

Legitimizing identities and engagement: essential conditions for the development of language competences

Carl Ruest et Meike Wernicke

TNFLS – 27 février 2024



Key points

- **Developing competences** in French does **not** happen in a **vacuum**.
- **Teachers** in French programs are **professionals** who undergo constant **professional development**.
- **Developing language competences** requires **recognition** of this professional **identity** and **engagement** to a professional **community**.



Outline

- **Context:** Teaching French in British Columbia
- **Identity:** *Expert* versus *Learner*
- **Engagement:** Examples of UBC initiatives
- **Conclusion**



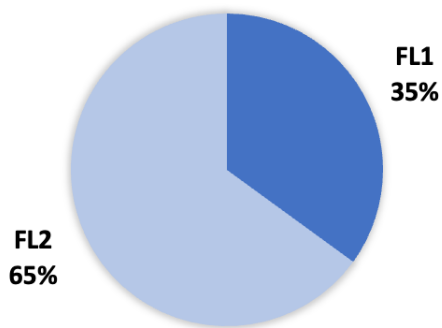
British Columbian Context



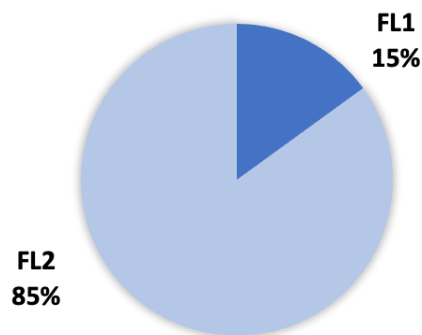
British Columbian Context

- French Teachers:
From L1 speakers (FL1) to L2 speakers (FL2)
- Examples:

Survey (Ruest et al., forth.)



UBC BEd Registrations



Identity building



Duality: *Expert* versus *Learner*

I teach (in) French.

Expert
(*"Native speaker"*)

**I continue to
develop my
French.**

Learner
(*Professionalisation*)



Engagement in a community



Two UBC initiatives

- I. **BC's Southern Interior French Education Network** (with Southern Interior Language Coordinators)
- II. **Institut de français, UBC à Québec**



I. Education Network

Mission: To support French educators' **professional development** and to promote **networking** and collaboration



I. Education Network

Many Initiatives (examples):

- Professional Development Workshops
- Various Networks (Late immersion, Teacher Librarians)
- Pairing between Teachers
- **FrancoFun Nights**
 - **Purpose:** To enable (present and futur) **teachers** to **express themselves** in French in a **social context**
 - Themes: Game Night, Cooking, Zumba, Bowling



FrancoFun Nights: Feedback

- **Agree/Strongly Agree** (average):
 - ✓ **More confident to express myself in French** with other colleagues
 - ✓ **More confident** in my position as **French educator**
 - ✓ Feel **connected** to a **community** of educators
 - ✓ Feel **connected** to a French speaking **community**



FrancoFun Nights: Feedback

“I have gained a **lot of confidence** speaking with people I don't know at these functions in French. I feel like **our community** of French educators is a **lot stronger**.”

See video here: <https://education.ok.ubc.ca/research-partnerships/bcs-southern-interior-french-educator-network/>



II. Institut d'été, UBC à Québec



A three-week immersion
program for **French language
teachers** in the heart of
Québec City!

II. Institut d'été, UBC à Québec

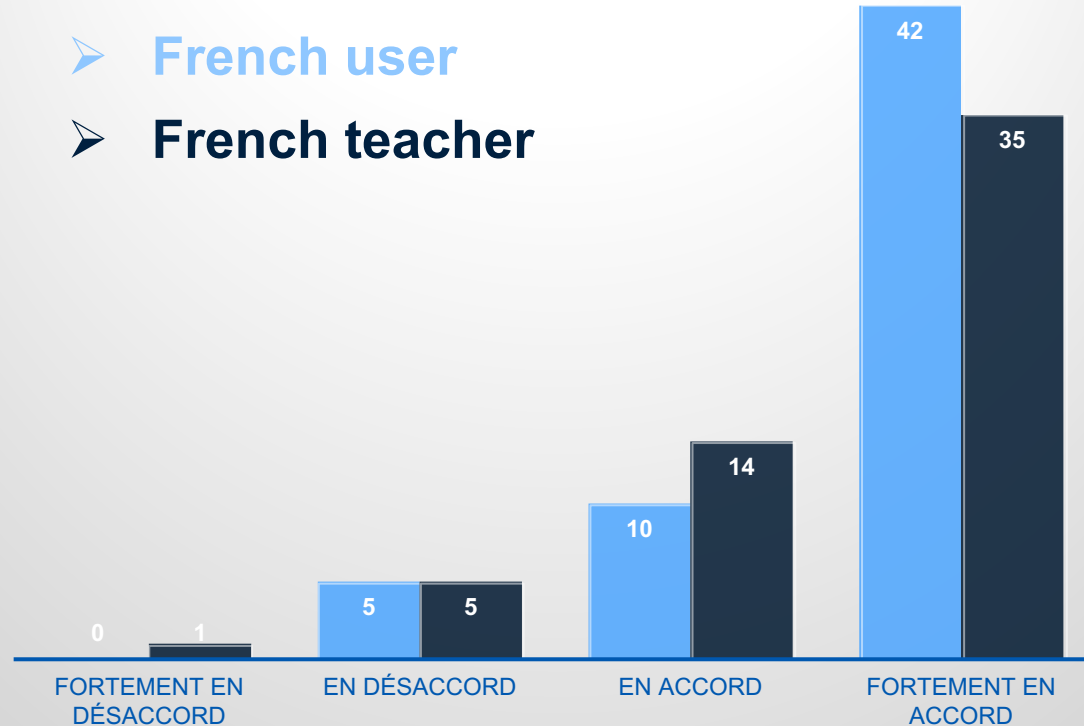
Mission: To support teachers in delivering quality French-language education by **helping them to develop their French-language, intercultural and pedagogical skills**, and their cultural knowledge of Québec society.



Institut d'été: Feedback (2019 & 2022)

More confident as:

- French user
- French teacher



Institut d'été: Inclusion of TCs

- Teacher Candidates (TCs) Inclusion:
 - Integration to the profession,
professionalisation
 - **Community** Building
- Not all teacher participants adopted this orientation



TCs Inclusion: Feedback (2023)

“I also feel that in certain situations the **teachers [participants]** **looked down on the UBCO students** and certain were at times belittling in the comments they made.”

- 2023 Participant, Teacher Candidate

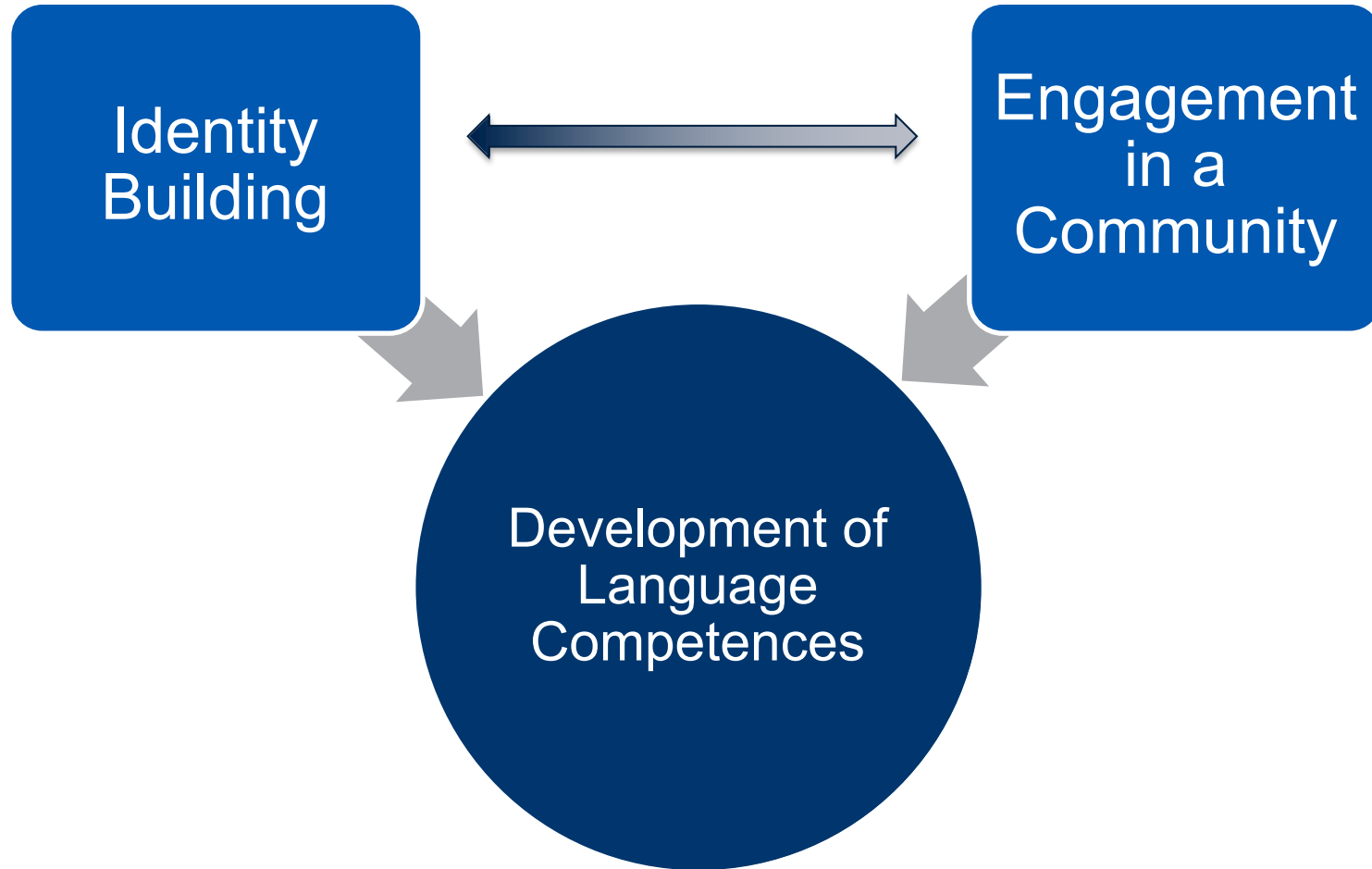
“ 1. **Only admit a certain level** of French speakers [...]
2. **Don't admit student teachers** or only admit them one year - they are so young and don't have a lot of experience teaching in a French immersion environment. ”

- 2023 Participant, Teacher



Conclusion







Merci!

Carl Ruest

carl.ruest@ubc.ca

Meike Wernicke

meike.wernicke@ubc.ca





THE UNIVERSITY OF BRITISH COLUMBIA

THE UNIVERSITY OF BRITISH COLUMBIA