vous a-t-elle préparé à enseigner l'anglais en tant que deuxième langue/ langue étrangère ?
 - a) Invite : pensez-vous que votre formation scolaire vous aide à enseigner l'anglais ? Pourquoi ou pourquoi pas ?
- 3) Quel type d'occasion votre école vous offre-t-elle pour améliorer votre pratique de l'enseignement de l'anglais langue seconde/étrangère ?
 - a) S'il n'y en a pas, quels types d'opportunités aimeriez-vous qu'on vous offre ?

Stratégies d'enseignement et pédagogie

- 4) Existe-t-il des méthodes d'enseignement obligatoires pour l'enseignement de l'ESL/EFL ?
 - a) Si oui, commentez comment les étudiants réagissent à ces méthodes.
 - b) Si non, commentez comment les étudiants réagissent aux méthodes d'enseignement que vous utilisez.
- 5) Quels types de stratégies sont les plus utiles aux étudiants et est-ce qu'elles diffèrent d'une classe à l'autre ?
- 6) Décrivez comment vous choisissez les ressources pédagogiques à utiliser (textes, vidéos, articles de presse, objets, etc.).
- 7) Décrire le rôle de la première langue des élèves dans l'apprentissage de l'anglais.
 - a) Invite : Comparez-vous l'anglais à la première langue des élèves ? Pourquoi ou pourquoi pas ?

Vos Opinions

- 8) A votre avis, dans quelle mesure vos élèves sont-ils à l'aise lorsqu'ils parlent en anglais ?

9) Décrivez le degré de valeur de l'apprentissage de l'anglais dans votre école.

APPENDIX I: STUDENT SURVEY PARENT/GUARDIAN CONSENT FORM (FRENCH VERSION)



NOTICE D'INFORMATION ET CONSENTEMENT ECLAIRE

Titre du projet : Les effets des stratégies pédagogiques sur la motivation dans l'acquisition d'une langue étrangère. Étude comparée de trois contextes : Canada, France et Finlande

Chercheur titulaire responsable scientifique du projet : Hannah BURROUGHS (Doctorante, UGA)
hannah.burroughs@univ-grenoble-alpes.fr

Lieu(x) de recherche : Le Canada, la France & la Finlande

But du projet de recherche : améliorer les compétences en langues secondes/étrangères chez les adolescents

Ce que l'on attend de votre enfant (méthodologie)

Votre enfant va remplir un questionnaire qui consiste en une série d'affirmations. Sur une échelle, votre enfant va choisir l'option prédéterminée qui représente ses sentiments et ses opinions envers l'affirmation.

Vos droits de retirer votre enfant de la recherche à tout moment

- La participation de votre enfant à cette recherche est volontaire donc vous pouvez en retirer votre enfant ou cesser sa participation à tout moment
- La décision de votre enfant de participer, de refuser de participer, ou de cesser sa participation n'aura aucun effet sur ses notes, son statut, ses relations futures avec l'Université Grenoble Alpes

Les droits de votre enfant à la confidentialité et au respect de la vie privée

- On masquera l'identité de votre enfant à l'aide d'un numéro aléatoire
- Aucun autre renseignement ne sera dévoilé qui puisse révéler son identité
- Toutes les données seront conservées dans un endroit sécurisé et seuls le responsable scientifique et les chercheurs adjoints y auront accès
- Si les données sont reprises a posteriori, les données resteront entièrement anonymes

Bénéfices

Les avantages attendus de cette recherche sont d'améliorer les compétences en langues secondes/étrangères parmi les adolescents.

Risques possibles

À notre connaissance, il n'y en a pas.

Diffusion

Cette recherche sera diffusée dans des colloques et elle sera publiée dans des actes de colloque et des articles de revue académique. Toutes les données seront entièrement anonymes.

Vos droits de poser des questions en tout temps

Vous pouvez poser des questions au sujet de la recherche à tout moment en communiquant avec le responsable.

J'ai lu et compris les informations ci-dessus et je donne mon accord pour que les données de mon enfant soient utilisées dans cette étude **anonyme**.

Nom de mon enfant : _____

Date : _____

Signature : _____

APPENDIX J: STUDENT SURVEY PARENT/GUARDIAN CONSENT FORM (FINNISH VERSION)



TIETOSUOJAILMOITUS JA TUTKIMUSLUPA

Hankkeen nimi: Pedagogisten strategioiden vaikutus motivaatioon vieraiden kielten oppimisessa. Vertaileva tutkimus kolmesta kontekstista: Kanada, Ranska ja Suomi

Hankkeesta vastaava tutkija: Hannah BURROUGHS (tohtorikoulutettava, Grenoble Alpesin yliopisto) hannah.burroughs@univ-grenoble-alpes.fr

Tutkimuspaikat: Kanada, Ranska ja Suomi

Tavoite: parantaa nuorten toisen/vieraan kielen taitoa.

Mitä sinulta odotetaan (menetelmät)

Täytät kyselylomakkeen, joka koostuu useista väittämistä. Valitset asteikolla ennalta määritellyn vaihtoehdon, joka edustaa tunteitasi ja mielipiteitäsä väitteestä.

Oikeutesi vetäytyä tutkimuksesta milloin tahansa

- Osallistumisesi tähän tutkimukseen on vapaaehtoista, joten voit peruuttaa tai lopettaa osallistumisen milloin tahansa.
- Päätös osallistua, kieltäytyä osallistumasta tai lopettaa osallistuminen ei vaikuta arvosanoihisi, asemaasi tai tuleviin suhteisiisi yliopistoon.

Oikeutesi luottamuksellisuuteen ja yksityisyyteen

- Henkilöllisyytesi esitetään satunnaisnumerolla
- Muita tietoja, jotka paljastaisivat henkilöllisyytesi, ei paljasteta.
- Kaikki tiedot säilytetään turvallisessa paikassa, ja vain tutkijalla on pääsy niihin.
- Jos tiedot kerätään takautuvasti, ne pysyvät täysin nimettöminä.

Edut

Tutkimuksen odotetut hyödyt ovat nuorten toisen/vieraan kielen taitojen parantaminen.

Mahdolliset riskit

Tietojemme mukaan riskejä ei ole.

Tulosten esittäminen

Tutkimusta esitellään konferensseissa, ja tuloksia julkaistaan konferenssijulkaisuissa ja akateemisten lehtien artikkeleissa. Kaikki tiedot ovat täysin nimettömiä. Voit kysyä tutkimukseen liittyviä kysymyksiä milloin tahansa ottamalla yhteyttä tutkijaan.

Jos hyväksyt yllä olevat ehdot, allekirjoita seuraava sivu:

Olen lukenut ja ymmärtänyt edellä mainitut tiedot ja annan suostumukseni siihen, että lapseni tietoja käytetään tässä anonyymissä tutkimuksessa.

Päivämäärä: _____

Allekirjoitus: _____

APPENDIX K : AMTB QUESTIONNAIRE (FRENCH VERSION)**Sondage pour les collégiens**

L'Université Grenoble Alpes a besoin de votre aide ! Nous essayons de comprendre ce que des élèves comme vous pensent de l'apprentissage de l'anglais. Toutes vos réponses resteront confidentielles. Les chercheurs de l'Université Grenoble Alpes seront les seuls à en prendre connaissance. Il n'y a pas de « bonnes » ou de « mauvaises » réponses. Ce qui nous intéresse, c'est de savoir ce que vous pensez de l'apprentissage de l'anglais.

Merci de votre aide !

Informations générales

- 1) Êtes-vous :
 - A. Un garçon
 - B. Une fille
 - C. Autre

- 2) Quelle est votre langue maternelle ? _____

- 3) Connaissez-vous d'autres langues ? Si oui, laquelle ou lesquelles ? _____

La motivation pour apprendre l'anglais :

Lisez les affirmations ci-dessous. Réfléchissez à ce que vous ressentez vis-à-vis de chaque affirmation et encerclez le choix qui, selon vous, correspond le mieux à vos sentiments. Il n'y a pas de bonnes ou de mauvaises réponses. Il s'agit de vos pensées et de vos sentiments à l'égard de l'apprentissage de l'anglais.

Voici un exemple :

Je préfère faire du sport que jouer aux jeux vidéo.

Pas du tout d'accord Pas d'accord D'accord Tout à fait
d'accord

Si vous préférez vraiment le sport aux jeux vidéo, vous choisirez « tout à fait d'accord ». Si vous préférez largement les jeux vidéo au sport, vous opterez pour « pas du tout d'accord ». Si vous préférez le sport mais que vous aimez aussi jouer aux jeux vidéo, vous choisirez « d'accord ». Si vous préférez les jeux vidéo mais que vous faites parfois du sport, vous choisirez peut-être « pas d'accord ».

Veillez choisir une seule réponse pour chaque affirmation.

La motivation pour apprendre l'anglais

4) J'aimerais vraiment apprendre l'anglais

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

5) Mes parents me disent que le cours d'anglais est important.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

6) Si je ne comprends pas immédiatement les tâches en anglais, j'abandonne et je ne les fais pas.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

7) Je me sens nerveux.se lorsque je dois m'exprimer en anglais en classe.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

8) J'aime mes professeurs d'anglais.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

9) J'aime apprendre l'anglais.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

10) Je pense que les anglophones sont gentils.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

11) Je pense qu'il est important d'apprendre l'anglais pour pouvoir comprendre la culture des gens.

Pas du tout d'accord d'accord	Pas d'accord	D'accord	Tout à fait
-------------------------------	--------------	----------	-------------

12) Je m'en fiche d'apprendre l'anglais.

Pas du tout d'accord Pas d'accord D'accord Tout à fait
d'accord

13) J'aime vraiment les activités que nous faisons dans mes cours d'anglais.

Pas du tout d'accord Pas d'accord D'accord Tout à fait
d'accord

14) Je ne me sentirais pas à l'aise de parler en anglais en dehors de ma classe.

Pas du tout d'accord Pas d'accord D'accord Tout à fait
d'accord

15) Je pense que la connaissance de l'anglais m'aidera à trouver un emploi à la fin de mes études.

Pas du tout d'accord Pas d'accord D'accord Tout à fait
d'accord

16) Qu'est-ce que vous aimez le plus de votre cours d'anglais ? Qu'est-ce que vous aimez le moins ?

L'Université Grenoble Alpes vous remercie d'avoir répondu à ce sondage !

APPENDIX L : AMTB QUESTIONNAIRE (FINNISH VERSION)**Oppilaskysely alakoululaisille**

Grenoble Alpesin yliopisto Ranskassa tarvitsee apuasi! Yritämme ymmärtää, mitä sinunlaisesi oppilaat ajattelevat englannin oppimisesta. Kaikki vastauksesi pysyvät luottamuksellisina. Vain Grenoble Alpesin yliopiston tutkijat näkevät vastauksesi. Ei ole olemassa "oikeita" tai "väriä" vastauksia. Olemme kiinnostuneita tietämään, mitä mieltä olet englannin oppimisesta.

Kiitos avustasi!

Taustatiedot

- 1) Oletko sinä:
 1. Poika
 2. Tyttö
 3. muu

 - 2) Mikä on äidinkielesi? _____

 - 3) Osaatko muita kieliä? Jos osaat, niin mitä?
-

Motivaatio oppia englantia

Lue alla olevat väittämät. Mieti, mitä mieltä olet kustakin väittämästä, ja ympyröi se vaihtoehto, joka mielestäsi kuvastaa parhaiten tunteitasi. Ei ole olemassa oikeita tai vääriä vastauksia. Nämä ovat ajatuksiasi ja tunteitasi englannin oppimisesta.

Tässä on esimerkki:

Urheilen mieluummin kuin pelaan videopelejä.

Täysin eri mieltä

Eri mieltä

Samaa mieltä

Täysin samaa mieltä

Jos pidät urheilusta selvästi enemmän kuin videopeleistä, valitset 'täysin samaa mieltä'. Jos pidät videopeleistä selvästi enemmän kuin urheilusta, valitset 'täysin eri mieltä'. Jos pidät urheilusta enemmän, mutta pidät myös videopelien pelaamisesta, valitset 'samaa mieltä'. Jos pidät videopeleistä enemmän, mutta pidät myös urheilusta, valitset 'eri mieltä'.

Valitse vain yksi vastaus kustakin väittämästä.

4) Haluaisin todella oppia englantia

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

5) Vanhempani sanovat, että englannin kurssi on tärkeä

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

6) Jos en heti ymmärrä englannin tehtäviä, luovutan ja jätän ne tekemättä.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

7) Minua jännittää, kun minun on puhuttava tunnilla englantia.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

8) Pidän englannin opettajistani.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

9) Haluan oppia englantia.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

10) Minusta englantia puhuvat ihmiset ovat mukavia.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

11) Mielestäni on tärkeää oppia englantia, jotta voi ymmärtää muiden ihmisten kulttuuria.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

12) Minulle on ihan sama opinko englantia.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

13) Pidän todella paljon englannin tunneilla järjestettävistä aktiviteeteista.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

14) En tuntisi oloani mukavaksi puhua englantia luokkani ulkopuolella.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

15) Uskon, että englannin kielen taito auttaa minua löytämään töitä opintojeni päätyttyä.

Täysin eri mieltä
Eri mieltä
Samaa mieltä
Täysin samaa mieltä

16) Mistä pidät eniten englannin tunneilla? Mistä pidät vähiten?

Université Grenoble Alpes kiittää sinua kyselyyn osallistumisesta!

APPENDIX M: CRONBACH'S ALPHA PER QUESTIONNAIRE ITEM

Table 7

Cronbach's Alpha Measure of Reliability by Questionnaire Item

	Scale mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q4	23.46	21.634	.640	.535	.739
Q5	23.44	24.632	.186	.100	.782
Q6	23.43	22.987	.408	.190	.762
Q7	24.22	23.640	.197	.202	.790
Q8	23.61	21.705	.456	.330	.757
Q9	23.53	20.784	.695	.590	.730
Q10	23.47	24.529	.257	.109	.775
Q11	23.40	23.007	.453	.254	.758
Q12	23.44	21.582	.580	.377	.743
Q13	23.86	22.558	.459	.314	.757
Q14	23.93	22.449	.343	.265	.771
Q15	23.52	22.725	.404	.230	.762

APPENDIX N: BONFERONNI'S MULTIPLE COMPARISONS TEST

Table 8

Bonferroni's Multiple Comparisons Test Comparing Motivation Means Between

Teachers

Motivation Average		Bonferroni					95% Confidence Interval	
(I) Teacher	(J) Teacher	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound		
FI1	FI2	.04134	.12419	1.000	-.3855	.4682		
	FI3	-.04982	.12602	1.000	-.4830	.3833		
	FI4	.05827	.12015	1.000	-.3547	.4713		
	FI5	-.17778	.14631	1.000	-.6807	.3251		
	FR6	.41389	.12313	.066	-.0094	.8371		
	FR7	.04389	.11796	1.000	-.3616	.4493		
	FR8	.13232	.12477	1.000	-.2965	.5612		
	FR9	.08945	.11183	1.000	-.2949	.4738		
	FR10	.41608*	.11320	.021	.0270	.8052		
	NB11	.12222	.13545	1.000	-.3434	.5878		
	NB12	.08056	.14008	1.000	-.4009	.5620		
	NB13	.22639	.15518	1.000	-.3070	.7598		
	FI2	FI1	-.04134	.12419	1.000	-.4682	.3855	
FI3		-.09116	.09950	1.000	-.4332	.2508		
FI4		.01693	.09195	1.000	-.2991	.3330		
FI5		-.21912	.12419	1.000	-.6460	.2078		
FR6		.37255*	.09582	.009	.0432	.7019		
FR7		.00255	.08906	1.000	-.3036	.3087		
FR8		.09098	.09791	1.000	-.2456	.4275		
FR9		.04811	.08078	1.000	-.2296	.3258		
FR10		.37474*	.08267	<.001	.0906	.6589		
NB11		.08088	.11120	1.000	-.3014	.4631		
NB12		.03922	.11679	1.000	-.3622	.4407		
NB13		.18505	.13454	1.000	-.2774	.6475		
FI3		FI1	.04982	.12602	1.000	-.3833	.4830	
	FI2	.09116	.09950	1.000	-.2508	.4332		
	FI4	.10809	.09440	1.000	-.2164	.4326		
	FI5	-.12796	.12602	1.000	-.5611	.3052		
	FR6	.46371*	.09817	<.001	.1263	.8012		
	FR7	.09371	.09159	1.000	-.2211	.4085		
	FR8	.18214	.10022	1.000	-.1623	.5266		

	FR9	.13927	.08356	1.000	-.1480	.4265
	FR10	.46590*	.08539	<,001	.1724	.7594
	NB11	.17204	.11324	1.000	-.2172	.5613
	NB12	.13038	.11873	1.000	-.2777	.5385
	NB13	.27621	.13622	1.000	-.1920	.7444
FI4	FI1	-.05827	.12015	1.000	-.4713	.3547
	FI2	-.01693	.09195	1.000	-.3330	.2991
	FI3	-.10809	.09440	1.000	-.4326	.2164
	FI5	-.23605	.12015	1.000	-.6490	.1769
	FR6	.35562*	.09051	.008	.0445	.6667
	FR7	-.01438	.08333	1.000	-.3008	.2721
	FR8	.07405	.09273	1.000	-.2447	.3928
	FR9	.03118	.07441	1.000	-.2246	.2870
	FR10	.35781*	.07646	<,001	.0950	.6206
	NB11	.06395	.10667	1.000	-.3027	.4306
	NB12	.02229	.11248	1.000	-.3643	.4089
	NB13	.16812	.13081	1.000	-.2815	.6178
FI5	FI1	.17778	.14631	1.000	-.3251	.6807
	FI2	.21912	.12419	1.000	-.2078	.6460
	FI3	.12796	.12602	1.000	-.3052	.5611
	FI4	.23605	.12015	1.000	-.1769	.6490
	FR6	.59167*	.12313	<,001	.1684	1.0149
	FR7	.22167	.11796	1.000	-.1838	.6271
	FR8	.31010	.12477	1.000	-.1188	.7390
	FR9	.26723	.11183	1.000	-.1172	.6516
	FR10	.59386*	.11320	<,001	.2048	.9830
	NB11	.30000	.13545	1.000	-.1656	.7656
	NB12	.25833	.14008	1.000	-.2231	.7398
	NB13	.40417	.15518	.741	-.1292	.9376
FR6	FI1	-.41389	.12313	.066	-.8371	.0094
	FI2	-.37255*	.09582	.009	-.7019	-.0432
	FI3	-.46371*	.09817	<,001	-.8012	-.1263
	FI4	-.35562*	.09051	.008	-.6667	-.0445
	FI5	-.59167*	.12313	<,001	-1.0149	-.1684
	FR7	-.37000*	.08758	.002	-.6710	-.0690
	FR8	-.28157	.09656	.290	-.6135	.0503
	FR9	-.32444*	.07914	.004	-.5965	-.0524
	FR10	.00219	.08107	1.000	-.2765	.2808
	NB11	-.29167	.11002	.647	-.6698	.0865
	NB12	-.33333	.11566	.323	-.7309	.0642
	NB13	-.18750	.13356	1.000	-.6466	.2716
FR7	FI1	-.04389	.11796	1.000	-.4493	.3616
	FI2	-.00255	.08906	1.000	-.3087	.3036
	FI3	-.09371	.09159	1.000	-.4085	.2211
	FI4	.01438	.08333	1.000	-.2721	.3008
	FI5	-.22167	.11796	1.000	-.6271	.1838

	FR6	.37000*	.08758	.002	.0690	.6710
	FR8	.08843	.08986	1.000	-.2205	.3973
	FR9	.04556	.07081	1.000	-.1978	.2890
	FR10	.37219*	.07296	<,001	.1214	.6230
	NB11	.07833	.10419	1.000	-.2798	.4365
	NB12	.03667	.11013	1.000	-.3419	.4152
	NB13	.18250	.12880	1.000	-.2602	.6252
FR8	FI1	-.13232	.12477	1.000	-.5612	.2965
	FI2	-.09098	.09791	1.000	-.4275	.2456
	FI3	-.18214	.10022	1.000	-.5266	.1623
	FI4	-.07405	.09273	1.000	-.3928	.2447
	FI5	-.31010	.12477	1.000	-.7390	.1188
	FR6	.28157	.09656	.290	-.0503	.6135
	FR7	-.08843	.08986	1.000	-.3973	.2205
	FR9	-.04287	.08166	1.000	-.3236	.2378
	FR10	.28376	.08353	.058	-.0034	.5709
	NB11	-.01010	.11185	1.000	-.3945	.3743
	NB12	-.05177	.11740	1.000	-.4553	.3518
	NB13	.09407	.13507	1.000	-.3702	.5583
FR9	FI1	-.08945	.11183	1.000	-.4738	.2949
	FI2	-.04811	.08078	1.000	-.3258	.2296
	FI3	-.13927	.08356	1.000	-.4265	.1480
	FI4	-.03118	.07441	1.000	-.2870	.2246
	FI5	-.26723	.11183	1.000	-.6516	.1172
	FR6	.32444*	.07914	.004	.0524	.5965
	FR7	-.04556	.07081	1.000	-.2890	.1978
	FR8	.04287	.08166	1.000	-.2378	.3236
	FR10	.32663*	.06258	<,001	.1115	.5417
	NB11	.03277	.09720	1.000	-.3013	.3669
	NB12	-.00890	.10355	1.000	-.3648	.3470
	NB13	.13694	.12322	1.000	-.2866	.5605
FR10	FI1	-.41608*	.11320	.021	-.8052	-.0270
	FI2	-.37474*	.08267	<,001	-.6589	-.0906
	FI3	-.46590*	.08539	<,001	-.7594	-.1724
	FI4	-.35781*	.07646	<,001	-.6206	-.0950
	FI5	-.59386*	.11320	<,001	-.9830	-.2048
	FR6	-.00219	.08107	1.000	-.2808	.2765
	FR7	-.37219*	.07296	<,001	-.6230	-.1214
	FR8	-.28376	.08353	.058	-.5709	.0034
	FR9	-.32663*	.06258	<,001	-.5417	-.1115
	NB11	-.29386	.09878	.241	-.6334	.0457
	NB12	-.33553	.10503	.117	-.6965	.0255
	NB13	-.18969	.12446	1.000	-.6175	.2381
NB11	FI1	-.12222	.13545	1.000	-.5878	.3434
	FI2	-.08088	.11120	1.000	-.4631	.3014
	FI3	-.17204	.11324	1.000	-.5613	.2172

	FI4	-.06395	.10667	1.000	-.4306	.3027
	FI5	-.30000	.13545	1.000	-.7656	.1656
	FR6	.29167	.11002	.647	-.0865	.6698
	FR7	-.07833	.10419	1.000	-.4365	.2798
	FR8	.01010	.11185	1.000	-.3743	.3945
	FR9	-.03277	.09720	1.000	-.3669	.3013
	FR10	.29386	.09878	.241	-.0457	.6334
NB12	NB12	-.04167	.12870	1.000	-.4840	.4007
	NB13	.10417	.14499	1.000	-.3942	.6025
	FI1	-.08056	.14008	1.000	-.5620	.4009
	FI2	-.03922	.11679	1.000	-.4407	.3622
	FI3	-.13038	.11873	1.000	-.5385	.2777
	FI4	-.02229	.11248	1.000	-.4089	.3643
	FI5	-.25833	.14008	1.000	-.7398	.2231
	FR6	.33333	.11566	.323	-.0642	.7309
	FR7	-.03667	.11013	1.000	-.4152	.3419
	FR8	.05177	.11740	1.000	-.3518	.4553
NB13	FR9	.00890	.10355	1.000	-.3470	.3648
	FR10	.33553	.10503	.117	-.0255	.6965
	NB11	.04167	.12870	1.000	-.4007	.4840
	NB13	.14583	.14932	1.000	-.3674	.6591
	FI1	-.22639	.15518	1.000	-.7598	.3070
	FI2	-.18505	.13454	1.000	-.6475	.2774
	FI3	-.27621	.13622	1.000	-.7444	.1920
	FI4	-.16812	.13081	1.000	-.6178	.2815
	FI5	-.40417	.15518	.741	-.9376	.1292
	FR6	.18750	.13356	1.000	-.2716	.6466
	FR7	-.18250	.12880	1.000	-.6252	.2602
	FR8	-.09407	.13507	1.000	-.5583	.3702
NB13	FR9	-.13694	.12322	1.000	-.5605	.2866
	FR10	.18969	.12446	1.000	-.2381	.6175
	NB11	-.10417	.14499	1.000	-.6025	.3942
	NB12	-.14583	.14932	1.000	-.6591	.3674

*. The mean difference is significant at the 0.05 level.

APPENDIX O: ANAÏS (FR6)

• 0:03 - 0:12

H: Okay. And then I think you just have to click continue.

P: Yeah

H: Perfect. Um, okay. Any questions before we get started?

• 0:14 - 0:17

P: Uh, no, <laugh> nothing that comes to, to my mind.

• 0:18 - 0:29

H: Okay. Um, so the first question is just very generally, um, how did you come to teach English as a foreign language to 11 to 14 year olds?

• 0:31 - 1:14

P: So this is quite a long story actually.

H: Yeah?

P: Cause I'm, uh, so, um, do you want me to tell you, like, from the very beginning from, uh, my origins and, uh,

H: Sure.

P: Like, are you <laugh>, is it relevant to you? So, so I'm [participant's citizenship] and, uh, so I studied English in [participant's native country] and so, because the system is completely different also from the French system. Uh, so the [participant's native country] education system, basically, they allow you, uh, automatically to become a teacher. Uh, and once I finish my studies, I went to England and then I came to France and in France, I worked for many years for over 10 years, uh, working outside of the state system.

• 1:14 - 1:51

P: So working for different private schools where I taught, uh, post A level students. And then, um, four year, not four years ago, four years ago, I decided to take the competitive exam. So I'm sure you know, how the French system functions. So you need to yeah. The competitive exam, um, to become a state teacher. And, um, yeah. And, um, basically, um, you don't really have much of a choice, um, as a state teacher, you just accept the schools that they are given to you.

• 1:51 - 2:00

P: And so I ended up <laugh> cause there's a general lack of teachers in middle school. So I ended up teaching, uh, 11 to 14 years old year olds.

• 2:01 - 2:19

H: Okay. Um, interesting. Yeah, cuz I, I think I saw, I just looked at your questionnaire about 19 to 20 years in total, uh, teaching English, languages. Um, and then about four years in, uh, public schools or state schools.

• 2:19 - 2:20

P: That's right.

• 2:20 - 2:28

H: Okay. Interesting. And my next question, um, has to do with teacher training.

• 2:29 - 2:29

P: Mm-Hmm.

• 2:29 - 2:37

P: <Affirmative>

H: and uh, just to make sure I understood correctly, you did do your teacher training in France?

• 2:38 - 3:09

P: That's right. So this is mandatory actually, once you've, um, passed the, um, competitive exam, you have to do a one year teacher training, uh, because you kind of need to adapt to the, uh, system, uh, used in, uh, French pub, uh, public schools, which is kind of fairly unique. I suppose, even though I spoke to, uh, a German English teacher and they actually used the same system.

• 3:09 - 3:47

P: So I don't know I was, I, I used to work. That was my kind of private project. I wanted to find out how, uh, teaching varies in different European countries, but <laugh>, but I never really managed to, I've never really managed to, um, to finish it. And so I just spoke to two to teachers from two different countries. So I know that in Germany, the system is very similar. So you need to adapt, you need to know how it functions. You need to know how to build your theme, which is called 'séquence' in France. Um, which is really, really different from teaching English in [participant's native country], for example, or teaching, uh, English in private schools in France even.

• 0:00 - 0:00

• 3:48 - 3:55

H: Okay. Um, and then, so you didn't have any teacher training from [participant's native country] specifically? It's mostly been done in France.

• 3:56 - 4:11

P: I did because the studies that I did in [participant's native country], I studied five years and they prepare you for being a teacher of English as a second language. It's just the, the, the way the language is taught that differs the method is different.

• 4:12 - 4:44

H: Okay. I understand. Okay. That's interesting. So you have some teacher training from [participant's native country], but then also, uh, from France. Okay. And actually my next question is how has your educational training prepared you to teach English as a foreign language? Um, so I'm actually gonna modify this question a little bit. Um, do you think there was one program that has helped you more or less than the other considering [participant's native country] and, uh, France?

• 0:00 - 0:00

• 4:47 - 5:08

P: Hmm. Because these methods, these methods are so different and you can't really apply one. I mean, it's, it's even, uh, forbidden <laugh> I think in France, in French public schools to teach and to use any different method because they consider it to be wrong.

• 5:08 - 5:09

H: Okay.

• 5:09 - 5:26

P: In (inaudible). And, uh, uh, so it's just, I think they, they were both, um, they, were you, you asking me whether, whether the training was actually efficient or, or whether I liked it, like from my personal point of view or?

• 5:27 - 5:35

H: Yeah. So the question is specifically, was it effective, has it helped you, uh, to teach English effectively as a foreign language?

• 5:39 - 6:10

P: So I think I was, um, kind of, um, maybe that's the question of age as well. Maybe I was, um, when, when you just come out of university, maybe you still are you just too young, you don't have the, uh, the, the perspective you, you haven't asked yourself all the questions that you need to need to be asked. So it's kind of, um, then I think the most effective thing is, um, trying to find out yourself, looking through different websites, comparing and contrasting different things.

• 6:11 - 6:43

P: And then you kind of, um, you kind of figure out where the, the, where the problems are, um, where the, the, um, the weak points are of each method, I suppose, because I, I can see that both methods and have weak points basically, and I'm not a big fan of the French method, and I'm not a big fan generally of using just one single method, to be honest with you. So I prefer to mix and, um, uh, mix different things.

• 6:44 - 6:52

H: Mm-Hmm <affirmative>

P: um, but unfortunately the, the French method is, I mean, it's, it's difficult to do it in the French system.

• 6:53 - 6:53

H: Yeah.

• 6:54 - 7:23

P: The, the, the, the [participant's native country] method method, if there is a method of any kind, it basically relies on a lot on, um, course books that come from England, like Oxford University or Cambridge University press, whereas, um, the French, they create their own course books. And basically, um, I dunno whether, you know, but teachers are discouraged in France to use any, any, uh, course books at all. They're supposed to, um, create their own materials.

• 7:24 - 7:24

H: Okay.

• 7:24 - 7:30

P: Which quite a lot of it's got quite a lot of teachers do, and you can find them on different blogs and website.

• 7:31 - 7:40

H: Okay. Interesting. And if I understand correctly, [participant's native country]'s more follow the textbook when teaching English. Okay.

• 7:41 - 7:55

P: Um, they do, they tend to that's right. And these are English, um, English textbooks. And, um, yeah. And what, what else can I tell you? Um, are you familiar with the way that the English textbooks work.

• 7:56 - 7:57

H: A little bit. Yes.

• 7:57 - 7:57

P: Yeah. Okay.

• 7:58 - 8:33

H: Yeah. So I, I have a bit of an idea, um, and I guess, um, thinking about the French system, and you told me that teachers are actually encouraged to find their own resources, uh, which, which can be interesting. It's nice to have some autonomy, I would imagine. Um, but would you appreciate having more resources given to you or do you like having the freedom, uh, to choose your materials?

• 0:00 - 0:00

• 8:35 - 8:39

P: You mean like formal, formal resources in, in some kind of a textbook right?

• 8:40 - 8:43

H: Yeah. (Inaudible) textbook or, yeah,.

• 8:43 - 9:18

P: I do. I do appreciate, um, those ready, ready, made, uh, materials.

H: Mm-hmm <affirmative>

P: because they really save you time. At the same time it's very difficult to like, if I deal with a, um, workbook or a textbook, whatever, um, I just, um, it's very difficult to, uh, well, to just a simple word to like everything.

H: Yeah.

P: Uh, so, um, because you have to somehow, um, accept it (laugh) has to go well with your personality and your way of teaching.

• 9:18 - 9:51

P: And also you have to, you have to feel well teaching it, I suppose there are certain things that certain exercises that I simply don't like. So, um, um, but I do appreciate it because I find myself really not very creative.

H: Okay.

P: And I, I find creativity quite a big challenge for me. So, um, <laugh> so it's kind of maybe cheating, but at the same time, you just, well, you just try to find there's so many different things available. So it also helps you, I, I suppose sometimes come up with your own ideas.

• 9:52 - 10:06

P: Uh, but

H: Sure

P: um, having said all of it, I, I still do appreciate, um, some kind of resources that are made by somebody else. And, uh, I do, I do really, um, appreciate it

H: well something to give you an idea

• 10:06 - 10:07

• 10:07 - 10:40

P: Yeah. What I don't like in, uh, working with, uh, textbooks, uh, textbooks, first of all, is the fact that it's very predictable for students.

H: Right.

P: So they know that if they turn the page around they'll will they find this and that exercise. And very often they are just not concentrated on what's going on. They're just, um, because their attention span is so short, but they just try to flip through, um, a book and have a look at what's next what's coming up. And, uh, it basically, uh, sometimes can, uh, mm.

• 10:41 - 10:44

P: Can, um, destroy your, your lesson as well. Completely.

• 10:45 - 11:23

H: Yeah. Okay. Um, uh, there were two things. What was the first one? Um, uh, okay, so I have two questions based on what you just said. Um, so when finding resources, maybe texts or videos or different kinds of teaching exercises, maybe from the internet, um, do you find those mostly yourself or do the teachers at your school collaborate a little bit? So if you find something interesting, do you tell another teacher and so forth, or is it mostly you that finds, uh, these resources?

• 0:00 - 0:00

• 11:25 - 11:56

P: I mostly find them myself, even though in the school where I, um, used to teach before, uh, there were five or six, um, English teachers, and I know that they, um, there was a kind of a pool. Uh, it was, um, I dunno, there's, there's this very well known program that that's used to shared documents.

H: Ok

P: I don't its name and they just used to put it there. And, uh, we could just, uh, use, uh, whatever, um, have a look at this and just, um, use whatever we found useful at that particular moment.

• 11:56 - 12:20

P: And when I was doing teacher training, there was another trainee with me. I was doing it in a secondary school in high school. And, um, and she also was a member of some kind of a Facebook group. Uh, so I'm not really on Facebook, but, uh, through her, I got also the link, all the links to, so there are tons and tons and too many links, even too many different resources, I'd say.

• 12:21 - 12:22

H: Okay. Interesting. And.

• 12:22 - 12:22

P: But

• 12:23 - 12:56

H: Uh, you also mentioned that, uh, students have a very hard time to concentrate, um, especially if it's something predictable, like a worksheet, for example. Um, have you noticed any kind of difference in the levels of concentration between, uh, this age of students? Um, and it doesn't have to be necessarily in the public schools that you've been teaching in, but over the 19 years that you've been teaching, is there any difference in that or is it relatively similar?

• 0:00 - 0:00

- 13:00 - 13:19

P: Um, Hmm, so I I'd say, um, it really depends on the profile of the students you're dealing with. It depends on how the lessons are organized because when I used to work in, I used to teach, uh, business English a lot to, um, but in France it's called, uh, BTS.

- 13:20 - 13:56

H: Okay.

P: Do you know what I'm talking about?

H: Yep.

P: So, um, that's a specific audience and, um, we used to have like a four hour blocks with them and the, yeah, that's huge. And, uh, so that's obvious that, I mean, you can't be concentrated for four hours. It's just impossible, even for an adult who has really, you know, um, norm normally normal, uh, average attention span. And, uh, so this is one factor, but, and, but then I used to teach also in a, um, arts school, um, and the student, the, the public is completely different.

- 13:56 - 14:28

P: The, the, um, these are students that are basically, um, well, how can I put it, um, students that, um, generally are more studious, more conscientious, more, um, better students basically with better abilities as well. Uh, so, um, so I would say there, there was absolutely no problem with, with, uh, attention span with concentration there.

- 14:29 - 15:00

P: So I wouldn't say really that it, it, um, actually is a matter of generation maybe, or that through, um, through, um, um, um, with, with time it gets worse, but I would say it's a matter of other, um, factors and other conditions that, um, that influence it. Uh, I also have, I know, um, I've got two kids and I know that they spend a lot of time, um, in front of screens.

- 15:00 - 15:07

P: And you could say that also they would have problems with attention, but at the same time, I think their attention is quite okay.

- 15:10 - 15:34

P: So, um, there are, we have, I would say more and more students with all sorts of problems that are detected now.

H: Yeah.

P: That maybe weren't detected before. And maybe that's why partly as well, we kind of, um, underline this problem more

H: Sure.

P: Because we may not have just mentioned it before. We just may not have been really that important.

• 15:35 - 15:47

H: Okay. So you wouldn't chalk it up just to be, uh, about, uh, gen generation Z in front of screens all the time. It really just depends on a, a number of things. It's not the generation.

• 15:47 - 16:23

P: Really it does. And I think it's culturally also in a way, um, influenced because people from different cultural backgrounds, they also probably behave differently. Now I teach in a very, so you're supposed to come, come over and see the place, and it's a very, very small place. And so it's a in countryside, but at the same time I'd say students are more, uh, well, they are kind of probably, um, I'm just looking for a, for a good word, um, protected from this world a little bit.

• 16:24 - 16:47

P: Maybe they are more, uh, still, um, raised up in this traditional way. Uh, I see a lot of students reading, uh, and reading quite a lot. And, uh, so well that probably also, you know, which I didn't see when, uh, I, um, two years ago I worked in, uh, in the place where I live, uh, which is a small city, which is called (name of city).

• 16:48 - 17:18

P: And, uh, you know, you know, where (name of city) is, I suppose, <laugh>,

H: Yep

P: and, uh, so the, uh, city center as schools, um, I find them really difficult.

H: Okay. And, uh, as a completely different, completely different, um, group of students there. Completely different challenges. And I would say there, you, you, probably the only thing you do or most of the time, like 80% of the time that you do is discipline.

H: Yeah.

• 17:18 - 17:35

P: So there are, there are different, um, problems in different places as well. So it's difficult really, to just point to just, um, point your finger to one thing and just say that this is the generation generational difference overall. That's, that's the problem, but I don't think that's the case.

• 17:36 - 18:12

H: Okay. Interesting. Um, yeah, I'm, that's a interesting feedback because like I said, people always blame it as a generation thing, but, um, really there's a lot more than that. Definitely. And, uh, my next question, um, so thinking about opportunities, uh, like workshops, for example, are there any kind of kinds of opportunities that your school, or maybe educational department provides you with to improve your, uh, English teaching?

• 18:12 - 18:18

H: And if there are none, what would be an ideal, um, training session to have?

• 18:19 - 18:26

P: We are actually, we do have, um, the right to attend three, um, different trainings per year.

• 18:27 - 18:27

H: Okay.

• 18:28 - 19:13

P: Um, and, uh, because of COVID, um, last year I actually had one, uh, it was done, um, over Skype as well. And, um, I, well, I find them useful. I, I attended some of them, um, when I was doing my training. Cuz you know, when you do your training, it's like a mixture of practical and theoretical things.

H: Mm-hmm <affirmative>.

P: And so I attended some of the trainings then, um, I think there were like two, um, you, the way it works is you go, um, to a different school where your colleagues basically with more experience than you, um, depending on the topic, obviously of the training, they, they, uh, they present, they share their experience.

• 19:13 - 19:44

P: Sometimes they show you how they work, what the, the materials are that they use, which can be very impressive. How to structure your, um, 'séquences', uh, as well. Um, how to use, uh, for example, different, um, IT, um, devices, um, like the tablets and, uh, what sort of, uh, IT, um, related, um, materials there are, like different websites that you can use, like Kahoot or I don't remember even the other ones, there are tons of them.

• 19:45 - 20:01

P: Um, so all, all those different things, I find them useful like this year also I went to visit, but this was not really language related. This was related to the fact of being the lead... is it called a lead teacher? Like prof principal, like I'm the main teacher, whatever.

• 20:01 - 20:02

H: Yep. I know what you mean.

• 20:03 - 20:43

P: And uh, so you visit other schools so that you can actually help, um, your students, uh, choose the right school after middle, the middle one. So like to, to, to pursue, uh, to continue their education. Um, so there are different things like that. There, there, there was a training I attended also concerning discipline. I find it also helpful because when you are, especially when you are in a small place like that, you always think, feel kind of, you cut, um, out of the, um, of what's going on and it's difficult sometimes it's, it can be quite embarrassing also to talk about your, um, fai failures as a teacher.

• 20:43 - 20:54

P: So you kind of st you know, you kind of feel completely isolated sometimes and you feel my God is just happening to me. I'm, you know, I'm so bad as a teacher and why can't I deal with my students?

• 20:54 - 21:38

P: What's, what's, what's wrong? And sometimes you hear other, um, last year, when we're talking about discipline, there was a woman who was, um, leading this training, and she actually shared quite a lot of, um, situations, quite a lot of, um, also quite embarrassing situations that happened in her teaching career, which I find quite purifying. So to say quite, um, um, well, um, they help me. Um, they help me just simply know that, uh, such things happen all the time and it's quite normal and also find some kind of tools, um, how to, um, to, to, to solve them.

• 21:39 - 22:10

H: Okay.

P: So we do also things like that. There are also different programs that are coordinated by other bodies, uh, like 'rector', for example, when you can attend, this is purely language related, you can actually go to a, a different country. Um, I think they work, they work with the UK. Some of them work also with the US, um, other places, Ireland, probably other places like that.

H: Mm-hmm <affirmative>

P: and you actually can go for, um, there's this is like a summer summer program.

• 0:00 - 0:00

• 22:11 - 22:12

P: Yeah. I think I've heard of this. Yeah.

• 22:13 - 22:45

P: There's a program like this, and I applied to it when I was a trainee, but I, I didn't have the right to attend it as a trainee. Then there was COVID. So I don't know, maybe, maybe this year I'll try is, this is something that really interests me, especially that, that language related, cuz I feel like I still, um, you know, you kind of, you do need to work with your language, you need to speak the language. And when you work with 11 to 14 year olds, you always use the same vocabulary and your language really quickly gets very, very bad.

• 22:45 - 23:26

P: So, um, for me personally, this is what I was actually, um, lacking a lot when I was teaching in, um, private schools because they do not offer any of these sessions. So I, I, I went once to London because when I was working for the applied arts school, um, I found out there are lot of museums in, um, all over the place, which offer teacher training. So I went to Tate Gallery at Tate Modern and I attended, there was a one, um, day a training on how to, um, how to, um, um, work with art, how to, uh, build your lessons around art, uh, specifically the one from the Tate gallery

• 23:26 - 23:42

P: And it was really, really interesting, really. I really appreciated it. And I, I, I thought that it gave you really practical, lots of practical, uh, pieces of advice and also, um, I really like Tate Modern so that I find it really inspiring.

• 23:43 - 24:07

H: Okay. Okay. Interesting. Um, yeah. So just being conscious of the time, I'd like to hear a little bit about, um, your teaching strategies specifically. Um, so are there required teaching methods when teaching English, um, stated in the, in the program, for example, the, the curriculum?

• 24:10 - 24:16

P: Um, uh, can you gimme an example of what sort of a method you mean? What, what do you mean by methods exactly? Like, uh,.

• 24:16 - 24:32

H: Something like, um, like an, um, do they call it 'actionelle' uh, like a action approach or, uh, communicative, uh, approach or, um, the grammar translation.

• 24:33 - 24:42

P: Okay. So I, yeah, I don't, uh, I wouldn't, uh, I, I think I won't be able to give you the names I...

• 24:44 - 24:46

H: No, that's fine. You can, you can describe it and I'll

• 24:47 - 24:47

• 24:47 - 24:49

H: find it later. Yeah, that's fine.

• 24:50 - 25:24

P: <Laugh> okay. So, um, so the thing is that, uh, we are basically, um, in France, not supposed to teach grammar in a kind of explicit way.

H: Okay.

P: So grammar is subordinate to whatever, whatever the, the culture is like at the top.

H: Okay. And then whatever you do, um, you have to think like you have to keep in mind the final task that you are, um, that the whole thing leads you to. And so, um, everything else is kind of subordinate to that.

• 25:25 - 26:23

P: So for example, um, say if I want to, if I'm, um, dealing with detective stories and if I want them to, at the end of the day, be able to, uh, do, um, kind of, um, act out a police police investigation. Um, we, I, I have to kind of re um, make a list of the

things that I'm going to do, um, vocabulary and grammar that I need and adapt everything to it and make it as authentic and as, um, as, um, kind of seamless, um, as possible

H: mm-hmm <affirmative>

P: uh, so that students actually don't realize that they are learning grammar, for example, uh, and I find it quite complicated because, um, this method of teaching that is this method of using grammar only as a tool

• 26:23 - 26:40

P: um, I, I understand what's, what's behind it obviously, but I think that very often students are lost and what it implies also in many of the 'séquences' that I have a look at, different and sort of many different grammar topics are all mixed up.

• 26:41 - 26:41

H: Yeah.

• 26:42 - 26:46

P: Um, and there is which doesn't happen in, for example, English textbooks.

• 26:46 - 26:47

H: Yeah.

• 26:47 - 26:59

P: Um, so, and also another thing is that another drawback of this method is that you basically kind of oscillate you, you kind of go around all the time, the same grammar topics.

• 26:59 - 27:00

H: Right.

• 27:00 - 27:31

P: So it's very difficult to introduce, for example, collocations or, uh, it's very difficult for, I, I don't even know how to deal with the third conditional.

H: Yeah.

P: Uh, which in France is not even called conditional cause, uh, the French linguists, as I realized, <laugh> are, uh, there's a big gap between what, uh, for example, British English, English, uh, English linguists say, and what, what French, uh, linguists say. Uh, so I, I find, yeah, I it's

• 27:31 - 27:55

P: okay. What I'm, you know, what I'm telling is I'm sorry, but I'm ju..., <laugh> my head is like this. Um, but um, I find this method of teaching very difficult for students limiting in terms of grammar topics that we can deal with. Um, I find grammar basically that French, um, system of teaching has big problems with grammar.

• 27:56 - 27:56

H: Okay.

• 27:56 - 28:08

P: Because we don't really know how to teach grammar in France

H: Ok

P: so. Hmm. Um, what, what else can I tell you about methods? Um,.

• 28:09 - 28:26

H: So then seeing as this method can sometimes be challenging to use, are there other methods that you use sometimes that aren't necessarily, um, required or recommended, but that you find the students respond well to?

• 28:28 - 28:39

P: I think that students really pay attention when you try to, uh, like just take a little bit of time and explain things in a structured way.

• 28:40 - 28:40

H: Okay.

• 28:42 - 29:29

P: Um, I think that works. I think they, uh, obviously I think they reply to many different what I appreciate and what I don't really do, um, a lot myself because it requires a lot of time for preparation, but I see that, uh, and I saw that, um, like when I attended lessons of my colleagues sometimes, is that when is it really a method? I don't know. But I think that exposing to students, um, to some kind of, um, tangible objects, so making them work with as much as, uh, as possible with, uh, be it, I dunno, um, you know, pieces of paper that they can touch, like where you put, um, like sentences are mixed up and they can just in groups, put them all together in the correct order.

• 29:30 - 29:44

P: Um, I had a colleague of mine who used to work with some kind with logo block, um, logo, uh, Lego blocks, for example, um, also to kind of make them visualize different things. I find it really, really useful.

• 29:45 - 29:45

H: Okay.

• 29:45 - 30:07

P: Um, and this is something that students really like, they, they are really involved in the activity. And so I, I, I try to do it as much as possible.

H: Okay.

P: Even though, as I say, to prepare these activities for, um, a group of almost 30 students, it requires a lot of work, a lot of preparation.

• 30:08 - 30:20

H: Yeah. Yeah, definitely. Um, so it's kind of, it's almost like something to keep their hands... I don't know if I wanna say keep their hands busy, but it's, it helps to keep you engaged.

• 30:21 - 30:21

P: Yeah.

• 30:22 - 30:25

H: If you're, you know, more of your senses are stimulated

• 30:25 - 30:26

P: Yeah, exactly. I think.

• 30:27 - 30:27

H: Yeah.

• 30:27 - 30:34

P: Yeah. And it probably stimulates also different parts of your brain in a different way. So that's probably why they, um,.

• 30:34 - 31:09

H: Interesting. Well, that could be question in and of itself that <laugh>.

P: Yeah.

H: Okay. Um, and, uh, okay. So I'd like to, you mentioned something about, um, there seems to be a gap in the students' abilities. So the gap between the students that have the highest skills and the lowest skills, I think you said that there, there is quite a gap between the levels within your class.

• 31:11 - 31:12

H: So, uh, is that true?

• 31:13 - 31:47

P: So before, when I worked in, um, with, um, like young adults, I used to think my God, you know, it's just, uh, I used to blame the, the, uh, the, the whole system. And I, I thought, well, I mean, how are they taught in, you know, in high school, in, in primary school, they, I don't know, how can you be, um, 18 years old and you still don't know the difference between present, present simple, present continuous and things like that. It's just not possible. Uh, and then I realized that this difference is actually it's already there in primary school.

• 31:47 - 32:08

P: It's there from, from the very beginning, it's probably there from the, from their birth <laugh>, uh, some students, um, I, I also always thought before that it's not just possible not to be able to teach someone something. And now I realize that it, it actually is, there are some students, they just do not absorb anything.

• 32:08 - 32:40

P: They, whatever you do, whatever method you, you kind of use, even if it's, you know, you, you speak to them individually, you try to show them using different objects as well, whatever you want. It's just, it just doesn't stick

H: mm-hmm <affirmative>.

P: And I think that, so these are kind of innate abilities or lack of them really. So that's from the very beginning. And I think this difference is there. And, uh, it is also due to the fact that the system functions the way it does and that there is less and less money.

• 32:41 - 33:15

P: And before, whenever we had students that had such problems, we could put them in a different school where they would be in a class with 15 students instead of 30 and more attention would be given to them. And, um, they'll be able to probably kind of take some advantage of that. Whereas now, um, sometimes it's for practical reasons, sometimes it's for other reasons, first of all, parents, they don't want them to go to, um, different, special schools and those special schools, there are fewer and fewer of them.

• 33:15 - 33:33

P: So that's also why we end up having all sorts of levels, all sorts of students. And, and that's, that's, that's part of the, part of the, the problem. However, there are teachers I'm, I'm still not there, you know, that we can teach, we can prepare different materials for different levels.

• 33:34 - 33:34

H: Mm-Hmm <affirmative>.

• 33:34 - 34:08

H: Yep.

P: Students. So sometimes we do the same exercise, but in three different levels. And I saw, and I know that there are teachers who do this, but yet again, it does require lots of time, a lot of time. And, and I admire such teachers. And I, so I only sometimes cheat by, you know, uh, stealing somebody else's material, um, online. And I do this, I basically try always to adapt my tasks, like the, the mini and the final tasks that we do. So I try to adapt them to different levels. However, I am still not there with my exercises.

• 34:09 - 34:23

P: And I, I can't even imagine how you could, you could adapt all the exercises, you know, to all the time to different levels, but in an ideal world, you should be able, you should be able to do this and to, to kind of cater to all those different levels.

• 34:24 - 34:38

H: Okay. So theoretically, it's a, it's a, it's a nice idea, but first you have to design your classes, uh, and the main activity which can take, you know, a couple of years to really refine.

• 34:38 - 35:15

P: That's right. And at the same time, all those things that evolve, and sometimes you do, like I change, uh, and whenever I see that something didn't work out, uh, I try to not to repeat the same thing. I try to change all the time and adapt. And it also requires, so even though I, I have accumulated some materials, like, for example, with the, my, um, 3ème, uh, I didn't like some of the, um, themes that I, uh, dealt with last year. So this year I'm, I'm reworking everything and trying to, so this itself, it just, um, it eats up all my time basically.

• 35:16 - 35:31

P: Um, so it, it does, uh, require many years to do it, but then you also need to change all the time, you need to adapt because there are different things that come up, um, things change the, the topics change. Students are no longer interested in certain things. So that, yeah, yeah,.

• 35:32 - 35:33

H: Definitely.

• 35:33 - 35:42

P: That that's a big problem, the problem of level different levels because you, you, you do lose students on their way and um,

H: yeah

P: I don't. Yeah,.

• 35:43 - 36:03

H: Definitely. Definitely. And um, okay. So we already talked about teaching resources. Um, so do you use, uh, students first language when teaching English? So essentially French do, do you use French sometimes?

P: I do

H: Okay.

• 36:04 - 37:16

P: It was <laugh> so I thought that at the beginning, um, uh, that's, that's, that's another problem that I face and I'm asking myself different questions, how to deal with that. Because I was, um, told that I actually, cuz you know, there are some people who come, um, les inspecteurs, we call them who sits, um, at your class to, to see how, how it works and that I do use French too much. And so, uh, that's, I, I do admit that this is a solution, like an easy solution, easy, um, easy way out because, um, when you find yourself with, you know, students that are staring at you where those blank, uh, kind of, um, in their eyes, um, um, you, you do, you do kind of, and the time is, uh, uh, you know, you, you only have one hour, so, uh, you're running out of time sometimes to just each time, try to repeat and repeat and uh, rephrase and

find, even though I use the simplest words possible, uh, I do need to explain certain things in French and that's a problem because you, you, you simply very often run out of simple words.

• 0:00 - 0:00

• 37:16 - 37:55

P: You can use lesson, you can use read. And I do all, all of them at the beginning of the year, obviously the sort of the classroom language and they supposed to know them. But then again, just to use match, sometimes doesn't match the words sometimes doesn't explain everything. So you just have to use the, the native lang, the native language as well.

H: Yeah.

P: Um, unfortunately I don't know. Yeah. Um, that we used to have also, um, somebody from, uh, I think it was an American person, like an assistant teacher and uh, like when she was trying to explain grammar to my students and it's just, they, they couldn't understand anything.

• 0:00 - 0:00

• 37:55 - 37:56

H: Yeah.

• 37:57 - 38:09

P: So

H: okay.

P: How, how do you, I don't know how, how, what was the solution, how to sort it out? I don't know. But, um, that's definitely that, that's the, that's the way it functions. Yeah.

• 38:10 - 38:36

H: Okay. Okay. Yeah, no, I mean, uh, honesty is what I'm looking for here that there's no right or wrong answers. So, um, and actually that's interesting, you mentioned about, um, in a, uh, an assistant, a language assistant and I saw in your survey that you have had one before, um, but you weren't convinced that it was all that helpful.

P: Mm-hmm <affirmative>

H: um, could you just explain, uh, why for me?

• 38:36 - 39:09

P: I think these were also part of it. It was like due to, um, logistics because she worked in two different schools and, uh, so we had to, that was a, like sort of a schedule. And we had to, we had to find a particular day when she could come. So there was no continuity, there was never a continuity between, so she would just come like, you know, it was completely haphazard almost like with different classes,

different moments. So she did some presentation, uh, about, about the place she was from obviously, and that student, that students found interesting.

• 39:09 - 39:44

P: But then, um, I didn't know how she could, uh, contribute because she was working. So she was like, uh, all over the place working with, uh, five teachers in my school and with different teachers in a different school. So you can imagine that this was wasn't really productive cuz I suppose that the idea behind it is that you do have some kind of continuity and then she can work and prepare it a bit, be part of the theme you're working on.

H: Right.

P: And not just come and do something which has nothing to do with the lesson you're working on because this is, um, kind of counterproductive.

• 0:00 - 0:00

• 39:45 - 39:45

H: Okay.

P: So.

• 39:46 - 39:55

P: That's why I, um, it was the first time, my first first experience with a language assistant

H: mm-hmm <affirmative>

P: so I don't really, nobody explained it to me, how it's supposed to work.

• 39:55 - 39:57

H: Okay. Okay.

• 39:57 - 40:00

P: Uh, so I kind of, when I kind of played it by ear, I don't know. Um,.

• 40:01 - 40:17

H: Okay. So would you agree that, um, if a language assistant is in a class, they should stay in the same class so they can get to know the students and how the classroom works and then adapt to that?

• 40:17 - 40:45

P: But lo logically it seems to me like the, the, this is the way we should kind of also agree together. Okay, I'm working on this theme, what can you contribute?

H: Okay.

P: So this week we're going to do this more or less next week we can do this. Maybe we can actually work it together. There was no time. There was never time to actually meet.

H: Okay.

P: And actually, um, put things down on paper plan and also the fact of, sorry, the fact that there were so many teachers involved in it. I thought that it was difficult for her as well.

• 40:45 - 40:46

H: Yeah.

• 40:46 - 40:49

P: To kind of put her head around it. So, um,.

• 40:50 - 41:20

H: Okay. Okay. Well, I mean hopefully, uh, better luck in the future if you have an assistant. Um, so I'm just being conscious of the time. I'm just gonna ask, uh, maybe two more questions and um, so the last two are purely based on your opinion and what you've observed, your interpretation of what you've observed. So in your opinion, how comfortable are your students when speaking in English?

• 41:23 - 42:08

P: It really does depend on the student as well. Uh, there are some students that I have that, that have, um, one of their parents for example, is, um, um, could be, um, I dunno, there's one student whose father is from South Africa, for example. So obviously her level is completely different. Um, there are also just students who are interested more than others. There are those who, I don't know. Um, there's like you can find anything. Really. Some students, um, are willing to speak because I suppose they're just good communicators, even though they make a lot of mistakes and this is not something that, that stops them from speaking, others are going to be extremely aware of the mistakes that I make, they make.

• 42:08 - 42:17

P: And, uh, so afraid of the judgment of others that are not that they won't, um, speak because they are just blocked by it.

• 42:17 - 42:51

P: So they will automatically say or think probably that they are just, uh, not capable of saying anything, even though that's not true. Right. Um, there are, um, generally speaking, they all, because we had, um, an Irish person, um, who came over for Christmas and I was actually surprised that quite a lot of them asked questions, even though even those of, uh, those students who actually don't participate a lot, um, in classes.

• 42:51 - 43:31

H: Yeah.

P: So maybe also that's, what's missing, is this kind of, um, motivational, authentic, um, uh, aspect or, um, or just the thing itself that we are at school and this at school, this is not, you know, whatever we learn at school, it's kind of seems artificial to

them. But, um, um, but yes, generally speaking, I would say that most of them are feel quite comfortable. Most of them

H: Okay

P: So there's minority who, um, who for one or another reason, um, are blocked and, uh, don't feel like...

H: Okay

• 43:33 - 43:55

H: Interesting. Okay. And, um, so describe the degree of value that, uh, the English language holds at your school. And I'm thinking specifically amongst, um, the administrative staff, um, parents, the general feeling, what's your feeling?

P: Mm-hmm, <affirmative>

H: how important is English?

• 43:56 - 44:27

P: Um, so we, um, talk to parents once a year. So there's an, an opportunity for parents to come over and, um, share the, whatever they, uh, whatever problems they may have or, um, or complaints or whatever. And, uh, they, I can, quite, a lot of parents are actually, I think they value English and they see the importance of it and they know that, uh, because sometimes, um, they themselves work with, um, English speaking, um, uh, for example, clients.

• 44:28 - 45:11

P: So they, they realize that they regret, uh, not having learned English, uh, themselves. Uh, so they motivate them, their students. Um, so on the whole, on the whole, I think, generally speaking, I can see that, uh, parents see the importance of, of the English language. I'm not so sure about the, um, administrative (laugh) part of the school. I don't think that, uh, um, that they, that, that for them, or, but, but just, I, I wouldn't say that any other topic, I, I wouldn't say that I don't know science or chemistry, whatever history, or is more important than any other topic really.

• 45:12 - 45:14

P: So I think they're kind of on a par basically.

• 45:14 - 45:16

H: Okay. Okay.

• 45:16 - 45:17

P: Um,.

• 45:18 - 45:18

P: Yeah.

• 45:19 - 46:04

H: Okay. And my last question for you, uh, was just, it was about, uh, one of the survey questions. So it was towards the end, um, whether or not you think there's a

link between, uh, maybe socioeconomic status and language courses or cultural factors and language courses. Uh, so do you think there is a link of some sort between, um, you know, a, a student's background, so maybe there's socio, um, uh, socioeconomic status and their, um, their achievement in, in English class, would you say?

• 0:00 - 0:00

• 46:06 - 46:19

P: Mm, I think there's definitely a link. And also I'd say culture probably plays more, um, importance here than the status. And, uh, that is, um,.

• 46:22 - 46:22

P: Hmm.

• 46:24 - 47:05

P: What is valued at home? What they see their parents do, whether they actually read whether they, uh, studied themselves, whether they are ambitious themselves. Um, all of this I think has good. I mean, just children, they observe their parents basically. And, uh, and sometimes when there is, um, obviously obviously another, another thing is, uh, whether, uh, they come from, um, steady loving families as well, or whether they come from all those broken families, which are more and more, um, present in, uh, in our society.

• 47:05 - 47:15

P: And, uh, well sometimes they are just left themselves. And, uh, um, so that's that this is also extremely, extremely important.

H: Mm-hmm <affirmative>

P: um,.

• 47:18 - 47:54

P: Hmm. At the same time, there are probably also students who, um, that's, that's rare that, um, because of the, because of being exposed to, uh, uh, YouTube, for example, or because of video games, for example, may kind of, um, be interested in language, uh, even though in their families, there is no culture of speaking or learning any other language or, or even value attached to education itself, generally speaking.

• 47:54 - 48:25

P: Uh, so this may, may be partly, that's just my, my, my idea

H: mm-hmm <affirmative>

P: because, uh, some, but they do so those students often whose families, uh, uh, do not, uh, necessarily value education as such, they tend to spend a lot of time in, in front of screens. So they do, uh, you know, that the, the level you can, you can tell, uh, by the language that they know the worst, that they know, what sort of websites that they visit, what sort of video games they play.

• 0:00 - 0:00

• 48:26 - 49:04

P: So that's probably, I don't know whether, um, it's positive in any way, but that's probably, uh, in what, in, in one way that, uh, they may get access and they may see the value of the language, uh,

H: okay.

P: That they use practical use. I had, I had something as there was another idea, but I've lost it. <laugh> um, I'm just thinking about it. Yeah. I, I, I definitely think there is a huge, um, link between, uh, the background of the students and the, the value they attach to, to, to language the way they see, uh, learning itself.

• 0:00 - 0:00

• 49:04 - 49:17

H: Okay. Okay. Interesting. Um, yeah, so, I mean, I, I don't have any other questions, uh, unless there's anything else you'd like to add specifically that came to your mind.

• 49:18 - 49:18

P: Mm-Hmm, that's all.

• 49:19 - 49:20

H: Great!

END OF INTERVIEW

APPENDIX P: CAMILLE (FR7)

• 0:02 - 0:04

H: Puis je pense qu'il faut juste accepter.

• 0:05 - 0:06

P: Ouais, j'ai cliqué ouais c'est bon.

• 0:07 - 0:33

H: Ok, parfait. Donc je vais juste te dire que le français, ça va. L'écoute, c'est c'est presque parfait. Donc ça arrive d es fois que j'ai des questions comme spécifiques, que je n'arrive pas à formuler exactement dans la manière que je veux

P: En français

H: Donc ça se peut que peut-être je vais poser des questions, des fois en anglais, mais tu peux bien sûr répondre en français c'est pas de souci.

• 0:34 - 0:37

P: Moi ça va être l'inverse. Peut-être qu'on en arrive à manquer de vocabulaire spécifique (laugh)

• 0:37 - 1:03

H: Ok. Oui, exact. Mais je veux que tu sois à l'aise. Donc le français, c'est ta langue maternelle, donc tu tu réponds

P: oui.

H: en français, c'est super, ok. Donc la première question. Alors c'est très general. Donc comment est-ce que tu as venu à enseigner l'anglais comme langue étrangère à des jeunes entre 11 à 14 ans?

• 1:06 - 1:15

P: Eh bien, en vrai, je me destinais à faire du français langue étrangère. Donc je suis parti vivre aux États-Unis un an toutefois en tant que lectrice.

• 1:15 - 1:16

P: Avec un partenariat

• 1:16 - 1:28

P: avec mon université à l'époque. J'ai quand même fais des études en anglais mais j'y étais parce que c'était facile pour moi. Voilà, voilà. Au départ, et ce séjour aux États-Unis ou j'étais lectrice là, j'ai dit en

• 1:28 - 1:30

P: fait, c'est ça que je veux faire je serai prof.

• 1:31 - 2:02

P: Mais pas forcément en France. Donc et je savais pas trop de quoi non plus de professeur de français langue étrangère, ça me plaisait bien.

H: Mmhmm

P: Sauf que les jobs que j'ai pu avoir faire quand on m'a reçu en entretien, en tout cas, c'était dans des lycées qui m'ont fait peur, (laugh) sans formation pour rien. Donc j'ai dit je rentre en France, je fais un master exprès, j'aurais des diplômes, j'aurai accès à d'autres postes. Et la vie a fait que j'ai trouvé un amoureux, que je pouvais pas emmener à l'étranger.

• 2:03 - 2:12

P: Et du coup, j'ai passé le CAPES d'anglais. Voilà, je savais qu'il fallait enseigner une langue, a priori aussi, je pense. Mais de plus j'éclate. Aucun

• 2:12 - 2:21

P: regret.

H: Ok, super. Et pourquoi les les jeunes? Pas les jeunes mais...

• 2:21 - 2:55

P: Alors nous ici en France on choisit pas. Au départ, tu passes un concours ou tu es dans le secondaire. Je choisis quand même le second. J'ai choisit le secondaire, après le collège. Maintenant, je n'ai plus envie de bouger tout de suite parce que je crois que c'est le côté pédagogie, justement plus que les contenus qui m'intéressent, la relation avec les élèves. J'ai peut-être des fausses représentations du lycée aussi, mais je n'en ai pas fait depuis... bein j'ai fait qu'une année de lycée, donc voilà. Par contre, je suis aussi formatrice moi, pour des à la fac, pour des futurs prof d'anglais.

• 2:55 - 3:27

P: Donc du coup, j'ai quand même des grandes de temps en temps. Mais je ne sais plus si j'ai pu le dire dans le questionnaire.

H: Ok

P: Mais voilà, bref, le collège me plaît bien parce que je trouve que les jeunes, ils ont encore une certaine spontanéité. Le programme il est cool aussi. J'ai pas la pression des examens. Nous, en France, on n'a pas, fin, l'anglais compte pour le brevet, mais c'est du coup on trouve le contenu. Il y a pas un examen final, donc je peux quand même m'amuser sur les thématiques sans trop de pression non plus de résultats institutionnels.

• 3:29 - 3:30

H: D'accord

P: Et et ouais.

• 3:30 - 3:33

H: Voilà, j'aime l'aspect ludique que je peux retrouver au collège facilement

• 3:33 - 3:43

P: tout simplement

H: Ok, super. Et je suis un peu curieux curieuse

P: Vas-y, vas-y (laugh)

H: C'étais où aux États-Unis?

• 3:43 - 3:46

P: (nom de la ville) dans le (nom de l'état), c'est

• 3:47 - 3:49

P: en fait entre (nom d'une ville) et (nom d'une ville)

• 3:49 - 3:51

P: c'est vraiment au bord, au bord du lac Michigan.

• 3:52 - 4:04

H: Ah ok

P: Il fait froid (laugh)

H: Bein quand tu dis lac Michigan, je sais que c'est parti des cinq lacs qui sont entre le Canada et les États-Unis. Donc euh

• 4:04 - 4:09

P: Oui c'est ça exactement.

H: Oui

P: il doit être un peu plus chaud que chez toi, au Canada, mais il fait froid quand même

• 4:10 - 4:36

H: Oui, exact. Oui, les étés sont vraiment chauds, puis les hivers

P: Ouais

H: froids. Donc euh

P: C'est ça (laugh)

H: Alors la prochaine question, dans les deux prochaines questions sont à propos de la formation pédagogique. Donc, comment la formation à l'université a-t'elle préparé à enseigner l'anglais en tant que langue étrangère?

• 4:38 - 5:04

P: Eh bien en fait, c'est plus mon année de FLE, le français langue étrangère, associé à mon année aux États-Unis dans laquelle j'ai suivi une formation un peu express intense de dix petits dix jours. Enfin, ce n'était pas très très long, mais après on avait le droit de suivre les cours à la fac. Donc j'ai suivi des cours en psycho pédagogie, notamment

H: Oui

P: et en didactique des langues aussi. Mais sinon, nous, moi, à mon époque, j'ai eu mon CAPES en 2008

• 5:04 - 5:04

P: je crois.

• 5:06 - 5:16

P: L'école s'appelait IUFM. Si t'as déjà interviewé d'autres profs français, on va t'en parler, je pense de l'IUFM. Et là, très clairement, c'était plus de l'échange de pratiques.

• 5:17 - 5:18

H: D'accord

P: Un peu de...

• 5:20 - 5:45

P: un peu d'épistémologie quand même, l'histoire des programmes, et cetera. Mais il y avait pas de psycho pédagogie, il y avait pas de didactique des langues à proprement parler, dans le sens qu'on ne faisait pas le lien avec des théories d'acquisition des langues ou des choses comme ça. Comme ça se fait aujourd'hui. Concrètement, c'est grâce à ma tutrice sur le terrain et à mon expérience passée. Je pense que je me suis retrouvée devant des élèves et que je savais à peu près ce qu'il fallait faire (laugh)

• 5:47 - 5:48

H: Parce que

• 5:48 - 5:57

P: la la il y a eu une réforme, et ça a changé. Je pense qu'aujourd'hui, j'espère que tu vas avoir des témoignages de gens plus jeunes qui ont suivi des master pour voir la différence.

• 5:57 - 6:05

H: oui, oui, bien sûr, parce que j'ai vu dans ta ta questionnaire que les cours...

• 6:06 - 6:15

H: c'était pas...

P: Ah mais franchement c'était nul. C'était nul. Ça je vais dire comme ça c'est c'est pas très bien on enregistre, c'était pas nul, (laugh)

• 6:16 - 6:25

P: Mais c'était...

H: Il y a beaucoup de beaucoup de manières pour améliorer. Voilà, c'était ça.

• 6:26 - 6:57

P: C'était très basé sur un échange de pratiques. On passait des matinées sur sur un thème. Sauf qu'on était tous novices, donc il y avait pas des expertes. Sinon, c'était la matinée à discuter sur un thème. Comment vous faites ceci cela? Par exemple, la compréhension orale, comment vous travaillez la compréhension orale? Et puis, chaque petit groupe préparait un exposé pour l'après midi. À l'après midi, on faisait

nos petits exposés. Le formateur pouvait apporter des un petit éclairage. Mais franchement, en plus, on était en responsabilité devant nos classes

• 6:57 - 7:12

P: en même temps, on était dans des soucis immédiats de qu'est-ce que je fais avec mes élèves?

H: Ouais

P: Donc ce n'était pas franchement le moment pour faire ce genre de pratique je pense. Mais bon, bref, et donc nous on, c'est pas moi. Je ne suis pas très contente de la formation que j'ai reçue à l'IUFM très clairement.

• 7:13 - 7:43

H: Ok, ok, non. Mais c'est bien de savoir que c'était plutôt le pratique sur le terrain qui était

P: C'est ça, c'est ça.

H: D'accord. Ok, super. Puis la prochaine question. Je pense que j'ai vu que tu participes et tu assistes à quelques ateliers. Mais la question, c'est quel type d'occasions est-ce que ton école ou l'Académie t'offre pour améliorer votre pratique de l'enseignement de l'anglais?

• 7:45 - 7:50

P: Alors nous, on demande, on a le droit de formuler cinq vœux de formation par an.

• 7:52 - 7:53

H: Ok

P: Oui?

• 7:53 - 7:55

P: Ça te parle si je dis des vœux de formation?

• 7:56 - 7:58

H: Oui, oui, oui, je comprends. Oui.

• 7:58 - 8:28

P: Et euh donc à partir de là, en fait, notre chef d'établissement donne un avis et ensuite on est dispatché dans les stages qu'on a demandé. Mais par exemple, cette année, j'en ai obtenu aucun. Ah, mais c'est la première année. D'habitude, j'en ai toujours un ou deux, mais par contre, j'en demande tous les ans. Il se trouve que moi, comme je suis formatrice à côté, je loupe certains cours à cause de ça. Et je je ça peut m'empêcher d'obtenir des stages, paradoxalement, parce que je pense que je passe pas en priorité.

• 8:28 - 8:29

• 8:29 - 8:38

P: par rapport à d'autres d'autres gens. Donc c'est peut-être un peu particulier. Voilà. Mais cette année, pas de stage alors que j'en ai demandé cinq. Comme tous les ans, je fais mes cinq vœux.

• 8:40 - 8:47

H: Okay, et est-ce que juste parce que je sais que ces formations existent, mais est-ce qu'ils sont obligatoires? Il faut faire euh

• 8:48 - 9:21

P: Non, ce n'est pas obligatoire de se former. Par contre, c'est dans notre référentiel de compétences officiel. Il y a en une je ne sais plus le numéro de la compétence, mais c'est s'impliquer dans un projet individuel de développement professionnel. Donc on peut quand même, par exemple lors d'une inspection, si donc c'est nos évaluations, nous on a fait des inspections, on peut nous dire pourquoi vous demandez pas de formation depuis dix ans là? Il y a un petit souci quand même. Vous savez bien que ça avance, qu'on est une science humaine

• 9:21 - 9:25

P: il faut y aller. Donc donc on peut se le faire reprocher. Mais concrètement, ça

• 9:26 - 9:26

c'est pas obligatoire en soi. Voilà.

• 9:26 - 9:27

• 9:27 - 10:00

H: OK, ok, et je viens juste de penser à une autre question, um, parce que tu m'as dit que tu es formatrice

P: Oui

H: Alors est-ce que il y a des choses... Parce que... you you told me that you weren't super happy with your education

P: (laugh)

H: How you were prepared, so how how have you changed... is there any ways that you have that you're making that better as a formatrice?

• 10:01 - 10:03

P: It's not me (laugh). Things have changed

H: Oui

Mais pas exactement.

• 10:04 - 10:36

P: Il y a eu des réformes, de vraies réformes.

H: Ok

P: Aujourd'hui, on suit un master MEF, un master en éducation, enseignement et formation.

H: mmhmm.

P: Et du coup, c'est lié à l'université. Chose qui n'était pas le cas quand moi j'ai passé mon concours

H: Ok

P: et du coup dans les dans les équipes, il y a des gens comme moi qu'on appelle des 'temps partagés,' c'est-à-dire qu'on a notre temps qui est partagé en deux entre le terrain et l'université et les enseignants chercheurs, comme peut-être tu te destines à être.

• 10:36 - 10:37

P: de ce que je comprends, c'est ça?

• 10:39 - 10:41

H: on espère

P: Ouais ben ouais, je te souhaite.

• 10:41 - 11:01

P: Et donc la formation a vraiment changé. Pas parce que moi je suis devenue formatrice ou que je fais partie de cette équipe. Parce que les contenus ont réellement évolué

H: Ok

P: et que même si les stages ont pas vraiment changé, les attentes sont différentes. On demande un mémoire. Voilà des choses comme ça, une pratique réflexive. Vraiment, on m'a rien demandé tout ça quand j'étais stagiaire.

• 11:02 - 11:06

H: Ok, intéressant, ok, je vais noter ça parce qu'en fait

• 11:06 - 11:08

P: Je pourrais en parler pendant des heures (laugh)

• 11:09 - 11:17

H: Mais c'est intéressant parce que tu m'as dit que tu espères que j'ai aussi des participants qui vient de passer le MEF

• 11:17 - 11:23

P: C'est ça, ce serait vraiment intéressant que cette question soit posée selon la date d'obtention de leur CAPES

• 11:23 - 11:50

P: Tu vois? Moi, ça m'intéresse (laugh). Mais là

H: Juste pour te dire que en France j'ai deux participants qui viennent, c'est leur deuxième année, je pense d'enseignement et j'avais un participant qui est toujours, il fait toujours le MEF, il suit toujours le MEF

P: D'accord

H: Oui, si je trouve des choses intéressantes dans ça...

• 11:51 - 11:53

P: Non mais peut-être peut-être que voilà fin

• 11:53 - 11:53

• 11:53 - 12:07

P: On nous aussi on interroge nos étudiants de façon sur la formation et ils sont pas satisfaits de tout. Mais moi, par exemple, j'ai été tutrice, on appelle ça la tutrice établissement. C'est quand tu reçois, fin quand tu es tuteur du professeur stagiaire qui vient d'avoir son concours.

• 12:08 - 12:10

P: Et et j'ai vu

• 12:10 - 12:26

P: une différence énorme entre l'UFM et le master. Quand ils arrivent, ils savent ils savent ce que c'est l'approche actionnelle. Ils savent construire une séquence. Ils savent les chose qu'avant nous leur apprenions à faire ça. Concrètement, quoi. Il y à quand même, j'espère qu'ils le font eux ils peuvent pas comparer, mais moi j'ai quand même vu une belle évolution.

• 12:26 - 12:27

H: Ok, ok.

• 12:27 - 12:31

P: Qu'est-ce qui m'a donné envie aussi de me lancer là dedans après. Sinon l'UFM, j'y serais pas aller.

• 12:31 - 12:55

P: Super bien (laugh)

H: Super. Mais je suis contente de d'apprendre que il y avait des changements.

P: Ouais

H: Euh alors en fait on vient tu viens de mentionner l'approche actionnelle et je sais que si je ne me trompe pas, c'est pas que c'est forcément obligatoire, mais c'est vraiment...

• 12:55 - 13:14

P: Si si. C'est dans les textes officiels en France. Si si si si. C'est euh c'est on va dire préconisé, non dit, l'approche préconisée. Alors après, si tu diras, rien n'est obligatoire quelque part, parce que dans nos classes, on fait ce qu'on veut en fait. Mais. Mais les textes officiels, les bulletins officiels de l'éducation nationale disent

• 13:14 - 13:15

• 13:15 - 13:22

P: Mettre en place l'approche actionnelle.

H: D'accord

P: Voilà. Ça ça c'est si si si. C'est vraiment une préconisation pour les langues hein, oui.

• 13:23 - 13:35

P: Ok et OK. Et est-ce que tu trouves que cette approche est bénéfique aux étudiants? Ou est-ce qu'il y a des choses qui pourraient être...

• 13:37 - 13:58

P: Bein je pense qu'on peut toujours tout améliorer, mais disons que par rapport à ce que j'ai vécu en tant qu'élève, moi, je vois que mes élèves y parlent déjà à chaque cours, ils répètent pas des choses. Ils s'expriment, ils interagissent entre eux, ils ont des projets visibles, chose que moi j'avais pas en tant qu'élève. Moi, j'ai appris à parler anglais à la fac, quoi.

• 13:59 - 13:59

P: Tard.

• 14:00 - 14:23

P: Là, j'ai l'impression que même en sortant de 3ème, ils ont vraiment de bonnes bases à l'oral, l'oral et améliorer. Après, on fait encore pas toujours les choses dans l'ordre. Je participe à un projet de d'étude sur l'approche neurolinguistique et qui est pas antinomique avec l'actionnelle. Je pense que c'est juste une autre façon de faire. Nous, on est plus sur l'approche par les tâches en fait en France.

• 14:24 - 14:25

P: Et la.

• 14:26 - 14:47

P: Pour faire l'actionnelle ... mais là, avec cette étude sur l'approche neurolinguistique par exemple, ne pas rien introduire d'écrit avant que tout soit maîtrisé à l'oral. Des choses comme ça, je trouve ça pertinent aussi. Je vois bien que les gamins les élèves pardon parlent bien. Les les élèves y font des plus belles phrases, plus vite à l'oral.

• 14:48 - 14:48

H: Ok

• 14:48 - 14:54

P: Même si c'est toujours une classe de sixième, ce projet expérimental, et c'est... c'est chouette sur l'oral, vraiment, ouais.

• 14:55 - 15:09

H: Ok, est-ce que tu peux parce que j'ai vu cette approche... tu l'as mentionné dans la questionnaire, puis je voulais te poser des questions. Alors comment est-ce que ça marche? Je n'ai pas entendu dire de de cette approche. C'est quoi?

• 15:10 - 15:11

P: Bein pourtant, ça vient du Canada.

• 15:12 - 15:18

H: Ok, ahh!

P: (laugh)

H: Mais mes participants canadiennes n'ont pas mentionné ça. Donc euh

P: Mais toi, t'es pas canadienne?

• 15:18 - 15:21

P: J'ai pas compris ça. Je crois que t'es canadienne toi, non?

• 15:21 - 15:22

H: Oui, oui, je suis canadienne.

P: Oui c'est ça?

• 15:23 - 15:29

P: Bein la alors.

H: Donc il faut

P: En fait, c'était c'est une méthode qui vient du français intensif au Canada.

• 15:29 - 15:30

H: Ok oui je

• 15:31 - 15:37

P: Et c'est Claude Germain et Joan Nathan qui ont...

• 15:37 - 15:44

H: Ok parce que je comprends je sais bien de quoi tu parles. Le programme intensif, ok alors

P: Voilà

H: c'est lié avec ça. OK.

• 15:46 - 16:19

P: Ça vient des travaux en neuroscience de Michel Paradis qui ont montré. Je suis désolé, je m'exprime pas très, très, très bien, mais en gros, il accentue beaucoup sur les différences entre mémoire déclarative, mémoire procédurale et et la boucle de la littératie, c'est-à-dire qu'on commence par l'oral sur des structures modèles. Ensuite, on les voit en compréhension, qu'elles soient écrites ou orales, ensuite seulement à

l'écrit, et on revient sur ce qu'on a écrit à l'oral, d'où la boucle de la littératie pour faire court.

• 16:19 - 16:44

P: Voilà. Alors c'est pas révolutionnaire par rapport à l'actionnelle dans le sens où ça reste des tâches de communication. Voilà. Il insiste quand même beaucoup plus sur une atmosphère conversationnelle. Et le prof est un peu plus au centre que dans ce que nous on fait en France en tout cas, où on est beaucoup sur les élèves, en îlots, en groupe, en autonomie, tout ce qui est plan travail et tout comme ça, mais un peu plus central.

• 16:44 - 17:05

P: Voilà.

H: OK, ça c'est intéressant. Parce que oui, j'ai entendu beaucoup de feedback à propos de du programme intensif. En fait mon père a enseigné le programme intensif

P: Ah oui?

H: Oui, pour le français. Puis c'était pas toujours...

• 17:06 - 17:45

P: C'est un peu répétitif en fait. Ouais... moi, je m'éclate pas, tu vois, avec l'approche telle qu'elle est, je le je joue le jeu pour l'étude, donc je fais vraiment, je suis les règles. Par contre, je pense qu'il y a un mix à trouver entre les aspects bénéfiques de cette approche neurolinguistique. Au delà de ce protocole, tu sais, c'est vraiment étape 1a., étape 1b., étape fin c'est hyper euh ... puis ça ça se répète les gamins ils savent ou bout d'un moment, voilà, elle va nous montrer un texte. Ah bein là, il n'y a plus de surprise (laugh), il n'y a plus de voilà. Mais si on arrive à faire un mix, ne serait ce que cette histoire orale avant de l'écrit, de permettre aux élèves de réagir davantage comme s'ils étaient en dans une conversation, même si on est un grand groupe.

• 17:46 - 17:51

P: Tout ça, tous ces aspects là sont quand même sympa, ne serait ce que d'un point de vue affectif. Ils savent que quand quelqu'un parle ils ont le droit de faire

• 17:51 - 17:52

• 17:52 - 18:01

P: Ay! Yeah right, nice! Ou des trucs comme ça. Ça ne se fait pas chez nous quoi, fin je sais pas qu'au Canada, mais nous non! On est vraiment ont parlé on... (laugh)

H: Ok

P: C'est très très protocolaire, donc ça c'est chouette.

• 18:02 - 18:15

H: Ok. Alors si je comprends bien, tu penses qu'il y a des aspects bénéfiques de l'approche neurolinguistique et aussi de l'approche additionnelle? C'est pas comme qu'une seule

P: Ouais

H: méthode.

• 18:15 - 18:51

P: Non, je pense même que tu peux faire, en fait, tu peux faire de l'actionnelle en mobilisant la TBLT ou la l'approche neurolinguistique.

H: Ok

P: Tu vois que c'est pour moi, c'est une autre façon de faire de l'actionnelle. Mais tu peux, en tout cas en mobilisant les grands principes. Je suis pas le programme du français intensif, ça, c'est un peu compliqué, mais. Mais par contre les grands principes, voilà, bien comprendre que c'est pas parce que tu connais ton vocabulaire que tu sais le mobiliser dans une phrase parce que nous en France, on fait quand même beaucoup ça. On commence par fin quand tu vois dans mon collègue, avec mes collègues et tout ça, on construisait nos séquences beaucoup comme ça avant.

• 18:52 - 19:06

P: Oui, on va avoir du vocabulaire et on voit le vocabulaire. Après, on voit dans des phrases tu vois, il y avait une espèce d' étape comme ça, alors que depuis que je me suis penché sur la neurolinguistique, je fais plus ça. Non, c'est plus, je peux plus le faire.

• 19:07 - 19:14

H: Ok. Est-ce que ça, te gêne si je te demande le nom ou dans quelle université ce projet

• 19:14 - 19:15

P: Non, c'est (name of university).

• 19:16 - 19:17

P: Et tu peux

• 19:17 - 19:20

P: en fait, c'est ma collègue de Master MEF avec qui je travaille.

• 19:20 - 19:21

P: Qui s'appelle

• 19:21 - 19:30

P: (name of colleague), qui m'a donné ton lien. Je ne sais pas d'où elle l'a eu pour répondre à ton... et elle travaille sur tout l'aspect affectif de cette approche, donc.

• 19:30 - 19:33

P: (name of colleague).

H: Okay

• 19:33 - 19:37

P: Et elle est à (name of university), enfin de l'INSPE de (name of city).

• 19:37 - 19:42

H: Ok ok parce que ça m'intrigue beaucoup.

• 19:42 - 19:49

P: Bein ouais. Bein oui, je pense que ça peut allier avec ce que tu fais et elle sera ravie de discuter, je pense.

• 19:49 - 20:25

H: Oui, oui, bien sûr. Parce que oui, comme comme j'ai dit, j'ai entendu des fois, ça ne marche pas très bien chez nous. Par contre, il y a beaucoup d'autres aspects qui fait que des fois ça ne marche pas. On n'a pas vraiment beaucoup de profs qui sont qualifiés à enseigner le français. C'est comme qui, c'est qui qui a le niveau de français

P: Oui

H: le meilleur pour enseigner le français toi ok, vas-y, c'est

P: Bien d'accord

H: Oui, il y a beaucoup d'autres choses à penser, mais c'est intéressant que ça marche, ça apparaît, que ça marche.

• 20:25 - 20:57

P : Bein c'est encore... tu vois, elles sont encore à recueillir leurs données. C'est très, très expérimental. Il y a que pour l'instant, il y a qu'une académie, la nôtre, qui s'est penchée sur la question en France, dans un contexte ordinaire. Et il y a pas les résultats. Elles en sont ça y est, le recueil de données se termine en fin d'année scolaire tu vois, donc après elles ont du boulot avant de me dire que ça marche. Mais moi, juste sur le terrain, je vois un aspect sympa, dans la phase orale notamment. Voilà. Je... mais c'est pas du tout un point de vue scientifique.

• 20:57 - 21:01

P: C'est tu vois, voilà.

H: C'est juste ce que tu as vu?

• 21:01 - 21:02

P: Un ressenti.

H: Ouais

P: Un ressenti. Voilà.

• 21:03 - 21:22

H: Super. Donc la prochaine question... alors est-ce que tu utilises des stratégies différents d'une classe à l'autre? Ou est ce-que c'est que ces deux stratégies? Ça dépend de la classe? Des élèves?

• 21:24 - 21:49

P: Alors là, depuis deux ans, je suis obligé de faire de l'ANL avec mes sixièmes. Vu que je suis qu'à mi temps, je n'ai que deux niveaux. Et en troisième, non, je fais de l'actionnelle avec le petit principe que je te disais. Par contre, si j'ai par exemple deux

classes du même niveau, il peut y avoir des petites variations dans la mise en oeuvre. Mais si tu vois mon déroulé, ma préparation sera sensiblement la même.

• 21:50 - 21:51

H: Okay

P: Puisque je sais pas je peux varier.

• 21:51 - 21:52

• 21:53 - 21:54

• 21:54 - 22:03

P: Un une handout qui va être un peu différent. Ou il y en a qui vont faire à l'oral au lieu de l'écrit, je ne sais pas, mais bon, globalement c'est pas parce que je suis à peu près la même progression.

• 22:03 - 22:24

P: Ouais

H: Ok. Et une autre question que je viens de penser de ces alors tu enseignes deux différents niveaux?

P: Oui.

H: Est-ce que tu trouves que... est-ce qu'il y a un niveau qui est plus difficile à trouver des ressources pour eux?

• 22:24 - 22:24

P: Oui les sixième (laugh). Oui, oui.

• 22:26 - 22:26

• 22:29 - 22:53

P: Oui, le niveau débutant globalement. Même si je sais, c'est ce que je dis aux étudiants. Mais c'est ce que vous faites de la ressource qui est importante, et pas la ressource en elle même. (laugh). Concrètement, quand on est sur des thèmes très proches d'un environnement immédiat, si c'est plus dur ou quand on est sur des thématiques plus larges.

H: Oui

P: Voilà à faire son cartable, à apprendre. Maintenant, ça va. Il y a YouTube avec les tous les petits jeunes qui nous racontent leur vie, mais c'est pas euh

• 22:53 - 22:53

• 22:54 - 22:57

P: si évident que ça. Puis trouver quelque chose dans une langue

• 22:59 - 23:01

P: pas trop casual

• 23:01 - 23:06

P: (inaudible) ou des choses comme ça. Non, non. Pour le niveau sixième, c'est plus dur, carrément.

• 23:07 - 23:12

H: Ok, ok, parce qu'ils sont plutôt débutants.

P: Bein c'est ça. Ouais, ouais.

• 23:12 - 23:36

H: D'accord

P: Et puis c'est les thématiques aussi, je pense qu'ils font quoi. C'est nous euh le programme. Je me suis dit c'est vraiment l'environnement immédiat de l'enfant. Donc on est sur euh qu'est-ce que tu fais tes journées? La routine de la journée. Il n'y a pas 1000 trucs dessus non plus. Alors que en troisième, quand on va faire Mandela Day bon bein oui là on a pléthore, c'est limite plus fin c'est sélectionner qui est difficile, c'est pas trouver quoi.

• 23:37 - 23:42

H: D'accord. Et j'imagine que l'âge alors l'âge de sixième c'est

• 23:42 - 23:43

P: Onze ans en moyenne.

• 23:43 - 23:56

P: Ouais

H: alors bein peut-être que je me trompe, mais j'imagine que c'est difficile de trouver quelque chose pour les niveaux de débutant, mais aussi un thème qui les intéresse.

• 23:57 - 24:15

P: Ça, ça va. Moi je trouve qu'en sixième, ils sont hyper curieux de tout et ils réagissent hyper spontanément sur tu sais la reine d'Angleterre pour eux, c'est magique. Fin,

H: Ok

P: Non, c'est plutôt le contraire. Là, pour le coup, je trouve

H: Ok

P: Même si moi là où je suis, sont gentils, sont curieux (laugh).

• 24:15 - 24:18

P: Mais

H: ok c'est bien

• 24:18 - 24:24

H: Globalement les sixièmes, tu leur montre ne serait ce que des plats à manger. Tu vois qui sont un petit peu différent ils sont 'wow! C'est quoi ça? Quel goût?'

• 24:24 - 24:26

• 24:26 - 24:27

P: C'est génial

• 24:28 - 24:47

H: OK, super. Puis la prochaine question. Alors on vient de parler un peu à propos de ça. Alors tu utilises quel type de ressources pédagogiques? Alors je veux dire comme j'ai vu que tu utilises des textes, des images, des vid

• 24:48 - 25:13

P: Des vidéos.

H: Ok. Et

P: Et après je pioche dans certains manuels aussi de temps en temps.

H: Ok

P: Mais bon, c'est pas mon premier réflexe, le manuel, parce que ça m'a longtemps gavé. Je trouve que c'était un peu tout temps didactisé quoi il y a pas voilà maintenant là depuis quelques années, on trouve des manuels qui ont des documents authentiques, donc.

• 25:14 - 25:14

P: On peut

• 25:15 - 25:26

P: piocher un petit peu plus. Mais c'est pour ça que je pioche pas trop dans les manuels. C'est à cause j'essaie quand même de privilégier des documents authentiques.

H: Ok

P: Mais comme je disais, en sixième on trouve pas toujours.

H: D'accord.

• 25:27 - 25:30

H: Ok. Et tu as mentionné les logiciels?

• 25:31 - 25:33

P: Alors j'ai mentionné des logiciels. Qu'est ce-que je t'ai dit? (laugh).

• 25:33 - 25:35

• 25:36 - 25:42

P: Je sais pas. Au niveau du numérique? Bah je peux utilisé, c'est ça? En fait c'est qu'elle utilisation numérique? C'est ça ta question?

• 25:42 - 25:44

H: Ah oui, oui oui oui.

• 25:45 - 25:55

P: Ouais? Et bah je vais utiliser Plikers par exemple des quizzes Kahoot, euh Classroomscreen pour tout ce qui est timer

• 25:55 - 25:57

P: Gestion des élèves

• 25:58 - 26:06

P: Qu'est-ce que je peux utiliser d'autre? La baladodiffusion, on appelle ça, donc une classe mobile, les enregistreurs MP3, des micros.

• 26:07 - 26:09

H: D'accord.

P: Ouais.

H: Ok, super.

• 26:11 - 26:26

H: On a des plateformes nous aussi on a dans l'académie, on a un site internet commun en fait à tous les fin communs, c'est un site internet par collège, mais c'est une plateforme numérique avec beaucoup de choses. Il y a même des exercices en ligne. On peut faire de d'écriture collaborative. Voilà donc tout ça, c'est

H: Ok

• 26:27 - 26:28

P: c'est devenu

• 26:29 - 26:30

P: utilisés facilement quoi

• 26:31 - 26:43

H: Ok. Alors j'imagine que quand tu regardes, quand tu cherches pour tous tes propres ressources comme des textes et tout ça, j'imagine que ça prend énormément de temps.

• 26:45 - 27:17

P: De moins en moins. Quand tu sais, ça fait quand même dix ans que j'ai plus de dix ans que je suis au collège, treize ans maintenant. J'ai appris à sélectionner plus facilement puis maintenant c'est peut-être le document qui me faire partir aussi. Du coup, j'en cherche plus sans ce document là et je vais réussir maintenant à tirer des fils pour faire assez contre tours et pas me perdre dans pas joie. Des fois, il y a des

collègues jeunes qu'on a presque un document par séance. Non, je ne fais plus ça à moi maintenant

H: Ok

P: Je ... avec l'expérience

• 27:17 - 27:30

P: franchement, non. Pour les sixièmes, ça peut me prendre un peu de temps.

H: Ok

P: Si, si, je suis parti sur (inaudible), là ou je peux quoi écouter des trucs, ça peut me prendre du temps. Mais franchement, globalement, ça va.

• 27:30 - 27:40

H: Ok. Puis, est-ce que tu trouves que l'Académie te donne ou t'offre assez de ressources? Pour enseigner

P: ... (laugh)

• 27:45 - 27:52

P: En fait, je sais pas trop quoi répondre parce que je pense qu'il y en a, mais que je ne sais pas trop. Je ne vais pas trop les chercher. J'ai pas ce réflexe d'aller sur le site

• 27:52 - 27:53

P: de l'académie.

• 27:54 - 27:58

P: Pour voir ce qui a voilà. Donc je préfère pas y répondre parce que je ne sais pas.

• 27:59 - 27:59

H: Ok.

• 27:59 - 28:08

P: Puis moi je suis en grosse équipe. Donc on est une grosse équipe. On est 7 enseignant dans le même collège, c'est rare

H: D'accord

P: et on travaille beaucoup ensemble. Donc du coup, c'est eux mes ressources.

• 28:08 - 28:19

P: Voilà. Oui, j'ai mes collègues.

H: D'accord. Ah ok, alors tu habites dans un communauté assez grand, j'imagine, s'il y a cette idée.

• 28:20 - 28:33

P: En fait, ce n'est pas là ou j'habite, mais là ou je travaille, ouais, il y a 900 élèves. Oui, il y a 900 élèves pour un collège français, c'est beaucoup. C'est le plus gros collège en fait du département.

H: D'accord, super.

• 28:33 - 28:38

H: Et je regarde, le temps, donc juste quelques petites questions qui me restent.

• 28:39 - 28:43

P: Moi j'ai du temps, ne t'inquiète pas t'inquiète pas pour les 20 € non plus, je m'en fous des 20 € voilà.

• 28:43 - 28:58

H: On en parlera de ça.

P: Ouais ouais t'inquiètes pas.

H: Puis alors est-ce que tu peux décrire le rôle de la première langue des élèves dans l'apprentissage de l'anglais?

P: Ouais.

• 29:01 - 29:34

P: On le limite, on essaye de le limiter à des temps ou on observe la langue. Donc quand on fait de la grammaire pour parler vulgairement. Et puis début début d'apprentissage au collège, donc début de sixième mois, je prends quand même toujours un temps à la fin de l'heure en français pour les rassurer et leur demander voilà vous avez survécu à vos premières 50 minutes en anglais. Bravo! Voilà. Et puis, petit à petit, a plus besoin.

H: Ok.

P: Et voilà ça peut être recours au français quand il y a vraiment une consigne qui passent pas.

H: D'accord.

• 29:36 - 29:42

P: Pour x raisons ce que j'ai probablement mal travaillé. Mais voilà un recours au français à ce moment là. Une consigne qui passe pas ou un

• 29:42 - 29:43

• 29:43 - 29:53

P: incident. En terme de gestion de classe, je veux dire, là aussi, je peux avoir recours au français. Oui, mais globalement pas trop

H: ok.

• 29:54 - 30:03

H: Et c'est où que tu as appris l'anglais? Comme je sais que tu as suivi des cours, évidemment.

P: Bah oui,

• 30:03 - 30:19

P: au collège et lycée français, hein. Voilà. Et puis. Mais bon, on parlait pas beaucoup. Et moi, j'ai eu la chance de pas mal voyager avec ma famille, en vacances,

juste en vacances. Mais comme je sais pas, j'aime les langues. Dès que je pars quelque part, je veux savoir parler.

• 30:20 - 30:21

P: Du coup

• 30:21 - 30:27

P: ça m'a aidé. Et puis le séjour aux États-Unis, là, laisse tomber voilà. C'était chouette. À la fin, on me disait

• 30:27 - 30:29

P: plus "where are you from?"

• 30:29 - 30:34

P: mais dans le sens, t'es étrangère, c'était "where are you from in the US?".

• 30:35 - 30:45

P: Ça c'est bon ça (laugh)

H: c'est très bien eu d'accord. Alors j'imagine que c'était vraiment aux États-Unis où tu as vraiment

• 30:46 - 30:47

P: Je pense, oui, appris euh

• 30:48 - 30:49

P: Ouais ouais ouais je

• 30:50 - 31:03

P: Suis passé en C1 sans problème en quelques mois alors que je pense que je suis parti B2. Comme j'étais quand même sorti de la fac quand même, j'avais fait une maîtrise quand même. Ouais, je sais pas trop

H: d'accord

P: moi je parlais moins bien quand même.

• 31:04 - 31:04

H: Ok.

• 31:05 - 31:07

P: Mais ça se perd. Je parle plus aussi bien. (Laugh)

• 31:09 - 31:28

P: Ouais.

H: Ouais, j'imagine que oui.

P: Oui

H: ok. Puis alors les deux prochaines questions, c'est bah ton opinion. Donc à ton avis, dans quelle mesure tes élèves sont ils à l'aise lorsqu'ils parlent en anglais?

• 31:31 - 31:35

P: C'est hyper dur question. Faut pas qu'on leur demande à la rentrée? (Laugh)

• 31:37 - 31:38

P: Écoute euh

• 31:39 - 32:08

P: Je dirais qu'en sixième, ils sont allés à 80 %, assez à l'aise, pas trop à se regarder parler, à s'entendre, s'écouter parler. Et plus ça avance, plus c'est difficile. Et même il y a un côté, faut pas que je fasse trop d'efforts. Ça fait une bonne élève, un peu pas bien. C'est pour ça que depuis qu'on a les micros, les enregistreurs, tout ça, c'est vachement bien. Parce qu'ils font vachement plus d'efforts sur leurs enregistrements que quand ils sont en classe finalement.

• 32:08 - 32:09

H: D'accord.

• 32:10 - 32:20

P: Donc en troisième, ça se perd un peu. En troisième, je dirais plus qu'on est sur un 60 % 50 % selon les classes. Qui est à l'aise dans le sens ou qui osent parler

• 32:20 - 32:20

P: et voilà.

• 32:20 - 32:24

P: C'est pas grave le regard des autres. C'est pas grave si je me trompe.

• 32:25 - 32:25

H: Ok

P: Ouai.

• 32:25 - 32:32

P: Ça doit baisser comme ça. Et après par contre les très grands, là on est peut être sur du 70 %.

• 32:33 - 32:40

H: Ok

P: à la fac

H: Ok. Juste pour être sûr que j'ai bien compris. Les plus jeunes sont plus à l'aise? Les sixièmes?

• 32:41 - 32:43

P: Oui, je pense. Oui, mais ils ont moins peur. Ils ne sont pas inhibés.

• 32:43 - 32:47

P: Ouais, ouais, ouais.

H: Ok. Et ça perd un peu quand ils avancent.

• 32:47 - 32:47

P: Ouais, je trouve, ouais.

• 32:47 - 32:54

H: Alors c'est, est-ce que tu as des idées? Pourquoi? Qu'est ce qui arrive, entre ces ages?

• 32:54 - 32:59

P: Je pense qu'il y a quand même une partie du regard des autres qui devient plus important.

• 32:59 - 32:59

H: Oui.

• 33:00 - 33:10

P: Ils sont quand même dans un âge ou ils se construisent aussi un rapport à ce que les autres leur renvoient, ça, je pense. On leur demande aussi des choses un peu plus complexes, mine de rien. (Laugh)

• 33:11 - 33:11

P: Peut être aussi que

• 33:11 - 33:11

• 33:11 - 33:13

• 33:14 - 33:23

P: ça joue, mais l'ambiance de classe est très importante d'une classe à l'autre. Si c'est (la mayonnaise?), elle a pas appris. Ils vont pas parler alors que

• 33:23 - 33:24

• 33:25 - 33:57

P: Dans d'autres classes, et parfois, c'est surtout les moins euh moins scolaires, mes deux classes de troisième cette année, il y en a une ou j'ai beaucoup d'élèves en difficulté qui sont pas scolaires, qui se dirigent pas vers des longues études mais à l'oral ils sont top, ils me parlent tout le temps, ils jouent tout le temps le jeu, voilà. Et l'autre classe, ou il y a un bon niveau, vraiment un bon niveau. Eh bien, c'est très scolaire et tout ça. Du coup, le statut de l'erreur et tout ça je pense que ça joue et ils sont moins actifs à l'oral et il faut faire bien tout de suite, c'est, se tromper

• 33:57 - 34:01

P: c'est pas génial. Mais oui, je fais de la psychologie comptoir mais.

• 34:02 - 34:05

P: Mais...

H: C'est ce que tu vois dans la classe. Ok.

• 34:06 - 34:15

P: L'ambiance de classe joue. Mais bon, nous aussi on a notre rôle à jouer. Il faut il faut vraiment leur faire comprendre que le but c'est de communiquer. Les erreurs font partie du jeu quoi.

• 34:16 - 34:38

H: D'accord. OK, ok, c'est intéressant. Puis ma dernière question, est-ce que tu peux décrire le degré de valeur de l'apprentissage de l'anglais dans votre école?

P: Ah, c'est dur!

H: Alors parmi l'équipe administrative, les parents. Et cetera.

• 34:38 - 35:10

P: Pour les parents, je pense que c'est important.

H: Ok.

P: Mais alors même pour les élèves, on est dans les matières avec le plus d'heures hebdomadaires quand même. Mais ça, ça veut dire que c'est censé compter. Mais c'est pas une matière à examen en collège.

H: Ok

P: c'est moins important que les maths ou que le français. Pour les élèves quand ils partent en voyage, là, ça fait tilt. Mais avant, je pense que ça peut...

• 35:12 - 35:20

P: Ils aiment bien. Globalement, ils aiment bien, je pense, mais est-ce que c'est important? Au collège, je suis pas sûr. Peut-être qu'après ils prennent conscience.

• 35:20 - 35:21

P: mais collège je suis pas sûr que ça soit si

• 35:21 - 35:24

P: important que ça, c'est moins important que les maths et le français

• 35:24 - 35:57

P: en tout cas c'est sûr

H: OK, ok et je vais juste regarder. Est-ce que j'ai d'autres questions? Alors je pense que tu as indiqué que il y a une assez grande différence entre les élèves. Je n'arrive pas à formuler... there's a big gap between the students with higher grades and lower grades, like there's a big gap...

• 35:57 - 36:29

P: oui, une différence, tu sais c'est bien, c'est ça, c'est une différence, un écart si tu veux un écart, gap, oui écart. Mais tu vois là il y a eu un test de positionnement qui a été fait au niveau national qui vient juste de se terminer dans trois activités. Si on peut appeler ça des activités de compréhension orale et compréhension écrite. Oui. Et puis il y avait une partie de texte à trous pour tester le lexique et la grammaire. Eh ben dans mes classes, ça va de

• 36:29 - 36:30

P: A1 à B

• 36:30 - 36:30

H: Ok

• 36:32 - 36:33

P: Dans une même classe.

• 36:34 - 36:44

P: Alors le test il est... bon, il correspond pas à comment on travaille. Donc c'est des résultats à prendre avec précaution, mais ça montre quand même une nette disparité quoi.

• 36:45 - 36:52

P: Ouais ouais.

H: Ok. Et comment est-ce que tu gères cette situation?

• 36:53 - 37:05

P: Ben on essaye de différencier au maximum les tâches qu'on leur donne. Ça peut-être de l'aide supplémentaire, une production différente, un support différent. Là, pour le coup, ça varie. Ils ont l'habitude.

• 37:05 - 37:07

P: (laugh) L'autre jour la semaine dernière

• 37:07 - 37:17

P: j'ai donné une évaluation. Il y avait qu'un seul sujet et m'ont fait bein madame il y a pas les niveaux? Parce que de temps en temps, j'en fais aussi ou c'est la même chose pour tout le monde et c'était rigolo. Je disais bein non, mais

• 37:17 - 37:18

P: j'étais content parce que

• 37:19 - 37:30

P: C'est passé comme ça y est, c'est rentré dans les habitudes, parce que parce qu'on le fait tout, c'est pas parce que c'est moi, c'est on le fait tous et ils ont cette habitude d'avoir des niveaux. Souvent, ils choisissent d'ailleurs.

• 37:31 - 37:35

P: Et voilà

H: Ok. Ok

• 37:35 - 37:36

P: je te réponds vaguement mais. (Laugh)

• 37:37 - 37:48

H: Non, ça va. Euh. Oui, alors je pense que ça c'est tout. Euh, oui, c'est tout. Alors est-ce qu'il y a

P: D'accord

H: quelque chose d'autre que tu as pensé que tu voulais?

• 37:48 - 37:52

P: Non, non, non. À part que je serais curieuse de lire des travaux. (Laugh).

END OF INTERVIEW

APPENDIX Q : FLAVIE (FR8)

• 0:00 - 0:00

• 0:03 - 0:06

H: Et je pense qu'il faut juste accepter.

• 0:06 - 0:06

P: C'est bon.

• 0:07 - 0:40

H: Super OK. Uh bon bon. Juste pour vous prévenir que des fois ça arrive que je n'arrive pas à formuler ma question de la bonne manière. Donc je vais peut-être juste le dire en anglais. Puis vous pouvez répondre aux questions en français. La compréhension, ça va juste quand j'ai des idées dans ma tête, il faut le formuler d'une bonne manière. Alors on commence, la première question, c'est juste très général.

• 0:41 - 0:48

H: Alors, comment en êtes vous venu à enseigner l'anglais comme langue étrangère à des jeunes de 11 à 14 ans?

• 0:00 - 0:00

• 0:53 - 1:31

P: Alors j'ai fait des études d'anglais, mais ce n'était pas mon cursus principal. C'était quelque chose qui me plaisait et à la fin de mes études, j'avais besoin d'un travail, tout simplement en pensant continuer par la suite, soit à faire des études, soit à faire de la recherche, soit à continuer dans une autre matière. Mais c'était, c'était pas un but. Ça a été juste une décision qui s'est faite l'année du concours et une fois qu'on passe le concours, on est envoyé pas dans l'académie de notre choix et pas dans

• 1:31 - 1:32

• 1:32 - 1:35

P: J'ai pas choisi d'être au collège ou au lycée, on m'a envoyé là.

• 1:35 - 1:36

H: Ok

P: Donc voilà.

• 1:37 - 2:16

H: Ok. Alors l'âge en particulier, ce n'était pas un choix, c'était... oui, d'accord. OK, et c'est quoi tu as dit vous avez dit que alors

P: tutoyer peut-être (laugh)

H: Ok merci parce qu'au Canada, on n'utilise pas le vouvoiement. Donc c'est plus facile pour moi si je peut te tutoyer. Euh. Donc tu m'as dit que l'anglais te plaisait, mais ce n'était pas ton parcours principal.

• 2:16 - 2:18

P: Oui

H: Ok.

• 2:18 - 2:21

H: Alors c'était quoi avant? Tu pensais à faire quoi?

• 2:21 - 2:45

P: Alors j'ai fait une prépa commerce. J'ai fait l'étude des études d'anglais par hasard parce qu'il fallait que je valide un diplôme. J'ai fait un master recherche un peu aussi par hasard, mais c'est là que ça je me suis rendu compte que l'anglais, c'est pas juste une langue, c'était une culture, c'était une langue que j'aimais et je suis reparti après en science politique pour continuer

• 2:47 - 2:47

• 2:47 - 3:01

P: mes études là dedans. Et puis c'est là que je me suis rendu compte que, en fait, j'aimais beaucoup les langues, j'aimais beaucoup la linguistique, j'aimais beaucoup la littérature et tout ce que le tout ce que ça apportait. Donc je suis revenu en anglais par la suite.

• 3:02 - 3:02

H: Ok.

• 3:03 - 3:28

H: Ok, super, merci. Alors les deux prochaines questions, c'est à propos de votre ton formation pédagogique. Alors on vient d'en parler un peu. Mais est-ce que ton formation à l'université ou bein le concours le CAPES par exemple, est-ce que ça t'as préparé pour enseigner l'anglais en tant que langue étrangère?

• 3:31 - 4:03

P: Alors le concours, ça m'a permis de me rendre compte de mes points forts et de mes lacunes. Et ça m'a permis d'avoir une bonne base, on va dire pour le concours et d'avoir une première approche sur ce qui est demandé pour l'enseignement. Et après le concours, on a un an de formation en master MEF... euh qui a été, je dirais, une tentative de nous donner quelques pistes. On a eu quelques cours pas mal, mais c'était

trop peu. Je pense que j'ai eu trois cours dans l'année qui m'ont expliqué comment on enseigne les langues.

• 4:04 - 4:14

P: Donc faire de la recherche en didactique des langues, c'était assez intéressant, mais je n'ai pas du tout été préparé et je pense que j'ai vraiment tout appris sur le terrain, avec les collègues, avec l'expérience et mes propres erreurs.

• 4:15 - 4:15

H: Ok.

• 4:16 - 4:44

H: Ok, alors si j'ai bien compris, tu as bien étudié l'anglais et l'enseignement aussi, mais c'était vraiment quand tu étais devant une classe que tu savais pas exactement quoi faire, alors ça aurait été mieux la préparation devant le cours par exemple. Comment gérer le comportement des étudiants, des trucs comme ça?

• 4:45 - 5:18

P: Oui, déjà mon année de master MEF, je pense qu'elle a été grandement inutile. Vraiment, ça m'a rien appris ou très peu. Vraiment pas assez pour être préparé pour être enseignant.

H: D'accord

P: Et c'est horrible à dire. Je pense qu'on devrait mieux nous préparer. Eh oui, clairement, les grosses difficultés que j'ai eues, ça a été des questions de discipline, de gérer une classe, de gérer des adolescents. Et ça, ça a été très difficile en dehors de l'enseignement d'une langue.

• 5:19 - 5:20

H: D'accord, d'accord.

• 5:20 - 5:40

H: Ok. Puis la prochaine question quel type d'occasion est-ce que ton école t'offre pour améliorer ton pratique de l'enseignement de langues de l'anglais langue étrangère? Puis s'il n'y en a pas, quel type d'opportunité est ce que tu aimerais qu'on vous offre?

• 5:43 - 5:49

P: Pour m'améliorer, moi personnellement? Pour améliorer ma pratique de la langue ou l'enseignement de cette langue?

• 5:49 - 5:53

H: Pour améliorer l'enseignement de la langue

• 5:54 - 5:55

• 5:58 - 6:29

P: J'ai appris cette année qu'il y avait des formations, mais que mon objectif, c'est ma troisième année en tant qu'enseignante. Et comme personne me l'avait dit, je ne savais pas comment il fallait s'inscrire dans ces formations. Si la première année, je me suis inscrite à des formations qui ont été annulées à cause du Covid, donc j'ai encore jamais eu de formation. C'est ma troisième année, je n'ai encore jamais eu de formation. C'est pas pour m'aider pour améliorer mon enseignement. Je pense que certaines de ces formations aurait été utile, je ne connais pas leur contenu.

• 6:31 - 6:37

P: Au collège, on a eu une formation globale pour tous les enseignants.

• 6:38 - 6:39

P: Parce que c'était quand?

• 6:39 - 6:48

P: Il y a quelques semaines, sur la pratique de la langue et l'expression écrite. C'était principalement en français, mais ça m'a énormément aidé et permis de réfléchir sur

• 6:49 - 6:49

• 6:50 - 7:17

P: Comment donner des clés pour que la grammaire soit correcte, pour qu'une phrase fasse sens en anglais,

H: Ok

P: avec par exemple avec des modèles, des tableaux, ils doivent choisir chaque mot dans chaque colonne parce qu'ils ont du mal avec sujet, verbe par exemple. Donc ça a été très intéressant. C'est sûr que je pense que je pourrais être mieux accompagner et avoir plus de formation. Mais je ne sais pas comment.

• 7:18 - 7:27

H: Oui ok, ben non, non, ça va. Il faut pas répondre à toutes les questions si vous connaissez pas, mais juste tu sais que

• 7:32 - 7:40

H: comme des ateliers ou des formations, ça pourrait t'aider. C'est juste tu ne sais pas exactement comment

• 7:40 - 7:41

H: en ce moment

P: Oui.

• 7:41 - 7:50

P: Oui oui. Je pense que tout, tout est bon à apprendre et tout enseignement serait, bein tout aide à l'enseignement serait positif, même des pratiques avec des enseignants.

• 7:51 - 7:51

H: Ok.

• 7:52 - 8:13

H: Oui, d'accord. Et prochainement... maintenant on parle à propos de tes enseign euh de tes stratégies d'enseignement et comment tu enseignes puis les ressources. Alors est-ce qu'il existe des méthodes d'enseignement obligatoire pour l'enseignement de l'anglais?

• 8:18 - 8:20

H: Ou peut-être (inaudible) c'est pas.

• 8:20 - 8:21

• 8:21 - 8:55

P: Oui, y a quelque chose. Oui, on est obligé de suivre de créer des séquences avec des thèmes qui suivent un thème culturel, des objectifs linguistiques, phonologiques, donc des thèmes spécifiques à travailler dans chaque séquence qui se complète au fur et à mesure de l'année et à la fin de chaque séquence, en France, on est obligé d'avoir ce qu'on appelle une tâche finale, un projet. Ça veut dire que les étudiants les élèves vont mettre en pratique pour réaliser cette tâche, pour écrire une lettre, pour faire une vidéo.

• 8:56 - 9:00

P: Ce qu'ils ont appris pendant la séquence, pas juste un contrôle de leurs connaissances.

• 9:00 - 9:00

H: Ok.

• 9:02 - 9:14

H: Ok, alors c'est c'est une tâche ou il faut que l'étudiant fasse une tâche spécifique. C'est pas juste comme un test à choix multiple ou...

• 9:14 - 9:25

P: QCM j'en ai jamais fait au collège. Par contre, je leur fais souvent une un contrôle de connaissance en parallèle de cette tâche finale qui est la tâche finale est à faire à la maison.

• 9:26 - 9:26

H: Ok.

• 9:26 - 9:45

H: Ok, d'accord. Puis je pense que tu as mentionné l'approche actionnelle dans la questionnaire. Alors est-ce que tu trouves que c'est utile cette méthode ou est-ce qu'il y a des autres méthodes ou stratégies par exemple que tu utilises... au même temps?

• 9:46 - 9:46

• 9:48 - 9:59

P: Alors on utilise beaucoup de mots techniques. Euh. Je pense que quand j'ai commencé à enseigner, quand on m'a présenté ça, quand j'ai passé le concours, je le trouvais un peu

• 9:59 - 9:59

• 10:01 - 10:11

P: j'étais un peu sceptique. Et plus je fais ça, plus je pense que les élèves sont motivés à réaliser quelque chose. Donc je trouve que c'est bien. Mais je pense qu'on

• 10:15 - 10:15

• 10:16 - 10:31

P: construit beaucoup trop ce carcan et qu'on se dit qu'on n'a pas d'autre choix et qu'on est obligé de faire ça. Et c'est peut-être trop de toujours imposer cette méthode. Mais oui, je pense qu'elle a des effets positifs et que je la garderai forcément.

• 10:32 - 10:32

H: Ok.

• 10:33 - 10:47

H: Ok. Est-ce que ça diffère d'une classe à l'autre? Est-ce que vous utilisez les mêmes stratégies ou en dépendant des niveaux des étudiants? Il y a des stratégies qui marchent mieux que les autres?

• 10:49 - 10:50

P: Qu'est-ce que tu entends par stratégie?

• 10:52 - 11:09

H: Mais pas stratégie, mais juste pédagogie, comme par exemple l'approche actionnelle, est-ce que ça marche avec tous les niveaux ou il faut utiliser une autre stratégie si les niveaux sont différents dans une autre classe?

• 11:11 - 11:53

P: Je pense que plus ils sont jeunes, plus ils sont motivés à réaliser cette tâche, que ce soient vraiment des sixièmes très motivés. Donc 11 ans. Des cinquièmes un peu plus. Mais on a toujours des élèves décrocheurs qui ne font pas le travail. Et j'arrive en troisième. Il y en a beaucoup plus qui ne font pas le travail. Il faut que le travail soit fait à la maison ou soit pas du tout impliqué, soit aussi parce que le projet est plus compliqué. Et donc ils ont peur face à la tâche. Ça, c'est possible aussi.

H: Ok.

P: Plus ils sont jeunes, plus j'utiliserais ça. En troisième, je l'utilise aussi, mais euh, les élèves sont plus découragés.

• 11:53 - 12:06

P: Puis de nombreux élèves ne font pas le travail tout simplement, ne font ne font rien. Donc on ne peut pas les évaluer parce qu'ils font pas et refusent de faire. Et à l'université, je fais pas du tout ça. Donc j'ai vraiment l'impression qu'il y a une un curseur

• 12:08 - 12:10

H: OK. OK

• 12:11 - 12:29

H: Je pense qu'il y avait une autre question dans la questionnaire. Je n'arrive pas à le formuler en français. So like there's a gap between the higher achieving students and the lower achieving students. Alors il y a comme vraiment beaucoup de niveaux.

• 12:31 - 13:01

P: Oui, c'est très hétérogène. Oui oui, les élèves, les meilleurs élèves ou les plus motivés, ou quand ça implique quelque chose qui savent faire, par exemple monter une vidéo, faire un dessin quand c'est quelque chose qui leur tient à cœur personnellement, ils sont très impliqués et si c'est des bons élèves en anglais, ils mettront plus d'efforts à réaliser ça. Alors que j'ai des mauvais élèves qui essayent mais il y en a beaucoup qui abandonnent vraiment avant même d'avoir commencé.

• 13:02 - 13:34

P: Donc oui, de toute façon, toutes mes classes sont extrêmement hétérogènes et c'est très difficile de de s'occuper de s'occuper des meilleurs élèves tout en s'occupant des moins bons. Et moi, j'ai tendance à vouloir tirer tout le monde vers le haut. Donc je m'occupe souvent des moins bons, surtout en sixième. Et c'est assez difficile. Oui, vraiment, le niveau est trop hétérogène, trop hétérogène et leur réalisation est très différente.

• 13:34 - 13:45

P: Ils comprennent même pas les consignes de la même manière. Donc ça veut dire que la réalisation est déjà différente parce qu'ils ont pas compris qu'il fallait faire la même chose.

H: D'accord

P: il y a peut être moins de monde expression.

• 13:46 - 13:46

H: Oui.

• 13:47 - 13:59

H: Oui, j'imagine que ça prend énormément de temps de travailler avec tous les différents niveaux et de modifier les activités

• 14:00 - 14:03

H: des différents niveaux.

P: Oui, oui, oui de faire du

• 14:03 - 14:04

• 14:05 - 14:24

P: de différencié. Ça prend beaucoup de temps et je pense que là, maintenant, étant en troisième année, je commence à m'y intéresser et je commence à vraiment m'occuper de donner des exercices différents à deux ou trois niveaux différents. Pour la classe, la première année, c'est impossible. La première année, on découvre comment on fait des cours.

• 14:24 - 14:24

• 14:25 - 14:45

P: C'est déjà difficile de faire un cours. Au fur et à mesure on peut réutiliser le travail qu'on a fait l'année dernière pour adapter des exercices ou adapter des contrôles. Donc oui, je pense aussi que ça prend du temps et que plus on avance dans le métier et plus ça sera facile parce qu'on a déjà préparé une partie de la séquence.

• 14:46 - 14:46

H: Oui.

• 14:46 - 14:55

H: Oui, absolument d'accord. Puis tu as dit que bon, il y a des mauvais élèves, puis des élèves qui sont

• 14:55 - 14:55

• 14:56 - 15:14

H: très forts en anglais. Donc à votre avis, c'est quoi? Comment est-ce qu'on arrive à ce point? Pourquoi est-ce que les mauvais élèves sont mauvaise en anglais quand ils arrivent au collège?

• 15:15 - 15:24

P: Alors pour exemple, j'ai eu une élève anglophone hier à qui j'ai demandé de lire une phrase et qui a pris un accent français pour le lire.

• 15:25 - 15:26

H: D'accord. (Laugh)

• 15:27 - 16:00

P: Donc je pense vraiment déjà qu'il y a une honte de parler. Ils ont l'impression de faire semblant d'avoir un accent et c'est déjà difficile de leur expliquer qu'il y a des règles chronologiques à suivre. Et qu'il y a des sons, c'est dans le dictionnaire et que c'est pas faire semblant d'avoir d'avoir un accent anglais. Les élèves se moquent assez souvent. C'est compliqué d'apprendre une langue parce que s'ils travaillent bien, s'ils travaille bien à l'écrit et savent pas bien prononcer. Et si je travaille énormément à bien prononcer avec eux ils savent pas l'écrire. Donc c'est dingue, c'est déjà ça, c'est très compliqué.

• 16:01 - 16:35

P: En sixième, je reprends tout comme comme s'ils avaient jamais fait d'anglais, parce que certains élèves ont déjà un très bon niveau, d'autres ont étudié l'anglais, mais ils n'ont rien fait en primaire ou ils ont très peu ont étudié du tout l'anglais. Donc je le vois en sixième. Je reprends les bases, je reprends le verbe être, je reprends les premiers mots et déjà là, le niveau est très hétérogène et on arrive en troisième. J'ai des élèves aujourd'hui en troisième ou début troisième qui ne connaissent pas leurs verbes être.

• 16:35 - 16:42

P: Et on a beau refaire ça 1000 fois avec eux, je pense aussi qu'il y a soit un manque de travail soit manque d'intérêt.

• 16:43 - 16:45

H: Oui. Oui, ok.

• 16:46 - 17:04

H: Et c'est intéressant que tu as dit que hier un anglophone à parler avec un accent en français. Je trouve ça intéressant. Alors pourquoi est-ce que tu penses que cette élève a changé l'accent comme ça?

• 17:07 - 17:17

P: C'est une élève que j'ai depuis deux ans, qui a donc douze ans, qui pendant les conseils de classe, parle en anglais chez elle, en Visio j'entendu parler en anglais avec ses parents.

• 17:17 - 17:17

H: Oui.

• 17:20 - 17:52

P: Je pense. D'un côté, elle voulait s'amuser. De l'autre, elle voulait pas se faire remarquer. Ils sont plusieurs dans cette classe à être anglophone. Mais ça m'a surpris. D'habitude, elle fait pas ça. Je lui ai fait remarquer. Elle a juste haussé les épaules. Tu sais parler anglais. Je sais que des fois on a des discussions en anglais ou sur un mot. Et je la fais d'habitude contribuer à la classe parce qu'elle parle, parce qu'elle est anglophone et j'ai vraiment pas compris.

• 17:53 - 17:57

P: Je sais pas, mais j'ai euh, j'étais un peu déçue.

• 17:58 - 17:58

H: Oui.

• 17:59 - 18:04

H: Oui, mais ça, c'est pourquoi je m'intéresse à cet âge. Parce que... oui

• 18:05 - 18:05

• 18:05 - 18:08

H: des choses arrivent. Puis tu te

• 18:08 - 18:08

• 18:08 - 18:25

H: demandes pourquoi est-ce que l'élève a fait ça? Oui, c'est intéressant. Est-ce que tu penses que les autres élèves, comme les francophones baissent lors leurs niveaux?

• 18:25 - 18:26

• 18:26 - 18:32

H: pour être acceptés par les autres élèves, comme avec la prononciation par exemple?

• 18:34 - 19:08

P: Moi, je suis dans un collège extrêmement mixte, mixte socialement, avec beaucoup de familles qui sont soit pas françaises, soit avec des parents qui ne sont pas francophones ou pas français. Donc il y a vraiment un mélange de culture au collège et les anglophones en général n'ont pas honte d'être anglophone, y sont j'ai beaucoup d'élèves plus qui passent beaucoup de temps sur Internet à regarder ou alors à regarder des vidéos YouTube en anglais. Beaucoup d'élèves d'origine nigériane, philippins, chinois, qui parlent très bien anglais et eux en général, n'en ont pas honte.

• 19:09 - 19:16

P: Par contre, des Français bonnes élèves, en général, vont diminuer leur accent en anglais.

• 19:17 - 19:20

H: D'accord. OK.

• 19:20 - 19:32

H: Ok. Puis est-ce que ton école, c'est tu tu enseigne dans une communauté assez large? C'est une grande ville, une petite ville?

• 19:34 - 20:02

P: C'est une ville moyenne en banlieue [metropolitan city in France].

H: Ah, ok.

P: On a quand même trois je suis à (name of community) donc on a quand même trois collèges. Je crois qu'il y a deux lycées classés c'est assez gros. C'est un peu plus gros que les autres villes autour. Mais j'enseigne dans le seul collège REP de la ville où clairement on est du côté des cités et on n'a pas les mêmes statut social où les parents n'ont pas les mêmes revenus que dans les autres quartiers de la ville.

• 20:03 - 20:20

H: Ok, intéressant. Alors je pense que tu es la première [metropolitan city in France] avec qui je parle. Donc c'est intéressant parce que pour la plupart les élèves dans les autres régions sont plutôt homogènes. Donc c'est intéressant.

• 20:22 - 20:43

P: Mais juste avec le système français, quand on passe le concours, on est forcément envoyé à moins d'avoir un conjoint quelque part. Sinon c'est six ans minimum en banlieue [metropolitan city in France], souvent dans un endroit difficile, c'est obligatoire en France.

H: Ok.

P: L'académie de Créteil, Académie de Versailles, c'est vraiment là où on atterrit tous.

• 20:47 - 21:03

H: Ok, d'accord. Je pense que c'était une question dans la questionnaire. Est-ce qu'il y a est-ce que tu as remarqué une influence, peut-être, comme est-ce que les influences culturelles ou financières impactent les niveaux de ... achievement level?

• 21:05 - 21:06

• 21:07 - 21:07

• 21:10 - 21:10

• 21:12 - 21:43

P: Alors oui, mais d'une façon différente. Parce que les élèves issus de l'immigration, souvent d'origine nigériane, soit parlent anglais déjà, soit ont des parents anglophones sont leur environnement anglophone autour d'eux. Donc culturellement, s'ils sont pas français de base, ils vont s'intéresser peut-être plus à la langue.

• 21:44 - 22:16

P: Donc peut-être plus réussir dans la langue. Alors que dans la maîtrise de la langue . Alors que c'est sûr que financièrement j'ai... on va dire qu'elle des très bon élève, sont souvent le ou la seule élève qui a une maison dans la classe par exemple, et qui fait des sorties culturelles avec les parents qui lisent des livres. Et évidemment, ça c'est des bons élèves parce que les parents sont derrière, parce qu'ils ont du temps, parce qu'ils ont des moyens, des ressources culturelles, financières.

• 22:16 - 22:28

P: Et donc, si c'est des bons élèves qui sont suivis par les parents, ils travailleront plus et en général, ils réussiront plus. En tout cas, ça c'est vrai à l'écrit, pas forcément à l'oral, mais c'est juste parce qu'ils sont des bons élèves. Ils travaillent mieux.

• 22:29 - 22:30

H: D'accord, oui.

• 22:30 - 22:39

P: Ça veut pas dire qu'ils ont un meilleur accent ou qu'ils auront plus de facilité. C'est juste que ce sont des meilleurs élèves dans toutes les matières.

• 22:40 - 23:05

H: Ok, ok, d'accord. Donc la prochaine question. OK, on a discuté ça déjà. Alors comment est-ce que tu choisis les ressources pédagogiques? Donc j'ai vu que tu aimes bien les textes, les images de l'Internet. Alors comment est-ce que tu choisis ces ressources pour enseigner?

• 23:05 - 23:06

• 23:07 - 23:39

P: Chaque séquence à un thème culturel. Et moi, c'est ce qui m'intéresse beaucoup. Donc en général, je choisis quelque chose que j'aime ou que je pense qui motivera les élèves. Donc il faut que ce soit donnant donnant. Faut que ça plaise aux élèves et que ça plaise à l'enseignant. Ou que ça me plaise à moi et que je pense que c'est important pour leur culture anglophone parce que des fois, ça leur plaît un peu moins. Euh. Donc voilà, je vais d'abord m'intéresser à ça.

• 23:39 - 24:12

P: Est-ce que je peux avoir un projet linguistique autour de ce thème et est-ce que je vais créer moi même la séquence? Est-ce que je vais prendre la séquence d'un d'un enseignant qui a déjà partagé sur Internet et l'adapter? Est-ce que donc ça veut dire

que sur les sites des académies ou sur des groupes, des réseaux sociaux ou euh sur un manuel. Voilà une séquence déjà préparée que je vais réadaptée moi, ou une séquence que je crée de toute pièce

• 24:13 - 24:27

P: sachant que si j'ai trois niveaux au collège, je peux pas me permettre de créer trois séquences en même temps. Personnellement, parce que ça demande beaucoup de travail et pour que la séquence soit bien équilibrée, il faut aussi que je me bats sur la que je crée tout toute seule.

• 24:28 - 24:29

P: Parce que ça

• 24:29 - 24:35

P: prend trop de temps. Donc voilà comment je choisis mes séquences comme ça. Et qu'est-ce que c'est la question?

• 24:36 - 24:43

H: Euh oui, ok, alors la séquence... et comment est-ce que tu choisis les textes ou les images?

• 24:44 - 24:47

P: Et bien il faut que ça soit en lien avec notre thème.

• 24:48 - 24:48

H: Oui.

• 24:48 - 25:27

P: Mais faut aussi que ça soit pas trop difficile d'accès. Donc déjà qu'ils est ou qu'il est vu au début de la séquence, qu'ils aient vu dans les cours qu'on a fait avant, du vocabulaire ou des formulations qui permettent de comprendre, soit de parler du texte ou de l'image ou de la vidéo, soit le comprendre. Donc ça veut dire que le texte ou l'audio par utiliser du vocabulaire ou des formes, des tournures de phrases qu'on a déjà travaillé ensemble pour que les élèves ne soient pas perdus, ou alors que ce soit justement le point de grammaire nouveau ou le point phonologie nouveau que

• 25:27 - 25:42

P: je veuille travailler avec eux. Donc voilà, faut que ça soit culturellement en lien avec ma séquence et accessible aux les élèves. Malheureusement, souvent, quand un document est très authentique, il faut parfois l'adapter parce que c'est pas accessible au niveau des élèves.

• 25:42 - 25:43

H: Bien sûr.

• 25:43 - 25:44

P: C'est ce qui est dommage.

• 25:46 - 25:49

H: Ok, ok. Et est ce que tu utilises les manuels?

• 25:51 - 26:21

P: Euh oui, oui. Quand j'ai passé le concours, j'étais très réticente à utiliser les manuels parce que j'avais des souvenirs de collègue avec les manuels qui vraiment font vieux, qui donnent pas envie. Mais oui, j'utilise des manuels, souvent pour m'inspirer de leurs séquences et principalement pour réutiliser leurs exercices parce que leurs exercices sont souvent bien faits. Donc voilà, je réutilise parfois pour construire ma séquence et très souvent pour les exercices.

• 26:22 - 26:24

H: Ok. Voilà.

• 26:25 - 26:30

H: Et c'était quoi l'autre question que j'avais? Um manuel...

• 26:32 - 26:34

H: Inspiration. Um what did I want to say?

• 26:43 - 26:43

• 26:43 - 27:04

H: is there... do you think the académie or the ministère or I guess the l'Académie, could they do a better job at providing you with resources? Or is it enough resources?

• 27:07 - 27:23

P: Alors on a deux choses en a un site qui s'appelle Eduscol qui est créé par le gouvernement, je crois.

H: Oui.

P: Qui est vraiment... qui a les thèmes étudiés, qui a les axes

• 27:24 - 27:25

• 27:26 - 27:58

P: à travailler par cycle, qui a passé de nombreuses informations, je dirais qui il est pas mal pour avoir les lignes directrices et parfois des idées de ressources. Et chaque académie a un site internet qui parle, qui fournit des séquences qui sont déjà préparées par les enseignants. Il y a aussi des aides, parfois par les inspecteurs d'académie, mais les sites, par exemple en anglais, je sais que l'académie de Grenoble et peut-être un peu Versailles, mais l'académie de Grenoble, c'est notre référence.

• 27:58 - 28:09

P: Moi, je vais rarement sur le site de l'académie de Créteil pour trouver des ressources parce qu'en anglais on sait que c'est la qualité Grenoble qui est bien et des réputations comme ça. En musique, on sait que l'académie de Versailles est bien.

• 28:10 - 28:20

H: Ok, je savais pas parce que je suis à Grenoble en ce moment et peu euh je savais pas ça qu'on avait une réputation pour euh

• 28:21 - 28:21

• 28:21 - 28:53

P: L'académie d'Orléans aussi est pas mal. Donc souvent juste quand je veux, je crée une séquence je m'inspire déjà des séquences publiées sur les sites des académies. Je cherche sur Google, je tombe sur plusieurs séquences qui correspondent pas souvent à mon niveau, mais qui m'inspirent. Et c'est des séquences partagées par des enseignants comme moi qui ont publié leur séquence sur le site internet. Donc ça, je trouve que c'est très bien, c'est fourni. Mais la meilleure ressource que j'ai, c'est les groupes Facebook de professeurs d'anglais qui sont extrêmement fournis.

• 28:54 - 29:29

P: Qui euh il y a vraiment un partage de séquences créé par d'autres enseignants en France qui est fabuleux. Je sais qu'il y a pas ça dans toutes les matières et c'est vraiment grâce à ça que j'arrive à faire mes courses. Avec tous ces partages de séquences de sur les réseaux sociaux, de groupes de prof d'anglais qui partagent leurs séquences. Ça veut pas dire que je réutilise tous leurs documents, mais des fois l'organisation de leur séquence ou parfois ça m'est arrivé de de réutiliser une séquence parce qu'elle était tellement bien faite que je l'ai à peine adaptée.

• 29:30 - 29:46

P: Et ça s'est vraiment, c'est vraiment bien c'est un lifesaver. C'est c'est génial. Donc on pourrait avoir ça sur le site des académies. C'est ce qu'ils ont tenté de faire, mais ça s'est développé beaucoup plus en dehors des plates formes académiques en fait.

• 29:47 - 30:14

H: Ok. Et est-ce que tu dis tu dirais que ces séquences sont vraiment utiles sur Facebook parce que c'était créé par les enseignants eux mêmes? Parce que peut-être ça a une influence ou alors pourquoi est ce que ces séquences sur Facebook sont très, très utiles en comparant à des autres ressources fournies par l'Académie par exemple.

• 30:15 - 30:18

P: Les séquences sur les sites académiques sont aussi fournies par les enseignants.

• 30:19 - 30:21

H: Ah ok, ok, j'ai pas compris ça.

• 30:21 - 30:36

H: D'accord

P: C'est juste qu'il y a beaucoup plus sur les réseaux sociaux.

H: OK

P: Et tout simplement on pourrait mettre tout sur les sites académiques. Je ne sais pas pourquoi elles sont sur ces elles sont pas là, elles ne sont pas disponibles.

• 30:36 - 30:39

H: Ok, alors c'est vraiment le la quantité.

• 30:41 - 30:42

P: Et la qualité.

• 30:43 - 30:43

• 30:44 - 30:47

H: Et qualité? OK.

• 30:47 - 31:14

H: Intéressant. Donc j'ai juste quelques autres petites questions. Alors est-ce que tu peux décrire le rôle de la première langue des élèves dans l'apprentissage de l'anglais? Alors peut-être, c'est un peu différent parce que tu as dit qu'il y a plusieurs immigrants. Donc est-ce que tu utilises le français quand tu enseignes l'anglais des fois?

• 31:15 - 31:46

P: Euh oui, j'utilise le français, je parfois un peu trop d'ailleurs. Je sais que mes collègues utilisent beaucoup plus l'anglais. Moi je fais un cours en anglais, je leur pose des questions en anglais, je leur fais réutiliser des structures. Et puis parfois, je réexplique à la fin de l'heure en français. Alors le rôle de la première langue, pour eux, leur première langue c'est parfois pas le français. Donc, dans ces cas là, ça veut dire que leur bouche est habituée à faire des sons différents.

• 31:46 - 32:19

P: Donc ils vont avoir des facilités à faire certaines prononciations. D'ailleurs. Voilà. Mais oui, j'utilise le français parce que les élèves le réclament. Les élèves sont très difficiles à mettre en anglais, à se mettre, à parler en anglais constamment pendant le cours. Donc j'utilise le français déjà pour des problèmes de discipline, d'organisation administrative, parce que je suis en REP, parce que des fois, on a des choses à gérer et puis les élèves comprennent ce qu'on dit.

• 32:22 - 32:54

P: J'utilise l'anglais au maximum quand on fait le cours, on va dire. Mais j'utilise beaucoup le français pour expliquer, expliquer tout simplement des choses qu'ils comprennent pas.

H: Ok.

P: Donc au maximum j'essaye, quand c'est de la traduction ou quand c'est des explications, d'expliquer en anglais et de demander à un autre élève de réexpliquer pour ceux qui ont pas compris. Mais oui, j'utilise beaucoup le français, par exemple, pour expliquer la grammaire. J'ai travaillé quelque chose en anglais,

• 32:55 - 33:17

P: leur faire répéter, travailler avec eux. Et à la fin de l'heure, ils vont essayer d'exprimer la règle. Au moins, je vais réexpliquer en français parce que sinon, je me rends compte que si je passe pas par le français, ils sont perdus.

H: D'accord

P: Et c'est vraiment une critique qu'ils ont de quand ils sont, quand ils ont d'autres enseignants et qu'on parle toujours en anglais. Ils comprennent rien du tout

H: D'accord.

• 33:18 - 33:26

H: Ok, alors c'est vraiment pour survivre le cours, il faut

P: Oui.

H: Parler de français. Ok

• 33:27 - 33:27

• 33:28 - 33:41

H: Et la prochaine question. Alors les deux dernières questions, c'est ton opinion personnelle. Donc à ton avis, dans qu'elle mesure est-ce que tes élèves sont ils à l'aise lorsqu'ils parlent en anglais?

• 0:00 - 0:00

• 33:50 - 34:20

P: ... Euh, je pense que plus ils sont jeunes et qu'ils ont qu'une seule structure à utiliser et que je leur je j'aime bien leur faire échanger leur faire échanger entre eux et juste m'asseoir au fond de la salle et les regarder. Et quand ils sont jeunes et qu'ils ont pas trop le choix avec la structure au tableau, ils sont vraiment très à l'aise. Mais plus ça devient, plus ils deviennent âgés, plus ils ont conscience de leurs lacunes et ils ont conscience qu'ils parlent dans une langue qu'ils maîtrisent pas bien les uns par rapport aux autres

• 34:20 - 34:41

P: et plus c'est difficile de s'exprimer. Donc c'est pas leur niveau d'anglais qui leur permet de s'exprimer plus facilement. C'est au contraire, s'ils sont désinhibés et qu'ils ont tous le même niveau parce qu'ils apprennent tous et sont tous débutants, ils vont avoir des facilités à s'exprimer dans la langue alors que quand ça devient plus compliqué, ils ont peur de faire des erreurs, donc ils s'expriment pas.

• 34:41 - 34:45

H: D'accord, ok, ok.

• 34:48 - 35:01

H: Et est-ce que tu peux décrire le degré de valeur de l'apprentissage de l'anglais dans votre école? Alors est-ce que tu te sens comme c'est un cours valorisé en général?

• 35:01 - 35:02

H: Ou plutôt pas?

• 35:02 - 35:02

• 35:06 - 35:44

P: Il y a quelques jours il y a un élève qui m'a dit mais moi j'irai jamais en Amérique, ça me sert à rien. J'irai jamais en Amérique. Voilà donc pour eux, l'anglais, c'est très déconnecté. D'un côté, ils écoutent l'anglais tous les jours, ils regardent des vidéos YouTube tous les soirs sur leur téléphone et je le sais. Et ils jouent beaucoup... euh j'ai beaucoup d'élèves qui jouent à Minecraft, qui jouent à des jeux vidéo en anglais et qui ont beaucoup de vocabulaire sur les minéraux et les minerais, sur les armes, sur les habits et qui ont ce vocabulaire en anglais, ils savent pas le prononcer mais qu'ils savent le lire.

• 35:44 - 36:15

P: Donc ils ont accès à l'anglais sur internet tous les jours. Mais, et il me pose souvent des questions en cours qui n'ont rien à voir avec le cours, mais parce que c'est des mots qu'ils ont vus. Mais j'ai beaucoup d'élèves aussi qui comprennent pas que ça leur servira plus tard, qui comprennent pas que l'anglais, il y en aura au lycée, en filière générale et technologique ou en pro, qui comprennent pas que l'anglais, ça peut leur servir plus tard dans leurs études. Donc pour eux, c'est une matière en plus à réviser.

• 36:16 - 36:50

P: C'est quand même plus important que l'art classique et souvent très dévalorisé pour eux malheureusement, alors que c'est une matière à part entière. Mais c'est juste une matière à l'école. Souvent, ils voient pas l'intérêt. J'essaye de leur montrer l'intérêt dans mes cours justement, et qu'ils qui qu'ils utilisent l'anglais pour des choses qui qu'ils les regardent personnellement ou qui les intéressent. Mais j'ai vraiment qu'ils sont très déconnectés. C'est quelque chose qu'ils voient en cours d'anglais quand ils arrivent dans le cours d'après, ils voient pas le lien.

• 36:51 - 37:03

H: D'accord. OK, ok. Et l'équipe administrative, est-ce que tu te sens comme il valorise le cours d'anglais?

• 37:08 - 37:19

P: Mais je n'ai pas vraiment de réponse. Mais en tant qu'enseignante, je me sens considérée comme les autres enseignants.

H: Ok.

P: Mais sur la matière, non, j'ai pas grand chose à dire.

• 37:20 - 37:20

H: Ok.

• 37:21 - 37:27

H: Non, mais ça va. Ok, alors je pense que c'est presque tout.

• 37:28 - 37:29

H: Euh.

• 37:30 - 37:59

H: Alors je peut-être juste une autre petite question. Dans le questionnaire, il y avait une question si tu donnes du temps pour de la discussion libre aux étudiants. Alors c'est... est-ce que ça marche bien avec les étudiants? Oui. Est-ce que tu veux juste peut-être décrire comment ça marche?

• 38:00 - 38:01

P: La discussion libre en français ou en anglais?

• 38:03 - 38:03

H: En anglais.

• 38:08 - 38:43

P: Alors oui, j'essaie de les laisser libres, de parler de ce qu'ils veulent quand je leur pose une question par exemple. Et si ça part sur autre chose, je suis toujours contente quand des élèves vont juste leur répondre. Ça, par contre, ça serait plus des troisièmes que des sixièmes qui vont faire ça pour vouloir donner leur opinion. Donc ils sont plus motivés à donner leur opinion qu'à faire une phrase par exemple qui correspond au cours. Donc s'il la donne en anglais, j'ai toujours envie de les entendre parler anglais et ça me gêne absolument pas.

• 38:45 - 38:50

P: Mais souvent, ça s'arrête à deux ou trois échanges et ils vont pas continuer.

• 38:51 - 38:52

H: Ok

P: Pas parce

• 38:52 - 38:55

P: que je les interrompt, mais parce que le problème, c'est souvent la langue.

• 38:56 - 38:56

H: D'accord.

• 38:58 - 39:33

H: Ok, ok. Oui, puis je viens de penser à quelque chose. C'est un temps, un temps où on commence à formuler nos propres opinions. Mais même dans la langue maternelle, c'est assez difficile de formuler tes opinions. Donc si on ajoute une autre langue au même temps, c'est beaucoup à gérer dans le moment. Oui, ok. Euh. Oui, alors je pense que c'est tout pour mes questions. Est-ce que tu as quelque chose d'autre à ajouter?

• 39:34 - 39:38

P: Non, pas forcément.

H: Ok, super.

END OF INTERVIEW

APPENDIX R: LAURENCE (FR9)

• 0:00 - 0:04

H: Um, and then I think you just have to accept.

• 0:04 - 0:06

P: Yes.

H: Perfect.

P: That's it? Got it.

• 0:07 - 0:21

H: Excellent. Um, okay, so I'm thank you for talking to me today.

P: <laugh>

H: uh, I'm interested to, well, I think you're the first person who's in, uh, Bretagne if I understood correctly.

• 0:21 - 0:23

P: Yeah. Yeah. That's where I, yeah. Yeah.

H: Okay.

• 0:24 - 0:33

H: Yeah. So I haven't spoken to anybody up there yet,

P: Ok, cool

H: so you'll be, get another perspective. And, um, I see that you've taught in the UK as well.

• 0:34 - 0:34

P: Yeah.

• 0:34 - 0:35

H: Okay.

• 0:35 - 1:05

P: That that's, that's where I learned to, uh, to teach actually.

H: Okay.

P: So, uh, originally, that's why I started because, um, I took the CAPES in, uh, 2018 and then, uh, because of the way things worked out, I had to do the training as if I'd never taught. Uh, so it was all in French, which was frustrating because it, there were times where I, I felt like I had to relearn. It was the same thing, just another word.

• 1:05 - 1:24

P: But, um, back in the UK, even though I had lots of colleagues that were French natives, um, we just, we used to speak sort of pigeon English with the, you know,

whenever it was work, it was always English words. So there were loads of words that I didn't know in French about what I was doing in my work, you know?

• 1:25 - 1:31

H: Okay. Yeah, for sure.

P: Yeah.

H: And so you've taught in France in the UK. And is there anywhere else?

• 1:32 - 2:18

P: No, just, uh, uh, Plymouth and, um, south south Britany. And that's it. Then the thing is I taught, uh, I taught French to English natives, but I also taught English to English natives, like the bottom sets, um, and, uh, other languages as well. Uh, and then, uh, I set up the, um, uh, sort of supplementary school, Saturday school for, um, French-English families, you know, with, um, just to support with learning French, uh, when one of the parents was native, uh, because that's, that's kind of, uh, that's, it can be really tricky if you're working a lot.

• 2:19 - 2:45

P: because the kids don't get enough exposure and they won't learn, uh, French at school, like prop, you know, it's not gonna be the same experience. So there was that. And then, um, since I've been back in 2016, I've been only teaching English to, uh, to French natives, but various levels collège, lycée and, uh, no, actually I haven't done any lycée, talking rubbish, just collège and, um, university.

• 2:46 - 2:52

H: Okay. Okay, cool. Um, okay, so that was, uh, I just found that interesting. I wanted to bring that up.

P: yeah

• 2:55 - 3:08

P: Yeah because it's different methods that you use. I mean, in terms of motivation, it, it will not be the same. The essence of it is the same, but I don't use the same, uh, approaches depending on the age of the people I teach now, I think.

• 3:08 - 3:34

H: Definitely. Yeah. Well, and we'll get to that in a moment, but I noticed you, um, incorporate a couple of strategies that you learned in the UK

P: Yeah

H: and they seem to work here as well.

P: Yeah

H: So you use a mix of them?

P: mm-hmm.

H: Yeah. So we're gonna dig into that in a minute. Um, but just, just in general, um, how did you come to teach English, uh, as a foreign language to 11 to 14 year olds?

• 3:35 - 4:32

P: Uh, just when I came back to France, uh, I had to find a job, um, and looking at my skill set and the sort of pay that I could look at, you know, teaching was bound to be the way. And so originally I went to uni because they were the only one in United, this them, because of the recruitment system in France, if you don't have the capacity to be a contractuel.

H: Right.

P: Um, and so the first job as a contractuel, as I found that I find was in the university, uh, and, uh, then they sort of, um, uh, they liked what I was doing, but they wanted to give me a job, but they were like, ultimately, uh, um, a job will open, but we can, when it's, um, properly vacant, um, you will have to be certified a certified teacher, if not, you won't be able to apply.

• 0:00 - 0:00

• 4:33 - 5:17

P: So at the moment, it's still for a contractuel. It's been years, but, um, it should open next year or the year after something like that. And they kind of still, um, expecting me to apply, but once I took the CAPES, I was out, uh, I can do vacation now, but, uh, it's not, um, it's, it is well, just it's, uh, it's like supply really. It's just a little bit more the, uh, the core of what I do now has to be a, uh, for the Education National, not the same, um, as, um, um, recherche and supérieur, um, and, uh, so I've asked to do mostly 11 to 14s because that's what I did in the first year.

• 5:17 - 5:40

P: And so I was like, that's, I'm fine with them. And there are more, more jobs. Um, uh, and I'm a, uh, what do you call it, TZR, Titulaire en Zone de Remplacement, you know, so I, I don't really choose, but so far I've been quite lucky because they left me with that age group. So I kind starting to build up a bank of resources and things. So, but yeah, mostly by accident really, I guess.

• 5:40 - 5:51

H: Okay. Okay. Um, okay. So, so they've given you this age group, but you, you don't mind this age group or it's?

• 5:52 - 6:27

P: No, I don't mind. I mean, they're quite funny. They, they can be exhausting, but, uh, yeah, but they're also, they've got, they've got a kind of a, I mean, I like to do the early years of learning as well, because, um, you, you kind of, you, especially with the first years, you kind of, you, you can take the group. It's more, um, homogène, you know, I mean, there, there are massive differences, but not as much as when you get to university where you have, uh, sort of, some people have never, or barely done any English, um, and some have studied it lots.

• 6:27 - 6:58

P: They've watched everything in, uh, uh, in English when they watch Netflix and things like that. And they've got much, you know, so it's, it's more difficult to bridge the gap and keep everybody interested, you know? Um, so it, it is a challenge. It's nice, but, um, because I'm only doing it on top of my main job at the moment. I, I don't feel like I can, uh, give them as much as I want to. Um, so yeah, I'm, I'm happy with them with the young ones. They, they, they've got, um, a freshness, I guess.

• 6:59 - 7:08

H: Okay.

P: In terms of meaning there's not, they're not necessarily as frustrated. I spend a lot of time telling them English is easy. <laugh>

H: okay.

P: Yeah.

H: Okay.

• 7:08 - 7:28

H: Well, and that's interesting that you mentioned the gap, um, a lot of participants that I've spoken to so far, um, if they teach more around the 14, 15, uh, age group, they say that already, there's a gap that

P: Yeah

H: wasn't there at the earlier years. So that's interesting.

• 7:29 - 8:00

P: I mean, it is, and it isn't because to be fair, if you look at any 11 year old, um, you know, if you, if you take a group of them, I mean, some of them will struggle already to master their own language.

H: Yeah.

P: So, you know, I think with 11 to 14s, you find a lot of the time when you tell them, oh, this is transparent words, you'd be surprised how many times, you know, the kids just, they go, 'okay, so you say transparent, so it's probably looking the same in French

• 8:00 - 8:01

P: But we still don't know what it means.'

• 8:02 - 8:10

H: Uh, I see. Okay. Okay. So it's also important that they have a good basis in their own language first.

• 8:10 - 8:42

P: Definitely. Definitely. And it's something... conversely, when I was in the UK, um, I taught, um, uh, A level students and, um, by this point, uh, some of them were saying, you know, I'm learning about my own language when I'm learning French, because, because you are talking about grammar. And, um, and I, I haven't studied that in my, um, own language. So, but the, um, the approach is very different in terms of, uh, language learning.

• 8:42 - 9:18

P: I mean, the, um, the British have more of a, sort of a, um, 'use the tools' kind of a approach with their language rather than this you know, just going through every detail and giving a name to every word, depending on where it's put in the sentence and things like the, the whole grammar thing is not, so it's not so important in the UK. So they, um, so it was tricky for me to learn, to teach a foreign language to British students, because I couldn't go up, you know, 'where's the verb in there?'

H: Yeah

• 9:20 - 9:20

P: What's that?

• 9:21 - 9:22

H: Yes exactly.

• 9:23 - 9:53

P: So it, it is interesting though, you know, cuz it's, it's just, um, um, I think that, um, the way I felt, uh, in Britain was that there were more sort of, um, uh, freer at first because it was kind of a, well, I'll give you this toolbox and then you're using it like this and then, you know, and then they'd just go, they just play with it. Uh, whereas in France you would have more of a right you need to understand how to put this and how it articulate

• 9:53 - 10:23

P: It's more of a how you, um, I'm, I'm not finding the word I'm looking for, but, um, I think it's more of a, um, uh, looking at the mechanics of language rather than using it and a lot of French natives by the time they get to university, if they're not very good in English, a lot of the time that it's because they, they feel like they've not mastered the mechanics, so they can't use it at all.

• 0:00 - 0:00

• 10:25 - 11:07

P: And you find when you go through, um, playing with, um, you know, like dice games and things like that yeah I spend so much time telling them, oh you see, you are using it, you may be making mistakes, but you know, the aim of the game is to be understood and you got, you got that. So it, it doesn't matter if you make a mistake, if the word is not exactly in the right spot, it's more important to, um, to focus on, on, you know, how it sounds and to make sure that the person hears the word, you know, the key word, put the right intonation on it so that they, they get what you're trying to say rather than, you know, stringing the sentence in the perfect order is not such a big deal in the UK.

• 11:07 - 11:39

P: I don't, I mean,

H: yeah,

P: that's not what I found anyway. And even when I was, uh, sort of in non-teaching situations, I found that, um, British people were more likely to, uh, just be amazed that you could speak in the language that wasn't your first language, you know, rather than be like, oh, you didn't put that word in the right... You know, you, you, you put them in the reverse order or whatever, they don't, they don't really seem to pay that much attention, you know, in a sort of day to day interaction.

• 11:39 - 11:40

P: I mean,.

• 11:40 - 12:05

H: Yeah. Well, and you mentioned, uh, an interesting word, so this idea of a toolbox

P: yeah.

H: Um, was more of a, a British something you would use, uh, in the UK. So can you describe a little bit more like toolbox, like, are those strategies for, uh, you know, finding words or can, can you just describe that a little bit more?

• 12:06 - 12:39

P: Well, I think it, well, I guess it depends on, uh, what type of exercise you, so if you, if you are looking at, uh, understanding something written or something, um, you know, like, uh, in, in sort of reception, um, phase, then you would need a toolbox with sort of maybe some vocabulary or, or a method to approach a text with, uh, you know, scan for words that you understand or things like that. Um, and, um,

• 12:39 - 12:42

H: a method for figuring out the problem?

• 12:42 - 12:43

P: Yeah.

• 12:43 - 12:49

H: So if you don't understand, step one,

P: Yeah

H: search your vocabulary words you don't understand

• 12:49 - 13:29

H: Step two.

P: Yeah, yeah, yeah, yeah. That sort of, that sort of thing. So that, that would be sort of, yeah. Um, but then when you are trying to express the language, whether you are trying to speak it or write it, then it would, depending, again, it, because it's teaching, you will, it's, it's it's um, you have to assess something, you know, so, uh, you'd be looking at, uh, maybe how to use such and such tense or, or, or how to reuse vocabulary that we've used in the, in, in the chapter or whatever.

• 13:30 - 14:15

P: Um, so, uh, I guess when I'm about to assess, or, or, or even if it's just not an assessment with, um, with the mark, but just, you know, to assess where they're at and whether they understand what we've done so far, um, I'll be giving them a grid and going, right. You remember, you need to use this, this, that, um, and then, uh, if it's just, um, just an exercise, it's, it, it may be just a (inaudible) that you have to apply, um, like how to use, um, uh, I don't know, I'm doing, um, possessive pronouns at the moment with, um, with some of my students and it's, you know, uh, it's tricky for the French to go.

• 0:00 - 0:00

• 14:16 - 14:59

P: right. Okay. So it's the other way, like, it's the gender doesn't depend on the gender of the thing, because there's no gender in the, in English, but it would be looking at who is the person that's possessing, what gender are they and, and, and then, you know, putting the right words. So I put the little toolbox, like just a reminder, this using the same order that they, you know, je/tu/il/elle/nous/vous/ils/elles as, as they do in French so apply it to more to (inaudible) and just going, you know, my/your, uh, but, but it's funny because kids just, um, because it's, it's a school con you know, they, they will, they will try to get the marks.

• 14:59 - 15:30

P: So if they see my/your/his/her, it's, uh, our/your... I'm doing it because I know that they've got ton/ta/tes and vous, and which is not gonna be votre/vous, that it's not gonna be the same spot. So I'm putting it that it, it sort of matches, but I'm not putting the French next to it because it, it would confuse them or, or I don't, you know, but that's the way I do anyway. Uh, so some kids would go, right, how many holes have I got in the exercise?

• 15:31 - 15:39

H: Mm-Hmm <affirmative>

P: uh, is it one, so does it mean that I'm, I'm using 'your' twice, but everything else only once, and it's not, do you know what I mean?

• 15:40 - 15:41

H: I see what you're saying. Yep.

• 15:42 - 15:45

P: So, um, so yeah, toolbox can be...

• 15:46 - 15:47

H: Okay.

• 15:47 - 15:52

P: many things, but it, it depends on the aim that you've got, um, behind the task that you're getting them to do.

• 15:53 - 16:01

H: Okay. So it kind of sounds like, um, you do some comparing to, to their native language, which for most of them would be French.

• 16:02 - 16:02

P: Hmm. Yeah.

• 16:02 - 16:09

H: Specifically with grammar structures. There's

P: Yeah.

H: so here's how we do it in French, but in English actually, it's a little different.

• 16:10 - 16:10

H: Okay.

P: Yeah.

• 16:11 - 16:26

H: And it sounds like, uh, that, that you've integrated this idea of the toolbox into your teaching here in France, even though it

P: Yeah

H: maybe more of a UK, uh, strategy.

• 16:27 - 16:58

P: Well, I don't know cuz when I was training, um, they, uh, they used to mention it as well. I mean, um, I guess it's just, um, it's just a name you give to, um, you know, something that you give them. I, um, the first time I heard it was that, you know, the concept definitely was in the UK, but then like I said, you know, that's where I learned to teach, so

H: right.

P: Um, it would, it would sort of make sense.

• 16:58 - 17:26

P: Um, also sometimes, you know, going back on what you said, you know, I tell them that, oh, in French it's like that, but in English it's like that, we discuss these things. But a lot of the time I try to show them examples and get them to, uh, pull out the rule because that's definitely a better way for them to sort of, uh, remember if they've worked it out, but you know, you have, you have to, uh, to find fool proof examples.

• 17:26 - 18:05

P: I mean the number of times I've done something and they just come up with an explanation that's just completely out there (laugh) and because, because the example's not good, you know, and they go, 'oh, so it works like this?' So it works.

But I've, I've discussed this with a maths teacher and she was saying, it is, it is exactly the same in maths. If you, if you, if you, I wouldn't, I'm no good at maths. But if you give an example that can be worked out with two different methods and they somehow get to the other method, then they apply it every time they see the same problem, but it, no, it's not, it's not the method that I've taught you

• 18:05 - 18:22

P: And it's just that in this example, your method works, but it's the only example where, where it works.

H: Yeah.

P: Because I dunno, three times five is always 15, but it doesn't mean that, you know, in the, in the type of exercise I've asked you to do, you are always gonna have to divide by three to get the answer. So yeah. Something like that.

• 18:23 - 18:32

H: Okay. Yeah, I understand. So it sounds like there's a lot of work that goes into creating examples. Uh,

P: Yeah

H: and yeah. I can imagine.

• 18:33 - 18:43

P: Yeah. Yeah. And sometimes it's tricky because you are, you are in class and they ask you a question <laugh> and that's usually when you come up with an example and you oh yeah. But yeah, no, but this one doesn't no,.

• 18:43 - 18:58

H: That doesn't work. Yeah. Yeah, exactly. Um, so I just wanna talk, um, we we've talked about strategies a little bit, um, but from what I understand, uh, you use the, the, um, actionelle, uh, approach.

• 18:58 - 19:02

P: Yeah. Yeah. Well, you kind of have to really, that's what you're expected to do. <laugh>.

• 19:03 - 19:03

H: Okay. Just wanna,.

• 19:03 - 19:58

P: And also to be fair, um, it's um, it's very mo, I mean, it was very much based on this in the UK. That's what attracted me. When, when I left France, it was in 2002. So it was just before they introduced the méthode actionelle . Um, so I didn't know about it. Um, and it's, uh, because I went in the UK originally with, um, um, a job as in a French assistant, uh, I saw the way every single teacher I was working with was doing, and I thought, oh, that's very much, you know, you, you get to act out and you, you know, it's very sort of, um, skills based and sort of it's useful, you know, I

thought, great, you're learning to, uh, book a train or, or book a holiday or whatever it's, uh, it, it sort of seemed to be more attractive to students.

• 0:00 - 0:00

• 19:58 - 20:28

P: It made more sense. I mean, I learned with, um, very much, you know, book based, based in some, some things that were sometimes a bit random. Um, although I did have very good English teachers, you know, but, um, uh, to see that in action and see the kids that were, they, they seemed to be more engaged in the lessons compared to what I'd lived through as a stu as a student.

• 20:29 - 20:43

P: Um, and so that's why originally I decided to stay and train as a teacher. Um,
H: okay.

P: So when I came back here and I went back through training, I was like, oh, well started doing that as well, you know, as soon as I left, so, okay.

• 20:44 - 20:56

H: Okay. Okay. And, um, so just to make sure I understand well, uh, do the students react well to the actionelle, uh, method?

• 20:57 - 21:27

P: It depends on the themes really. Cause sometimes they, uh, they're a bit like whatever, you know? Yeah. It's, it's, um, it's difficult to please everyone. Um, and also, uh, you kind of, you know, what they're interested in a lot of the time is sort of, especially the, the much younger ones they're they want to know real stuff, you know, um, sort of your experience there.

• 21:27 - 22:22

P: So, you know, I always get uncomfortable whenever I teach, um, American civilization or Australian civilization or, you know, south African, if it happens because I have to put so much more research in it and I don't feel as legitimate, you know, when I talk about boy or family or anything like that, you know, I know <laugh>

P: yeah. I was there for such a long time when, you know, I know what I'm talking about. It's um, uh, but other than that, um, yeah, I guess they see the point of, you know, using it, getting to use whatever they they're given, but then it, you know, when it becomes tricky is when they're so weak and with their own language, uh, and they, they, they, um, whichever method will never bridge whatever gap they've got in French because that's not, you know, I'm not teaching French, you know?

• 0:00 - 0:00

- 22:23 - 23:04

P: So, uh, some kids are just very much like, well, I, I, you know, how can I I'm dyslexic, how can I learn another language? Or, you know, they get a bit, a bit desperate sometimes and feeling a bit hopeless. Um, and I, I don't, I don't think there's anything, um, you know, I mean that you're talking about, uh, sort of building their self confidence there, you know, it's more like life skills rather than learning a language or anything else, but that's, that's, what's sort of nice, I think with that age group as well, because you, you know, they are building themselves, so you're trying to just inject, going see you can do it, you know?

- 23:05 - 24:14

P: Um, so it's, it's, um, it's nice, but, um, I, I, I hear stories, there's a, I feel there's a French approach that's sometimes very sort of put, put down, you know, um, and I didn't have that feeling in the UK. The, the, I guess the downside of the UK approach, uh, sort of always picking them up and everything sometimes, you know, they would be over self confident about things and be like, maybe you're wrong on this, you know,

H: Yeah (laugh)

P: but, you know, I, I, I, I, I, I love the fact that they could be so outspoken and, you know, they seem to sort of, as you know, it's difficult to talk about, like, you know, you can't talk about the whole age group and say they're all the same, but, um, but overall I felt it was sort of, you know, we talk about, uh, bienveillance over here, but sometimes it's, uh, it's sort of a mask one.

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- 24:15 - 24:45

P: It it's sometimes it's, it's just, um, it's just wrong. It's not really sort of heartfelt kind of thing. Um, and, um, and then the, the results in terms of, um, self confide, I've got, I've got some students that are you almost mute in class, you know, because, and if you talk to them one to one and you find out that, you know, they're, um, they here a lot of the time that they're not, then they're not good.

- 24:45 - 25:16

P: they're not gonna do it, or, or they've heard it, or, you know, there's, um, there are things that you wouldn't say as a teacher in, in the UK that you, that I hear things, you know.

H: Yeah.

P: Sometimes it's, um, it, it damages, you know, that age group is difficult anyway, they, um, they are finding themselves and, and, um, and sometimes they're very brutal with each other and they don't even realize how hurtful they can be.

- 0:00 - 0:00

• 25:17 - 25:49

P: But as, um, as adults around them, the models are not always easy. And then, you know, not to don't want to accuse anybody or anything, but just, I think the current, um, political landscape doesn't help because, uh, there's so many hours that are pulled out and so many resources that are pulled out, which, you know, this is sort of a violence at the higher level. And, uh, I think the kids feel it, you know, um, and not always through their teachers, but just, you know, like things don't work or things can't happen.

• 25:50 - 25:55

P: And, um, and that there's, there's, there's a hole there that that's getting bigger.

• 25:57 - 25:57

H: Yeah.

• 25:57 - 25:59

P: There's sort of bigger picture, you know?

• 26:00 - 26:15

H: Yeah. Well, yeah, I, yeah, I, I see what you're saying. Sometimes we, we underestimate a student that young, their ability to, uh, to feel what's going on. It's it's

P: Yeah

H: like an atmosphere kind of thing.

• 26:15 - 26:16

P: Yeah, definitely.

• 26:17 - 26:25

H: Okay. Okay. Um, yeah, so self I'm just gonna write that down self confidence. Uh self-esteem.

• 26:25 - 26:26

P: Yeah.

• 26:27 - 26:57

H: Um, and, okay, so, uh, just one more thing about teaching methods, um, um, talking about the different resources that you use or, or, um, um, what's the word I'm looking for? Well, supports in French.

P: Yeah.

H: Um, so I see that you use audio recordings, texts, uh, from the internet.

• 26:58 - 26:58

P: Yeah.

• 26:58 - 26:58

H: Um,

• 26:59 - 27:07

H: okay. And how do you choose a text from the internet, for example,

P: uh,

H: what are some of the thoughts that go through your mind?

• 27:09 - 27:46

P: Uh, depends. I mean, sometimes I'm looking for something particular that I want them to study. Uh, sometimes it's the other way around, like I stumble across something and I go, oh, that would work in there that, that like that, um, or make it work. I mean, they, they do say you shouldn't didactisé too much, but, you know, uh, sometimes it's just editing a bit because it's too long or, uh, or, um, I want, uh, like, uh, I want the particular tense to be, um, recurrent in there.

• 27:46 - 28:23

P: so I'll just change a few, a few phrases around to make it work. Um, but, um, yeah, I find it really difficult. I, I, I have some colleagues that are TCVR like me and that, that sort of prepare whole séquence on things because I don't know they're interested in or whatever, and they want to have something ready to pull off the shelf. I find it really, really difficult to work without a group of students in mind.

H: Mm-hmm <affirmative>

P: so I guess, uh, a lot of the stuff I choose is depending on, uh, also the, the, the, the group that I'm teaching.

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• 28:24 - 28:48

H: Yep. Okay. So if I understand correctly, you might, uh, read a text or see a video or something on the internet.

P: Yeah.

H: And think, okay. So, uh, would this interest my particular group of students, uh, would it be too hard, too easy for my particular group of students? So it's kind of that sort of system, if I understand.

• 28:48 - 29:27

P: Yeah, yeah, yeah. And then how, you know, next question would be, how do I fit it in whichever sequence is séquence, séquence I'm thinking about or whatever, you know? But, um,

H: yeah

P: I sort of work backwards, I guess, in that way, but, um, um, I, I find it easier. The thing is I've spent hours, um, before researching for, you know, particularly things that I wanted. Um, and so, or the other thing I do sometimes is just, um, like I'll, I'll find a picture or something that works.

• 29:27 - 29:36

P: Um, but it's not doing what I wanted to do, so I'll just build something else around it to make it work, you know, if it's a particular grammar point or something.

• 29:37 - 29:41

H: Ok. And are, are there like, oh, sorry, go ahead.

• 29:41 - 29:43

P: Yeah, no, it's just drawing them in, you know?

• 29:44 - 30:11

H: Yeah. So, so like an interest trying to interest them, understand.

P: Yeah

H: Okay. Um, and, and so when you find these texts and articles and so forth, um, are there, um, like do, do you receive a list of like suggested websites or resources from the académie, or is it you kind of navigating, uh, resources on your own?

• 30:12 - 30:45

P: Um

H: or book?

P: I, I have a look sometimes at what they send, but, um, so I'll get sent things from the académie, I get sent, um, cause there's a, like a, a watch or whatever, whichever school I've been in, usually the documentalist would be sending things from time to time and saying, oh, there's something from such and such académie, or this you might be interested in or whatever. So I do have a look, um, now of often it's, um, yeah, I mean, sometimes it's compiled by people that don't yeah...

• 30:46 - 31:18

P: Just see something in English, you know, to thinking, oh, that could... so have a look. So sometimes it's completely irrelevant. Um, other times it's, um, a colleague, you know, I, I really enjoy it when, uh, when I work with other colleagues and we, we share things like I did, um, we stopped, uh, because one of them had, um, um, a serious health problems, but I was working with two other ladies from, uh, one is in limoges

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• 31:18 - 32:04

P: and the other one, I can't remember where she is, so we we've never even met, uh, in real life. But, um, we, we met, uh, through training for the CAPES on the Facebook group. And so, uh, there was a dynamic with the group that was working to prepare for the oral exam. Um, so we, you know, I guess we prepared for the same exam. And then we went through the same sort of grueling second year where you, the stagiaire year and stuff, so sharing things and, and, um, yeah, we just worked on things, you know, one's got a Padlet, so she could compile things, things in the sort of very neat way.

• 32:05 - 32:29

P: Um, I often get tasked with the, um, uh, recording, um, of, uh, of words for accents or things, you know, like things one person can do or, or short, um, dialogues, cuz then I use my sons, um, because I'm the only one that can do that better.

• 32:30 - 33:01

P: Um, cause the other things, you know, we can, we can sort of, but it just splits the load. Um, and then we may or may not use everything that the others have shared depending on our classes. Um, so yeah. Resources from the académie, resources from colleagues. Uh, and then yeah, sometimes I'm just, I'm, I'm part of a few, um, English teachers groups on Facebook. So this stuff that pops up, I have a look, if I like it, I save it.

• 33:02 - 33:11

P: Uh, I've got hundreds of things saved that I don't use, but you know, I just know from, if I'm looking for something sometimes just go, oh, I've got that somewhere.

• 33:11 - 33:14

H: Right. You have your own little, uh, resource bank.

• 33:15 - 33:52

P: Yeah. Yeah. I've got lots of things saved as well on them, you know, when I'm, sometimes I'm, that's the thing that, um, they say about teachers isn't that you don't, you don't easily switch off. So sometimes I'm doing something that's got nothing to do with anything, uh, relating to teaching. You're just, just reading stuff for pleasure for me. And um, I like falling in internet holes, you know, when you're, oh, what about this? Or, oh, what's that? And so it's just a way my mind works. I'm sort of relaxing that way, but then I might, I might stumble on something and go, oh, but that could interest such and such group or whatever.

• 33:52 - 33:55

P: And so I save it. Okay. And that's it yeah.

• 33:56 - 33:57

H: Okay. Interesting.

• 33:58 - 33:58

P: Um.

• 33:59 - 34:13

H: And so I, I think you touched on this a little bit earlier, but just to make sure I have the answer, um, do the methods teach, uh, your methods of teaching vary depending on, uh, the class?

• 34:15 - 34:42

P: Um, I mean, in terms of, uh, sort of great lines of teaching, uh, I guess, no. Um, but then things that can change are like I've got, um, a reward system.

H: Oh yeah.

P: Um, that works really really pardon?

• 34:43 - 34:47

H: Can, can you, uh, explain that for me? Cause I didn't see that you had that.

• 34:48 - 35:19

P: Right. Um, so basically it's the way I use my board just looking for it right... the way I use my, uh, my white whiteboard. So like the big thing here, uh, would be, would, would do the exercise in the middle, and then I have a column on one end and the column, right at the other end, usually I put big plus and a big minus, very quickly, I never have to use this one. And then every time they speak, uh, first time they get their name on and then they get a, a bar.

• 35:19 - 35:43

P: So I do a lot of running around.

H: Okay.

P: Every time I explain it to, um, to colleagues they go, oh, that sounds like so much hassle. But the thing is I find that they, they see their name and, uh, um, the rule is once they have their name plus two bars, uh, they have a, um, a un mot on their carnet de correspondance, and it's a positive word.

• 35:43 - 36:13

P: So I just write well done or depending on how many I've got to write, sometimes it's just a well done and a smiley and my signature. Um, other times it's, um, well done on, on working something, you know, like I dunno a normal, um, exercise or something, whatever. Just, uh, depending sometimes it's specific. Sometimes it's more generic, but again, it depends how many I've got to do at the end of the, of the hour, because then, you know, they're packing up and with COVID, they're cleaning their tables and things.

• 36:14 - 36:47

P: And then there's the other class that's, uh, starting to gather up in the corridor kind of thing. So depending on the time that I've got, I may or may not write something, um, specific. Uh, in some schools, this is used on pronote and they can have, um, little, most of the schools don't have a proper reward system, really, I find, but that's something that I brought back from the UK because, uh, rather than, um, cuz in the UK, if you wanted to give them a detention

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• 36:48 - 37:27

P: So I'm, I'm looking at it from the, uh, it's sort of a it's reward reward to avoid punishment as well. So if you had to give them a, a detention in the UK, you always had to do it yourself. So the way I saw it was that it was bother for me. You know, I would stay an extra hour after school or something.

H: Yeah.

P: Not pick up my kids or whatever. So, um, it was really good to have, and it's not something I invented. I literally just used what was there, but it was really good to have a system that meant that, um, you could motivate them to behave the way that they were expected to behave or to do extra work or whatever.

• 37:28 - 37:46

P: Um, and so basically they had little stamps, so we all, all teachers had stamps and after a certain number of stamps in their book, their exercise book, they had a, uh, a little booklet for all the, all the, um, uh, what's it called all the, all the subjects they were studying.

• 37:47 - 38:20

P: And you would fill the, so 10 stamps in the book meant one stamp in, um, in their record book. And after, uh, 10 stamps in the record book, they would get a letter home or, you know, and then there, there would be sort of, um, a weekly star, you know, star of the week students. There was a newspaper in the school I was working with. So, and so they, they would take pictures of the stars of the week and then term time there would be, um, star of the MFL department or, or, um, you know, star of the science department, whatever.

• 38:21 - 38:45

P: And then ultimately at the end of the year, some of the students would gather, you know, certificates and stuff and, you know, handshake with the head teacher and things like that. Like it could work to something else. Right at the end we had, I know in MFL we had, um, several, um, cinema tickets, um, or vouchers for, uh, (inaudible) or, you know, um, sort of library, whatever.

• 38:46 - 39:18

P: Um, so there was really something that they could work towards, like something tangible. Uh, in France because I'm on my own and there's no way I'm gonna pay for the rewards and things like that, um, I just, I use the same. Um, but they just get, um, in the, in the lower years, they, they really like it. Like the kids, like the first time they have one, because they go, I'm gonna play prank on my parents. I said j'ai un mot dans mon carnet because it always means that you've got a bad word.

• 39:18 - 39:46

H: Yeah.

P: Um, and, um, like I said, one school I've worked in, had a system like they, they could record it on Pronote but only one. Uh, so I know that the, the, the option exists, um, most, you know, some of them have a page in their carnet de correspondance,

but, you know, for special achievements or something, um, and some kids just want, you know, to get the full page filled up.

• 39:46 - 40:35

P: You can do. I mean, if you get, if you speak at every lesson, um, and it's, uh, again, like I said to them, it's, it's a val, valuable, um, thing. So you, you may speak but say something stupid. It's not gonna give you (inaudible), you know.

H: Yeah.

P: Obviously, um, but we work together with this. Um, and, um, and then in the school I'm currently working in, they don't, they don't, well, they don't have a page or so I just write on correspondence for parents, but for those kids that have, um, other reward systems at home, you know, it can bring in things at home, you know, it's just, um, and also I tell them when we start early on, I go, it's, you know, you can have very poor marks, but still be someone that, that is trying really hard.

• 40:35 - 40:38

P: And that's the way that's one way to make it visible.

• 40:39 - 41:20

P: Um, and so, yeah, I, I very, very, very rarely sanction students. It tends to be in the early stages when we get to know each other and they go, all right, um, she's

H: I can't push her buttons

P: Pardon?

H: I can't push her buttons too much

P: well, yeah. She can be fun and she can give good things, but she'll be a bitch if she, if I'm pushing her. So, you know, but that's, it, you're just, you know, I don't, I don't like the whole, sorry. But the, the, when I started the, the second training in France, they were like, oh, you need to set the rules very early on, spend the first hour discussing the rules, get them to sign a contract and stuff.

• 41:20 - 41:28

P: I mean, not all, um, uh, the teachers that were teaching us were saying that, but a lot of them were still saying this, not just, I, I can't be asked with that.

• 41:28 - 42:08

P: I don't, you know, I just tell them there's one rule in my class. It's respect. It goes all the ways. So I'll, I'll be nasty to you if you are not respecting each other, uh, I expect you to respect me, but you know, it is normal for you to expect me to respect you as well. So, um, it, it needs to flow all the ways and I'll just be ensuring that. And, and that's, it, that's the only rule, but I'll tell them if you are not getting, uh, your, you know, if I, if I ask for, um, a test paper to be signed by your, your parents and, you know, within two weeks you haven't done it, then I don't feel respected that will write a note to your parents or call them or find out what's happening.

• 42:10 - 42:10

P: Yeah.

• 42:10 - 42:27

H: Okay. So from what I understand, uh, in France, when you use this reward system, it's purely based on, uh, positive feedback.

P: Yeah.

H: Like you don't give little candies or,

P: No

H: uh, if they get it's purely positive, uh, comments. Yeah.

• 42:27 - 42:27

P: Yeah.

• 42:29 - 42:55

H: And just before I let, let you go, um, I just have a question about your teacher training.

P: Yeah.

H: Um, so did you feel that your teacher training prepared you, uh, to teach English as a foreign language? And I guess we'll, we'll focus on the French, uh, training since, since we're in France.

• 42:57 - 43:42

P: Um, I, I took the masters in, um, in, you know, for the MEF thing. Cause it was like, if I, if I, if I'm not paid, if I'm not going to lessons, I might as well have a, a paper and a diploma at the end of it, even though it's worth nothing really <laugh>. Um, uh, they, there were some workshops that we did that were really good. Uh, more often than not, they were led by, uh, people from outside, like we had a really cool workshop on, um, on your, the voice, you know, how to use your voice and stuff.

• 43:42 - 44:34

P: I mean, obviously I done the whole finding your voice, um, back in the UK, but I thought it was really good to have, um, uh, orthophonist and we had different people coming in and not just, uh, the, the person who did the drama workshop was not very good, but all the others they were more sort of, um, health based and same with the NGEN and all that, they were really, um, uh, giving practical tools and just, you know, reinforcing how important it is to drink, um, uh, and, uh, how to the posture, uh, and, and how to not U use your, um, head voice, but you know, more of a sort of tummy voice to get more volume without hurting your vocal chords and things that was useful.

• 0:00 - 0:00

• 44:34 - 45:31

P: Um, but not particularly applied to English, um, teaching, um, it was, it was tricky. It wasn't a very good year. And, uh, there were lots of, um, problems within the team, uh, that was training us so different approaches and things. Um, some things I found

interesting, like, um, phonetics, you know, how to include phone, you know, that I thought, wow, there's some, some things that were, you know, little things, but, um, that were useful or, um, teaching, um, with, um, we had, um, analyst de l'image so how to use a film or, or, um, or a picture and, um, and, um, use it, you know, to, to analyze it and to teach English through this.

• 45:31 - 45:54

P: Um, so yeah, there, there were some points that were good, but I'd say overall, I was very glad that I was already a seasoned teacher because in terms of dealing with, um, you know, the, we got some psychology of, um, the child and, you know, how, how children learn things that, that they were useful.

• 45:54 - 46:25

P: But, um, they came in very late or talking about, uh, discipline strategies and things like that. Uh, again, I was, I was so frustrated, the person that came in was just, um, not, um, not interested in what we were bringing in. We, we were, uh, a handful of older teachers, um, who just passed the CAPES late for whatever reason. Um, and, uh, some of us had experience and could bring things to the table.

• 46:25 - 46:49

P: I mean, my, uh, reward system was not, uh, in her toolbox <laugh>

H: okay.

P: But, you know, she didn't, she didn't want me to talk about it. It's something that ended up being, uh, discussed at the coffee break because it wasn't on our program, you know, so it, it was there, some of it was really, really poor. Um, some of it was excellent and, uh, a lot of the time I felt like I was wasting my time.

• 46:49 - 47:28

P: Um, but it was, you know, it was good to be with other people that were going through the same things. You know, we had assignments. A lot of it was written based as well. I mean, it's, it was so different to what I, um, I did in the UK, which was very sort of, um, I was employed by a school when it, that most of the training was happening there. Um, and again, it's the same as, you know, the whole just do it kind of approach, you know, rather than write 10,000 words on how to do it, you know, according to such and such, you know, it's,

H: yeah.

• 47:29 - 47:45

P: I don't think it's pointless. I think it's important to do reading. I think it's, it's really fascinating to see what people, you know, other strategies have, you know, but when, uh, when you get in the thick of it, um, sometimes you need sort of, um, real talk, I think.

• 47:46 - 48:23

P: Um,

H: right.

P: And, and too many times I've heard that even now, when I'm meeting new teachers and arriving in a new new school, every beginning of the year is the same, get the teachers that go well, you know, I'm always very, very harsh at the beginning. And then I'm, you know, I have no problem till the end of the year. I, it can't be that linear, these kids are changing all the time and their hormones are kicking in and it's just, you know, that's, that's why it just, I have a, um, one slide show with respect and we discuss it for a bit and, and then reassess all the time because they're changing all the time.

• 48:23 - 48:36

P: And, uh, and you've got to allow that, you know, and you've got to be flexible rather than you're the adult, you're the model. So you just get to, um, teach them a way to find their way, if that makes sense.

• 48:37 - 48:40

H: Yeah. Yeah, for sure. Okay. Okay. And.

• 48:41 - 48:44

P: Yeah, I'm very critical of the, the training.

H: Oh, no,

• 48:44 - 49:01

H: well, no, it's, um, no, but it's interesting to have both, um, viewpoints, so you've gone through the French system, you've done another system as well,

P: Yeah

H: and you can kind of pick out some of the things from both that make sense and, uh, no, no, that's, um, don't worry about that,.

• 49:02 - 49:33

P: But just to add, I really wanted to teach, even before I became a teacher, but by the time I, I got to the UK, it was really sort of a, more of a, almost a desperate move. Like I, I had gotten to a point where I was like, I'm never gonna take the CAPES because I'm not a (inaudible) d'examen and (inaudible) de concours . And I, I just won't be able to fit in. So I won't become a teacher. I couldn't see a way out. I was, you know, 20 something. And I just, I just, I couldn't see it.

• 49:34 - 49:51

P: Um, and then I go to the UK, I saw a different approach to teaching, which I just, you know, I thought that's amazing. And then I looked at the training system. I was like, oh my God, I don't have to go back to university and sit my ass and just, you know, I, I can do it.

• 49:51 - 50:28

P: You know, I was employed as a supply teacher, a cover supervisor before I trained. So I felt like I was, you know, being given the opportunity, uh, to, to try and to see if that was okay for me. And then when I trained, I was like I said, you know, school

based. Um, and, uh, the, the university, um, um, tutor I guess, would come in and, and just, you know, point out at something, you know, one of them came in and said, you know, had you been on the other, um, path with more university

• 50:28 - 50:49

P: You wouldn't have made that mistake, but it was like, but ultimately it, it kind of worked anyway, you know, it's just, you're going to do trial and error as well. And it, it works. Um, and, uh, and then when I went to France back to France and that just had to go through, I was so frustrated as, you know, some things never change.

• 50:49 - 51:29

P: We just, in France love the whole theory and, and, uh, and writing about stuff. And, uh, and sometimes I just, uh, just find it frustrating because it's, it's, um, you know, I could see some of my colleagues at times just being like, I've got a problem that's specific, you know, more often than not the answer we had, um, that, that was one lesson that was interesting actually, where you, you have to, um, talk about, um, or originally you do it with, um, with a video capsules and you, you watch, um, young teacher with a class in the situation that's been filmed.

• 51:30 - 51:57

P: Uh, usually they're, they're students that have problems and they've accepted to be filmed, um, so that it would be used, blah, blah, blah. You don't know the whole story, but there it is. Um, and then you spend a couple of hours just, um, going through everything from their posture, the way they occupied the space in the classroom, the way the interaction went, what they were talking about, how they presented the things like, you know, all, all the teacher-y things.

• 51:57 - 52:27

H: Yeah.

P: And then later on you just analyze the, the, uh, pratique, you, you just come up with a problem or a situation that's happened to you, and then you, you, you explain it to the group and then the group will come up with solutions. And, um, and sometimes it's, uh, it's quite a lot of the time the, the, the teacher that was teaching us would say, most of the problems you will, encounter encounter will come from a lack of preparation, which I totally disagree with.

• 52:28 - 53:03

P: You know, it it's, it's just not true. You know, I mean, obviously if you turn up completely unprepared, uh, chaos is likely to follow, (laugh) you know,

H: it's true.

H: you know, you can't just walk in with nothing, but, uh, because you, you are trying to teach. I mean, I can't imagine anybody just walking in with absolutely nothing. Uh, although I can't say I've never done it with adults, but, um, but yeah, they're, you know, speaking classes and things like, like, I turn up with games and I just go, right,

• 0:00 - 0:00

• 53:03 - 53:40

P: what do you wanna do? <laugh> it's, um, but you can, you, you can't do that with, um, with the 11 to 14s, obviously. Um, but just sometimes a kid will rock up and just be pissed for something that's got nothing to do with you, nothing to do with your lesson, but whatever you'll do, because they want to just have it out with someone and you're representing authority and, and so much of the stuff they can be angry about at the time, you know, you just, where's the strategy to deflect an argument and just calm down things?

• 53:40 - 54:03

P: And again, that's got nothing to do with teaching English, but, um, but in, in the UK, because you train to be a teacher, but then you, you, you can do, you can cover any of your colleagues. So you teach you, you always have at least two, um, two majors, you know, like I was teaching French and Spanish mostly, but you can end up teaching I taught German for a year and I can't speak it.

• 54:04 - 54:04

H: Okay.

• 54:05 - 54:22

P: But it's, it's, their approach is sound because they're looking at, you know, how you work in a group and what you need to know what you need to prepare to be able to work that group and not be overwhelmed.

• 54:22 - 54:33

H: Okay. Um, interesting. Okay. Um, yes. I mean, we, we're just about out of time. Um, was there.

• 54:33 - 54:34

P: Yes sorry I talk a lot.

• 54:34 - 54:45

P: <Laugh>

H: no, no, no. Uh, but that's, that's part of it. Uh, it, it's better to have someone who, who talks cuz sometimes you, you kind, I have to poke people to

• 54:45 - 54:46

P: just, wheel it out.

• 54:46 - 54:58

H: to get more, uh, especially with the Canadians that I'm interviewing right now. Uh, you know, it's very much, here's my answer, like a couple of sentences and I'm like, okay, I, I need more to <laugh>.

• 54:59 - 54:59

P: Yeah.

• 55:00 - 55:18

H: To work with. So that's not a problem. Uh, I got through all my questions anyway. Um, you, you touched on a coup a couple of them. Um, anyway, so I, I don't need to ask them. Um, but was there anything else that came to your mind that you just wanted to add at the end or? Um,.

• 55:19 - 55:50

P: Well, the that's what, you know, ultimately when I looked at your, um, you know, it's the whole motivation thing, you know, ultimately you are especially <laugh> with the 11 to 14 group, you, you are, uh, trying to teach kids that don't wanna be there a lot. The lot of time, you know, the, the, the days are too long, they're starting too early, you know, when I've got the sort of 8 to 9 o'clock slot, they are so asleep, you know, so they're quiet.

• 55:50 - 55:53

P: Woo! You know, but it's, that's not what I want in the language class.

• 55:53 - 55:55

H: Not really learning either. Yeah.

• 55:55 - 56:29

P: Yeah. No, they're, they're just not there. <laugh>.

H: Yeah.

P: Um, so there are, you know, lots of things that in an ideal educational world, I would just not do that way, but, um, uh, but we work with what we have. And, um, and what's funny is within the, uh, 11 to 14 groups, you really have to establish a report. Like if you take the human out of the equation, they just hate you and they don't wanna work for you.

• 56:30 - 56:52

P: You know, at that age, they're very much like you are nice or, you know, they've decided I like, I like they like you, so they are gonna work for you. They don't really have that kind of, uh, I'm gonna work for themselves, uh, for, for myself. And I'm, I'm not gonna, yeah. A lot of the time you, you find that 14, 15 going up, I'm never gonna need English anyway,

• 56:52 - 57:29

P: so I don't need to be here and I don't need to work. So, and again, my reward system, uh, I've got a, a current, uh, 3ème group where it doesn't work. It just doesn't. And I ended up, uh, having to set them, um, homework where I said, just, just write, you can do it, um, anonymously, but write down what you want, because you know, and really some of them wrote horrible stuff and they were like, we want marks and

competencies to be validated and stuff, because that's what we need for a, for, you know, they're just working the system.

• 57:29 - 57:45

P: And they were like, you know, people that never talk should get a zero.

H: Okay.

P: And I was like, okay. So because, because I want the students to be, that's part of my, sort of deal with them. I listen to you and I try to, you know, I try to co-construct,

• 57:45 - 58:18

P: again, um, themes that we, uh, study I'm, I'm, uh, I'm about to build, um, a séquence on, um, um, the U.S. and, um, what was it they chose? I mean, it's something that they came up with. I wasn't planning on doing that. Um, but they, um, they said they were interested in that. And so I went on, um, but, uh, yeah, la last term, I, I ended up giving two zeros to excellent students.

• 58:19 - 58:40

P: Uh, I spoke to them. I was like, I'm really sorry. I mean, the class has spoken it's the majority of the group want marks and stuff, but you should be a, you know, a star students and you've gone down because you've got that stupid mark because you never speak in class. And they were like, 'yeah, we don't make an effort', but we, you know, that's just, um, that's just rules and I it's just, yeah.

• 58:40 - 59:51

H: Okay.

P: You know, so yeah, just keeping the human in, um, into it and just, um, coming up with problems to them, you know, and just say, right, I want you, I need you to speak because you will not progress. You will not, you know, learn as much or, you know, you need, I need to hear you in class and you also need to develop that skill and be able to speak in front of other people and not be too scared to do so. Um, so I've got ways to get you to do it, but you know, if that, if you don't like that or, you know, what would you want to see? Just getting them involved and, you know, um, drawing them in by, um, trying to give them some ownership, I guess, um, which is, again, it with the, the 6ème I don't need to do any of that because it's, it's more, you know, and then they just, so, yeah, fresh, I guess, you know, they love it so much to get the little, little marks in the, you know, they like to tell me, 'oh, look, I've got 10 now since the beginning of the year,' <laugh> very, very cute.

• 0:00 - 0:00

• 59:51 - 1:00:09

P: Yeah. You don't get that with the 14, 15 years old.

H: Yeah

P: Even if you get them, them things on the table, on the, on the board, they don't want to get the mark, it's almost, uh, shameful, you know, they don't want the rewards like this. Do you see what I mean?

H: Yeah.

P: I think maybe sweets would work better.

• 1:00:10 - 1:00:22

P: <Laugh>

H: yeah. Yeah. For sure. I, I understand. Um, well, that's why this is such a fascinating age group, because around the 11 year old, you have one way and it's completely different from

• 1:00:23 - 1:00:23

P: Yeah.

• 1:00:23 - 1:00:25

H: you know, 14 year olds. Um,.

• 1:00:26 - 1:00:45

P: And then there's a group and then the individual, because some in, in, in the 11 year old group, they usually are like that, but you know, you can get some, some kids that just get yeah, I see through you, you just trying to make me work. <laugh> just completely (inaudible) about it. <laugh>.

H: Yeah.

P: But you don't get many of them.

• 1:00:46 - 1:01:17

END OF INTERVIEW

APPENDIX S: CLÉMENCE (FR10)

• 0:00 - 0:06

H: And then I think you just need to click, uh, accept or something like that.

• 0:07 - 0:09

P: I think I just did. Is it

• 0:09 - 0:30

H: Perfect. Yep. It looks like it's recording. It is, excellent. Um, okay. So I took a little look at, uh, the questionnaire. So I have a few questions about that. Um, but just in general, can you tell me, uh, how did you come to teach English to students between the ages of 11 to 14?

• 0:32 - 1:02

P: I tried teaching older students, uh, in high school when I was, um, a beginner, a beginner Stu uh, teacher. And it was really hard for me. I don't feel comfortable with older students. Uh, I feel shy. <laugh> intimidated by them. I feel like, uh, I should trust them because they are adults almost and well, when I'm faced with, um, um, authority, um, problems, I dunno how to handle that.

• 0:00 - 0:00

• 1:03 - 1:11

H: Okay. All right. Sounds good. And so I take it in collège, um, that aspect is a little bit easier?

• 1:12 - 1:15

P: Yeah, because they're smaller in size. <laugh>

H: yeah.

• 1:15 - 1:15

H: Okay. (Laugh)

• 1:16 - 1:31

P: They're less impressive. And I feel I can have more control over them.

H: Okay.

P: Even if I don't in reality, because it, um, authority, uh, situations when, when I, where I have to be bossy are, uh, of, uh, happen more.

H: Okay.

• 1:33 - 1:39

H: Yeah, definitely. Okay. Um, and so, so why English?

• 1:40 - 2:18

P: Um, I, I was lucky enough to travel a lot when I was, um, a teenager. I, I lived in Canada in the French part of Canada. I studied English from a early, early age.

H: Mm-hmm <affirmative>

P: then I traveled to Australia. I lived in Australia for three years and I also traveled to, uh, South Africa because of my father's work job. So it came, it, it was very obvious to me that I would study English and then to become a teacher was, um, quite, um, obvious to me too, because I enjoyed, um, teaching stuff.

• 2:18 - 2:24

P: And I, when I was younger, I, I, I taught my younger sister stuff and I enjoyed it.

• 2:25 - 2:37

H: Okay. Okay. Cool. Thanks. Um, alright, so we'll get right into, uh, teacher training. Uh, so I noticed you have a licence and CAPES.

• 2:38 - 2:38

P: Yep.

• 2:38 - 2:45

H: Correct? Okay. And so can you tell me, how did that prepare you to teach English as a foreign language?

• 2:47 - 2:47

P: Uh,.

• 2:48 - 2:51

H: If it did or didn't, or in the middle.

• 2:51 - 3:20

P: It helped me. I, I enjoyed studying English for three years, so, but I felt quite, um, comfortable with English. So it made me made me even more comfortable now as for the, um, so English learning, English, studying English at university and campus was, uh, okay. Was good. Uh, studying the, the science of teaching was a different story. And I don't think, well, it did prepare me well, but not enough.

• 3:21 - 3:21

H: Okay.

• 3:21 - 3:22

P: I think.

• 3:23 - 3:43

H: Okay. So, um, you were, if I understand correctly, you were comfortable with the English aspect, um, but teaching like actual teaching, um, strategies, for example, or

maybe behavior management, that sort of thing, um, could have been improved a little bit.

• 3:44 - 3:44

P: Yes, I think.

• 3:45 - 4:24

H: Okay. All right. Sounds good. And, Ooh, I'm excited to ask you about this. Um, so, uh, first, uh, I noticed that you've taken part in some different types of, um, like workshops offered through like the academy or, um, your school or whatever.

P: That's right.

H: Um, yeah, so you, you listed several things. Uh, so I have an idea already of, of what you've done. Um, can you comment a little bit about, you said there's one hour per week where students are divided into groups based on their needs.

• 4:25 - 4:25

H: Is that true?

• 4:25 - 4:51

P: Mm-Hmm <affirmative> that's right. That's right. Uh, this is something that we set up here in our school, but it's not everywhere... people, uh, teachers don't do that everywhere. We chose to do it here because we had some, um, time slots available, uh, hours work hours that could be, um, um, that could be, um, orientated in that direction. And it's interesting.

• 4:53 - 5:00

H: Okay. Um, does it seem to be helpful or is there area for improvement? Uh, what, what do you think about that?

• 5:00 - 5:27

P: Uh, well, there's always area for improvement because we are, um, faced with, um, um, schedule difficulties. Like some of teach students are not available at the right time, the right hour. And we're we're, we can't make the groups, we can't organize the groups as we would, like as, uh, as it could be. It could be more comfortable for them. It could be, uh, it can always get better.

• 5:28 - 5:30

H: Okay. Okay.

• 5:30 - 6:04

P: But it is helpful. It is helpful because, um, well, I think students are in, first of all in smaller groups and, uh, they're less shy and they understand that the students around them are about at the same level they are. And when I think one hour a week is not, um, well, it's something that is not allowed in France. We're not, not supposed to do like in the Australian system when I went to school 25 years ago, um, we used to be divided in groups.

• 6:04 - 6:10

P: There wasn't a B1 class. I don't know if you're familiar with this, that system, that school system in Australia.

• 6:11 - 6:13

H: Uh, that one in particular. No, I I'm not,.

• 6:14 - 6:46

P: Uh, it's not one class it's. Um, according to the, um, uh, according to the subject, you are in you change groups because students are all divided in different groups. For example, I was in French 1 because I was good at French, obviously. And I was in, uh, science 5 group 5 because I was very poor in science. And in maths, I was in 4 in group 4 and in the history I was in group 3. So I, there are different level groups anyway, that's how it's been in Australia.

• 6:46 - 6:59

P: And when I told this to, when I spoke about this to my principal, well, we thought that might be something to try here. Uh, and that's why we organized this

H: Okay

P: one hour in different groups.

• 7:00 - 7:07

H: Okay. So if I understand correctly, it was you that brought this idea up to, uh, your principal.

• 7:08 - 7:18

P: Yes, me and my, um, the other teacher, English teacher I work with, we spoke about it together and we thought that it could be helpful, and it would be nice to try it.

• 7:18 - 7:32

H: Okay. Okay. And some of the benefits you see are it's a smaller group. So some kids that are maybe a little bit more shy to speak in front of an entire, uh, classroom feel a little bit more comfortable.

• 7:33 - 8:05

P: Yes. And also not only because it's a smaller group, but also because it's, uh, their, they recognize, they know it's their level. See,

H: Right

P: they feel less embarrassed, maybe some of them. And also, so it helps, uh, students that are less, um, efficient, less good. It also helps, um, it also helps me to go a little faster with students that are more comfortable.

H: Mm-hmm <affirmative>

P: I speak more English or I go faster or I do something more with them than I do with the other group.

• 0:00 - 0:00

• 8:06 - 8:16

H: Okay. Interesting. Okay. Um, and so just in general, are you, um, are you satisfied with the amount of workshops that are offered to you?

• 8:17 - 8:46

P: Oh, yes. We are offered plenty workshops. Uh, but the thing is, uh, sometimes we don't find them, um, uh, sometimes it's just, um, a lot of talking and not enough, um, uh, giving us time to work together and bring our ideas together and work on them in small groups, uh, teachers of the same subject.

• 8:47 - 8:48

H: Right.

P: And

• 8:49 - 8:58

P: Well, sometimes we, we feel like we're wasting time. We could be in front of our classes teaching, so that's precious time and it feels like we're sometimes wasting time.

• 8:59 - 9:16

H: Okay. Okay. All right. Um, so let's dive right into the teaching strategies that you use. So are there any required teaching methods when teaching English, so required as per the, the curriculum or the program?

• 9:17 - 9:54

P: Oh, well, yes, we are def, um, lately we, well, for, for the past, uh, 15 years, we've been, um, uh, we've been guided into using, um, interaction a lot. And also, um, every, every chapter that we study has to end with, um, a project, something to, to do so that all students are supposed to bring together what they learned, what they've learned in the chapter and make it into something, uh, authentic, as authentic, as authentic as possible.

• 0:00 - 0:00

• 9:55 - 9:55

H: Okay.

• 9:56 - 10:35

P: And for example, um, um, write a poem and present it, or a diary, the page of a diary or, uh, a newspaper article about, uh, using all the, all the tools that they've learned to, to use. And it's, uh, it's good. If we try to organize a, a language class into, um, blocks, like, I, I don't, I don't know how to show myself, uh, how to put my face

on, so I can't show you my classroom, how it's organized, but there are small groups of tables

• 10:35 - 10:54

P: I've put the tables together in small groups of four or five

H: mm-hmm <affirmative>

P: and they interact, uh, students at each table interact with each other. So that's what we're supposed to do. So this is, um, this is, has been the, the fashion for the last, uh, 10 or 15 years.

• 10:54 - 11:02

H: Okay. Okay. Sounds good. Um, and do you find that students react well to this, um, interactive method?

• 11:04 - 11:40

P: Yes. They enjoy it because they can help one another. And this is what's, uh, aimed, they're supposed to, um, I, we try to have small group, smaller groups in which, um, all levels are represented. So there are quite, uh, some very good students that are, um, that really love English and are good at it. And some poorer ones or that have difficulty so they can interact and help one another. And the, the, the counterpoint is it, is it the, the, the, the negative aspect is that they tend to chat.

• 0:00 - 0:00

• 11:41 - 12:02

H: Right. <laugh> I seem to remember that in my days

P: <laugh>

H: we did a lot of group work like that as well. So when, when I was in school, um, all right, sounds good. And, um, I think you mentioned there were a couple of other strategies that you use in addition to, um, this method.

• 12:03 - 12:05

P: I don't remember. <laugh>,

H: uh,.

• 12:06 - 12:21

H: Let me see. I do I have your survey under my eyes, and you said, okay. 'Pratique,

• 12:24 - 12:58

H: la différenciation, faire travailler les quatres activités langagières'

P: Ah ok, differentiation is what I just said, is that we, uh, full groups or smaller groups, they have, um, every level of students

H: Yep

P: in them. And, oh, no. What I meant is also that sometimes we have, um, the same task to be done, but it can be done using different, um, ways. Uh, so we usually, uh,

give them three possibilities and they can choose what, um, what way works best for them.

• 12:59 - 13:17

P: Easy, very easy with a lot of help, vocab, uh, teacher helping a lot instructions in French, uh, intermediate in between, and something a little more challenging with less guidance and less vocab provided and less, um, less help.

• 13:18 - 13:31

H: Okay.

P: Less so

H: so that's interesting. Um, I would imagine, uh, that must take a lot of time to prepare, would it, or is it taken from like a textbook, for example?

• 13:31 - 14:11

P: Um, we have some textbooks that organize it that have it, that have everything prepared, but, uh, every time now we make something new, personal, uh, a new activity sheet... we always, uh, I say we, because my, um, my colleague, the other English teacher in my, in my school, we work a lot together. We prepare stuff together, everything I prepare, I give her and she does the same. So every time we do a new activity sheet, a new worksheet, we, we tend to plan it the same way and make it in three, um, different, um, um, that's...

• 14:11 - 14:34

H: Okay. Okay. All right. Sounds good. Um, and I think talking about, uh, the different resources you use, you mentioned that you use, uh, textbooks, um, fairly regularly, um, and maybe different, like audio recordings or sometimes texts.

• 14:35 - 14:36

P: Mm-Hmm <affirmative> that's right.

• 14:37 - 14:43

H: Okay. And, um, what would you say you use the most out of, um, out of those?

• 14:44 - 15:07

P: Oh, well, the textbooks that we have for us. Yeah. Official ones. We, we bought them, we had the school buy them, and then we also have the students buy, um, a workbook next. Um, so, so we use that a lot because while it's something that has been bought, bought, so paid for, so we make the most of it.

• 15:07 - 15:27

H: Okay. Okay. Sounds good. And, um, do, do you ever search for like, um, well, I'm just wondering about the audio recordings and the texts, for example, that you use sometimes. Do you search for those yourself, or are they given to you by your colleague, for example? Um,.

• 15:27 - 15:51

P: No. Well, we do the same. We, we swap our sources, we swap the documents we use and we do the same. We look it up and we find it on the internet, some audios, for example, or we, we know we've used before other texts that we use again or it's, um, it's finds things that we find on, on our own.

• 15:51 - 15:52

H: Okay.

• 15:52 - 15:55

P: In textbooks or from our personal sources.

• 15:56 - 16:06

H: Okay. And are you satisfied with the amount of resources that the academémy provides you with? So textbooks or for example?

• 16:06 - 16:10

P: Yes. Yes. It's, uh, it's good. It's good enough.

• 16:11 - 16:12

H: Okay. Okay. Sounds good.

• 16:12 - 16:41

P: I know, I know something exists where we can go and, um, find, um, um, there's a, like a, a, um, an online, um, I don't know how to call it, um, bank of documents that we can use, but it's, uh, it's very, very big, there are many documents, so it would take a long time to find exactly what we need. So sometimes it's just easier to hit it, uh, on Google <laugh> we find it faster.

• 16:43 - 16:54

H: I see. Okay. So the bank could be useful, but maybe if, uh, the program was organized a little bit better, so it was easier to find.

• 16:55 - 17:04

P: Actually I've heard, I've never been to, to see how it looks like. Okay. So maybe it's pretty well organized. I don't know. It's just faster for me to find it my way.

• 17:05 - 17:05

H: Okay.

• 17:06 - 17:07

P: And easier.

• 17:07 - 17:29

H: Alright. Sounds good. Um, and just one or two last questions about, so you touched on that. Uh, okay. So can you describe for me the role of, uh, students' first language when learning English? So, uh, French,.

• 17:31 - 17:33

P: I don't understand the question. Sorry.

• 17:33 - 17:42

H: Uh, okay. No worries. So, uh, I, I guess what I mean is, do you, uh, speak French to the students, uh, during English class sometimes?

• 17:43 - 17:44

P: Oh, yes. Too much.

• 17:44 - 17:45

H: Okay.

• 17:45 - 18:23

P: Much more and more because they seem to have become lazier and lazier. And sometimes when I, uh, bring my, pull myself to it, when I, when I'm really, um, um, strong, when I feel strong enough, I try to speak more English, but it's a waste of time, many times, uh, on many classes, it's a waste of time because then I have to say it again in French, give all the instructions in French, so I'm sure they understand it. And so sometimes when I feel, uh, when I feel desperate, I just switch back to French and speak French a lot.

• 0:00 - 0:00

• 18:24 - 18:36

H: Okay. Um, I'm just, uh, so you would have, um, enough experience to notice if there's any difference, cuz I think you have about 20 years of teaching,

• 18:36 - 18:38

H: uh

P: yeah, 23 now.

• 18:38 - 18:49

H: 23. Okay. So, um, when you mentioned this idea of students seem to be a little bit more lazy, uh, has that changed over the 23 years?

• 18:49 - 19:19

P: Oh yeah. That has changed over the three last years because, um, uh, because of COVID and uh, confinement, wellbeing locked up and not locked up. I mean being, um,

H: Yeah

P: you know, what, yeah. Being stuck at home, um, yeah, it's changed over the last few years I would say. Um, um, and they have become, they seem to have to be less motivated now a majority of them.

• 19:20 - 19:34

H: Hmm. Okay. And do, do you have any idea or any theories why, uh, COVID in particular has, has had this effect?

• 19:35 - 19:50

P: I don't know. It's, it's also, it, it's also had maybe this effect on adults as well that, uh, you know, everyone's looks a little, um, negative and defeated or like it's no, it's no use.

• 19:50 - 19:51

H: Okay.

• 19:51 - 19:52

P: Almost.

• 19:53 - 20:12

H: Yeah. That's, that seems to be a good word to describe, uh, defeated <laugh> okay. Um, alright. And just to wrap up, uh, so in your opinion, uh, how comfortable are students when they speak in English in your class?

• 20:14 - 20:44

P: Uh, it, there's a big variety of, um, in, in what they can do in their skills. Some of them are excellent and super good. And I feel like I'm, I'm, I feel very proud because even though they work, they do the work and they have enough curiosity to use English in video games or at home by themselves. I feel like I've done that. It's thanks to my work. So I feel great about it.

• 20:45 - 21:16

P: And some of them are so terrible even though they've had the same teaching and they've, uh, this is very depressive <laugh> so, uh, luckily there's, uh, fortunately I can, I can do, um, uh, an average of, uh, well, it, it gives me, it gives me a little, um, comfort to think that I can help some of them get better and, well, I can't help everyone.

• 21:16 - 21:18

P: I can't teach everyone the same.

• 21:20 - 21:36

H: Yeah. Yeah. Okay. Um, interesting. So, uh, yeah, I mean, I'm just looking at the time, we'll wrap it up. Um, is there anything else that came to you during the interview that you feel is worth? Uh,.

• 21:37 - 22:06

P: I don't know if you, if you will find use for it or if you, if you, if you need need it. But, uh, I think that also, um, parents, some parents are not, uh, doing what it takes and I think some parents have given up as well. So maybe that's the whole, uh, that's the whole tendency of everyone. I mean, everyone feels low these days, but some parents really don't do their job anymore.

• 22:07 - 22:08

H: Okay.

• 22:09 - 22:14

H: All right.

P: I dunno if it's got anything to do with what you're researching.

• 22:15 - 22:52

P: Yeah. Well, it's, it's motivation in general. So, um, yeah, I mean, I'm, I'm looking specifically at the teaching strategies, but it's obvious there's gonna be many other things. And I've read about that a lot in the literature too. So it's,

P: mm-hmm, <affirmative>,

H: it's definitely relevant. Yeah. Um, okay, so we'll, we'll wrap it up there.

END OF INTERVIEW

APPENDIX T: LOTTA (F11)

• 0:00 - 0:16

H: Perfect. Okay. Uh, so my first question for you, just very general, uh, how did you come to teach English as a foreign language to 11 to 14 year olds?

• 0:17 - 0:51

P: Well, uh, when I first graduated, I I'm also a French, uh, Swedish teacher because everybody has to study Swedish in Finland. So, so I first graduated as a Swedish and, and French teacher, but, but French is really, uh, a pretty rare, uh, choice of language in Finland. So not many students take that. So there's not enough work for French teachers and Swedish is not a very popular subject. So it's not very nice to teach because every their, the student's attitude is, is very negative.

• 0:51 - 1:31

P: So then I decided I English is very popular, uh, amongst the students. So I decided I want to, to take up that, that as well. And I continued my studies and, and graduated also as an English teacher then, and, and I used to work in an, uh, international school here in my hometown teaching Swedish. And then I, I lot of used a lot of English with my colleagues, so, so it became easier for me. And then the studies were also easier because that, and then I just came to, uh, like English so much that I wanted to, uh, GE teach that.

• 1:32 - 1:40

P: So most of my lessons are now English. I only have four lessons of French and no Swedish at all at the moment, so.

• 1:41 - 2:01

H: Okay. Um, and you mentioned that, uh, so I understand why French is less, uh, common in.

P: Yeah.

H: Um, but I'm interested, you said that students, aren't very motivated to learn Swedish, uh, despite the fact that it's the other official language.

P: Yeah.

• 2:02 - 2:02

P: Yeah.

• 2:02 - 2:05

H: So what do you think the differences between Swedish and English?

• 2:06 - 2:38

P: Well, they use English every day. They, uh, watch a lot of YouTube videos and play online games. So they need that in their daily, uh, life, and they don't need

Swedish because, uh, Swedish speaking, uh, Finns, uh, are BI bilingual. So they speak Finnish really well and they don't need to use, they like Finnish is used in, in the society mostly. So, so they only use Swedish in their fam with their families and, and like that.

• 2:38 - 3:11

P: So, and those who, uh, speak Swedish, uh, mostly speak Swedish live in their, like these separate areas in Finland. So, so we don't like have so much to do with them. We don't deal with them in our daily lives. So, so they're really separate. And it's only about 5% of, of the population who have Swedish as their mother tongue. So it's the students use English every day and not Swedish.

• 3:11 - 3:32

P: And also Swedish is because that Swedish is much harder for them. So they don't like the grammar and, and so on. So English it's, it's easy. They find it very easy.

H: Okay.

P: And they can speak it pretty well. So it's, it's like, uh, fun for them to learn it.

H: Okay.

P: I think.

• 3:32 - 4:04

H: Okay. Excellent. Um, so my next question, uh, which I, I took a look at your survey answers, so I'm, I'm interested for this one. Uh, how has your educational training prepared you to teach English as a, as a foreign language? Um, so from what I saw in your survey is area for improvement with regards to, uh, the educational training that you received.

• 0:00 - 0:00

• 4:05 - 4:38

P: Yeah. Yes. Because, uh, we only have, if you decide to, uh, become a teacher, you only have one year of the teacher studies and all the rest is like, uh, like linguistics and, and translational literature and, and so on. So you don't, there's not enough, uh, the real practice and, and practice of dealing with the parents and, and, uh, difficult students and so on.

• 4:38 - 5:15

P: So it's, it's like, it's not, so not enough a year is not enough for that. And, but I did my training, uh, 20 years ago. So I don't know what the situation is, is at the moment, if it has improved, I'm not sure about that, but, but when I was studying, it was not nearly enough. And then you, you, I have a feeling that everything that I've learned about this, it, this job I have learned here, uh, when working so in practice, so,
H: okay.

• 5:15 - 5:19

P: It feels like I, I didn't learn so much in, in the university.

• 5:20 - 5:29

H: Okay. Okay. So it sounds like there was, from what I understand more emphasis on the actual subject that you were going to

• 5:29 - 5:31

H: teach.

P: Yes. Yeah,.

• 5:31 - 5:32

P: Yeah.

H: Instead of,.

• 5:33 - 5:51

P: Yeah. And then when you, when you, uh, come to a school and start working, you face some many difficult situations and the students are not motivated and, and there's, there are behavioral problems and you have no clue what to do about those and you just have to learn as you go along. So,.

• 5:52 - 6:11

H: Yeah. Makes sense. Um, and so what kind of opportunities does your school provide you with to improve your EFL teaching practice? And if none, what kind of opportunities would you like to have offered?

• 6:12 - 6:42

P: Well, uh, the city offers none because I think it's mostly because of financial, uh, things like, uh, I would need a substitute if I, I took some course and, and also, uh, they cost, so it is the financial situation is, is really tight, uh, which is surprising because Finland is that, is that wealthy countries, but the money doesn't come to schools it's somewhere else.

• 6:42 - 7:16

P: So, so we all, all the time have to, like the budget budget is really tight and so on. So there are that's the main reason. So I would have to do it on my free time and, and pay myself. But I LA last, uh, year I took a year off and I did a, a special education teacher, cert certificate, which I, I didn't get paid from my job. And I just had a, like, leave a leave of absence and that's, that was an extra, uh, training for me.

• 7:17 - 7:49

P: But the, my, uh, employer didn't offer it. I had to, well, it was free, free of charge because it was in the university. But, but I had to, like, I, I got a little payment from the, well, there's this system in Finland. And if you study more and are not working, you get some, like a benefit from the, the comp uh, the state. So I, I got that, but nothing from, from my employer. So, so those are the money, money is the main reason I think.

• 0:00 - 0:00

• 7:50 - 7:57

H: Okay. Okay. And do you think it would be helpful if there were different types of workshops or, okay.

• 7:57 - 7:59

P: Yeah, definitely. Yes.

• 8:00 - 8:06

H: Okay. Sounds good. And, um, so now this is more specific to teaching strategies.

• 8:07 - 8:07

H: Yeah.

• 8:08 - 8:28

H: Um, are there required teaching methods when teaching, uh, EFL? So from what I understand, it's a little different in Finland there's recommended, uh, strategies, but teachers have the, the freedom to choose a little bit more what works.

• 8:28 - 8:58

P: Yeah, exactly. Yes. A total freedom. So we are, we were taught some, uh, which were at the time, the recommended, uh, methods when I was studying, but, but you're completely, uh, free to, to do it your way. And that, I think that's a big plus for our system. You can, uh, depending on what your personality is and what the group is like, you can, you can use whatever method works best for you on your groups.

• 0:00 - 0:00

• 8:59 - 9:00

H: Definitely.

• 9:00 - 9:01

P: That's wonderful.

• 9:02 - 9:11

H: Okay. Nice. And, um, do you specifically use the recommended strategies or do you do your, your own thing?

• 9:12 - 9:50

P: Um, I mostly used what was recommended, uh, like this, well, they have the constructive method, like the, that the students have to come up with things, uh, themselves. They're not given the right answers. Uh, and they have to work, work, uh,

a lot themselves. So I don't know how to explain that really, but they do, we do a lot of pair work and, and projects and stuff like that.

• 9:50 - 10:09

P: So they, uh, it's, I think it's more, the working methods are more like free in some way than in some other countries. I think it's not just the teacher talking as students listen silently. It's more like this interaction between everybody.

• 10:10 - 10:45

H: Okay. And that's interesting because, um, other countries, well speaking from my own experience in Canada, um, they try to do a lot of group work and projects. Um, but support from teachers is minimal. And I think it's because, um, teachers aren't really taught how to support students when they're doing projects. So can you just explain a little bit for me, um, what your role is when students are working on projects?

• 0:00 - 0:00

• 10:46 - 11:17

P: Uh, well, I give them specific instructions because there's, uh, so such, uh, this age group is there's so young that they don't like, uh, some of them are not able to get started if they're, they're not given, uh, specific instructions. So we start together and then depending of, of the student or, or the group or the pair, some, I give some more support to some and some can work more independently.

• 11:18 - 11:49

P: They they're able to do that. It's, it's pretty like flexible, uh, nowadays. Uh, and also the, uh, how would I explain it? Uh, the requirements are a bit different depending on, on the level of the students. So the aim or the goal is lower for some of them. So I know, I know my students, so I can like give more, uh, demanding task for some of them and, and less demanding for some.

• 0:00 - 0:00

• 11:50 - 12:24

P: And so it can like modify it according to the level of the, the kids. And so they work pretty independently and I, I guide, guide them a lot of course, and some of them need more, uh, supervision and, and like encouragement than some, some are excellent in their English skills. And they, they, uh, know much more English than what is in our textbooks and, and for some it's harder, but we also do a lot of, uh, exercises with, uh, which are in our books.

• 12:25 - 13:02

P: So it's not only this, uh, pre kind of projects and, and so on. It's also grammar and, and we have these texts in our textbooks textbooks of course, and we, uh, study them. And then after that, do something like more with the subjects and, um, expand thing. And also, but also the text, uh, we, uh, they study along with, with in pairs. So we don't like, uh, they read them in pairs and, and translate in pairs and so on.

• 13:02 - 13:21

P: So it's it's, and also, they, I don't know if you know this, but in Finland students call their teacher by first names. So it's not, not miss or Mrs or, or sir, or anything like that, they told me. So, and that also makes it like more relaxed the atmosphere and they can like more personal.

H: Yeah.

• 13:22 - 13:27

H: Okay. Yeah. I didn't know that. Uh, yeah. I can't imagine calling any of my teachers.

• 13:27 - 13:39

P: Yeah. Also vice also Nick, they can have nicknames for, for teachers also, so, so it's not totally okay to call a teacher by a nickname.

• 13:40 - 13:59

H: Cool. Okay. And I just wanted to touch on, um, you said like sometimes the task might be modified depending on the level of the student, which sounds great. Um, the thing I'm wondering is how much time does that take on your part to plan different activities?

• 13:59 - 14:34

P: Yeah. Well, that's the problem. If, if you really do it, uh, like thoroughly properly, it, it could take, it can take a long time, but of, of course I have a lot of experience, so that helps. And then our, our materials are really excellent, our books. So there are these, uh, exercises for, for like, they go from easy to, to harder. And there are some extra texts for those who are more, more talented. So also the teacher can choose, like, you, you give some, some exercises for, for the weaker students.

• 14:34 - 14:42

P: And then those who are faster can like do more. So we don't have to, uh, do the, prepare the materials ourselves.

• 14:43 - 14:44

H: Okay. That would make a big

• 14:44 - 15:01

H: Difference.

P: So I think our books are text, um, books and, and exercise books are excellent. They're like, I think they're best in the, in the world. Probably they're really like new books and, and the materials are, are excellent, I think.

H: Okay.

P: So those are big help.

• 15:02 - 15:08

H: Okay. And do they actually update these textbooks on a semi-regular basis or?

• 15:09 - 15:39

P: Yeah, every couple of years, that's a bit of a problem because of course it cost a lot of money for the schools. So, so we can change the books very often, but, but we just, uh, a couple of years ago we just started with the new books. So, so they're like modern and, and also have these online materials can use. So it's, I, I think, uh, the English books in Finland are really great. The Swedish books are not, not that good.

• 15:39 - 15:40

H: Okay.

P: And,.

• 15:40 - 15:44

P: But English is, is the situation is really good, I think.

• 15:44 - 15:47

P: Okay. So the textbooks in other words are a very big help.

• 15:48 - 16:18

P: Yeah. Yeah.

H: Okay.

P: Also English, uh, it's easy to find, uh, a lot of material in, on the internet in English. So that's also a big help for me.

H: Excellent.

P: The YouTube videos and, and stuff like that. And also we play, they love to play this Kahoot. Uh, I don't know if you've ever heard about it and, and games like that. We play a lot of them because the students are so young, they love to play.

H: Yeah.

P: Motivates them.

• 16:19 - 16:48

H: Interesting. Okay. Nice. And, um, can you comment on which types of strategies tend to be the most useful for students and does it differ from class to class? So you talked a little bit about the constructive, um, does that tend to be in your experience the best, uh, approach or best teaching strategy? And is there ever any time when you change the strategy depending on the group?

• 16:49 - 17:22

P: Uh, yeah. Well, if the group is, is really, uh, weak in their skills or, or if there are a lot of behavioral problems, then I tend to use much more teacher, uh, centered, uh, teaching me like, I, I, they are more sit more silently and we do, uh, everything together. Like, let's do this exercise now together. And, and then I ask and, and guide them more, ask the answers like one at a time.

• 17:22 - 17:44

P: And, and we, I have, I have to, uh, monitor really carefully that everybody does what is required. And, um, but if, if the group is, is more skilled and they are like motivated learners and then they get more freedom. So those are the things I, I mainly use.

• 17:45 - 17:46

H: Okay. And,.

• 17:46 - 18:03

H: Um,

P: in Swedish class, uh, almost all the, uh, classes need more teacher support from the teacher. So, so English is easier in that way that it it's, it can be, you can give more freedom to the kids.

• 18:04 - 18:10

H: And is it because there's simply in your opinion, more motivated to learn English?

P: Yeah.

• 18:10 - 18:10

P: Yeah.

• 18:10 - 18:11

H: Probably because they hear it.

• 18:12 - 18:12

P: Yeah.

• 18:13 - 18:15

H: Often and YouTube and

• 18:15 - 18:49

H: Video games.

P: Yeah. The status of English is, is really high in Finland. So it's, it's like cool to, to speak English well,

H: okay.

P: Swedish is, is just, that's not, so that's like has a very negative, uh, reputation somehow. It's, it's not very, it's cool not to, uh, be a good Swedish learner. It's, it's, it's really strange. That's maybe it's because of the history of Finland that we used to belong to Sweden and so on.

• 18:49 - 18:50

P: So it sounds very.

• 18:50 - 19:03

H: Right. Okay. And I'm just thinking out loud, but perhaps it's not as relevant in their lives. Like they don't have as many daily interactions with the language.

• 19:04 - 19:24

P: Yeah, exactly. Well, I have a son who's, uh, 17 years old and I can hear him in his room, in the evenings. He has his headphones on and he he's playing from online games and chatting to people in English from different countries. So, so they do stuff like that. So no wonder if they, they wanna learn it <laugh>.

• 19:24 - 19:45

H: Yeah. Yeah, for sure. Okay. Um, well actually, just the follow up question on that. Have you seen, uh, a difference in the motivation from the time you started teaching when, you know, online games and stuff like that, weren't quite as, um, popular and until now, have you seen a shift?

• 19:47 - 20:10

P: Yeah. Uh, their skills are, are much higher now it's the, the grades are higher. English grades are, are higher. It's easier for them. They were motivated also back then, but, but yeah, it, it has, uh, increased everything motivation and, and the skills have increased. Definitely. Yes.

• 20:11 - 20:41

H: Okay. Cool. Um, and my next question, um, okay. You already described some of this, um, but it's about the different types of teaching resources that you use. So we covered textbooks, which are very helpful, and I believe you mentioned, um, pictures, different types of computer programs, um, texts from the internet was that, or I'll, I'll get you comment on it.

• 0:00 - 0:00

• 20:42 - 21:16

P: Yeah. And also videos from, uh, mainly on YouTube and, uh, some, there are lots of these internet exercises and games, which I sometimes use, uh, of course the time is limited. So, so, and sometimes I we've looked at some news in English, like from, uh, some different, uh, sites is like BBC or CNN or, and so on.

• 21:16 - 21:21

P: And, uh, yeah, that's about it, I think.

• 21:22 - 21:44

H: Okay. Um, uh, something that just came to my mind. Uh, so you mentioned BBC CNN, um, do you actively look in from different Anglophone countries for news articles or is it mostly like the same countries? Do you know what I mean?

• 21:44 - 22:19

P: Well, yeah, yeah. Yeah. Well, it's mostly, uh, Great Britain and the United States, but, uh, actually, uh, in, in our textbook, there are like one at a time that the texts are, are about different, uh, English speaking areas in the world, like India, Africa.

H: Yeah.

P: So that is actually, that's also in our curriculum that we have to take into account all the, the variation it's, it's not only the United States and, and Britain, so yeah, we've, uh, yeah, actually we've done that.

• 22:19 - 22:37

P: And I've, I've, uh, asked them to look for an piece of news from India, for example, or something like that. Yeah. It it's, that's a good point that it's, it's not only, only the, the bigger biggest countries.

• 22:38 - 22:38

H: Okay.

• 22:39 - 23:05

P: Because it used to be, uh, so that when I was at school, myself, the, everything was in British English, in our books and no accent or anything, but actually the, the audio recordings in our, our textbooks are there can be an African accent or, or an Australian accent. So

H: okay.

P: It's that... I think that's a very, uh, good thing.

• 23:05 - 23:11

H: Yeah. Well, it gets them used to hearing English and lots of different accents, right?

• 23:11 - 23:12

P: Yeah, yeah.

• 23:12 - 23:32

H: Yeah. Okay. Interesting. And, um, um, can you describe the role of students' first language? So I'm assuming Finnish, uh, when learning English. So do you use Finnish when teaching English,.

• 23:32 - 24:02

H: For example?

P: uh, when teaching grammar, that was the recommendation, which I got when I was studying that, uh, you have to use as much as the target language as possible, but grammar in when teaching grammar, you have to explain in English as well. So that's

what I still do. And of course, if there are these really, really weak students, then I use more Finnish because they, it happens that they say that, that what are you saying?

• 24:03 - 24:45

P: And say it and Finnish. And, but we have lots of immigrants in more and more every day, uh, most our students. So, so there are, uh, there is a big number of students who whose, uh, first language isn't Finnish, so their Finnish skills are not that great. And so the situation is, is changing. So,

H: okay.

P: So that, that has changed in, in the past 10 years a lot, when I first started at this school, uh, 15 years ago, there were not no immigrants at all here, but now, there are like, I would say about 20% or something,.

• 24:45 - 24:59

P: So.

H: Okay. Okay. Interesting. And, um, so the last two questions are just about your opinion. Um, so in your opinion, how comfortable are your students when speaking English?

• 25:01 - 25:36

P: Well, that's varies a lot. Some of them, uh, speak so well. Uh, you could think they've lived in the United States for example, but some are pretty shy. I think that's a very Finnish, um, uh, thing to be like, they, they could speak more, but they're somehow afraid of making mistakes sounding stupid. So, uh, so they're, lots of them are, are doing better, uh, when writing than speaking.

• 25:37 - 25:47

P: So they need a lot of encouragement in that, but it's getting better and better every year that they're, uh, speaking, speaking skills.

• 25:49 - 26:07

H: Okay. All right. Sounds good. And, um, do you think that English is valued at your school? So specifically by the principal administration, other teachers, students?

• 26:09 - 26:52

P: Uh, yes, it is because, uh, in society, in, in all it's, it's really, it has a high value because Finnish is such a small, small, small language in the world. We need English to be able to communicate with, with, with the others <laugh> so, yeah, but it's considered as an easy subject, for example, compared, compared to math, which is a very, uh, considered as an really important subject in Finland, like because of the technology and, and which we have a lot, which we have a lot here.

• 26:53 - 27:24

P: Uh, yeah, it's important, but, but easy, consider it as an easy thing. So when, um, like the maths teachers get more support from, we have these special education teachers, which, uh, who like they, uh, joined, joined the teachers in some groups

which need more help. And, and mostly those are maths lessons where they, where there's like two teachers in, in one group.

• 27:25 - 27:38

P: Um, but in English, the people think that we don't need need support because it's such an easy, everybody gets a good grade in English. So you don't have any problems there. <laugh>.

• 27:38 - 28:07

H: Okay.

P: Yeah.

H: Um, okay. I see. And, uh, actually, uh, to actually switch to Finnish for a minute, um, it is Finnish and like Finnish culture. Um, I don't wanna say, uh, CEL celebrated, but, um, is like Finnish heritage important I, in the school,.

• 28:09 - 28:47

P: Uh, it is, but it has, uh, gotten somehow less important in the, these like past 10 years because of this, uh, growing number of people from different countries coming to Finland and what we do celebrate the independence day, for example, but it's not, uh, it's not very like present in every day life here is it's somehow, like, not, not very, how should I put it?

• 28:49 - 29:24

P: Uh, well, for, for example, when I went to, I was on this, uh, trip to Turkey, with with some of, of our students and visited some schools and they, uh, like somehow give more importance to their own heritage and, and their national, like it's, they have flags in, in school and Turkish flags, and somehow they stress it more over here's more like neutral somehow.

• 29:24 - 29:35

P: So we don't, um, yeah, I, I dunno how to explain it better, but

H: okay.

P: It's not celebrated, uh, very much, no.

H: Okay.

• 29:36 - 29:51

H: Okay. And I'm just conscious of the time here, just a couple, uh, other quick questions, um, E twinning, have you used E twinning before or some sort of,.

• 29:52 - 29:54

P: No of it, but I haven't used it.

• 29:55 - 30:18

H: Okay. Cause I think, uh, one of the questions was, um, if you've done like pen pals or some kind of, uh, group work with another, um, country, um, okay. Maybe I

misread that one. So you haven't, uh, done like any kind of exchanging with other students?

• 30:18 - 30:43

P: Well, we have done that, uh, communis EU, uh, when we went to, we have, I've been to Turkey and Poland with, and they, uh, came to visit our school. So we were part of (inaudible) there were like five countries, uh, taking part in that, but I haven't done E Twinning, but I'd like to try, it's been on my mind for, for many years. I'd like to try it.

• 30:44 - 31:10

H: Okay. Um, and, um, there was a question in the survey about offering like advice or strategies when dealing with communication barriers.

P: Yeah.

H: Um, and I believe that you said that you sometimes give strategies, um, to help students with that. So could you just describe, um, how you, how you cover that with

• 31:10 - 31:13

H: Students?

P: Uh, can you repeat the start of your question? There was some,.

• 31:14 - 31:22

H: Um, so the question in the survey was about providing strategies to students when dealing with communication barriers.

• 31:22 - 31:23

P: Yeah.

• 31:23 - 31:27

H: Um, so I'm just kind of wondering what strategies those are.

• 31:28 - 31:51

P: Yeah. Uh, I understood the question so that, um, I teach strategies in how to like, uh, ask or, or ask some repeat or, or like, explain, in other words, if you don't know some word and I don't know what, what you meant by your question, was it that, or, or, yeah, what,.

• 31:51 - 31:58

P: Yeah,

H: it was exactly that. So if they're, if they're in a situation, they don't understand

P: yeah.

H: What the other person is saying. Okay.

• 31:59 - 32:20

P: Yeah. So we have this little, like, um, role plays when there are these situations and, and I teach them like phrases they could use when they don't understand or, or

want to want an explanation. And yeah, there are a lot of those in, in our materials. Yeah.

• 32:20 - 32:33

H: Okay. Interesting. Um, okay. I think that's it for my questions, unless there's anything else, uh, you would like to bring up, but.

• 32:34 - 33:04

P: No, it's, it's always interesting to tell about our school system, because I think it's, it's pretty, uh, different from some other, other, other, uh, cultures in Europe, like more relaxed. And I think the Scandinavian countries have kind of a similar system and then the central European countries have their own system and, and we don't have school uniforms and they get free lunch at school and, and things like that. So it's, it's pretty unique, I think.

• 33:05 - 33:06

H: Yeah.

P: So it's,.

• 33:06 - 33:22

P: It's interesting. We used to have a lot of visitors from around the world to come here and, and watch our lessons and from as far away as, as Japan or China and it's, it's, it has an, a reputation around the world. So that's nice.

• 33:23 - 33:50

H: It does actually, um, well I teach English at the university here and, uh, two of my students, they, they chose to present about Finland's education system.

P: Yeah.

H: And they they're French. Like they don't have any ties to Finland at all, and this just came to their mind.

P: Yeah.

H: And they presented a little bit about it. And, uh, the rest of the students in the class kind of, because it's very different from the French, uh, system.

• 33:51 - 33:52

P: Yeah, definitely. Definitely.

• 33:53 - 34:32

P: Yeah.

H: Yeah. Um, great. Okay.

END OF INTERVIEW

APPENDIX U: EVELIINA (FI2)

• 0:00 - 0:03

H: Okay, great.

• 0:03 - 0:04

P: Yes.

H: Um,.

• 0:04 - 0:14

P: I'm fine.

H: So I took a look at, uh, your survey and just to make sure I have everything correct, you teach, uh, students between 11 and 14?

• 0:15 - 0:16

P: Yes, I do.

• 0:17 - 0:26

P: Okay. And your total amount of experience teaching languages is 30 years. And about 20 years in schools?

• 0:27 - 0:37

P: Yes, because first I, uh, uh, I became a former teacher and later on I studied more English, so I, I, I am, I can teach older students as well.

• 0:38 - 0:38

H: Okay,.

• 0:39 - 0:46

H: Perfect.

P: So I have some English classes for some, for some other classes too, not only for my Stu own pupils.

• 0:46 - 0:59

H: Okay. Okay. Sounds good. Um, so the first question, just very generally, how did you come to teach English as a foreign language to, uh, students between 11 and 14?

• 1:00 - 1:36

P: Okay. Um, in a way I'm, I've always, um, been interested in languages and, um, uh, when I became a teacher, I would have liked to have a specialized courses, uh, especially English, music and, uh, uh, teaching younger students. And, uh, during that time I decided, uh, well, we, it was a bit complicated because I have these courses exactly at the same time when we wanted to, uh, study special courses in English and, and then, uh, teaching younger students.

• 1:37 - 2:16

P: So I, I chose that, uh, those courses. So later on when I had been, um, already I have, um, permanent working place. And, uh, I, I work at, I worked here in (name of community), uh, our head told that it would be nice, uh, if we could have a teacher also from our own school and more English teachers. So I started, uh, English studies in a, um, in a university, of course it was university when I had those special courses, but now I am able to teach also older students.

• 0:00 - 0:00

• 2:16 - 2:47

P: So, and that's been really great because, um, um, now I have opportunity, sometimes I just suddenly can change the language and start speaking English. And, and it's so fun that, um, in a way we can do things in both languages. Of course, English is we have much less that, but, uh, not only in English classes. And then another thing is, um, um, afraid that we have done those, um, Erasmus projects.

• 2:48 - 3:18

P: And we need to have teachers who speak English and have that, uh, ability as well. Um, and I've, I've been doing those quite many of them with my colleagues, (name of colleague), who you are going to contact later on. And, um, she wanted me to have, uh, asked her partner for doing that the headmaster asked and, uh, that was also some kind of a one thing to study more.

• 0:00 - 0:00

• 3:19 - 3:45

H: Okay. All right. Excellent. And, uh, my next question is about your educational training. So university prep, uh, to become a teacher. And so how has your educational training prepared you to teach English as a foreign language? And if I'm not mistaken, uh, you indicated that you thought it was quite useful for you?

• 3:46 - 4:19

P: Yes. Yes because the school we had, we are at only was it, uh, six or seven teachers. And um of course in Finland, when you are teaching children, um, from first class to, to the sixth class, they are, the age is, um, then we started studying English, uh, on the third grade, but nowadays they will start from the first grade. And, and, uh, so we had, um, we, we can teach English also.

• 4:19 - 4:53

P: We haven't had university, um, university studying for older students, but in a way it is a good thing that if you have that, um, ability, then, then, um, uh, some other teachers want to also give, and also the headmaster give the classes to the teacher who

has a specialized in teaching English. So, um, from that on, I had more English, uh, lessons for other classes as well.

• 4:53 - 5:00

P: And the other teachers took some other lessons from me, so it was very practical.

• 5:01 - 5:31

H: Okay. Okay. Practical, that's a, a keyword <laugh>, uh, I've been, I've been hearing a little bit. Um, so, and I know there's a practicum, so where you practice teaching with, uh, real students in the classroom, um, which one do you feel was more useful and why? So the university part where you're in class studying or the practicum part?

• 0:00 - 0:00

• 5:33 - 6:04

P: Um, well it's of, of course

H: or both,

P: uh, both are very important, but, um, for me, I really wanted to know more. I wanted to know what is behind that thing that you have to say, something like this, of course you won't tell that, uh, to the students. Well, some, some of them, uh, they want to know, so then that's fine, fine. But for me, it was very important. I wanted to know more, I, I wanted to have something extra.

• 6:05 - 6:36

P: So because, uh, those studies, which we had, um, usually for have, uh, to be a former teacher, then you don't have that much English. It's quite a lot, but it's, it's far more amount of university studies when you really do more studying after those, uh, to be, to become a former teacher.

H: Okay.

P: So I think it was, um, mostly important for me.

• 6:36 - 6:52

P: And then I, uh, also was happy with the contacts that I had with other teachers from other parts of the Finland, because then I, uh, became a part of the English, uh, teacher's union and so on.

• 6:53 - 7:12

H: Okay. Interesting. And, um, if I'm not mistaken, I just wanna make sure my information is correct. If you teach English in Finland, you have to have studied it. Um, when teaching, so you, you need to have a major or minor in English. Is that true?

• 7:13 - 7:26

P: Um, it comes when you teach later older students, but as a former teacher, you are allowed to teach English from the younger pupils from the first grade to the sixth grade.

• 7:27 - 7:27

H: Okay.

• 7:28 - 8:10

P: And, um, uh, that's, well, that's been a, quite a debate between real English teachers that who should teach the children, uh, should it be, uh, real English teacher? So from the very beginning, so they get to learn how to pronounce and all the things, but they are only teaching English or is it better that, uh, it's a former teacher who is teaching every other subject that they already know the Stu uh, the pupil, they live the whole day with pupils.

• 8:10 - 8:42

P: They know what's going on in the classroom. They have the some kind of, um, they are aware of what's going on in their lives at the moment, moment something has happened during the breaks. So it can be seen in the classroom. Um, if you are only a language teacher, you may just come to have that one lesson in that classroom, and then you have that 45 minutes and you probably don't know what has happened before that, or what's going to happen later on.

• 0:00 - 0:00

• 8:43 - 9:40

P: So this has been some kind of, um, Hmm, well, interesting, um, issue, issue <laugh> I would say, but, um, uh, nowadays I would say that we have a really good training for former teachers. So, um, we would like to encourage them to start teaching and, uh, so on and some kind, um, to work together. So that might help them, uh, to, to go on with their work and, um, real English teachers or language teachers can take their place later on when they go to, for example, from, from the seventh, eighth and ninth graders, which usually then at least in, uh, in a bigger places, they have so-called, uh, real language teachers.

• 9:42 - 10:19

P: But if you are working in a small municipality in a small school school, they won't, we won't have that many real language teachers to teach young pupils. So it's very important that we have a good quality, um, and knowledge of how to teach. And, uh, that's why I'm really happy with the all material we have in Finland. We have a lot of digital, digital material to help teacher to teach English, although he or she doesn't know that much about the language.

• 0:00 - 0:00

• 10:20 - 11:03

H: Okay. That's interesting. Um, well, two things I thought of, and one of them touches on another question I had for you. Um, so one thing is, um, from my understanding, and you can correct me if I've misinterpreted, uh, the, the research, but, uh, in Finland, there's really an emphasis on the relationship with the child, the wellbeing of the child, as well as academics, of course. Um, so do you think that part of that is really important when, uh, teaching a language or is it more important to have like a good working knowledge of the language?

• 11:04 - 11:05

H: Do you understand why,.

• 11:06 - 11:10

P: Um, you want to compare working knowledge and what was it, the other thing?

• 11:11 - 11:31

H: Um, so, um, like the relationship, well, the, what made me think of this was, you said if it's a teacher that's been with the class for the whole day, they know what's happened earlier in the day. They know the students better than someone who just comes once a day. Right?

• 11:32 - 11:32

P: Yeah.

• 11:33 - 11:34

H: Do you think?

• 11:34 - 12:09

P: I think this, this is important when, uh, you have quite a young pupil, quite child, young child. So the first graders, they are 7, 6, 7 years old. And, um, in Finland nowadays, they have about one hour English, uh, during every week, one hour per week. And it's it, it's not that much. And the second class, they have the same one hour per week, but then on the third, uh, grade, they have two hours English per week.

• 12:11 - 12:46

P: And, um, mostly it is so that, uh, the form form teacher teaches the first and the second year, that one hour per week. And, uh, maybe a language teacher will teach them from the third grade. Not always, if I think about, um, our school, we have about 150, uh, pupils, but the older ones, you want to know the 11 to 14 years students.

• 12:47 - 13:13

P: So the 11th, they are on the fifth and the sixth graders. So, um, uh, English teach, uh, English teacher is teaching them at the moment.

H: Okay.

P: And some other classes also for the younger ones, but, um, the first and the second graders, the form teacher will take care of the students and the teaching English for them.

• 13:14 - 13:17

H: Okay. Sounds good. And, uh, my.

• 13:17 - 14:00

H: (inaudible)

P: well, this varies in different places. Uh, you have, so it would be important, uh, for you to have different kind of examples because, uh, I think this is the thing when you are living at the municipality, like I am doing the work here. So we have, um, about 3000 inhabitants in, in our municipality it's quite a small and in the place, in the, in the center about 1,500 inhabitants, the, in the whole school, from the, uh, preschool school to upper secondary school, we have all together 340 about,.

• 14:01 - 14:04

H: Okay. So it's a, a pretty small.

• 14:04 - 14:05

P: That's right.

H: Community.

P: Yes

• 14:05 - 14:06

H: That you're living in

• 14:06 - 14:19

P: So it's important to have, um, also, um, teachers which have, um, many that who can teach in in many ways. Let's say that.

• 14:19 - 14:29

P: Yeah.

H: I know exactly what you mean. Yeah, yeah. <laugh>

H: um, yeah, I'm from a small community too. So I understand sometimes you're left to improvise a little bit more.

• 14:30 - 14:30

P: That's right.

• 14:30 - 14:56

H: If you don't have as many teachers. Yeah. Um, so the next question actually relates to one of the other questions I have. So the question in general is please describe how you decide which teaching resources to use. And I noticed specifically, you

mentioned computer programs. Uh, so can you explain, uh, how those work, because they're not very common around here.

• 14:57 - 15:37

P: Okay. So of course we have books. That's very important because they have the stories, they have the exercises and, uh, but we have very good, uh, digital material behind that. So, uh, we have smart boards so that, uh, make, uh, that makes our teaching and working together very interactive. So pupils come, come to the board and move some parts of the, um, if it's a, for example, memory game of, um, the words that you, we are just studying so we can have different kinds of games there.

• 15:38 - 16:03

P: And, um, uh, of course, um, we need to improvise if something happens that, uh, we, those machines won't work, but mostly they are okay. And a year ago we, um, we moved to the new, uh, school. So we have very modern, um,.

• 16:05 - 16:06

H: Technology works

• 16:06 - 16:45

P: technology yes. In a way

H: that must be nice.

P: Well, the most important thing in every case is the teacher who does the work. So it's just a helper. It's helps you a lot. But of course, um, I try to speak as much as English I can to my pupils and students to give the one way of speaking English. And I also change, we work, we do a lot of peer work or group, mostly peer work because, um, and we change the pairs.

• 16:46 - 17:17

P: So, uh, they let, they can know so many varieties of speaking English. So it helps them to understand. And sometimes you have a partner who is very good at English, sometimes a partner who is very bad at English, but that works. It's just, uh, very normal way. And it's usually me who tells where they sit. And for me, I use a lot of way that for one week we work with the same partners.

• 17:17 - 17:24

P: So at least two English, uh, lessons you are working with the same, same pupil.

• 17:25 - 17:41

H: Okay. So two things that came out of that I'd like to ask. Um, so one thing about the resources, um, so I know that Finland is, is very well known for their textbooks and they're often kept up to date every couple of years. They're usually,.

• 17:41 - 17:47

P: Yeah. Too often, I would say because they're quite OK. They're quite expensive.

• 17:48 - 18:03

H: Okay.

P: Yeah

H: I understand. Um, so are these resources, so like the computer programs, the textbooks, um, are they given to you by the education department or do you have to find them yourself.

• 18:04 - 18:28

P: Actually it's um, it's the, um, when you, um, you decide together with other teachers, which book we are going to have, and then with that book, we, we are very free to choose. Teachers are at least in our municipality, but I know there are some places that they want to have the same books in the whole municipality.

• 18:29 - 18:29

H: Okay.

• 18:30 - 18:51

P: And, and probably it's, it's mostly like that, but we have only two schools and here, so that's very easy. And, um, so, and nowadays it's, I would say it's always, so that with that book, it comes the material from the, from the company who has published that.

• 18:52 - 18:57

H: Okay. Okay. Um, and so that other reason, oh.

• 18:57 - 19:46

P: Yeah, I was going to say then of course you are free to choose something else. For example, if I can find something, um, very good English material from the net, so I can chase, uh, take them as well. We are free to choose if we, um, in any case we know what is, what we need to cover during the season, during the school year. So, but mostly of course, I go on, uh, how the book says, what is coming, and, uh, so I know if the next year the, the class will have the different teacher, so it's important, uh, that, uh, our, um, curriculum says what you need to have.

• 19:47 - 19:57

P: So the next teacher knows what the students usually should know already when they come to work with him or her.

• 19:58 - 20:01

H: Yeah, for sure. Um,.

• 20:02 - 20:33

P: And I would, yeah, I would say that our books, if I compare them, they are really, uh, they have quite the same, um, uh, material in it, of course, in a different way. But because the, we have the whole curriculum in Finland who says, what are the most,

what is, are the main things you need to have, then the teachers choose the way, how to go on with that material with the students.

• 0:00 - 0:00

• 20:33 - 20:54

H: Okay. Interesting. So there's a lot of autonomy. That's interesting. That's

P: yeah.

H: I think unique, uh, to Finland from what I've seen, uh, so far. And so other resources besides textbooks, computer programs, um, I think you mentioned something about looking for different texts and videos, maybe on the internet.

• 20:54 - 21:29

P: Yeah. Uh, sometimes from the internet, but mostly we have good videos from, uh, from the companies we have the, with the books. So we always have also cultural background with the text and, uh, and they are very, very good ones. So they might have interviews and, uh, site seeings and, and that kind of things as well.

H: Okay.

P: But I also use YouTube about, I must not say that allowed don't

H: oh, really?

• 21:29 - 21:50

P: Because in a way it's, um, a thing that, um, um, we are not, uh, some people say that it's not so allowed to use in at school. Um, well, it's like a public way, but, um, small parts from there every now and then, so that's

H: okay.

• 21:50 - 21:51

H: That's interesting.

• 21:52 - 22:00

P: The law is there, the law is saying something that it's not quite the right thing.

H: Okay.

P: But I know peop uh, uh, teachers use that a lot.

• 22:01 - 22:18

H: Okay. That's interesting. Um, and I guess with the resources, like the textbooks, for example, do students actually, are they actually interested in what's presented in the textbooks? I guess I asked that because,.

• 22:20 - 22:20

P: Well,.

• 22:20 - 22:26

H: My personal experience, the textbooks we had for language programs were kind of, uh, not very interesting.

• 22:27 - 23:00

P: Okay. Uh, mostly they are really, but of course, it's also, it depends on a person if you are, if you have, maybe have some problems with, uh, learning foreign languages. And if you have quite a long text, then of course you not, you need to encourage and maybe give a smaller part and, uh, have, have another teacher to help the students. So just to keep the level of learning.

• 23:02 - 23:36

P: So that, that wouldn't be too hard. But if I think about the themes and the subjects, they, um, well, they are because they, they are related to, to the life that, uh, P uh, pupils are doing also in their own lives. And, uh, in that way, it's, it's not something unreal. Maybe they might have some stories that they go to the space, or they build some kind of, uh, special machine.

• 23:37 - 23:43

P: And I, I, I would say that mostly they are really interested in. Yeah.

• 23:43 - 24:03

H: Okay. Interesting. That's interesting. Um, and, uh, the curriculum specifically, um, is it relatively easy to follow? Is it vague? Um, is it helpful for you the curriculum?

• 24:03 - 24:29

P: Um, well, it helps because it, it gives you a personal freedom to choose the way, and you need the, uh, pupils in front of you and you think that's the way, the best way to go, um, go on with them. And, um, well, uh, sometimes maybe I feel that, uh, maybe too much.

• 24:31 - 25:07

H: Okay.

P: Uh, thing to cover during the year. So, but you can't be sure because, you know, what I, what, what happens in the classroom, maybe you have some special days you lose some, um, especially if you teach another class that you don't teach your own class when you can change the classes. And, uh, in a way, well, today we have English because we had, um, um, a field trip, uh, the day before yesterday. So, uh, let's do this today, but if you are teaching another class, then you can't change the classes, the lessons.

• 25:07 - 25:37

P: So,

H: yeah,

P: so easily. So, um, sometimes it happens so that I noticed, well, I have that and that many lessons left and I have that to cover. So then I have to think about what is the best, uh, thing to go on, or if I know that I'm going to go on with the class next year,

so it, uh, it's not that bad thing then, but if you don't know who is going to teach them, so of course you would want to give the best,.

• 25:38 - 25:39

H: Prepare them.

• 25:39 - 25:40

P: For the next teacher.

• 25:41 - 26:12

H: Yeah, for sure. Okay. And, um, you mentioned working in groups, so students often work in groups or in pairs specifically mm-hmm <affirmative>. Um, and I guess, well, I, I teach as well and sometimes group work, um, there's maybe not a lot of work going on, perhaps. Uh <laugh> so sometimes it can be troubled, uh, troubling to keep them focused on the task.

• 26:13 - 26:23

H: And so I'm just wondering, it seems to me there's a lot of group work and pair work in Finland. Uh, how, why do you think that's so effective for students?

• 26:24 - 26:57

P: Well, in a way, uh, they, of course, uh, well, as a teacher, you give the example and how to go on, but then they can practice the thing together with, um, with, uh, pupil who is, um, the same level. And, uh, um, I try to, um, have, uh, some, some part of the lesson, always something, uh, peer work, maybe small questions and maybe a, a short game.

• 26:57 - 27:24

P: They play together. For example, today we have different forms of adjectives, and we had a really nice game in the, in the book. So I decided, well, we'll use this for 10 minutes, and it's just a great thing. You have different kind of sections during the lesson. So in a way that helps also a pupil to be, uh, on a topic.

• 27:25 - 27:32

H: Okay. All right. And, um, do they get to choose who they work with or is it usually you that decides?

• 27:32 - 27:47

P: it's mostly, uh, well, because I know those students, when I got to know them, um, mostly I decide,

H: okay.

P: And I have the main tasks for them and the places to sit, and then every now and then I change the pair they work with.

• 27:48 - 27:58

H: Okay. So can you, can you describe to me a little bit, what goes through your mind when you're making the pairs? Like, what kinds of things do you consider when pairing students together?

• 27:58 - 28:31

P: Okay. Um, I try to, uh, um, I try, I want them, I would like to, um, them to work with a different kind of classmates, but sometimes when I know that this is quite a hard thing for someone, and if I have a helper in my another teacher or a helper assistant working with me sometimes, um, I don't put those, um, students to sit next to each other, but they can be quite close.

• 28:32 - 29:13

P: So the assistant can, um, in a way, um, help them in the places where they really need to, sometimes they work in the same group, but sometimes, uh, um, when another student who is quite good at English, it's so great to notice how they can support their classmate really, and, uh, help them to go on with their work. So if I have some students that I know they always like to giggle or, or talk too much, well, you know, what the teacher does.

• 29:14 - 29:21

P: So not always to put them to together, to work as a, as a one pair.

• 29:21 - 29:25

H: So there's, there's really a, a strategy whether you realize it or not, there's a.

P: Yeah, yeah

• 29:26 - 30:12

P: but there are also, sometimes they have lessons. They come to me as, oh, is it possible for us today to choose the pair? So sometimes I just let them to, to do that.

H: Okay.

P: So it's not that strict because, uh, it's very important to have the feeling and the atmosphere in the classroom learning English is fun, and everybody can do that at the level. Uh, they, they know, so to give everybody something, the example that the experience that I can manage with my, uh, with my level speaking English level and to work with anybody else.

• 30:12 - 30:37

P: Yeah. The atmosphere is very, very important, just a short thing, and if the pupil can feel, it's the feel, who feeling that, that gives you the emotional, emotional, um, spot there somewhere that, uh, I can, I, can, I, I can enjoy this.

H: Okay.

• 30:37 - 30:39

H: Yeah. I can enjoy and I can succeed.

• 30:40 - 30:42

P: Yes, that's right. Yeah.

• 30:43 - 31:06

H: Hmm. Okay. Um, that's nice. That's, that's, that's important. Definitely. Um, and, oh, I, I'm just being conscious of the time here. I really wanted to ask you about, um, one of your answers. You mentioned that sometimes students record their voice and then they compare it to, uh, a native speaker. If I'm not mistaken.

• 31:08 - 31:48

P: Well, um, we have, well, um, if I do use that strategy, so, uh, they can use, um, their own smartphone, maybe mm-hmm <affirmative> and record a short, uh, text, which has been, for example, as, um, home homework. And, uh, we have also some exercises, which assess that, well, record your, uh, reading and let your, uh, partner your classmate to listen to it at, and maybe, uh, give some, um, feedback about that.

• 31:49 - 32:12

P: And they really like that a lot.

H: OK.

P: So they have, um, uh, it's just a short thing. It doesn't take that much time. And if you don't, uh, too often, it's a good thing because it's important as, uh, also for them, uh, to hear how they, how does it sound when I, when I speak English, how does it sound? Hmm.

• 32:13 - 32:14

H: Yeah, definitely.

• 32:14 - 32:47

P: And, uh, and if they compare with a real example that comes from our digital material, well, I speak like this and I can maybe pick some important things, but we don't really, we don't listen them together. No way. It's just the practice for them. And I just supervise, well, they are doing the work. Maybe some are in the, uh, out of the door and some there in another classroom, very close to me. So then I, um, I'm aware of what's going on with them.

• 32:48 - 33:02

P: Yeah. And usually I, I have about 15, maybe about 15 pupils in one English group. If, if we have a big class, like I have a 30 pupils at the moment it's divided in two groups.

• 33:03 - 33:06

H: Oh, okay. So you're only teaching 15 students at one time.

• 33:07 - 33:07

P: Yeah.

• 33:08 - 33:08

H: Okay.

• 33:09 - 33:41

H: Um,

P: in English and it it's. Yeah. We, and that's the same. We have big groups. We try to separate in our school, in, at our municipality and mostly in, uh, Finnish schools, they try to have a, not too big English, um, foreign language groups.

H: Okay.

P: So then the teacher have the, it's easier for, to, to, to work with them. Of course, I'd like to have only 15 students in every class, but it's it no way.

• 33:42 - 33:42

H: Languages.

• 33:43 - 33:46

P: Yeah. But languages. That's fine. Yeah.

• 33:47 - 34:12

H: Yeah, definitely. Okay. Um, and there were two other things. So you mentioned that sometimes you give, um, advice to students on how to deal with communication barriers. So if they're trying to speak in English and if they're having trouble understanding, uh, the other person there's strategies that you give them sometimes to help them with that.

• 34:14 - 34:41

P: Mm. Uh, yes. If I understood it right. So, um, uh, I don't correct them when there is something wrong, but later on we go, for example, um, when, uh, we can, we have the homework and we want to check if they, if it's right or wrong and they can, they are free to raise up their hand or, or everyone at his or her time will tell the answer.

• 34:43 - 35:16

P: And he, or she says, like the way he does and that's okay. Then we just go on and I, maybe I have the example how to write it correctly on smart, uh, board. And when we have the whole exercise, then I might say where that might be, um, to go once again, let's check how to pronounce all the words. So I don't just stop when if, but if the pupil want, wants to know it, so that's fine. But that's the, no, that's not the way that we are stopped and correcting.

• 35:16 - 35:25

P: No, nobody, nobody wants speak English or other languages if the teacher always is thinking about the mistakes. No. Yeah.

• 35:25 - 35:42

H: Yeah. I noticed that, um, in your answers, when I asked about correction, if you correct the students, if other students correct students, and I think it was pretty much rarely that you, that, that you answered.

P: Yeah

H: So I, I'm glad you touched on that. I wanted to ask you.

• 35:42 - 35:58

P: Yeah. Because the most important thing is to encourage them speaking aloud and let them to have the experience that I can be understood. Also, I won't speak perfect English.

• 35:58 - 36:07

H: Right. Okay. Interesting. And, um, um, um, what was I gonna say?

• 36:13 - 36:38

H: ah, um, since there's a lot of group work and, and, um, sometimes there's some peers giving advice to each other, are there ever instances where they're judging each other, where, where they're maybe talking to their friend about, you know, how bad, uh, their partner is, do things like that happen sometimes?

• 36:38 - 37:11

P: Well, children are children, and sometimes it might happen, but that not much, I haven't, I think that's maybe in, in some other classes, maybe in, in a normal class, when you have some, something else, some, some other subject maybe they might have, but I'm very strict on that. They must not laugh or say anything bad. If that happens, then I'll be a very strict and bad teacher <laugh>

H: right.

• 37:11 - 37:43

P: Well, and, and, and also it's the thing that everybody needs to be accepted.

H: Yeah.

P: And, uh, we have to that way, when you, uh, when you want to correct some, or if somebody sent says something bad to another pupil, of course you, you must not allow that happen, but you also, uh, want to give, uh, the understanding that why it is not allowed.

• 37:43 - 37:56

P: It it's just that you do that, but it, it, uh, you need to think if you are the person that you are doing the mistake, you also want to be accepted. Do you want to be the one who is laughed at?

• 37:57 - 38:16

H: Right. Interesting. Okay. That's um, so, so you actually say to them, if I hear of anybody, you know, judging or making fun of the other person, here's the consequence or

P: that's right.

H: not consequence necessarily.

P: Yeah.

H: But here's, what's going to happen.

P: Yeah.

• 38:16 - 38:50

P: But normally, I, I don't, I don't need to say that they know how to work. I think it's, um, it's the rule behind somewhere, they know, say don't U they don't usually act like that.

H: Okay.

P: They are, I would say that they are behaving in a good way. Mostly, of course there are differences between groups. I have had some quite, um, harder ones also.

H: Sure.

P: And then I had to be more strict than, than for example, nowadays during the classes I have

H: yeah.

• 38:50 - 38:52

P: During this working year.

• 38:52 - 39:13

H: Okay. Interesting. And I'll just ask one more question. I think we've got to, I've got gone through most of them. Um, so in your opinion, how comfortable are your students when speaking English?

• 39:15 - 39:17

P: Comfortable? What was,.

• 39:18 - 39:24

H: Yeah, um, so do they, are they, um, shy or are they happy to speak English or,.

• 39:24 - 39:30

P: Well, well, I would, uh, some are very shy.

• 39:31 - 39:31

H: Okay.

• 39:32 - 40:22

P: And, uh, I have had some pupils who, um, maybe afraid of speaking English, then I help them to go on. I may probably be able to say the most part of the sentence they are supposed to say, and they then just need to say a little bit, a little part of that. So they don't even notice they answered me. So that's the way of encouraging them to go on with the language and maybe, uh, well, I have noticed also those students, maybe they are afraid of speaking, aloud, uh, in their, in their place to the whole class, the whole group, but they may tell the word to me or the sentence on the answer to me or to the classmate.

• 40:23 - 41:03

H: Okay.

P: So that's, um, that happens sometimes of course they are, but there are also some students in some classes who are very eager of speaking English and you can have more conversation and it can also, it can also be an example to the other students, but as a teacher, you need, you need to be careful that you don't, um, too much raise them to, uh, in a wrong way. So, uh, you also need to start speaking some kind of conversation with others students with shy ones, you just give the different questions.

• 41:03 - 41:23

P: You maybe start yes or no, or you answer with one word. And then I say, wow, look at, we can talk to each other. We have a conversation.

H: Yeah.

P: So they are just in a different level.

H: Okay.

P: And as a teacher, you have to be aware of that, how to work with different kind of students.

• 41:24 - 41:33

H: And where D how do you think you've learned that? Has it come with, with experience or did, was it teachers educational training or,.

• 41:34 - 42:04

P: Well, I've be working that long. So may, maybe that's part of that. Maybe it's a part of a personality as well. And of course we have studied different strategies, but I'm not thinking of that. Well, it comes from the situations you are going on.

H: Okay.

P: You know, how, that's the experience mostly, I would say in, in, in, when you notice, you can't go on with that student in that way, let's do it in a different way.

• 42:04 - 42:08

P: You don't say it aloud, but you think here and you change your strategy a bit.

• 42:10 - 42:10

H: Interesting.

• 42:11 - 42:17

P: It's important to have everybody to say something aloud in every, in every lesson.

• 42:18 - 42:18

H: Yeah.

• 42:18 - 42:19

P: Not only paperwork.

• 42:20 - 42:57

H: Okay. All right. And my last question for you today. Um, um, so this is a question I don't get to get to, to ask as many people. Um, so since you've had 20 years

experience, actually teaching English, uh, have things improved since you first, starting since you first started with regards to, um, you know, students level in English, uh, teaching strategies, I guess, just in general comment on how that...

• 42:57 - 43:29

P: I would say that. Um, maybe I have the feeling that, um, uh, nowadays pupils, um, they are very aware of, uh, using English or foreign language that English is the mostly spoken language. And of, especially, you can see, um, uh, during, among the boys, a lot, or the ones the ones among the ones who play computer games and that kind of thing. They have the vocabulary that I don't have.

• 43:31 - 44:07

P: So, um, and there was, it wasn't, it was maybe a couple of weeks ago when no no, it was before Christmas, I would say, um, that was, uh, quite a new pupil to me and he was spoken. We, we say it in a way (inaudible) English. So it means that it's 'Finnglish' They, they, because we read Finnish as the way we write it down. So he, he wanted to, because maybe he thought that I don't know what kind of a person he is, but I know from the previous teacher that he's very good at English.

• 0:00 - 0:00

• 44:08 - 44:42

P: So, uh, so, so he started to speak the way that wasn't the correct one. Uh, and that was, uh, one thing that I knew that with this guy, uh, I would like him to speak the way he really, uh, does. And he knows how the way, because I knew that, uh, he was, uh, working, um, with, or working together and playing games with other. So I per, I just decided to, uh, walk next to him.

• 44:43 - 44:57

P: And I just told him not to the whole class. And I asked, ask him, well, is it really true? But that you, you, you play that much at those computer games and you speak that kinda of English and they understand you?

• 44:58 - 44:58

<Laugh>.

• 44:59 - 45:04

P: And (inaudible). And then from then on, he has been a very good example for us.

• 45:05 - 45:06

H: Ah, okay.

• 45:07 - 45:45

H: Interesting.

P: Yeah. So that went to the right di direction.

H: Yeah.

P: And I, I did it, I really didn't want to harm him in any way, but I was in a way, I was very curious about the thing. Well, I wonder, I know you play a lot and you speak that kind of English and that's not real English. And so, and well, it was the, a good way what happened. So actually he was happy that he was able to show me that how good he actually is with speaking English and writing English.

• 45:48 - 45:49

P: Yes. He wanted to fools me.

• 45:50 - 45:50

H: Yeah.

• 45:50 - 45:52

P: How do you say it? <laugh> yeah.

• 45:52 - 46:08

H: Yeah he wanted to fool you. Yeah.

P: Yeah.

H: That's interesting. Okay. Um, yeah, so I don't have any other questions. I know we've gone over the time a little bit, but if there's anything else, uh, you wanna add, I don't have any other specific questions. I'll put it that way

• 46:08 - 46:35

P: Okay. I'm so happy that you chose me to be one of your examples, I would say. And, uh, that was the thing I, I wanted to give you. And maybe if you have something to ask later on, so please do that. And, uh, I told to my colleague (name of colleague) that you are going to contact her later. And, um, have you had enough teachers from Finland?

• 46:36 - 46:45

H: Uh, I am still looking <laugh> for teachers in Finland. So by all means if you know of other people, I would really, really, uh, appreciate.

• 46:45 - 46:46

P: Yeah.

END OF INTERVIEW

APPENDIX V: HELMI (F13)

• 0:00 - 0:03

H: Start the recording here and then you accept.

• 0:04 - 0:05

P: Yes, I accept.

H: Okay.

• 0:06 - 0:10

H: <Laugh>

P: fantastic.

H: That'll be easier as long as I have it on recording. We're good.

• 0:11 - 0:11

H: Yeah.

• 0:11 - 0:19

P: Yeah.

H: Um, perfect. So I'm just gonna open up the questions. Um, do you have any, um, questions for me before we start?

• 0:22 - 1:03

P: Well, I I'm sure I can ask all these questions when you will be up here in Finland because, uh, I, I, I would be happy to meet you, even if, I mean, I haven't, my, my head teacher is still, um, she's, she's taking two weeks off now at, at Easter time, so I wasn't able to contact her and to get permission. And then of course we need to get permission from the children's parents too. So, but, um, if that will, I would be happy to meet you even I'm, I'm sure it will turn out that you can come and, and see my, my classes too.

• 0:00 - 0:00

• 1:04 - 1:24

H: Okay. Um, yeah, I'm still, I think I'm, well, I'm applying for a research permit, I think in, um, outside of Helsinki. Um, I don't wanna mispronounce it. Es Es Espoo. I don't know how to say it. It's the city outside of Helsinki. Um, uh,

P: Espoo

H: there we go.

• 1:24 - 1:25

P: Yeah. Right?

H: Okay.

• 1:25 - 1:46

P: Yeah.

H: Yeah, that sounds right. Um, yeah, so I know I have to apply for research permit there.

P: Okay.

H: Um, and when I was talking to, um, (name of colleague) and (name of colleague), um, they don't think I need a research permit, just the, the, um, permission of the principal, but that's still, I'm gonna get one anyway,.

• 1:46 - 1:55

H: I think.

P: Yeah. I think that's, if, if, and I, and I will, I haven't been able to, uh, ask that from my, my, uh, head teacher yet, but I'm sure you will get it. Yeah.

• 1:56 - 2:03

H: Okay, perfect. Yeah, we can plan out the, the trip, uh, a little bit later. I might be staying a little bit longer, actually, so.

• 2:03 - 2:04

P: Okay,.

• 2:04 - 2:18

P: Cool.

H: Yeah. Cool. All right. Um, so we'll get to the first question. Um, just very generally, how did you come to teach English as a foreign language to 11 to 14 year olds?

• 2:20 - 2:52

P: Um, it's a long, well, it's not a long story, but anyway, um, I come I'm from, um, an American German family. And, um, when I, when I graduated from high school, I decided I want to be an English teacher. My father is an English teacher, and so is my mother. And, uh, but then my, uh, my brother applied and got into the same university to study English. And I, I decided not to go then because my brother was there.

• 2:53 - 3:16

P: <Laugh>. So then I went to study as a primary school teacher, but then later on, I went back back then just to do my degree in English. So I am, uh, both, um, a primary school teacher and, and I have my English teacher's degree as well. So family reasons. Yeah.

• 3:17 - 3:22

H: Okay. And so is primary, does that include ages 11 to 14 or?

• 3:22 - 3:31

P: Is that, yeah, so no, yeah. Ages. So I teach English to children ages seven to 13.

• 3:35 - 3:44

H: Okay. Sounds good. And if I'm not mistaken in Finland, uh, you need to study education as well or teaching. Okay.

• 3:44 - 3:44

P: Yes. Yeah.

• 3:45 - 3:47

H: So that would be part of your training as well?

• 3:47 - 3:50

P: Yeah. I have a master master's degree in education.

• 3:51 - 4:15

H: Okay. Okay. Perfect. And so the next one actually is about teacher training.

P: Mm-hmm <affirmative>.

H: Um, so how has your educational training prepared you to teach English, um, as, as a foreign language? So basically, did it prepare you, um, as much as you would've liked or could there be, have been improvements?

P: Well,

• 4:16 - 5:05

P: Well, actually I have to say that my, my teacher training college trainer, the, the one for primary school that prepared me for actual teaching much better than that, than the actual, um, than my master's degree studies, uh, at the English department at university. So that was very academic. And, um, the teacher training for primary school teachers was much more, uh, pedagogic and, um, gave, gave me tools to, um, to tools for teaching actual teaching and, and pedagogy and, and didactics.

• 0:00 - 0:00

• 5:07 - 5:22

H: Okay. So would you say that, um, like you, you, it seems like you had decent or sufficient training when it comes to being in front of a classroom.

P: Yes

H: Um, at any point, did you study like how to actually teach English specifically?

P: Yes.

• 5:22 - 5:22

H: To students?

P: Yes, yes.

• 5:27 - 5:46

H: Excellent. Um, okay. And for the next question, um, what kind of opportunities does your school or department in general provide you with to improve your, uh, English teaching practice? And if they don't provide you with that, uh, what kinds of opportunities would you like to have offered?

• 5:48 - 6:20

P: Well, we are, um, we can take off, we can take time off to go to go and take courses. So when, whenever there is an interesting course, and whenever I have time, because I do other things too, then I, I do take a course in, in teacher, uh, training in, in it's called, I don't know, inservice training, maybe once, uh, once every two or three years. And sometimes they are longer.

• 6:20 - 6:43

P: The courses, the, the last course I took was a, was on escape rooms. And, um, that, that was a longer course. It took a whole year, every, every now and then we went, we had, um, um, weekends then together and we, we actually made, built and made escape rooms. So that was a lot of fun.

• 6:44 - 6:49

H: Okay. That's interesting, cuz, well, I know they're very trendy right now, everywhere. Uh, escape

• 6:49 - 6:50

H: Rooms.

P: Yeah. Yeah. And kids love them.

• 6:51 - 6:57

H: Yeah. So it's, so it was training on how to design an escape room. I'm as

• 6:57 - 7:00

P: Pedagogical escape room

• 7:01 - 7:06

H: Related to the material they're learning. Okay.

P: Yeah. Yeah.

H: And have you actually tried using that with a class?

• 7:06 - 7:07

P: Yeah. Yeah. <laugh>.

• 7:08 - 7:10

H: And did the students respond well?

• 7:10 - 7:19

P: Really well! Yeah. So that's the first time, you know, that you get there. Ah, yeah, I got it! <laugh> they don't do it that often in, in class. <laugh>.

• 7:21 - 7:34

H: Okay. That's interesting. So it sounds like, um, the opportunities are more in touch with, um, like the current trends and current.

• 7:35 - 8:08

P: Yeah. And it's, it's probably it's in our national curriculum sort of the gamification of, of, of, uh, teaching. So trying to have the children get into a mode of, of, um, of trying to find out something rather than the teacher pressing facts and, and, um, poor pouring information on them then trying to force them to, to find things out for themselves and solve problems.

• 0:00 - 0:00

• 8:09 - 8:24

H: Okay. That's interesting that you say that. Cuz I remember when I was in school we would always have like little competitions.

P: Yeah.

H: Um, but it was, I always felt like the pedagogy behind it was lacking. Like you kind of already had to know the material.

• 8:25 - 8:25

H: Before.

• 8:25 - 8:26

H: You could really compete.

• 8:27 - 8:28

P: Mm-Hmm <affirmative>.

• 8:28 - 8:42

H: So can you explain to me, how do you teach at the same time as using gamification? Like it's not simply just a game, the competition, but you're actually getting the students to guess, like you said, so how do you.

• 8:43 - 9:10

P: Um, well it's usually it's after, uh, the game I have these, um, these, um, escape rooms, um, after we've studied a certain amount of, um, vocabulary or, or grammar. And after that, then using, using the vocabulary and grammar that we've learned, then we have a test or before the test I might have the, the escape room. So yeah.

• 9:12 - 9:22

H: Um, interesting. And okay, so escape rooms, uh, escape rooms and um, uh, you mentioned classroom flipping as well.

• 9:23 - 9:24

P: Yeah, yeah.

H: That

• 9:24 - 9:39

H: you, you use that as well.

P: Yeah.

H: And is there any other, uh, required teaching methods? I know I've heard that Finland is very autonomous.

P: Yeah.

H: But what would be like the recommended teaching methods?

• 9:40 - 10:10

P: Well, the recommended teaching methods, I, I would, it would be, um, child centered. So we try and make the, uh, the child be an active take ownership of his or her, uh, own learning. So that's sort of the main pedagogical, but we are very autonomous with, with our, we can, we get to choose which material we use, if any, um, we get to choose, uh, we, we are very autonomous with our teaching and have always been.

• 10:12 - 10:35

H: Okay. And so since you have all that independence and autonomy, um, I noticed that you use several resources like texts, um, audio, the internet, um, and textbooks. I'd like to ask you about that in a minute. Um, do you feel like you have enough resources provided to you or do you, is it mostly you looking for the resources yourself?

• 10:36 - 11:10

P: Well, I, my own individual, um, uh, problem is that I make, I write, uh, course books. So I'm, I want to use my own course books just to, to get a feel for them and how they work. So, um, perhaps I, well, I use all kinds of different methods, but then I like to, um, use the coursebooks and I would say that children or teachers do like to use coursebooks.

• 11:10 - 11:27

P: So that keeps them sort of, um, focused that they, the, they get the right amount of vocabulary and grammar, but then, then they are free to do any, any other things. They, they feel like, um, during the course of the year.

• 11:28 - 11:52

H: Okay. And cuz I know that you do write your own textbooks, which I find, uh, fascinating, the idea that teachers, uh, have one the time to do that. Um, and second, the willingness to do that. Um, so how does it work? Do you have time that's taken away from your teaching hours or is it done together? It's done on top of that?

• 11:52 - 12:37

P: Yeah. So that's the only thing I have a hundred percent of my, uh, free time goes to writing. So I really don't that, that that's it that's my life. So no it's a pub, there are three actually uh, publishing houses that do course books in Finland. And it's just that the publishers who invite, um, authors, teachers to come and they, there are a group of teachers. So, um, the current book that I'm I'm working on or the series, uh, we ha there are six of us, six teachers from around Finland and um, we work together on the series.

• 0:00 - 0:00

• 12:38 - 13:05

H: Okay. So are this, are the six teachers from around the country or

P: yeah.

H: In your area?

H: Okay.

P: Yeah.

H: So is it true? Um, somebody else told me that sometimes in the course books there's an activity, but then there's a modification for students that maybe need a lower level. Um, and then a modification to, for students that need more challenge.

• 13:05 - 13:06

P: Yeah.

• 13:06 - 13:12

H: Okay. And so then there would be three versions of each activity.

• 13:14 - 13:55

P: On average. So, so for instance, now with the book book, uh, that, uh, we are working on at the moment, uh, we, we have marked them with, with little dots. The easiest exercises are marked with little dots. So, so the, the child who, who needs or can, cannot do too many, um, exercises, he only needs to do, um, the, the exercises marked with little dots and then there are, uh, extra exercises or extra activities for, for children who want to do more.

• 13:55 - 14:13

P: There are extra pages, extra texts, uh, then all kinds of stuff on, in the net, all kinds of extra, um, games and things also in the net. But I'm, I'd be more than happy to show them to you than when you come over here.

• 14:15 - 14:45

H: Yeah. That would be really interesting. Um, well, because in France, well, in most places in France and in Canada, it's from, um, a publishing company, but they're not actually teachers that are currently in the classroom. Um, you know, maybe they taught like 20 years ago for a year.

P: Yeah.

H: Um, I'm just wondering, like how much of your own experience goes into, uh, the textbooks. Like, do you, do you, um, include activities that you've actually used before?

• 14:46 - 14:46

H: Um,.

• 14:47 - 15:31

P: Yes. Yes. That's and that's, that's the whole philosophy of, of the Finnish, uh, publishers that the, the, the authors of the books have to be teachers who are currently teaching. So they don't sit in their ivory tire towers and imagine children that, okay, this would be a really nice exercise for a child in their mind, but they, it doesn't always work like that. So you, I actually now with new new, with the new material, I, we very often we, we, uh, test them the exercises that we're working on and, and planning, we try them out at, um, in our own classes.

• 0:00 - 0:00

• 15:34 - 15:44

H: And since there's six of you that work on this together, you're able to actually try it out across the country.

P: Yeah

H: It's not just in one community with one particular

• 15:45 - 16:30

P: Yeah.

H: Type of students.

P: And then it's also really important that we're from diff different kinds of, um, areas. So our, for instance, my school is, um, more or less, well, I wouldn't call it deprived, but, but perhaps, uh, working class area. So, um, it's completely different. The, the, the students in my class are completely different compared to students in, in, versus in Espoo where Espoo has <laugh> children, um, probably who, whose parents are, are much more educated and in better jobs than in, for instance, where I, I teach.

• 0:00 - 0:00

• 16:32 - 16:42

H: And, and, um, when you select texts for the textbooks, um, are they actually like resources from the internet? Or do you write the text yourself? Um,.

• 16:42 - 16:55

P: We write, we write them ourselves. Yeah.

H: Okay.

P: We have a native, native, um, American one of our teachers is, is native American or a native from America <laugh>.

• 16:56 - 16:59

H: Yes, yes. Yeah. From the United States

P: native

• 16:59 - 17:00

P: Speaker from America. Yeah.

• 17:01 - 17:15

H: Yes. Okay. Okay. So I guess I've asked all the questions about the textbook. Um, is there anything else that comes to mind that, about the textbook that I, that maybe you didn't get the chance to say?

• 17:18 - 17:46

P: No, I can't. Yeah. Anyway, so I use them a lot.

H: Okay.

P: And then we, but when there are different things that we are interested or, or I find that my, my students are interested in, then, then we deviate into the internet and find things. And then for instance, now, especially when there are, you know, Easter and mother's day and things like that, then we might do some other, other things from outside the, the course books. Yeah.

• 17:47 - 18:14

H: All right. Um, so moving on, uh, we've done that, uh, we've talked a little bit about teacher strategies already. You told me that there's no required methods specifically, um, simply suggested methods. And so do your teaching strategies, are they different from one class to the other? Um, or is it really the same strategy for every class?

• 18:14 - 18:41

P: Yeah, they're, they're different of course, because, um, my, my youngest students are seven years old and then the oldest ones are, are 12 and 13. So obviously they've studied for English for six years already. So, or it's their sixth year of studying English and it's, um, it has to be the, the, the strategies have to be different of course.

• 18:42 - 19:01

H: Okay. And, um, do you find, is there a particular age that seems to be easier to find resources for? Um, so for example, with the younger groups, do you find that easier, um, to structure your class or maybe the older groups are easier, for example?

• 19:03 - 19:31

P: Um, yeah, there's, it's the, it's very easy nowadays, especially in the internet. It's so easy to find, uh, extra resources for both. I mean, for, for the, for the very young, there are all these super simple songs and, and whatnot games, games on the internet, and then also, but then there's so much also for the bigger student. Yeah.

• 19:33 - 20:03

H: Okay. Well, I'm glad to hear that because I know, um, one of my, the things that I've heard a lot in France specifically is students around the ages of 11 really they're beginners, and they find it, they have a hard time to find texts that are easy enough, but interesting enough.

P: Yeah.

H: Uh, the 11 to 12 year olds. But from what I'm understanding from you, English starts much earlier. And by the time they get to that 11 to 13 age range

• 20:04 - 20:05

P: Yeah.

H: They have some English,.

• 20:06 - 20:31

P: We have some English and most, I mean, most of our, the actual texts that we study and, and dissect, we do them through our course books. So that, that has been planned, uh, appropriately for for that age group. And then the, it's the extra stuff that we, uh, delve into when we, when we go to the internet to look at, for instance, cultural things.

• 20:33 - 21:05

H: Okay. And, um, I wanted to ask, um, oh, what was it, um, uh, in the questionnaire, I believe you indicated that there was, uh, a gap between the students that tend to achieve the highest marks and those students that achieve lower marks. Um, and I'm just wondering if that's correct. Um, if I understood that correctly, how does that influence the way you structure a class, if there's so many different levels?

• 0:00 - 0:00

• 21:07 - 21:50

P: Oh, it has changed so much. See, I've been a teacher for third over almost well, yes. 35 years now. And it, it has changed so much. Um, earlier I was, I was the provider of, of the English language. So I was actually the one who gave them the language, but now there are all these kids who play these games and, um, they play their games and, and they, they are so fluent and their, their vocabulary is so large compared to some kids who, who, whose vocabulary is so, so small.

• 21:50 - 22:21

P: So it, it is a really a balancing act nowadays to try and give, um, enough, um, a challenge for the, for the kids who, so whose vocabulary is so large and, and are almost fluent in English, uh, compared to the other kids. So yes, I try and, and give them different kinds of, um, exercises, different kinds of things to do.

• 22:22 - 22:22

P: Yeah.

• 22:24 - 22:40

H: And, um, well, that, that's great. Um, and I'm sure since you have, uh, 35 years of experience, you have, it's easier to modify things last minute than it would be for a younger teacher, I would imagine.

• 22:40 - 22:50

P: Yeah. But it is so it's so different now. I mean, that, it's, it's difficult for me too, because it is so different now. Yeah.

• 22:51 - 22:55

H: Yeah. And the games that you said, so I'm assuming the online games.

• 22:56 - 23:33

P: Online games. Yeah, yeah.

H: Yeah.

P: So I give them online games. I give them project work to do so that's what, so there, isn't no actual right answer. So the ones who, who can do, um, difficult things can do, try and impress me and make them as, as, um, imaginative and long as possible. And then it's okay for kids who who's, who don't have, um, such good skills to do what, whatever they, uh, are able to do.

• 0:00 - 0:00

• 23:34 - 23:57

H: Okay. And from what I understand, there's, um, a lot of group work in Finland, if I'm not mistaken, uh, students work together in groups and work on projects.

P: Yeah.

H: Um, I'm just wondering, how do you go about pairing the students? Do they do that themselves, or do you have a strategy for, uh, for making the groups like who's gonna go with, um,.

• 23:57 - 24:33

P: yes, I have a strategy of trying to have a children, or I decide that I pair them so that they are not allowed to, to choose their own pairs and they need to be, if, if they work on one project with one, one kid, then the next one is, um, someone else. And very often I try and pair them with, um, different abilities. Very often a group of three is a very good group. So, um, they, they carry each other in diff with their different skills.

• 24:34 - 24:51

P: Yeah. I try. And it always has to be someone at different, but then of course now COVID time has changed that all. <laugh> so we haven't done group work in the last two years. It's only, now that we are, we have started again.

• 24:52 - 24:52

H: Okay.

• 24:52 - 24:53

P: to work in pars. Yeah.

• 24:54 - 25:22

H: And I just, I find this really interesting because it seems, uh, when I compare it to, when I went to school, for example, we, we did group work as well, but it all seemed to be that there was a problem. Like one person would do all the work or the other person there just, there always seemed to be problems. Um,

P: yeah.

H: And knowing that Finland tends to do that a lot, I'm just wondering if those same issues are faced, um, as frequently.

• 25:23 - 25:43

P: Yes. Yes. Of course. There are, there is the same problem. And then of course I try and pair them that it isn't always the same kid, kid always ends up coloring some picture in, and then the other ones just do the text or something like that. So I try and activate them, uh, in different ways. Yes.

• 25:44 - 26:14

H: Okay. Interesting. Um, and from what I understand, again, you can correct me if I'm wrong. Uh, but in Finland there's more like discovery on the students part. So it's not the teacher giving all of the information necessarily, um, there's activities where the students will be given a text for example, and they have to discover, uh, the, the material that needs to be learned, not on their own with some guidance, obviously.

• 26:14 - 26:18

H: Um, but is that, uh, a strategy that you use sometimes?

• 26:18 - 26:45

P: Yes. And then of course the, that I, the fact that I have been working on the textbooks or the coursebooks is yes, they are. That that's the way they are built. So there is this text and, and the, the, um, exercises or the tasks go accordingly that the child is able to find out, um, what, what the texts mean and how to use the text on their own.

• 26:47 - 26:56

H: Okay. So in the textbook, there's actually some guidance on what to do with the text. It's not simply

P: Yes, yes

H: figure out the problem?

• 26:57 - 27:20

P: Yeah. There's a vocabulary there. They have to first, they have to find out what the words mean and play around with the words. Then there's a text, and then there are questions on the text. So they, they, they are able to, to figure out the text with the help of the vocabulary, with the help of the, uh, questions in the textbook.

• 27:22 - 27:46

H: Okay. Sounds good. Um, so moving on from that specifically, um, so, um, can you describe the role of students first language when they learn English? Uh, so assuming that Finnish is most of the students first language, um, do you speak, Finnish, um, at certain times during English class?

• 27:47 - 28:34

P: Yes. Especially when I try and, um, for instance, uh, explain, explain grammar things for the bigger ones for the, for the 10 to 13 year olds, then I, I compare it to Finnish. This is what it means in Finnish, for instance, uh, we don't have the verb 'have' in Finnish. So then I had try and have to, to, um, explain what it is. And, um, so actually the, I, I switched into, um, Finnish less with the, the smaller kids, because it's more, more vocabulary based.

• 28:35 - 28:46

P: So I don't need to explain some things. Maybe I need to switch into Finnish when, when there are disciplinary problems then <laugh> that, that.

• 28:47 - 28:47

H: With smaller kids.

• 28:47 - 28:49

P: Yeah. <laugh>.

• 28:49 - 28:55

H: Yeah. Okay. Well, that's interesting. So it sounds a little bit more immersive in the younger grades

• 28:55 - 28:58

P: Yeah. Yeah.

H: Because there's

• 28:58 - 29:00

H: Grammar comparing to their native language.

• 29:01 - 29:23

P: Yeah. So with the, with the smaller ones, it's more words and chunks of language, and then we, you know, switch one word word, and, um, then it changes into a different, um, sentence. And then with, with the bigger ones, then we have to already go into grammar and that needs some explanation.

• 29:25 - 29:45

H: Okay. And so actually talking about, uh, not punishment necessarily, because I, I noticed you don't have any kind of sanction, um, system, which just works. Uh, you said sometimes you use a reward system. Um, so if that's true, I was just wondering how it works.

• 29:48 - 30:23

P: Well, my rewards, it, it's all I, I try and, and praise the child as, as often as possible. So every, every single time they answer and, uh, answer to me in English, uh, that that's my, the, the main, main reward system I use. Uh, what other rewards would I have there is, of course, if, if we get, uh, a task that everyone gets, uh, for instance, especially with the fifth graders.

• 30:23 - 30:51

H: So that would be the, the 11 year olds. We do a lot of projects with them. So when everyone has finished their project, because that's always the, the late, late <laugh> hand ins are always difficult to get in. So when everyone has finished their, their project, then we might have some kind of a fun lesson after that. So, yeah.

• 30:53 - 31:09

H: Makes sense and, um, noisy, my apologies, with the projects, do they complete those in class or is it for homework? Are they expected to meet up on their own time?

• 31:09 - 31:29

P: In class mostly. Yeah. So they're, uh, the, we do the, the course books. I give, um, homework from the course books and there are exercises there and they, they, um, have to do them at home, but then the projects we do always do them in class.

• 31:30 - 31:35

H: Okay. So the students aren't expected to meet on their own time to complete.

• 31:35 - 31:41

P: Well, then when they're really, really late. So then, then I say, now you have to take it home.

• 31:45 - 32:02

H: Sounds good. And I noticed, um, you've done for example, an E twinning project, or like some sort of, um, collaboration with another, uh, language teacher.

P: Yeah.

H: Um, can you explain a little bit, uh, to me how that, how that works? and if.

• 32:03 - 32:22

P: It's a long, long time ago, it, it, it was a very first E twinning. I think, I can't even remember how many years ago it was comparing weather of course, which is interesting. Everyone likes to hear about our snow and, and ice and all that, but, uh,.

• 32:22 - 32:23

H: It's not really that fun.

Laughs

• 32:25 - 32:57

P: Well, it was interesting to compare. And then of course it was the very first times of, of, uh, I think it was only email that we sent, we sent email and, and exchanged our, um, what we were, what the weather was like every, every now and then, but then of course we'd had, we've had, they used to be called (inaudible) projects nowadays they're called a Erasmus projects. So we were actually, uh, different countries.

• 32:58 - 33:25

P: We have taken part in three projects. Uh, one was with Belgium, a school in Belgium, England, and was it Germany? Then it was England and Poland and Bel... and Sweden. Yeah. Yeah. So diff different different projects. Yeah.

• 33:26 - 33:31

H: Okay. And, uh, generally, how did the students respond to these, uh, projects?

• 33:32 - 34:04

P: Oh, they have been really nice. So it was, uh, we didn't have, um, we didn't have funding for children's to travel, but children to travel, but, um, teachers traveled. So then we decided whatever we had our, our, um, projects on, for instance, one was on special days festivals and special days. So then we taught the teachers who came, they taught their, their Christmas songs or Easter songs or whatever, to each other and so on.

• 34:04 - 34:11

P: Yeah. Yeah. So we had them, had them teach then the teachers taught these things.

• 34:12 - 34:36

H: Okay. So that's interesting because, um, I know that today there's a lot of issues when it comes to taking trips, uh, with students, uh, you know, if there's an accident, that sort of thing. Um, but do, do the teachers, um, is there a lot of participation from teachers, uh, to, to go to different countries? Is it something they enjoy?

• 34:37 - 34:50

P: Yeah, yeah. We've had it. We, the, the, the latest one was, it was actually, there was a, we, we had to have a draw as to who, who, who gets to go. Yeah. Yeah.

• 34:53 - 35:02

H: Yeah, okay. I would imagine, um, if, if, uh, I was offered a trip to go somewhere and teach something, I would have my name and that draw.

P: Yup

Laughs

• 35:08 - 35:16

H: Uh, and I think you've also had, um, uh, a language teaching assistant, or like a native, uh, English speaker in your class.

• 35:17 - 35:50

P: Every now and then see I've, I it's, it's been so many years now that I've taught. Yes. So, um, there once was a student in, in, we used to have a teacher training college here in (name of community), but we no longer have it here. So there was an, an American student and, uh, she came in into my class and that was really nice. And so whenever I meet students or, or international, uh, visitors here in (name of community), I try and invite them into my class.

• 0:00 - 0:00

• 35:52 - 35:57

H: And what do you think it is that students, uh, enjoy about these types of visits?

• 35:59 - 36:24

P: Oh, just to the, the, the whole thing is that because they know that I understand Finnish there's actually that there's not the really, the really, really need to speak English. They don't have to, because they know that I understand. But the whole point is that then when there is someone who is really, who really does not understand Finnish, it's a real challenge.

• 36:26 - 36:42

H: Ok. Um, interesting. And I guess I just have two more questions for you. Um, the last two are specifically about your opinions. So how comfortable do you think your students are when speaking in English class in English?

• 36:44 - 37:19

P: Um, I would say, um, what, what, what would the percentage be now if we're talking of our 11 to 13 year olds, are we speaking of them? Yeah.

H: Yes

P: So, um, maybe 30% are not comfortable with, with speaking English. And then 70% are very comfortable because we start out, we, it that's the, the basic way of, of, um, of, of our teaching is that we introduce some vocabulary.

• 37:20 - 37:58

P: And the first thing they have to do is, is that they have to, to, to practice and, and, uh, uh, speak immediately. So, uh, yeah, but especially our, we have now some sort of preteen, um, anxiety problems with some kids. And so they don't want to really speak English that much, but, um, it's not that they don't know how to, but, uh, they are perhaps a bit anxious about what if they don't know how to pronounce correctly or something like that.

• 0:00 - 0:00

• 37:59 - 38:18

H: Well, and since you have, um, well, 35 years of experience, um, I'd like to ask you, uh, have you noticed a difference in the, the change in a student's comfort level on average? Um,

P: yeah.

H: Do students seem to be more comfortable now or when you first started, for example?

• 38:19 - 38:51

P: Yes. Now of course, because they get so much, they get so much input in, in English, but, uh, so of course now they, they are much more confident. They are much more experienced with, with, uh, speaking to other people around the world, in English, as, you know, they play these games where they have to communicate. So they, they know very well that they need to make themselves UN understood.

• 38:52 - 39:19

P: Um, whereas years ago they really didn't get it that they, because English isn't pronounced as it is written, then they necessarily didn't see the, the point in learning the two different Englishes, the written and the, and the spoken English. So, but that has of course disappeared now, almost completely.

• 39:20 - 39:55

H: Okay. And, um, just, I, I'm curious because, you know, with the internet, um, I understand that, you know, English is more prevalent, um, basically around the world. Um, and I'm just wondering, uh, is there any kind of, do you feel any kind of resentment in Finland about English, the presence of English? Like, do you feel, um, this extra need to kind of preserve the Finnish culture and how am I trying to say this?

• 0:00 - 0:00

• 39:57 - 39:57

P: Well,

• 39:58 - 40:02

H: Yeah, like, is there any fear that the Finnish language will be lost?

• 40:03 - 40:37

P: There, there always are these people who, who talk like that, but I think, um, like, so I understand you're from Canada, so we are a bilingual country, so we have a Swedish in Finnish,

H: right.

P: So, and everyone has to study Swedish or, or the other language. So if they, if they are, uh, from the Swedish speaking area, they have to study Finnish and, um, comparing then Swedish and English, then, then ver very often children do not want to study Swedish.

• 40:37 - 41:11

P: And that's of course is the sad thing. So, um, they, they don't see the point in having to study Swedish. Uh, but, um, actually, you know, it, it's only since wait a minute, since four, ye four years ago, it was that, um, English as a foreign language is studied from the very first grade on. So it's a fairly new, we used to start out, uh, in year three.

• 41:12 - 41:29

P: So when the kids were, were nine years old, but now, now when the kids are seven, they start in the first grade we start English. Yeah. So it's actually sort of a English is this almost a second language already here for everyone.

• 41:30 - 41:31

H: Okay. So,.

• 41:32 - 41:44

P: And our, our official second language, uh, Swedish, uh, starts only in year six. So when the kids are 12.

• 41:47 - 41:53

H: And so why do you think it is that they don't seem to have any interests or little interest in, uh, Swedish?

• 41:55 - 42:44

P: Well, we, we live here, we live on, on the east coast, so we have no, no actual, we, we, we are never, never in touch with the language. So I don't really see or hear the whole language at all here in this area. It's different in Helsinki or an Espoo or in awe in, uh, Southwestern Finland that's, that's where, where the Mo most, uh, of the Swedish speakers and in Western Finland, where, where they live and they, that, that is the place where, where people do realize and, uh, have, are Mo more motivated to study, uh, Swedish.

• 0:00 - 0:00

• 42:46 - 42:56

H: Okay. Interesting. It's

P: yeah,

H: it reminds me of, uh, the presence of French in Canada. It's sounds similar anyway.

P: Yeah.

H: The communities are kind of separate.

• 42:56 - 42:57

P: Yeah. Yeah.

• 42:57 - 43:02

P: Except in the bigger areas. There's a little more mixing, but

P: yeah.

• 43:02 - 43:03

P: Yeah.

• 43:03 - 43:04

H: Okay.

• 43:04 - 43:15

P: Probably in the Quebec area or around close to it, people realize that it's it, uh, the importance of, of knowing the, both of the languages.

• 43:15 - 43:27

H: Yeah, exactly. Like I didn't grow up in Quebec. I've lived there, but, um, being right next to it,

P: Yeah

H: I definitely grew up with parents that told me there's a need to learn French.

• 43:27 - 43:28

P: Yeah. Yeah.

• 43:29 - 43:38

H: And, uh, my last question for you is, um, to describe the degree of value that English language learning holds at your school.

• 43:39 - 43:43

P: Value that English language. Sorry, I didn't hear that.

• 43:43 - 43:52

H: Yep. Um, so basically, do you feel like English class is valued at your school by parents, administrators, et cetera?

• 43:52 - 44:26

P: Yes. Yeah. Yeah. It is. And it is valued because for instance, uh, half of the lessons are, the classes are split in, in two. So I only have small, uh, groups. So if it, if there are 20 children in, in the class, uh, the groups, uh, one of the lessons is in only groups of 10. So I get as a very small group. And then, um, so there it is valued with, within the administration.

• 0:00 - 0:00

• 44:28 - 44:31

H: Okay. Yeah. Class size would make a big difference. I would, uh, imagine.

• 44:31 - 44:57

P: Yeah, yeah, yeah. So the, the class sizes is, is smaller. So one, one, most of the kids, most of the years, it's two hours per week that they have English. So, and always one of the, one of the, the hours or one of the lessons is split into. So it's, um, sort of it is valued. Yes, definitely.

• 44:59 - 45:23

H: Um, great. Well, thank you very much for taking, uh, the time out of your day. I really appreciate it. I don't have as many contacts, uh, in Finland, so I'm really trying to, uh, get as many as I can find. So I really appreciate your participation.

P: Yeah.

H: Um, is there anything else that came to your mind in the interview that you, um, didn't get to mention?

• 45:24 - 45:50

P: No, I can't think of any, but you know, probably the reason is that the, that, uh, maybe there are people who tried to answer your questionnaire, but we are always very conscientious when you have open ended questions. And then we try and write very, very long and well thought out answers, and then it's it throws us out.

• 45:54 - 45:59

H: Yeah. Uh, good to know. Good to know.

• 45:59 - 46:00

P: Yeah. That was my, you know,.

• 46:01 - 46:01

P: When I.

• 46:01 - 46:13

P: Started out, when I started out and I really thought well, and I tried to write really long answers. And then when I, when I tried to go to the next page, it had ended,.

• 46:15 - 46:27

H: Which is interesting. Cause, uh, again, here's a cultural difference. I had Canadians in my mind, uh, and Canadians are more, here's my answer. One, two sentences done. Move on.

• 46:27 - 46:33

P: No, no. We, we really like to think of them and they really have to be well thought out answers,.

• 46:35 - 46:53

H: But that, that's a good thing. That's um, yeah, because I noticed when I did the follow up interviews with my Canadians, they answered my question and then I was kind of like, which I was used to I'm from there.

P: Yeah.

H: And they really had to pull out more, uh, from them where, we're a culture, few words like.

• 46:54 - 46:55

P: Yeah, yeah, yeah,.

• 46:55 - 47:05

H: Yeah. But that's, that's good to know. I didn't realize, um, well, that's the survey platform that we have to use at the university. So it would be good actually for me to warn everybody like,.

• 47:07 - 47:09

P: Yeah please try and be com concise with your answer.

END OF INTERVIEW

APPENDIX W: KAARINA (F14)

• 0:02 - 0:08

H: Okay. And then I think just accept.

P: Yeah.

H: Perfect. Uh, so your name is.

• 0:09 - 0:16

P: My name is (participant's name) and I give you Hannah Burroughs to the right to record this video call.

• 0:16 - 0:25

H: Perfect. Thank you. Um, excellent. So do you have any questions, uh, before we start the interview?

• 0:26 - 0:41

P: Uh, just that I don't remember exactly what all I've been answering, um, to your questions. So hopefully you can refresh me <laugh> about those things. And, um, so, but anything you wanna ask, um, I'll talk about anything, so,.

• 0:41 - 0:57

P: Yeah.

H: Okay. Um, I do have your survey, uh, in one of the tabs. So, um, in case you forget, I can refresh your memory. Um,

P: yeah.

H: Yeah. I just took a look, um, at some of your, your answers and just kind of forming some questions.

• 0:58 - 0:58

P: Sure.

• 0:59 - 1:31

H: Um, so I'm just going to open the questions and, and we're doing it in English.

Perfect. Um, okay. So the first question is just very general. Um, how did you come to teach English as a foreign language, uh, to students between the ages of 11 to 14? And I believe you it's 13 to 14 for you that you teach?

• 1:32 - 1:42

P: 13, 14, 15, so seven through the ninth graders, which they are from, uh, 13 to actually they turn 16 at the end of the ninth grade. So,.

H: Okay

• 1:43 - 2:16

P: Uh, well, first of all, I've always been interested in foreign languages. Uh, I also teach Swedish and I've taught some German too, but I don't have a degree in German, so I don't teach it currently, but, uh, yeah, just, I've always been interested in languages in foreign countries. And, uh, my first, uh, teaching year was in Thailand, in Bangkok, in the Finnish school. And, uh, so from there, when I came back to Finland, then I applied for this, uh, like a permanent job, this vacancy that was, uh, available in this, uh, junior high school, close to me here where I'm living.

• 2:17 - 2:21

P: So that's how I got my job. And I've been teaching there in all the last, since 2007.

• 2:22 - 2:37

H: Okay. Um, and is, is this, um, an age group that, um, you enjoy teaching or would you rather be teaching other ages? Maybe just explain that to me a little bit.

• 2:38 - 3:11

P: Yeah. Well, in my training, uh, I did some, um, practicing also in, uh, lower levels, like fourth, third, fourth, fifth grades. And it was fine too. I mean, I like to sing and I play the piano, so it was kind of playing more playing type thing. And also I did practice in this junior high school and in high school, so older students. Uh, but what I found out is that I think I'm, I'm the best here teaching the, uh, teenagers

H: mm-hmm <affirmative>,

P: uh, just because, well, uh, every day is different and there's always lots of going on

• 3:11 - 3:36

P: And, uh, and yet it's not too challenging. Like I don't have to, uh, really, uh, put a lot of whole lot of energy into the subject, like the content of it. So it's pretty easy, uh, for me, whereas, uh, in the upper grades, uh, you kind of have to, uh, study and figure out stuff for yourself also. And, uh, uh, they get to that higher level, which I could be teaching there, but I think I enjoy this more.

• 3:36 - 3:43

H: Okay. All right. Sounds good. Um, and, uh, where did you first learn English?

• 3:45 - 4:02

P: Uh, probably just at school. Uh, I started in a third grade at that time in Finland. Everybody started in the third grade. Uh, nowadays it's more like the first or second grade, so they have, uh, made it earlier now, but I started at the age of, uh, nine.

• 4:03 - 4:17

H: Okay. And would you say that, um, did you feel from, if you can remember, did you feel comfortable once you graduated speaking English or do you feel like you really mastered it maybe at a later point in your life?

• 4:18 - 4:35

P: Uh, no. At the end of the 12th grade, uh, I think in Finland, the, the level was pretty good. I mean, like really good. And, uh, I felt like I knew it pretty well and, uh, of course then applying for the university, then the studies took me further, but yeah, it was, it was really good at that point already.

• 4:36 - 4:46

H: Okay. Um, perfect. And about your teacher training, um, I believe in the survey you were relatively, um, satisfied with your teacher training.

• 4:47 - 5:14

P: Yeah. Yeah, we do the, um, educational studies, uh, like the, um, uh, the basic and intermediate levels of, of the, uh, teaching, like theory parts, uh, and then there's a one year practice included in that. So yeah, it was, I think it could have been more, but at the same time, I think, uh, you really learn it when you're teaching even more. So I think it was sufficient. Yeah.

• 5:14 - 5:37

H: Okay. Um, and so correct me if I'm wrong, but, uh, in Finland, you, you have to do a masters in like education teaching your teacher training. Um, and you also have to have, is it a masters in the topic that you're going to teach? So English for you, for example, or other languages?

• 5:37 - 5:53

P: Yeah, actually I have masters in, uh, Swedish or the Nordic theology, uh, as it's called, uh, but I have like, almost completed all the, uh, advanced studies also in the English theology, but, uh, my major was, was the nordic languages.

• 5:53 - 5:54

H: Okay.

• 5:55 - 6:01

H: Okay.

P: Yeah. But yeah, you have to have masters, even if you're a first grade teacher, you have to have masters in Finland. Yeah.

• 6:02 - 6:33

H: Yeah. That's um, I find that interesting because it's, it's definitely not like that uh <laugh> in most other places, so that's already something interesting note of,

P: Yeah

H: um, alright, sounds good. And, um, so you already answered that for me. Um, and so why do you think that your, your practice, your year of practice was more, maybe a little more beneficial for you than the theoretical part?

• 0:00 - 0:00

• 6:35 - 7:09

P: Um, well of course I think when you're young, like I was 22, 23, when I was during that, uh, you still don't know so much about life in general and, uh, children and how to, uh, really take care of all the aspects of teaching. Like, cuz you're you're the teacher, but then you're sometimes you feel like you're the police, you know, at least in the, in my school, high school, junior high school and uh, like a social worker and then the, the cooperation between the families and parents and all that.

• 7:09 - 7:17

P: So although it was good, I think that aspect only comes when you are a teacher and, and really getting to that, that job.

• 7:18 - 7:18

H: Okay.

• 7:19 - 7:19

P: Yeah.

• 7:19 - 7:54

H: All right. Perfect. Um, so moving on, um, um, you, you did mention this in the survey. So the question is, um, if you've taken part in any kind of, uh, workshops or educational training that's provided by your school, or maybe not your school necessarily, but the education, uh, department, and I believe you said some, you, you have participated in a couple of workshops that maybe lasted a day or a little bit longer than that.

• 7:55 - 7:59

H: Um, so can you just tell me what kind of things you learned during these workshops?

• 8:00 - 8:33

P: Yeah, they've been about, uh, teaching online and, uh, different apps and like this multimedia, how to, uh, get that educational point of view in using all the, the media stuff and online different apps, basically how to help the students learn languages particularly. And, uh, well, I just, uh, went through this one training, which was about the, uh, the, the teacher's rights and, uh, like also the publishing rights, whatever you like, uh, put there online who can use it.

• 8:33 - 8:49

P: And, and also other stuff like you have some printed material, what kind of rights you have for that and what can you use from books? You know, what you can copy and whatnot. So that was, that was pretty good. Yeah. I knew some of it, but I think some, some was like new stuff also.

• 8:49 - 8:49

H: Okay.

• 8:50 - 8:50

P: Mm-Hmm.

• 8:50 - 8:57

P: <Affirmative>

H: um, and how often are these kinds of workshops, um, offered to you or do you choose to go to them?

• 8:58 - 9:16

P: Yeah, uh, I think I could be going more also, but since they're not like paid or it's in your own free time, uh, I kind of tend to choose whatever I think is beneficial and really something I could use in my, my work. Uh, so I'd say about three times a year, I try to join some kind of training.

• 9:17 - 9:27

H: Okay. Yeah. Um, and you mentioned just now, um, specifically different kinds of apps when learning languages.

• 9:28 - 9:28

P: Mm-Hmm <affirmative>.

• 9:29 - 9:38

H: And, um, have you started to use those apps in your teaching practice?

• 9:38 - 10:16

P: Yeah, some of them, some of them, I mean, there's just like so many, like such long lists of different apps. So then I think it's important that you, uh, like concentrate on a few of them that you, you can really actually start, uh, using in your job. So I have like learned what I'm really using a lot is of course Kahoot and, and this Quilet, the kids really like those cuz they're kind of game games based and uh, but then about different things like, uh, recording there's, these Vocaroos and, uh, different, uh, dictionary apps where you can learn, learn, uh, words and stuff.

• 10:17 - 10:22

P: So mostly like that of course, Quizlet has been around for several years and,.

• 10:22 - 10:35

P: Yeah.

H: Okay. So that's interesting. They're not all simply, uh, game based, like you mentioned, there's a dictionary type of app. Um, and you mentioned a recording one, what, what's that one about?

• 10:36 - 11:09

P: Yeah, that's just, uh, that you can, how you can like, uh, when I give like an oral assignment, uh, where the, the kids have to speak and communicate, and then I

evaluate their pronunciation and then they can record those things instead of having them like on their, well on their phone also they can record it, but it's called Vocaroo. I think it was Vocaroo. Yeah. That's, uh, pretty, pretty good.

H: Okay.

P: Uh, but then there's also just a normal recording thing on their phones if they don't have that app or sometimes they don't have room, you know, on their phones to put any kind of app on it.

• 11:09 - 11:16

P: So then I just say, okay, just record it on your phone and send it to me like on, on teams or something like that.

• 11:17 - 11:22

H: Okay. And so you listen to the recordings obviously. Um, and do the students listen to them as well?

• 11:23 - 11:41

P: Yeah, I think they, uh, sometimes I like send them to each other and they give feedback to each other. Uh, of course some students are pretty, uh, timid about it. Like they don't really even wanna hear their own voice cause they're so ashamed of it or something, but, but uh, most of the time I, I do listen them and also have them listen to theirs.

• 11:41 - 12:00

P: Yeah.

H: Okay. Um, and that's interesting because, uh, I've noticed in the survey that when it comes to, uh, correcting students, um, you'll do some correcting. Um, but then there's also, uh, students correcting other students. So that would be an example of how they would correct?

• 12:01 - 12:30

P: Yes. Or, or a PowerPoint presentation where they, uh, they have to speak and present their, their things on a wide screen. Um, I usually like give like a pair if they're, if it's done in pairs, then another pair, uh, gives feedback to another pair and then there's different things like use of voice use of eye contact. Um, how was the content of it and, uh, what was good, the graphics and different, different points like that. They have like this, uh, um, form that they fill out and then they give their feedback.

• 12:32 - 12:50

H: Okay. Um, so two things came out of that. I'd like you to ask you, uh, so one, um, how do they know the types of feedback that they're supposed to give? So it sounds like you might have a list of different things that they need to evaluate?

• 12:51 - 13:18

P: Yes, I do. Yeah. I already have it in their form, so there's like a, a good/average/excellent. Uh, this could be improved, uh, so different things and then like, yeah, the use of voice, the use of eye contact, the pronunciation of words, the fluency, the, the content of the PowerPoint and was the title like the content? Was it exactly what the title said it would've been? And pictures and graphics and yeah. I give them a list.

• 13:18 - 13:23

H: Okay. So they know what they're actually supposed to be looking for. It's not just in general. What did you think about...

• 13:24 - 13:27

P: No, no. Cause then they just, oh, it was good. Good, good.

• 13:28 - 14:00

H: Yeah, exactly. Which is why I wanted to ask that question.

P: Yeah.

H: Um, and another question since we're working with, um, an age group that, you know, they become very, or they can become timid and very, um, uh, focused on how others might see them. Uh, is there, oh, any way of pairing the students up? Like, do you have any kind of strategies or do they pick their, their classmates that they wanna work with?

• 0:00 - 0:00

• 14:01 - 14:05

P: Uh, do you mean like the oral presentations particularly?

• 14:05 - 14:07

H: Um, well for, for group work in general.

• 14:08 - 14:36

P: Okay. Uh, well, if it's just the general group work, uh, I might sometimes decide them myself just because, so that they're not always with their best friends.

H: Right.

P: But in this oral case, I let them choose the partner. Cause then yeah. They might get too timid if it's like a shy girl with a loud boy or something, and then they just, yeah. There's issues. So depending on the groups and depending on the class. Yeah.

H: Okay.

• 14:37 - 14:58

H: Um, and is it like, are there ever any instances where maybe one pair is giving feedback to another pair simply because they don't like the person on the other group or I'm just wondering if things like that happen and if they do, how do you, uh, manage it?

• 15:00 - 15:31

P: Yeah. Well, it doesn't happen very often. Um, but yeah, sometimes, sometimes it does and uh, then I just, I just stop it and say, you know, no, you do it nicely and, and do it again, you know, so I just correct them then. Uh, but it doesn't happen very often. I have to say they kind of understand that it's like a sensitive situation and also get, cause they themselves are also being evaluated. So they kind of know how it feels.

• 15:31 - 15:42

P: And, and yeah, I haven't had too many CA cases where somebody would've like started laughing or something like that, but, but occasionally it happens and then I have to correct it. Yeah.

H: Right.

• 15:42 - 16:14

H: Okay. Yeah. That's interesting what you said, uh, if everybody's being evaluated by other people, then you can kind of create that sense of empathy if based on

P: yeah.

H: what other people.

P: Yeah

H: Okay. Interesting. Um, and so there's that pairs. Okay. Okay. Interesting. Um, what else do we have, um, let's take, talk about, uh, teaching strategies now, uh, specifically.

• 16:15 - 16:25

P: So I noticed that you mentioned, um, the student centered approach, so I'm familiar with that one. Um, and then you mentioned in the survey phenomenon based.

• 16:26 - 16:27

P: Hmm.

• 16:27 - 16:30

H: And can you just explain that one to me a little bit?

• 16:31 - 17:05

P: Yeah. So in this new study plan, uh, in Finland that came to be like in 2016, uh, there was stated that we have to have this phenomenon phenomenon based, uh, learning at least one week a year. Okay. And so that's when we started like developing these weeks. So meaning like, um, like internationality or how would you say that, uh, international issues like would be one theme or, or wellbeing, which has had wellbeing week just a few weeks ago or a month ago.

• 17:06 - 17:38

P: And, uh, so it, it means that every subject that you have in school, on those, during those lessons, you, uh, have some, some task or some, some group works concerning

wellbeing and health. And so then we, uh, like plan that program in our language or the, the groups, the subject groups. So languages had their own program as how to approach it and what kind of task and works where we're doing group works and stuff during the lessons that were pertaining to health and wellbeing. So that's what we have.

• 0:00 - 0:00

• 17:39 - 17:47

H: Okay. And so in this like wellbeing unit, for example, um, it was done in English? It was for English class specifically or English,.

• 17:48 - 18:00

P: But also then Swedish, I had something, uh, in Swedish, German, German, and math, they had something pertaining to math, but it was about wellbeing. So like counting our calories or calculating different things and.

• 18:01 - 18:01

H: Okay.

• 18:01 - 18:02

P: So, yeah.

• 18:03 - 18:22

H: Okay. And, um, so, um, I, I think I know the answer already, but I'm gonna ask you, uh, anyway, cause I can't assume, are there any, uh, required teaching methods in Finland as per the program? Are there methods that you have to use?

• 18:24 - 19:03

P: Um, I wouldn't say methods in that way. Uh, but we do have like requirements for, uh, like these ninth graders that are graduating from my school and, and moving on from junior high school to high school or vocational school in Finland, you choose after the ninth, whether you take the vocational direction or you go on into high school and then university and stuff. Uh, so like we have to, um, evaluate the, the students, uh, oral skills, communication skills, listening, comprehension, writing skills, uh, grammar, vocabulary.

• 19:03 - 19:14

P: So all those different elements of, uh, learning language. So we have to have some proof that we have taught them and tested them, but pretty much the methods are up to the teacher.

• 19:15 - 19:38

H: Okay. So, um, there's objectives that need to be reached at the end of, um, uh, not high school, but, uh, when they choose between vocational or high school, um,

P: Yes

H: the actual ways that you teach, um, to reach those objectives, it's up to the teacher, how they want to.

• 19:39 - 20:11

P: Yeah, we have, we have a lot of freedom. I think what's, that's one thing that teachers really enjoy in Finland. We don't have like the principals not there sneaking behind our doors and making sure we do like some, this, this, this, you know, uh, there's a great trust in the teachers. Well, since we all have masters and we have all gone through the training, I mean, we're supposed to do what we're, uh, doing. So there's not like this real strict follow up on that. And that gives you like, or gives you the freedom to, uh, uh, try different things. And also like accommodate teaching according to the group.

• 20:11 - 20:37

P: You know, one thing works with these kids and the other thing works with these. And then like it's when it's student based. I always like think that, uh, these who are a little weaker, I give them something else, you know, on their level that they can, uh, complete and accomplish. And then those who are, are faster and can learn more easily than they have more, more challenging things. And so there's always like different things going on in the, during the lesson.

• 20:38 - 21:10

H: Okay. Um, um, uh, I had a great question in my head that I haven't asked yet, and I really wanted to ask it, what was it? Um, teach according to group. Okay. Hopefully it will come back to me. Um <laugh> but, uh, um, um, oh, what was it?

• 0:00 - 0:00

• 21:11 - 21:41

P: There's this one thing I could mention that I've been trying to, uh, taking, take more into my teaching is the, the functional part, like where this, where we go somewhere, like for instance, to the stairways. And then I divide the groups in three different parts and like go up and down the stairs as they, uh, know the correct answers or as a group, they can proceed and just do something fun like that, but are like more physical, like as you call it physical or functional, some, something like that.

H: Oh yeah.

P: Just sitting in the classroom, just, uh,.

• 21:42 - 21:45

H: Bodily, kinesthetic learning. That's what we call oh,.

• 21:45 - 21:53

P: Yeah. Kin. Yeah, exactly. Yeah. Yeah. So that also, I'm trying to remind, remind myself to always remember that also, you know?

• 21:53 - 22:32

H: Okay. Oh, that's interesting. Um, yeah. And, and I remember now what I wanted to ask you, um, so this doesn't really pertain to teaching strategies, but I find it interesting that teachers there's this trust that's placed with the teachers, um, that isn't always the case in other places. Um, so why do you think that is? Why do you think that teachers are trusted more and they're seen more as, um, a master of, of their job because, um, this really isn't the case in other countries.

• 0:00 - 0:00

• 22:34 - 23:09

P: Yeah. I think it has to do with the education. First of all, like, I, I couldn't go to a math teacher who has a master's in math and try to correct. You know, what he's doing in his class and neither can the principal. I mean, he does, he only has masters in one subject, you know, or whatever. So he, he's not the master of all those subjects that we teach. So like the content wise, uh, it is trusted that the teacher knows his subject or her subject. And, uh, and maybe it's also the, I don't know if Finnish culture that there's just overall this atmosphere of trust.

• 23:09 - 23:19

P: I mean, we trust the police, we trust the system, society, we trust the teachers, we trust the nurses, doctors. So it, it could also be that one part.

• 23:20 - 23:44

H: Well, and that's interesting, you mentioned that idea of trust, um, in society, because I was actually watching a documentary on the Finnish education system and they, they mentioned that there's just this trust EV maybe not everybody, but in general, we trust that people aren't going to steal our bicycles in the street.

P: Yeah,.

• 23:45 - 23:56

P: Exactly. Yeah, yeah. Very much true. And I mean, some people still keep their front doors open unlocked, uh, just cause they just trust it. <laugh> nobody's gonna come there. It's a little crazy, but.

• 23:56 - 24:23

H: Okay.

P: Yeah.

P: I would not be doing that where I'm living right now. The, the door stays locked when I'm inside and when I am outside, but, um, okay. That's interesting. And um, I wanna go back to teaching strategies a little bit. So I noticed that you use, um, like texts from the internet, audio recordings, um, and textbooks. Do you use textbooks as well?

• 24:24 - 24:54

P: We have textbooks, uh, for all the grades, everything, ninth graders, they get their textbooks. Uh, but then we have, uh, only the ninth graders have workbooks and the seventh and eighth graders have electric or online material like online workbook. Okay. Uh, but yeah. Then in addition to that workbook, we try to use like, yeah, lots of videos, YouTube videos and authentic materials and stuff like that. And then these online games also different, um, vocabulary exercises and stuff.

• 0:00 - 0:00

• 24:55 - 25:00

H: Okay. And do you find the textbooks or the workbooks, um, useful?

• 25:01 - 25:49

P: Uh, yeah, I do. Cause then, um, this, this Finnish teaching material, like these English books, they have really been, uh, made by these professionals who are educational profe professors and, uh, know how to teach the language, know the level of the students, what, what is required. Uh, like I said, in the, at the end of the ninth grade, there's this cert certain criteria, how you get, uh, grade 10, how you get grade 8, how you get grade 6, so they have already like thought through all these processes. So, uh, I think it'd be a little foolish or waste of time for me to try to find, uh, good texts just from out there somewhere for some, from some books, cuz I already have them in that textbook that they have been surveyed by many, uh, experts and know that those are the right levels and they have different level texts

• 25:49 - 25:56

P: Like there are those easier texts and then more advanced. So again, you can, um, differentiate the teaching.

• 25:57 - 26:05

H: Okay. And um, my last Finnish participant I spoke to, um, on the side, she actually writes textbooks.

• 26:05 - 26:06

P: Okay.

• 26:06 - 26:31

H: With, um, I think several other teachers around the country, not just in her community.

P: Yeah.

H: Um, and she said that usually what they try to do is they come, they have the activity, but then also a modification for students that maybe struggle a little bit more.

P: Yes.

H: And also modification with extra work. Um, so do you have those in the texts that you teach with?

• 26:32 - 27:06

P: Uh, yeah. Yeah. I do. There's always like the basic, like the, A text, which is, uh, meant for the whole group that everybody's been like a, uh, kid who has six in, in, in English we have from four to 10, our, our grading system. So even if the person with six can manage with the, with the text, but of course then the, uh, exercises are more simple. Like you just circle, what is the correct answer? How you like understood the text. Uh, then there are like, uh, direct sentences that are in Finnish and then you have to find them in English, in the text.

• 27:06 - 27:18

P: Whereas then those who are more advanced, they can like make their own sentences and start like working a little more outside the text on their own after those basics. Yeah.

H: Okay.

• 27:18 - 27:55

H: And, um, because I noticed in the survey that you used lots of different teaching strategies and methods and also lots of different materials, like stuff from the internet, workbooks. So I guess I'm wondering, can you describe the process? Um, so I would imagine you planned, you planned, um, your class ahead of time and when you're in front of the class, like what goes through your mind? I should use this strategy instead today. Um, even though I plan to do this one, uh, cause it seems like you're very flexible with your teaching strategies.

• 27:55 - 28:02

H: So I'm just wondering

P: yeah.

P: What goes through your mind when you, when you think, which strategies should I use?

• 28:03 - 28:38

P: Uh, yeah, I have a plan and uh, of course I know the group usually, you know, after the fall, I always, if I get new seventh graders takes a little while, but then I know the group and uh, yeah, I have a plan and strategy how I'm gonna do with this and this, but it can change like in a, in a minute. I, I might think that, okay, we're not, we're not doing that. Now we're doing this thing first. I see from their learning point of view that it would be more beneficial to do, do this, play this Kahoot now with these irregular verbs, instead of going on into something else that might just like mix up their minds more or something.

• 28:38 - 29:14

P: So, uh, yeah, I try to be flexible. And like in middle school, middle school, this school where I'm at, you have to be, cause somebody might be having a bad day and then what, what you plan isn't gonna work and, or they might feel real shy and timid at that time. Okay. I'm not gonna do that communication oral exercise. Cause it's not

gonna work today. I'll try it some other time. Uh, so, uh, I have a plan and most of the time, of course it goes according to the plan, but then I have to be, uh, ready also to change it and I will change it if there's something else happening.

- 0:00 - 0:00

- 29:14 - 29:30

H: Okay. So would it be accurate to say that you have to really be watching for different cues in the classroom? Uh,

P: yeah.

H: Oh, this person doesn't seem very happy, so I need to do something else. And.

- 29:31 - 29:31

P: Yeah

- 29:32 - 29:33

<Inaudible>

H: that reading cues from

- 29:33 - 29:53

H: the class?

P: Yeah, I am. I am trying to read the cue cues and clues. Yeah. It's it's, it's, it's like that. Yeah. I'm I might, if I'm planning on playing Kahoot, I might and I thought, okay, it's at the end of the lesson, but if I see that they're like, oh, you know, then I might just start with the Kahoot and get their attention and play it first. And then we go into the other written exercise and stuff like that, so.

- 29:54 - 29:55

H: Okay. Okay.

- 29:55 - 29:56

P: Yeah. It, uh, it's like that.

- 29:57 - 30:29

H: Okay. Excellent. And I just have a couple of more things being, uh, careful of the time. Uh, so, um, I'm not sure if I've worded it the best, but I can, uh, rephrase. Um, so what's the role of students first language when they're learning English? So essentially, um, uh, from time to time, do you speak, Finnish, uh, when in English class?

- 0:00 - 0:00

- 30:30 - 31:10

P: Yeah. Yeah, I do sometimes. And I'd say it's probably 50% of the time, uh, when giving orders and directions, like what we're gonna do next, uh, yeah. First might say it in English now we're gonna do this. Uh, but there's oftentimes there are a few students who, who aren't listening and so, and it might like go like by a little. So then I just say that in Finnish and I like direct it directly to them and say that, okay. You know, in Finnish now take up your book and now this page and this page, but I mean like overall, if the class is good and uh, they don't have any problems, I have like several seventh graders this year that are really good.

• 31:11 - 31:33

P: Uh, or like, let's say 80% have nine or more as their grade. So I mean, yeah, there's no point of me speaking Finnish to them so I can use more English and it, it really flows well in really good class, but then I have some others that, uh, let's say 50% have eight or less as their grade. So they can't even understand that much.

• 31:33 - 31:34

H: Right.

• 31:34 - 31:35

P: Yeah.

• 31:35 - 31:58

H: Okay. That makes sense. Um, and something that just came to my mind, but doesn't really relate to what I just asked. Um, but is there any streaming in Finland? So for example, um, do you separate students, like based on ability, um, is there like a level one level two, or is everybody in the same class for English?

P: Uh,

• 31:58 - 32:12

P: Every, for English everybody's in the same class, but uh, for four years now we've separated them in, in Swedish because, uh, you know, I don't know if you know, but Swedish is not very popular in Finland. It's like this.

• 32:13 - 32:14

H: I was gonna ask you about that.

• 32:14 - 32:47

P: Yeah. Yeah. It's like this obligatory language that, I mean, 5% of the Finnish people are Swedish speaking and 95% has to learn it. So they really feel like it's unfair and nobody speaks it here. You can't hear it anywhere unless you live particular in those cities that have Swedish. Uh, so it's the motivation's really low. And so, so we divided them into true groups, those who are more going to the vocational school and then those who are continuing into high school cause they still have to study it at the higher level in high school. And they just have to get the, the proper teaching.

• 32:47 - 33:19

P: And like we have to require things. Whereas the, uh, vocational school, we can, uh, like take it a little more easily. We still have the same exam for both groups. Cause then it wouldn't be legal to have these separations unless we like make sure that they get the same exams and everybody has the chance. I mean, like to get the best grade also the, the where students, but, uh, so, but it it's kind of like that. Then, then we just like proceed a little more slowly with the, with the other group and uh, just concentrate on the basics.

• 33:19 - 33:28

P: Whereas the other group can go faster and, or make sure that they get everything a little more, uh, what's required in high school so that they can continue.

• 33:29 - 33:41

H: Okay. And, uh, I think you kind of answered my question already, but I just wanna ask it again. Um, why do you think students are less motivated to learn Swedish as opposed to English?

• 33:42 - 34:16

P: Yeah. Just the fact that, uh, you don't really need, uh, Swedish in Finland. Nobody. Well, 5% of the people has it as a, as native language and, and they're also bilingual. They still speak Finnish too. Most of them. And, uh, well Swedish isn't spoken so much outside of Sweden and Nordic countries. So the world language is English. So everybody understands that. And then they hear English instead of Swedish. They don't watch movies in Swedish. They don't read anything in Swedish. I mean, if they did, they'd be a lot better, but everything's in English, so yeah.

• 34:16 - 34:21

P: They just don't see the point of having to learn it in school. Yeah. Unfortunately.

• 34:22 - 34:34

H: Okay. All right. Um, do, do you need, um, both the official languages, so Finnish and Swedish, um, to get jobs in Finland by chance?

• 34:35 - 35:07

P: Now, uh, there is this, this test that you have to like go through in order to, uh, get the, get the, uh, what do you call it the degree. Um, like even if you're in, in vocational school and you're like becoming a plumber, there's still, you have to like, be able to talk about your plumbing thing in Swedish. And then if you're in the university and, and like, like university of applied sciences, like if you're a physiotherapist, then you are supposed to know how to, uh, serve a Swedish speaking customer as well.

• 35:07 - 35:21

H: Okay.

P: Which, but that's not true. Cause I mean, nobody ever speaks Swedish, so then you forget about it after a couple of years. And then if somebody comes in Swedish, they're like, oh, you know, now I gotta speak Swedish and I don't remember anything. So that's what happens.

• 35:22 - 35:38

H: Okay. Okay. And just two more questions. Um, these two are purely based on your opinion and how you perceive your students. Um, so in your opinion, how comfortable are your students when speaking English in English class?

• 35:40 - 36:03

P: Um, I'd say they are quite comfortable, uh, since there are so many that are good, so good at English. I mean, I get surprised almost, uh, every day at their skills just cuz they get so much from, from outside, from school, like on their own listening and studying learning. Um, so on a scale of one to five, I'd say they're three to four.

• 36:04 - 36:28

H: Okay. All right. Um, and the last one is, um, describe the degree of value that English class holds at your school. So basically do you feel that it's valued by, uh, parents, students, administration, et cetera?

• 36:29 - 37:08

P: Yeah. It, it is valued a lot. Um, of course the fact is that they, they do learn it a lot outside of school, maybe 50% of their language skills, if they are interested and can listen to different watch movies and stuff like that, it also comes from outside. But I think it is, it is still appreciated. I think also as long as the teacher is kind of up, up on it, like, uh, learning the latest and kind of knowing what's going on and using the, the methods that work with them and, you know, playing games and watching movies and different things like that, then I think it's, it's good.

• 37:08 - 37:11

P: It's a lot better than Swedish. Yeah.

H: Okay.

• 37:12 - 37:26

H: Okay. Um, okay. Yeah. I, I think that's it. Uh, was there anything else that popped into your mind, uh, that you wanted to mention? Cause that's it for my questions I think,.

• 37:27 - 38:00

P: Yeah. Um, I wrote something down cause I was thinking you probably <laugh> are gonna ask about this. Uh, well I could mention that independent studies, like, uh, this is one thing that's also in this study plan of Finland that, uh, the students should be given like a little period of, of independent studying. Like, uh, you just give them directions and they're supposed to just proceed on their own and, and uh, just go with their own speed, move on from task task and stuff like that.

• 38:00 - 38:07

P: So yeah. That's, I try to do that at least for one unit a year per age group.

• 38:08 - 38:08

H: Okay.

• 38:08 - 38:13

P: So, but that, that might be more of the teaching strategies, I guess. Yeah.

• 38:13 - 38:21

H: Yeah, definitely. So it's a project that the student completes well independently basically on.

• 38:21 - 38:32

P: Yeah, pretty much on there, of course I'm there to help them all the time and they can ask any time, but then, then they, they do it and then they come and correct those answers themselves and, and proceed on their own. Yeah.

• 38:33 - 39:06

H: Okay. Interesting. Okay. Um, yeah, thanks for bringing that up. That would definitely go back to our conversation about, um, different types of teaching strategies.

P: Yeah.

H: Um, do you find, um, are they interested in certain types of strategies, more than others? So for example, um, in this independent, uh, study plan, um, do you notice any difference in their interest as opposed to when you give certain activities?

• 0:00 - 0:00

• 39:07 - 39:44

P: Yeah, they, they don't really like the independent studies, uh, or there's like only, let's say 20% that that are so self oriented that can take care of really there or take responsibility of their own studying. Uh, and most of them really would want the teacher to explain stuff and teach it to them. Although I know it's it's should be more like the teachers or the students ask questions and then we together find the answers, but Mo most of them still pretty much like the teacher to explain stuff and teach it to them instead of them having to figure it out.

• 39:44 - 40:12

P: Cause I guess at that age group, they're just some are, but most of them aren't like mature yet enough to, uh, take responsibility of their own learning so much that I, I still have to be there to help them. And yeah, most of them don't enjoy this independent, if it's a real noisy class, then I think they, they appreciate it more. Cause then for once they're quiet or quieter <laugh>

H: okay.

P: Yeah.

• 40:12 - 40:37

H: Okay. That's interesting because I would've thought originally if it's them, uh, if they're choosing the subject, it might be more interesting to them. So maybe, um, they would enjoy that better, but, um, that that's I'm so that's interesting to hear your answer that they, they do want some, um, guidance.

• 40:37 - 40:56

H: From the teacher.

P: Yeah. Yeah. They might be excited at first. Okay. We get to do this, but then like after two lessons they're like, oh, you know, this is boring and you know, I want this interaction more and, and so yeah, it only works with certain percentage of, of the kids.

• 40:57 - 41:07

H: Okay. That's interesting.

P: Yeah.

H: Um, yeah. Okay. Is there, did anything else come to your

P: probably...

• 41:08 - 41:14

P: No, I guess that's, that's probably pretty much pretty much about it.

H: Okay.

P: Yeah.

• 41:15 - 41:24

H: All right. Um, well, yeah, thank you so much. That was, uh, that was, uh, enlightening. That was a good conversation.

• 41:24 - 41:30

P: If there was something that you got from it and maybe, uh, you're, you're becoming a teacher you are already, or how is,.

• 41:31 - 41:34

H: Um, so, uh, I'm a trained teacher in Canada.

• 41:35 - 41:35

P: Yeah.

END OF INTERVIEW

APPENDIX X: MIINA (FI5)

• 0:02 - 0:04

H: And then I think you just accept.

• 0:05 - 0:05

P: Yes.

• 0:06 - 0:19

H: Perfect. Um, okay. So, uh, question number one. How did you come to teach English as a foreign language to 11 to 14 year olds?

• 0:21 - 0:30

P: So again, uh, my or our principal asked me, so if I could teach them and I was glad to.

• 0:31 - 0:32

H: Okay.

• 0:33 - 0:33

P: Yes.

• 0:34 - 0:44

H: And, um, right. I believe you said that English wasn't what you studied. Is that correct?

P: Yes

H: You studied education in general?

• 0:45 - 0:45

P: Yes.

• 0:46 - 0:56

H: Okay. And remind me again, um, were you trained for like, um, upper secondary school or was it for younger children?

• 0:58 - 1:01

P: Uh, for younger, so elementary or primary school.

• 1:02 - 1:02

H: Okay.

• 1:04 - 1:08

H: So then,

P: so from one to six graders.

- 1:09 - 1:15

H: Okay. And then how did you end up, um, with the older, uh, students?

- 1:16 - 1:30

P: It, it changes a lot. First, I was with third and fourth graders and this semester I have been with the sixth graders.

- 1:31 - 1:39

H: Okay. All right. Sounds good. Um, and what did you teach before English?

- 1:42 - 2:00

P: So in primary school, in Finland, the teacher teaches all the subjects,

H: right

P: So I was teaching all the subjects and also now, but I have English too.

- 2:01 - 2:01

H: Okay.

- 2:01 - 2:03

P: So I have all the subjects.

- 2:04 - 2:06

H: Excellent. You're you're a Jack of all trades.

- 2:07 - 2:10

P: <Laugh> well, I dunno. <laugh> about that.

- 2:12 - 2:22

H: Um, and so why do you think the principal asked you to teach, uh, English, if you haven't actually studied English?

- 2:24 - 2:33

P: I think it's quite common that in primary school, the teachers can teach English.

- 2:33 - 2:33

H: Okay.

- 2:35 - 2:50

P: So I don't know if there was a specific reason

H: mm-hmm <affirmative>

P: for her to ask me. Maybe she knows that I like English.

H: okay

P: So ,maybe that's the reason.

- 2:51 - 3:20

H: Okay. Okay. Sounds good. Um, so the next two questions, focus on your teacher training

P: mm-hmm

H: so your time in university and any practice teaching that you did. Um, so how has your educational training prepared you to teach English as a foreign language? Um, do you think that your educational training helps you to teach English? Why or why not?

• 3:22 - 3:58

P: So I, I think I explained before that my, uh, studies are a bit different than the most primary school teachers, because I first studied to be a kindergarten teacher and then I continued with my study, so I became a primary school teacher. So I think my study path <laugh> didn't involve so much with English.

• 3:59 - 4:15

H: Okay.

P: But, um, so I would say that my studies didn't prepare me so much.

H: Mm-hmm <affirmative>.

• 4:16 - 4:37

H: That's okay. Um, so would you say that you spent more time studying teaching specifically, um, like different strategies on how to teach then subject specific? So teaching in general, does that make sense?

• 4:38 - 4:41

P: Maybe? Yes. Yes. I understand. So I would say maybe yes.

• 4:42 - 4:56

H: Okay. Okay. And so where did you learn English? What, where do you, um, was it in school? Was it after school? Where do you, um, feel that you really learned English?

• 4:57 - 4:59

P: Mostly in school.

• 4:59 - 5:00

H: Okay.

• 5:00 - 5:20

P: But, um, I think most of people in Finland, they hear English daily in TV and through music. And I think that has helped me too, but mostly in school.

• 5:21 - 5:49

H: Okay. And by school, you mean, uh, like primary school? Upper secondary?

P: Yes.

H: Okay.

P: Yes

H: Sounds good. Um, and what kind of opportunities does your school provide you with to improve your English foreign language practice? Uh, teaching practice. Um, and if there are none, what opportunities would you like to see?

• 5:51 - 5:53

P: I think there are none.

• 5:53 - 5:54

H: Okay.

• 5:54 - 6:15

P: But, but I would like to attend to some educational... I don't know what they could be, um, meetings or, uh, well, well, I would like to.

H: Ok

• 6:18 - 6:18

P: Get more educated

• 6:18 - 6:19

• 6:20 - 6:20

H: Okay.

• 6:20 - 6:21

P: In teaching English.

• 6:22 - 6:34

H: Okay. And so if your principal came up to you and said, um, I'd like to give you one of these educational workshops, let's say

P: yes.

• 6:35 - 6:35

P: Yes.

• 6:35 - 6:36

H: Um, what would you like to have?

• 6:40 - 6:42

P: In the workshop?

• 6:42 - 6:43

H: Yeah.

• 6:44 - 6:52

P: Um, maybe I would like to have, um, more like grammar.

• 6:53 - 6:53

H: Mm-Hmm <affirmative>.

• 6:54 - 7:00

P: Is, is it first grammar? So to learn more about the language.

• 7:00 - 7:01

H: Okay.

• 7:01 - 7:23

P: So I could be more secure when I teach it to the kids and, uh, maybe, maybe I would like to speak more, so I would get confidence to speak it out loud, so

H: okay.

P: These kind of things.

• 7:24 - 7:35

H: Okay. Okay. So if I understand correctly, it's more so based on the English language, not necessarily how to teach the subject,.

• 7:37 - 7:58

P: Maybe yes, but now, as you say, say it out loud it would be nice to learn the teaching strategies also, because I think that I haven't learned them at all. I dunno any teaching strategies to learn English.

• 7:59 - 8:02

H: Okay. Alright

• 8:02 - 8:04

P: To teach English. Sorry.

• 8:04 - 8:31

H: Yeah, yeah, yeah. Um, okay. That makes sense. Um, so the next questions, or actually tell me about your teaching. We call it a teaching practicum, but like your internship, the teaching hours you need to do before you become a teacher, um, was that helpful for you or is there area for improvement?

• 8:34 - 8:38

P: Uh, so do you mean how sorry?

• 8:39 - 8:40

H: Yep. No, I'll repeat.

• 8:40 - 8:42

P: How did you, yes.

H: Yes.

• 8:42 - 8:54

H: That's okay. Um, so you went to university and you,

P: yes.

H: You had courses, but then you must have had, um, a teaching practice in, in real schools?

• 8:54 - 8:55

P: Yes. Yes.

• 8:55 - 9:00

P: Okay. Okay.

H: Um, and was that helpful for you or do you think it could have been better?

• 9:02 - 9:06

P: Uh, do we think about English now?

• 9:07 - 9:07

H: Uh,

P: so.

• 9:08 - 9:09

P: In general or

• 9:10 - 9:13

P: about teaching?

H: Um, in, in, in general, tell me first.

• 9:15 - 9:38

P: Okay. So in general, I think it was helpful.

H: Mm-hmm <affirmative> it's um, <laugh> well, maybe showed me the most about the teacher's job, so I liked it

H: Okay

P: and, well, I think it's useful when I get to do something in practice.

• 9:39 - 9:39

H: Yep.

• 9:41 - 9:54

P: So,

H: okay.

P: And I think that after my education, when I got the job, it has taught me the most.

• 9:55 - 10:15

H: Okay. All right. Sounds good. And so the next questions are about your teaching practice. Like the way that you handle the class,

P: mm-hmm, <affirmative>

H: the way that you teach. So are there any, uh, recommended teaching methods when teaching English?

• 10:17 - 10:21

P: So maybe there are, but I don't know them.

• 10:21 - 10:25

H: That's okay. Honesty, honesty is what I'm looking for. Yes,.

• 10:25 - 10:35

P: Yes.

H: Yep.

P: Yes. So, cause I'm not, uh, a English teacher,

H: Yep

P: I think that's why I don't know them.

• 10:36 - 10:36

H: Okay.

• 10:37 - 10:47

P: But if I would, uh, study to be an English teacher, I think they would teach the strategies and,.

• 10:48 - 11:04

H: Sure. Okay.

P: Yes.

H: And so when you're teaching English, um, can you tell me, how do you structure a class? Like what things do you do first, usually, uh, when you teach English?

• 11:05 - 11:52

P: Yes. Well, it depends. Um, what do we have on that period? So I try to involve the kids as ma as much as possible. So I try to make them speak English out loud and, and be confident with the language. So it's not that I talk the whole lesson,

H: Okay

P: I try to make the lessons that I teach a part of the lesson and they can do exercises and they can speak.

• 11:53 - 12:28

H: And, um, very often we do, uh, they can do exercises and, uh, speaking tasks with pairs or groups.

H: Okay

P: So I try not to take too long with my part in the lesson so they could do as much as possible.

• 0:00 - 0:00

• 12:29 - 12:45

H: Sure. Okay. Sounds good. And, um, what kind of strategies tend to be the most useful for students? And is it different from class to class?

• 12:48 - 13:15

P: I think, I think it's a bit different from class to class. It depends what kinda kids are in, in the class

H: mm-hmm <affirmative>

P: but, uh, I think when ca when they speak, speak and do themselves, it's the best.

• 13:15 - 13:16

H: Mm-Hmm <affirmative>.

• 13:17 - 13:21

P: I don't think that if I speak and speak and speak, they can.

• 13:22 - 13:23

H: True.

• 13:23 - 13:32

P: They can, uh, learn

H: yeah

P: so much from that, but they have to do

H: mm-hmm <affirmative>

P: do themselves.

• 13:33 - 13:51

H: Okay. So, um, do you have any classes that tend to be quiet?

P: Yes.

H: Yes, um,

P: Yes (laugh)

H: and so how do you get them... how do you encourage them to, to talk out loud?

• 13:54 - 14:06

P: It helps when they can do it in pairs, it improves. And very often I let them choose their pairs.

• 14:06 - 14:06

H: Okay.

• 14:07 - 14:33

P: So I have no, noticed that when I choose the pairs and they can't be with their friends <laugh>

H: yes.

P: They tend, they tend to be more quiet,

H: ok

P: but when they can choose their from

H: mm-hmm, <affirmative>

P: their point of view, so they will speak more.

• 14:34 - 14:52

H: Okay. So it seems like it's an important thing for them to be with their friends or people that they get along with, because

P: yes.

H: they probably feel more comfortable, uh, making some mistakes

P: Yes

H: if, if they them. Okay.

• 14:52 - 14:52

P: Right.

• 14:53 - 15:20

H: Okay. Sounds good. And, um, okay. So can you tell me, how do you decide on what types of teaching resources that you use? So for example, I noticed that you use textbooks, uh, recordings, different things from the internet. So how do you decide on things from the

• 15:20 - 15:20

H: Internet

• 15:21 - 15:22

H: to use in class?

• 15:26 - 15:43

P: Well, I I try to choose the tasks, um, to every class

H: mm-hmm <affirmative>

P: that could be useful for them.

• 15:44 - 15:44

H: Sure.

• 15:45 - 16:07

P: Do you understand what I mean? So I try to think what kind of students are in the class and choose the tasks exercises for them.

H: Mm-hmm <affirmative>

H: so they could be the most useful for those students.

• 16:08 - 16:21

H: Okay. And so when you say useful, do you mean, um, like useful for real life or useful for tests? Or like, what do you mean by useful?

• 16:23 - 16:31

P: I think both. So they could benefit from those tasks so they could learn as much as possible.

• 16:34 - 16:38

H: Okay. Okay. Sounds good. Um, and do you follow a textbook?

• 16:42 - 16:43

P: I would say yes.

• 16:44 - 16:44

H: Okay.

• 16:45 - 16:45

P: Yes.

• 16:46 - 16:57

H: And, um, what do you think about the textbook? Are the exercises useful? Are the stories interesting? Tell me about the textbook.

• 16:59 - 17:23

P: Well, we have a quite old textbook now, but we are, uh, getting new ones

H: mm-hmm <affirmative>

P: in the future. So, um, I would say they're okay. Maybe, maybe a bit old <laugh>

H: okay.

P: But, but, okay.

• 17:24 - 17:50

H: Okay. Sounds good. Um, and I know that you work with uh (name of colleague) and I know she writes textbooks and, uh,

P: yes,

H: she, she does some different stuff like that. Uh, do you ever talk to her sometimes about what she's doing in her English classes or other teachers in general about teaching languages?

• 17:51 - 18:09

P: Not much. And actually we <laugh>, we tried to have a conversation before the holidays

H: mm-hmm <affirmative>

P: but we didn't have time, so I hope we can discuss in the fall <laugh>.

• 18:09 - 18:10

H: Right.

• 18:10 - 18:14

P: Before, before I start to teach English more.

• 18:14 - 18:15

H: Okay.

• 18:15 - 18:16

P: Next semester.

• 18:17 - 18:17

H: Mm-Hmm.

• 18:17 - 18:20

H: <Affirmative>

P: so not much, not much.

• 18:21 - 18:44

H: Right. So just based on time and yeah.

P: Yes.

H: Okay. Okay. And what else? Okay. So can you tell me a little bit about the students first language? Um, so when you teach English, do you use Finnish sometimes in the class?

• 18:45 - 19:05

P: Yes. I use it. I try to speak as much as English as possible, but sometimes it's necessary to speak Finnish because, um, some students understand almost everything that I speak, but some.

• 19:06 - 19:06

H: Right.

• 19:07 - 19:09

P: For some it's quite hard.

• 19:09 - 19:10

H: Okay.

• 19:10 - 19:31

P: So I think I have to use Finnish also so they can understand and learn from it. So, um, quite often I say something in English at first, and then maybe if they seem like they don't understand.

H: Yep.

P: I say it in Finnish also.

• 19:32 - 20:00

H: Okay. So from what I understand, you see Finnish as a tool to learning English.

P: Yes.

H: Okay.

P: Yes

H: Sounds good. Um, and speaking about this gap, uh, I noticed in the questionnaire, you said that sometimes there's students that are quite good in English and then other students that really struggle with it.

• 20:01 - 20:01

P: Mm-Hmm <affirmative> so,.

• 20:02 - 20:10

H: Uh, that must be difficult. Can you tell me how you handle that situation when you have students from different levels in your class?

• 20:13 - 20:40

P: Well, when, when they can start doing exercises on their own,

H: mm-hmm <affirmative>,

P: I can help them more than the others, but when, um, when we have something that I will tell them, when, when they're all listening to me, then, like I said, I use first English and then Finnish.

• 20:41 - 20:41

H: Okay.

• 20:42 - 20:43

P: So they would understand.

• 20:44 - 20:55

H: Okay. So Finnish seems to be helpful specifically for students that, um, maybe struggle a little bit more with

• 20:55 - 21:15

H: English?

P: I think so. Yeah, I think so. I try, uh, when I'm alone with them helping them, helping them, I try in those situations situations too, to use English first. And if they don't don't understand, then I use Finnish.

• 21:16 - 21:16

H: Ok.

• 21:17 - 21:30

P: So I hope that they would pick up some words maybe in English from that. And when I say it in Finnish, they understand, oh, that's, that's what it meant. That's what it meant.

• 21:31 - 21:54

H: Ok. Um, so, uh, this is really just your opinion, but why do you think that there is this gap in the knowledge level? What do you think causes some students to be better and maybe less? Uh,.

• 21:55 - 22:14

P: I think, yes. I think some of the students are, are just not that interested in learning the language. Maybe they, they think that they don't need it, so they don't have to learn it.

• 22:15 - 22:15

H: Right.

• 22:16 - 22:34

P: And, and some of the students are very interested and maybe it <laugh> the words just go into their heads and they don't have to work so much.

H: Mm-hmm <affirmative>

P: to learn the language.

• 22:34 - 22:35

H: Okay.

• 22:35 - 22:37

P: And some struggle with it.

• 22:38 - 22:46

H: Right. Okay. And you think that some of it could be due to just lack of interest for whatever reason.

• 22:48 - 22:48

P: Maybe. Yeah.

• 22:49 - 22:51

H: Okay. Yeah. I, I understand.

• 22:51 - 22:52

P: It could be one of the reasons.

• 22:53 - 23:00

H: Okay. Yeah. Like I said, this was your opinion. I understand you haven't like conducted surveys and, and <laugh>.

• 23:00 - 23:00

P: Yes.

• 23:01 - 23:01

H: All of

• 23:01 - 23:02

H: That

P: I haven't.

• 23:03 - 23:17

<Laugh>

H: um, I just was wondering what your, what your ideas on that were perhaps.

P: Yeah.

H: Okay. Um, this is a little unrelated, but do you know if any of your students play video games online? Have they told you that?

• 23:17 - 23:19

P: Yes. Yes, they do.

• 23:20 - 23:20

H: Okay.

• 23:20 - 23:22

P: Quite many, I think.

• 23:23 - 23:25

H: Okay. Okay. And,.

• 23:25 - 23:27

P: And I think they use English.

• 23:27 - 23:28

H: They do okay.

• 23:28 - 23:29

P: In their games.

• 23:30 - 23:47

H: Okay. Cuz I've yeah. That's been something that's come up. Uh, several other teachers have told me about that and some of these students have very specific vocabulary that they've learned

P: mm-hmm <affirmative>

H: from these video games that you wouldn't necessarily learn in school.

• 23:48 - 23:48

P: Yes.

• 23:48 - 23:55

H: It's, it's surprised them. So, um, yeah. I just thought I'd ask if you've heard about video games.

• 23:55 - 24:03

P: Yeah. And I think many, many, uh, watch also YouTube videos that are English.

• 24:04 - 24:05

H: Yep.

• 24:05 - 24:09

P: So those kids who watch the videos.

• 24:10 - 24:10

H: Yep.

• 24:11 - 24:13

P: Learn the language from there too.

• 24:13 - 24:28

H: Yeah. Okay. All right. And um, the next two questions are just based on your opinion. So from what you've seen, how comfortable are your students when speaking in English?

• 24:32 - 24:47

P: I think they're not quite comfortable. Um, maybe it's cause, um, I think they don't have to use the language.

• 24:48 - 24:48

H: Mm-Hmm <affirmative>.

• 24:49 - 24:53

P: Quite much maybe only in the lessons.

• 24:53 - 24:54

H: Right.

• 24:54 - 25:06

P: Maybe some, some kids use it in their free time, but I think not quite many. So I think it's the lack of, uh, using the language.

• 25:09 - 25:24

H: Right. Okay. Um, so if, perhaps you're not one of those students that watches YouTube videos or, uh, plays those games, those online games.

P: Yeah.

H: Then there isn't as much opportunity to use English.

• 25:25 - 25:25

H: Yeah.

• 25:26 - 25:26

H: Okay.

• 25:26 - 25:27

P: Yeah.

• 25:27 - 25:43

H: Okay. Um, makes sense. And, um, how valued is English class in your school? So valued by the principal, other teachers, parents, students.

• 25:45 - 25:50

P: Well, I think, uh, that's, it's valued.

• 25:51 - 25:51

H: Mm-Hmm <affirmative>.

• 25:53 - 26:08

P: From the, from the principal and the parents and teachers.

H: Mm-hmm <affirmative>

P: I think, um, that English is just more and more important

H: mm-hmm.

• 26:08 - 26:08

H: <Affirmative>.

• 26:09 - 26:14

P: to all, so it raises the value of the language.

H: Okay.

• 26:15 - 26:21

H: Okay. So if I understand you, you feel like it holds, um, good value

• 26:22 - 26:22

P: Yes.

• 26:23 - 26:32

H: in your school. Okay. And I'm just curious, what about other language classes? Do they hold the same value as English? Like?

• 26:32 - 26:33

P: Well, if I'm honest,.

• 26:34 - 26:35

H: Yes. Go ahead.

• 26:35 - 26:39

P: If I'm, if I'm honest.

H: Yeah.

P: I think maybe, maybe not.

• 26:39 - 26:40

H: Okay.

• 26:40 - 27:18

P: I think people think that English is the most important language to learn

H: yeah.

P: That you have to learn, but, uh, we have quite some students that are, uh, learning German and well maybe, you know, that Swedish's mandatory too, uh,

H: Yeah

P: students and but if I compare English to Swedish

H: mm-hmm <affirmative>.

P: I think English is more valued.

• 0:00 - 0:00

• 27:19 - 27:20

H: And why do you think that is?

• 27:24 - 27:28

P: Maybe cause you can use it all around the world.

• 27:29 - 27:29

H: Mm-Hmm <affirmative>.

• 27:31 - 27:35

P: I think it's my opinion. I think.

• 27:35 - 27:41

H: Yes. That's what I, I said these, these questions are all, uh, your opinion, so yes. Okay.

• 27:41 - 27:41

P: Yes.

• 27:42 - 28:11

H: Okay. Makes sense. Um, just wondering if there are other questions that I had for you. Um, so just a question about the curriculum, um, specifically the local

curriculum. Um, do you feel that that gives you, um, good guidance on what you're supposed to be teaching?

• 28:13 - 28:26

P: Well, yeah. I, I think it's quite a good, uh, tool for me.

H: Okay.

P: So let's say if we would be running out of time.

• 28:27 - 28:27

H: Mm-Hmm <affirmative>.

• 28:28 - 28:31

P: Uh, like in the spring.

• 28:31 - 28:31

H: Yep.

• 28:32 - 28:44

P: So I would look up to the curriculum and see what would be the most important things that I should teach.

H: okay

P: So I think it's, quite an important tool for me.

• 28:49 - 28:54

H: Okay, do you feel like it's understandable. Um, or is it too vague?

• 28:58 - 29:04

P: Well, it's quite understandable. I think so for me at least.

• 29:04 - 29:05

H: Yep. Mm-hmm.

• 29:05 - 29:05

H: <Affirmative>.

• 29:07 - 29:29

H: Okay. Sounds good. Um, and just my last question I noticed there were two questions in the survey where I asked if you thought that socioeconomic factors or cultural factors impact, um, language classes, and I believe you said that that they do.

• 29:30 - 29:31

P: Yes.

• 29:31 - 29:35

H: Um, can you just comment on that a little more?

• 29:38 - 29:47

P: Well, it's quite sad I think, but I think it matters a bit.

• 29:48 - 29:48

H: Mm-Hmm <affirmative>.

• 29:49 - 30:20

P: Because, well, I've noticed that if there are kids that have, how do I say better, better social economics? Um, yes. You understand?

H: Yes I do

P: So yes. Do they, they have a better English, um, (laugh) I try to find the words.

• 30:21 - 30:27

H: You're, you're looking for the right words the politically correct words. I can tell (laugh).

P: Yes (laugh)

• 30:41 - 30:46

P: I've noticed that it's quite hard to say this out loud

H: True, take your time

P: So, well, I have noticed that they are a bit better in English.

• 30:47 - 30:47

H: Mm-Hmm <affirmative>.

• 30:49 - 31:05

P: Maybe I cannot say why that is

H: mm-hmm <affirmative>

P: but maybe their parents support them more and are helpful in home. And I don't know what I think there is some

• 31:06 - 31:07

H: Okay. There's.

• 31:07 - 31:08

P: meaning in there.

• 31:09 - 31:25

H: Okay. There's definitely some sort of relationship between, um, your, your class or your socioeconomic status and, um, your achievement in English class.

P: Yes.

H: You can say that.

• 31:25 - 31:38

P: Yes. Some, some, um, but, but it's, it's not with all the kids.

H: OK.

P: I can't say that it's always like this, but.

• 31:40 - 31:41

H: It can happen sometimes?

• 31:41 - 31:43

P: It can happen. Yeah.

• 31:43 - 31:55

H: Okay. Okay. That makes sense. Um, so I think that's it for my questions. Um, is there anything else that came to your mind?

• 31:57 - 32:20

P: Uh, well not, no, no, no, no. I don't think so. I hope this was helpful for you.

H: Definitely.

P: I'm not. I feel like I'm not, I'm not the best one to answer in this because I have taught, uh, English so little, but no, I hope you can get something out of this.

• 32:21 - 32:54

H: Definitely. The, the point is, well, the thing is I don't want just, um, experienced teachers, um, because yes, of course they're gonna have a few more strategies and tricks

P: mm-hmm <affirmative>.

H: Um, but no, this is really, I, I wanted teachers from like little experience to a lot of experience to middle. So, so yes, this definitely, uh, is helpful.

P: Ok <laugh> good.

H: I'm just gonna stop the recording since the interview's done.

END OF INTERVIEW

APPENDIX Y: MARIE-PIER (NB11)

• 0:03 - 0:14

H: Okay. Um, so just to start, where did my, okay. Two seconds.

• 0:29 - 0:32

H: I'm just looking for my questions. I had everything all set up.

• 1:00 - 1:10

H: Okay, perfect. So just to start off, um, how did you come to teach English as a second language to students between 11 and 14?

• 1:12 - 1:55

P: Hmm. Um, well, I, I, I always knew that I wanted to teach English, um, and being in a minor, uh, you know, a minority myself because we, we were Francophones in a, an Anglo, um, dominant region. Um, I think learning a second language has always been something important for me, obviously for Francophones it was a question of survival because we were a minority, but I think it was more important for me as well, to understand how to learn a second language so that I could help the Anglo dominant community, um, I guess understand the importance of bilingualism.

• 1:56 - 2:21

P: So that kind of motivated me to, um, be able to help the French community in order to learn English so that they can become ambassadors for their own culture and their own community. Um, I think the best way that we can help people understand another culture is by being able to discuss with them in their language about our culture.

• 2:21 - 2:55

P: So I think that was the first thing that was really important for me. Uh, and so I went to the university, I, I, I took my bachelor's degree in English. Um, I took some ESL courses as well, and then I ended up, um, getting a job in a, in a Franco, um, dominant community, which was kind of ironic because it is in new Brunswick. So obviously we are a minority, but, um, where I live at at the moment is, um, it's Franco dominant.

• 2:55 - 3:33

P: We don't have very many Anglophones. And so the, I guess the mindset of people here is that they don't need to learn English because they don't need it to survive like people in, in (bilingual city) where I'm from.

H: Right.

P: So the challenge here was to get students to understand the importance of learning the language so that they could, um, help their community grow even more. Uh, so yeah, so I guess that's, that's kind of what motivated me to excel, I guess, in, in, as an

ESL teacher so that I could, I could get them to be ambassadors for their own language.

• 0:00 - 0:00

• 3:33 - 3:49

H: Okay. Interesting. So I have two questions to follow up on that.

P: Yeah.

H: Um, so when you studied teaching, did you, uh, study English specifically how to teach English or was it teaching more so in general?

• 3:50 - 4:28

P: Um, so I went to (name of university). So, um, they, they don't have an ESL certification, um, in (name of bilingual city) itself or a second language, uh, certification at the university. So what, what we do is we do, um, a bachelor's degree in English, and then we also do a, a bachelor's degree in, um, in education

H: mm-hmm <affirmative>.

P: So that is what I did. We did have a few courses on, um, ESL itself, but I, I think we had two in the span of like five years.

• 4:29 - 5:00

P: So to say that we come out as graduates and are completely able to teach a second language is false. Um, I'd also say that teaching a second language like teaching English in, in (name of bilingual city) is completely different than teaching a second, like teaching English as a second language elsewhere, um, because the students, the French students in (name of bilingual city), they're, they're not really ESL students.

• 0:00 - 0:00

• 5:00 - 5:46

P: Like it is their second language, but not really, you know what I mean? Like they're, it is, but they're, they're already like at a young age, they become B1 students. Right? So, um, whereas where I live now, I, I deal with like A1, A2 students. So this is teaching English as a second language. <laugh> where I actually have students whose level is, is, you know, a lot more inferior than what, than what I was in (name of bilingual city). Um, so yeah, uh, I, it, I guess I kind of learned how to be an ESL teacher on the fly, um, because when I arrived here and that was about 17 years ago, uh, I thought I knew what teaching English was going to be.

• 5:47 - 5:56

P: Um, because I, I, I based my conception on what I had had as a, a learning experience when I was a student.

• 5:57 - 6:37

P: Um, but like I said, learning English in (name of bilingual city) is not the same as learning English elsewhere. <laugh> so, um, yeah, I kind of, but, but it, it was good though, because when I got here, um, the teachers who were here, um, they have a lot of, of linguistic insecurities where I live. Um, they really believe that they're not good in English at all, which is I think a horrible thought. And so, um, unfortunately the teachers think the same thing as well, the ESL teachers here, um, none of them had any training whatsoever, not even in English, let alone ESL.

• 6:38 - 6:58

P: And so they, uh, they did their best. And, and I think that they didn't trust themselves enough to teach the material themselves so that what they would do is they would use a lot of multimedia. Right? So they would use a lot of, of cassettes and, and videos and where there were questions

• 6:58 - 7:33

P: and then at the back of the book, there were like the answer sheets, right? So that's kind of how they, they did it cuz they didn't trust themselves to teach it themselves. So I think that when, and my colleague and I, we both arrive, we were re both ESL teachers and we both arrived at the same time. So I think that when we both arrived there, it kind of helped change their mentality as well. And they helped change ours. Cuz we thought that we were going to teach Shakespeare in ESL classes. Right? <laugh> cause we learned Shakespeare at (name of francophone high school), in (name of bilingual city). Right? So our concept of what ESL was versus what it really is, was different.

• 7:33 - 7:49

P: So they taught us what the, what, what the reality is of teaching ESL. And then we kind of taught them well, here's how you teach it. Right? So, and so it kind of ended, ended up really being great. But yeah. So I don't know if that answers your question, but there we go.

H: Oh

• 7:49 - 8:10

H: definitely. Well, it's interesting that you say how different it is. It's the same province, but you know, you move maybe 20 minutes away and it could be a different, um

P: oh yeah.

H: Type of teaching because I've heard that at (name of francophone high school in bilingual city) it's more in-depth because the students already know.

• 8:11 - 8:42

P: Exactly. Yeah. As a student I, I don't, I don't feel like I was an ESL student when I was a student at (name of francophone high school in bilingual city). I mean, we are talking about over 20 some odd years ago <laugh> um, but um, yeah, so I, I, wow. It was like 25 years ago. That's a long time <laugh> um, yeah, we were, we did like, we

analyzed poetry and we did Shakespeare and, and I, I, we, we basically had, we had an English class, it wasn't an ESL class at all.

• 8:42 - 9:12

P: And I remember having maybe one or two students who had moved, like let's say from Quebec and were actual ESL learners. And I remember them struggling so much in our classes and us kind of going, oh, well, you know, like they're not that great in English. Right? It's not that they weren't that great in English it's cuz they were real ESL students and we weren't, you know?

H: Yeah.

P: Um, we were, yeah, we were following English language classes. We were doing practically the same thing that an Anglophone was doing

H: yeah.

• 9:12 - 9:29

P: In their English classes. So, so for me to like drive, move three, three and a half hours away and then, you know, come to class with my little box of English books and going, oh, I'm gonna teach literature and we're gonna do novel studies and we're yeah right.

• 9:32 - 9:36

P: So it was a harsh reality my first year. But um, I'm happy I had it though. <laugh>.

• 9:37 - 9:48

H: So that could be tricky then for teachers, if they move schools within, even the district, the language level could vary, uh, a lot, would you say?

P: yeah,.

• 9:48 - 10:31

P: It does vary a lot and I have to admit too it also varies a lot because, um, not just the language level, but it also varies a lot because of a few things. First off, um, the school system still divides students into grade 9, 10, 11, 12, where if you're learning a language, I don't think age is, is a huge factor if we're looking at high school I mean. Like, I mean, I know if you're, obviously if you're in kindergarten versus if you are in grade 12, like there's your age is going to affect the amount of content you might have, but not like the knowledge that you have in terms of vocabulary that you already know in your first language to help you in your second language.

• 10:31 - 10:42

P: But I think that if we look at only high school for, so in New Brunswick from 9 to 12, I mean, if you're an A1 student you're an, A1 student, whether you're in grade 9, 10, 11 or 12.

• 10:43 - 11:15

P: So if they divide them by year, um, in thinking with a mindset that, oh, well in grade 12, they're going to be much stronger in English then they're they are in grade

nine. Well that that's not necessarily true because if you're an A1 student, um, then you might aspire to become an A2, but you're not gonna jump from A1 to B2, right? Like it's, you can eventually throughout your life, but it'll take a lot more than four years, especially if you're not immersed in an Anglophone context all the time.

• 11:16 - 11:51

P: So I think that that's one thing that obviously affects, um, a lot of the students and, and the teachers as well in how we teach ESL. Another thing is our program of studies is extremely vague. Um, and so extremely vague. And so I don't think that there's enough guidance for teachers, um, enough objectives to be, to be clearly attained because it, it creates, uh, a curriculum that in one high school you might learn certain things.

• 0:00 - 0:00

• 11:52 - 12:26

P: And then, then if you go to another high school, which is 20 minutes away, you'll learn something completely different. Um, some things you'll learn in Grade 9, something in Grade 12, 11, 10. So it's really the teacher that decides. Um, and what I find is a bit difficult is a lot of the times the teachers don't try to figure out what do they know in their first language, cuz I mean, technically you can't surpass your first language, right? So if you haven't done it in your first language, yet, if you don't master it there, it'll be very difficult for you to master it in your second language. So that's something that teachers don't always check and why, because it's, it's not on the program of studies.

• 12:26 - 12:40

P: And so they, they tend to not look at well, what are they doing in their French program of studies cuz that's their first language if they're not doing, or if they're doing it in French, in Grade 9, don't get them to do it in English Grade 9 because they haven't mastered it yet.

• 12:40 - 13:13

P: You know, get them to do it in Grade 11, maybe, English. So it it's things like that too, that I find, um, kind of creates these inequalities in different schools. Uh, and even in the same school, cuz one, one teacher, we don't always teach the same way and stability as well. That obviously affects. I've been teaching English for 17 years at the same school. So I think I offer some form of stability, but the other English teacher has changed six times, uh, in the last 16 years.

• 13:13 - 13:42

P: So, um, that kind of makes it hard too, cuz we don't always do exactly the same thing. Right? You, you teach your program of studies, which is vague. So there's nothing that says that they have to teach this certain aspect. Like we have to speak, write, read, and listen in English. That's pretty much what our program of studies

says, so they can choose what content, what grammar they wanna go forward with. So it's not always the same, so yeah, that's kind of challenging.

• 13:43 - 14:12

H: Okay. Um, interesting. Well, and one thing that stood out to me in your survey, um, was two things. So you said, um, well I'll stick with, um, teaching, uh, specifically that the curriculum doesn't offer... well, like you just said that it's kind of vague and it doesn't offer a whole lot of help when it comes to teaching, uh, strategies or objectives in general.

• 14:13 - 14:47

P: Yeah. It it's extremely vague. I mean it's, it has its its positive aspects and it has its negative aspects. Whereas, um, you have a lot of liberty as a teacher, which is always fun because we, we obviously, um, don't always, I guess it depends on the teacher, but I don't always feel the need to have to validate everything that I do probably because I've been teaching for so long. But I would tell you that at the beginning of my career, I would've loved for someone to say, okay, you're just, you're just starting off.

• 14:47 - 15:09

P: So here's specifically what you have to, here's what you have to get, get done. <laugh> like, here's what you have to teach. Um, I think that would've been great. Uh, or even just to have someone that you can, can monitor like that can help you, uh, a mentor of some kind as an ESL teacher that can guide you.

• 15:09 - 15:44

P: I mean, we did have, I guess, I don't know if you can loosely translate it to like pedagogical agents, like 'les agents pédagogique' whose whose role was to kind of guide us, but, um, the districts are, are so immersed with extra work that they just end up taking one person and then dumping, I don't know, maybe five different, uh, tasks. Right? And, and so, and so they kind of, it kind of gets diluted where they're, they don't, they don't become masters of that subject anymore.

• 15:45 - 16:15

P: Um, and it's to a point where right now, if you ask me, like in the past, maybe seven years who in the district is in charge of, um, English programs, I can't even tell you, I, I don't even know. So it, it becomes, you're kind of dropped on your own, you know? Um, and it's not an area where there aren't very many English teachers, um, in elementary school, there are no specialists in English.

• 0:00 - 0:00

• 16:16 - 16:47

P: It's just whichever teacher

H: is available

P: can speak the language the best is chosen as the English teacher. Um, so there's that too. There's no continuum between elementary and high school. Like we don't get to sit down with English teachers from elementary school and, and have discussions about, okay, where are your students at? What have you been doing? And, and how can I help them, you know? Uh, and even like in, in where I live, cuz we, at our high school, we get like students from four different areas.

• 16:47 - 17:19

P: One of these four areas, um, used to be Anglo dominant. And so we have a lot of families who still speak a lot of English. Like we, we have a few students who are Anglophones and, and French is their second language, so we have them. And then the two other regions, um, are okay in English. Like they're, they're fairly, fairly good, but then the last region, um they're so their English is so poor. And so that kind of creates a challenge as well.

• 17:19 - 17:43

P: Whereas within your ESL class, you have such a wide range of, of students and you're trying to get them all to kind of move ahead. <laugh> but yeah. Um, our program of studies is so vague that we have I've, I've never felt that we've had any guidance as to what to teach, how to teach it and how to evaluate it. So.

• 17:44 - 18:19

H: Okay. And it's interesting you say that there's a lot of liberty and I know in some other countries that I'm looking at, there's also a lot of liberty. Um, but I can't help, but notice in one of your answers, you said that you didn't feel prepared to teach English as a second language, like from university courses or

P: yeah.

H: Uh, so do you think there's a link between that if you had had more, um, education in teaching English as a second language than extra liberty, would that be possible or...?

• 18:19 - 18:51

P: I, I think so. I, for sure, I mean, if you're solid in how to teach it, cuz, and, and by liberty, what I mean is, is the content that you use in English doesn't matter, right? Like I can teach about flowers. I can teach about movies. I can teach about like the, the context isn't very important. It's, it's the strategies that you're going to use and the teach, you know, and that you're going to teach et cetera, that that makes a difference.

• 18:52 - 19:28

P: Um, but I think that if, if the base of what I had learned, if my foundation would've been solid, if I would've known what were strategies that existed as an ESL teacher, they'd never taught us that. I'd never heard of, of how to teach a language because I had a ma I had a bachelor's in English, so I did novel studies and I did essays and I did, you know, um, we evaluated poetry, we evaluated plays.

• 0:00 - 0:00

• 19:28 - 20:01

P: And so that's what I did. And then I had my education classes who taught us about how to motivate a student, how to discipline students. Um, but there was nothing on, I had one course out of five years, one course on how to teach a second language. It was, um, what we call a 'cours de didactique'. But, um, it wasn't even the, the, the teacher who taught it was, um, an E an EFL teacher.

• 20:01 - 20:33

P: So he taught French, um, French immersion, no, not even French immersion. He taught, um, French core in the, in the Anglophone system. And that's not quite the same as what our ESL students need to learn because it's it's if, if I'm talking about New Brunswick, like the population of New Brunswick, um, because our Anglophones, their level of French is much lower than the level of English.

• 20:34 - 20:38

P: Our, our French students have the base of.

• 20:39 - 21:13

P: So, um, and I think like, like they had, it was kind of like they had known to teach that class. And so they kind of approached him last minute and he was like, oh, whatever, whatever, I'll help you guys out. And he kind of threw that out there. So that was like, that was it. That was my training on how to be an ESL teacher was one, one course, three credits. Um, and it, and all the examples he gave us were all about how to teach French or French core. So it wasn't at all. It didn't stick to our reality. I mean, it helped a little bit, but for me to say that I was ready to jump into the pool after that.

• 21:13 - 21:15

P: Like, no, not at all, not at all.

• 21:16 - 21:48

H: Interesting. Okay. Um, and so maybe one little thing before I get into some of your teaching methods, just being conscious of the time, uh, before you mentioned that, um, for French speakers or Francophone speakers, it's almost a, a way of survival to learn English. And it's interesting because I know that some people hold the view that, you know, and rightly so they wanna protect the, the Francophone community.

• 21:49 - 21:58

H: And it seems to me that you have not necessarily the opposite view, but you see it from a different angle. Um, yeah, how

• 21:58 - 21:58

P: I see it

• 21:58 - 21:59

H: Do you think that developed?

• 22:00 - 22:36

P: Well, I think, I think it's because I see learning English as a way to protect our language because it's, I mean, how do we, um, get Anglophones to understand our plight? How do we get Anglophones to understand what it means to be a Francophone, what it means to live as a minority, et cetera, et cetera, it's to, um, communicate with them and to get them to understand exactly, to see what, what we go through every day and, and to get them to empathize, uh, to, to sympathize with us, et cetera.

• 22:36 - 22:54

P: And I think that the best way to do that and, and not just to get them to understand, but to get them to love our culture as well. And I think the best way to do that is, um, through, through speaking their language first, um, and obviously here I'm, I'm not talking about convincing a Francophile, right?

• 22:54 - 23:27

P: Cuz of, I mean, a Francophile is gonna be in it all the way already. Right? I'm talking about those... unfortunately I would say those very few, but unfortunately, um, with our last elections, we have seen that it, there, there're not so few after all, like there, there is an actual about a 30%, um, amount of, of, of Anglophones of the Anglophone population who do not appreciate Francophones whatsoever and really want to, um, you know, abolish, uh, our, our rights and our language here.

• 23:27 - 23:57

P: And I think that the best way to get those people to understand is to start by speaking their language, to be able to get them to fall in love with our culture and to, um, you know, just maybe broaden their horizons. And I don't think that it's by only being a Francophone and only speaking French, because they're the type of people who, as soon as you do speak French to them, they're so close minded at the moment that they won't even entertain the notion of a discussion with you.

• 23:58 - 24:20

P: Um, so I think that it's, I, I really see it as being an ambassador for our culture and, and to be an ambassador for our culture, you need to be able to speak other languages in order to get those people, to understand who you are, um, where your, your culture has been and, and where it's going. So, yeah.

• 24:20 - 24:50

H: Interesting. Well, uh, it's interesting that worked for me personally, I'm from an Anglophone community in New Brunswick and, um, I mean, I'm, I ended up in Montreal and now France. So, uh, <laugh> I could say that it, that kind of approach worked for me. It was all about the culture. Um, yeah. So talking about your teaching methods, um, you mentioned, I wrote them down, uh, experiential learning.

• 24:51 - 25:01

P: Yep.

H: Um, and having more of an interactive, uh, um, setting in general. So can you describe what you mean by experimental or experiential?

P: Um,.

• 25:02 - 25:37

P: So experiential learning is, um, it's research based, so it's, um, cuz that is something that, it also took me a bit of time before I, and that's something I would've loved to have known early on, um, that instead of just, um, using the good old try and fail method <laugh> um, that there are teaching strategies that exist that have been proven by science. Um, and that is one that, that exists. So it's basically on the basis of, um, modeling, teach or learning.

• 25:37 - 26:04

P: So for students, um, so basically in English, it's the basis of I do it alone. We do it together and then you do it alone. So when I do it alone, it's um, when you're teaching a concept for students, you really have to, when you're modeling this, this concept or this, this strategy or, or, or whatever, you're trying to get them to this concept, you want them to learn, you have to exteriorize everything that you are thinking.

• 26:04 - 26:36

P: Right? So if, um, I don't know, I wanna teach them how to do a topic sentence, for example, I would, I would really like, I would write a topic, sentence myself. I would show them, okay, how do I figure out what subject I wanna write about, what am I thinking about when I'm, when I'm trying to find a subject? Okay. Once I have my subject, now I wanna write my topic sentence, how do I do this? And I'm gonna really gonna think out loud and I'm gonna do it on the board and show them how I do it. And then I'm gonna show 'em how I correct my sentence after, how do I do that? And then once I'm done, um, then I go over, okay.

• 26:36 - 26:41

P: So if, if you look at what we've learned so far, this is, these are the elements that I've seen.

• 26:41 - 27:14

P: So you saw me do this, this, this, and then once this is done, um, then I say, okay, we're, we're now going to try to do one together. Um, who in class could think of a, like, how could we find our subjects? And so they're gonna brainstorm themselves, uh, obviously with my help. And then we're gonna write a topic sentence together, all the while, getting students to answer questions and, and why are we doing this? Okay. And, and, or you came up with this, okay. How did you come up with it, et cetera. And then afterwards, once they're comfortable, then they will, they will try it on their own.

- 27:15 - 27:39

P: Um, I think it's really important also afterwards to have peer reviews. Um, that is something that is extremely important for me to have students not critique, but help other students. Um, and I think it's, it's just a way, because especially nowadays I find students and COVID didn't help, but I find that students, um, take everything

- 27:39 - 28:11

P: so personally <laugh> like every time you try to help them get better, they always take it as a critique, right? As something negative. And so I always finish every, every session with like, let's do superior review, you're helping each other. You're just helping develop ideas together, et cetera. And so, um, yeah, so that's pretty much what that strategy is. Um, and it's, uh, it, it works. It does work. I mean, they do, they do learn much more that way.

- 28:11 - 28:36

P: And I always try to do it in a fun way as well. Like I, I don't want my classes to be boring. I don't want my students, like if I'm talking more than them, then there's a problem like that I'm not teaching. Right? So

H: sure.

P: Or they're not learning <laugh>. And so my objective is always to have my students speak more than me. Um, move more than me act more than me, so that that's, that's the key.

- 28:36 - 29:11

P: And that's something else that I would've enjoyed, um, hearing about in university because we were still kind of taught how to be, you know, kind of like this magistrate where we would be the one always talking and the students would be sitting and listening and not making noise. Right? <laugh> so, yeah, to kind of have that form of, of learning. I think learning when I, I love it when students leave my class and say, I'll miss, it was a lot of fun today.

- 29:11 - 29:33

P: I mean, we didn't do much, but we had a lot of fun and that, and that always makes me smile because I always tell myself, well, if you, if you feel like you haven't done anything, like if, oh, we just had fun today, we didn't do anything. We had fun. Um, then it means that you're not even realizing that you're learning.

H: Exactly.

P: I think that's kind of, kind of great. Yeah.

- 29:34 - 29:47

H: And I'm curious, uh, since this type of method, isn't something that you learned in university during your training, how did you come across this method and any other methods that you might use from time to time?

- 29:48 - 30:22

P: Um, that's a great question. So actually this was, um, uh, a se a training session that we had. It was for all teachers. It was a mandatory training session. And I remember being, um, with my department at the time and we, our department was mixed. It was, um, French teachers, English teachers, and all the history teachers. And, um, one of the history teachers at my school at the time was, uh, maybe do for retirement.

• 30:22 - 30:22

<Laugh>.

• 30:22 - 30:24

H: Okay. Yep. Understood.

• 30:24 - 30:55

<Laugh>

P: he was, um, he was always very frustrated anytime we were asked to do any kind of, um, training sessions or whatever anyways, because he was always like, oh, this, this is worthless. Um, and so I remember going to the, I think it was, I'm not sure if it was, um, our association, because we have training days where it's, um, personal professional professional development days that are from the district.

• 30:55 - 31:25

P: And we have some that are from our teachers association. So I can't remember which one it was, but I know that it was mandatory. And so we walked in there and he was, again, his typical like, oh, this is gonna be worthless. And this man, um, started explaining his research to us. And, um, and he started explaining this, this teaching method or this strategy because it's, it's not just for English, it's, it's applies to any, um,

H: yep.

• 31:25 - 31:59

P: Any field. And, um, and I just remembered being mesmerized by this man. And I can't even remember his name, which is awful, but I remember being mesmerized by him because for the first time someone was talking to me about something that was scientifically proven and he, and he was showing us these different, like scientific studies that had been done. And, and the research that was behind this, and I just thought, wow, like it's the first time that someone is telling me, you should, you should use this method, but not just, you should use it.

• 32:00 - 32:14

P: Here's why, and, and it's been proven like this, you're not gonna be wasting your time. This is not something that in three years from now, it's going to change because they're going, there's going to be another movement in education. And I just thought, wow, this is like really amazing.

• 32:15 - 32:48

P: And then towards the end, this, uh, this teacher friend of mine, so he, he, this is this man who needed to retire, raised his hand. And then I, I, every time he would raise his hand, people would be like, oh, cuz here we go again. He's gonna lament. And so, um, <laugh> he raised his hand and I, I felt everyone kind of go uh, and then I, I went, oh my God, what is he gonna say to this wonderful person who's been like changing my world. And then he just got up and said, I think it, he had been teaching for 32 years.

• 32:48 - 33:07

P: And he just said out of my 32 years as a teacher, um, you are the first, I guess, speaker who I, I can actually respect because you were, what you're showing us is, is proven and is amazing. And, you know, and I was like, oh wow, well, if he likes it,.

• 33:08 - 33:09

<Laugh>

H: must be good.

• 33:10 - 33:37

P: That's just another, <laugh> another peg on his board. Um, so yeah. And so it just kind like, it was just, I don't know, I came outta there and I was like amazed. And so I just started reading up on it. And then the more that I was reading up on it, the more that I was finding different articles based on ESL as well. So it was just like, oh, this is, wow, this is amazing. And, and so, uh, yeah, it kinda

• 33:38 - 33:38

H: Okay.

• 33:39 - 33:41

P: Kinda changed the way I, I saw teaching English.

• 33:42 - 34:04

H: Okay. And so two questions to go off of that. Um, um, do, are the majority of these workshops or pedagogical days or PD days, do you find them useful or was it simply this one in particular that was interesting?

• 34:05 - 34:15

P: Um, I do not find them useful. I'll be honest. Um, I, I, yeah, they're not useful at all. <laugh>

H: okay.

• 34:16 - 34:19

H: I've heard that before.

P: Yeah

H: So it's no secret I don't think,.

• 34:20 - 34:53

P: And I, I, I think that they could be very useful, um, I think that there, there should be a balance between, okay, we're going to do some workshops for teachers in general because this affects, you know, teachers in general. And I think that there should be workshops for ESL teachers. Um, but I think that budget wise, we probably can't get in touch with the people who are really knowledgeable and could really help us, you know, expand our horizons as ESL teachers.

• 34:53 - 35:25

P: I think that's a huge problem.

H: Yeah.

P: Um, I mean, we, yeah, we, I have, I have some, some friends who live in Alberta and, um, he actually, he, he was an English language monitor at our school. And then based when he loved that experience so much that he became a teacher. Um, and when he talks to me about his pedagogical days where like, I don't know about if it was still now, but I know that like maybe pre COVID, they would fly these

• 35:25 - 35:40

P: Like they would fly them to Edmonton and then they would listen to like, I, I mean, I think they had one time, Ken Robinson like speak to them and I was like, oh my God, like we have the local, you know, whatever, like the local butcher talking to us about.

• 35:41 - 35:41

<Laugh>.

• 35:42 - 36:24

P: We have, like, we don't get anything. And then, and, and I know that, like, for example, um, in Quebec each year they have a huge, uh, ESL workshops and, and it, and it's, it's like this huge opportunity. Um, but we don't get any funding for it all. So if we wanna go, we have to figure out how to pay for it, how to get there ourselves. And, um, for a long time, and even not because of COVID even pre COVID, we were not allowed to get any, um, workshops or training outside of the province because they didn't want to have to pay for, um, supply teachers and, and stuff.

• 36:24 - 36:39

P: And so I'm just like, Ugh, you know, I'd love to be able to get, um, workshops and, and training that I can actually use in my classroom, which I, I find kind of nice as a vision because some teachers just, honestly, they're just so tired of it.

• 36:39 - 37:07

P: They, they don't even want to, like, they don't.

H: Yeah.

P: They like, no, I'm fine. I'm in my classroom. I'm good. I don't have to do anything more. I would love to learn more. Um, because I know that even though I have 17 years of experience there, I know that there's so much more that I could learn, but we

just don't have access to it. And what we do have access to is, I mean, it's okay. They're all doing their damn best with whatever budget they have, but

H: yeah

P: it doesn't answer my needs anyways at all. It doesn't meet my needs at all. <laugh>.

• 37:07 - 37:18

H: Okay. Okay. Yeah. Understood. Um, yeah, my, my dad was a core French teacher, so I've, I've heard that PD days sometimes are not, uh,.

• 37:19 - 37:19

P: Yeah,.

• 37:19 - 37:36

P: <Laugh>

H: not always the most useful

P: yeah.

H: Uh, things. Uh, okay. So that's interesting. And, um, in terms of materials that you use in the class, I think in your survey, you said texts, uh, from the internet.

• 37:36 - 38:07

P: Yeah.

H: And

P: yeah, we don't have, um, I don't remember the last time we have been given material or paid material by the district. My, I do not re I think it was about maybe over 10 years ago. Um, and even at that, I think it was just, they had a huge budget overflow at one point where they had to like use the money before the end of March. And so they ended up ordering a bunch of, like, we didn't get consulted at all. They ordered a bunch of books, dropped them off at our school.

• 38:07 - 38:39

P: And I was like, here you go. And, and they, these are awful books. Um, and so it it's a shame because there are a lot of really good books that exist or, or, but we just don't have the money for them.

H: Yeah.

P: So we have to do with what we have, uh, which means a lot of creativity on our parts. <laugh>, um, I pay out of pocket for, I don't know how many subscriptions to, I don't know how many ESL websites, um, to try to get material for my students that I can reproduce.

• 38:40 - 38:42

P: Um, so yeah, that's a bit of a, a bit of a challenge.

• 38:43 - 38:51

H: Okay. So you would say that it would be helpful if you had a few more resources provided

• 38:52 - 39:35

H: to you?

P: Oh, for sure. Absolutely. And it would be great to have, um, like again, I'm, I'm thinking of my first years where you don't really know what an, A1 text looks like, or what does an A2 text look like, or, or an a, A2.1 or A2.2 or B1.1 B1.2, et cetera. So how to know, like, is the text that I'm giving the student, is this to their level? Like, is this, and, and, and also like, just material for, like, for example, I have at the moment, a student, um, who suffers from select mutism.

• 39:36 - 40:17

H: Oh, yep.

P: So he is, he is mute in my classroom, does not speak a single word. Um, and anything communication wise, it, he, he cannot do. Um, he was in a special program that we had in our school for students, um, who have like a lot of difficulties, but because he wasn't able to, um, I guess deal with all the communication and, and, and that goes like for reading, listening, speaking, everything, um, they took him out of this program and then just went, well, we have no results to put 'em.

• 0:00 - 0:00

• 40:17 - 41:02

P: So let's just put 'em in regular classes and, and the teachers are just fend for themselves. <laugh>.

H: Yep.

P: And so I have this student in my class and I've, I have no idea what to do with them. Um, I have also in another class where it's actually an enriched English class, which is rare. Um, so when we talk about those Anglophones from (name of community), um, I have them in one class, like I also have a few other students from other places who are really great in English. Um, these are the types of students who could do novel studies, like they're really, really strong, but within this class, um, this scheduling of different classes happened where they, there are two students, they, they could not schedule in any, any other class and they were kind of stuck.

• 41:02 - 41:06

P: So they kind of dumped them in my class. Um, both of them are autistic.

• 41:07 - 41:46

P: One of them is non-speaking. Um, and the other is very low functioning. And so they are in my B track, which is like pretty much bilingual they're in my B track class. And so I kind of have to figure out <laugh> what to do with that. I got them to paint a rainbow on my window, um, and to write down the colors (laugh)

H: Yeah.

P: Their teacher's aid kind of did it for them, but anyway, so, you know, so it's kinda like if you're a teacher and you get like the, these different levels and you have no material at all, so it's just like, figure it out.

• 41:46 - 42:03

H: Yeah.

P: So, yeah. Thank God that teachers pay teachers exist. Cuz that website has saved me numerous times. Um, you know, just to try to, I go on web on websites a lot and try to find material that could help any of these students.

• 42:03 - 42:06

H: So then you would say it's worth the money that you pay out of pocket?

• 42:07 - 42:09

P: It, it is worth it for,.

• 42:09 - 42:14

H: But you would prefer to obviously not pay for it. <laugh>

• 42:14 - 42:22

P: It would be great if the district gave us the material (laugh).

H: Yeah.

P: But I mean, I, I, I live for my students. Um,.

• 42:23 - 42:23

H: Okay.

• 42:23 - 42:31

P: So I, I pay it, it doesn't bother me, but yeah, it would be great if, uh, districts would give us the material necessary to teach.

• 42:31 - 42:48

H: Sure. Understandable. Um, so I was wondering, you mentioned, uh, in your survey that you've collaborated with a French teacher before, um, who was teaching English, is that correct? Like pen pals and

• 42:49 - 43:11

P: Yeah, yeah, we did. It was through, um, the program Dialogue, which is, uh, a New Brunswick program where they match a French class with an English class and, um, or an ESL with an EFL I should say. And then we, we correspond, we were supposed to meet them. Uh, but, uh, funding just didn't happen.

• 43:12 - 43:15

H: So this is a recurrent theme here is

P: it is!

• 43:15 - 43:58

N: It's just, yeah, just try to try to like poor people and pretend you're not poor. Um <laugh> so, uh, it kind of, I was kind of, oh, it just broke my heart because it broke

my students hearts, which just kind of crushed me. But, um, yeah, so they, they ended up corresponding with them a whole semester. I also participated in another program where, um, they, uh, wrote letters to a school in (name of city) in France. And then, uh, so we would write to them in English, they would write to us in French, uh, which is kind of cute because my students, um, was it at a time where, uh, like, uh, Facebook was, oh, no, it was Snapchat.

• 43:58 - 44:07

P: Sorry. It was obviously more popular. So they, they ended up like getting their Snapchat information and they, and they ended up, um, making, you know, friendships out of that.

• 44:07 - 44:39

P: So that was kind of fun. Um, but yeah, I do, I do a lot of, a lot of corresponding with, um, French teachers. Um, I also do, I once did a, a project with a university class that was interesting. They were ESL students at, in a university course. Um, a lot of them were international students and they had to teach a grammar concept to my students. Um, so that was kind of fun.

• 44:39 - 44:50

P: And then my students had to evaluate how they felt that team did in teaching them this, this grammar concept. So that was kind of interesting too. That was a lot of fun.

• 44:51 - 45:00

H: That's interesting that they had, uh, I don't wanna say the power, but the,

P: yeah.

H: You know, an option that they normally don't have available to them.

• 45:00 - 45:04

H: That's cool.

P: Yeah. Yeah. They really love that. That was a really great project. I had a lot of fun with that one.

• 45:05 - 45:11

H: And how did you discover, like Dialogue and this project? How did you, uh, come across the,.

• 45:11 - 45:45

P: Um, Dialogue N.B., we, uh, we got sent, I think a, a districtwide email was sent, um, because I think Dialogue N.B. had reached out to the district where they were looking for, um, classes who wanted to participate. And so, uh, as soon as I read the email, I knew that that was something that I would want to do. Um, for the university, um, I think it's just, I'm very vocal <laugh> so, um, <laugh>, I think, um, the English teachers at the university kind of started to get to know me a little bit.

• 45:45 - 46:09

P: And then one of the, uh, professors said, well, you know what, we'll we'll um, let's try doing a project together. I, I think it ended up well, cuz they afterwards asked me to become, um, a, a teacher there. So I, I do, I teach at nights at university. I teach, uh, ESL students at university as well. So yeah, it was, uh, it was a good experience. I really liked, um, doing that project with them.

• 46:10 - 46:21

H: Okay, cool. Um, and why do you believe that this, um, these projects specifically the Dialogue one was interesting for your students?

• 46:22 - 47:03

P: Oh, I think it was interesting because of the experience, because it was real like it was, I mean, obviously again, this is a teaching strategy that teach them authentic things, right? Like, um, if you wanna teach them vocabulary about food, we'll go out to a grocery store and do a grocery with them. Um, if you wanna teach them, you know, how to use money in English or vocabulary towards money and purchasing and, and buying we'll go out to a store and buy. Um, I think it's important for them to, to do things that are authentic and writing a letter to a fictitious person that they don't, I mean, and who writes letters nowadays, right?

• 47:03 - 47:13

H: Like text instead or send an, even sending an email is something we don't really do. We text a lot. So, um, you know, it was, it was just to get them to do something that was real.

• 47:14 - 47:47

P: Um, and to have these, these perhaps friendships that could start and that they could continue on. And so that would help them as well. Um, learn English after my class was done. Right? So, um, I think all of this was just, uh, a fun way of getting them involved and, uh, it worked, it worked because a lot of, and that was about, oh, it was maybe like 20... 12 years ago, I think. And, and I still have some students who, who talk to me about it and there's, they, they still correspond with their pen pals.

• 47:47 - 47:47

P: So,.

• 47:47 - 47:49

H: Oh, that's really cool. That's

• 47:49 - 48:24

H: nice to hear.

P: Yeah. Yeah. I have two, I have two students and it all depends on your groups too. Like I, I have, I have taught Shakespeare at the school where I am, um, because I did have a few classes of Grade 12, B track students who were really strong and they were able to do novel studies and, and learn poems by Robert Frost and do po you know, and, and, and do plays. And so I have had that, but it depends on each group as

well. I mean, I have some groups where their energy is so positive that they want to learn, so it goes a lot faster.

• 48:24 - 48:46

P: And then I have some groups where, oh, if they could just like pay \$20,000 to get a paper signed that they're done, they would do it. <laugh> if they just don't care. And so you just kind of have to get them to care and how do you do it? Well, it's by doing these projects that are authentic, that are, that are fun, that kind of answer their needs. So, yeah.

H: Well,

• 48:46 - 49:02

H: That's interesting cuz this leads to, uh, one of the last questions I wanted to ask you, um, you, uh, in the survey you noted that your students were, meh, when it comes to motivated, like not terribly motivated, but not

• 49:03 - 49:03

P: Yeah.

• 49:03 - 49:04

H: awfully motivated.

• 49:05 - 49:08

P: Oh yeah. This semester they're rough. <laugh>.

• 49:08 - 49:18

H: Well, and of course this with COVID and stuff like that.

P: Yeah

H: I can't imagine that helps, but how do you deal with that? So you said trying to do authentic

• 49:18 - 49:56

H: lesson.

P: Yeah. Yeah. And you, um, so you have to find a balance between what they love and what you can offer <laugh>.

H: Yeah

P: because, uh, I'll be honest at one point, um, I wasn't able to find that balance anymore because I so wanted my students to be happy that I kind of forgot myself in that. Um, and it came to a point where if, if I didn't change jobs, I was going to, I was gonna have a burnout. Um, and so for two and a half years, I became a vice principal because I needed to not be in the classroom anymore and not give so much of myself anymore.

• 49:57 - 50:08

P: Um, and then after two and a half years, I, I was like, you know what, I can't not be a teacher because I just love it too damn much. I just have to find that happy balance between them and me.

• 50:08 - 50:41

P: So I came back to teaching, um, ESL and I think now it's just a way of, of learning what they love and what I can offer. So for example, before I went, uh, and became a, a vice principal, I was, I ended up, I had 26 students and I was doing 26 individual units. Uh, each student had their own unit because I wanted each of them to go through something that they loved in English.

• 50:41 - 51:15

H: Yeah

P: And I think that, although that was an excellent idea. I think it's not doable. I mean, it took, it took me over the edge. I mean, I, when it was drained all the time, and so now I try to do maybe three or four units where my students, you know, will have fun. So I'll give you an example, the group that I have now, um, we are a fishing community that is, um, we have, there are two different, um, areas where our students, we have a lot of jobs in those areas.

• 0:00 - 0:00

• 51:15 - 51:48

P: And, um, the first is fishing. That is our, our biggest, um, our biggest area here. And the other is, um, Peat Moss. Um, so we have a lot of Peat Moss plants where we live. And so it's, uh, and when it came to fishing, it was really hard to try to convince 15 year olds <laugh> that oh yeah you're going to need English sometime in your life.

H: Yeah.

P: And then, and then they would say, well, why? Because they don't leave the Acadian peninsula.

• 51:48 - 52:10

P: Like they stay here. So I can't say like, oh, it's when you travel. Like, they're like, whatever, I'm just gonna stay here. And then, oh, well for your job, well, no, because they're gonna stay here and they're gonna fish here. And they're from a long line of fishermen and their dad owns a fishing boat and the dad's going to give them the fishing boat because the dad got the fishing boat from his dad and then his dad.

• 52:11 - 52:49

P: And so, and I can't say, well, you won't get a good job. I mean, fishermen captains here, like for a lobster boat make about \$500,000 a year. And, uh, a fishing captain off of a crab boat makes about 1.4 million a year. So I'm not gonna say that, well, no, you need English to get a better job. Like most of my students, as soon as they graduate, they ended up getting their father's boat like two years later and make five times my salary. Like, so,

(Laughs)

P: I mean, I'm not gonna try to convince them that they need, they need to learn English to become better fishermen.

• 52:50 - 53:14

P: And so I thought, well, okay, if I can't convince them, they need it, um, let me at least try to get them to love it. So I created a unit on fishing. Um, I created a unit where, uh, they had to do, um, readings on different types of ecosystems that exist in our water.

• 53:14 - 53:50

P: and how does it affect the other ecosystem? So if you're a crab fisherman, how does, um, shrimp fishing affect, uh, uh, you know, lobster fishing, for example. If you're a crab fisherman, how do sea lions affect crab fishermen cetera? So I, I ended up creating a unit like that, where they had to do that type of reading. Um, they also had to do a, a how-to. So they had to write a, how-to a mini mini how-to paragraph. They had to teach me how to do something a fisherman would do. And I had them read different how-to, um, paragraphs, where they would, it would be how to tie different nautical knots.

• 53:51 - 54:06

P: And so I had this fishing rope in my class and they had to learn how to tie different nautical knots. And so, um, and then, and these are things I've, I, I still have his, his graduation picture, but I had one student who, um, he was about to quit school

• 54:07 - 54:41

P: and, um, he gave at the end of the school year, he gave me a graduation picture of himself. And he gave me a letter that came with it and he wrote, you know, I was, I was about to, to quit high sch cuz he was in Grade 12 when I taught him and he said, I was about to quit high school. And um, you asked me what I loved and he, and it's because of him that I created this unit. And then he said, you know, I, I, I love fishing. So he loves fishing so much that his name is (name of student), but people call him Macro and Macro means mackerel, right?

• 54:41 - 54:53

P: So like that's how much he loves fishing. And so, uh, he said, you know, you created this unit for me. Like, cuz I literally came up to him and said like, buddy, tell me what you want, anything, just name what you want.

• 54:53 - 55:24

P: and I will teach you it in English. And he just looked at me. He said, I just want to fish. And I said, fine, we will do fishing in English. And then I created this unit and then when he received it and he just went through this unit, like it was butter. Like he was like, oh, he was amazed. And he had so much fun and, and he participated and he wrote things and he, and when he wrote me the letter at the end of the school year, he

said, you know, it's, it's because of you that I stayed because every morning when I got up, I was going to your class. Like that's, that's what I was doing every morning.

• 55:25 - 55:37

P: And so, uh, he has since graduated and he has gotten his father's boat.

H: Yes <laugh>

P: he is making more money than I, but um, but at least he does have that high school diploma.

• 55:37 - 56:16

P: So I think that's kind of why I do it. I think it's just to make sure that they have something that they get up for in the morning and it's not, Ugh, I have to go to English class. Right? It's kind of like, well, you know what? (Inaudible). I always tell them, I don't want you to love it. But if you can at least feel indifferent towards it instead of hating it. Yeah. Then I've done my job. Right? And then they never end up being indifferent. They always end up liking it. But at least, you know, they, they come to class and, and for one hour they get to do what they enjoy, um, all the while learning what I enjoy teaching.

• 56:16 - 56:22

P: So <laugh>

H: yeah, definitely. Well, it's a nice story.

P: Yeah. So that's pretty much, yeah.

H: That must be good reinforcement

• 56:22 - 56:26

H: to keep your energy, uh, going.

• 56:27 - 57:00

P: Yeah, it is. It is. And I, and, and, and it's in every, in every way, like I had a mom today, um, she owns a store here and her daughter actually went on to, uh, go to an English university. She's graduating this year from her university. And uh, her mother, she, she was, she went to Mount A and um, her mother said, um, yeah, and her mom, her mom told me today. She said, you know what? She was so confused about what to do. And, and all her friends were, you know, do doing a certain things

• 57:00 - 57:12

P: And sh she was confused about, do I follow them? Do I not? Like, what do we do? And then she had your class and, and, oh, and she said, it just like, she was so happy and everything just kind of fell into place and perspective came in and she was so happy.

• 57:12 - 57:49

P: And then I said, and, uh, because she published, um, the other day, a picture of her, her, her grad picture. And she put it on Facebook and, um, she wrote me a message. And the year that I taught her was one of those classes where I could teach, um, not

ESL but English. Right? Cause they were really strong. And so I taught them a poem from Robert Frost called the Road Less Traveled. Um, the Road Not Taken and the Road Not Taken. And so, and so she wrote under her picture, uh, on Facebook, she, she tagged me and she wrote, um, I have, I have, I took the road less traveled because that's how the poem ends.

• 57:49 - 57:59

P: Right? And then I replied and that has made all the difference because that's the last line of the poem. And so her, what her mom told me this morning, she said, oh, she knows

• 57:59 - 58:32

P: she was so happy to be able to her life was focused and, and because of your class. And I said, oh, and, and I told her that story about, about, oh, she said, yeah, I noticed that she'd written that line, but didn't, I didn't understand what it meant. So I explained the poem to the mom, and then I said, you know, that's why I wrote, and that has made all the difference. And she said, oh yeah, it did. It did make the difference. Anyway. So yeah. So it's just, it's just getting those few students who end up, you know, reinforcing you and being like, yeah. That's why, that's why that's I try to do 26 units for 26 students.

• 0:00 - 0:00

• 58:33 - 58:36

<Laugh>

H: while trying to maintain some sanity at the same time.

• 58:37 - 58:46

P: <Laugh> yeah. And dealing with my own kids and husband and then, but yeah. So that's kind of why I, I, I do it every day. I definitely don't do it for the money that's for sure.

H: Okay.

<laugh>.

• 58:48 - 58:59

H: And my last question for you is you, I noticed in the survey, you said that your students don't tend to talk English to each other in English class.

• 58:59 - 59:02

P: Is that...

P: yeah. In my A tracks. Yeah. My A track classes. Yeah.

• 59:03 - 59:06

H: Okay. And why do you think that is?

• 59:07 - 59:40

P: Um, it's, it's basically, um, I think I'm a psychologist. No, <laugh> so, um, it's, it's basically a, a linguistic insecurity. Um, and, and I always find it hilarious because being a Francophone from (name of bilingual city), um, Francophones from (name of bilingual city) do have a linguistics insecurity, but they have it towards their first language. They think they are not good in their first language. But here the students that we have here, they have the same insecurity, but for their second language. So they truly believe that they are not good in English.

• 59:41 - 1:00:08

P: Um, and so for me, it's just to try to break that pattern where like, I don't even know where this concept at what point that this concept creep into their minds, but they won't even try because they're so afraid of being critiqued or laughed at, or, and so, and I think that's one of the reasons why I do peer reviews so much is to show them that another student can help you.

• 1:00:08 - 1:00:43

P: Like it doesn't if they tell you, oh, well maybe you should have written this word instead. Or what did you mean by this? It's not critiquing you, it's, it's helping you, it's developing your ideas. And I think that's why I do peer review so much because I wanna break that notion of you're going to get laughed at if you, if you, um, you know, have a go at it. And, uh, a lot of, a lot of positive reinforcement, a lot of posters on my walls that say, uh, you know, if you make a mistake, it's proof that you're trying, right?

• 1:00:43 - 1:01:15

P: It's not, it's not failing. It's proof that you're trying. So it's a lot of reinforcements on, on to get them to realize, like you're not, not good in English. You're actually really great because you're trying and you're here and you're showing up and that makes you the best. Right? So, um, so yeah, a lot of linguistic insecurities on their part, um, I find the easiest way to break that down is to, you know, the, the strategy of, to catch them doing good. Right? Don't catch, 'em doing something bad catch, 'em doing something good.

• 1:01:15 - 1:01:26

P: So don't reprimand them if they're speaking French instead, you know, congratulate them when they speak English.

H: Yeah

P: And, uh, and I think that that works as well. They, they really tend to speak more English.

• 1:01:27 - 1:01:46

H: Nice. Excellent.

P: Yeah.

H: Okay. Well, um, yeah, I mean, I, I see we, we've, what was gonna going to be a half hour interview, uh, has turned into a longer one. Uh, so I really, really appreciate

it. You gave lots of, um, really useful information. Uh, is there anything else that you would like to add

• 1:01:47 - 1:01:59

H: To any?

P: No, no, I think that's it on, on my part. Um, yeah.

H: Okay.

P: If ever you need anything else, don't hesitate.

H: Yeah.

END OF INTERVIEW

APPENDIX Z : JEAN-MARC (NB12)

• 0:02 - 0:17

H: Super OK. Alors juste pour vérifier selon la questionnaire que je viens de regarder, tu enseignes les jeunes de 11 à 12 ans puis de 13 à 14 ans. C'est ça?

• 0:17 - 0:23

P: C'est ça. Les sixième années puis des huitième année dans le système public pour le Nouveau Brunswick.

• 0:24 - 0:31

H: Ok, super. Et tu as trois ans de d'expérience à enseigner, ou à donner des cours d'anglais?

• 0:32 - 0:50

P: C'est ça, (inaudible) d'enseignement à plein temps. J'enseigne, habituellement je devais enseigner l'éducation physique, mais j'enseigne pas mal l'anglais puis les mathématiques depuis quelques années, puis la depuis deux ans c'est la science humaine. J'enseigne aussi les septième année, dans le publique milieu, mais pas en anglais.

• 0:51 - 0:54

H: Ok. Ok et ça fait combien d'années depuis que tu enseignes juste en général?

• 0:56 - 1:15

P: Ma première expérience d'enseignant, c'est en 2011, mais on appelle ça comme des contrats. C'est comme des contrats de quelques mois.

H: D'accord

P: Puis là, ça fait un total de deux ans que j'ai ma permanence mon contrat permanent

H: Ok

P: Au début de la pandémie.

• 1:16 - 1:20

H: Ok, alors tu as de l'expérience un peu avec les contrats

• 1:20 - 1:29

P: C'est ça. Un peu des contrats de suppléance au jours, puis j'ai commencé vraiment à enseigner à plein temps je dirais comme six ans passés.

• 1:30 - 1:57

H: D'accord. Ok, super. Donc on va commencer. Ma première question bah toutes les questions sont très générales. Donc je vais demander je vais poser une question, puis après on peut en parler. Donc la première juste généralement, comment est-ce que tu as venus à enseigner l'anglais comme deuxième langue à des jeunes de 11 à 14 ans?

• 1:59 - 2:32

P: C'est probablement les circonstances là, ici, à l'école, alors on est une école francophone à l'école (name of school) et je te dirais qu'il y a peu d'enseignants qui comme qui veut enseigner l'anglais dans ce sens là et pas mal tout le monde enseigne comme leur matière principale, comme soit la science ou le français, c'est pas mal, comme les mathématiques également, mais après ça, l'anglais langue seconde souvent comme un cours qui doit être donné lorsqu'il y a des cases vides

• 2:32 - 3:04

P: ou quelque chose comme ça. On a un enseignant de sixième année qui enseigne l'anglais depuis plusieurs années, mais les sixième, les huitième, ça a souvent été comme un d'une année à l'autre. Il y a une rotation dans le personnel avec pas comme des constances. Mais moi j'avais dit, ça me dérange pas d'enseigner l'anglais alors ça fait depuis à peu près deux/trois ans que je suis à l'école ici, j'ai toujours eu comme un morceau d'anglais sixième. Puis cette année, j'ai un morceau de sixième deux cours par semaine.

• 3:04 - 3:30

P: C'est comme ça qu'est la quantité de cours. Puis même chose pour les huitième. Ça fait j'enseigne principalement l'anglais et la science humaine.

H: D'accord

P: Donc je te dirai j'étais, j'étais ouvert à enseigner l'anglais. J'ai pas vraiment fait un bac ou des cours sauf qu'à l'université j'ai fait plus anglais, parce que je savais que j'en avais besoin. (Laugh). Et depuis ce temps là j'enseigne l'anglais. Et j'aime ça, ça ça me pousse un peu.

• 3:30 - 3:41

H: Ok, excellent, ok, d'accord. Puis tu m'as dit que tu es à (name of bilingual city) donc c'est pas mal bilingue oui?

• 3:41 - 4:11

P: Ouais ouais, c'est pas mal 50/50 puis il y a beaucoup d'élèves, c'est comme dans une classe, c'est c'est très hétérogène comme niveau d'anglais. Si on compare avec moi qui est je suis originaire de la Péninsule acadienne, à environ 1 h de route d'ici, on est 90 à 95 % francophones unilingues. Dans la région de (name of bilingual city) c'est plus de 50/50. Et il y a quand même des élèves que leurs parents sont probablement un parent anglophone

• 4:11 - 4:29

P: un parent francophone. C'est l'influence à la maison leur permet d'être pas mal au dessus de la moyenne. Si je compare à moi, quand j'étais en sixième, septième, huitième année, il y a des élèves ici qui sont pas mal plus à l'aise que moi à parler anglais sur une base régulière, pratiquent souvent.

• 4:30 - 4:37

H: Ok. Est-ce que tu penses que c'est parce que ils ont des parents où l'influence, il y a de l'anglais dans la communauté puis

• 4:38 - 5:10

P: Ouais. Je pense que les élèves qui sont forts dans ma classe, j'en ai quand même qui est issu de parents francophones qui sont très forts quand même en anglais, ils veulent ils sont influencés peut-être par des réseaux sociaux de toute l'extérieur. Mais comme en salle de classe, la plupart de mes élèves sans que j'ai besoin de leur demander que vais toujours en avoir comme une dizaine je te dirais, comme par réflexe, qui parlent anglais dans les corridors et en classe de façon naturelle. Ça aide aussi à influencer les autres.

• 5:10 - 5:24

P: Mais des fois, dans les corridors, il devraient pas parler en anglais parce que c'est une école francophone. Là, ça devient plus euh,

H: Ouais

P: c'est ça. C'est bien c'est un bon mélange, ça donne une force, je te dirai.

• 5:25 - 5:38

H: Ok, non très bien. Alors qu'est-ce que j'allais dire? (Inaudible). Et comment est-ce que tu as appris l'anglais?

• 5:40 - 6:16

P: Moi c'est pas mal quelques cours à l'école secondaire, je te dirais. J'étais pas dans des classes euh. J'ai presque été dans un cours avancer, mais je trouvais que j'étais comme pas à ce niveau là. Quand je suis allé à l'université (name of university) c'est une université francophone. Mais je sentais que dans mon bac j'avais des cours options ou j'avais des possibilités de prendre des cours. J'ai essayé d'en prendre deux, même trois durant mes années. J'étais pas obligé d'en prendre, mais je sentais que c'était comme une utilité ou un besoin

• 6:16 - 6:24

P: parce que si je voulais faire quelque chose dans une ville autre que la péninsule acadienne c'est bon d'être capable, ouais.

• 6:25 - 6:49

H: Ok. Et bah je connais (name of bilingual town) très bien, j'habite bah mes parents habitent juste à l'extérieur de (name of bilingual city). Donc est-ce que. Est-ce que tu trouves que il y a plus d'anglais à (name of bilingual city) comme située au centre ville ou quelque chose? Est-ce que c'est plutôt l'anglais? Ou tu peux comme juste avoir le français et ça suffit?

• 6:49 - 7:20

P: Ouais, je pense que (name of bilingual city) si je compare ça avec (name of bilingual city), je crois que je serais pas mal, ça arriverait plus souvent que je devrais tourner à l'anglais pour être capable de recevoir rapidement ce que je demande.

Comparé à ici, si je demande quelque chose par réflexe je vais le demander en français et souvent la personne va soit elle même parce qu'elle est peut-être pas à l'aise en français, mais bon s'essaierait un peu plus je dirais.

• 7:22 - 7:38

P: Puis je pense que la communauté des deux cotés, francophones ou anglophones est au courant que il y a quand même un mélange presque 50/50. Comparant à (name of bilingual city), on dirait c'est plus comme la langue de service est souvent l'anglophone ou souvent priorisé anglophone.

• 7:39 - 7:52

H: D'accord. Ok, ok très bien. Alors les deux prochaines questions sont à propos de la bein ta formation pédagogique. Donc comment est-ce que tu as la formation scolaire

• 7:58 - 8:16

H: Ah ok, attends. Comment est-ce que votre formation scolaire vous a t'elle préparé à enseigner l'anglais en tant que deuxième langue? Alors est-ce que vous pensez que cette formation scolaire a été utile? Pourquoi ou pourquoi pas?

• 8:17 - 8:53

P: J'ai ma formation à l'université à quand même aider au niveau de mon vocabulaire, du niveau de, de la façon grammaticale, ou syntaxique de parler. Donc ça m'amenait toujours à réfléchir si je m'exprimais de la bonne façon. C'est un petit peu mieux (inaudible) au niveau du réflexe, mais je dirais que la majeure partie de mes apprentissages que j'ai fait, ça serait lorsque j'ai fait mes stages, il y a deux de mes stages universitaires que j'ai fait que l'enseignant avait de l'anglais comme matières secondaire.

• 8:53 - 9:42

P: Comme sa matière principale, c'était l'éducation physique et ensuite qui enseignait un niveau complet. Donc, six périodes par semaine d'anglais et je devais moi aussi enseigner mon petit cours là. Donc je voyais un petit peu plus la gestion d'un groupe. Après à université tu fais ton cours pour avoir tes notes. C'est pas mal ça que ça aide, des projets. Quand on enseigne à un groupe on essaie de bâtir des activités. Fait que je pense que dans mes stages, et beaucoup plus vu cette aspect là, d'essayer de gérer un groupe, de faire des activités ou de choisir des activités qui pourraient stimuler les élèves en général, puis d'aller chercher qu'est-ce que j'ai besoin comme travaux pour les bulletins, puis voir si l'élève s'améliore, et cetera.

• 9:42 - 9:53

H: Ok, alors c'était plutôt des stratégies d'enseignement. Plutôt que enseigner l'anglais par exemple. Parce que

P: c'est ça

• 9:53 - 9:53

• 9:53 - 10:01

H: comme ça tu peux... tes tes sujets c'était pas l'anglais de base, c'était de l'éducation physique.

• 10:01 - 10:34

P: Ouais, c'est ça.

H: OK.

P: Puis euh c'était la première fois que vraiment, je voyais une expérience de classe, quand t'es dans un gymnase c'est la même situation même si un moment donné, on essaie d'enlever une période d'anglais à l'école. À la place, on devait enseigner un cours d'éducation physique en anglais. Fait que ça a essayer d'aller chercher comme le côté oral. Ça a été une tentative unanime, ça a tombé à l'eau après ça je pense. Ils sont revenus avec deux périodes par semaine d'anglais et eu quatre périodes d'éducation physique.

H: Ok

• 10:36 - 10:49

H: Mais ça c'est intéressant. Alors quand tu as essayé de faire ça, c'était quoi ton impression de cette activité. Alors est-ce que tu penses que les étudiants ont aimé ça? De...

• 10:50 - 11:22

P: Je pense que oui. Je pense que oui, parce que ils étaient pas assis. Donc il y a certains qui pouvaient, comme se glisser puis juste comme parler français en cours. On les attendait peut-être pas, mais la plupart du temps, pour une grande partie à l'école, ici, c'était comme naturel de parler anglophone. Donc arriver au gymnase quand ils voulait parler un peu ou à l'enseignant, comme ça se faisait assez bien ou accepté, mais c'était je sais pas.

• 11:22 - 11:50

P: C'était peut-être que c'était encouragé l'anglais au-dessous du français, c'était pour ça que ça a arrêté. (Laugh). Je sais pas qu'est ce-que la raison mais les jeunes pouvaient se débrouiller quand même en termes de vocabulaire ou niveau enseignement physique, comme la littéracie de l'éducation physique. Ça se traduit quand même assez bien en anglais, les sports puis les termes. C'était quand même pas très difficile pour les élèves qui avaient de la difficulté aussi.

• 11:51 - 12:13

H: Ok. Et c'est une autre question que j'avais, je sais que naturellement, on veut préserver la langue française, bien sûr, au Nouveau-Brunswick et au Canada. Donc, est-ce que ça rend l'enseignement de l'anglais un peu difficile des fois?

• 12:18 - 13:05

P: Euh... oui, j'ai souvent des fois le réflexe d'essayer comme de surtout les huitième année, j'essaie de dans le cadre du cours, de seulement donner mes directives en

anglais. Mais je le vois quand même qu'il y a quelques élèves, puis une cliente c'est drôle parce qu'on est même clientèle 50/50. Mais si on a des personnes qui est des nouveaux arrivants qui arrivent dans la région, beaucoup du du secteur de la France, ils vont choisir notre école parce que il y a à l'école, il y a un genre de force au niveau anglais, ça fait (inaudible) pas envoyer leurs enfants directement à l'école (name of anglophone school in same city) et le même niveau est anglophone.

• 13:05 - 13:38

P: Ils envoient à notre école en sachant qu'il y a quand même une population de 50/50 et que y a un programme d'anglais. Plus ça ça va tomber on appelle ça aussi des voies A et des voies B.

H: Oui

P: Et y a des élèves qui sont plus bilingues, sont plus comme naturels on les classe voie B. Et voie A c'est les élèves qu'on doit aider et en acquisition.

H: D'accord

P: C'est sûr qu'au niveau partage, lorsque je fais des activités de partage, c'est peut-être les élèves qui sont peut-être les moins volubiles.

• 13:38 - 14:01

P: C'est ils vont moins parlé que d'autres élèves

H: Oui

P: mais au niveau écrit, je le vois un petit peu aussi là, que y des fois des réponses en français, mais je pense qu'ils s'améliorent quand même. Ils sont là pour essayer de l'apprendre, fait qu'ils sont pas comme on dirait (inaudible) ou ils veulent pas apprendre. Ils sont ils savent que c'est une difficulté ou c'est une faiblesse qu'ils veulent améliorer ce défi.

• 14:03 - 14:23

H: Ok, très bien. Donc ma prochaine question. Quels types d'occasions votre école vous offre t-elle pour améliorer, améliorer votre pratique de l'enseignement de l'anglais langue seconde? Et si il n'y en a pas, quel type d'opportunité aimeriez vous qu'on vous offre?

• 14:23 - 14:54

P: Ouais, ça c'est une bonne question. C'est très peu priorisé les formations en anglais. En direct, l'anglais, c'est souvent une matière 'ah bein c'est comme c'est ah c'est pas grave, comme fait des activités comme que tu peux.' C'est comme cesser de suivre le programme, fait des activités que t'es capables d'aller chercher (inaudible). Mais au niveau formation, je sais pas comment on pourrait rendre plus dynamique.

• 14:56 - 15:28

P: Pas nécessairement à travers juste la technologie, mais essayez de trouver des sujets que les jeunes comme sont capables de s'approprier comme des fois je pense à du montage vidéo, des choses comme ça. Puis on a quand même un équipement ici de Green screen comme d'écran vert pour essayer de faire un petit pu de vidéos. J'aimerais l'utiliser mais toutes les termes anglophones ou la façon de faire du editing

de tout faire ce côté là, on dirait. Je sais pas, je sais pas comme ou me lancer là dedans.

H: Ok

• 15:28 - 15:37

P: Il faut vraiment de formation comme ça en français non plus. Mais si on en avait une, peut-être que je serais capable moi même de la traduire ou de l'adapter.

• 15:38 - 15:43

H: c'est juste que ça n'existe pas. Donc tu sais pas vraiment où commencer?

P: C'est ça

• 15:44 - 16:18

P: Et je sais que les gens sont beaucoup dans le Youtube aussi là. Je sais qu'il y a beaucoup sur YouTube de sources anglophones. Avec c'est il y a beaucoup de possibilités, mais... j'essaie de faire des petits projets ici et là à chaque mois et différents un petit peu pour que les gens ne soient pas juste avec une feuille de papier puis un crayon comme moi j'étais probablement à mon école parce que c'était la voie facile de faire de l'anglais au niveau vocabulaire ou niveau répétition niveau écriture. Mais je l'en fait un peu, mais j'essaie comme de donner d'autres possibilités.

• 16:19 - 16:41

H: D'accord. OK. Non mais très bien. Euh. Alors quels types de stratégies sont les plus utiles aux étudiants? Et est-ce qu'elles diffèrent d'une classe à l'autre? Si tu connais pas le nom, forcément peut-être juste comme tu peux

• 16:41 - 17:15

P: Bien on essaie de. C'est sûr que je dis aux élèves que s'il y a des mots que tu connais pas et on travail le vocabulaire il y a toujours comme la même stratégie qu'en français, le petit mot dans le grand mot ou la classe des mots. On essaie de passer à travers ok surtout en sixième année au début. Huitième, je dirais que la banc de vocabulaire des jeunes est quand même assez forte. La plupart du temps, ils vont avoir accès à leur ordinateurs, donc ils ont, comme des dictionnaires disponibles, vraiment toujours avec eux. Fait que vérification de leur orthographe assurément.

• 17:16 - 17:46

P: Et si vraiment les mots sont toujours trop utilisés, des fois des répétitions de mots, fait qu'on essaie de travailler comme de trouver un vocabulaire plus riche ou une façon différent de dire la même phrase pour répéter toujours le même...

H: D'accord

P: Même chose même chose qu'en français un petit peu aussi.

H: Ok

P: Et j'essaie de faire un petit peu de lecture sur des romans jeunesse en anglais. Fait que des fois, ça permet de voir d'autres structures de France.

• 17:47 - 18:02

H: Ok alors si je comprends bien, lorsque la population est bah 50 % 50 % bilingue, c'est plutôt peut être d'approfondir

P: Mhmm

H: leurs connaissances en anglais parce qu'ils savent déjà les bases. C'est correct?

• 18:03 - 18:38

P: C'est ça. Oui, exactement ça. Puis il y a quelques élèves, même si c'est souvent parlé à la maison, comme le côté écrit n'est pas toujours non plus au même niveau. Ça fait qu'un élève est plus fort, je dirais, c'est surtout là que je me concentre. C'est voici l'écriture. Mais parce qu'il est pas souvent pratiqué et peut être difficile, ça fait que je vérifie surtout l'écriture des élèves forts. Parce que le parler, ça ça se voit bien, ça, ça s'entend bien, ça c'est bien prononcé.

• 18:39 - 18:49

H: D'accord, ok. Puis j'ai vu dans ta questionnaire que tu utilises beaucoup des, bah, souvent des projets pour enseigner?

• 18:50 - 19:21

P: Ouais, j'essaie de faire chaque mois, je donne je demande un projet. On a environ si tu fais le calcul, deux périodes d'anglais par semaine, donc ça donne un total de huit périodes par mois. Évidemment, il y a des congés, il y a des tempêtes, y a des jours ou y a pas d'école. Cette année, ça a été bizarre avec on a eu une grève au mois de novembre qui a duré deux semaines sans école en lieu physique. Donc on était à la maison, sur écran et on a eu à tel mois des fêtes, le mois de janvier jusqu'à la fin janvier

• 19:21 - 19:52

P: on n'a pas eu d'école en présentiel non plus. Donc ça, ça a chambardé un peu cette année. Mais je pense que ça s'en vient mieux. Et on a quand même réussi à faire quelques projets. Et j'aime donner un choix. Toujours, un projet peut-être plus de recherches avec une présentation et ensuite je donne un autre choix. C'est plus comme un projet écrit donc plus au niveau écriture et surtout avant Noël je demande toujours aux élèves si tu fais le mois de septembre que tu ne fais pas l'écriture

• 19:52 - 20:27

P: j'aimerais qu'au mois d'octobre, tu choisis l'écriture comme ça c'est pas toujours juste une recherche une recherche une recherche, l'écrit je peux pas le vérifier, fait que ça donne des preuves que ah ok il était à ce niveau là et on va essayer de travail pour monter à la prochaine marche? Oui, c'est ça c'est souvent un sujet que je pense qui intéresse les élèves. J'essaie de donner quelque chose de différent qu'y a pas dans d'autres cours. Ça peut être comme le présentement le prochain mois. Tout suit on est en train de faire un Time Capsule.

• 20:27 - 20:59

H: Oui

P: Donc les élèves vont écrire un petit peu par rapport à eux présentement et où ils se voient dans dix ans. Et le mois de mars est assez court avec le congé de mars. Fait qu'on fait juste ça, il y a pas de choix. Mais au mois d'avril, on va faire au niveau de jeux de société, donc les jeunes vont être placés en groupe, peuvent choisir de faire ça, donc de choisir un jeu, lire les règlements, jouer le jeu et ensuite enseigner comment le jeu se joue au reste de la classe. Ou l'autre choix

• 20:59 - 21:27

P: ça va être peut-être de faire peut-être par rapport avec les jeux de société, de simplement inventer leur propre bein, inventer un produit qu'ils voudraient commercialiser ou vendre, faire comme un genre de publicité

H: Ok

P: Pour les deux derniers mois, ça va peut-être être un peu plus en groupe. J'en avais pas fait beaucoup depuis le début de l'année. C'était surtout tout seul, une écriture et une recherche, mais c'est ça.

• 21:27 - 21:30

H: Ok et est-ce que

P: (inaudible)

• 21:31 - 21:41

H: Vas-y

P: J'essaie de faire comme un mois à l'autre que ce n'est pas comme le même sujet ou le même (inaudible).

• 21:43 - 21:46

H: Ok. Cool. Et est-ce que ces projets sont en équipe ou individuels?

• 21:46 - 22:23

P: C'est pas mal au début de l'année, c'était pas mal tout seul. Au mois de février, on a eu une entrevue où ils étaient coupés en groupes de deux, donc il devait faire des questions et ils pouvaient comme parler comme s'ils étaient dans une émission de radio qui recevait quelqu'un. Moi, j'enregistrais juste avec mon application, juste la voix

H: Oui

P: Donc des fois ce que j'entends pas en classe au moins je peux les entendre s'ils veulent pas présenter des fois ils sont gêné ou quelque chose, j'essai de faire passer la glace

• 22:23 - 22:36

P: Quand tu fais une première fois, après ça, c'est plus facile. Fait que c'était pas mal juste celui là que j'avait donné un groupe de deux. Mais là, après ça, les prochains mois d'avril et mai, on va être en groupe de trois/quatre élèves.

• 22:37 - 22:39

H: Ok. Alors c'est comme un mix?

• 22:40 - 22:57

P: Ouais.

H: Ok

P: Puis je vais laisser les élèves choisir leur groupe au moins une fois.

H: Oui

P: Pour voir comment ça aller. Comment ça va aller. Si ça va moins bien peut-être que le dernier je peux aller au hasard. Des fois c'est bon aussi ça donne un vrai portrait. Si l'élève travaille pas, ou joue juste avec ses amis.

• 22:59 - 23:00

H: Ouais ben ça arrive, c'est

• 23:01 - 23:02

P: Oui, ça va arriver dans la vie de tout façon.

• 23:05 - 23:22

H: Super. Donc comment est-ce que tu choisis les ressources pédagogiques? Alors si tu choisis des vidéos, des textes, comment est-ce que tu les choisis?

• 23:23 - 23:55

P: La plupart de temps, je vais toujours voir au niveau du programme pour avoir des pistes qu'ils vont nous donner. Donc ça, ça ça serait la première place. Après, ça va je va on a un groupe anglais sur TEAM, donc le district scolaire, comme une ressource d'une équipe et on peut poser des questions à un monitor quelqu'un qui est responsable du domaine. Puis il y a d'autres enseignants qui peuvent partager des ressources. Fait que j'ai fouillé là dedans aussi. On a un petit fichier

• 23:55 - 24:26

P: qu'on peut aller placer des choses, partager des bons trucs. Sinon autre que ça la plupart du temps, l'an passé, j'avais été fouillé sur Internet puis j'avais trouvé un site tout au niveau de mes petits travaux de grammaire ou des fiches d'écriture plus homophones, verbes. Tout ça, ça s'appelait IXL, trois lettres, ixl.

H: Ok

P: Ouais puis c'est fait au Nouveau-Brunswick.

• 24:26 - 24:58

P: Je ne sais pas par qui. J'ai pas, j'ai essayé d'acheter une licence pour pouvoir utiliser ça à chaque année. Mais c'est vraiment dispendu. Et je crois que c'est le programme d'étude anglophones pour comme utiliser ce ce pour monter des toutes les différentes sections là, écriture, speech ou speaking. Donc tu peux aller fouiller dans chaque section, il y a des activités, tu ramasses des points tout dépendant de la vitesse que tu fais

• 24:58 - 25:30

P: l'activité tu vas avoir des points. Fait que j'avais, j'avais pris ça. Les élèves avaient vraiment aimé ça, mais j'ai juste l'avoir une trentaine de jours pour un essai gratuit. Fait que ça, ça va être cette année. J'ai comme plus d'adresse courriel ou j'ai pas fait parce qu'on est tout temps comme la pandémie, puis la grève qui (inaudible) difficilement 30 jours consécutifs ou 20 jours au moins à l'école du mois, fait que que je voulais pas tout me données ce genre du travail là. Mais j'ai trouvé un site internet sur internet qui avait K5 learning. Donc j'utilise surtout ça avec mes sixième année.

• 25:30 - 26:00

P: Parce que les activités souvent d'anglais réguliers d'une école anglaise, probablement que, à notre niveau, on est pas mal comme deux niveaux plus bas ou quelque chose comme ça. Je peux prendre des activités comme des quatrièmes au début de l'année. Je les essaie avec les élèves, évidemment, faut que ça à avoir avec qu'est-ce que j'enseigne dans le programme. Puis, si c'est trop facile ou si je vois que ma clientèle comme telle est plus loin que ça bien la je monte à mesure

• 26:00 - 26:31

P: pis on va aller avec (inaudible) mais huitième année y à la même chose c'est K12 K12 reader que j'ai trouvé qui était bon aussi, qui a un peu les mêmes ressources papiers là à l'occasion que je veux faire du verbe ou de faire des conjugaisons homophones ou prépositions sorte de choses comme ça. Puis je va chercher vraiment comme je pense c'est comme sixième, septième, huitième année. On appelle ça high school, je pense.

• 26:31 - 27:02

P: C'est pas vraiment marqué middle school. En tout cas. Fait que sinon je vois sur YouTube. Des fois, si je trouve des explications, j'avais un petit vidéo qui expliquait le texte d'opinion, donc c'était persuasive essay qui durait quatre ou cinq minutes l'écoute. C'est exactement ça. Je voulais vraiment que l'élève comprenne l'introduction, la conclusion, des exemples. Puis quand je le présente des fois je me surpasse. Je sais que les élèves sont en acquisition ça fait que j'essaie des fois de traduire un petit peu. Sixièmes je le fait pas mal.

• 27:02 - 27:21

P: Mon groupe bilingue mais anglais j'essaie de regarder je demande en anglais si tout le monde a compris. Et si tout le monde a compris, je continue. Sinon des fois je vais poser une question à une élève. Qu'est ce qu'est ce qu'on parle de pour l'introduction ou son premier paragraphe, et cetera.

• 27:22 - 27:27

H: Ok, alors je suis contente de savoir que tu as trouvé des ressources.

• 27:27 - 27:29

• 27:29 - 27:30

• 27:31 - 27:32

(Inaudible)

• 27:33 - 27:37

H: Alors est-ce que c'était toi qui a découvert découvert ces ressources?

• 27:38 - 27:38

P: Oui.

• 27:38 - 27:41

H: Ou comme tu as échangé avec

• 27:41 - 28:13

P: Oui, le IXL je l'ai partagé avec d'autres enseignants de d'autres écoles. Mais pour les autres ressources, comme on avait un site... des fois on allait prendre des compréhensions de lecture à (inaudible) qui s'appelle Super Teacher. Quelque chose comme ça, mais je trouvais juste que ça allait jusqu'à comme sixième année, on dirait. Puis sur, justement, le partage des ressources du district scolaire, il y avait une section compréhension de lecture déjà établie. Sauf que des fois, je trouve que les sujets sont comme un petit peu vieillot, où les textes sont pour la (inaudible).

• 28:13 - 28:20

P: C'est juste comme c'est écrit petit ou des fois j'aime pas la façon les questions sont demandées. J'essaie d'adapter

• 28:21 - 28:27

H: OK. Alors c'est alors est-ce que tu dirais la plupart que c'est toi qui trouve des ressources?

• 28:28 - 28:29

P: Oui

• 28:29 - 28:31

H: C'est pas comme c'est distribué.

• 28:31 - 28:48

P: Non non. Si jamais un autre enseignant qui enseigne avec moi, mais des fois on discute, on dit ou qu'on trouve nos trucs.

H: Ok

P: Je dirai la plupart de mes cours je me débrouille pour trouver

H: Ok

P: qu'est-ce que j'ai besoin.

• 28:48 - 28:59

H: Ok, mais super. Très bien. Alors juste je vais demander combien de temps est-ce que tu as qui reste juste? Je le regarde le temps.

• 28:59 - 29:01

P: Jusqu'à 48. Encore une quinzaine de minutes.

• 29:02 - 29:16

H: Ok, ok, bah juste une ou deux autres questions.

P: OK

H: On a fait ça. Alors est-ce que tu utilises le français quand tu enseignes dans

P: Oui

H: les cours d'anglais?

• 29:18 - 29:54

P: Plus souvent aux les bas niveau, donc sixième année. Comme j'ai dit, l'enseignement est pratiquement bilingue, je fais une phrase un peu longue mais après ça je vais revenir un petit peu avec le français. Des fois, je ne le fais pas ou des fois quand j'ai une compréhension de lecture et je veux vraiment voir si l'élève comprend, j'essaye de ne pas lire des questions en français pour voir vraiment pour donner une idée. Et les huitième, c'est un peu plus autonome. J'ai quelques élèves, je dirais que dans une classe de 26/27 élèves, j'ai probablement... j'ai probablement comme quatre ou cinq élèves, que je sais que c'est eux

• 29:54 - 30:03

P: qui est comme ma clientèle qu'il faut que des fois j'accompagne un peu plus là

H: Ok, ok

P: On parle un petit peu plus en anglais en huitième.

• 30:03 - 30:20

H: Ok. Super. Puis alors j'aimerais juste avoir quelques mots sur le curriculum d'anglais. Donc pour toi, est-ce que ça t'aide à enseigner l'anglais? Est-ce que c'est trop vague? Est-ce que c'est top?

• 30:20 - 31:01

P: Bein, le seul, le seul petit problème que j'ai avec le curriculum, c'est... parce que, parce que c'est comme dans un système d'éducation francophone et que c'est comme l'anglais langue seconde, on dit qu'il n'y a pas eu beaucoup d'évolution et puis peut-être qu'il devrait être révisé prochainement et on dirait je le vois comme ils donnent quand même des bons outils. Je vais quand même le consulter des fois pour voir ok jusqu'à où je peut aller, comme au niveau de l'enseignement, de certaines particularités comme la, la virgule ou les verbes irréguliers tout ça

• 31:01 - 31:33

P: Pour être sûr que je n'enseigne pas quelque chose est trop avancé pour les élèves non plus fait que ça c'est bon, sauf que... on doit classer les élèves en différentes voie A et voie B en sixième année. Et on doit le refaire pour le secondaire. Donc les élèves ont quitté pour la neuvième année et là on doit donner, OK, cette élève là est prêt à

avoir un cours régulier à l'école secondaire ou un cours avancé. On dirait qu'on est comme on est dans l'évaluation, dans la progression de la sixième à la huitième.

• 31:34 - 32:05

P: C'est pas comme à une grade ou à un sixième, un septième, un huitième. C'est vraiment on navigue là dedans et on y va progressivement.

H: OK

P: c'est le continuum et comme sur trois phases, on dirait

H: D'accord

P: comme back home le niveau sixième, septième, huitième année c'est c'est toujours écrit six, sept, huit et là il y a des acquis, il y a des élèves en acquisition, il y a des élèves qui vraiment maîtrisent. Le but c'est de passer de l'un à l'autre avant qu'ils partent pour le second.

• 32:06 - 32:06

H: D'accord. Ok.

• 32:11 - 32:20

P: C'est bien que c'est là, c'est une bonne ressource.

H: Ok

P: On dirait qu'en langue seconde on dirait qu'il n'y a pas beaucoup d'investissements qui est faite de ce côté là.

• 32:21 - 32:32

H: Oui, si je ne me trompe pas, un autre participant m'a dit que ça n'a pas été révisé depuis 2004.

• 32:33 - 32:56

P: Ouais ça fait du sens.

H: Oui

P: Probablement que la révision a commencé dans certaines matières. Je sais que mathématiques ils ont mis beaucoup de temps puis français ont mis beaucoup de temps dernièrement au Nouveau-Brunswick dans les programmes d'études et j'imagine que les autres matières un peu plus secondaires vont probablement commencer dans les prochaines années.

• 32:57 - 33:05

H: Oui, ok, d'accord. Et à votre vie, dans quelle mesure vos élèves sont-ils à l'aise lorsqu'ils parlent en anglais?

• 33:09 - 33:40

P: Je dirais que... hmm, sur 26/27 élèves par classe, je dirais qu'une bonne vingtaine d'élèves, qui est confortable à discuter en anglais, même si des fois ils peuvent s'échapper puis comme de parler en français, je peux faire un petit rappel lorsqu'ils sont en période de travail, ça au moins essayer de discuter en anglais, même si vous

chuchoter ou vous partager quelque chose en rapport avec le cours, si on a l'habitude de ne le pas faire du tout bein

• 33:40 - 34:11

P: là au moins, je vous donne la chance, fait le en anglais s'il-vous-plait. Et ça, ça tombe habituellement en anglais assez rapidement. Et quelques élèves comme j'ai dit tant têt, qui est peut-être pas issu du même milieu ou que c'est pas évident pour eux, cherchent souvent leurs mots. Puis ils préfèrent des (inaudible), peut-être discuter pas du tout plutôt que de se tromper. Mais j'essaye de dire comme on fait des erreurs, c'est comme ça qu'on va apprendre. Puis moi j'en fais des fois, puis c'est correct. C'est comme quand qu'on avance.

• 34:11 - 34:21

H: Ok. Et ma dernière question décrivez le degré de valeur de l'apprentissage de l'anglais dans votre école.

• 34:23 - 34:53

P: Hmm. Comme j'ai dit c'est pas mal une école qui est presque 50/50 déjà fait qu'on dirait dans les corridors, ça parle tellement en anglais. C'est presque ça qui est comme le problème à l'école ici, c'est qu'il y a peut-être trop d'élèves qui parlent anglais entre eux dans les corridors.

H: Ok

P: Fait que si j'imagine que, au niveau de la classe, dans les cours, les attentes sont pas...

• 34:54 - 35:24

P: je dis pas que les attentes sont pas élevées, mais on a déjà comme une idée que il y a beaucoup de placotage en anglais qui se fait, donc ça devrait aller assez bien en anglais. Et la clientèle souvent, qui est des nouveaux arrivants dans la région, c'est surtout eux sur qui on essaie de travailler en anglais.

H: Ok

P: Donc toutes mes élèves sont importants, c'est juste qu'il y en a qui est beaucoup plus en arrière que le reste de la moyenne. Fait que les autres on essaie de...

• 35:25 - 35:39

H: Et j'imagine que ça prend beaucoup de temps d'essayer de trouver une activité pour les étudiants qui sont plutôt avancés et au contraire les nouveaux arrivants.

• 35:39 - 36:10

P: Oui, c'est souvent ça qu'ils attendent, d'essayer de stimuler ceux qui sont déjà fort versus essayer de trouver une tâche qui est accessible pour des élèves en difficulté, c'était un petit peu ça le but aussi de mes projets par mois. Donc il y a des sujets des fois ou des choix et je dis toujours à l'élève qui est fort, il n'y a rien qui t'empêche de faire les deux choix dans le mois, si t'envie d'aller faire les deux, problème de choisir. Si tu veux du volume, il y en a comme ça.

• 36:10 - 36:48

P: Mais si tu veux plus aussi, au niveau des présentations, je donne des petits défis, des fois, supplémentaire à mes élèves qui sont forts. Et après ça, ceux qui sont peut-être un peu moins forts, ça peut-être d'utiliser des ressources. Ça peut être leur ordinateur. J'aime pas toujours donner l'ordinateur. Souvent l'élève va peut-être juste copier coller sa prose dans un traducteur et à la fin, je lis un texte qui oui, est écrit en anglais. On dirait que l'élève n'a pas approprié, save pas approprié le travail. Il y a du vocabulaire là qu'il connaît pas du tout puis il va pas aller chercher

• 36:48 - 37:08

P: qu'est ce que ça veut dire. Fait que ça c'est ce que j'essaie d'éviter. Des fois quand je fais le travail à la main, ça donne un meilleur portrait aussi. Cela qui peuvent faire la part des choses. Y a d'autre que ça prend l'ordinateur quand même. Des fois ça donne des suggestions de vocabulaire puis il adapte 'oh je prends ce mot là.' Après ça on travaille le vocabulaire.

• 37:08 - 37:16

H: D'accord, ok, mais écoute, c'était super. Est-ce que tu as d'autres commentaires à ajouter ou?

P: non

END OF INTERVIEW

APPENDIX AA : MARIE-JOSÉE (NB13)

• 0:00 - 0:14

H: Je pense qu'il faut juste accepter. OK, alors avant qu'on commence, est-ce que tu as des questions sur le processus ou...

P: Non, c'est correct.

• 0:15 - 0:15

• 0:16 - 0:33

H: Donc la première question c'est assez général. Alors comment est-ce que tu as venu à enseigner l'anglais comme deuxième langue à des jeunes de 11 à 14 ans? Donc je pense que pour toi c'est 11 à 12 ans?

• 0:34 - 0:43

P: Oui, 11/12 ans. Bein vraiment c'est juste que au Nouveau-Brunswick quand t'es enseignant t'enseignes aussi l'anglais langue seconde, c'est tout.

• 0:43 - 1:04

H: D'accord donc. Alors, est-ce que c'est un peu... bein peut-être tu ne sais pas pour sûr, mais c'est un peu comme le français. S'il y a quelqu'un qui parle un peu de français, bah il donne des cours d'immersion puis des cours de

P: Oui

H: Core french alors c'est un peu comme ça avec l'anglais?

• 1:05 - 1:14

P: Oui. C'est plus comme le Core french. Oui, parce que l'immersion, je pense qu'ils parlent en français toute la journée.

H: Oui

P: Tandis que nous c'est seulement ces trois cours d'anglais par semaine. C'est tout.

• 1:14 - 1:18

H: D'accord. Trois cours, 1 h?

• 1:19 - 1:39

P: Bein vraiment c'était 3 mais là, il y a eu des changements d'horaires cette année. C'est seulement 2. Parce que je suis dans une région qui est vraiment anglophone. Donc les enfants sont comme les trois quarts des élèves de ma classe parlent en anglais à la maison.

H: Ah d'accord.

P: Comme c'est plus difficile de les faire parler en français qu'en anglais parfois.

(Laugh)

• 1:40 - 1:50

H: Ah, ok

P: Oui

H: Alors tu es dans une région parfaitement bilingue, mais peut-être un peu plus anglophone que français?

• 1:51 - 2:06

P: oui

H: Ok

P: Oui, mais c'est un peu un peu partagé, mais avec des élèves qui ont donc sur quinze élèves, j'en ai deux qui ne peuvent pas parler en anglais

H: D'accord

P: Et qui ne comprennent pas tout. Mais le reste, est vraiment bilingue parfaitement.

• 2:07 - 2:27

H: Ok oui, je pense que j'ai vu dans un des questions tu as répondu que la motivation c'est pas vraiment un problème. Puis les enfants parlent entre eux en anglais pendant

P: Mmhmm

H: le cours d'anglais?

P: Oui, oui, oui, et pendant le cours de français. (Laugh)

• 2:27 - 2:27

• 2:28 - 2:30

H: Et dans le cours de français? D'accord?

P: Et la cours de récré

• 2:30 - 2:31

• 2:32 - 2:56

H: Ok, mais je vais te poser des questions à propos de ça dans une minute. Alors ta formation. Alors évidemment tu as un permis pour enseigner. Alors est-ce que tu c'est quoi tes sujets principaux que tu as étudié à l'université?

• 2:58 - 3:13

P: Uh c'est vraiment, bein, c'est parce que quand tu étudies en enseignement au primaire, donc de maternelle à huitième année, il y a pas de majeure mineure.

H: OK

P: C'est vraiment en général, donc uh c'est ça.

H: D'accord.

• 3:13 - 3:19

H: Ok alors c'est l'enseignement en général?

P: C'est ça, oui.

H: Ok.

P: J'ai des cours de math et français

• 3:19 - 3:22

P: mais il disait pas majeur ou mineur.

• 3:23 - 3:27

H: Ok

P: Oui

H: Puis sciences j'imagine des maths

• 3:27 - 3:31

P: Oui c'est ça des sciences générales de tous les sorts là, mais il y avait pas vraiment de... ouais

• 3:32 - 3:38

H: Ok, d'accord. Et est-ce que tu as suivi des cours d'anglais à l'université?

• 3:38 - 3:43

P: Oui, mais dans cinq ans j'en ai peut être fait trois je crois.

• 3:44 - 3:54

H: Ok, trois cours. D'accord. Et pourquoi les préadolescents? Pourquoi ce groupe d'âge?

• 3:56 - 4:27

P: (Laugh). Honnêtement, j'ai fait beaucoup de niveaux là. J'ai commencé à la maternelle et là, je suis rendu en cinquième année. J'aime l'âge parce que ça commence un peu plus la maturité t'sais plus de tâches autonomes à faire des choses seules. On peut faire plus des beaux projets. C'est plus de côté, plus grand et plus autonome. Mais ils sont encore jeunes et t'sais pas mature totalement non plus. On peut encore faire des petites choses de fun là.

• 4:27 - 4:56

H: Ok, ok. C'est une équilibre entre l'autonomie puis du fun

P: Ouai

H: aussi au même temps. D'accord.

P: Ouais

H: OK. Alors les deux prochaines questions, c'est à propos de ta formation pédagogique. Alors tu viens de me dire un peu à propos de ça mais comment est-ce que ta formation à l'université a t-elle préparé à enseigner l'anglais en tant que deuxième langue?

• 4:58 - 4:59

P: Aucunement. (Laugh)

• 4:59 - 5:04

H: Non ça va. Je cherche l'honnêteté.

• 5:04 - 5:08

P: Ouais. C'est vraiment ça. Ça m'a préparé vraiment pas.

• 5:09 - 5:19

H: Ok. Et si on parle à propos de l'enseignement en général, tu a pensé quoi à propos de de ça?

• 5:21 - 5:24

P: De l'université quand j'ai sortie de l'université tu veux dire?

• 5:25 - 5:35

H: Oui, comme pas forcément l'anglais.

P: Ok

H: Mais comme est-ce que tu as appris comment gérer une classe ou des trucs

• 5:37 - 6:12

P: Disons que le plus le plus où est-ce que j'ai appris c'était pendant les stages. Parce que la dernière année était un stage de quatre mois, donc de septembre à décembre, tu es avec une enseignante dans la classe. C'est vraiment là qui te prépare au vrai monde. Et là, tu vois les vrais problèmes et les vrais, les vraies situations. À l'université, ça dépend. Il y a quelques cours que je peux dire ah ok, oui, nous montrer plus des petites situations réelles. Mais le reste, on dirait, c'était de la pédagogie sur papier crayon, ça se passe pas comme ça en vrai.

• 6:13 - 6:14

H: Ouais, la théorie.

• 6:15 - 6:17

P: Oui c'est ça

H: C'est pas toujours la réalité.

• 6:17 - 6:19

H: D'accord

P: Oui exactement, oui.

• 6:19 - 6:22

H: Ok, ok. Et qu'est-ce que j' ai pensé?

• 6:29 - 6:59

H: J'ai oublié ma question. Mais voilà (laugh). Peut-être ça va me revenir dans un moment. Donc, quel type d'occasion est-ce que ton école t'offre pour améliorer votre pratique de l'enseignement de l'anglais? Puis s'il n'y en a pas, quel types d'opportunités est-ce que tu aimerais avoir?

• 7:00 - 7:40

P: Avant le Covid, il y a le avant. Avant le Covid disons c'était pas à chaque année, mais ça est arrivé depuis le début de ma carrière que on avait des journées de formation. On se rencontrait disons des enseignants ensemble, puis on discutait puis y avait des sujets particuliers, les journées de formation avec d'autres qui enseignent la même chose aide beaucoup. Y en a pas assez... c'est ça. Il y en a pas assez souvent parce qu'on dirait des fois on manque un peu d'idées ou on sait plus comment régler, donc les faire avancer dans un tel sujet.

• 7:40 - 7:53

P: Ça c'est sûr que de se rencontrer avec d'autres collègues, c'est vraiment ça qui est le plus bénéfique. Mais... c'est un peu ça. Et oui, y en a eu, ça ça aider, mais il faudrait que ce soit plus régulier.

• 7:56 - 8:07

H: Ok, d'accord. Et est-ce que ce sont des formations ou des ateliers par exemple comme en général? Ou est-ce que c'est vraiment spécifiquement pour l'enseignement de l'anglais? Ou les deux.

• 8:08 - 8:29

P: La plupart du temps c'est spécifique. Oui.

H: OK

P: C'est que ça dépend. Il y a des fois, ils appellent ça un chantier de production, chantier de production c'est que tu choisis sur quoi tu veux travailler. Ça fait que dans ce temps tu as la chance si tu veux de contacter un collègue disons dans une autre école pour dire est-ce qu'on travaille sur l'anglais par exemple.

H: D'accord.

P: Mmhmm

• 8:30 - 8:31

H: Ok.

• 8:31 - 8:47

P: Mais ça dépend dans quelle école t'es aussi. Moi je suis dans une école qui a seulement une classe par niveau. Donc j'ai pas un autre collègue de cinquième année. Mais il y a d'autres écoles qui sont trois/quatre classes. Ça fait que là, c'est sûr qu'ils ont plus de chances à discuter ensemble.

• 8:48 - 9:00

H: Oui, bien sûr. Et mon autre question est-ce que tu enseignes dans une grande ville? C'est comme une grande ville du Nouveau-Brunswick (laugh)

• 9:00 - 9:02

P: Non, pas de question, la réponse est non. (Laugh)

• 9:03 - 9:34

H: Oui

P: C'est petite

H: Oui, évidemment, si c'est seulement que toi qui enseignes l'anglais.

P: Oui

H: Pour la cinquième

P: Oui

H: C'est plutôt petit. Oui, ok, je vais juste écrire ça, petite. La prochaine question. Est-ce qu'il existe des méthodes d'enseignement obligatoires pour enseigner l'anglais? Dans le programme.

P: Non

• 9:35 - 9:43

P: Non. Un programme c'est tu dois enseigner l'oral, l'écrit et la lecture. (Laugh). Et là t'sais tu s'organise avec ça. (Laugh)

• 9:44 - 9:54

Ok, je comprends. Ok, alors pas obligatoire, mais est-ce qu'il y a des méthodes encouragés?

• 9:54 - 10:20

P: les méthodes. Il y a des méthodes un peu encouragées dans le sens que peut-être il y a des listes de mots, donc tu peux faire, et là, c'est à toi d'aller avec ton imagination et de faire des activités avec les listes de mots qui peuvent être qui sont suggérées dans le programme. Mais autre que ça y a vraiment pas uh non. Le programme d'anglais est vraiment pas autant complet que les autres.

• 10:20 - 10:33

H: Ok, ok. Oui puis si je ne me trompe pas, je pense que un autre participant m'a dit que le programme, la dernière fois que c'était révisé, c'était en 2004.

• 10:34 - 10:35

P: Oui, oui, c'est vrai.

• 10:35 - 10:36

H: Ok

• 10:36 - 10:37

P: Oui.

• 10:37 - 10:44

H: Ok. Bah 2004, moi j'étais en quoi? Septième année en 2004 donc (laughs) c'est wow

P: C'est ça

• 10:46 - 10:46

• 10:49 - 11:10

H: D'accord. Puis j'aimerais juste parler un peu à propos des ressources ou des supports. Donc je pense que j'ai vu dans la questionnaire que tu aimerais avoir plus de ressources fournies par pas forcément l'école, mais le ministère ou le département d'éducation.

• 11:11 - 11:46

P: Oui, c'est certain qu'avoir t'sais parce que c'est tellement, y a tellement pas beaucoup de détails dans le programme que t'sais si moi je travaille exemple un texte d'une telle longueur ou quelque chose, il faudrait s'assurer qu'il y a une progression. S'il avait des t'sais les manuels et les livres là par classe, ça n'existe plus trop là. Mais t'sais s'il y en avait un peu pour des guides qui nous diraient en cinquième année, ça serait ça qui serait... des (inaudible) qui peuvent lire, qui peuvent écrire des textes de ce genre là.

• 11:47 - 11:51

H: D'accord

P: Et ça nous donne c'est plus des lignes directrices on dirait qui manque un peu.

• 11:52 - 11:57

H: Ok, alors vraiment pour pour s'assurer que il y a de la progrès.

• 11:58 - 11:59

P: Progression oui.

• 11:59 - 12:18

H: Ok, ok, je comprends. Alors parlant des ressources et des supports, je pense que j'ai vu que tu aimes bien les textes de l'internet, par exemple, les feuilles d'exercices. Il y a

• 12:18 - 12:21

P: Parce que j'ai rien d'autre. (Laugh)

• 12:22 - 12:23

H: Oui. D'accord

P: Donc, c'est ça.

• 12:23 - 12:30

H: On fouille, c'est plus ça, c'est fouillé un peu partout. Puis je finis par me créer mes propres outils un peu là.

• 12:31 - 12:35

H: D'accord, j' imagine que ça prend énormément de temps.

• 12:36 - 12:58

P: Oui, ah oui

H: Oui.

P: Mmhmm, ah oui, parce que si on avait quelque chose de déjà fait ou que je sais que ça c'est pour les cinquième année, tu parles de ça, ça va vite, c'est déjà fait. Mais là, c'est tout le temps d'aller fouiller puis là de me questionner. OK, est-ce que c'est à leur niveau est-ce que c'est adapté? Est-ce que... c'est ça

• 12:59 - 13:30

H: Alors tu peux me corriger si je me trompe. Mais il me semble que c'est vraiment... comment est-ce qu'on trouve des supports pour le niveau? Alors le cinquième par exemple, on cherche sur l'Internet, mais il faut que le prof sache est-ce que c'est

P: Mmhmm

H: le bon niveau ou est-ce que c'est plutôt un niveau de septième année?

• 13:30 - 13:31

H: Huitième année?

• 13:32 - 13:54

P: C'est ça.

H: Ok

P: C'est souvent au début de l'année au niveau essai-erreur comme Oops! Non, ça c'était trop dur ou oops!, C'était trop facile

H: D'accord

P: Puis là, bein après on vient qu'on les connaît mieux. Donc on sait à quel niveau qu'ils sont là.

H: Ok

P: Mais c'est un peu ça. Mais dans la classe, ils sont pas tous au même niveau non plus. Donc c'est certain que ça prend toujours plusieurs différentes activités.

• 13:55 - 14:18

H: Oui, je pense que oui, j'ai vu ça qu'il y a... je n'arrive pas à le formuler en français. Like a big gap between the highest achieving students and the lowest achieving students.

P: Ouais

H: Donc comment est-ce que tu gères ça? S'il y a une activité, est-ce qu'il faut l'adapter ou qu'est-ce que tu fais?

• 14:18 - 14:21

P: Souvent exemple si on parle à écrire quelque chose.

• 14:22 - 14:22

• 14:22 - 14:54

P: Exemple si je donne juste le sujet, qu'est-ce que t'as fait en fin de semaine, puis là il faut qu'ils écrivent sur la fin de semaine. C'est certain que lui qui est plus avancé va

plus écrire plus de détails tandis que l'autre ça va être des petites phrases. Puis il va falloir que je va l'aider. C'est plus de donner plus d'aide, de diminuer la demande, d'en demander moins. Puis des fois, on va faire un travail d'équipe. Des fois, je va les placer en équipe avec un autre qui va pouvoir aider.

• 14:54 - 14:58

P: Non, juste d'avoir un modèle, ça peut aider un peu des fois.

• 14:59 - 15:12

H: Ok, ok. Parce que j'imagine que c'est assez difficile comme tu as dit. Tu as deux étudiants qui parlent quasiment pas d'anglais puis des autres qui sont anglophones.

P: Oui

H: D'accord.

• 15:13 - 15:13

P: Oui. C'est ça.

• 15:14 - 15:32

H: D'accord, je comprends. Alors comment est-ce que tu choisis les supports comme un texte texte par exemple ou un vidéo? Comme est-ce que tu peux décrire tes idées? Comment tu choisis le support?

• 15:33 - 16:04

P: J'y va souvent avec les dans les sujets... (inaudible) si c'est Pâques qui s'en vient,

H: Oui

P: on va y aller avec quelque chose par rapport à Pâques. C'est quand on revient de vacances, j'y vais souvent avec ça un peu. Souvent, je va mélanger le cours d'art avec le cours d'anglais. Ils vont créer un oeuvre en art, puis là, je va leur demander d'écrire en anglais, de décrire ce qu'ils ont fait.

H: Ok

P: On pourrait (inaudible)

• 16:04 - 16:30

P: descriptif. C'est un peu ça là. Souvent, ce qui arrive, c'est qu'à chaque année, je change comme toujours et j'ai toujours comme ça va un peu partout, les mêmes projets reviennent des fois là, présentation orale, My Favourite Food, t'sais des choses faciles, que tout le monde puisse le faire. Mais que quand ils vont venir le présenter bein ceux qui sont meilleurs, si tu veux, ils vont juste plus parler que les autres.

• 16:32 - 16:49

H: D'accord

H: Je suis intéressé par ce que tu as dit à propos de comme l'art et l'anglais.

P: Oui

H: Est-ce que tu donnes le cours d'art au à ses étudiants et le cours d'anglais ou est-ce que c'est comme

P: Oui

H: un peu de l'art dans le cours d'anglais?

• 16:49 - 16:53

P: Non je donne les deux, oui.

H: Ok

P: J'ai un cours d'art puis j'ai des cours d'anglais

• 16:55 - 17:26

H: Ok, alors dans le cours d'art, les consignes sont que créer un œuvre, telle ou telle chose, puis je le garde pour le cours d'anglais, puis voilà. Il faut décrire ce que tu as dessiné,

P: C'est ça

H: Puis ok. Et comment est-ce que ça marche? Comme est ce que ça aide les étudiants? Ça leur intéresse un peu plus, comme de mélanger les deux?

• 17:27 - 17:28

H: Est-ce que tu penses que c'est

P: Oui

• 17:29 - 17:57

P: Ah oui, ça aide beaucoup. Oui, oui, même des fois, on va faire comme le exemple en français. On a présenté un artiste francophone, un chanteur, mais là, ils ont vraiment aimé ça. Mais ils écoutent plus la musique en anglais. Donc là, ils m'ont demandé est-ce qu'on pourra le faire aussi en anglais?

H: D'accord

P: Au moins quand c'est leur demande, ils sont beaucoup plus intéressé de le faire parce que ils savent qu'ils vont écouter de la musique en anglais, (laugh) ça fait ça les motive un peu plus. Ça fait... oui

• 17:58 - 18:28

H: Ouais, ok, ok, c'est intéressant. D'accord. Euh. Et est-ce qu'il y a des stratégies qui sont plus utiles aux étudiants? Ah pardon. Quels types de stratégies sont les plus utiles aux étudiants et est-ce que est-ce qu'elles diffèrent d'une classe à l'autre? Alors est-ce que tu utilises les mêmes stratégies avec toutes les classes ou ça dépend des niveaux?

• 18:29 - 18:31

P: Bein moi j'enseigne seulement dans une classe.

• 18:31 - 18:32

H: Ah ok.

• 18:32 - 18:33

P: Oui, c'est ça. (Laugh)

• 18:35 - 19:11

H: Alors oui, OK. D'accord, d'accord. Ok. J'aimerais parler un peu à propos de comme tu m'as dit que les étudiants parlent anglais, euh, dans le cours de français pendant la récréation, puis tout ça. Alors, comment est-ce que je vais le formuler? Est-ce que si on parle à propos du français, est-ce que le français est encouragé dans l'école?

• 19:11 - 19:16

H: Il faut parler en français

P: Oui

H: Pendant les autres cours. Evidemment.

P: Oui.

H: Ok

• 19:17 - 19:51

P: C'est, c'est encouragé, c'est demander. Pendant longtemps, c'est que c'est vraiment une école les enfants parlent en anglais entre eux, mais ils s'aperçoivent pas. C'est vraiment naturel

H: Ok

P: Tu t'aperçoit que ils sont en train de parler en anglais. Puis si je va leur dire leur nom, c'est juste comme (name of student)... puis il me regardent, mais y a aucune idée pourquoi j'ai dit son nom parce qu'il s'aperçoit pas qu'il parle en anglais, (laugh) ça fait comme... un moment donné, une couple d'années passé, c'est la direction nous demandait comme OK il faut vraiment là comme non, tu parles en français

• 19:51 - 20:13

P: Tu parles en français

H: Oui

P: Mais là on est comme arrivé à l'entends comme ils s'aperçoivent même pas. T'sais on va pas les chialer parce qu'ils parlent en anglais, parce que tant mieux s'ils peuvent parler les deux. Sauf que c'est quand même encouragé. Donc là

H: Oui

P: C'est juste comme OK, on parle en français les amis puis t'sais.

H: D'accord. Oui

P: Mais c'est ça oui.

• 20:13 - 20:45

H: Et alors pourquoi... je sais pas si tu as la réponse à cette question, mais tu es vraiment la première participante à me dire que c'est vraiment beaucoup, beaucoup d'anglophones à votre école. Comme les autres participants étaient dans le Nord. Puis vraiment c'était que le français. Donc pourquoi est-ce qu'il y a est-ce que ces enfants anglophones vont à une école francophone?

• 20:48 - 21:20

P: Pour avoir le droit, si tu veux venir à l'école en français, faut que t'aies au moins un parent qui parle en français ou même un grand parent.

H: Ah, ok.

P: T'sais des fois, ça va ça va quand même loin là. Des fois, les deux parents parlent en anglais, mais c'est la grand mère qui parle en français. Donc là ils peuvent venir. Donc c'est vraiment c'est la décision des parents. Mais nous, à notre école, pourquoi on a autant? C'est parce qu'on a une garderie à l'école. On a une garderie qui c'est pas

• 21:20 - 21:23

P: C'est pas l'école qui s'occupe de la garderie, mais c'est dans l'école.

H: Ok, je comprends, oui.

• 21:24 - 21:25

• 21:25 - 21:34

P: À partir de bébés ils viennent à la garderie. Donc les parents choisissent de continuer, puis de l'apporter à l'école à la même place, parce que là, ils se sont fait des amis.

• 21:36 - 21:39

H: D'accord, ok. Alors, est-ce que la garderie c'est anglophone?

• 21:40 - 21:40

P: Bilingue.

• 21:41 - 21:41

H: Bilingue? Ok.

• 21:42 - 21:42

P: Oui.

• 21:44 - 22:03

H: Ok. Et est-ce que les parents... alors ils ont choisi d'envoyer les enfants au même école parce qu'ils ont en fait des amis et tout ça. Mais est-ce que est-ce que les parents valorisent aussi l'apprentissage du français?

• 22:03 - 22:35

P: Ça dépend des familles (laugh). Ça dépend des familles. Quand ils arrivent à la maternelle, y a beaucoup d'enfants quand ils commencent à la maternelle, ils peuvent pas parler en français du tout. Y en a même quelques uns qui ne comprennent même pas. Donc parce que j'ai enseigné la maternelle aussi pendant cinq ans ici là. C'est quand même assez spécial. Mais il faut toujours on rencontre les parents puis là, on fait comme le message que, à la maison, il faut quand même essayer de commencer à parler en français.

H: D'accord.

• 22:36 - 22:44

P: La plupart, ça va super bien. La plupart, ils se forcent de plus en plus, mais ils réalisent juste quand ils ont commencé l'école.

• 22:45 - 22:45

H: D'accord.

• 22:46 - 23:12

P: Que oops, faudrait se forcer à parler en français. Donc ça prend plus de temps. D'habitude, à Noël, en maternelle, ils comprennent puis ils peuvent parler un peu.

H: OK

P: Mais c'est ça. Mais rendu en cinquième année, bein y en a que ça parle juste toujours en anglais, puis... mais les enfants (inaudible) peuvent parler puis ils comprennent. Oui mais côté écriture en français là c'est comme un problème.

• 23:13 - 23:47

H: D'accord d accord. Ok. Et ok parce que je sais que dans ma ville, à (name of town), il y avait plusieurs enfants qui étaient anglophones et ils étaient envoyés à (name of francophone school) pour aller à une école francophone parce que l'immersion, c'était pas assez immersif. Voilà.

P: Ok.

H: Donc oui, j'avais plusieurs amis qui sont allés à (name of francophone school), donc c'est pourquoi j'ai demandé ce question... pourquoi

• 23:47 - 24:13

H: les anglophones vont à l'école français, peut-être pour maîtriser le français plus mais, voilà. Alors, est-ce qu'il y a des problèmes des fois, pas forcément des problèmes, mais alors les élèves qui parlent que le français et pas autant l'anglais, est-ce qu'il y a des problèmes des fois de communication entre les étudiants anglophones puis les étudiants francophones?

• 24:14 - 24:21

P: Non, non, parce que même les étudiants anglophones, si tu veux, elles comprennent quand même très bien là, le français est rendu en cinquième année en tout cas là.

• 24:22 - 24:30

H: D'accord

P: Ouais

H: Ok, alors ça cause pas de problème comme ah je parle pas parce que...

P: Non.

• 24:31 - 24:46

P: Non mais c'est certain que les plus qui grandissent, tu t'aperçois des fois que oops, ceux qui ont l'habitude de parler plus anglais vont souvent être plus regroupés ensemble. T'sais ça fait un peu des des fois ça se sépare un peu, mais honnêtement, pas pas souvent.

• 24:47 - 25:00

H: Ok, ok,

P: Oui

H: C'est bien. Alors est-ce que tu sens comme le cours d'anglais est valorisé dans ton école?

• 25:02 - 25:33

P: Je dirais pas qu'il est pas valorisé euh parce que les élèves adorent ça. Donc on n'a pas le choix t'sais de parce que les élèves, ils adorent ça, parce que c'est comme leur demande de confort, la plupart. Mais je veux pas dire qu'il est pas valorisé. Mais étant donné qu'on est dans une école qui est beaucoup anglophone, disons qu'un activité spéciale... là, on pourrait la mettre dans le cours d'anglais parce que c'est pas la fin du monde qu'il manque un peu genre

H: Ok

P: Parce que la plupart sont déjà assez bon.

• 25:34 - 25:35

H: Ok.

P: C'est plus dans ce sens là.

• 25:37 - 26:08

H: Ok, ok, c'est intéressant. Et je suis juste... je sais que l'entretien c'est à propos des cours d'anglais, mais je trouve que c'est fascinant avec le français et l'anglais au même temps. Est-ce qu'il y a des activités pour comme promouvoir... est-ce que c'est le mot que je veux utiliser? Mais pour like promote Acadian culture comme la francophonie en général?

• 26:10 - 26:28

P: Bien y avait y a une semaine, c'était la semaine passée ou deux semaines passées, oui, c'est la semaine de la fierté française, quelque chose comme ça. C'est ça, il y a une semaine par année que c'est là tu fais plus d'activités par rapport à ça.

H: D'accord

P: Mais autre que ça, non.

• 26:33 - 26:59

H: OK, ok, cool. Je passe à une autre question. On a fait ça. OK alors maintenant juste tes opinions à toi. Bein je pense que je sais la réponse, mais je vais poser la question quand même. À ton avis, dans quelle mesure tes élèves sont ils à l'aise lorsqu'ils parlent en anglais?

• 27:01 - 27:03

P: Mais la plupart c'est très à l'aise là.

• 27:06 - 27:27

H: (laugh). D'accord. Juste pour être officielle il faut que je pose la question. Voilà.

P: (laugh)

H: D'accord puis tu as déjà mentionné ça, c'est valorisé. D'accord, ok. Puis comment est-ce que tu te sens... est-ce que tu penses que l'anglais est important à apprendre?

• 27:30 - 27:46

P: Oui, vraiment important. (Laugh). Oui, c'est comme la langue... si tu le sais pas partout où tu vas, il y a de l'anglais, mais même si tu parles français et tu t'en vas aux États-Unis, tu pourrais être dans le trouble, mais en anglais tu peux t'organiser là.

• 27:47 - 28:14

H: D'accord, d'accord. Uh est-ce que j'avais des autres questions? Alors est-ce que je pense que tu as dit oui ou souvent quelque chose comme ça, est-ce que tu prends du temps pour parler à propos de l'usage de l'anglais dans un contexte global?

• 28:17 - 28:28

P: Oui, oui, puis on en discute souvent de peu importe où est-ce qu'on est... que l'anglais est vraiment partout honnêtement là.

• 28:30 - 28:45

P: C'est ça. (Laugh).

H: Ok, non c'est bien. OK, mais je pense que j'ai plus de questions. Est-ce qu'il y a quelque chose d'autre que tu veux ajouter?

• 28:46 - 28:48

P: Non, je pense que c'est tout. (Laugh).

END OF INTERVIEW

APPENDIX BB: SUMMARY OF DISSERTATION IN FRENCH

As this research was conducted at the University of Grenoble Alpes, a French university, special permission was obtained from the School of Graduate Studies in order to write this dissertation in a language other than French. As per the establishment's regulations, a summary of the thesis was written in French, which is presented below.



St Martin d'Hères, le 11 février 2022

Objet : avis favorable à la demande de dérogation de Madame Hannah Burroughs pour rédiger sa thèse en anglais

Chère Hannah Burroughs,

Je viens par la présente vous indiquer que le Conseil de l'ED LLSH, réuni le 11 février 2022, a donné un avis favorable à votre demande de dérogation pour rédiger votre thèse en anglais.

Comme le précise le règlement intérieur de l'Ecole Doctorale, vous devrez assortir votre thèse en anglais d'un long résumé en français, d'une trentaine de pages.

En fin de doctorat, je vous conseille de joindre ce courrier à vos documents à soumettre à l'ED pour préparer votre soutenance. Cela évitera d'avoir à effectuer des recherches pour vérifier qu'il y a eu autorisation.

Bien à vous,

A handwritten signature in blue ink, appearing to read 'Gardelle'.

Laure Gardelle
Directrice de l'Ecole Doctorale LLSH (Langues, Littératures et Sciences Humaines)
Université Grenoble Alpes

Résumé

La majorité des études portant sur la motivation à apprendre une langue seconde/étrangère (LX) (Dewaele, 2017) se concentrent sur la manière dont la motivation se développe en fonction des caractéristiques individuelles et des facteurs environnementaux, mais prennent rarement en considération l'impact des méthodologies d'enseignement sur la motivation des élèves (Ushioda, 2016). L'objectif de cette étude est donc d'examiner l'influence des stratégies éducatives sur la motivation à apprendre l'anglais LX chez les élèves du collège (âgés de 11 à 14 ans). Pour atteindre cet objectif, les méthodologies d'enseignement dans trois contextes distincts seront examinées dans cette étude comparative à méthodes mixtes : France, Finlande et Nouveau-Brunswick (N.B.), Canada. Chaque région a des stratégies d'enseignement différentes qui impactent la motivation des apprenants de diverses manières. Dans cette étude, les analyses quantitatives révèlent que les collégiens (N = 473) de Finlande étaient les plus motivés pour apprendre l'anglais LX, suivis par les collégiens du N.B., puis par les collégiens de France, mais une différence statistiquement significative n'a été trouvée qu'entre la Finlande et la France. En ce qui concerne les analyses qualitatives, les enseignants d'anglais LX (N = 13) ont participé à des entretiens semi-directifs afin de mieux comprendre leurs méthodologies d'enseignement. Les thèmes communs aux professeurs français comprenaient des éléments liés à la pédagogie imposée et à la recherche de leur propre matériel d'apprentissage en ligne. En Finlande, les thèmes récurrents concernaient la liberté pédagogique, l'utilisation de matériel d'apprentissage et l'utilisation de manuels. Au N.B., les thèmes communs concernaient également la liberté pédagogique, mais le manque de formation à l'anglais LX, de matériel d'apprentissage fourni et de programme d'études efficace ont été soulignés comme des obstacles à leurs stratégies d'enseignement. En utilisant un modèle parallèle convergent, les résultats suggèrent que la liberté pédagogique, l'accent mis sur la communication plutôt que sur la correction, les programmes d'échange, l'intelligence émotionnelle des enseignants et le fait de fournir aux enseignants des activités prêtes à l'emploi qui ciblent et représentent avec précision les besoins et les intérêts des collégiens favorisent la motivation de ces derniers. L'implication de ces résultats est que les pratiques d'enseignement ont une influence sur la motivation des étudiants à apprendre une langue étrangère et, lorsqu'elles sont choisies correctement, peuvent avoir une influence égale, ou même supérieure, à celle des facteurs contextuels extérieurs à la salle de classe.

Mots clés : motivation, méthodologies d'enseignement, anglais LX, France, Finlande, Nouveau Brunswick (Canada), collégiens, influences éducatives, influences environnementales, l'apprentissage incarnée

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1. Introduction

L'impact facilitateur des stratégies d'enseignement sur l'apprentissage d'une langue étrangère ou seconde a fait l'objet de nombreuses études au fil des années : les linguistes, les professionnels de l'éducation et les décideurs politiques ne parviennent pas en effet à trouver un consensus relatif aux méthodes qui seraient les plus propices à l'apprentissage d'une langue par les élèves. Traditionnellement, les études se concentrent sur la période optimale pour l'apprentissage d'une langue d'un point de vue cognitif et biologique, mais il n'existe pas de consensus scientifique concernant l'âge spécifique auquel les individus devraient commencer à apprendre une langue étrangère ou seconde (Birdsong, 2018 ; Werker & Hensch, 2015). Le point sur lequel les recherches semblent s'accorder est le suivant : la motivation est souvent un précurseur de l'apprentissage (Dörnyei, 2001; Dörnyei & Ushioda, 2009) qui ont souvent pour conséquence d'améliorer les compétences dans une langue (Anjomshoa & Sadighi, 2015). De fait, la motivation à apprendre une LX¹ a fait l'objet de recherches approfondies depuis le début des années 1960. Plusieurs théories et cadres ont tenté d'expliquer comment la motivation se développait chez les apprenants de langues, en tenant compte d'une variété de facteurs culturels, individuels et environnementaux (Cohen, 2010). Cependant, comme l'indique Ushioda (2016), les études devraient désormais se concentrer sur les pratiques d'enseignement des langues et sur leur impact sur la motivation des apprenants. C'est cela qui a donné lieu à cette étude, qui cherche à identifier des stratégies, pratiques pédagogiques et/ou méthodologies d'enseignement qui exerceraient une influence sur la motivation des apprenants à apprendre l'anglais LX.

Le sujet de cette étude s'inspire de mon expérience d'apprentissage d'une LX pendant mon enfance au Nouveau-Brunswick, au Canada. Je suis née dans une famille anglophone, mais, de

¹ LX est un terme générique inventé par Dewaele (2017) pour inclure toute langue qu'un individu apprend après sa première langue apprise. Ce terme ne fait aucune distinction entre L2, L3, etc.

l'âge de 6 à 16 ans, j'ai fréquenté un établissements anglophone qui proposait un programme d'immersion en français. Pendant les dix années qu'a duré le programme, à l'exception du cours d'anglais, tous mes cours se sont déroulés en français. Le français était utilisé à tout moment pendant les cours, les manuels et les ressources pédagogiques étaient en français, et mes camarades et moi-même étions censés nous parler en français. Pendant les six premières années du programme, la langue française était donc notre seule langue d'usage pendant les cours, même si nous étions tous anglophones. Cependant, vers l'âge de 11 ou 12 ans, quelque chose a changé. Les élèves ont commencé à parler en anglais entre eux. Ceux qui continuaient à communiquer en français n'étaient pas acceptés comme faisant partie du groupe. D'une manière générale, notre motivation à communiquer en français a diminué considérablement à cette période. Aujourd'hui encore, cette situation me laisse perplexe : en tout cas c'est cela qui m'a convaincue de la nécessité d'orienter cette recherche doctorale vers l'apprentissage des langues chez les jeunes adolescents.

Bien que ma propre expérience de l'apprentissage du français LX m'ait inspirée pour initier ce travail, j'ai commencé en parallèle à me demander ce que les apprenants pensaient de l'apprentissage de l'anglais LX. En miroir de ma propre expérience, je ne pouvais pas m'empêcher de penser en effet que de nombreuses personnes devaient rencontrer des difficultés professionnelles si elles ne pouvaient pas communiquer en anglais. À l'ère de la mondialisation, où la communication internationale devenait de plus en plus courante, que ce soit au travail ou en ligne, l'idée m'est venue que de nombreuses personnes devaient faire face à de grandes difficultés pour apprendre l'anglais, de la même manière que celles que j'observais autour de moi en me tournant rétrospectivement sur mon expérience d'adolescente. C'est pour cette raison que j'ai choisi de me concentrer sur l'apprentissage de l'anglais LX, dans l'espoir de pouvoir contribuer à

mon modeste niveau aux recherches portant sur un public plus large, en particulier au niveau international.

1.1 Problématique et questions de recherche, et justification de l'étude

Compte tenu des phénomènes de mondialisation, les compétences linguistiques plurilingues sont indispensables à l'époque actuelle (Al Othman & Shuqair, 2013; Breton, 1998). Communiquer avec d'autres personnes à l'international devient de plus en plus courant, non seulement dans le monde du travail (Martinović, 2018), mais aussi via internet lors de la consommation de diverses formes de médias (réseaux sociaux, vidéos YouTube, jeux en ligne, etc.). L'anglais étant sans doute l'une des langues les plus parlées au monde (Martinović, 2018) et donc largement utilisée sur internet ainsi que dans une variété d'industries internationales, il est de notre responsabilité en tant qu'éducateurs de nous assurer que les élèves et futurs usagers seront capables de communiquer en anglais si nous espérons les préparer au monde du travail après le secondaire.

De plus, certains pays ont des niveaux de connaissance de l'anglais considérablement plus élevés que d'autres, ce qui signifie que les apprenants formés dans des pays où la connaissance de l'anglais LX est généralement plus faible sont potentiellement désavantagés par rapport à ceux qui sont formés dans des pays où la connaissance de l'anglais LX est généralement plus élevée, et sont donc moins aptes à communiquer au niveau international. L'objectif de cette étude est donc d'examiner l'impact des pratiques d'enseignement² sur la motivation des élèves à apprendre l'anglais LX. L'étude se concentrera sur la tranche d'âge correspondant au collège (c'est-à-dire les 11-14 ans) dans trois contextes différents : la France, la Finlande et le Nouveau-Brunswick

² Les pratiques d'enseignement est un terme générique désignant toutes les stratégies éducatives mises en œuvre par un éducateur. Ce terme inclut des éléments tels que les activités d'apprentissage, le matériel pédagogique, la pédagogie, les techniques de gestion du comportement, les systèmes de récompense, etc.

(Canada). Nous espérons que cette recherche doctorale nous permettra d'identifier des facteurs susceptibles d'aboutir à des recommandations à partager avec la communauté éducative et, dans l'idéal, de donner des pistes en vue de l'amélioration de l'enseignement de l'anglais LX au niveau international (ou du moins dans les terrains éducatifs considérés).

1.2 Cadre théorique

Les approches cognitives et l'apprentissage incarné ont servi de cadre théorique à cette étude. L'apprentissage incarné, qui consiste à utiliser des mouvements physiques, des actions et des images dans le processus d'apprentissage, s'est avéré efficace pour améliorer l'apprentissage des langues (Jusslin et al., 2022 ; Paniagua & Istance, 2018). La littérature suggère que les gestes, les actions, les aides visuelles, les accessoires et l'imitation peuvent contribuer à la rétention et à la mémorisation du vocabulaire (Andrä et al., 2020 ; Eskildsen & Wagner, 2015 ; Schmidt et al, 2019). Fournir aux élèves des objets tactiles peut être encore plus efficace que l'utilisation d'images (Bara & Kaminski, 2019). Il est important de proposer des expériences authentiques et de s'appuyer sur les expériences antérieures des élèves pour donner un sens à l'apprentissage des langues. L'apprentissage incarné est un cadre pertinent pour analyser les pratiques d'enseignement qui favorisent l'apprentissage des langues et la motivation des élèves. Les programmes d'apprentissage du Nouveau-Brunswick, de la France et de la Finlande soulignant tous l'importance des aspects mentionnés ci-dessus, l'apprentissage incarné nous a clairement semblé comme étant le cadre le plus pertinent lors de l'analyse des données, car il se réfère à différents

types de stratégies d'enseignement qui favorisent l'apprentissage des langues et la motivation des élèves, comme indiqué dans la littérature.

2. Les Trois contextes de l'étude

L'analyse de la littérature qui suit sera divisée en deux sections. La première présente un aperçu de chacun des contextes qui constituent le terrain d'observation et d'analyse pour lesquels nous avons opté dans le cadre de cette étude (c'est-à-dire la France, la Finlande et le Nouveau-Brunswick). Nous nous intéresserons ainsi que les informations relatives aux langues officielles dans ces trois pays, à la présence de l'anglais dans la société, à la manière dont l'anglais LX est enseigné au collège et aux processus de formation et de recrutement des enseignants dans chaque contexte : ce choix est justifié par le fait de fournir au lecteur des connaissances sur les facteurs socioculturels susceptibles d'influencer la motivation à apprendre l'anglais LX. La deuxième section présentera les connaissances de base actuellement admises dans la littérature, et qui portent sur l'influence de la motivation des élèves sur l'apprentissage d'une LX : nous aborderons ainsi quelques cadres théoriques fondamentaux, les stratégies et pratiques éducatives, les facteurs environnementaux et la motivation des enseignants.

2.1 La France

La France a une population très diversifiée, issue notamment de périodes migratoires largement explorées dans la littérature. Le français est la langue officielle, mais de nombreuses autres langues sont parlées dans le pays, aussi bien en raison des niveaux élevés d'immigration, que de pratiques vernaculaires de langues régionales fortement implantées (Cerquiglini, 1999). Si 93% des personnes ont appris le français comme première langue, un pourcentage a également appris l'arabe, l'anglais, le portugais et l'allemand (European Commission, 2012b). Les langues étrangères les plus couramment parlées dans le pays sont l'anglais, l'espagnol, l'allemand, l'italien

et le portugais (European Commission, 2012b). Lorsque l'on examine la prévalence de l'anglais en France, on constate une grande variabilité au sein du pays, l'anglais étant plus présent dans certaines régions que dans d'autres. Dans l'ensemble, la connaissance de l'anglais dans le pays est modérée, puisque la France a obtenu un score de 43 sur 113 pays ayant participé à l'enquête mondiale sur ce sujet en 2023 (Education First, 2023a). Toutefois, l'enquête indique des niveaux de compétences élevés dans les grandes villes, telles que Paris, Lyon, Rennes, Brest et l'Est de la France, y compris les villes de Grenoble et Strasbourg. Les régions où les niveaux d'anglais sont plus faibles sont les régions du nord, comme la Normandie, et les régions et villes situées le long de la côte méditerranéenne, comme Nice.

La connaissance de l'anglais en France est faible par rapport aux autres pays européens, puisqu'elle se classe en 30^e position sur 34 pays participants à l'enquête Education First (EF) de 2023. La connaissance de l'anglais est plus élevée chez les 26-30 ans et les 31-40 ans en France, mais plus faible dans les autres tranches. Ce constat n'est pas surprenant, en particulier en ce qui concerne les adolescents, puisque le test Ev@lang a révélé que la moitié seulement des élèves français âgés de 14 à 15 ans atteignent les objectifs d'apprentissage de la compréhension de l'anglais. En réaction à ces résultats, le ministère de l'Éducation nationale, de la jeunesse et des sports (désormais MENJS) a fixé de nouveaux objectifs pour la maîtrise de l'anglais au collège, visant à ce que 80% des élèves sortant du collège aient un niveau A2 et que les lycéens atteignent un niveau B2 d'ici 2025 (Ministère de l'Éducation Nationale, de la Jeunesse et des Sports, 2022). Pour atteindre de tels résultats, il est conseillé aux enseignants de se concentrer sur la phonologie et de proposer des cours d'anglais « non linguistiques ». Le MENJS encourage également les échanges internationaux d'élèves au travers de plateformes telles que E-Twinning ou le programme Erasmus.

Plusieurs raisons peuvent expliquer le fait que la France obtienne des niveaux inférieurs pour ce qui est de la connaissance de l'anglais par rapport à ses voisins européens. L'une d'entre elles est probablement due au fait que la société est moins massivement exposée à la langue anglaise que les autres pays européens, car certaines lois ont été mises en place en vue de renforcer le français en tant que langue principale voire exclusive dans certains domaines ; on peut notamment citer la loi dite « Loi Toubon » du 4 août 1994 qui est considérée comme une loi particulièrement protectrice envers la langue française dont on rappelle qu'elle est la « langue de la République » comme indiqué dans la Constitution. Le caractère obligatoire de l'utilisation du français est important à rappeler : les documents professionnels doivent être rédigés dans la langue officielle du pays, la publicité et le marketing doivent également être effectués en français. Le fait aussi que la France double les films et les émissions de télévisions étrangers au lieu de les sous-titrer (European Commission, 2012b) réduit également la visibilité de l'anglais LX au sein du pays.

En ce qui concerne l'enseignement de l'anglais en tant que langue étrangère en France, les enseignants sont tenus par le MENJS de s'inscrire dans le cadre des méthodes dites communicatives, et en particulier l'approche actionnelle (Ministère de l'Education nationale, de la Jeunesse et des Sports, 2020). Cela implique la mise en place d'unités d'études, les séquences, centrées autour d'un thème lié aux intérêts des élèves, à leur vie quotidienne et à la culture de la langue cible. L'enseignant est supposé planifier ensuite plusieurs cours liés au thème. Chaque cours doit permettre aux élèves de travailler en paires ou en groupes pour accomplir une tâche qui doit simuler un scénario de la vie réelle. En plus de cette méthode, une approche bilingue est également encouragée permettant aux élèves de comparer les aspects linguistiques et culturels de la langue étrangère au français, par exemple en mettant en avant les différences et les similitudes au niveau de la grammaire, de la syntaxe, des traditions culturelles, etc.

S'agissant de la formation et du recrutement des enseignants, en 2023, tous les futurs enseignants des établissements scolaire doivent être titulaires d'une licence et d'un master (Ministère de l'Enseignement Supérieur et de la Recherche, 2020). La licence doit comporter trois années d'études dans une matière qui pourrait être enseignée dans la future affectation, avant de s'inscrire en master (c'est-à-dire au programme MEEF³). Le programme MEEF comprend quatre semestres d'études (soit deux années), au cours desquels 120 crédits sont obtenus (conformément au processus de Bologne). Tout au long du programme, les candidats à l'enseignement suivent divers cours liés à leur matière, en se concentrant également sur des contenus pédagogiques (comment enseigner) et non seulement disciplinaires. Les étudiants effectuent un stage d'observation et de pratique de six semaines dans un établissement publique sous la supervision d'un enseignant. Au cours de la deuxième année du Master, les étudiants signent un contrat de 12 semaines dans un établissement publique et sont affectés à un mentor (c'est-à-dire un enseignant titulaire d'un permis d'enseignement dans l'école). À la fin de la deuxième année, les candidats à l'enseignement doivent terminer avec succès leur contrat de 12 semaines, présenter un mémoire avec une soutenance, et passer un concours national (C.A.P.E.S⁴) afin d'être embauchés en tant que stagiaires puis titulaires de la fonction publique par le MENJS (Ministère de l'Enseignement Supérieur et de la Recherche, 2020). Les nouveaux diplômés sont considérés comme stagiaires la première année, ils sont ensuite affectés dans n'importe quel établissements scolaire du pays par le MENJS . Une fois ces critères remplis, les enseignants sont confirmés dans leur emploi d'une manière pérenne, ils sont considérés comme titulaires de la fonction publique, ils acquièrent le statut de fonctionnaires. Pour finir, en dépit du statut de titulaire de la fonction publique qui devrait être perçu comme sécurisant, le métier d'enseignant ainsi que la profession d'enseignant est

³ Master métiers de l'enseignement, de l'éducation et de la formation

⁴ Certificat d'aptitude au professorat de l'enseignement du second degré

considérée comme moins attrayante qu'elle ne l'était auparavant, car les enseignants touchent des salaires relativement bas, doivent gérer des classes de grande taille (environ 25 élèves) et doivent être prêts à déménager dans le pays.

2.2 La Finlande

En Finlande, 86% des personnes parlent le finnois comme première langue, tandis que 5% parlent le suédois et 0.04% le sámi (langue minoritaire originaire de Laponie, dans le nord de la Finlande) (Statistics Finland, 2023b). Les 9% restant parlent une langue maternelle non officielle ou minoritaire, principalement le russe, l'estonien, l'arabe, l'anglais, le somali, le farsi/persan, le kurde, le chinois, l'albanais ou le vietnamien (Statistics Finland, 2023b). En ce qui concerne la connaissance d'une LX, 92% des Finlandais déclarent connaître au moins une langue étrangère, l'anglais, le suédois et l'allemand étant les langues les plus couramment citées (Eurostat, 2019). Il convient de noter, en ce qui concerne l'anglais, que la moitié sud de la Finlande obtient généralement des résultats légèrement supérieurs à ceux de la moitié nord (Education First, 2023b), mais l'écart entre les deux reste relativement faible.

Les pays nordiques, dont la Finlande, font état de niveaux de compétences en anglais plus élevés que les autres pays de l'Union Européenne (Peterson, 2022). La Finlande est classée 14^{ième} sur 113 pays où l'anglais est parlé en tant que LX, et 12^{ième} sur 34 pays de l'Union Européenne (Education First, 2023). Cela n'est pas surprenant, car la communication internationale et interculturelle, ainsi que l'apprentissage des langues, sont très appréciées dans la société finlandaise (Taavitsainen & Pahta, 2003). L'anglais, en particulier, est considéré comme un outil important pour pouvoir participer à l'ère de la mondialisation, car il est souvent utilisé pour communiquer avec des personnes de pays autres que la Finlande (Taavitsainen & Pahta, 2003). En outre et surtout, pour rester compétitif sur le marché mondial, dont l'économie finlandaise est

aujourd'hui largement tributaire en tant que principale source de revenus, parler l'anglais n'est pas négociable (Peterson, 2022), car c'est la principale langue utilisée dans le commerce et les relations internationales (Taavitsainen & Pahta, 2008). Peterson (2022) démontre qu'en tant que pays avec une population relativement faible, peu de personnes en dehors de la Finlande parlent le finnois, ce qui peut motiver davantage les Finlandais à apprendre l'anglais.

Non seulement l'anglais est présent dans la population actuelle, mais il est également devenu une langue « à la mode » dans le pays, de nombreux slogans d'entreprises et noms de salles de sport incorporant des mots anglais dans leur dénomination (Taavitsainen & Pahta, 2003 ; Taavitsainen & Pahta, 2008). L'anglais se mêle également au finnois dans les conversations quotidiennes, en particulier chez les jeunes (Taavitsainen & Pahta, 2003 ; Taavitsainen & Pahta, 2008). En outre, le fait que la Finlande ne double pas les films ou émissions de télévision étrangères (European Commission, 2012b) accroît encore la visibilité de la langue anglaise au sein du pays. Compte tenu des niveaux plus élevés de visibilité de l'anglais par rapport à d'autres pays européens tels que la France, on peut postuler que la motivation pour apprendre l'anglais LX en Finlande est relativement élevée, avant même de prendre en considération les expériences éducatives dans les établissements scolaires.

Contrairement à de nombreux autres programmes d'apprentissage de l'anglais dans d'autres pays, la Finlande est fière d'offrir aux enseignants une autonomie totale en ce qui concerne la sélection du matériel d'apprentissage et des pratiques pédagogiques. Les enseignants sont encouragés à choisir le matériel et les stratégies d'enseignement qui correspondent le mieux à leur personnalité et à leur style, ainsi qu'aux besoins de leurs élèves (Sarja et al., 2017) ; Ils sont également invités à choisir leurs propres manuels. De fait, la plupart des manuels utilisés dans les classes finlandaises sont rédigés par des enseignants qui pratiquent l'enseignement de l'anglais

LX. Les enseignants finlandais ne sont pas non plus contraints de préparer les élèves à des tests standardisés, car ce n'est pas une pratique courante dans le pays. En outre, les établissements scolaires finlandais sont régies par au moins deux types de programmes : le programme national de base et le programme local. Les établissements scolaires ont également la possibilité de créer un programme d'enseignement spécifique si elles le souhaitent (Latomaa & Nuolijärvi, 2002). On est donc loin de la « centralisation » caractéristique du système éducatif français. En ce qui concerne le programme national, le Conseil national finlandais de l'éducation (FNBE) est chargé d'élaborer un programme pour tous les élèves de l'enseignement de base du pays afin de garantir l'uniformité de l'enseignement (Sarja et al, 2007), dans l'espoir d'éliminer les disparités entre les établissements scolaires. Au niveau local, chaque municipalité élabore son propre programme, qui fournit plus de détails sur le contenu à couvrir tout en restant conforme au programme national (Halinen & Holappa, 2013 ; Latomaa & Nuolijärvi, 2002 ; Sarja et al, 2017). Les programmes locaux sont chargés de fournir des informations détaillées sur les objectifs et le contenu de chaque classe, le nombre d'heures de cours allouées à chaque matière, le choix des langues étrangères et des matières optionnelles (Halinen & Holappa, 2013).

L'enseignement étant perçu comme une carrière attrayante pour les Finlandais, l'entrée dans les programmes de formation des enseignants est extrêmement sélective, ce qui permet aux universités de sélectionner les meilleurs candidats (Sahlberg, 2007). Depuis la réforme de l'éducation de 1972, tous les enseignants finlandais doivent obtenir une licence et un master, comme le souligne Jakku-Sihvonen (2008), et se conformer aux critères définis dans le processus de Bologne. Les futurs éducateurs qui souhaitent enseigner à des enfants âgés de 6 à 16 ans suivent l'une des deux voies d'études suivantes : l'option « enseignant de classe » ou l'option « enseignant de matière ». Les titulaires de classe sont formés pour enseigner aux élèves de la première à la

sixième année (c'est-à-dire aux élèves âgés de 7 à 15 ans environ). Les futurs enseignants doivent obtenir une licence, idéalement avec une spécialisation dans une matière enseignable, ainsi qu'un master, généralement en éducation. Les personnes qui suivent le programme d'enseignement « de classe » sont tenues de rédiger un mémoire pendant leur master, en rapport avec le domaine de l'éducation. En ce qui concerne l'option « enseignement d'une matière », les futurs enseignants sont formés de la 7^e à 9^e année (c'est-à-dire pour des élèves âgés de 13 à 16 ans environ). Les étudiants doivent obtenir une licence et un master, majoritairement dans une ou deux matières enseignables. En outre, ils doivent obtenir un certain nombre de crédits en études pédagogiques pour devenir des éducateurs qualifiés (Jakku-Sihvonen, 2008). Le mémoire de master porte généralement sur le domaine dans lequel l'étudiant s'est spécialisé. Tous les futurs enseignants doivent également réussir un stage pratique aux côtés d'un enseignant qualifié. La différence principale entre les deux parcours d'études réside dans le fait que les « enseignants de classe » suivent davantage de cours liés aux études pédagogiques et enseignent à des élèves plus jeunes, tandis que les « enseignants de matière » étudient leurs matières spécifiques de manière plus approfondie et enseignent à des élèves plus âgés (Jakku-Sihvonen, 2008).

2.3 Le Nouveau-Brunswick

Le Nouveau-Brunswick est une petite province située sur la Côte Est du Canada, près de l'océan Atlantique. Le nombre total d'habitants au Nouveau-Brunswick est d'environ 775 000 résidents, ce qui représente un nombre relativement faible par rapport à la population canadienne, qui est de 36,9 millions (Statistique Canada, 2023). Bien que le Canada soit un pays officiellement bilingue, le français et l'anglais ayant théoriquement un statut égal, le Nouveau-Brunswick a la particularité de demeurer la seule province officiellement bilingue du pays. Le Nouveau-Brunswick constitue un troisième contexte intéressant à explorer dans le cadre de la présente étude,

car la visibilité de l'anglais LX est sans doute plus élevée dans cette région qu'en Finlande et en France, les deux langues étant largement parlées dans la région. Toutefois, compte tenu de l'histoire de la province, marquée par de nombreux conflits entre les communautés francophones et anglophones, la motivation à apprendre l'anglais LX n'est peut-être pas aussi élevée que ce à quoi l'on pourrait s'attendre.

En ce qui concerne la situation sociolinguistique au Nouveau-Brunswick, le recensement de 2021 de Statistique Canada indique que le français est la langue maternelle de 30% de la population, tandis que l'anglais est la langue maternelle de 69 % de la population. Quant aux personnes dont la langue maternelle n'est ni le français ni l'anglais, elles représentent 0,22% de la population. En ce qui concerne les compétences dans les deux langues officielles, 30% des habitants du Nouveau-Brunswick déclarent pouvoir soutenir une conversation en français et en anglais, alors que la moyenne nationale est de 18% (Statistique Canada, 2023). Toutefois, ce chiffre comprend beaucoup plus de francophones que d'anglophones, puisque 7,9% de la population déclarent ne parler que le français, 58% déclarent ne parler que l'anglais et 0.24% déclarent ne parler aucune des deux langues. Parmi les 34% d'habitants qui parlent les deux langues, la majorité se trouve dans les régions du nord et du sud-est de la province.

Lorsque l'on examine les tendances actuelles de l'enseignement de l'anglais seconde langue dans les collèges, le programme scolaire des établissements francophones énonce plusieurs lignes directrices pour créer une atmosphère propice à l'apprentissage de l'anglais (Ministère de l'Éducation, 2003 ; Ministère de l'Éducation, 2004). Tout d'abord, l'anglais doit être privilégié comme langue d'enseignement principale dans le cours et les enseignants sont censés donner l'exemple à leurs élèves en matière d'utilisation de la langue. Les enseignants sont également censés utiliser des approches pédagogiques qui favorisent l'interaction, la collaboration et la

communication entre les élèves afin qu'ils constatent la pertinence de l'anglais dans leur vie quotidienne, conformément au programme. En outre, les professeurs doivent s'efforcer de stimuler la motivation et la confiance des élèves. Pour mettre en œuvre cet idéal, l'accent doit être mis sur le contenu du message plutôt que sur sa forme, ce qui signifie que les élèves doivent être encouragés à communiquer sans que l'accent soit mis sur les erreurs linguistiques. Une fois qu'un élève est capable de formuler avec succès son message, l'amélioration et la précision linguistiques peuvent alors être explorées.

En ce qui concerne la pédagogie, le programme d'anglais LX n'indique pas qu'une méthode d'enseignement spécifique doive être utilisée, mais l'approche choisie par les enseignants doit être communicative et expérientielle (Ministère de l'Éducation, 2003 ; Ministère de l'Éducation, 2004). En d'autres termes, l'apprentissage doit se faire à travers des expériences vécues, représentatives de situations réelles, où les élèves communiquent activement entre eux. Afin d'accroître la motivation des élèves et le contact authentique avec la langue, les enseignants doivent choisir des sujets en rapport avec les connaissances préalables et les centres d'intérêts des élèves. Il est important de noter que les programmes d'enseignement de l'anglais LX ne fournissent pas aux enseignants de sujets prédéterminés. En outre, une approche basée sur des projets est encouragée, car les enseignants doivent quotidiennement placer les élèves dans des contextes de communication. Enfin, les enseignants doivent essayer de mettre en œuvre une approche interdisciplinaire dans laquelle les élèves utilisent leurs connaissances en anglais et dans une autre matière pour réaliser un projet ou un devoir.

Tous les professeurs qui souhaitent enseigner dans le système scolaire public du Nouveau-Brunswick doivent posséder un permis d'enseignement valide délivré par la province du Nouveau-Brunswick. Pour obtenir un permis d'enseignement, les futurs enseignants doivent être titulaires

d'une licence en éducation ainsi que d'un diplôme de premier cycle comprenant deux matières enseignables (Hirschhorn & MacDonald, 2015). Ces auteurs notent que l'éducation publique au Nouveau-Brunswick est divisée en deux filières : élémentaire et secondaire. La filière élémentaire prépare les professeurs à enseigner de la maternelle à la 6^e année (c'est-à-dire de 5 à 12 ans), tandis que la filière secondaire prépare les professeurs à enseigner de la 7^e à la 12^e année (c'est-à-dire de 13 à 18 ans). La plupart des candidats à l'enseignement doivent valider une licence en éducation : ils passent quatre ans environ pour obtenir un diplôme de premier cycle, puis une licence à proprement parler, en éducation, ce qui peut prendre 11 mois à deux ans supplémentaires, selon le caractère intensif du programme. Les futurs enseignants doivent également effectuer un stage de 18 semaines tout au long du programme, au cours duquel ils observent et travaillent avec un enseignant titulaire d'un permis d'enseignement (Hirschhorn & MacDonald, 2015).

En théorie, les professeurs qui enseignent l'anglais dans les établissements secondaires du Nouveau-Brunswick devraient avoir étudié la langue comme matière enseignable à l'université. Cependant, en raison d'un surplus d'enseignants diplômés à la recherche d'un emploi, les professeurs acceptent souvent n'importe quel poste d'enseignement, même s'il n'est pas lié à leur domaine d'études (Hirschhorn & MacDonald, 2015). Par conséquent, tous les professeurs d'anglais n'ont pas été formés pour enseigner l'anglais. Plus précisément, les nouveaux enseignants, qui travaillent dans des établissements intermédiaires et/ou qui enseignent dans des zones rurales, sont plus susceptibles de se voir attribuer des cours qui ne correspondent pas à leur domaine de formation (Ingersoll, 1998). Hirschhorn et MacDonald (2015) notent le problème des éducateurs qui se voient attribuer des missions d'enseignement sans rapport avec leur domaine, en particulier dans l'est du Canada : ils sont plus susceptibles d'enseigner en suivant le manuel de près, car ils ne possèdent souvent pas suffisamment de connaissances pour compléter le

programme du cours par d'autres activités. Toutefois, l'accès des enseignants aux manuels peut être limité, comme nous le verrons par la suite.

3. Motivation

3.1 Contexte théorique

Jusqu'aux années 1950, on pensait que l'apprentissage des langues dépendait uniquement de l'aptitude ou du degré d'intelligence de l'élève à apprendre une langue. En 1959, Gardner et Lambert ont proposé l'idée d'une orientation instrumentale et d'une orientation d'intégration pour tenter d'expliquer les raisons qui poussaient les élèves ou étudiants à apprendre une langue : ceci a donné le coup d'envoi aux études portant sur l'impact de la motivation dans un contexte éducatif, et son lien avec l'apprentissage des langues. La Théorie de la valeur d'Eccles (1983) est une théorie de la motivation largement connue et acceptée qui est un issue du travail original du travail original de Gardner et Lambert et qui peut être appliquée à tous les sujets, car elle se concentre principalement sur les résultats perçus et attendus par l'apprenant. Si celui-ci ne perçoit que des résultats minimes, il est peu probable qu'il soit motivé. Une deuxième théorie de la motivation a été proposée en 2000, la Théorie de l'autodétermination, par Ryan et Deci : elle se concentre sur le besoin de l'élève de se sentir compétent dans la matière, d'être accepté par son enseignant et ses pairs, et d'être autonome.

Gardner et Lambert (1959) ont incontestablement jeté les bases de la prise en compte de la motivation dans l'apprentissage d'une LX. Toutefois, un changement dans les orientations de recherche a été observé au cours des années 1990 (Ryan, 2006). L'anglais a commencé à être considéré comme un outil de communication internationale et interculturelle avec l'essor de la mondialisation, plutôt que comme un outil permettant de s'insérer dans la culture anglophone (Csizer & Dörnyei, 2005 ; Lamb, 2004 ; Pennycook, 2003). Ryan (2006) explique que pendant les

années 1990, la mondialisation a affecté notre vie quotidienne car elle a eu un impact sur des éléments aussi divers que la musique que nous écoutons, les vêtements que nous portons, les événements sportifs et la nourriture que nous consommons. Arnett (2002) attribue ce phénomène en grande partie à l'essor d'internet, qui a commencé dans les années 1990, coïncidant avec le changement de motivation des gens à apprendre une langue étrangère, en particulier l'anglais. Le besoin et/ou le désir de communiquer avec des personnes du monde entier, que ce soit pour des raisons économiques ou simplement pour jouer à des jeux vidéo en ligne, a eu pour conséquence directe de renforcer encore davantage l'anglais en tant que *lingua franca*. L'anglais étant sans doute l'une des langues les plus parlées dans le monde, les gens ne sont peut-être plus motivés à apprendre l'anglais en tant que langue véhiculaire dans l'espoir de s'intégrer dans la culture anglophone, mais peut être davantage pour participer à la communication internationale. Lamb (2004) indique qu'en raison de ce phénomène, la motivation pour l'anglais langue étrangère n'est plus à appréhender d'une manière aussi simple que l'orientation intégrative et instrumentale mise en évidence à l'origine par Gardner et Lambert (1959). En outre, demander aux apprenants s'ils ont des attitudes favorables à l'égard des anglophones n'est peut-être plus aussi pertinent (Lamb, 2004), car la définition de la culture anglophone est incroyablement complexe en raison de ses modalités de présence sur la scène internationale. Pour tenter de mieux comprendre la motivation des élèves ou étudiants à apprendre une LX au cours de ce changement, plusieurs théories ont été avancées, telles que l'Identité biculturelle d'Arnett (2002), l'Auto-système de motivation L2 de Dörnyei (2005) et la Théorie des systèmes écologiques de Bronfenbrenner (1979 ; 1986 ; 1994). Les deux premiers cadres sont spécifiques à l'apprentissage des langues et examinent le rôle de l'identité et de l'image de soi d'un individu lors de l'apprentissage d'une langue étrangère. Le troisième cadre concerne la motivation générale et se concentre sur l'influence de l'entourage d'un

enfant pour son développement ainsi que sur les facteurs sociétaux et la manière dont ils influencent les comportements et les attitudes d'un enfant à l'égard de l'apprentissage.

3.2 Facteurs éducatifs

Plusieurs facteurs liés au cadre éducatif formel ont été mis en corrélation avec la motivation des élèves, notamment la personnalité et les pratiques générales de l'enseignant, les stratégies de gestion du comportement, et la rétroaction corrective, ont été associés à l'augmentation ou à la diminution de la motivation des élèves.

En ce qui concerne la personnalité de l'enseignant et sa pratique générale, les enseignants d'anglais perçus comme bienveillants (Mendez López, 2011) et moins traditionnels (Bouzayani & Elloumi, 2020) sont souvent plus motivants pour les élèves en cours de langue. Les élèves ont tendance à participer davantage et à se sentir plus en sécurité lorsque leur enseignant ne porte pas de jugement, est juste, flexible et plein d'humour (Kanevsky & Keighley, 2003 ; Peng, 2012). En outre, les comportements positifs de l'enseignant, tels que le sourire, les réponses actives et l'utilisation de la première langue de l'élève pour les explications, contribuent à la motivation des élèves. Enfin, pour les élèves arrivant en classe avec des différences individuelles variées (âge, expérience antérieure, capacité, etc.), l'utilisation d'une approche unique d'enseignement n'est tout simplement pas efficace, car les apprenants ont des styles et des stratégies différents (Ehrman et al, 2003). Afin de répondre aux besoins des apprenants et de sélectionner les stratégies d'enseignement appropriées pour une classe, les enseignants doivent comprendre qui sont leurs élèves ou étudiants et apprendre à les connaître afin d'adapter leurs stratégies d'enseignement à chaque individu (Ebata, 2008). Ces stratégies d'enseignement comprennent, entre autres, les activités d'apprentissage (travail en groupe ou en binôme, travail individuel, travail en groupe entier, cours magistral, travaux pratiques, etc.), les techniques de gestion de la classe

(récompenses/punitions) et les types de matériel pédagogique ou d'outils utilisés lors de l'enseignement (images, vidéos, manuels scolaires, etc.). Dans l'ensemble, les enseignants qui sont encourageants, sensibles et qui investissent du temps dans la préparation et l'apprentissage de leurs élèves en tant qu'individus influencent positivement la motivation de ces derniers dans l'apprentissage des langues.

Les techniques de gestion de classe des enseignants ont également été associées à la création de niveaux de motivation plus élevés chez les élèves apprenant l'anglais LX. Une étude menée par Rahimi et Karkami (2015) a démontré une corrélation positive entre la motivation des collégiens iraniens à apprendre l'anglais LX et l'efficacité qu'ils attribuent à leur enseignant. Les élèves participants n'ont pas seulement exprimé une préférence, mais ils étaient aussi plus motivés lorsqu'ils avaient des enseignants qui impliquaient les élèves dans la classe et utilisaient une stratégie de reconnaissance/récompense (c'est-à-dire qui reconnaissaient les comportements souhaitables des élèves), que des enseignants qui utilisaient des stratégies de punition et qui étaient plus agressifs par nature. En fait, les enseignants appliquant des stratégies de punition étaient perçus par leurs élèves comme étant moins efficaces. Cela est probablement lié à la notion « d'enseignant bienveillant » évoquée plus haut dans cette section, car les enseignants perçus comme étant plus agressifs diminueraient la probabilité pour les élèves de se sentir en sécurité dans la salle de classe.

En ce qui concerne les commentaires correctifs, des études ont montré qu'ils pouvaient améliorer la précision linguistique des apprenants, mais qu'ils pouvaient aussi diminuer leur motivation (Bitchener, 2008 ; Guénette, 2007). Le type de commentaires ou corrections et la manière dont ils sont délivrés peuvent avoir un impact sur leur efficacité, les corrections excessives notamment peuvent être démotivantes. Les enseignants devraient plutôt discuter des erreurs après

que l'élève a fini de parler (Martínez, 2006) et ne corriger que les erreurs correspondant à des structures grammaticales apprises (Lee, 2008).

Les tendances pédagogiques dominantes à une période spécifique constituent un dernier facteur influençant les pratiques d'enseignement. La pédagogie fait référence aux stratégies et méthodes d'enseignements. On a coutume de considérer que, jusqu'au milieu de 20^e siècle, la méthode grammaire-traduction était la méthode pédagogique prédominante pour l'enseignement des LX. Les apprenants traduisaient des textes de leur langue maternelle dans la langue cible, tandis que les manuels consistaient principalement en des règles de grammaire et des listes de vocabulaire (Brandl, 2008). Comme le note Brandl, cette méthode a rarement permis aux apprenants d'acquérir des compétences orales et les apprenants étaient censés vivre à l'étranger en immersion dans la langue cible pour la parler couramment. En réponse aux besoins accrus de compétences orales, plusieurs approches ont été mis en place, notamment les méthodes directe, l'audio-orale, et l'audio-visuelle. Cependant, ces méthodes avaient une courte durée de vie. Prochainement, l'approche communicative a vu le jour et s'est précisée dans les années 1970 et 1980 (Brandl, 2008). Il n'existe pas de méthode unique pour mettre en œuvre l'approche communicative, mais elle exige que les apprenants soient activement impliqués dans le processus d'apprentissage et qu'ils apprennent la langue en communiquant avec les autres (Brandl, 2008 ; Savignon, 1987). En d'autres termes, l'accent est mis sur la capacité à comprendre et à transmettre des messages dans la langue cible plutôt que sur la précision linguistique. L'une des pratiques pédagogiques les plus étudiées et qui s'inscrit dans l'approche communicative est l'apprentissage par les tâches (*TBLT*) (Brandl, 2008). Les chercheurs ont étudié l'impact de cette méthode non seulement sur les compétences linguistiques, mais aussi sur la motivation.

3.3 Facteurs environnementaux

La dernière sous-section de notre cadrage théorique relatif à la motivation concerne les éléments présents dans l'environnement de l'apprenant en dehors de l'établissements scolaire. Plusieurs facteurs environnementaux ont été largement discutés comme étant liés à la motivation des élèves LX : les parents, les pairs, la communauté dans laquelle l'enfant grandit, et les médias. La section suivante aborde chacun de ces facteurs et leur impact sur la motivation de l'élève.

Les parents jouent un rôle important dans la motivation de leurs enfants à apprendre une LX, en particulier dans les pays où l'anglais est considéré comme important pour la compétitivité économique (Bouzayani & Elloumi, 2020 ; Lamb, 2004 ; Turcott, 2019). Des niveaux d'éducation et de revenus plus élevés des parents sont généralement associés à une plus grande motivation pour l'apprentissage des langues étrangères, mais cela peut varier en fonction de facteurs culturels et socioéconomiques : si les parents insistent sur l'importance de l'apprentissage des langues étrangères et offrent des possibilités d'expériences culturelles, comme les voyages, cela influence indirectement la motivation de leurs enfants (Gayton, 2010). En outre, la profession et le lieu de travail des parents peuvent également influencer la motivation de leur enfant à apprendre une langue étrangère si cette profession exige des compétences linguistiques (Mortimer, 1974 ; 1975 ; 1976). Toutefois, il est important de tenir compte du fait que les résultats sont basés sur des études plus anciennes et qu'ils peuvent ne pas refléter les conditions sociétales actuelles.

Les pairs constituent un deuxième facteur important jouant un rôle dans le développement de la motivation à apprendre une LX (Walqui, 2000). Les jugements négatifs et les moqueries des pairs lorsqu'ils parlent une langue étrangère peuvent dissuader les élèves à participer en classe, car les adolescents cherchent généralement à s'intégrer à leurs pairs (Kondo & Yang, 2006). Toutefois, les pairs peuvent également avoir une influence positive sur la motivation à étudier les langues si

la langue cible est valorisée et appréciée par le groupe (Bouzayani & Elloumi, 2020). Les études montrent des résultats mitigés concernant l'impact des pairs sur la motivation à apprendre une langue, certaines faisant état de résultats significatifs et d'autres non (Iwaniec, 2014 ; Iwaniec & Ullakonoja, 2016 ; Kyriacou & Zhu, 2008 ; Wright, 1999). Les attitudes et les comportements des pairs peuvent varier en fonction de la langue apprise et du contexte culturel.

Un troisième facteur important pour son impact sur la motivation d'un enfant à apprendre une langue étrangère est la communauté dans laquelle il vit. En ce qui concerne la zone géographique, les zones rurales, quel que soit le pays considéré, ont souvent un accès limité aux spécialistes de l'éducation, aux opportunités de formation et aux professeurs d'anglais LX qualifiés. Cela conduit à s'appuyer sur des méthodes traditionnelles, ce qui entraîne souvent une baisse de la motivation des élèves. En outre, les zones rurales sont moins susceptibles d'attirer des étrangers maîtrisant l'anglais, ce qui réduit l'exposition de la communauté à la langue cible. Les études suggèrent que des contacts fréquents et de qualité avec des locuteurs d'une deuxième langue sont importants pour apprendre une langue (Dörnei, 1990).

Les médias constituent un quatrième et dernier élément de médiation de la motivation LX. Les films, les séries, les articles d'actualité, etc., en anglais, sont largement disponibles au niveau international. L'accès accru à ce type de contenus au fil des années a permis aux apprenants d'anglais LX d'être davantage exposés à la langue (Dizon, 2018 ; Kusumaningrum, 2015). Par exemple, regarder des vidéos anglophones sous-titrées a été associé à une amélioration de la prononciation, du vocabulaire et de la structure des phrases (Dizon, 2018 ; Faqe, 2020 ; Koolstra & Beentjes, 1999 ; Qiang et al, 2007). En outre, l'émergence de plateformes de réseaux sociaux au cours des deux dernières décennies, telles que Facebook, Instagram, YouTube et TikTok, permet d'accéder à des supports relativement courts et authentiques en anglais (O'Dowd, 2018), qui

peuvent renforcer la motivation à apprendre cette langue. Enfin, les jeux en ligne peuvent également améliorer les compétences linguistiques (Chik, 2014) et accroître la motivation.

3.4 Motivation des enseignants

Afin d'examiner la motivation des apprenants à l'égard de l'apprentissage d'une langue étrangère, il est essentiel de prendre en compte aussi les facteurs qui influencent la motivation de l'enseignant, car les études suggèrent que ces deux éléments sont interdépendants. De nombreux travaux ont montré qu'il était peu probable que les apprenants soient motivés non seulement par l'apprentissage d'une langue étrangère, mais aussi par l'apprentissage en général, lorsque l'enseignant n'est pas motivé (Atkinson, 2000 ; Bernaus et al, 2009 ; Hettiarachchi, 2013). Une étude en particulier, menée par Matsumoto (2009), a examiné la motivation des élèves à l'égard de l'apprentissage LX et leurs perceptions de l'engagement de l'enseignant. Matsumoto a constaté une corrélation positive entre les deux, ce qui signifie que les élèves qui perçoivent leurs enseignants comme très engagés dans l'enseignement LX sont plus susceptibles d'être eux-mêmes plus motivés. Il est donc essentiel d'identifier et de favoriser les éléments qui influencent la motivation des enseignants.

En ce qui concerne les facteurs de motivation, les auteurs ont constaté que les éléments liés à la performance, à la motivation, à l'intérêt, à la reconnaissance et aux attitudes des élèves à l'égard de l'anglais avaient un impact sur la motivation des enseignants (Dinham & Scott, 2000 ; Hettiarachchi, 2013 ; Xiao, 2014). Un comportement positif de l'élève et des progrès dans la matière enseignée tendent à augmenter la motivation de l'enseignant (Addison & Brundrett, 2008) tandis que les comportements négatifs et le manque d'intérêt des élèves tendent à la diminuer (Karavas, 2010). Des relations de qualité entre collègues (Addison & Brundrett, 2008 ; Dinham & Scott, 2000), la sécurité de l'emploi (Richardson & Watt, 2005), et le statut social de la profession

d'enseignant (Hettiarachchi, 2013) font également partie des motivations extrinsèques importantes pour les enseignants. Le soutien des collègues, la stabilité de l'emploi et la valeur sociétale des enseignants peuvent également renforcer leur motivation. Toutefois, dans certaines cultures, l'image négative des enseignants peut dissuader les individus de poursuivre une carrière dans l'enseignement (Hettiarachchi, 2013).

En ce qui concerne les facteurs de démotivation, l'expérience de multiples réformes éducatives qui ne parviennent pas à relever les standards entraîne une baisse significative de la motivation des enseignants (Dweik & Awajan, 2013 ; Karavas, 2010 ; Sato et al, 2022). L'inefficacité des programmes et des manuels scolaires aggrave le problème (Hettiarachchi, 2013 ; Sugino, 2010), car les enseignants sont contraints de trouver leur propre contenu pédagogique. Le manque d'autonomie et de valeur perçue par les enseignants (Hettiarachchi, 2013), ainsi que l'exclusion des processus décisionnels, contribuent également à la démotivation (Fisler & Firestone, 2006 ; Sato et al, 2022 ; Yau, 2010). Les attitudes médiocres de la communauté à l'égard des enseignants (Dinham & Scott, 2000 ; Richardson & Watt, 2006) et les possibilités limitées de développement professionnel (Hettiarachchi, 2013 ; Johnson, 1986 ; Karavas, 2010) découragent encore davantage les enseignants. Les études indiquent que le rétablissement de relations sociales positives et l'offre d'opportunités d'avancement professionnel aux enseignants peuvent contribuer à améliorer leur motivation (Yau, 2010).

4. Méthodologie

L'étude actuelle vise à examiner l'impact des méthodes et des pratiques d'enseignement sur la motivation des élèves à apprendre l'anglais en tant que langue étrangère dans plusieurs

contextes différents, notamment en France, en Finlande, et au Nouveau-Brunswick. L'enquête tentera de répondre aux trois questions et hypothèses de recherche suivantes :

- 1) Existe-t-il une différence dans la motivation des collégiens à apprendre l'anglais LX en France, en Finlande et au Nouveau-Brunswick ? Compte tenu de tous les éléments évoqués dans notre cadrage théorique, nous émettons les hypothèses suivantes :
 - a. H_0 : Il n'y a pas de différence entre les niveaux de motivation des élèves français, finlandais et du Nouveau-Brunswick pour l'apprentissage de l'anglais LX.
 - b. H_1 : Les élèves finlandais ont un niveau de motivation plus élevé pour apprendre l'anglais LX que les élèves du Nouveau-Brunswick.
 - c. H_2 : Les élèves du Nouveau-Brunswick sont moins motivés à apprendre l'anglais LX que les élèves finlandais, et plus motivés à apprendre l'anglais LX que les élèves français.
 - d. H_3 : Les élèves français ont un niveau de motivation plus faible pour apprendre l'anglais LX que les élèves finlandais et du Nouveau-Brunswick
- 2) Quels sont les facteurs liés aux principes d'enseignement qui influencent la motivation des collégiens à apprendre l'anglais LX dans les pays/contextes suivants : France, Finlande et Nouveau-Brunswick ?
- 3) Comment les résultats qualitatifs expliquent-ils les résultats statistiques obtenus durant la phase qualitative concernant les relations entre la motivation des élèves à apprendre l'anglais LX et les principes d'enseignement ?

En ce qui concerne l'hypothèse H_1 , étant donné la présence de l'anglais dans la société finlandaise, le petit nombre de locuteurs finlandais à l'extérieur du pays et leur système d'éducation unique (Sahlberg & Doyle, 2019), on suppose que la motivation des élèves finlandais sera plus élevée

dans ce contexte. Quant à l'hypothèse H₂, la motivation des élèves du Nouveau-Brunswick devrait être plus élevée qu'en France, car la province a deux langues officielles, ce qui fait de la compétence en anglais un atout pour s'intégrer dans la communauté et une exigence pour la plupart des perspectives de carrière. On suppose également que la motivation des élèves du Nouveau-Brunswick sera inférieure à celle de la Finlande, car les tensions historiques persistantes entre les communautés francophone et anglophone peuvent dissuader les élèves de vouloir apprendre l'anglais LX. Enfin, en ce qui concerne l'hypothèse H₃, la motivation des élèves à apprendre l'anglais LX en France devrait être inférieure à celle de la Finlande et du Nouveau-Brunswick, car la présence de l'anglais dans la société française est considérablement moindre qu'en Finlande et au Nouveau-Brunswick, et que le français est plus reconnu que le finnois au niveau international, étant donné notamment le passé colonial de la France. Enfin, l'anglais n'est pas une langue officielle en France, comme c'est le cas au Nouveau-Brunswick. Les questions de recherche et les hypothèses énumérées ci-dessus serviront à informer l'objectif de l'étude, qui est de mieux comprendre les facteurs liés aux pratiques et principes d'enseignement qui ont un impact sur la motivation des élèves à apprendre l'anglais comme langue étrangère, en particulier pour les élèves de collège, âgés de 11 à 14 ans.

L'étude actuelle a opté pour une approche mixte, incorporant des données quantitatives et qualitatives. L'approche positiviste a été utilisée pour mesurer les résultats, tandis que l'approche interprétative a été utilisée pour comprendre en profondeur les expériences individuelles. Nous avons eu recours à des approches inductives et déductives, avec des études de cas comme stratégie de recherche. Un échantillonnage non probabiliste a été utilisé pour recruter les 437 élèves et les 13 enseignants participants à cette étude. La collecte de données a consisté à faire remplir aux élèves participants une version adaptée de l'enquête AMTB de Gardner, afin de mesurer leur

motivation à apprendre l'anglais LX. Certains participants ont été exclus de l'analyse en raison de divers critères tels que des points de données manquantes, l'indication de l'anglais comme première langue parlée, etc. En ce qui concerne les enseignants participants, des entretiens semi-directifs ont été menés afin de mieux comprendre les principales composantes de leur pratique pédagogique (Qu & Dumay, 2011 ; Riley & Hawe, 2005 ; Turner, 2010), selon leurs croyances car les entretiens étaient au niveau déclaratifs. Les entretiens ont été codés à l'aide d'une approche thématique, un système de codage ouvert ayant été mis en œuvre (Braun & Clarke, 2006 ; Strauss, 1987).

5. Résultats

En ce qui concerne les données quantitatives, une ANOVA unidirectionnelle (*one-way ANOVA*) a été utilisée pour comparer l'effet du contexte sur la motivation des élèves à apprendre l'anglais. Les résultats montrent une différence de motivation statistiquement significative entre au moins deux groupes, $F(12, 460) = 6,69, p = < .001$. Le test post hoc de Bonferroni a révélé que la motivation des élèves était significativement différente entre la Finlande ($M = 2,29, s = .39$) et la France ($M = 2,07, s = .44$), $p = < .001, 95\% \text{ CI} = [.11, .32]$, les élèves finlandais ayant exprimé une motivation significativement plus élevée pour apprendre l'anglais LX que les élèves français. Les résultats indiquent également plusieurs différences significatives entre les enseignants au sein du groupe de participants français, les valeurs p allant de $< .001$ à $.009$. Bien que l'objectif de l'étude ne soit pas d'examiner les contextes internes au groupe, le fait que les enseignants diffèrent significativement les uns des autres peut contribuer au manque de motivation que les élèves ont tendance à ressentir en France.

En ce qui concerne les données qualitatives, plusieurs thèmes récurrents ont été observés dans chaque groupe d'enseignants participant à l'enquête. Les principaux thèmes qui ressortent de

l'enquête auprès des enseignants finlandais sont : la liberté pédagogique, l'accès au matériel d'apprentissage, les manuels, l'écart entre les capacités des élèves, l'éducation différenciée et la valeur de l'anglais. Tous les enseignants finlandais ont déclaré qu'il n'y avait pas de méthode pédagogique obligatoire à utiliser et qu'ils appréciaient d'avoir la liberté de choisir leurs propres stratégies. En ce qui concerne le matériel d'apprentissage, chaque participant est satisfait de la quantité de ressources à sa disposition. Les supports d'apprentissage les plus courants sont les manuels et les ressources en ligne telles que les articles, les vidéos et les jeux. Bien que le fait de suivre un manuel soit traditionnellement mal vu dans d'autres pays, tous les enseignants finlandais participant à cette étude soulignent qu'ils utilisent un manuel comme ressource principale. L'un des participants donne un aperçu du processus de conception des manuels et des raisons pour lesquelles ces derniers sont couramment utilisés en Finlande. L'un des principaux obstacles rencontrés par les participants finlandais est l'écart entre les aptitudes des élèves, certains d'entre eux étant davantage exposés à l'anglais en dehors de la classe que d'autres. Dans ce cas, les enseignants adaptent les tâches et les objectifs d'apprentissage non seulement pour les élèves qui ont des difficultés dans la matière, mais aussi pour ceux qui ont besoin d'un défi supplémentaire. Enfin, les cinq participants perçoivent tous l'anglais comme un cours apprécié tant par le personnel éducatif de l'établissements que par les élèves.

Parmi les enseignants français, plusieurs thèmes récurrents ont naturellement émergé des données recueillies : les méthodologies d'enseignement requises, l'accès au matériel d'apprentissage, la peur de l'expression orale perçue chez les élèves et l'écart entre les capacités de ces derniers. La motivation des élèves étant très variable au sein de ce groupe d'enseignants, les thèmes varient d'un professeur à l'autre. Cependant, quatre thèmes récurrents sont apparus. Le premier thème identifié concerne la pédagogie, puisque tous les participants déclarent utiliser

l'approche actionnelle, conformément aux demandes du ministère de l'éducation : les méthodologies d'enseignement sont obligatoires. Le deuxième thème concerne l'utilisation de matériel d'apprentissage en ligne, puisque chaque enseignant indique qu'il a la possibilité d'accéder à des textes, des vidéos, des images, des enregistrements audios, etc., sur les sites internet de l'anglais LX mis en place par d'autres professeurs, et les plateformes de réseaux sociaux, tels que les groupes Facebook d'anglais LX (accès au matériel d'apprentissage). Les enseignants indiquent également qu'ils ont accès à certains contenus sur le site internet de leur académie. Cependant, seuls trois participants estiment que les activités proposées sont parfois utiles, tandis que les deux autres n'y ont pas recours. Le troisième thème qui émerge des entretiens avec les enseignants français est le constat qu'ils font sur la peur des élèves ont souvent peur de participer en classe. Les enseignants émettent tous l'hypothèse que ce phénomène est probablement dû au fait que les élèves craignent de faire des erreurs et, par conséquent, d'être évalués négativement par leurs pairs, ce qui semble être particulièrement courant dans la tranche d'âge des collégiens. Le quatrième et dernier thème récurrent est celui d'un écart entre les niveaux de compétence des élèves dans chacune des classes des participants, ce qui rend difficile la planification de leçons répondant aux besoins de tous les élèves. Tous les participants déclarent qu'ils dispensent diverses formes d'enseignement différencié ; quatre d'entre eux indiquent explicitement qu'ils proposent aux élèves trois niveaux différents de devoirs/exercices à choisir en fonction de leurs capacités.

En ce qui concerne les enseignants du Nouveau-Brunswick, malgré plusieurs différences entre les formations et les communautés d'origine des participants, plusieurs thèmes récurrents ont également émergé des données collectées : la liberté pédagogique, l'accès au matériel d'apprentissage, le travail avec un programme d'études dépassé, les activités interdisciplinaires et

la pédagogie différenciée. Tout d'abord, chacun des trois enseignants déclare qu'il n'y a pas de pédagogie LX spécifique à suivre pour enseigner l'anglais et que le matériel d'apprentissage ne leur est pas fourni, car ils sont chargés de trouver leurs propres ressources. Comme les professeurs en France, les enseignants au Nouveau-Brunswick utilisent aussi principalement les ressources en lignes, notamment sur les plateformes de réseaux sociaux, telles que Facebook. De plus, les trois participants perçoivent le curriculum d'anglais LX comme étant vague et obsolète, bien que l'un d'entre eux estime que le curriculum est plus facile à travailler, contrairement aux autres participants. En outre, lorsqu'ils planifient leurs cours, ils tiennent compte des intérêts des élèves et conçoivent des projets pluridisciplinaires. Enfin, le dernier thème récurrent chez les trois participants est le fait qu'ils déclarent ajuster les objectifs d'apprentissage et les devoirs en fonction des niveaux de compétence des élèves, en mettant donc en œuvre une pédagogie différenciée.

6. Discussion

Étant donné qu'une différence significative a été constatée entre la France et la Finlande, la majeure partie de la discussion se concentrera sur les différences observées entre ces deux pays. Nous commençons donc par comparer et opposer les deux groupes d'enseignants et d'élèves participants originaires de ces deux pays, et tenterons de proposer des hypothèses explicatives quant aux résultats obtenus. En ce qui concerne le contexte du Nouveau-Brunswick, étant donné que la motivation des élèves dans cette province ne diffère pas de manière significative de celle des deux autres groupes et que la taille de l'échantillon du Nouveau-Brunswick est considérablement plus petite que celle de la France et de la Finlande, il n'est pas possible d'établir des comparaisons, car cela compromettrait l'exactitude des résultats. Néanmoins, les données du Nouveau-Brunswick révèlent certains résultats intéressants qui ont déjà été mis en évidence dans la littérature. Par conséquent, le contexte du Nouveau-Brunswick sera abordé séparément des deux

autres contextes. Les limites de l'étude seront ensuite présentées. Nous terminerons ce travail de recherche en proposant des recommandations à destination de la communauté éducative.

6.1 Les différences entre la Finlande et la France

Les résultats de cette étude indiquent que les élèves finlandais sont nettement plus susceptibles d'être motivés pour apprendre l'anglais LX que leurs homologues français. Trois différences récurrentes ont été identifiées dans les entretiens avec les enseignants participant à cette étude, qui expliquent probablement cet écart : le matériel d'enseignement, les pratiques pédagogiques et la formation des enseignants. Nous passons en revue ces trois facteurs.

Les enseignants finlandais utilisent principalement des manuels d'anglais LX, qui sont régulièrement mis à jour et comprennent des éléments interactifs, constituant une ressource complète et adaptable pour la planification des cours. De plus, les manuels sont rédigés par des enseignants d'anglais LX en exercice dans tout le pays. Étant donné que les enseignants en exercice ont un contact quasi quotidien avec les apprenants, ils ont probablement une vision plus réaliste des besoins des élèves que d'autres professionnels de l'éducation, ils créent donc des manuels qui ciblent plus précisément les forces et les faiblesses des élèves. En revanche, les enseignants français sont tenus de trouver eux-mêmes du matériel authentique, de concevoir leurs propres unités de cours et de suivre une méthode pédagogique spécifique, ce qui peut se traduire par une planification des cours plus longue et une adaptabilité moindre. Il peut donc être difficile de répondre à tous les besoins de leurs élèves. En outre, comme nous l'avons vu dans la revue de la littérature, les élèves qui perçoivent leurs enseignants comme moins motivés sont plus susceptibles d'éprouver une baisse de motivation (Atkinson, 2000 ; Bernaus et al, 2009 ; Hettiarachchi, 2013). Si les enseignants sont soumis à des pressions liées à des contraintes de temps et éprouvent des

difficultés à trouver des activités d'apprentissage efficaces, ils sont souvent moins motivés pour enseigner, ce qui a un impact négatif sur la motivation des élèves.

En outre, les manuels finlandais proposent trois niveaux de difficulté pour les exercices, ce qui favorise l'autonomie de l'élève (Deci & Ryan, 1985 ; Ryan & Deci, 2000) et peut éventuellement réduire leur niveau de frustration. Bien que tous les enseignants français participant à cette étude aient exprimé leur souhait de proposer trois niveaux de difficulté différents pour tous leurs exercices, ils indiquent que cela n'est pas faisable en raison de contraintes matérielles, car ils n'ont tout simplement pas assez de temps pour concevoir les exercices eux-mêmes. De précédentes études ont démontré que les élèves étaient souvent démotivés lorsqu'ils étaient confrontés à des tâches ou à des exercices qui se situaient au-delà de leurs capacités (Roothoof et al, 2002). Par conséquent, le fait d'être confronté à plusieurs niveaux de difficulté lors de la réalisation des tâches, ce qui se produit plus régulièrement pour les élèves finlandais que pour leurs homologues français, peut expliquer une partie de la différence de motivation entre les deux groupes.

En ce qui concerne les stratégies d'enseignement, les participants finlandais ont la liberté de choisir différentes méthodes pédagogiques, ce qui peut se traduire par des cours plus attrayants et plus agréables, car les enseignants participants peuvent modifier leurs stratégies d'enseignement pour mieux répondre aux besoins des élèves. En général, les commentaires des participants finlandais indiquent une plus grande satisfaction à l'égard des activités qu'ils ont réalisées en classe et de la manière dont ils ont appris l'anglais, par rapport aux participants français. Cependant, il est important de noter que les classes étaient plus petites en Finlande qu'en France, ce qui peut avoir eu un impact sur la façon dont les activités en classe ont été perçues par les élèves. Les classes de petite taille permettent une attention plus personnalisée et l'adaptation des cours en fonction des besoins et des préférences des élèves (Aggeler, 1958 ; Ebata, 2008 ; Nahavandi &

Mukundan, 2012). La taille des classes en France rend probablement ces pratiques plus difficiles à mettre en œuvre car il faut tenir compte d'un plus grand effectif d'élèves. Ce facteur, ainsi que la qualité du matériel d'enseignement et la variété pédagogique, peuvent contribuer aux différences de motivation des élèves entre les deux pays.

6.2 Différences au sein des groupes en France

Bien que l'objectif de l'étude ne soit pas de faire des comparaisons au sein des groupes nationaux, les résultats indiquent une grande variabilité entre les enseignants français participants : les élèves de certaines collèges ont déclaré être beaucoup plus motivés pour apprendre l'anglais LX que les élèves d'autres établissements. Les facteurs liés au bien-être émotionnel, à la priorité donnée à la communication plutôt qu'à l'exactitude linguistique et à la promotion des compétences métacognitives ont été considérés comme les principales différences entre les élèves motivés et ceux qui ne l'étaient pas.

Pour ce qui concerne le bien-être émotionnel, créer une atmosphère positive dans la classe et faire preuve d'empathie à l'égard du bien-être émotionnel des élèves sont deux éléments susceptibles de contribuer à une plus grande motivation des élèves : cette constatation est conforme à la littérature (Bouzayani & Elloumi, 2020 ; Kanevsky & Keighley, 2003 ; Kang, 2005 ; Peng, 2012). De plus, le fait de mettre l'accent sur la communication plutôt que sur la correction dans l'apprentissage des langues a peut-être eu un impact sur la motivation des élèves (Muslem et al, 2017). Plusieurs élèves issus de classes dans lesquelles les élèves étaient nettement moins motivés ont indiqué dans leur questionnaire qu'ils avaient l'impression de devoir toujours parler correctement et d'éviter les erreurs à tout prix. En revanche, de tels commentaires étaient absents chez les élèves des classes nettement plus motivées. En examinant les thèmes des entretiens avec les enseignants concernés, on constate que ces derniers ont déclaré que l'objectif principal de leurs

cours d'anglais LX était que les élèves soient compris, et qu'ils ne corrigeaient les erreurs qu'occasionnellement et uniquement si elles étaient liées aux sujets abordés en classe. Enfin, la promotion des compétences métacognitives chez les élèves est apparue comme un thème dans l'entretien d'un enseignant participant, dont les élèves étaient nettement plus motivés pour apprendre l'anglais LX. Au vu des résultats cette étude, la promotion des compétences métacognitives, telles que les compétences en matière de résolution de problèmes, pourrait favoriser la motivation des élèves (Nikoopour et al, 2012) et, par conséquent, leur apprentissage.

6.3 Nouveau-Brunswick

Comme nous l'avons indiqué dans l'introduction de cette section, le recrutement de participants au Nouveau-Brunswick a été difficile. L'analyse des données extraites des entretiens avec les enseignants révèle que cette situation est probablement attribuable à deux principales raisons. La première pourrait être que l'enseignement de l'anglais LX n'est pas une priorité dans les établissements francophones, car on présume que les élèves parlent déjà l'anglais en raison de la forte exposition à la langue à l'extérieur du collège, comme l'ont mentionné tous les enseignants participants du Nouveau-Brunswick. La deuxième explication possible est le fait que les enseignants d'anglais LX dans les établissements francophones n'ont pas toujours une formation en anglais, car ils ne l'ont pas tous étudié en tant que matière à enseigner. Ce phénomène est démontré par Ingersoll (1998) et Hirschorn et MacDonald (2015). Il se peut que les enseignants d'anglais LX du Nouveau-Brunswick soient moins intéressés à participer à des études portant sur l'enseignement de l'anglais LX. Comme l'ont indiqué deux des trois enseignants participants du Nouveau-Brunswick, ces professeurs n'ont pas beaucoup étudié l'anglais à l'université et se sont

vus attribuer leurs cours actuels d'anglais LX. C'est peut-être le cas pour d'autres enseignants d'anglais.

Bien que les données du Nouveau-Brunswick ne puissent être généralisées en raison du petit nombre de participants, plusieurs éléments ressortant des données méritent d'être soulignés, car ils sont conformes aux études précédentes. Trois thèmes communs sont ressortis de chacun des trois entretiens : travailler avec un programme d'études obsolète, le manque de formation des professeurs à l'enseignement de l'anglais LX et le matériel didactique limité. Il est possible que les trois éléments aient eu une influence sur la motivation des élèves.

En ce qui concerne le programme d'études, les trois enseignants participants ont fait remarquer que la dernière mise à jour du document avait eu lieu en 2004, soit 18 ans avant la collecte des données dans le cadre de la présente enquête. Les enseignants ont déclaré avoir beaucoup de mal à suivre le programme d'études, car il était obsolète et donc non représentatif des besoins et des intérêts des élèves. Comme évoqué dans la littérature (Herrington et al, 2003 ; Herrington et al, 2010 ; Rastegaran et al, 2016), les contenus qui se rapportent à la vie quotidienne des élèves sont en corrélation avec des niveaux de motivation plus élevés. Cet élément peut potentiellement avoir un impact significatif sur la motivation des élèves.

Ensuite, tous les participants estiment que leur formation d'enseignant ne les a pas préparés à enseigner l'anglais LX. Même le participant qui avait étudié l'anglais comme matière enseignable à l'université a indiqué que son diplôme portait sur les stratégies d'apprentissage en général et non sur l'enseignement de l'anglais LX en particulier. La perception de lacunes dans leur formation pédagogique peut avoir incité les participants à utiliser des méthodes dépassées, qui ne sont peut-être pas conformes aux directives actuelles visant à augmenter la motivation des élèves.

Enfin, chaque enseignant participant du Nouveau-Brunswick a fait état d'un manque perçu de matériel d'apprentissage, bien que l'un d'entre eux l'ait fait dans une moindre mesure que les deux autres. Plusieurs commentaires d'élèves du Nouveau-Brunswick indiquent qu'ils n'étaient pas satisfaits des activités d'apprentissage, ce qui a probablement contribué à diminuer leur motivation pour l'apprentissage de l'anglais LX. Certains élèves se sont sentis découragés parce que les exercices n'étaient pas assez stimulants pour eux et étaient ennuyeux, tandis que d'autres les ont trouvés trop difficiles, ce qui a provoqué un sentiment de stress. Cela confirme la perception des enseignants participants quant au manque de matériel et de ressources d'apprentissage. Comme l'indiquent des études précédentes, la mise à disposition des élèves d'une variété de contenus, d'activités et d'expériences est en corrélation positive avec leur motivation (Bouzayani & Elloumi, 2020 ; Ebata, 2008 ; Freeman et al, 2002 ; Zahorik, 1996). Par conséquent, si les enseignants font effectivement l'expérience d'un manque de ressources d'apprentissage, leurs élèves seront probablement moins motivés en retour.

6.4 Limites

L'étude actuelle présente deux limites principales. Premièrement, étant donné la petite taille de l'échantillon dans le contexte du Nouveau-Brunswick, les comparaisons n'ont pu être faites qu'entre la Finlande et la France, car la taille de ces échantillons était comparable. Deuxièmement, tous les participants ont pu s'exprimer dans leur première langue parlée, à l'exception des enseignants finlandais, car la chercheuse ne parle pas le finnois. Toutefois, ce

groupe de participants a été informé de son droit de se retirer de l'étude et de s'abstenir de répondre à toute question avec laquelle il ne se sentait pas à l'aise.

7. Conclusion

En conclusion, les résultats de cette étude suggèrent que la motivation des élèves est influencée par les pratiques d'enseignement ainsi que par divers facteurs contextuels. L'étude actuelle propose plusieurs recommandations à la communauté éducative.

- Tout d'abord, l'utilisation de manuels d'anglais LX récemment publiés dans les classes finlandaises s'est avérée bénéfique pour les enseignants afin de guider la planification de leur cours et de garantir la progression des élèves. Il est recommandé que les rédacteurs de manuels consultent les enseignants d'anglais LX en exercice pour s'assurer que les ressources sont à jour et qu'elles reflètent les intérêts et les besoins des élèves.
- Les manuels finlandais sont rédigés par des enseignants en exercice, qui comprennent mieux les besoins et les intérêts de leurs élèves. Comme l'ont montré des études antérieures, le fait de cibler précisément ces deux éléments est positivement corrélé avec des niveaux de motivation plus élevés.
- Il est également important de créer un environnement positif, où les efforts des élèves sont reconnus.
- Il est tout aussi important de privilégier la communication, et non pas la précision linguistique.

Il serait utile que des études ultérieures permettent d'intégrer des observations de classe afin de mieux comprendre les interactions entre l'élève et l'enseignant en temps réel, et la manière dont celles-ci pourraient influencer la motivation aussi bien de l'élève que de l'enseignant.