A Critical Re-imagining of French-Language Teacher Learning and Professional Identities

by

Marie-Emilie (Mimi) Masson

A thesis submitted in conformity with the requirements
for the degree of Doctor of Philosophy

Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education
University of Toronto

A Critical Re-imagining of French-Language Teacher Learning and Professional Identities

Marie-Emilie (Mimi) Masson
Doctor of Philosophy

Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education
University of Toronto
2018

ABSTRACT

As an official bilingual country, Canada depends on French as a Second Language (FSL) teachers to promote bilingualism. However, FSL programs suffer from what I call 'FSL teacher flight': FSL teachers who enter the profession do not remain in it, they either leave or transition out of teaching French. FSL teachers report feeling disenfranchised, marginalized and isolated in their practice (Macfarlane & Hart, 2002; E. M. Richards, 2002). One way to address these issues is to offer FSL teachers the opportunity to participate in Computer-supported Collaborative Learning (CSCL) networks (Hollins-Alexander, 2013; Kitsantas & Dabbagh, 2010; Kreijns & Kirschner, 2004). These blended (i.e., online and face-to-face) professional learning networks, based on the principles of learning as a social and transformational process, make teachers agents of their professional learning and help them negotiate the complexity of their practice, and develop their professional identity and well-being through shared discursive practices.

This longitudinal multiple case study is a unique in-depth look into the professional learning and identity formation of two core French teachers over the course of four years (2011-2015). The data consist of 40 monthly two-hour group meeting discussions video recorded during a full release-day for site-based research, over 150 posts and essays shared in an online forum, open-ended survey responses and extensive field notes.

Findings reveal that FSL teachers use a wide range of complex and interrelated discursive practices to help them negotiate their professional learning and identity formation. Their research inquiries were highly contextualized, based on their local needs. They also reported that the learning experience in the CSCL network helped them feel supported and engage in their practice in new and creative ways.

The re-professionalization (Kooy, 2015) of FSL teachers' practice through their learning experiences reveals the potential contribution of this study to address the issue of FSL teacher

retention. The study provides a much-needed deeper understanding of what happens when FSL teachers actively participate in professional learning networks. It also re-imagining the narratives around FSL teachers so as to provide a model for long-term FSL teacher learning that promotes collaborative professionalism (Fullan & Hargreaves, 2016) and teacher well-being.

ACKNOWLEDGEMENTS

Although only one name is listed on the title page, this thesis is a culmination of academic discussions, feedback, casual conversations, guidance and advice I received from so many people over the last four years, none of which would have been possible without their support!

I would like to begin by extending heartfelt thanks to my thesis supervisor, Dr. Mary Kooy. My path crossed Dr. Kooy's immediately after beginning my doctoral journey at OISE and she has been the wind in my sails ever since. Dr. Kooy provided unconditional support and guidance every step of the way. No matter how much time I needed to work things out, Dr. Kooy patiently waited and stood by me – she has been the source of my endurance. I have learned so many life lessons from her and I am humbled to be able to take them out into the world upon graduation. Dr. Kooy's words of wisdom and her unique approach to supporting professional learning will live on in my future practice.

My thesis committee members, Dr. Karyn Cooper and Dr. Peter Trifonas, have also been instrumental in moving me along. I greatly appreciated the time they took to answer my questions about research methods, providing me with resources to read. Their insights expanded the reach of my work, while their feedback focused my arguments, fine-tuning this thesis.

I also owe a great debt of gratitude to my internal reviewer, Dr. Merrill Swain, for her careful reading of my work and for her incisive comments which helped me strengthen my line of thinking. She has been an inspiration to me. I am thankful for the many discussions we had which pushed me to consider areas that needed further reflections and challenged me to deepen my understanding of key concepts. Dr. Swain has generously offered a wealth of invaluable knowledge preparing me for academia and her mentorship has been a guiding beacon.

I would like to express my sincerest thanks to my external reviewer, Dr. Diane Dagenais, who contributed insightful comments and suggestions. Her observations helped me consider further how to make the key ideas in this body of work flow together so that I was able to defend them cohesively.

I was fortunate to also have two wonderful mentors, Dr. Sharon Lapkin and Dr. Stephanie Arnott, who gave me so much valuable information and motivation to continue in this work. Working alongside them in the area of French as a second language research has taught me a great deal about the field, not to mention provided me greater experience with research, writing, presenting and publishing.

My heartfelt appreciation also goes out to Dr. Enrica Piccardo for her guidance into the Language and Literacies Education program and her help with exploring and understanding the concept of plurilingualism in the Canadian context.

I would also like to thank my colleagues at the University of Toronto who spent many hours listening to my woes and sharing in my successes along the way: Heba Elsherief, Jeannie Larson, Shakina Rajendram, Shawna Carroll, Carlos Ossa Illanes, Tiffany Ng, Sarah El Hawany, Emma Ghosn, Alice Meyers, Cindy Sinclair, Klaudia Krenca, Paulina Scheck and Sebastian Roberts just to name a few of the many wonderful people I had a chance to interact with. Our

conversations together always helped me situate myself in my work and open my eyes to new possibilities.

My family has also given me endless time, patience, love and support while I completed this work. To Nori, Nina and Leo – thank you for everything! Having you to turn to and discuss challenges or celebrate victories made the whole journey a pleasurable adventure. My parents, Marie-Christine and Jean-François were also pivotal in the role they played, giving me and my family a roof over our heads, delicious meals to partake in together and gentle encouragement whenever needed.

Lastly, but certainly not least, I am forever indebted to the teacher participants in this project who allowed me to work with their data and supported this project with so much kindness and curiosity. I hope to repay this generosity by contributing new insights into the profession of teaching French as a second language in Canada.

DEDICATION

This thesis is dedicated to the French as a second language teachers of Canada. The stories here provide just a glimpse into the colossal complexity of your practice and your incredible dedication to providing Canadian children a chance to experience French language and culture. Merci!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF EXTRACTS

LIST OF ACRONYMS

Acronym	Term
CSCL	Computer-Supported Collaborative Learning
FSL	French as a second language
PA	Positioning Analysis
PD	Professional Development
PLC	Professional Learning Community
PLN	Professional Learning Network
SLTE	Second Language Teacher Education
TPD	Teacher Professional Development
TKB	Teacher Knowledge-Base
TLC	Teacher Learning Circles
TPL	Teacher Professional Learning
VPLC	Virtual Professional Learning Community

CHAPTER 1 : INTRODUCTION

Purpose of the study

Across the nation, schools struggle to retain their French as a second language (FSL) teachers. FSL teachers are mainly made up of core French teachers, who teach 76% of students enrolled in French, and French immersion teachers, who teach 24% of students enrolled in French (Canadian Parents for French, 2017b). Many FSL teachers express feelings of disconnection and isolation (Karsenti, Collin, Villeneuve, Dumouchel, & Roy, 2008; Lapkin, Mady, & Arnott, 2009), even marginalization (E. M. Richards, 2002) in the workplace. Some perceive themselves as 'second-class citizens' in their schools (Canadian Parents for French, 2004). In fact, up to 40% of FSL teachers end up leaving or consider leaving the profession (Lapkin, MacFarlane, & Vandergrift, 2006a).

When core French teachers feel disempowered from their practice, FSL 'teacher flight' becomes a serious issue. Ensuring core French teachers remain in the profession and maintain professional well-being is of concern to their students and their schools. However, little research focuses on how to address core French teacher retention and well-being through their experiences with professional learning and identity formation. As a result, the field of FSL has few insights into models for teacher learning that could help re-position core French teachers as valued members of their schools.

This study aims to document two core French teachers' long-term experiences in a Computer-Supported Collaborative Learning (CSCL) network. I will explore if and how this experience changes the way core French teachers feel about their classroom practice, their profession and how their identities as professionals evolve over time. This information will determine if such an approach to professional learning can help create a model to enhance their professional well-being and develop strong professional identities.

Background of the study

This study takes root in a broader SSHRC study on teacher learning that I joined as a graduate assistant my first year at the Ontario Institute for Studies in Education in 2014. The study participants consisted of a group of teachers across Ontario and Michigan who felt

disconnected from their practice. Some felt so disenchanted with their situation they considered leaving the profession. Despite all coming from different subject areas and grade levels, over the course of four years this group of teachers bonded and resisted oppressive discourses about themselves as teachers and their practice. Working together, supporting each other, challenging their assumptions and drawing up creative solutions, they strived to overcome negativity in their professional lives and enhance their professional knowledge and well-being.

For me, this was a revolutionary approach to engaging teachers in their practice. Despite my specialization in language teacher development and learning, but I had never heard of such an approach being used with FSL teachers. In fact, in FSL, the problem of 'teacher flight' suggests that many FSL teachers who enter the profession, do not stay; they either leave the profession or transition out of teaching French (Carr, 2007; Lapkin & Barkaoui, 2008). The situation is so dire in Ontario that trustees of the Waterloo Region District School Board (Southwestern Ontario) asked the Ministry of Education to intervene (Alphonso, 2017). In response, the Minister of Education, the Honourable Mitzie Hunter, issued a commitment to meet the growing demand for FSL teachers at a symposium hosted by the non-profit organization Canadian Parents for French in the fall of 2017 (https://www.youtube.com/watch?v=cLbTr4rDyN4). As I became increasingly aware of calls to address the problem of FSL teacher flight, I began to think: What would happen to FSL teacher flight if we used this collaborative computer-supported model of teacher professional learning with FSL teachers?

One way to rebalance teachers' lives involves building strong support systems through meaningful professional learning with colleagues (Kooy & van Veen, 2012). But in the case of core French teachers, research has yet to address how to support their professional learning in ways that address their needs in the classroom and improve professional well-being.

While Ontario teachers share the same professional standards, access to resources and support remains unequal (Campbell, Osmond-Johnson, Faubert, Zeichner, & Hobbs-Johnson, 2016). The unofficial consensus in Ontario, among FSL teachers and educational stakeholders I spoke to suggests that core French teachers often lag behind in educational trends compared to their English-language counterparts. Issues around the unequal working conditions of core French teachers have been well documented over the last four decades (Arnott et al., 2015; French & Collins, 2014; Karsenti et al., 2008; Lapkin, 1993; Lapkin et al., 2009; Salvatori &

MacFarlane, 2009; H. H. Stern, 1982; H. H. Stern et al., 1976). National and provincial studies report serious deficiencies in FSL programs: inadequate space allocated to the teachers, meager resources, under-appreciation of French in schools and/or surrounding communities, and insufficient funding and time off for professional development (PD) (Arnott et al., 2015; Carr, 2007; Lapkin, MacFarlane, et al., 2006a; Lapkin, Mady, & Arnott, 2006; Lapkin et al., 2009; Mollica, Philips, & Smith, 2005). Sustained teacher dissatisfaction over time erodes core French teachers' professional well-being creating stressful working conditions which contribute to FSL teacher flight.

Understanding the complex realities of core French teachers' work requires examining their professional social contexts and how they react or adapt to them. In particular, discourses (Gee, 2015) about teaching and learning French surrounding the core French teaching profession reveal the ways of thinking (i.e., ideologies, beliefs) teachers must contend with. For core French teachers, contextual discourses are three-pronged: they raise questions about their legitimacy as French-speakers; challenge the validity of their subject-matter in schools; and, signal distrust about their status as professional educators.

Core French teachers' practice and professional well-being depends on situating themselves within contextual discourses. Most pressing is the social discourse that questions the value and prestige of French as a subject in schools (Lapkin, MacFarlane, et al., 2006a). Such professional environments deny core French teachers the ability to position themselves as professional educators who contribute meaningfully to school life and students' academic learning experiences. The second prong concerns the perceived legitimacy of core French teachers as professional French speakers. Principals, parents, colleagues, and other educational stakeholders perceive certain ways of speaking, knowing or being 'French' as more valuable and appropriate than others (Roy, 2012, 2015; Wernicke, 2016), casting doubt, and in some cases challenging the legitimacy of FSL teachers as members of the francophone community. Finally, in terms of negotiating their practice, three main challenges surface: 1) changes in provincial curricula which call on teachers to figure out how to promote inclusivity, equity and well-being in the classroom; 2) working with a more diverse student population, which means developing differentiated practice; 3) standing at the crossroads of language, identity, and culture in Canadian society with increasingly diverse and multicultural student populations.

Often these contextual discourses compete and/or contradict each other. The changes

necessary to improve the educational system require deep meaningful shifts to re-professionalize FSL teacher identities and practice. Thus, professional learning is key to helping teachers address, and potentially incorporate, these complex issues into their practice.

Research questions

This study explores the discursive practices that enable core French teachers to develop deep learning patterns, connecting them to other professionals and allowing them to (re)situate themselves professionally. Ultimately, the research aims to address and improve FSL teacher retention and professional well-being through their professional learning experience.

Assuming learning is inherently collaborative and involves transformation, my research questions are therefore:

1) *How do the FSL teachers position themselves in the stories they share in the CSCL network over time? What do these small stories reveal about their professional identities?*

2) *What are FSL teachers' discursive practices in the CSCL network? How do these inform their professional learning?*

3) *What did the FSL teachers report about their professional learning experience in the CSCL network?*

Situating the researcher

I am what some would call a 'professional student', not simply because I am a graduate student in my 30s and still at school, but rather because I have made a career of lifelong learning, whether as a teacher or a student. Growing up multilingual and multicultural means I have also been an immigrant most of my life. I was born in Los Angeles, outside my parents' homeland of France. I was then raised in Canada, a new country for my family. I entered adulthood in Japan where I founded my own family. During my travels around the world, I have been in private and public education systems, and engaged with many different schools of thought on what it means to learn across the various cultures. Learning and adapting has been a key coping mechanism as I move through different spaces.

The daughter of two career teachers, I later moved to Japan where I became a language teacher. I worked in elementary and junior high schools, and eventually became a university

lecturer. Language and culture have always been integral parts of defining and re-defining who I am as I learned to slip between different worlds. For a long time, navigating the space 'in-between' cultures made me feel *illegitimate*, like I could not ever really fully be part of any one culture, and therefore did not belong; however, learning about plurilingual, post-structural and postmodern theories compelled me to re-evaluate what 'being' and 'belonging' mean. It has made me aware that there is no shame in renegotiating my *self* for different contexts. In fact, adaptability and flexibility is one of the great strengths of a multilingual person. These same qualities make strong teachers as well: ones who adapt to their contexts and remain flexible about tending to student needs.

Teaching language and communication have been my gateway to connecting with the worlds I journey through my whole life. This doctoral project is a culmination of my personal and professional experiences weaving in and out of unique and complex cultural systems. I turn my gaze to the cultural systems core French teachers in Canada must navigate in hopes of sharing and learning from the teachers who participated in this study. I aim to better understand their needs, successes and failures at carving out their identities as multilingual lifelong French-language teacher-learners working in public schools in Ontario. I am not completely unbiased in this project. I must disclose that the feelings of marginalization that core French teachers express in the research and their personal communications to me resonate with my professional experiences. Working in Japan as an English and French language teacher, great value was placed on the languages as a tool for social and economic advancement, but I also felt an undercurrent of resistance from society, from my students, and from my administrators: one that signaled to me the importance of understanding identity discourses that push and pull across languages and cultures and shape the way we act and feel about learning language on a deeper level. It is a disservice to students to address language learning as a superficial endeavour to improve marketability or global communication. Language learning is a deep emotional and psychological transformation that rings through to the core of our being. It forces us to question our values, our *selves* and our surroundings – it is a simultaneously rewarding and demanding endeavour.

I come to this research project as an insider-outsider (Dwyer & Buckle, 2009). In a way, this project is an extension of my story as a language teacher struggling to find my place in the cultures and languages that are part of my personal and professional spheres. As a strong

advocate of collaboration, I believe in opening the discussion on core French teachers' place as cultural members of the communities in which they exist. I believe in laying down bridges for them to freely travel across without fear of feeling discarded or seen as less than *because* they are able to move in and out of different spaces, a social practice that Pavlenko has explained was long seen as suspicious, even devious by multilingual speakers (2006). The project is a continuation of my work on multilingual and multimodal approaches to learning in which I strive to open people's minds to the possibility of welcoming alternative ways of knowing and being for all those who want to be involved in a given language and culture, creating their own form of legitimacy. One of the goals of this research is to hear core French teachers tell their stories as they carve out space for themselves, another is to rethink the way we understand learning: a dynamic, social process which draws on different sources of knowledge and mediums of communication to create a catalyst for change.

Significance of the study

This study contributes to the field of FSL in two ways. First, the conceptual approach to learning I use in the study challenges current core French teacher professional learning models and working conditions by repositioning teachers as active, self-directed agents in their professional learning. The conceptual terrain I plan to explore in this study has the potential to contribute to the advancement of the field of FSL teacher professional learning and identity formation.

Second, using knowledge mobilization to disseminate the findings of the study in the form of a podcast on www.FSLteacherlearning.com is part of my plan to (re)imagine the narrative about core French teachers in Ontario. Altering the narrative to reposition FSL teachers at the centre of their learning, core French teachers can empower themselves to problematize their practice, identify patterns and connections around them, develop critical and creative thinking skills and equitable teaching practices, thus, transforming the learning landscape in their schools and across their profession.

In the implications for the study, I address how sustained collaborative professional learning experiences transform professional knowledge and identities of core French teachers, and how CSCL networks might help to address professional well-being and FSL teacher flight.

Structure of the dissertation

This thesis consists of eight chapters. Chapter 1 considers the purpose and some background information on the project, followed by the research questions. I then situate myself in the study. I conclude with the significance of the study.

Chapter 2 explores the literature on the working conditions of core French teachers and outlines the discourses that surround FSL teachers' practices in Canada. I delve into how these affect the legitimacy of core French as a subject, core French teachers as speakers of French and core French teachers as professional educators. I also discuss how recent changes to the curriculum are shifting the narratives of teaching and learning in Ontario.

Chapter 3 provides my theoretical framework and a review of the relevant literature. I introduce critical sociocultural concepts borrowed from the fields of General Education and Language Education and define key constructs in the study: teacher professional learning, computer-supported collaborative learning (CSCL) networks, and teacher identity, which are not all yet fully part of the research narrative in FSL studies. After defining each, I review the literature in FSL research that also addressed these concepts. I conclude with my conceptual framework.

Chapter 4 outlines the rationale for conducting a longitudinal case study detailing the site selection, the recruitment process, my focal participants, and data generating and processing. Finally, after outlining my data analysis, I conclude with the representation and dissemination plan for the findings.

Chapters 5 and 6 each represent a case study: Sophie and Christina's respectively. Chapter 7 offers a comparative analysis of the two case studies. Chapter 8 discusses the findings, the implications of the study and future directions in my work.

CHAPTER 2 : A LITERATURE REVIEW

This chapter provides an empirical literature review documenting the state of the profession for core French teachers in Canada, and more specifically in Ontario. I draw from prior research that specifically covered core French teachers and add contextual research that sets the stage for my study. Turning to research in the field of FSL more broadly, I frame the latest trends that indirectly impact and inform the core French teaching profession in Ontario.

Core French Teachers in Ontario: The State of the Profession

Ontario now faces a strange predicament echoed in other parts of the country: a continued struggle to find and retain qualified French teachers (Kitchenham & Chasteauneuf, 2010; Salvatori, 2009), despite the growing number of qualified teachers entering the profession. In Ontario, a surplus of teachers means newly licensed teachers must wait years before they can find gainful full-time employment in schools (Ontario College of Teachers, 2015), although trends indicate the situation is slowly improving. Teacher education programs require a rigorous amount of course work and practicum hours. Recently, in Ontario, these programs were extended to two years after the initial four years of post-secondary education, meaning teachers in Ontario receive six years of post-secondary education.

While all teachers in Ontario share the same standards, access to resources and support is unequal. The consensus in Ontario is that French as a Second Language (FSL) teachers are often excluded from the professional learning opportunities of their English-language counterparts. Core French teachers work alongside English-language subject teachers, so they are keenly aware that they are left to work with dated resources. For instance, while the Mathematics, English Language Arts, and Science curriculums were revised in 2005, 2006 and 2007, respectively, to meet new provincial requirements in numeracy and literacy education, the core French curriculum was not revised until 2013. Teachers were aware of these delayed updates to their curriculum, and eagerly awaited changes to modernize their practice, as evidenced in a Facebook post shared in the Facebook group "Teaching FSL" (Figure 2.1), a group for FSL

teachers in Ontario to meet online and chat about their profession.

Figure 2.1. Delay in FSL curriculum compared to English-language curriculum update

As a teacher comments, the new curriculum is "much more user friendly with prompts and examples. **More like the English (finally)"** (my emphasis).

Core French, a French *language studies* course, is the mandated minimum requirement for students in Ontario in English-track public schools (as opposed to French immersion-track schools where course *content* (i.e., Mathematics, Social Sciences, History, etc.) is also taught in French). Core French in Ontario begins in Grade 4 when students are 9-10 years old, with daily 40-minute classes, although this schedule varies across schools. French remains mandatory through Grade 9. As a means to promote official bilingualism in Ontario, the province provides

students with these six years of French language studies with a mandated minimum of 600 hours of instruction (Ministry of Education Ontario, 2017).

Core French teachers in Ontario

I outline the contextual discourses that surround core French teachers in their practice. The discourses are three-pronged: teachers not only deal with questions of the legitimacy of their subject matter in schools, but also as professional French speakers and up-to date practitioners.

Understanding the complex realities in which Core French teachers work requires weaving in the contextual discourses (Gee, 2015) that surround them in their profession. Narratives about who core French teachers are, what it means to learn French in Ontario, what students expect of French classes, what parents think of French, and what the administration feels about French, make up some of the contextual discourses surrounding different elements of core French teachers' lives. Discourses are the stories we are told and believe that help us understand the world. They represent the way that power and knowledge interact to shape how we understand, react to and behave in the world around us (Foucault, 1980).

Core French as a subject

Issues around unequal working conditions of core French teachers have been well documented over the last decade (Arnott et al., 2015; French & Collins, 2014; Karsenti et al., 2008; Lapkin et al., 2009; Salvatori & MacFarlane, 2009). National studies report serious deficiencies in FSL programs such as inadequate space allocated to French teachers, meager and outdated resources, under-appreciation of French in schools and/or surrounding communities, and insufficient funding and time for professional development (PD) (Lapkin, MacFarlane, et al., 2006a; Lapkin, Mady, et al., 2006; Lapkin et al., 2009). In a report titled, *Why are new French immersion and French as a second language teachers leaving the profession?* (Karsenti et al., 2008), the authors report five factors which contribute to core French teacher dissatisfaction: poor working conditions (i.e., excessive workload, lack of time), lack of instructional materials, difficulty in forming relationships (i.e., with administrative staff or mentors, fear of failure and being judged, lack of trust), difficulty with classroom management, and poor initial training.

Sustained teacher dissatisfaction erodes core French teachers' professional well-being and contributes to what I term 'FSL teacher flight', creating stressful working conditions for core French teachers. In Ontario, a core French teacher felt compelled to write a letter about it to the Dean of the Faculty of Education at Brock University. In that letter, the teacher suggests that the

Dean actively discourage students from enrolling in FSL qualification courses due to the poor treatment of FSL teachers across school boards in Ontario. In a bid to gather evidence on the matter, Mollica, et. al. (2005) documented the stories of elementary core French teachers in Ontario through focus group interviews and surveys (N=1500). The findings confirm the disquietude of the FSL teacher who sent in that letter. Most disconcerting: up to 63% of core French teachers <u>do not</u> have their own classroom in schools. Those without a classroom teach 'à la cart', a term coined by the teachers for those who roam the school halls pushing a cart full of materials because they have no classroom of their own. Almost a quarter of these teachers (22%) move between <u>seven or more</u> classrooms each week, some teaching in staff rooms, lunchrooms, libraries, gyms and/or multiple portables. One teacher explains,

> The most frustrating, exhausting part of my job is travelling from room to room, upstairs, downstairs, between portables carrying all my resources in bins in the rain, wind and snow… My resources get ruined, I get run down and I often forget things or need things I hadn't anticipated. My program suffers and I spend half my lunch or recess taking resources down, transporting and setting up again. (Mollica et. al., 2005, p. 18)

Compounding issues of space, belonging, professional autonomy and fatigue, core French teachers with no classroom of their own are forced to negotiate access to the classroom space (e.g., the blackboard, the desk, the walls). Sometimes home room teachers overtly resist their requests. For many core French teachers, the lack of a space to create a French language-rich environment reflects a disrespect for their subject, and by extension themselves as professionals. This feeling is further exacerbated for 25% of the 'à la cart' teachers who report empty, available classrooms in their schools.

Issues surrounding professional well-being are a major concern for French teachers. For instance, core French teachers work in conditions where they feel unable to take any time off: 12% reported that core French classes are often simply cancelled in their absence. What's more, they report that 70% of supply teachers are not qualified to teach FSL, making it difficult for teachers to take time off for health reasons or professional development opportunities. The teachers in Mollica et. al.'s (2005) research also expressed concerns that the core French program is not on par with other courses. As one teacher explains, "I sometimes feel as though I am just giving 'planning time' [to other subject teachers] instead of being treated as an equal or professional" (p. 21-22). Working in such professional environments denies core French teachers

the ability to position themselves as "specialist of one of the core subject areas in the curriculum" (p. 17), contributing to FSL teacher flight.

Lapkin and Barkaoui (2008), in a report to the Ministry of Education in Ontario, also explored the perspectives of the provinces' core French teachers (N=387) on their profession. The authors drew on data from a national survey (Lapkin, MacFarlane, et al., 2006a) and used descriptive statistics and content analysis to document core French teachers' experiences in Ontario. Confirming FSL teacher flight, almost 23% of teachers who responded report that they plan to move out of teaching French within the next few years. When asked, 91% explained that their reason for leaving was mainly or partly due to dissatisfaction with teaching FSL. Echoing the findings of Mollica et. al.'s (2005) study, the teachers in the study lament the lack of classroom space dedicated to French, the limited presence of French-speaking administrative staff, supply teachers and librarians, and insufficient funding to buy resources and partake in PD opportunities. The survey revealed they would like funding for PD which takes place during school hours (78%) and is relevant to their practice (66%) (Lapkin & Barkaoui, 2008).

These problems with core French teachers' working conditions still prevail. As one principal from a local school district I spoke to during the 2017 *International Congress on School Effectiveness and Improvement* held in Ottawa confirmed, all the French teachers in her board teach 'à la cart'. She also described a shortage of French teachers in the school board because many of them 'switch over' to English-stream subjects as soon as possible in their career. As a solution, the board mandated that all teachers who had taught French in the last two years, resume doing so. In the words of this administrator, "The teachers were not happy about it."

Teachers share stories of feeling like "second-class citizens" (Canadian Association of Second Language Teachers, 2004; Canadian Parents for French, 2004) lamenting the amount and kind of support they receive. Some stated that core French teachers in their schools have 'different professional development (PD)' than their colleagues; that is, they are excluded in the latest training sessions provided at their schools. One former teacher consultant explained that she recalls going to schools to train English-language teachers on new literacy initiatives, but no training was available for French teachers. Similar to updates in the curriculum, updates in training and professional development frequently came later for French teachers. Teachers also expressed frustration with class scheduling (French & Collins, 2014). One teacher revealed that

core French is always scheduled during the last period of the day in her school, when teachers and students are both mentally and emotionally exhausted, making it the least apt time for learning.

Mollica et. al. (2005) found that up to 73% of core French teachers expressed that administrators and/or colleagues supported them, while in another study core French teachers felt that less than half of their administrators and/or colleagues supported them (Lapkin & Barkaoui, 2008). This speaks to the complexity of this issue that goes beyond simply listing the troubles individual FSL teachers face in their schools. It does, however, signal the potential to address feelings of belonging, support and professional well-being among teachers within their professional communities.

Core French teachers as French-speakers

Core French teacher identities as professional French-speakers speak to their practice and professional well-being (Salvatori, 2007). To understand requires looking more broadly to the historical discourses around English and French in Canada. The status of French in schools in English-speaking regions inherently links to the socio-political relationship between English- and French-speaking communities. If schools tend to reproduce social inequalities held in broader social discourses (Bourdieu & Passeron, 1970), then it stands to reason that the socio-political struggle between French and English that is part of our bilingual heritage as a nation also presents itself in our schools. English and French are now the official languages of Canada, and despite the federal government framing bilingualism in a positive light, their co-existence has also long been a site for contention, particularly at the provincial level. Core French teachers, squarely located within this 'terrain of struggle' (Heller & Mc Laughlin, 2008), pace the site of symbolic domination of English over French in English-speaking Canada. Symbolic domination represents the unequal power that one group maintains over another, generally through linguistic and cultural practices. In their study, Mady & Knouzi (2014) show how this domination is enacted. For instance, French teachers are asked to supervise classes while English teachers receive literacy training; or French teachers' needs are not addressed in professional learning communities catering to the needs of the majority. The study highlights the systemic issues that core French teachers continue to face in their practice. Those very issues have been widely investigated and reported over the last three decades, and yet, little has changed in the way policy is implemented to eradicate feelings of marginalization among core French teachers in their

professional context.

Tensions also exist within the French-speaking educational community around the different forms of French (e.g., Acadian French, Franco-Ontarian French, French from the Maghreb (north-east Africa), Parisian French, or Québécois French). Certain ways of speaking, knowing or being 'French' are framed hierarchically; that is, some are considered more valuable and appropriate than others (Roy, 2012, 2015; Wernicke, 2016). In a recent study, following a group of FSL teachers who went to France for a study abroad program for teachers, Wernicke (2016) demonstrates how Canadian FSL teachers negotiate their linguistic and cultural capital to find legitimacy as French-speakers and professional FSL teachers. This is no small task for French teachers as the "authenticity of French in Canada rests on the paradoxical orientation to both an idealized standard of European French and insistence on a legitimate, local Canadian standard" (Wernicke, 2016, p. 11).

As professional French-language educators, core French teachers stand at the crossroads of intersecting discourses which attribute more or less value to different varieties of French and question their linguistic and cultural ownership and identity as French speakers. This is particularly salient for core French teachers as many are themselves second-language speakers of French (Gagné & Thomas, 2011), adding another layer to questions of legitimacy and belonging for teachers (Salvatori, 2007). For instance, Roy (2015) explores the linguistic discourses and ideologies held by French immersion teachers around the teaching and learning of French in their schools. Her study reveals that issues of what is 'good' French and how a 'good' French speaker should behave (e.g., not switching between languages when they speak) is an important concern for students, teachers and administrative staff. It also becomes a hurdle for French immersion graduates to overcome. Core French teachers are not exempt from these discourses and ideologies. Those who have learned French through the Canadian school system, as graduates of core French or French immersion programs for instance, may internalize these discourses that inherently position them as 'deficient' or 'inadequate' speakers of French (Byrd Clark, 2008). As Roy (2015) points out about discourses and their surrounding ideologies, "Elles sont toutefois difficiles à changer si on ne réfléchit pas sur celles-ci et les changements auront plus de chances de se produire dans un contexte local.[1]" (p. 126), underlining the importance for core French

---

[1] "They are however difficult to change if we do not think on them and any changes are more likely to take hold at a local level" (my translation)

teachers to take the time to think through the implications of the discourses that surround their practice. The research also demonstrates that the discourses surrounding core French teachers' legitimacy as French speakers originate in school. The discourses surrounding legitimacy teachers heard when they were studying French at school can be reproduced when they become teachers affecting their sense of self and their professional identity. Salvatori (2007) suggests core French teachers need to openly discuss their anxieties and insecurities about their language identity in professional learning contexts.

Core French teachers as professional educators

I identify three critical issues in the literature that demonstrate the increasingly complex nature of core French teacher practice. First, FSL teachers work with increasingly diverse student population, including special needs students (Arnett & Mady, 2010; Arnett, Mady, & Muilenburg, 2014), English language learners (ELL) or allophones (students who do not speak English as their first language) (Garbati, 2013; Mady, 2012; Mady, Arnett, & Muilenburg, 2016) and recently arrived immigrant and refugee students (Mady, 2007; Mady, Black, & Fulton, 2010). These changes in the student population are mirrored by the fact that *inclusion* has become such an important topic in recent FSL research (e.g., Arnett, 2010; Bourgoin, 2016; Byrd Clark, Mady, & Vanthuyne, 2014; Cobb, 2015; Mady et al., 2016).

Second, diversifying student populations require different pedagogical teaching and learning practices. Borrowed from second language education, *multiliteracies* (The New London Group, 1996) are making their way into FSL. Multiliteracies represent different ways of knowing and interacting with the world: through writing, speaking, art, and/or technology. They are an important aspect of professional teaching practice to engage with diverse student populations. Indeed, the latest revision of the Ontario Curriculum for French as a Second Language (Ministry of Education Ontario, 2013b) states:

> In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs. (p. 35)

This means that FSL teachers face the added challenge of familiarizing themselves with and clearly identifying multiliteracies, as well as developing multiliteracies as pedagogy. These

might include digital literacies (Lotherington & Jenson, 2011), visual-based approaches (Dagenais, Moore, Sabatier, Lamarre, & Armand, 2009; Prasad, 2015) and drama-based approaches to teaching and learning (Dicks & Le Blanc, 2009; Ntelioglou, Fannin, Montanera, & Cummins, 2015).

Third, research and activism around working with diverse student populations and recognizing new ways of knowing / learning has uncovered an additional layer that is unique to the language teaching profession in that it can be a tool and an effect in the classroom: both multilingualism and plurilingualism. Multilingualism and plurilingualism in the Canadian context (Byrd Clark et al., 2014; Enrica Piccardo, 2013; Enrica Piccardo, 2017) both share the valuing and privileging of linguistic resources that everyone (including teachers) brings to the classroom. Increasingly, teachers and students alike notice the disparity in power that different languages in the Canadian context are afforded and how that can affect multilingual students' and teachers' processes for learning (Byrd Clark, 2012; Cummins, 2014; Roy, 2015). As such, research in FSL contexts explores ways of teaching for cultural and linguistic diversity (Doucette-Vanthuyne, 2016; Moldoveanu & Mujawamariya, 2007).

Shifts towards social justice in education, inclusivity, equity, diversity and well-being in core teacher practice are reflected in recent changes to the provincial FSL curriculum (Ministry of Education Ontario, 2013a, 2013b). The Ministry of Ontario (Ministry of Education Ontario, 2013a) outlines it thusly:

> The vision for FSL in Ontario encompasses a heightened awareness of the value of learning French and extends beyond the development of French-language skills to include the broader advantages to be gained from learning more than one language. Making this vision a reality requires an ongoing commitment on the part of all stakeholders. **Educators must be connected and supported through increased opportunities to participate in professional learning communities.** (p. 8, my emphasis added)

In sum, the FSL profession faces increasingly complex core French teaching demands requiring that teachers develop strong support networks to change and improve.

Much of the data I report here stems from perceived and self-reported difficulties generated by teachers during focus groups, interviews and surveys. The research to date has remained deficiency-focused, zeroing in on what teachers lack or what students and schools lack. In spite of the French teacher shortage, consistently reported on for well over a decade

(Grimmett & Echols, 2000; Karsenti et al., 2008; Macfarlane & Hart, 2002; Pan, 2014), little or no change to FSL teacher flight has occurred; hence, my thesis takes into account this in-depth critical analysis of the systemic issues surrounding the FSL teaching profession in order to consider the broader sociocultural phenomena that play out in FSL teachers' lives.

Concluding thoughts

Core French teachers in Canada struggle to find their place as professionals within their schools and maintain legitimacy and value for their subject matter. As multilingual speakers, they also struggle to claim their identity within the French-speaking community. Core French teachers are at the intersections of many competing discourses and ideologies. They exist in this liminal space and simultaneously strive to fulfill the requirements of the Ontario curriculum and maintain their passion as professional educators of the bilingual children of the future.

CHAPTER 3 : THEORETICAL FRAMEWORK

Key sociocultural and critical theoretical concepts inform my study. Because these theoretical leanings are uncommon in FSL research, I draw from the research literature in the fields of teacher learning in General Education and Second Language Teaching. I work from the understanding that this is not the way these concepts have traditionally been defined in the research surrounding core French teacher learning and professional development. As such, I write this section very much against the current approach to FSL teacher learning. Drawing on research from different areas, models the potential of such a theoretical approach in uncovering new facets of core French teacher learning.

I begin by addressing the concept of *learning*. What is learning? What does it look like for teachers? My goal is to (re)imagine core French teacher learning by (re)defining *knowledge,* and *agency.* The following section explores collaborative learning in Computer-Supported Collaborative Learning (CSCL) networks. Last, I explore the interrelatedness between teacher learning and professional identities, particularly as it pertains to *professional well-being* and *emotions* in the workplace. These concepts allow me to move forward in (re)framing the discourse about core French teachers in Canada.

Each section concludes with an overview of empirical studies in FSL that are relevant to my work. However, because many remain rooted in the Applied Linguistic tradition of teacher research, I use these studies to situate myself within the academic discourse on core French teacher learning and point out how I differentiate my work and the intended contributions I plan to make to the field of FSL teacher learning.

Teacher professional learning

What is professional learning? It is the active process of transformation and/or construction of knowledge directed by personal thoughts and feelings. Sociocultural theory defines learning as a social process (Vygotsky, 1978). This contrasts with cognitive psychology theories and long established studies in Applied Linguistics in which learning only takes place in the individual's mind – the so-called 'black-box' (Long, 1980). Vygotsky argued that it is "essential to incorporate the study of human culture and history into the effort to understand the development of the human mind." (Swain & Deters, 2007, p. 821).

In sociocultural theory, learning is mediated by material (e.g., books, computers, people)

and symbolic (e.g., language, concepts, belief systems) artefacts. Therefore, along with other people, material goods, language, belief systems and culture play an important role in the learning process (Swain, Kinnear, & Steinman, 2011). Vygotsky believed that "through others, we become ourselves" (Vygotsky, 1997, p. 105) implying that the learning process is simultaneously individual and social. In his theory, Vygotsky outlines learning as a transformational process that occurs on two planes: first learning is *intermental*, it is prompted by social interaction with others and/or mediational means (i.e., artefacts) that are outside of ourselves, second it is *intramental*, internalized by an individual to create higher mental processing (Swain et al., 2011). *Intermental* and *intramental* processing are both necessary for learning to occur – they are interdependent and interrelated. Johnson explains how this plays out in teacher learning:

> [T]his transformation, from external to internal, does not happen automatically or in-dependently. Instead, it takes prolonged and sustained participation in the activities of both becoming and being a teacher. It requires that [teachers and] teacher educators establish locally appropriate professional development goals that fulfill teachers' needs in the particular instructional contexts in which they are teaching or will eventually teach. (Johnson, 2015, p. 516, my square brackets added)

Before the sociocultural turn in the 1990s (Johnson, 2006), the field of language education was rooted in cognitive behavioural psychology and Applied Linguistics. Learning was then conceived as a purely punctual (as opposed to sustained) individual cognitive process. In this model, it meant that for teachers learning did not occur in the classroom, it occurred during *professional development*, defined as specially allotted time for teachers to 'acquire' new methods and ideas they could then incorporate into their classrooms and practice on their own. Hence, second language teacher education (SLTE) (i.e., for pre-service teachers) and teacher professional development (TPD) (i.e., for in-service teachers) focused on exploring and developing *teacher cognition* as a means to understand how teachers applied new knowledge in their work. Teacher cognition can be defined as "the unobservable cognitive dimension of teaching – what teachers know, believe, and think." (Borg, 2003, p. 81). For the purposes of my research, I consider any approach to teacher education and teacher professional development to

fall under the umbrella of teacher professional learning[2] (TPL), and will use the terms SLTE and TPD to situate the discussion about teacher learning in previously used models of TPL.

A major critique of focusing on teacher cognition in SLTE was the lack of a "common conceptual framework of organization, and very little attention […] paid to how second language teachers learn to teach, how they develop teaching skills, how they link theory and practice, and how their previous experiences inform their belief systems and thus what they do in the classroom" (Freeman & Richards, 1996, p. 457-458) – what a sociocultural theorist would consider the social dimensions of learning. Indeed, from a sociocultural perspective, isolating the notion of teacher cognition overlooks many social and cultural aspects of teachers' lives that are *informed by* and *have an impact on* their practice (e.g., their experiences as learners, their work environment, their professional development, and their learners' needs).

Johnson (2009) highlights five implications of using sociocultural theory of mind as a means of changing the way we conceive TPL. The implications include, first, viewing teachers as *learners of teaching* – a move that "recognizes the inherent interconnectedness of the cognitive and social, and allows us to see the rich details of how teacher learning emerges out of and is constructed by teachers within the settings and circumstances of their work." (p. 3).

Second, it implies *rethinking language* as a social practice. For Vygotsky, language is the most important mediational tool for learning because "speaking and writing shape and reshape cognition" (Swain, 2006, p. 95) – a dialogic process which Swain termed *languaging* (Swain, 2006; Swain, Lapkin, Knouzi, Suzuki, & Brooks, 2009; Swain & Watanabe, 2012). Language is "a psychological tool that is used to make sense of experience, but also a cultural tool in that it is used to share experiences and to make sense of those experiences with others, thus transforming experience into cultural knowledge and understandings" (Johnson, 2009, p. 3).

Third, a sociocultural perspective entails viewing *teaching as dialogic mediation* calling for a focus on the "character and quality of interaction[s]" (p. 3). As Johnson (2015) explains, "teaching and learning are not to be treated as separate activities but as a united process that paves the way for learners' conceptual development" (p. 517). It involves participating in sustained dialogic mediation and scaffolded learning to provide opportunities for professional

---

[2] A search in Google Ngram shows the term 'teacher professional learning' appeared in the literature in 1989 and made a sharp increase into the vernacular from 2000 onwards marking a shift towards socio-constructivist conceptualizations of teacher learning in language education.

learning (Johnson, 2009).

Fourth, a sociocultural perspective involves taking into consideration the broader sociocultural and historical macro-structures surrounding the teaching profession. As outlined in Chapter 2 with Core French teachers' working conditions, broader macro-structures will "affect the ways in which teachers and their students are positioned, how teachers enact their teaching practices, and more importantly, the kinds of learning environments teachers are willing and able to create for their students" (Johnson, 2009, p. 5).

Finally, Johnson (2009) argues for rethinking professional development beyond "coursework, workshops, and seminars, to include teachers' informal social and professional networks and the extent to which their classrooms are sites for professional learning" (p. 6). I take this as a call to extend TPD and SLTE into a framework for sustained teacher professional learning. In the next section, I define knowledge and agency and their role in the learning process.

Teacher knowledge

Shulman (1987) identifies at least seven different categories of teacher knowledge that are part of the Teacher Knowledge-Base (TKB) outlined in Figure 3.1. The TKB represents "a professional self-definition. It reflects a widely accepted conception of what people need to know and are able to do to carry out the work of a particular profession" (Johnson, 2009, p. 11).

KNOWLEDGE OF EDUCATIONAL ENDS, PURPOSES, PHILOSOPHICAL & HISTORICAL GROUNDS		CURRICULUM KNOWLEDGE (program requirements and guidelines & materials that become "tools of the trade")	
GENERAL PEDAGOGICAL KNOWLEDGE (broad principles & strategies of classroom management and organization that transcend subject matter)	**PEDAGOGICAL CONTENT KNOWLEDGE** (special amalgam of CONTENT and PEDAGOGY which creates a special form of professional understanding)	**CONTENT KNOWLEDGE** (of the subject matter)	
KNOWLEDGE OF EDUCATIONAL CONTEXTS workings of groups / classrooms governance / finance of school district characters of communities and cultures		**KNOWLEDGE OF LEARNERS** their characteristics and their needs	

Figure 3.1. Adaptation of Shulman's (1987) Categories of Teacher Knowledge-Base

TKB is the platform where teachers can begin to construct their practice and their professional identities (Freeman & Johnson, 1998; Freeman & Richards, 1996; Shulman, 1987). It is the basis upon which they can make meaning of and problematize their lived experiences in the classroom, as learners and teachers. It is an invaluable asset to determine successful outcomes for teachers (i.e., emotional well-being, self-efficacy, low drop-out rates, interaction-style with students, parents and administration).

The TKB also determines how teachers operationalize theories of learning in their teaching practice, a process known as *praxis* (Freire, 1970). And yet, language teachers come into the field with an unclear understanding of praxis (Borg, 2003). Johnson (2009) explains: "second language teachers typically enter the profession with largely unarticulated, yet deeply ingrained, notions about what language is, how it is learned, and how it should be taught" (p. 13-14).

Understanding TPL implies rethinking how knowledge is conceived. Historically, language teachers face two common myths to establishing their knowledge-base. First, the 'if-you-can-speak-it, you-can-teach-it' myth. Ideas about teacher competence rooted in the Craft model (Wallace, 1995) assume that the teacher will acquire skills and knowledge through training and by emulating the 'master' (in the case of language teachers: the 'native speaker'). Prior to the emergence of Applied Linguistics (AL) as field in the 1950s, second/foreign language teachers were considered educated when they knew *about* the language they were teaching, specifically in terms of grammar and literature. Teachers would commonly study classical literature in a foreign language to learn grammar and linguistics *about* the language they would teach. This theoretical framework is based on the fallacy that being a 'native-speaker' in a given language (i.e., with intrinsic 'knowledge' of that language and culture) meant you could teach it, harkening back to the 'grammar-translation model' in which knowledge and status in the language is attributed to mastering its form, rather than having lived experiences in that language. For non-native speakers who become language teachers, this raises important questions: If knowledge of a language is inherently 'owned' by those born into it, then what does it suggest about others who access the 'knowledge' through study? And how is status and power attributed to those who are born into this 'knowledge'? What does it say about the 'knowledge' and experiences amassed by second language learners? In language education, debates about the 'native-speaker'-'non-native speaker' paradigm largely called these fallacies into question

(Cook, 1999; Canagarajah, 1999). Yet, this perspective towards second/foreign language teaching persists today and affects FSL teacher learning and identities (Wernicke, 2016, 2017).

Second, the myth that knowing about how *languages are learned* is a sufficient condition for knowing *how to teach language* persists. As Freeman (1989) highlights, in this condition, second language teachers are expected to become familiar with Applied Linguistics, second language acquisition research and methodologies and somehow apply this knowledge as fully developed practice to classroom learning. This creates a void which overlooks the time and resources teachers need to develop praxis (Freire, 1970). This idea stems from what Wallace (1995) defines as the Applied Science model for teacher learning. The Applied Science model emerged with the field of Applied Linguistics in an attempt to consolidate theory and research undertaken by the academic community into the more practical realities of teachers. It was assumed that if teachers "knew" a certain set of discreet strategies and skills they would be able to teach successfully (echoing the idea in cognitive behaviourist language learning theories that if students "knew" certain linguistic features, they would know how to speak a foreign language).

This gave rise to the field of teacher cognition, alluded to above, shrouding teacher learning in mystery. Unsurprisingly, terminological eclecticism around what teacher cognition consisted of, flourished in the literature, including "pedagogical reasoning" (e.g., Herman, 1998), "teacher beliefs and practices" (Flores, 2001), "teacher perceptions" (e.g., Borg, 2003), "personal practical knowledge" (Golombek, 1998), "Beliefs, Assumptions, Knowledge (BAK)" (Woods, 1996). Despite the wide range of research interests related to teacher learning and the variations in conceptual terms, the studies largely show the complex interdependence and mutual influence between teacher cognition, learning experience, teaching context and practice (Kubanyiova, 2012; Kubanyiova & Feryok, 2015), albeit with a focus on the cognitive aspects of learning, to the detriment of social and emotional aspects (Swain, 2013).

In both of the Craft and Applied Science models, knowledge is 'received' from external sources, keeping teachers in a passive role and focusing on the product of learning, rather than the process. Top-down knowledge transmission leaves little room for the validation of teachers' voices or experiences in the classroom (Freire, 1970). The process-product orientation to knowledge "both ignores and devalues the individual experiences and perspectives of teachers" (Freeman & Johnson, 1998, p. 399). The entrenchment of such discourses threatens the

establishment of the second language teacher profession, leaving legitimacy to be measured by native-speaker status (or markers of 'native-speakerness') and the accumulation of decontextualized knowledge, rather than an ability to teach language.

TKB is sometimes misrepresented as an external body of information that is outside of the teacher. It is therefore important to conceive of TKB as a dynamic construction of knowledge that is always in conversation with the external forms of knowledge teachers encounter and their internal interaction and negotiation of that knowledge in their personal experiences, beliefs about teaching and learning, and contextual cues.

Understanding knowledge through a sociocultural lens, as a primordially socially-generated and situated co-construction, leads to such questions as what constitutes 'knowledge' and who 'creates' knowledge. In this research, located in the emerging field of FSL teacher learning, arguing that knowledge is active, ongoing, and co-constructed moves away from conventional conceptions and practices in SLTE and TPD, where often, knowledge is conceived as transmitted. In the next section, I explore the role of teacher agency in (re)defining the teacher knowledge-base.

Teacher agency

The multifaceted nature of the subject-matter of FSL (e.g., grammar and vocabulary, socio-pragmatics, cultural and historical information) places great demand on FSL teachers' TKB. This makes research on FSL teacher knowledge difficult, however, it is also what makes it so imperative. Because so many possible areas for exploration in FSL classrooms (i.e., linguistics, (multi)literacies, surface vs. deep culture, social justice, developing empathy, Canadian citizenship, identity construction, multiculturalism, etc.) exist, this also creates choice and individual autonomy in the way teachers can approach the subject. It demands greater individual autonomy within the subject-matter of FSL because teachers must make "informed curricular decisions" (Shanahan, 1994, p. 5) about what aspects of the curriculum to explore, based on their beliefs about what it means to learn French in Canada. Yet, research on FSL teachers has traditionally focused on specific facets of the TKB: namely, teachers' understanding and use of content knowledge (i.e., linguistics) and their pedagogical content use (i.e., applied linguistics). A great need exists to understand how other facets of TKB, such as socio-pragmatics, institutional knowledge, and cultural and historical knowledge inform FSL teacher practice.

For instance, we know that French teachers are often excluded and left to their own devices as to how to approach French language education in the schools (e.g., using the Accelerated Integrated Method (AIM) or not, whether to integrate technology or not). In many cases, they may be the only FSL educator in their school leaving them isolated during the informed curricular decision-making process. Another example has been the focus on presenting students and parents with the extrinsic benefits of learning French, such as getting "a better job", glossing over the socio-historical dimension of what it means to speak French in Canada. The particular attention given to certain types of knowledge in FSL teacher learning affects how teachers interact with their subject-matter and where they focus their attention during professional learning. Being aware of the richness of the FSL TKB changes the dynamics for teachers, and calls for a shift in perspective in research on FSL teacher learning.

What knowledge is privileged and how learning is defined raises questions about the value and power of the subject-matter. Who needs to be informed about teacher learning? Who makes critical decisions about teacher learning and teaching practice? Macro-structural organizations with top-down mandates from school boards and administrations often leave teachers relegated to the bottom. As Dewey's Spectator theory of knowledge (Sleeper, 1986) concedes, such a structure displaces teachers by removing the realities of actions and their consequences, wearing away teacher agency and their decision-making process. The informed, then, are the administrative decision-makers who gain control of teachers' actions. For instance, the impact in schools is that FSL is often scheduled at the end of the day when teachers and students are tired, the subject matter is afforded low status, and teachers are not provided with proper teaching space, or up-to-date training and resource materials (Mollica et al., 2005).

Research geared towards effective teaching and determining 'best practices' has derailed understanding in TPL. Who makes the decisions about effective teaching practices remains at the crux of debates on evidence-informed practice and policy decisions. Without being afforded agency to make decisions about how learning unfolds in teachers' classrooms, it

> seems to limit severely the opportunities for educational practitioners to make such judgments in a way that is sensitive to and relevant for their own contextualized settings. The focus on 'what works' makes it difficult, if not impossible to ask the questions of what it should work *for* and who should have a say in determining the latter (Biesta, 2007, p. 5).

Knowledge conceptualised as 'transferrable' is decidedly more quantifiable and measurable than the more abstract conception of 'co-constructed' knowledge.

The roles teachers play in the classroom are inextricably tied to their professional selves, their professional knowledge and the context they operate in. As Hammersley points out, when a model for teacher learning maintains that experiential "knowledge is not a sufficient determinant of good practice," (Hammersley, 2001, p. 3) it maintains a "misleading conception of the nature of professional knowledge" (p. 3), undermining the fundamental need to include teacher knowledge in both every day and research practices in education. How we understand knowledge and who holds the privilege of generating, disseminating, questioning, and critiquing it will reveal critical understanding of the roles and responsibilities of teachers within their sphere of sovereignty. Ultimately, with agency to contribute to their own knowledge-base, core French teachers will create a more nuanced, complete view of educational environments and experiences, leading to more meaningful teaching and learning of FSL in schools.

In teacher professional learning and development, sustained collaborative learning has been explored in the context of professional learning communities (DuFour & Eaker, 1998; Kooy, 2009), communities of practice (Lave & Wenger, 1991), (participatory) action research (Kemmis & McTaggart, 2005; Leitch & Day, 2000), inquiry-based practices of teachers-as-researchers (Cochran-Smith & Lytle, 2009) and communities of inquiry (Wells, 1994). All share the premise that learning is social and collaborative, sustained over the course of teachers' careers, and involves addressing and critically reflecting on local issues (i.e., of student learning, or school culture).

Inquiry-based approaches to professional learning, well aligned with the sociocultural perspective, emphasize teacher agency through sustained reflective practice (e.g., Cochran-Smith & Lytle, 2009; Darling-Hammond & McLaughlin, 1995; Kooy & Colarusso, 2013). In 1933, Dewey called this *reflective action*. He defined it as "active, persistent and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads" (Dewey, 1933, p. 9). Becoming a reflective practitioner (Schön, 1983) through inquiry-based approaches to teacher professional learning (re)positions teachers as active agents at the centre of their own professional learning practice. Inquiry-based teacher learning means teachers can "use external and internally collected evidence to inquire into their practices, assess their effectiveness, identify the reasons for difficulties and also

successes, and plan how to improve and make interventions as a result" (Hargreaves & Fullan, 2012, p. 100). In fact, reflexivity is a necessary skill for dealing with what is unknowable or unpredictable (Goodyear, 1999).

Today, given the situation core French teachers find themselves in, I would argue that *critical reflective practice* would be more suited to their needs. As Brookfield explains,

> reflection becomes critical when it has two distinctive purposes. The first is to understand how considerations of power undergird, frame and distort so many educational processes and interactions. The second is to question assumptions and practices that seem to make our teaching lives easier but that actually end up working against our own best long term interests - in other words, those that are hegemonic (Brookfield, 1995b, p. 8).

A critical reflective practice is a transformational process (Cranton, 1996). For instance, teacher-learners' reflective practice in an online learning community can provide a site of engagement for developing professional identity and shaping teaching practice in the process of learning to teach (Hung, 2008). Armed with a critical perspective (e.g., Cooper & White, 2006; P. P. Trifonas, 2003), core French teachers engaging in inquiry-based approaches for professional learning and development can explore their micro (individual) and macro (social) professional learning experiences.

This section situates core French teacher learning as an ongoing long-term process that is individually and socially constructed. It invites us to rethink the way language functions as a tool for professional learning and for critically engaging with the cultural context in which teachers work. Applying a sociocultural perspective to teacher learning transitions professional development from a static view of learning which simply focuses on acquiring classroom techniques and skills (i.e., linguistic skill in French and teaching methods) in a workshop held outside of class time towards a dynamic view of learning in which teachers become aware of their underlying assumptions about learning (and the effect they have on their learners) and implement sustained reflective practice to explore broader sociocultural implications in their context.

FSL research on teacher professional learning

Despite calls for research on professional learning networks in FSL teacher learning to address issues of teacher well-being and socially equitable practices in teacher training (Heffernan, 2011; Mandin, 2008), research is still recent and few studies exist. I identified five peer-reviewed studies from journals published in French and/or English on in-service FSL

teacher learning using sustained collaborative networks. One study explored professional collaboration across schools (Jacquet & Dagenais, 2010) while the other four studies discuss professional learning communities (PLCs) (Bournot-Trites, 2008b; Kristmanson, Dicks, & Le Bouthillier, 2009; Kristmanson, Dicks, Le Bouthillier, & Bourgoin, 2008; Kristmanson, Lafargue, & Culligan, 2011). PLCs are collaborative learning networks set up with the explicit goal of improving student learning via teacher professional learning (Lieberman & Miller, 2008).

Jacquet and Dagenais (2010) studied professional collaboration across three distinct language contexts: Anglophone schools, Francophone schools and French immersion schools. Their findings highlight the connection between collaborative learning and teacher professional identities, specifically with regard to the power differentials among cultural and linguistic communities in and around schools. One way this study intends to build on these findings is to provide detailed information about the nuances of teachers' experiences with collaborative learning.

Kristmanson led a number of studies on PLCs in FSL contexts (Kristmanson et al., 2009; Kristmanson et al., 2008; Kristmanson et al., 2011). Kristmanson's (2009; 2008) studies are two one-year action-research projects in an elementary school (2006-2007) and a middle school (2007-2008). The research team created a PLC with French immersion teachers at each school based on teachers' identified need to develop students' French writing practice. The PLC promoted dialogic communication, active participation of all the PLC members, balanced reflection and action, and experiential learning as a starting point for dialogue. After concluding the PLC sessions for the year, the research team collaborated with the elementary school teachers to develop a teaching-writing model called ÉCRI (Écriture Cohérente et Raisonnée en Immersion). The teachers reported increased collaborative practice with their colleagues and valued the time given by their administration to consult with one another and share pedagogical practices. They also reported improved writing and motivation towards writing from their students (although this was not assessed by the research team).

However, the project remained rooted in an Applied Science model of professional development. Although the study proved advantageous for the teachers, the ultimate goal of the research which centered on identifying 'best practices' (assuming a one-size-fits-all approach to learning) and creating and testing a writing model for French immersion teachers, does not make room for teachers to develop agency in their professional learning. From a sociocultural

professional learning standpoint, one critique is that the project did not emphasize developing teacher knowledge about *learning to teach* writing, but rather focused on *how to teach writing* via research and strategies. According to Freeman and Johnson (1998), bypassing steps to support teachers on how to conduct their own search of the literature robs them of the opportunity to develop a critical stance towards research. Throughout the study, the research team assessed the teachers' learning, suggesting a product-oriented approach to teacher learning.

Kristmanson's most recent study using PLCs (2011) is an action research project with 10 high school language teachers (5 of them FSL teachers) working together to learn about using the Common European Framework of Reference (CEFR) and the Electronic Language Portfolio (ELP) in their practice. The teachers met with the researchers for six one-hour meetings over the school year during full release days to work together in their PLC. Using a participatory action research approach which promotes doing research *with* teachers rather than *on* teachers, the research team shared the analysis of their discussions with the teachers, prompting a spiral of collaborative reflective practice. Findings show that the teachers sought to uncover their philosophical stance before developing an action plan, suggesting that PLCs can promote critical thinking skills when teachers are given the time and space to unpack assumptions about learning and the constructs they attempt to integrate into their practice. This project aligns with my work. The researchers mediated teachers' learning if / when needed (i.e., providing theoretical insight), but ultimately, the teachers led their own PLC, identified their own needs and found solutions that suited their teaching contexts. The current study extends this kind of research demonstrating further potential of collaborative learning networks on teacher learning, albeit with an added focus on the effect such work has on teacher professional identities.

These studies, all published between 2008 and 2011 illustrate how recent and under-researched collaborative process-oriented approaches to learning are in the field of FSL teacher learning. What is more, all the studies outlined here focus on French immersion contexts. To my knowledge, no research exists on collaborative learning networks specifically for core French teachers. This study documents the collaborative learning process for core French teachers.

Computer-supported collaborative learning (CSCL)

CSCL intersects technology, social theories of learning and pedagogy. It is defined as an "interdisciplinary research field focused on how collaborative learning, supported by technology

can enhance peer interaction and work in groups, and how technology facilitates sharing and distributing knowledge and expertise among community members" (Lipponen, Hakkarainen, & Paavola, 2004, p. 31). Frameworks for CSCL take root in constructivism, a philosophy of learning which involves an active co-construction of knowledge (Kirschner, Martens, & Strijbos, 2004).

Professional learning in a CSCL environment affords teachers the opportunity to engage in critical reflective thinking and develop praxis. In it, they can: articulate (new) ideas, represent different perspectives, compare and contrast perspectives, have asynchronous discussion, access meta-level representations of argumentation, make explicit common or shared definitions, negotiate beliefs, observe and be part of a group perspective, and formalize and disseminate new knowledge (Stahl, 2000). In fact, Huang (2016) found that professional learning in a CSCL network impacted teachers' knowledge, practice, professional identity and motivation to participate.

Observing professional learning in a CSCL environment reveals the personal and social learning activities that teachers engage in online during the knowledge building process. Figure 3.2 illustrates that process.
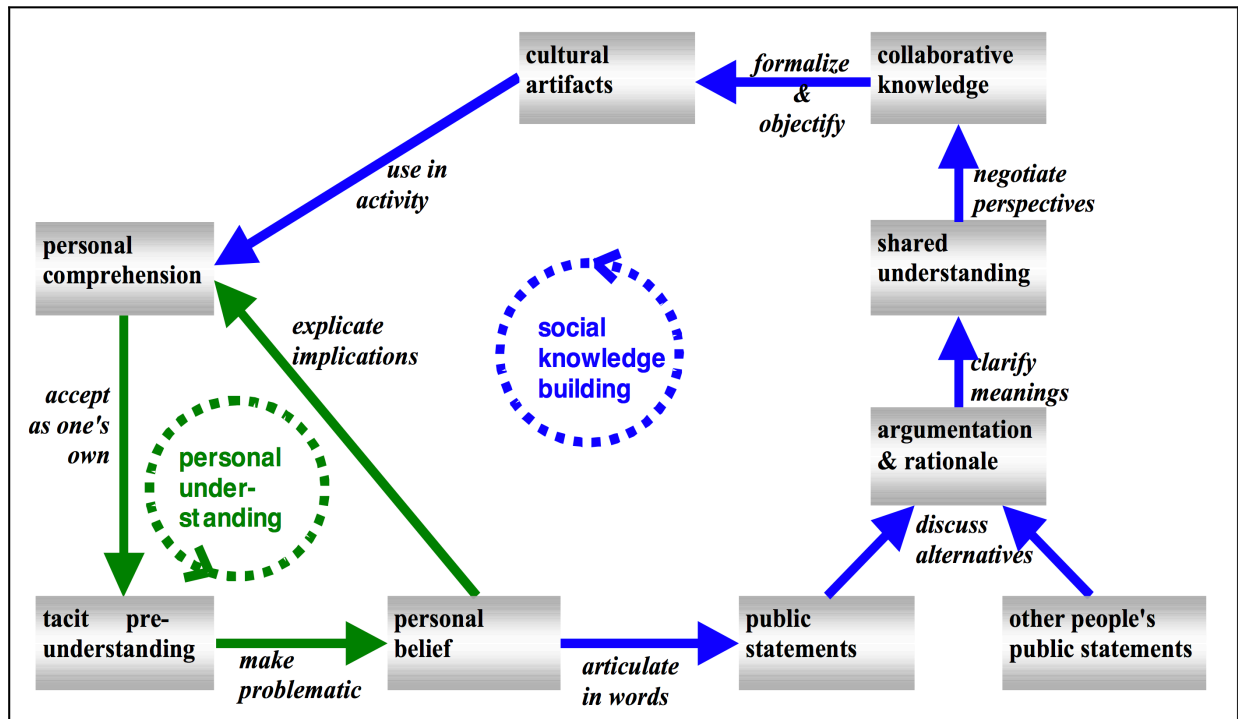
Figure 3.2. A diagram of knowledge-building processes in CSCL environments developed by Stahl (2000)

As teachers make explicit their tacit pre-understanding and personal beliefs in the CSCL environment, they also contribute to social knowledge building.

Many aspects of collaborative learning are inherent to computer-supported knowledge-building environments. If learning from a sociocultural perspective is a collaborative process which implies interaction with others mediated by social and cultural artefacts (such as language, computer-systems, books, etc.), it involves creating public statements that become part of the community discourse and enter the cycle of social knowledge building. These public statements require argumentation, rationales and a shared understanding. Once these have been negotiated, contrasted and clarified, they can become collaborative knowledge and eventually cultural artefacts that enter in use during teachers' professional learning activities. Stahl (2000) notes that any formalized or objectified cultural artefact that becomes a mainstay in the groups' discourse can always be subject to re-entering the cycle and undergoing further transformation. It is also important to consider that this representation of collaborative knowledge building is a simplified model – no guarantee or requirement exists for learning to pass through these phases at one time (it could occur over an extended period of time), in a particular order (although it is presented in steps this dialogic process is non-linear as it involves much back and forth during negotiating).

Collaborative learning networks involve transformation. Placing learners at the centre of their local contexts (e.g., the classroom) and more broadly their schools, collaboration in CSCL environments becomes a driving force for change (Scardamalia & Bereiter, 1994, 2006). Rogoff (1994) explains: "learning and development occur as people participate in the sociocultural activities of their community" (p. 209) and is a "process of transformation of participation in which responsibility and autonomy are both desired" (p. 210). Moving from being other- to self-regulated (Lantolf, 2000) makes teachers accountable for their learning personally, while the experience in a CSCL network prompts socially shared regulation (Zheng, 2017). Transformation occurs as teachers internalize new ideas, but also across individuals at the community level. Donato (2004) states that "collaboration transforms individuals from marginal members of a community to contributing participants in expanding circles of community practices that they reciprocally help to forge" (p. 289).

CSCL networks have the added effect of dismantling hierarchies. Their novelty and ground-up creation with new community members challenge traditional forms of top-down teacher learning models where teachers are often expected to learn from outsider-experts in one-

shot sessions (e.g., lectures, conferences, workshops) (Kooy, 2009, 2015). In CSCL networks the asymmetry of roles (Rogoff, 1994) makes each community unique. As teachers work in CSCL networks, technology enables members of the online community to "author" themselves (Lipponen et al., 2004, p. 44). With teachers launching inquiries based on their and their students' needs in the classroom, their work becomes historically- and culturally-grounded. Professional learning in CSCL environments gives teachers control and ownership over the tasks they perform (Kirschner et al., 2004). It situates the work that teachers engage in, as they "[carry] out activities with purposes connected explicitly with the history and current practices of the community" (Rogoff, 1994, p. 211). Online activities not only help teachers develop digital literacy, but also foster professional identity development (Kitade, 2014).

Collaborative learning networks place emphasis on relationships rather than producing learning outcomes (Rogoff, 1994). Dagenais, Walsh, Armand and Maraillet (2008) explain that "different members of the group must feel that their contribution is respected and valued, that it contributes to the goals set by the group" (p. 143). In short, collaborative learning networks offer a 'safe space' (e.g., Kooy, 2015; Kooy & Colarusso, 2013) where teachers can develop by expressing their concerns and working out contradictions in their practice (Engeström, 2001). This opens the floor to exploring the role of emotions in collaborative learning networks, which I will come back to in a subsequent section.

With the creation and distribution of professional knowledge operating on so many levels, collaborative learning becomes synergistic. This is particularly true of the model in Figure 3,.2 where knowledge building in the CSCL system supports multiple steps and integrates the knowledge and experiences generated during collaborative events of many community members to create knowledge beyond what any one individual could accomplish on their own (Donato, 2004; Meirink, Meijer, & Verloop, 2007). Collaborative learning networks are conducive to richer teacher professional learning. They capture the stories of members helping them make sense of their lived-experiences by operating at a grass-roots level and remaining situated in the common practice of teachers (Kooy, 2006, 2009).

Moving core French teachers into a social and collaborative model for learning allows them to become 'owners' of their learning. They become accountable and included in the learning process in which they can draw on their multifaceted professional identities (Cooper & Olson, 1996) to (re)define their roles and reshape their professional knowledge-base. Essentially,

core French teachers' decision-making processes and knowledge creation cannot be separated; they are integrated into their collaborative learning practice. Through this process of renegotiating their knowledge-base collaboratively, teachers move ever forward in making complex decisions for themselves and their students, what Fullan and Hargreaves (2016) call developing a *culture of collaborative professionalism*.

FSL research on CSCL

Although teachers and teacher educators recognize the need for FSL teachers to integrate innovative learning technologies into the curriculum, the research on FSL teacher learning in online environments is virtually non-existent (pun intended!). Articles published to date relating to technology in FSL focus on investigating specific uses of technology teachers make in the French classroom to benefit student learning (E. Murphy, 2009; Pellerin, 2013, 2014; Taylor, 2015), or teachers' beliefs about using technology in the classroom (E. Murphy, 2002; Turnbull & Lawrence, 2002, 2003), or offering advice about different uses of technology teachers can make in the classroom (Flewelling, 2010; J. Murphy, 2010).

To my knowledge, only one study mentions the potential to use CSCL environments to promote FSL teacher learning. In a study addressing the teacher shortage and linguistic needs of FSL teachers, Bournot-Trites (2008a) pioneered a course designed to help pre-service FSL teachers connect remotely via an online platform to practice and maintain their French language competency. Although the study introduces an original idea into the field of FSL teacher learning, it remains a conceptual article rather than an empirical study.

This brief review of the literature signals a clear gap in the area of FSL teacher learning in CSCL networks. The present study addresses this gap by providing an initial glimpse into the learning opportunities that two FSL teachers' experience in a CSCL environment. In the following section, I reveal the connections between teacher learning, collaborative learning and teacher identity.

Teacher identity

Teacher identity is a central component of teacher learning. The way in which the TKB is valued and promoted critically affects how language teachers' professional identities play out in the classroom; that is, the *way we think* about learning affects what we *do* about it. As Sachs (2005) explains:

Teacher professional identity […] stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society. (2005, p. 15)

While identity has been conceptualized as a fixed set of attributes in psychology and behavioural sciences (Ricento, 2005), socioculturally-oriented research frames identity as a phenomenon of co-construction realized by the dialectic interaction between the individual and their social context (Chan & Clarke, 2014). Beauchamp and Thomas (2009) list several terms that exist in the literature to express the non-static and evolving nature of identity: *identity construction, building an identity, creating an identity, identity formation, identity-making, the architecture of identity,* and *shaping an identity.* The sense of self that is created from dialogic negotiations between the individual's beliefs and the contextual discourses that surround the individual is mediated by language. Cohen (2010) identifies a range of discursive strategies that teachers use to construct their identity, including two types of reflective talk. Meanwhile, MacLean and White (2007) found that student-teachers who co-constructed their professional identity through talk used representation, categorization, evaluation, individualization and inclusion as strategic discursive practices. As a means of decentering the self in discussions of social enactment, poststructuralism adds the elements of fluidity (Davies & Harré, 2007), subjectivity (Foucault, 1982) and performativity (Butler, 1997) to conceptualizations of identity (Morgan, 2004; Vitanova, 2005).

From a critical sociocultural perspective, language, culture and social relations of power transform the individual and that individual transforms them in turn through social expression by *enacting*, or *embodying* a transient sense of identity (Lewis, Enciso, & Moje, 2007). Identity, thus, includes a dynamic composite of intersectional factors, such as race, gender, socio-economic status, linguistic background, geographical location, among others (Gu & Benson, 2014; Haddix, 2010; I.-C. Huang & Varghese, 2015; Jenlink, 2014; Kitade, 2014; Motha, 2006; Rodriguez & Reis, 2012; Simon-Maeda, 2004). What the research highlights most strongly is that many facets of identity (which some refer to as *identities*) exist and they evolve over time as teachers adapt to new professional settings and experiences. Identity formation involves tactical re-contextualization and creative adaptation of discourses across space and time revealing that classroom instruction and identities are co-constructed through the particulars of everyday practice (Handsfield, Crumpler, & Dean, 2010; Kanno & Stuart, 2011; Kayi-Aydar, 2015a). As

Simon-Maeda (2004) illustrates, teachers creatively mobilize available resources to contest oppressive forces in their professional lives when faced with ideological constraints. However, identity negotiation is both a collective and individual process (Pappa, Moate, Ruohotie-Lyhty, & Eteläpelto, 2017). Søreide (2007) identified more than 30 subject positions which teachers used to actively shape and re-shape their professional identities. Identity is a co-construction between the teacher, with all of their personal history and beliefs, and the contextual discourses that surround the teacher (Varghese, 2006; Watson, 2006). In sum, identities are constitutive and transformational. They are embodied through the performativity of teachers' professional selves, all the while, re-negotiated, challenged, and questioned by the surrounding ideologies that immerse teachers in their work environments. This means that feelings of illegitimacy and power struggles for status can negatively affect teacher professional identity construction (Gu, 2013). In some cases, teachers' reactions to the way they are positioned in their work environments cause them to leave (Varghese, 2006), a very real phenomenon for FSL teachers who feel their subject matter and professional judgement is undervalued (Lapkin & Barkaoui, 2008).

Developing a strong sense of professional identity is central to the process of becoming an effective teacher (Alsup, 2006; Goodnough, 2010). And yet, a need persists for deeper understanding of teacher identity development in the knowledge-base of second language teachers (Kanno & Stuart, 2011). Research grapples with understanding how identity shifts and the directionality of these changes. Beauchamp and Thomas (2009) summarize the conceptual cocktail of ideas that need to be addressed when dealing with teacher identity:

> One must struggle to comprehend the close connection between identity and the self, the role of emotion in shaping identity, the power of stories and discourse in understanding identity, the role of reflection in shaping identity, the link between identity and agency, the contextual factors that promote or hinder the construction of identity […]. (2009, p. 176)

Indeed, competent teachers draw on a diversity of resources and inspirations to develop their professional knowledge-base and maintain fluid identities (Davies & Harré, 2007) that transpire across personal, cultural and professional boundaries.

Professional well-being

As teachers negotiate their professional identities together in collaborative practice they will inevitably come across the notion of power (Wenger, 1998) and agency. Disenfranchizing work situations are the main cause for psychological distress and teachers leaving the profession

(Goyette, 2016). In a context of increasing professional complexity where teachers feel marginalized in their practice to the point of leaving, it is essential to address FSL teacher well-being.

I define teacher well-being as a sustained state of emotional and mental confidence and ease that includes feeling part of a social network. In the behavioural sciences, some talk about this in terms of 'psychological well-being' attained through self-efficacy (confidence) and agency (Zee & Koomen, 2016). For more holistic practitioners, this involves "finding a sense of meaning and purpose" (J. Cohen, 2006, p. 204) through intense meaningful engagement that provides gratification. Teacher professional well-being goes beyond the individual teacher and affects student learning and school environment (Arens & Morin, 2016). As Cohen (2006) argues, although the value of promoting teacher well-being has not been integrated in school culture, research shows that "social, emotional, ethical, and academic educational guidelines can predictably promote the skills, knowledge, and dispositions that provide the foundation for the capacity to love, work, and be an active community member" (p. 202).

More recently, in Ontario, the notion of well-being has been gaining traction as a condition to improve student learning. In their renewed vision for Education in Ontario, the Ministry of Education (2014) lists four goals: *achieving excellence, ensuring equity, promoting well-being and enhancing public confidence*. Although these goals are directed at student learning, given that students are part of a learning community with their teachers and their schools, it would stand to reason that these same goals can be applied to teacher learning as well, stressing the interconnectivity of teacher and student achievement and well-being. In fact, schools that monitor workplace wellness and social emotional learning can improve teacher well-being (Greenberg, Brown, & Abenovali, 2016).

For Fullan, successful cultures of collaborative professionalism are those that "fan the passion and emotions of its members because they so value commitment and the energy required to pursue complex goals" (1999, p. 39). In short, the emotional involvement of teachers learning together and feeling like a valued member of the group is essential to professional well-being. However, to promote teacher learning and well-being through collaboration, teachers need time to develop bonds of trust and mutual respect (Hargreaves, 1994).

Emotions

Emotions are another important facet of teacher professional identities. Clarke (2013)

advocates discussing teacher identity in the context of policy, politics and passion rather than being embedded in the techno-rational discourses of teaching. Indeed, emotions as an everyday part of teachers' lives often define their professional identities (Cooper & Edmonton, 2002). In some cases, they define teachers' approach to their practice when they demonstrate compassion or caring towards their students (Hargreaves, 1998, 2001b; O'Connor, 2008). Emotions are also at play when teachers work with colleagues (Hargreaves, 2000a, 2001a). More than that, emotions serve as a coping mechanism: the caring behaviour teachers exhibit in their work has professional, performative and philosophical dimensions that help teachers subjectively negotiate the demands placed upon them in different situated contexts (O'Connor, 2008).

Because identity is constructed through interpersonal maneuvering (Delahunty, 2012), sociocultural theory provides a unique way of explaining and acknowledging the complex interaction between emotion and cognition in teacher learning. Research has traditionally focused on the cognitive aspects of learning, to the detriment of emotions (Mahn & John-Steiner, 2002; Swain, 2013). However, Ratner (2000) highlights the error in dichotomizing emotion and cognition, given that "emotions are feelings that accompany thinking" (p. 6). According to Ratner (2000), we feel the emotions we do because we interpret a situation according to cultural cues. For instance, the same action can lead to feelings of anger and shame in one culture or laughter and respect in another.

Acknowledging emotion in research on teacher professional identities then also serves to better understand the relationship between knowledge and power in schools. For instance, Clarke advocates for the *ethics of singularity* (Clarke, 2009; Clarke & Moore, 2013), that is, a push against standardized practices in teacher education which de-personify the professional and classroom experiences of teachers. In essence, Clarke questions the professional standards for teachers set in the techno-rational discourses that focus on 'skills' and 'competencies' (Clarke & Moore, 2013). Drawing on Foucauldian theory and using emotions, such as 'terror' / 'enjoyment' and positive or negative views of teaching practices, Clarke develops an 'ethics' of teacher learning and agency (e.g., Clarke, 2009, 2013). He argues that if teachers' identities are performed through acts of resistance or sublimation, it will inherently affect the teachers' sense of who they are as professionals and their performance in the classroom.

Bringing emotions to the fore in the learning process of teachers will paint a fuller picture of the interactions and ways of being as teachers work collaboratively. It also casts additional

light on the role that emotion and cognition play in the complex processes involved in the evolution of self-regulation, agency and well-being as teachers negotiate their professional identities in their contexts. Particularly relevant to research in collaborative learning networks is the idea that "human beings come into existence, attain consciousness, and develop throughout their lives in relationship to others." (Mahn & John-Steiner, 2002, p. 48). Including emotions in the study of teacher learning provides an essential component for research into their teacher professional well-being and identity.

FSL research on teacher professional identities

Studies addressing issues of identity in FSL are mainly rooted in a critical and/or sociocultural paradigm (e.g., Arnett & Mady, 2010; Byrd Clark, 2008, 2010; Knouzi & Mady, 2014; Mady & Arnett, 2015). Research addresses FSL teacher professional identities peripherally by focusing on real-world immediate challenges that have crept up for FSL teachers in their practice over the last decade. Of particular note is the increasingly diverse population of students (e.g., ELLs, allophones, or special education and at-risk students) for whom special interest activists and researchers have advocated equal access into French programs (e.g., Arnett & Mady, 2010; Gaffney, 1999; Genesee, 2006; Mady & Arnett, 2009; Mady et al., 2016; Mady & Black, 2012). This work underscores the necessity for FSL teachers to add inclusivity and empathy to their professional identities.

The realization that many FSL teachers are themselves multilingual, that is, they speak languages other than the official French and English, and/or are second-language learners of French (Byrd Clark, 2008; Gagné & Thomas, 2011) highlights another important shift in FSL teacher identity. The dearth of FSL teachers in Canada makes it important to (re)negotiate access to the realm of FSL teachers to include all of those who would like to teach French, not simply those who fit the mold of what an FSL teacher is expected to look and sound like. In particular, Byrd Clark leads the charge in questioning the implications of being a multilingual FSL teacher in Canada and working within a framework for language education in which "languages are still viewed as autonomous, separate systems" (Byrd Clark et al., 2014, p. 134). The impact on FSL teachers' professional identities is such that it denies the complexity of language learning and the heterogeneity of language identities as they are lived and expressed by FSL teachers and their students (Byrd Clark, 2010, 2011, 2012). While Byrd Clark focuses on addressing issues multilingual teacher candidates face in Teacher Education programs, I extend this line of

research to in-service core French teachers. For her part, working with in-service teachers Wernicke explored how hegemonic discourses around standardized (usually Parisian) French affect FSL teachers' sense of identity (Wernicke, 2016, 2017). Her research followed a group of FSL teachers from British Columbia who participated in a study-abroad program in France to improve their French language proficiency and pedagogical practices. During the research, the teachers negotiate socio-cultural and socio-linguistic tensions as they either encounter narratives in France that delegitimize their status as French speakers, or question their sense of belonging in the francophone speaking community. Her research highlights how social discourse around language is tied to status and power and how that affects FSL teachers' sense of self, confidence levels, feelings towards French language and culture. It also underscores the urgency to create space and legitimacy for Canadian speakers of French who come into the language and culture through the bilingual education system we have created in Canada. Her research suggests that there needs to be more open discussions about French-language proficiency and non-native speaker status in the Canadian context for FSL teachers to come to terms with their professional identities as qualified, confident teachers.

An additional important facet of FSL teacher identity research remains under-investigated: understanding how teachers make sense of themselves and their chosen profession in relation to the status that French is afforded in their local context. Knouzi and Mady (2014) discuss this from core French teachers' perspectives revealing that tensions between the status of French in the Canadian educational context and their professional identities affect their teaching practice. Like me, Knouzi and Mady (2014) argue that the marginalization of core French teachers has persisted so long that researching the issue through a new theoretical lens (in their case sociocultural theory and activity theory) will shed new light on the situation. The research, commissioned by the Ontario Ministry of Education, is a case study of three core French teachers using semi-structured interviews. Knouzi and Mady used activity theory to explore the dialogic relationship between literacy teaching beliefs and practices. They point out that, ironically, although the marginalization of core French teachers has been identified as a *systemic* issue since the 1970s, the bodies which commission these studies represent that same *system*. Findings show all the teachers in the study expressed difficulty collaborating with English-language teachers in their schools to develop teaching literacy skills. Core French teachers, kept at the periphery of professional literacy teaching activities in their schools, felt alienated. One teacher, for instance,

was asked to supervise classes while the English language teachers met to discuss implementing literacy teaching into their practice – implying that this was not a necessary skill for the French teacher. The core French teachers expressed that their professional contributions to the school and their colleagues were not taken seriously: for example, collaboration with English-language colleagues was often uni-directional with the core French teacher trying to initiate collaborative practice but receiving little to no initiative for reciprocal collaboration. Another teacher pointed out that the professional learning community in her school did not address her specific professional learning needs, focusing instead on issues affecting the majority. The authors suggest that interdisciplinary collaboration among English-language and core French teachers may be a way to alter the discourse around potential contributions core French teachers can make to developing student learning and school environment. I plan to address Knouzi and Mady's suggestion in my research, where core French teachers had the opportunity to collaborate with English-language teachers.

Studies on FSL teacher identity remain sparse. Given the importance of this field in the broader areas of General Education and Language Teacher Education, I argue that the gap in research on core French teacher professional identities warrants further and deeper investigation. Understanding how teachers interact with the world is at the core of teacher identity research. Specifically, identity is the link that researchers can use to understand the "complex dialectic between learning and its sociocultural context" (Sfard & Prusak, 2005, p. 15). Beijaard, Verloop and Vermunt (2000) suggest that:

> Teachers' perceptions of their own professional identity affect their efficacy and professional development as well as their ability and willingness to cope with educational change and to implement innovations in their own teaching practice. (p. 750)

The work of negotiating teacher identity affects teachers' practice. With identities in flux and negotiated through their experiences and critical reflective practice, how teachers story their experiences and make sense of them is at the crux of understanding teacher identities (Beattie, 2009; Clandinin & Connelly, 2000; Connelly & Clandinin, 1999; Georgakopoulou, 2006; Watson, 2007).

Conceptual framework

My conceptual framework, represented in Figure 3.3, amalgamates sociocultural, constructivist and post-structural theories to understand how teachers learn in CSCL environments and how this affects their professional identity.
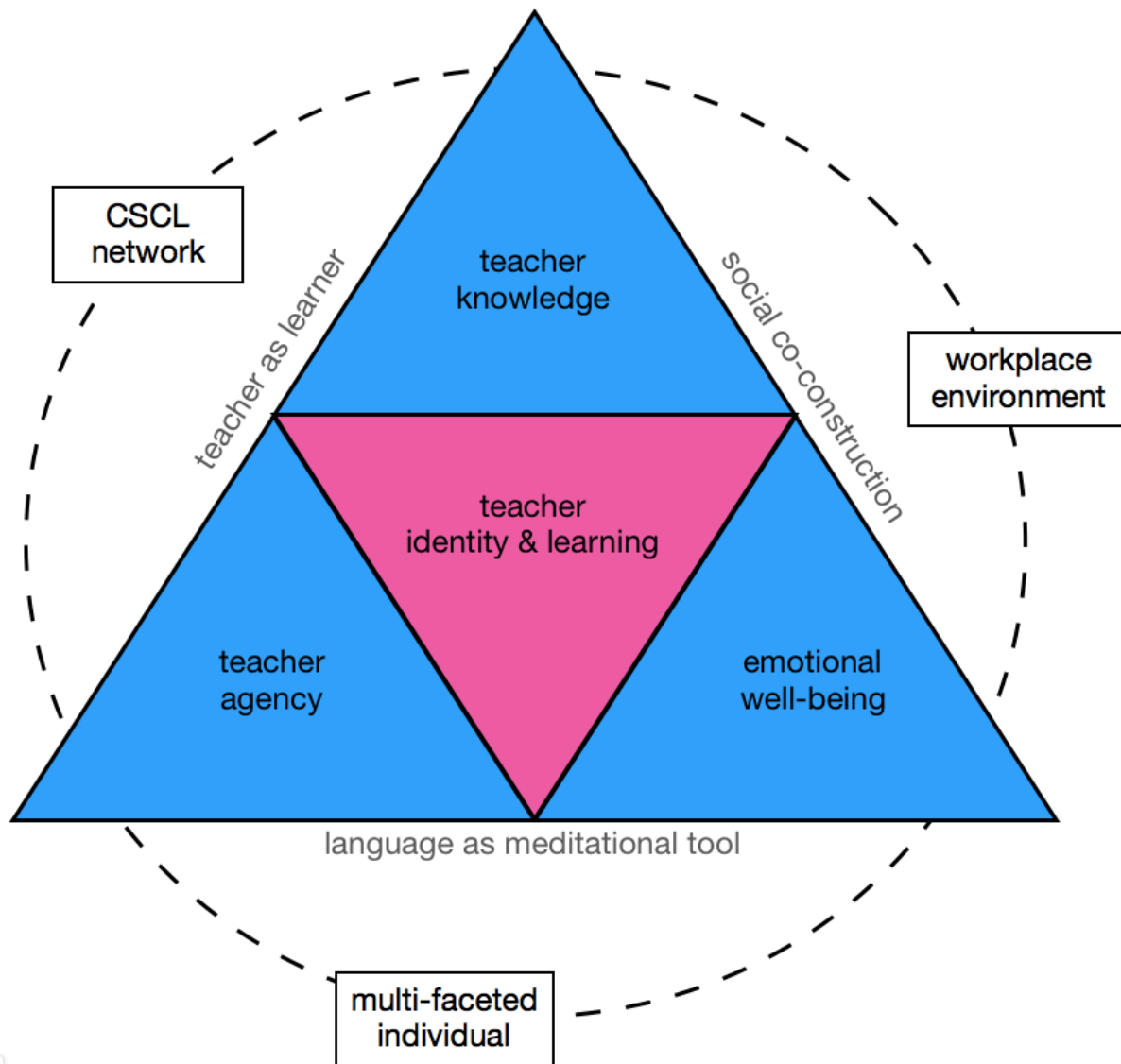
Figure 3.3. Framework for investigating teacher learning and professional identity formation

As Figure 3.3 illustrates, this investigation focuses on teacher learning and identity. Teacher knowledge, teacher agency and emotional well-being are supporting conceptual constructs that each make up a facet of the exploration into teacher learning and identity formation. Three

important sociocultural assumptions line the prism and provide the lens to help explore the constructs and the focal points for investigation. In the study, I view the teacher as a learner, language functions as a mediational tool and social co-construction forms the basis for dialectic discursive practices. The circle represents the different "locations" (i.e., spaces and people) for interaction and transformation. The dotted lines are a reminder of the fluidity and dynamism of these spaces.

With this conceptual framework, I intend to shed new light on the process of FSL teacher learning and identity development. The framework is informed by sociocultural theories of learning, on which are based principles of computer-supported collaborative learning, and post-structural representations of identity. The framework places FSL teachers as agentive learners situated in their local school contexts and evolving professionally from their experiences and social surroundings. The project, then, takes into account the teacher as an individual and the decisions they make over time, as well as social discourses that shape their professional identity formation.

CHAPTER 4 : METHODOLOGY

This qualitative longitudinal research inquiry is a case study rooted in a critical sociocultural approach which aims to uncover how computer-supported collaborative learning (CSCL) networks transform core French teacher professional identities. The purpose of the study is to determine if such experiences have the potential to affect FSL teacher retention rates. Qualitative research, a set of interpretive processes that makes the world visible (Denzin & Lincoln, 2011), is well-suited to the exploratory nature of my study where little is known about core French teachers' professional learning experiences and we do not know what to expect. I ask qualitative questions of the data to represent 'how' core French teachers' professional interactions, knowledge and identities evolve over time when they work in a CSCL network.

In this chapter, I outline the critical sociocultural approach I adopt towards the research and justify its qualitative research design. I discuss site selection, recruitment and my focal participants. Next, I discuss different types of data generated and how they were processed. I follow this with an explanation of the critical interpretive lens I apply in the data analysis, along with a discussion on confidentiality and trustworthiness. In closing, I address data representation and dissemination.

Critical sociocultural theory can help understand the relationship between culture and learning. Learning is not a 'neutral' skill (Gutiérrez & Larson, 1994): it is "never reducible to whatever changes might be taking place in individuals, but rather must be seen as changes in relations among persons within a community of practice" (O'Connor, 2001, p. 288). Learning is built upon relations which involve (re)negotiations of power and ideologies. To explore the relationship between power and ideologies in school contexts, sociocultural researchers have turned to post-structural, cultural, feminist, critical race and discourse theories (Lewis et al., 2007). As Lewis, Enciso and Moje (2007) point out, an added critical dimension to sociocultural theory refocuses the "often well-intentioned, yet deficit-oriented, research agenda" (p. 3) to reveal "the roles that identity, agency, and power play in the production of knowledge" (p. 3). More specifically, critical sociocultural theory addresses the critique that sociocultural theory undertheorizes the individual and the community, looking at how the individual's identities shift as they become members of a community of practice (hence, privileging a certain way of being in a 'target' context), rather than how identities are negotiated through conflicting discourses, focusing on the dialogic interaction between the macro and the micro in situated learning (Lave

& Wenger, 1991; Lewis et al., 2007). O'Connor reflects:

> When we do not privilege official understandings of context, it becomes possible to examine how participants not only act within an official metadiscourse, but also **orient to it** from the perspective of other, unofficial and sometimes competing metadiscourses. (p. 306, my emphasis added)

Critical sociocultural theory emerged through the field of literacy to engage with principles of power, inequality, access, diversity, and domination (e.g., Dagenais & Berron, 2001; Janks, 2000; Lewis & Moje, 2003). For researchers specializing in teacher learning, merging critical theories with a sociocultural theory of language allows engaging with identity and agency in learning (Folse & Vitanova, 2006; Lewis & Moje, 2003). Of interest to me is the idea of exploring "teacher learning [as] a site of struggle over activities, discourses, tools and identity because of its situated nature within institutional, historical and cultural contexts." (Singh & Richards, 2006, p. 149).

Longitudinal case study research

A case study approach fits my research. I can describe in great detail *what* has happened within a given context and explain *how* or *why* events unfolded this way (Yin, 2006). What is more, case studies are ideal for working with a variety of data sources both qualitatively and quantitatively and generating new theoretical models which rely heavily on inductive reasoning (Merriam, 1988).

To strengthen my case study and my approach to analyzing my case study evidence, I used Yin's (2013) 4-step process. The first involves clearly defining a significant case for study. I am defining my case study as a 4-year longitudinal exploration of FSL teacher professional learning in a multimodal CSCL network, the reason being that there is no research to date on sustained professional learning for in-service FSL teachers in Canada. The second step suggests that working with multiple cases increases the opportunities for contrasting and exploring the phenomenon under study. My inquiry is a multiple case study focusing on the professional learning experiences of two FSL teachers who participated in the CSCL network. By focusing on two FSL teachers' experiences in a sustained learning network, I hope to provide deeper insight into their professional learning needs and interests. The third step involves creating a strong

evidentiary base to strengthen the findings of my research. For this purpose, I use a variety of data-types generated organically by the teachers: monthly online meetings, online forum posts, annual summer institute discussions and survey results. The fourth step requires finding appropriate methods of analysis to work with the data. As I outline at the start of each of the findings chapters (Chapters 5, 6, and 7), I apply a discourse analytic approach to understand what the teachers *said* and *did* over time. I apply contrastive and comparative analysis drawing on critical theories rooted in a post-structuralist framework to offer an interpretation of how and why sustained FSL teacher learning and identity development unfolded as it did in this 4-year multimodal CSCL network.

My research uses data gathered within the context of a broader SSHRC-funded project headed by Dr. Kooy. Figure 4.1 illustrates the longitudinal research design for the study. The FSL teachers involved in the study were part of two different cohorts. Each teacher represents a case study (for a total of two case studies). Cohort 2 joined the study in 2012, one year after Cohort 1. However, the cohorts interacted with each other in the CSCL network.

May 2011   May 2012   May 2013   May 2014   May 2015

Intro to project + Consent letters

School visits

Meeting with school principals

Cohort 1 online meetings

Mixed online meetings

Cohort 2 online meetings

Online forum

Mixed online forum

Summer institutes

Mixed summer institutes

Surveys

Mixed surveys

Closing interviews

e-Book + Conference

Research dissemination

COHORT 1 YEAR 1   COHORT 1 YEAR 2   COHORT 1 YEAR 3   COHORT 1 YEAR 4

COHORT 2 YEAR 1   COHORT 2 YEAR 2   COHORT 2 YEAR 3

Figure 4.1. Schematic of multiple longitudinal case studies of two FSL teachers involved in a CSCL network

Site selection

The study took place from 2011-2015 in two large urban centres, one located in southern Ontario, Canada, and the other in Michigan, USA. The research site was distributed across eight school boards, and involved 17 active primary and secondary school educators, who participated in a teacher-led CSCL network to improve their professional learning experiences.

Yin (2013) urges researchers to attend to practical and substantive considerations when selecting and defining a case study. In terms of practicality, joining Dr. Kooy's research as a graduate assistant in 2014 granted me access to the CSCL network. I got to know the teachers, formed bonds with them and asked if they would agree to participate in my doctoral study. In terms of substance, what makes this case study special is its unique approach to sustained teacher-led professional learning. Dr. Kooy's theoretical orientation towards her work is based on the assisted invitation (Britton, 1970) which subtly repositions the teachers involved as the knowledge-creators, and the researchers as the assistants to their learning experience. Such a singular approach to the teacher-researcher relationship in the study contributes to the potential richness and criticality in understanding and redefining teacher learning.

For the purposes of this doctoral study, I focus on the experiences of two FSL teachers who were part of the CSCL network. Before introducing my participants, I situate them within the context of the broader study.

Recruitment

The criteria for joining the study were based on teacher needs. Teachers at any grade-level, across any subject matter, who felt a desire to engage in professional learning with fellow teachers would meet the requirements to join. Many of the teachers involved were instrumental in launching this professional learning inquiry, therefore the study accommodated the teachers, rather than dictating who could and could not participate. Invitation letters were sent to the teachers' school boards and the study underwent ethical review at the university- and board-levels.

All the participants in the study (N=17) were recruited through a sample of convenience and a personal connection to Dr. Kooy. Three teachers worked with her in previous research (Kooy, 2006) while eight had been students in her courses. The remaining participants were colleagues of those who were directly recruited and Dr. Kooy invited three secondary teachers from one Michigan school district who approached her. Table 4.1 lists the participants: all

women, who were active primary and secondary school teachers and one vice principal with teaching experience (heretofore, all referred to as "the teachers"). All of the participants in the study had at least five years of experience teaching in the public-school system. They were organized into two cohorts.

Table 4.1. Background information of the participants in the study

Name*	Grade-level	Subjects taught	Area
Cohort 1			
Anna	primary	General	Ontario
Norma	primary	General	Ontario
Heather	secondary	Social Sciences	Michigan
Jane	secondary	Language Arts; Information Technology	Ontario
Toni	secondary	Language Arts	Michigan
Elise	secondary	History; Social Sciences	Ontario
Sophie	***secondary***	***French / English as a Second Language***	***Ontario***
Ariel	secondary	Language Arts	Ontario
Cohort 2			
Geeta	primary	General	Ontario
Giana	primary	General	Ontario
Renée	primary	General	Ontario
Kelly	primary	General	Ontario
Leila	primary	N/A (Vice Principal)	Ontario
Christina	***intermediate***	***French as a Second Language***, *Social & Drama Studies*	***Ontario***
Marissa	secondary	Language Arts	Ontario
Wanda	secondary	Language Arts	Ontario
Lindsey	secondary	Special Education	Ontario
Erica	secondary	Debate	Michigan

* All names in the study are pseudonyms.

I am conducting a deeper analysis focused on the experiences of the two FSL teachers in the study (bolded and italicized in Table 4.1). Dr. Kooy and the teachers who participated in her study have granted me permission to work with their data.

Focal participants

Both of the FSL teachers in this study are women. Sophie and Christina are multilingual core French teachers who speak Western European languages in addition to French and English. Both are second language learners of French. Sophie is Caucasian and Christina is a woman of colour.

Sophie joined the study with cohort 1 in 2011. She is a full-time core French and English as a Second Language (ESL) teacher in a secondary school (Gr. 9-12) with a population of just over 1500 students in a large middle-class urban area in south-western Ontario. The school offers only core French (no French immersion). In 2011, Sophie had between 5-10 years of teaching experience. She was also Head of Department for FSL and ESL in her school.

Christina joined the study with cohort 2 in 2012. She is a full-time core French teacher, but also teaches Drama and Social Studies at a middle school (Gr. 6-8) with a population of just under 1000 students in a large middle-class urban city in south-western Ontario. The school offers only core French (no French immersion program). In 2012, Christina had between 5-10 years of teaching experience. She is also a performing musician and dancer.

Data generation and processing

Qualitative research explores a human problem through social situations (Cresswell, 2014), drawing on participants' perspectives to understand how their attitudes and beliefs "are shaped by, and shape, their physical, social, and cultural contexts" (Maxwell, 2013, p. xiii). In this case, a qualitative approach contextualizes the data collected during the study and maintains a gaze on core French teachers working in a CSCL network over time. The idea is to see how participants function in such a naturalistic setting (Guba & Lincoln, 1981). Guba and Lincoln (1981) explain:

> A naturalistic paradigm, rel[ies] on field study as a fundamental technique, which views truth as ineluctable, that is, as ultimately inescapable. Sufficient immersion in and experience with a phenomenological field yields inevitable conclusions about what is important, dynamic, and pervasive in that field. (p. 55)

By observing and defining problems in core French teacher professional learning, I document the situation and raise awareness about issues that emerge.

It was important to position the teachers in this study as knowledge creators (Cochran-Smith & Lytle, 1993; Johnson, 2009) during the data generation process. The data generation process is in effect a documentation of the two FSL teachers' learning processes in a naturalistic CSCL setting over time. The teacher learning goals, grounded in a socio-constructivist theoretical and methodological framework, created a starting point in designing a CSCL network for the teachers (Strijbos, Kirschner, & Martens, 2004). It was necessary that the approach to studying teacher learning be in line with the technological tools and the instrumental approach to supporting collaboration we were using, by giving teachers the control to determine how and when to talk. Discussions were moderated by the research team but the reins were frequently handed over to the teachers for them to control the flow of conversation and explore areas of discussion they felt they needed to go into.

I used the data generated by Sophie and Christina over the course of the study to have a wide range of multimodal representations to work from. Table 4.2 lists a detailed summary.

48

Table 4.2. Summary of the data generated by the two focal participants

Data type	Sophie (Cohort 1)	Christina (Cohort 2)
Monthly online meetings	18 (32 hrs of video)	15 (23.5 hrs of video)
Annual summer institute discussions	3 (13.5 hrs of video)	1 (8 hrs of video)
Online forum posts	15	16
Surveys	3	1

Although Figure 4.2 shows the schematic for all the meetings set up for the teachers in the study, teachers were invited to participate at their convenience. In some cases, teachers were unable to attend meetings. This accounts for the difference in the quantity of data generated for Sophie and Christina, as does the fact that there is one less year of data for Christina.

Monthly online meetings

During the school year, the teachers received one monthly release-day for professional development, approved by each of their school boards. The day consisted of self-study time in the morning, and a two-hour online videoconference meeting (some came to the research site and attended the meetings in person). The research team created a meeting agenda sent out via email to the teachers a week before. The teachers were invited to add or question anything on the agenda. The meetings were video and audio recorded using Adobe Connect. During the meeting, the teachers were also able to use an instant chat function to send each other links, or answer quick questions visible on the screen to each participant. Each teacher received a headset and a technical support team participated during the meetings. The teachers used the rest of the day to continue self-study, set up small group meetings amongst themselves or post in the online forum. In 2013, the two cohorts, who had grown increasingly familiar with one another, began having mixed online meetings. Figure 4.2 displays the number of meetings that occurred for each cohort each year of the study, as well as which ones were mixed.

Annual summer institute discussions

Each year during the summer months, the teachers attended a fully-funded 3-day summer institute at the research site. The teachers met face-to-face to debrief and reflect on the previous year of learning and plan their learning goals for the following year. A meeting agenda was created by the research team and sent out ahead of time, but again, teachers were invited to contribute to it. The discussions during the summer institutes were audio and/or video recorded.

The material that was shared, discussed and created by the teachers (e.g. mind maps, lists, etc.) were also recorded via photographs.

Online forum posts

When implementing a CSCL network forum, Stahl (2000) suggests it should provide searching, browsing, filtering, tailoring linking functions for the research team to compile and format sets of notes and identify gaps in knowledge as the project moves along; it should also provide the opportunity to carry out a historical analysis – in this case a longitudinal study – and document the data generated in such ways that the knowledge can be revisited; and, ultimately, it should be an asynchronous network so as to promote teacher reflection and resolve scheduling/timing constraints all the while making the learning public and visible to all its members. The teachers therefore had access to an online forum in which they posted and made comments on each other' posts throughout the entire calendar year for the entire duration of the study (i.e., four years). The online forum posts included interactions with members across both cohorts, and the research team. Teachers shared such items as their reflections on a previous discussion or on experiences in their work context, teacher-generated pedagogical material, student-generated classroom projects, advice, resources, research papers, etc. Teachers were not required to post. They were free to use the online forum when they chose and in the manner that best suited them.

Surveys

Surveys are a common tool in social science research. In some ways, the survey was the most obtrusive instrument in this study. Designed and implemented by the research team, its sole purpose consisted of taking the pulse on their experience with professional learning in the CSCL network at given moments in the study. The surveys included both open and closed items. They allowed compiling bite-sized information about what the teachers were thinking and feeling that the research team could return to and address in later conversations with the teachers.

Additional contextual research information was gathered during the study to contextualize all of the data generated by the teachers:

Field notes

Researcher field notes (which I and other graduate students in the project compiled over the years) were an important component of the data collection. The notes summarized key pieces of information shared by the teachers about their work context and professional learning

experiences chronologically. They also included questions or comments from the research team for further investigation.

Documents

The study generated a large body of documents, including meeting agendas, email exchanges with the participants and the research team, official documentation from the participants' schools (e.g., online websites, policy documents, letters with administration, etc.), pictures of the teachers and the work they generated during summer institute discussions.

Video and audio recording

Capturing the teachers' interactions with video and audio generates large amounts of multimodal data (Anna-Lena & West, 2005). Multimodal recordings of the teacher discussions were paramount to keeping a record of the context in which the data were created. The audio and video recordings documented the teachers' body language, facial expressions, tone of voice and emotions during the interactions. Using audio-visual data allowed me to critically reflect on the data to determine meaning-making and knowledge building instances (Hadfield & Haw, 2012).

Transcriptions

In order to access the audio and video data efficiently, I decided to transcribe the entire body of discussions amongst the teachers. Given the volume of data generated, this required a significant amount of time and the contributions of the other graduate student team members. For the data I transcribed, the act of transcribing became a research method in and of itself (Lapadat & Lindsay, 1999). It served as a way to engage with the material (again), specifically in instances where I had not been present during the original interactions. Before analysis I read through the entire transcripts that were transcribed by other members of the research team. In many cases, I re-transcribed the data to meet the set of conventions I created (see Appendix A).

My data transcription conventions aimed at making the reading of the transcriptions as fluid as possible. The focus of the research is on the stories and narratives that teachers share about their learning, therefore, hesitations, such as "Um" and "Uh", pauses under 3 seconds long, filler words, such as "like" and "you know", were not comprehensively transcribed. However, emphasis on words was transcribed using UPPER CASE lettering. The reason for working with the transcripts this way was two-fold: 1) to be able to read through an entire transcript (usually up to two hours of talk) and get a sense of the conversation during one meeting event, and 2) any sections of data that involved the FSL teachers were (re)read and (re)watched along with the

audio and video data. For the purposes of the discourse analysis, the data were contextualized with the video and audio recordings to provide the cues and speech pattern details missing from the transcripts.

I triangulated the field notes, the transcriptions and the source video/audio material to ensure researcher reflexivity (Watt, 2007). For instance, I accept that the data I am working with are incomplete. They offer a partial "process of retelling" (Jackson & Mazzei, 2012, p. ix). Working from a critical interpretive approach, I come at "repeated data excerpts that are viewed across multiple, conceptual perspectives, a viewing that opens up and diffracts, rather than crystalizes, representation." (Jackson & Mazzei, 2012p. ix).

In keeping with ethical practices in audio/video recorded research (K. Richards, 2003), the participants were welcome to access and review the data at any time; in fact, the video recordings were available to all the teachers in the online forum. During and after analysis, the data were sent to the participants to seek their perspectives.

Data analysis

Qualitative research "honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation" (Cresswell, 2014, p. 4). Through such principles, I explore the emotions, perspectives, attitudes and beliefs at play in core French teachers' professional learning experiences and how these shape their professional identities. Exploring the language they use goes deeper into issues of interest and reveals the nuances of core French teachers' professional experiences.

The study lies within a critical interpretivist paradigm. While employing interpretivist methodologies, I recognize the limitations and draw on critical theories and concepts to trouble them. Critical interpretivism moves beyond the mechanistic and reductive approaches to representing the data as a set of themes or narratives that do little to "critique the complexities of social life" (Jackson & Mazzei, 2012, p. vii). It also implies challenging simplistic treatments of data that equate participants' voices with authenticity and truth (Lather, 2009). By letting voices 'speak for themselves', I risk bypassing the opportunity to explore conflicting counter-narratives present in the polyphony of discourses (Bakhtin, 1986) that surround FSL teacher learning. As Jackson and Mazzei (2012) put it,

It is such rethinking of interpretive methodology that gets us out of the representational trap of trying to figure out what the participants in our study "mean", and help us to avoid being seduced by the desire to create a coherent and interesting narrative that is bound by themes and patterns. (p. viii)

Qualitative interpretivist inquiry forces researchers to "center" the participants in their work (Jackson & Mazzei, 2012). Hence, I work *with* the interpretivist tendency to "center", and *against* it. I draw on critical concepts such as power/knowledge (Foucault, 1982) and deconstruction (Derrida & Caputo, 1997) as a means of "decentering" the data. According to Glesne (1999), "[d]ata analysis involves organizing what you have seen, heard, and read so that you can make sense of what you have learned" (p. 130). My role as a critical researcher is to ask why one story is told and not another (Alcoff, 1991). As Mazzei (2007) argues, meaning can also be found in silences, or what critical theorists have called 'absent presence'. She explains,

Our participants are gracious to laden us with the pauses, the said but "not said," both intentional and unintentional silences. They give us the gift of their narratives and within that gift is the "other" gift that we do not always recognize […]. (p. 27)

As a critical researcher, I question what is both explicitly and implicitly told to explore the polyphony of narratives that emerge and observe how each participant negotiates, resists, embraces, justifies, or rejects them. I must also acknowledge how my own biases influence what I hear and see in the data keeping in mind that "no method can completely filter out widespread social biases" (Lather, 1992, p. 92). Just as stories do not exist in isolation (they are part of broader social discourses), I too am situated and in flux. My own reading of the data is tied to my own experiences, privilege and authority: in essence, how I situate myself in the research discourse. The purpose of a critical interpretivist approach is to challenge any pre-conceived, pre-packaged, received discourses around core French teachers and to reveal the inherent complexities and richness of core French teachers' lives.

When working with the data, I took measures to prepare the data and ensure that the transcriptions, videos, audio files, and documents were all ready for analysis and easily accessible. Although involved in the data collection process during the final leg of the study (2014-2015), I only began analysis after it was complete. Once the data were ready, I imported all the data generated by Sophie and Christina to Nvivo 11 Pro (a qualitative data analysis software program) to help me keep track of my coding, look for trends or groupings, draw out the narratives that emerged and run cross-sectional and longitudinal analysis.

When it came time to analyze the data, I worked intensively in several phases. **In the first phase,** I went through all the data generated by Sophie chronologically and collected detailed notes about the different story threads that emerged. I then did the same with Christina's data. This phase of coding prepared me to answer research questions 1: *How do the FSL teachers position themselves in the stories they share in the CSCL network over time? What do these small stories reveal about their professional identities?* I wanted to know *what* the FSL teachers were talking about and why it seemed to matter to them. This created my coding nodes for the different stories that were part of the FSL teachers' professional learning journey.

Next, in the second phase of coding, I ran through all the data chronologically again to code the utterances or writings of the FSL teachers for social practices they engaged in with their colleagues in the CSCL network. This phase of the coding helped me answer research questions 2: *What are FSL teachers' discursive practices in the CSCL network? How do these inform their professional learning?* I wanted to uncover *how* they talk to each other. I focused on what were the communication strategies the FSL teachers were using.

Finally, in the third phase, I sorted through all the data and the codes systematically to create lists of beliefs about PD, their practice, the profession, student learning, teacher learning, themselves and the CSCL network. I also coded all of the emotions they expressed explicitly in writing or in conversation. This phase of the coding helped me prepare to answer research question 3: *What did the FSL teachers report about their professional learning experience in the CSCL network?* I wanted to be able to contrast the stories that the teachers presented about themselves to the CSCL community I identified in the first phase of the coding with the implicit or explicit beliefs they held about their professional experiences I uncovered during second and third phases of the coding.

In the following sections, I develop the specifics of my analytic approaches to treating the data to answer my three research questions.

Positioning Analysis

In this section, I outline how I proceed to work with the qualitative data to answer my first set of research questions: *How do the FSL teachers position themselves in the stories they share in the CSCL network over time? What do these small stories reveal about their professional identities?* In analyzing the qualitative data, I combined the principles of narrative analysis (Bamberg, 2012; Georgakopoulou, 2006; Lieblich, Tuval-Mashiach, & Zilber, 1998)

with Bamberg's suggested three levels of positioning analysis (Bamberg, 1997, 2000, 2004, 2007). Positioning Analysis (PA) examines the tension between person-to-world and world-to-person directions of fit that emerges within the discursive practices of storytelling. This makes stories "the empirical ground, where identities come into existence and are interactively displayed" (Bamberg, 2004, p. 2). With PA, I explore the constitutive nature of talk/stories, acknowledging a reciprocal direction of fit. Bamberg (2004) distinguishes between two subject-positions: In some cases, the subject is *"being positioned"* (e.g., Davies & Harré, 1990; Harré & Langenhove, 1991; Linehan & McCarthy, 2000) in already existing (at times) contradicting and competitive discourses. The discursive choices the subject makes, the discursive repertoires and resources they use, reveal how they position themselves as they ground their identities *in discourses.* In other cases, the subject is *"positioning self"* through identities as performance (e.g., Butler, 1995, 1997). The performative self involves self-reflection, self-criticism, and agency. It is dynamic and in constant revision. This means that discursive resources and repertoires are *constructed by* the subject as needed. These subject-positions are not mutually exclusive. In fact, understanding the relationship to teacher agency in identity formation opens up a site for investigating "where and how subjects come into existence […], where positions are actively and inactively taken (and explored) for the purpose of self and world construction" (Bamberg, 2004, p. 3).

I used Bamberg's (2004) three levels of analysis to explore the texts. My analytic approach amounted to, first, asking: *Who are the characters in the story and how is the story told? (level 1)* – to conduct a linguistically-oriented analysis that examines the language choices made by the storyteller (i.e., how they are being positioned). Next, I inquired: *What discourses are running through the story and what do they reveal about the characters? (level 2)* – to perform a socio-linguistically-oriented analysis that examines the discourses that emerge in the story (e.g., how they are positioning self). Last, I reflected on the question: *How are the characters positioned in relation to the discourses they have explicitly or implicitly identified in levels 1 and 2? (level 3)* – to contextualize the answers to all three questions and put them in conversation. With these three levels of analysis, I was able to move through the data from a local to global focus (Watson, 2007), a tactic that was particularly useful when working with the teachers' small stories.

PA is not without its limitations. In Hall's (2004) critique of PA, he suggests that level 3 analysis is too far removed from the storyteller's actual words. It is especially important to make sure that the discourses the storyteller weaves in and out of are actually part of the stories being analyzed. I would argue, however, that in order to see those discourses it is necessary to take a step back from the data and contextualize it, as is done in level 3 analysis. In fact, Hall (2004) suggests doing so by ensuring PA is done over a longer period of time, particularly if level 1 and level 2 analysis involves "locally produced identities" (Watson, 2007, p. 374) that emerge in the small stories. Small stories, therefore, feature prominently in PA. They capture fragments of our identity as it evolves over time. My particular study, longitudinal in nature, addresses this limitation.

Narrative Analysis of Small Stories

Humans *think* in metaphors and *learn* through stories (Bateson, 1994). For the anthropologist Bateson, learning is about change because we continually learn to adapt and improvise how we story our lives based on the events that we live through. This process of learning and change is rooted in human agency, our ability to make choices about the stories we tell and accept. Specifically, the stories teachers tell about themselves, their profession, and their work contexts reveal how they negotiate change. For the purpose of this study, I consider the teachers' stories as narratives, the unit of analysis that can be explored as constructions of their identity.

To conduct narrative analysis, I first define what is narrative. Narratives are usually considered stories that present an event in a sequential order and contain a number of markers to indicate it is a story (Labov & Waletzky, 1967/1997). In his work, Labov defines a narrative of personal experience as "a report of a sequence of events that have entered into the biography of the speaker by a sequence of clauses that correspond to the order of the original events" (Labov, 1997, p. 3). However, for the purpose of my study, because the stories are told over such long periods of time, I move beyond the required sequential presence of events within one narrative event. I extend the definition of narratives of personal experience to short written or spoken stories that help the teller make sense of their experience(s) over time (Ochs & Capps, 2009; Stenberg, 2011). Narratives thus serve the function of rationally and reflectively monitoring our *self-hood* (Bamberg, 2012) as they are shaped by and become what shape our life experiences. Narratives provide meaning, but also help communicate teachers' understanding of meaning

(Bruner, 1986). As they tell their stories, they provide information about the person-to-world direction of fit, meanwhile, their discursive practices also reveal world-to-person direction of fit, leaving room to infer the socio-cultural influence on the teachers' professional selves.

Narrative analysis, then, focuses on the content of the story being told and the way the content has been organized to tell the story. Using identity as narrative (Benwell & Stokoe, 2006), the "attention is on human beings in action and on the mechanisms underlying human action" (Sfard & Prusak, 2005, p. 14). In this way, exploring teachers' stories and what sense they make of them "revolves around [...] the ways in which narrative and discourse shape and are shaped by identity" (Beauchamp & Thomas, 2009, p. 181). The narratives themselves become socioculturally situated social practice (Bamberg, 2007). I use discourse to refer to spoken or written interactions between people and the ideologies, beliefs, social practices, and the cultural knowledge bound up in their exchanges (Foucault, 1972; Gee, 2014). Through language, the teller creates discourses imbued with social and political rules and ways of being or knowing. This implies that language is not devoid of power. It has a transformative power as teachers story their professional experiences, (re)define their professional knowledge-base and develop a sense of self. To analyze the discourses, I borrowed concepts from Fairclough (1993) who draws on Gramsci's (1971) notion of hegemony to address questions of power and ideology at different contextual levels. I also used the Foucauldian concept of power/knowledge (Foucault, 1982) and Derridian principles of deconstruction (P. Trifonas & Peters, 2004) to add a critical layer to my analysis. The Foucauldian definition of power/knowledge assumes it is distributed within the social discourses that surround us (rather than a single entity held by some over others) (Foucault, 1982). I wove critical sociolinguistic methods of discourse analysis (Lewis & Moje, 2003) into my narrative analysis (Catherine Kohler Riessman, 2011) to use language to explore how power or disempowerment flows through discourse. I also searched for *ideological dichotomies* (van Dijk, 1995) to help me reveal groups, power relations and conflicts in the discourse; identifying positive and negative perceptions about 'us' versus 'them', making explicit presupposed and implied discourses.

Within the context of this research, investigating the teachers' narratives as the emergence of 'small stories' (Barkhuizen, 2009; Georgakopoulou, 2006) becomes an ideal analytic frame. Small stories are "the ephemeral narratives emerging in everyday, mundane contexts" (Watson, 2007, p. 371), as opposed to big stories which represent idealized projections

of our selves. Georgakopoulou further defines small stories as "an umbrella-term that covers a gamut of under-represented narrative activities, such as tellings of ongoing events, future or hypothetical events, shared (known) events, but also allusions to tellings, deferrals of tellings, and refusals to tell." (Georgakopoulou, 2006, p. 1). Research on second language teachers advocates for more exploration of 'small stories' (Barkhuizen, 2009; Vásquez, 2011) of teacher experiences as a way of recognizing how these narratives trouble situated identities. Indeed, teacher identities are in perpetual flux depending on the context the teacher is in, who they are speaking to, and where they are at personally on a given day. Small stories, as actualization of the self, are a way to bring to light new knowledge and renegotiate the legitimacy of alternate ways of knowing (e.g., Cooper & Kooy, 2003).

The way the FSL teachers talk about their professional experiences and learning embodies that push and pull of power differentials that exist in the discourses that surround them (Jackson & Mazzei, 2012). Analyzing the discourses that teachers move through, story and (re)negotiate, I can catch glimpses of how they reify, resist, create or challenge the discourses that they are part of, and how they inherently (re)construct their professional identities. As such, I am placing the small stories I explored under each thematic in sequential order to create a narrative of the evolution of the identities of the two FSL teachers in the study.

Critical Discourse Analysis

During the second phase of coding, I drew on structural critical discourse analysis to describe the FSL teachers' discursive practices in the CSLC network. My aim was to address the second set of research questions I posed: *What are FSL teachers' discursive practices in the CSCL network? How do these inform their professional learning?* I based my analytic method on Gee's principle of language as a social practice (Gee & Green, 1998) to provide insight into the relationship between discourse and learning and reveal what function language performs as the teachers navigate and negotiate their professional learning.

Another foundational dimension to my analytical framework is van Dijk's three-layer model of ideology to mark the interrelationship between discourse, cognition and society. Van Dijk developed this model to understand the ideological structures and social relations involved in discourse (van Dijk, 2009). For me, this conceptualization of discourse analysis ties back to Vygosky's sociocultural ontology, specifically as it positions social cognition (in which I include emotionality) as a mediator between discourse and society. Social cognition is the "socially

shared representations of societal arrangements, groups and relations, as well as mental operations such as interpretation, thinking and arguing, inferencing and learning" (van Dijk, 1993, p. 257). As I argued in Chapter 3, emotional work is embedded in our cognitive processes and using emotions as an additional interpretive lens has helped me define and categorize the different mental operations that emerged in the coding. The coding offers a look at the mental representations of individuals, or models, that determine how they act, speak, write and understand social practices of others in their interactions (van Dijk, 1995).

I coded all of the discourse created by each teacher. Once the coding was complete, I quantified the codes to observe how the teachers' discursive practices made up their professional learning and how these evolved over time. The purpose of applying a quantitative treatment to the data is to:

- Determine what long-term learning looks like in a CSCL environment.
- Answer calls for deeper understanding of learning interactions among teachers (Ilomäki, Lakkala, Toom, & Muukkonen, 2017).
- See what kind of discursive practices emerge when FSL teachers operate as self-directed learners (Louws, Meirink, van Veen, & van Driel, 2017).
- Lay the ground work for developing a model for self-directed collaborative online teacher learning.

Through the concepts of language as a social practice and social cognition, I can address the learning processes that FSL teachers engage in when they participate in a CSCL network. I coded over 150 discursive practices the teachers took part in over the four-year period (see Appendix B for a full list). Engaging in learning as an active verb (~ing), Christina and Sophie demonstrate the ongoing complex and nuanced interactions that shape their professional learning in the online environment. Table 4.3 displays the two top tiers of codes and their definitions (see Appendix B for the third tier). The first tier captures the discursive practices involved in the sociocultural dimension of learning under three large umbrellas: *Connecting, Situating, Reviewing*. The second tier provides the different types of discursive practices that make up the top-level tier. I will return to these in the analysis in chapters 5, 6 and 7.

Table 4.3. Discursive practices and their definitions

Discursive practice	Description
CONNECTING	**Social interconnectivity teachers seek from others. Connecting with others sets the tone for possible interactions in the learning community.**
• Asking for something	Asking group to offer information, skills or support.
• Establishing code of conduct	Engaging in social behaviour that sets the tone for group culture of interaction.
• Expressing emotions	Expressing feelings and emotions with the group.
• Making links	Making connections to what is being said and/or recalling what has been said or experienced by others in the past.
• Offering information-skill	Offering information or skills to others in the group whether solicited or not.
• Reporting	Holding oneself accountable to the group by updating or reporting on actions taken, successful or unsuccessful endeavours.
• Showing affection	Sharing feelings of appreciation and support towards other members of the group.
SITUATING	**Stable temporary position for teachers to express where they are at ideologically to themselves and the other teachers. This position works as a place holder for teachers to settle their thoughts, set the stage and take action.**
• Demonstrating change-transformation	Indicating a change in a way of thinking, on a position or belief.
• Demonstrating knowledge-skills	Demonstrating a certain knowledge or skill the teacher has developed.
• Describing	Establishing context for other members of the group by describing a situation.
• Expressing ideas	Expressing an opinion or belief.
• Planning	Making plans for future actions to complete and setting goals.
• Rationalizing	Drawing on information the teacher has to explain a certain position or decision, support an argument or prove a point, and put forward a (new) idea the teacher supports.
REVIEWING	**Intermittent dynamic state that teachers enter to reflect, re-assess, question any issues they come across that they feel they need to work on. This discursive practice is the crux of change for teachers. It helps them take stock of what needs more work and make changes in themselves, their practice and their work environments.**
• Comparing & contrasting	Noticing differences and contrasting them to one's own experiences, skills, working environments.
• Contemplating	Toying with a new idea, defining a new concept, introducing oneself to a new way of thinking.
• Evaluating	Passing judgement on current knowledge, skills, situation in work environment.
• Identifying	Identifying an area that needs further investigation, an area of struggle, any gaps in knowledge, experience or support.
• Questioning	Actively questioning and critiquing status quo.
• Reflecting	Thinking back on previous experiences, knowledge, skills and existing support systems in the work environment.
• Speculating	Making an informed guess about a potential problem in a given area.

While I coded what I saw as the primary function of the discursive practices at one of these codes, the same sections of text or interaction between the teachers may have also been

coded as another discursive practice. This overlap captures the multi-level function that these discursive practices can hold during the learning process as Figure 4.1 illustrates.

That's what I'm really interested in pursuing further, is how do I build community, and how do I get the school time, like what we are doing here, with my colleagues, I would love to have that in my school. We would do amazing things together if we had that opportunity. And I think I'm very inspired by what we talk about here and what's going on. I'd like to bring that to my school. And you know, we have things in place, it's just, they're not working. You know, we're saying we're doing these TLCs, but they're not WORKING

Figure 4.1. Example of overlapping coding in Nvivo software program

The three top-level categories for discursive practices (*Connecting, Situating and Re-viewing*) are non-linear. They are however interconnected and form a cohesive set of discursive practices that teachers cycle through. The codes I refer to in the analysis are written in *italics*.

Content Analysis

In the third phase of my coding, and to address the third research question: *What did the FSL teachers report about their professional learning experience in the CSCL network?* I used content analysis (Friedman, 2012) of the teachers' data from the CSCL network. In keeping with my inductive approach, I followed a grounded theory approach (Charmaz, 1995, 2008; Strauss & Corbin, 1994; Strauss & Corbin, 1997). The process involved gathering excerpts relevant to the teachers' experience in the CSCL network over the four years of data. Initially, I used open coding and coded anything related to their opinions about or experience in the CSCL network. I then proceeded with axial coding and sorted through the codes I had found to create patterns in the data. Finally, I sorted through the data again using targeted word searches (e.g., "VPLC", "online learning"), coding any additional instances I may have overlooked where the teachers referred to their experience in the CSCL network. When necessary, I amended my axial coding to reflect new patterns in the data.

The extracts are organized chronologically to represent how the teachers' narratives evolved over time. I selected representative items from my coding to discuss the themes that emerged. First, I explore Sophie's comments, followed by Christina's. I present each extract and discuss it afterward. Next, I compare and contrast the two teachers' comments. The final section of this chapter offers a summary and graphic representation of the elements that both teachers

mentioned to describe their experience using technology to promote professional learning. The findings contribute to developing a new theory about FSL teacher learning in CSCL networks that I will elaborate on in the Discussion chapter (Chapter 8).

Once all the data were coded, I used cross-sectional analysis to review them in large chunks grouped according to a particular theme, beliefs, story, or emotion. This was very helpful as I moved on the next phase of analysis drafting the findings in chapters 5, 6 and 7. I consider the drafting process another phase of the analysis; this time a more holistic and iterative process. Each chapter went through several iterations, and as I worked through the data the process of weaving it all together created a more coherent picture of each of the participants that I was then able to trouble or critique. This took a few months to compile; the stories were revisited and re-written repeatedly to honour as many pieces of data generated by the teachers as possible. In truth, there were many complex, incomplete and contradictory threads. This is not to say that the data was not collected properly, simply that the truth about FSL teacher learning is in fact often incomplete and difficult to navigate, not only for the researcher, but for the teachers themselves as well. In line with a critical interpretivist approach which does not seek clean uniform "answers", the outcome, I believe, presents a unique glimpse into the complexity and depth of FSL teacher learning when teachers are supported to follow their own professional interests.

Trustworthiness and ecological validity

Interpretivism, grounded in inductive reasoning, does not proclaim 'validity' in the sense understood in traditional quantitative research experiments. In fact, it makes room for the possibility of falsehood and uncertainty unavailable in bound/closed systems. Hermeneutic and interpretive processes for analysis imply that "the right interpretation does not exist [...]. Interpretations can be more or less plausible or adequate, but they cannot be true" (Wodak & Ludwig, 1999, p. 13). In this way, inductive reasoning honours the complexity and messiness of non-axiomatic human social systems that cannot be accounted for properly in more positivistic approaches to research.

Instead, I rely on my analytic framework to ensure *trustworthiness* in the claims in the study. Discourse analytics is a representation of a representation of the world made by the participants; however, the tools I used to interpret the data and the way I use them helped me establish trustworthiness through the degree of persuasiveness, authenticity and plausibility (Catherine Kohler Riessman, 1993). I adopted a process outlined by Butler-Kisber (2010) to

ensure trustworthiness: transparency in the research process, adherence to researcher reflexivity and a clear statement of my research bias to convey persuasiveness (all outlined above). In addition, the longitudinal nature of the study, indicating extensive time in the field and the multimodal forms of field texts (i.e., online meeting discussions, field notes, online forum posts, pictures, school documents, etc.) enhance the trustworthiness of the study by providing extensive amounts of data to corroborate my explanations. I addressed authenticity and plausibility by grounding my interpretations in the field texts, making the participants' voices visible and critically engaging with discrepancies, tensions or contradictions that emerged in the data. Last, I provide clear evidence that my research is founded on ethical practices. To me, this translates to handling the data with care, keeping the participants informed of developments and making sure my methods are applied diligently.

Another important component of using technology to observe social practices is to maintain ecological validity (Lipponen et al., 2004; Stahl, 2000) through the CSCL network. As the project was designed, specific key elements were selected to ensure the participants had access to a naturalistic setting in their professional learning experience. For this purpose, designing a "sociable CSCL environment" (Kreijns & Kirschner, 2004, p. 221) that was at once functional and enjoyable for participants to use was a key factor to creating a successful research design.

Representation and dissemination

The interpretive representations of the data "transform the world" (Denzin & Lincoln, 2011, p. 3). My role as a qualitative researcher is to take part in this transformational process using "interpretive practices [that] involve aesthetic issues, [and] an aesthetic of representation that goes beyond the pragmatic or practical" (Denzin & Lincoln, 2011, p. 4). This inherent principle of qualitative research extends into my belief that research must be made accessible to the community to which it pertains.

While the doctoral thesis is a necessary and useful part of the process in uncovering FSL teachers' experiences with professional learning and their identity development in a CSCL network, I also created a complementary website (www.FSLteacherlearning.com) to showcase the study and most notably the FSL teachers' narratives that emerged. Such a platform for knowledge mobilization offers a way to ground the theoretical side of the research in a more

practical reality. It also connects the research from the doctoral thesis with the professional lives of other FSL teachers, and other educational stakeholders, such as principals, board members, teacher trainers, ministry officials, who can then share in the stories of the FSL teachers in the study. The public dissemination of artful re-imaginations of FSL teachers' professional learning narratives, in the form of podcasts, invites critical reflection on the issues in FSL teacher learning in the context of Canadian bilingual education.

The ultimate goal of the website is to document and share information on the professional learning experiences of core French teachers in Ontario, and foster dialogue with visitors to the site to maintain open lines of communication which will continue to feed into the iterative process of this research inquiry.

ARTivism in research: making a podcast

Sociocultural theory and ARTivism rest on similar principles: they tie together the ways that we, as human beings, make sense of our experiences via language, and at the same time manipulate discursive practices to recast those experiences in a new light. ARTivism is the practice of using art to raise awareness about a political issue. I use arts-based research (ABR) methods (Barone & Eisner, 1997) and ARTivism (e.g., Rhoades, 2012; Sandoval & Latorre, 2008) to trouble the hegemony of the written word (i.e., a thesis) to express teachers' lived experiences.

I used podcasts, an emergent medium, to extend and/or disrupt established ideas (Cwynar, 2015) about what is FSL teacher learning. Podcasts are relatively easy to record and produce (I already host a show on www.caesura-collective.com). They also offer a medium to transmit information, open discussions and (re)write narratives. Experimenting with this form and genre, podcasts create a personal and intimate connection with the storytellers (Lindgren, 2016) and new spaces for critical social interaction (Florini, 2015; McClung & Johnson, 2010).

Exploring lived experience through podcasts helps us to understand how educational policy affects teacher practice and learning, and literally offers a tangible outlet for teacher voices (Barone, 2008). On one hand, recrafting the teachers' small stories infuses meaning into their experiences and reveals the complexities of teacher learning and their professional identities, providing further insight into human activities (Barone & Eisner, 1997). On the other hand, by sharing teachers' stories of *re-professionalization* (Kooy, 2015) publicly, they become

part of the broader social discourse making way for teachers to take accountability for their learning (Kooy, 2006), and re-imagine their working conditions.

      To create the podcast, I have selected extracts that were analyzed in Sophie and Christina's professional narratives in Chapter 5, along with extracts that were not in the analysis section which offer more insight into the teachers' stories. The selections reflect the professional decisions they made and the working conditions in which they operate. The podcast is also meant as an educational tool to encourage discussion about FSL teacher learning and professional identities. The series can be accessed for free online at www.FSLteacherlearning.com. In this way, the podcast can contribute to transformative educational practice that traditional research methods cannot afford (Sinner, Leggo, Irwin, Gouzouasis, & Grauer, 2006) by inciting dialogue and reflexivity among FSL teachers, teacher candidates, administrative staff and policy makers.

CHAPTER 5 : CASE 1 -- SOPHIE

This chapter gathers the findings relevant to the case study of Sophie's professional learning experience. The chapter begins with an introduction to the teacher, followed by a selection of small stories that emerged for Sophie in the CSCL network that I grouped into themes: experiences with PD, professional relationships, leadership, assessment, multiliteracies (e.g., digital literacy skills, and drama-based pedagogies) and social justice in FSL. The next section of the chapter provides a quantitative look at Sophie's use of discursive practices in the CSCL over time. Offering a qualitative and quantitative look at the data collected provides a multifaceted look at Sophie's experience in the CSCL over the four years.

Meet Sophie

Sophie is a multilingual Canadian woman of Western European descent in her early 30s. Sophie speaks English fluently and learned French at school in Canada. She also has family in France and lived there for three years. Working at a large middle-class high school in an urban center in southern Ontario, she had 5-10 years of teaching experience when the research project began in 2011. As Head of Department for FSL and ESL at her school, she works closely with a group of four FSL teachers, creating their own Professional Learning Community (PLC). Sophie also began an MEd degree that year. For Sophie, joining the CSCL network is an opportunity to learn more about how PLCs function and "to interact more effectively and better support the teachers in my department" (June 2011). Her goals are to "see teachers get more release time during the day to get together and build community and improve student learning" (June 2011).

Her second year is "a rollercoaster ride in my school board […] with all the union's issues" (February 2013). With her union in negotiations with the school board and teachers entering a work-to rule contract (meaning teachers stop providing extra-curricular activities), her schedule becomes very chaotic. In 2012, Sophie is completing her MEd and starts the school year with a new principal.

Family health issues arise in her third year. She has just completed her MEd. Feeling more confident, Sophie delves into critical professional learning inquiries through the CSCL network. She becomes more assertive in her third year and puts suggestions forward to her board to improve FSL teacher learning. After a very positive experience meeting with her feeder school

representatives, she sends feedback to her superintendent to increase teacher-led professional learning and meeting opportunities.

During her fourth year, Sophie has another child. She continues with her efforts to change the policy around professional learning in her board and describes her experiences with the CSCL network to the administrators and Department Heads. They seem interested in the project and take note of the elements that could work in their board. Despite feeling resistance, Sophie pushes for more virtual professional learning opportunities. The changes she is proposing seem too radical to some. Still, her suggestion to provide teachers in her school with an instructional coach (positions that two of her colleagues in the CSCL network developed in their schools) is taken up.

Sophie's small stories of professional learning

Finding community

Sophie describes her situation in the FSL Department at the start of the CSCL network:

Extract 5.1. Sophie – online meeting (October 18, 2011)

1   We've had some growing pains in our department with the French teachers. We had a lot of
2   changes. And I think a community is really important for us right now. We all share the same
3   passion and love for the subject. And we have a program that's flourished so much. We have such
4   a strong program. My principal is very proud of our French program, but really, we've had no
5   support. We've done this all on our own.

For Sophie, the situation for FSL teachers has been difficult, dealing with "growing pains" (line 1) and "a lot of changes" (line 1-2). However, she emphasizes the teachers' "passion" and "love for the subject" (line 3) as the glue that binds the group together. Sophie expresses her in-groupness with the teachers using "we" (lines 1, 2, 3, 4 and 5) and a feeling of ownership towards her work using "our French program" (line 4). The passage relates Sophie's sense of pride in her work. The approval of her administrative staff is important to her sense of self: "My principal is very proud of our French program" (line 4). Her resourcefulness is also a source of pride when Sophie mentions: "we've had no support. We've done this all on our own" (line 4-5), she is referring to the lack of external support for FSL teachers such as time and resources for promoting student success, which are available to colleagues in other departments. Sophie positions herself and her colleagues as hard working teachers. The description of her work situation echoes the common refrain of isolation sung in FSL teacher research (Karsenti et

67

al., 2008; Mollica et al., 2005). Sophie also sets up a relationship where she distinguishes herself from the administration, but seeks their approval for her work.

Casting a more critical gaze on the way she and her colleagues are treated in matters of professional development in her board, Sophie slowly begins to shed the approval-seeking behaviour. She realizes the ground-level work she does with her FSL colleagues at school can only take her so far in her professional learning journey and begins to reflect on the approach to professional learning in her school. Her school uses TLCs – Teacher Learning Circles – which she describes to her CSCL network colleagues:

Extract 5.2. Sophie – online meeting (February 15, 2012)

1	**Sophie:**	Well, I've got a Heads meeting on Monday night. And in my school, we are expected to
2		do TLCs every 4 to 6 weeks. And every time we have a Heads meeting, it's like,
3		micromanaged. We have to sit there and explain what we've done, what we're going to
4		do next. You know, go around the table after work for about 2 hours […]. And one
5		courageous math teacher, said, "I can't do this. It's really hard for 9 teachers to get
6		together during the school day. And why can't we do this when we have our in-school
7		PD?" And the principal's response was, "It's not going to happen. And you should do
8		this on your own time. And if you'd like, I'll pay for lunch". So, these teachers are
9		expected to do this on their lunch. And he'll pay for lunch, just to shut that one person
10		up. Because it's not going to happen for everyone.
11	**Toni:**	Do they get to pick the lunch? [sarcastic tone]
12	**Sophie:**	Yeah. It was just a nice way to say, "I'll make it a little more accommodating to get most
13		people to come". For some reason, they think teachers will do anything for a sandwich
14		[Everyone laughs]. I'm just sick of that! "Oh, we got lunch, so you know, give up your
15		lunch -- but we're going to give you a slice of pizza." You know? Come on! I just think
16		this is paralleling that. They want us to do all these great things, but they're not willing
17		to give us the time. […]

In her school, Teacher Learning Circles (TLCs) have replaced *Professional Learning Communities*, creating tension for Sophie, whose professional goals include creating community. They feel superficial for Sophie who describes them as "micromanaged" (line 3). She sympathizes with a fellow "courageous" teacher (line 5) who sums up how she feels by asking for more time to put serious work into their professional learning using "in-school PD" (line 6-7). When Sophie's principal declines but offers to pay for lunch to encourage teachers to meet on their own time (line 8), it exacerbates Sophie's sense of deprofessionalization (Biesta, 2004; Kooy, 2015), a feeling that teachers get when they lose their sense of agency and control over their work. Sophie adopts a discourse of 'us' versus 'them', referring to the administrative staff as "they" (line 13, 16) (van Dijk, 1995). She expresses incredulity at being so devalued: "For

some reason, they think teachers will do anything for a sandwich" (line 13). Humour becomes a form of resistance to the oppressive forces Sophie feels in her workplace (Rodrigues & Collinson, 1995). In the exchange with her CSCL network colleagues, Sophie vents her frustrations: "I'm just sick of that!" (line 14), "Come on!" (line 15). Toni asks Sophie sarcastically if the teachers get to pick the lunch (line 11) implying that teachers may not even be able to choose the food they eat during their lunch break, underscoring the issue of lack of control (Louws et al., 2017). This passage also illustrates the key role that emotions play in conveying Sophie's beliefs about PD practices in her school and putting them into perspective. The emotional dimension continues to run throughout the extracts. Sophie returns to the issue of feeling devalued by the administration when she relates an exchange during a board-mandated PD session:

Extract 5.3. Sophie – Summer Institute (April 10, 2012)

```
1    I think it's just the lack of trust. And it's not about us, it's about them up there. And just making sure
2    that we're controlled. You know, what's that song by Pink Floyd [laughs]. Look the other way for
3    the teacher, right? It's all about control and not about us. I remember when I was asked my
4    opinion for a board-wide second language French PD for French teachers, and teachers were
5    trying to put in what they wanted, because they spend hundreds of thousands of dollars on these
6    things. And the coordinator said, "No, it HAS to do with Growing Success. So, you're going to
7    learn Growing Success." And I can go on the internet and read Growing Success myself, on my
8    own time. It's just frustrating cause you hit this wall, and you're not treated like other professionals,
9    like lawyers and doctors who get to pick their conferences and go and... We're just not. There's no
10   trust. It is, it's disgusting yeah.
```

In this passage, the chasm between "us" and "them up there" continues to grow (line 1) (van Dijk, 1995). Sophie is at a standoff with her administration where she feels a hierarchy is looking down on teachers and imposing their will on them. Her interpretation suggests this is about the way the administration wants to exert "control" (line 3) over teachers, and "not about us" (line 3) meaning, it has nothing to do with the quality or capabilities of the teachers. In fact, Sophie argues she is perfectly capable of reading up on new policies, such as "Growing Success" (line 6-7) on her own online. She laments this approach to PD she feels wastes money (line 5) and time (line 8). The "disgusting" (line 10) treatment Sophie faces continues to exacerbate her feelings of alienation in the profession.

By the end of her first year in the CSCL network, Sophie demonstrates critical awareness (Brookfield, 1995a) and recognizes there is tension in some of her professional learning experiences. During the summer of 2012, she states: "It has been the same way for so long that

we just endure it and it's hard to imagine it being different", signaling that Sophie reached a critical point along her professional learning journey. Her narrative thus far echoes reports of professional marginalization experienced by FSL teachers in previous studies investigating their working conditions (Karsenti et al., 2008; Mollica et al., 2005; E. M. Richards, 2002).

Despite reaching this crucial realization, Sophie needs time to take stock of her situation and attempt to implement change. Change cannot happen solely with Sophie; her administration has to be willing to offer change as well. A wide net is cast in her reflections as she explores how she feels about board-level PD sessions and school-level policies about PD. Sophie relates the following about board-level PD practices:

Extract 5.4. Sophie – online meeting (June 6, 2013)

1	I can read it myself. This is what I need to do. Right now, I need to talk to other French teachers,
2	or other teachers that are seeking leadership. And I need to talk about how to be a good leader in
3	my school, in need to talk to these people, I need to find what I need. Not sit in a room with a
4	hundred people. I look around when I'm in these PDs. And I think, what a royal waste of money.
5	Everyone is getting paid their salaries, so I'm thinking how much money is in here right now. And
6	nobody's speaking, and nobody's saying what they really want to do. And we're just like drones
7	sitting there. being told (inaudible). It's such a waste. And that's just how it is and nobody says it
8	otherwise, and everybody's just there. It's been like that all year this year. It's been like that since I
9	started teaching. I haven't been teaching that long. I started in [redacted]. And now it's starting to
10	get on my nerves. Now it's at the point where- You know you just play the game, you just shut up
11	and play the game. And I don't like that. I won't last as a teacher. I won't last in this profession. I'm
12	starting to think what do I need to do outside of this profession. I love the kids. I love being a
13	teacher. But can't- I'm not here for a paycheck. I need to do something that's fulfilling and where I
14	don't feel de-professionalized. I need to feel supported and I don't like fear mongering. And I feel
15	in our profession there's a lot of that. Fear mongering too. And if you want us to do great things,
16	then you have to trust us. And that speaks volumes. If you don't trust us, how do we trust our
17	kids? And it's just-- you've talked about this in many of your courses. And you know, how do we
18	get to where Finland is? And what's going on there. Teachers are valued and our profession is
19	about relationships. I think that when you don't trust people and treat them like crap. Like shoving
20	them all into a room like cattle, and regurgitating-I mean it's insult-- I find our PD as an insult. An
21	insult to all our intelligence. […] Just watch them sitting there. Being told about some random
22	policy. And it's like, we can do that ourselves. Why don't we get to do some stuff that matters? And
23	we have great things happening in our school but there's no trust. You know, they have to cross
24	their-- check their little boxes, "We did that." And then they gave that to us. And then so on. And
25	it's like [sighs in frustration], you know, it shouldn't be that way.

Emotionality plays a role in Sophie's professional learning experience. Frustrated, she describes how she can be accountable and take ownership of her learning: "I can read it myself" (line 1). In fact, she begins the process by reflecting on what she needs to do (i.e., learn about

leadership, speak to other FSL teachers) (line 1-3) and clearly identifies what she does *not* need as part of her professional learning: to "sit in a room with a hundred people" (line 3-4). The inefficiencies of current PD practices in her board (line 4-7), feel like a "royal waste" of money (line 4) and teacher-resources when there is "nobody's saying what they really want to do" (line 6). Sophie believes teachers and their professional knowledge *are* the resources that need to be explored in PD (Kooy, 2015) and takes the stance of teacher-as-inquirer of their own professional practice, arguing teachers should not be positioned as "drones" (line 6) taking a passive position in their professional development. In sum, Sophie is challenging the banking model for learning (Freire, 1970), where teachers become receptacles for knowledge "being told about some random policy" (line 21-22) and asked to regurgitate ideas (line 20), implying such knowledge is not meaningful and situationally-relevant to teachers. Reflecting on her current context for professional learning, she hones in on what is there (i.e., "fear mongering" (line 14, 15)), as much as what is *not* there (i.e., "trust" (line 16)).

Particularly worrisome in this extract is when Sophie describes her professional learning situation as a "game" (line 10, 11) in which she has to "shut up" (line 11) to survive. The oppressive nature of her professional learning context makes her feel that she "won't last as a teacher" (line 11) and "won't last in this profession" (line 11). In this small story, Sophie's narrative provides evidence that the way policies around FSL teacher learning are implemented plays a crucial role in determining teachers' success and retention in the profession.

As Sophie expresses her views and calls the *status quo* into question, emotions become the driver for change during this transitional period. Acting as a catalyst, emotions make room for self-exploration and change in teacher professional development. Sophie indicates she is frustrated implicitly, by sighing and through the emotion in her voice throughout the conversation; and explicitly stating, "it's starting to get on my nerves" (line 9-10). She feels such professional learning practices are "an insult to all [the teachers'] intelligence" (line 20-21), where she and her colleagues are treated "like crap" (line 19) and "like cattle" (line 20). For Sophie, this feeds into her feelings of "deprofessionalization" (line 13-14), a notion that she has integrated into her own discourse since taking courses at the University for her MEd program and having discussions with her colleagues in the CSCL network. Sophie's emotions also help to signal what is wrong with her professional learning "I need to feel supported and I don't like fear mongering" (line 14). Her emotions validate her concern and need for change. Her passion for

71

her profession makes it feels like a vocation: "I love the kids. I love being a teacher" (line 13), "I'm not here for a paycheck" (line 13).

Ultimately, Sophie returns to her opening statement about taking ownership of her learning and asks critical questions about how to improve teacher professional learning: "If you don't trust us, how do we trust our kids?" (line 16-17) / "How do we get to where Finland is? (line 17-18) / "Why don't we get to do some stuff that matters? (line 22). As much as Sophie vents her frustrations, she channels this energy into forming new inquiries about teacher learning. She also focuses on acknowledging the things she feels are missing from the conversation in teacher professional learning "we have great things happening in our school" (line 22-23). Using "we", Sophie signals that she considers this a phenomenon which affects many people: this 'wasted' teacher knowledge is a part of her professional contributions that is being overlooked. Sophie offers the following about PD practices in her school:

Extract 5.5. Sophie – online meeting (September 18, 2013)

```
1    And there's another issue too with the whole TLC, TLC. In our school TLCs are teacher learning
2    circles and they're not taken seriously at all and sort of viewed as a punishment because we have
3    to produce this chart that shows that we're progressing […]. But it's not a professional learning
4    community, it's a teacher learning circle so we're supposed to show improvement on paper and it's
5    not about relationships it's not about connecting with your fellow teachers and the time that we're
6    given to do it is usually five minutes tacked on at the end of a staff meeting. And it's not enough
7    time to connect. And I think people in my building also have a need or are searching for, you
8    know, time to connect meaningfully with each other. And I think you know, it's hard to discuss
9    really like, really neat things, like the way we talk you know, what we talk about here, when we
10   don't get the time to get to do it at our schools. I'd love to sit with my French teachers -- and not at
11   lunch time! -- and talk about the books we want to choose or to change, like you know, a lot of our
12   books if we look at them from a feminist perspective it's kind of scary. And we need time to talk to
13   each other and decide, and buy books that, you know, matter and that are meaningful for the kids.
14   If we don't have that time given to us we kind of stick to the same old.
```

Sophie points out limitations in school policy around "teacher learning circles" (1-2). The idea that teachers are considered experts about learning when it comes to their students, and yet are not expert enough when it comes to their own professional learning creates cognitive dissonance. Her colleagues feel this exercise in professional development is punitive (line 2), and as a result, "they're not taken seriously" (line 2) by teacher professionals. Again, Sophie identifies what is missing in this formula for professional learning: "time" (line 7); and why time is important: building "relationships" (line 5) and "connecting" (line 5). Sophie delves deeper into the implications of the absent presences (Derrida & Caputo, 1997) in her professional

learning experience: they have serious consequences for her teaching practice. For instance, not having time to discuss books being assigned to students in FSL from a feminist perspective, means teachers "kind of stick to the same old" (line 14). Here, Sophie demonstrates teachers who want to learn and improve themselves need to be able to move out of their comfort zone and explore new and complex ideas (i.e., feminist theory) or competencies to be able to enhance their professional practice.

Throughout her narratives around professional learning in Year 3, Sophie resists the idea of teachers being positioned as passive recipients, standard automatons, or pre-determined knowledge processors. Instead, she is intent on creating a narrative which positions her as an intellectual and expert on learning, capable of grappling with new theories and ideas, and determining where to take her professional learning. Sophie also identifies a key aspect of teacher learning that she feels is missing and wants to develop in her practice: building meaningful relationships and trust. Sophie makes clear that lack of trust is an issue she faces with her administration. This seems to play a key role in how well Sophie's professional learning can proceed. At the end of Year 3, Sophie has a breakthrough professional learning experience with fellow language teachers (English as a Second Language - ESL) which plays a pivotal role in her transformation and her contributions to PD policies in her board:

Extract 5.6. Sophie – online forum (February 26, 2014)

1   Yesterday I had the RARE opportunity to meet with the feeder schools for my secondary school. I,
2   [and another] teacher were granted release time to collaborate with the ESL and guidance
3   teachers from our two feeder schools. We agreed to meet at one feeder school in the morning and
4   then go to the other in the afternoon for lunch and the afternoon portion of our PD. I am ashamed
5   to say that I have worked at my secondary school since [redacted] and when driving to one of the
6   feeder schools just a few kilometers away, I had to pull it up on my GPS. Yes, this is because I
7   have never been asked to go there until yesterday. Most of my gr. 9s come from this school, I
8   know so much about it, yet I never looked it up on the community map or even drove past to see
9   what it was all about. Going to the school helped me understand my students a little better. Being
10   in the atmosphere they came from helps me relate to them a little better. Meeting with their former
11   teachers and forging relationships that can only be formed face to face will help us transition the
12   students better because we are now on the same team through a forged relationship. We had so
13   much to talk about yesterday. There wasn't a minute wasted or even a quiet moment, not even
14   during our lunch. I learned so much just being in the schools about their school climates, etc. Over
15   the course of the day, we discussed our needs, concerns, issues and ideas to improve the
16   transition of students in ESL from the elementary panel to the secondary panel. We discussed PD
17   opportunities outside our board, ways to improve our transitioning process, how we manage our
18   respective ESL programs etc. We discussed the students' issues, mainly with anxiety and their
19   experience as newcomers adjusting to a new place. We talked about field trips and we discovered

20   that we have many many things in common. We also did moderated marking and found that we
21   assess students in an almost identical way. I feel like if that meeting had been recorded it would
22   be called a perfect collaboration for student success. I look forward to sending this feedback to the
23   principals of the schools and the ESL coordinator at the school board because this kind of PD is
24   that kind that Matters and the kind that will actually lead to some action and change like our CSCL
25   network group. The kind of action that teachers actually get excited about because it makes a
26   difference for students and themselves unlike the PD that involves one person talking and nobody
27   else which we have become numb to.

Emotions continue to be an important part of Sophie's critical awareness. She feels "ashamed" (line 4) she has never been to these feeder schools in the past five years. However, she also shares this responsibility with the way the current system is set up in her board, pointing out "this is because I have never been asked to go there until yesterday" (line 6-7). Ironically, while the board never sent her to meet the teachers at the feeder schools, they are also the ones that gave her this, albeit "RARE" (line 1), professional learning opportunity when she was "granted release time" (line 2-3).

For Sophie, this experience was important to "understand [her] students a little better" (line 9). As an empathic teacher, she wants to understand where her students come from literally by "being in the atmosphere" (line 9-10) and "relat[ing] to them" (line 10). This was also an opportunity for Sophie to meet her PD goal of "forging relationships" (line 11), which she highlights "can only be formed face to face" (line 11). Sophie positions herself as a member of a team: "we are now on the same team" (line 12-13) to fight her feelings of isolation from other professionals (Lapkin, MacFarlane, & Vandergrift, 2006b). This group becomes a community by sharing a common goal: transitioning students successfully. She discovers they have "many things in common" (line 20-21), including assessment and marking styles (line 20).

She also positions herself as a learner: "I learned so much" (line 14) from the other teachers in the feeder school, highlighting that teachers can learn from each other, not only from experts. They can learn from experience and context.

To bolster the idea that teachers meeting together to work can be effective and efficient, she states "there wasn't a minute wasted or even a quiet moment" (line 13-14). She lists everything discussed (line 15-22) and looks forward to being accountable for her professional learning. This marks an interesting shift from her feelings about mandated accountability in the Heads meetings at her school. Whereas Sophie resisted being held

accountable before, with increased autonomy she comes to embrace it (Darling-Hammond, 1996).

Sophie writes "this kind of PD Matters" with a capital M to mark how strongly she feels about it. This PD, grounded in her students' school trajectories, makes it relevant. She uses the word "actually" twice (line 24 and 25) to emphasize the effectiveness and situatedness (Voogt et al., 2015) of this kind of professional learning experience. She concludes by contrasting this experience to her former experiences with PD, which she feels are isolating: "with one person talking and nobody else" (line 26-27); and disjointed: "we have become numb to" (line 27).

In the end, Sophie shares her excitement for the kind of professional learning she has just experienced at her feeder schools. Emotion is part of the transition process for Sophie who is creating a vision within her work context of what meaningful learning looks like that she can report to her superiors. With this successful PD experience, Sophie takes a more active role and advocates for the kind of PD she feels is effective:

Extract 5.7. Sophie – online forum (May 21, 2014)

1   On a positive note, the administration at my school has taken a good hard look at the TLC process
2   we currently have. Recently we had an entire Department Heads retreat/ PD session at this
3   brilliant restaurant called [redacted] to discuss the process with brutal honesty... which is
4   something we have never done. We sat in groups with one administrator at each table and
5   questioned our TLC process and its effectiveness and came up with a plan to improve it.

6   I brought up our research study [redacted] at the debriefing heads meeting about our retreat as an
7   example of the ideal professional learning community and our admin seems very interested in
8   what we've been doing and would like to see how it works. When I suggested technology as a
9   support tool, they brought up QUAD SI schools, as schools who are involved in doing something
10   similar to our CSCL network I think. They also mentioned many other issues that come with
11   teachers being "made" to document their inquiry work online.

12   Overall, I was very happy that the admin agreed with all the suggestions made about providing
13   more time to do TLC's, that there needs to be a radical mind shift in how we see and participate in
14   TLC's and how we can get others to buy in to "self-directed PD or Inquiry" to make it meaningful
15   and not be seen as an add-on to what they're already doing.

16   Until now, the TLC process has been a chore but with the support of our Admin there is possibility
17   for it to become a thorough, rich and meaningful inquiry with a group of people working together to
18   improve their practice for student success. I feel like we've turned a corner and that my school is
19   serious about respecting teachers needs to drive their own PD and I sincerely believe that once
20   we are given more time, we will accomplish teacher learning that matters in my school through the
21   new TLC process. […]
22   Are teachers ready and willing to work at TLC's or have they become too dependent on top down

At the start of Year 4 in the CSCL network, Sophie signals a change in her administration's approach to PD. The administration has taken a critical stance towards their practices by "taking a good hard look at the TLC process we currently have" (line 1-2). When Sophie uses "we" (line 13), she indicates that she feels in-groupness with the administration who are now on board with examining their own PD policies. The lines of communication have opened, and everyone can express their position "with brutal honesty" (line 3), a novel experience for Sophie and her colleagues (line 4). The administration used a critical framework for improvement, encouraging teachers and administrators to collaboratively question the TLC process (line 5) and come up with solutions (line 5-6). In this extract, Sophie demonstrates she has found her voice when she brings up the work she has been doing in the CSCL network as an example of successful professional learning (line 7-8). She positions herself as an experienced teacher who knows what an "ideal professional learning community" (line 7) looks like and an expert who can contribute to the administration's goals. They respond by becoming "very interested in what we've been doing and would like to see how it works" (line 7-8). This ability to share her CSCL network experience in her work context is an opportunity for Sophie to validate the approach to professional learning she has been working on over the last four years.

Sophie expresses pride and happiness (line 12) towards her work and her relationship with the administration: "I feel like we've turned a corner" (line 18). She feels listened to and valued by her administration who now seem "serious about respecting teachers needs to drive their own PD" (line 19). She writes "Admin" (line 16) with a capital A signaling the increased status she affords them.

Sophie is also aware that the changes the administration is looking to implement will not be easy. It took Sophie four years to reach this point in her learning, and she is concerned about "how we can get others to buy in to "self-directed PD or Inquiry" to make it meaningful and not be seen as an add-on to what they're already doing" (line 14-15). She wants to avoid repeating past experiences with PD that teachers felt were "a chore" (line 16). Interestingly, Sophie includes herself with the administration in this statement when she uses "we" (line 14). She is now collaborating with the administration to implement "a radical mind shift" (line 13) in the school board's view and ways of implementing professional learning. Sophie addresses her

concerns with critical questions: "Are teachers ready and willing to work at TLC's or have they become too dependent on top-down ministry-driven PD to guide them? / Have teachers stopped their own critical thinking? / How are we going to teach critical thinking if we stop doing it?" (line 22-24). By placing her questions at the end of her text, Sophie indicates that the work is not done, it is just beginning.

Although Sophie does much of the work on a personal level, one clear factor emerges in determining the success of Sophie's professional learning: her inter-personal relationships with administrators. In the following section, I discuss how Sophie's relationships with the administrative staff in her school board evolve, and how they play a role in transforming her professional learning experience.

Relationships with administrators

Sophie's relationship with her professional learning evolves as her relationship with the administrative staff evolves. The two are inextricably tied:

Extract 5.8. Sophie – online meeting (February 15, 2012)

1   You know, we're saying we're doing these TLCs, but they're not WORKING! They're just on paper.
2   The principal just wants us to submit this TLC cycle chart and get all the stats and everything. He
3   just wanted to have paper, to prove to the higher ups, look we're doing this. But it's such a farce,
4   because it's not authentic. It's not-- It could be so much more than it is. It feels like another cycle of
5   whatever it is that we're doing in Education, and that it'll pass and something new will come up. It
6   feels like a big waste of money. That's what it feels like.

Sophie expresses disappointment with professional learning practices in her school through the decisions her principal is implementing. To her, the current practices are "not WORKING" (line 1) because they feel like a "farce" (line 3) and "not authentic" (line 4). Sophie uses the word "just" (line 1, 2, 3) three times to express the superficiality she feels towards current PD practices. She positions the teachers as passive players trapped into going through the motions of an educational fad that will "pass and something new will come up" (line 5). Sophie is frustrated with her principal's decision when "[i]t could be so much more than it is" (4). During the same online meeting (Extract 5.2), Sophie explains how her principal treats teacher professional learning. Her principal does not acknowledge what teachers need and/or is not willing to provide meaningful support (i.e., beyond providing them with lunch). When teachers feel restrained by institutional powers, it limits their professional learning experience and their ability to develop trust and grow as teachers (Vásquez, 2007). This extract illustrates the

importance of healthy open communication between teachers and administration to find out what each player needs to enhance their professional learning experiences in the school.

Sophie has also made clear in the previous Extracts (5.2, 5.3, and 5.5) that lack of trust is an issue she faces with her administration. This seems to play a key role in determining how well Sophie's professional learning can proceed. A noticeable shift in Sophie's narrative occurs once she begins working with a new principal in Year 2 which she describes as "great" and "friendly" (November 2012). Working with this new principal makes Sophie reflect on her relationship with her previous principal:

Extract 5.9. Sophie – online meeting (November 6, 2012)

1   I think our last administrator [sighs]. He had a lot of experience, and a lot of times, I think he had his
2   agenda. And I think what I like about our new principal is that she's listening a lot. So, she spent the
3   last two months pretty much listening. I think that's what I like about her. That she actually listens
4   and I feel valued as a professional a little more, so…

In this extract, Sophie has been working for over three months with her new principal who spent "the last two months pretty much listening" (line 3). She took on the role of active listener to learn from the teachers about the school context, which Sophie very much appreciates: "I think that's what I like about her. That she actually listens" (line 3-4). This makes Sophie feel "valued as a professional" (line 4). Sophie recognizes that her previous administrator "had a lot of experience" (line 1), but not being able to align his "agenda" (line 2) with the teachers created tension for Sophie. She speaks of her new principal:

Extract 5.10. Sophie – online meeting (November 6, 2012)

1   But she's still obligated to bring down initiatives. I mean, it's just the reality. And it's all great when
2   we're in the university setting and we hear all these grandiose ideas, but then, as a teacher, when
3   you're in the building, and you have to face these realities. Like, what you were saying Heather. It's
4   your job. Like, there's job security. I have to do certain things because it's part of my job. You know,
5   I can't just NOT do them. So, I think her hands are tied a little bit too. So, it's just the top-down
6   government policies that sort of restrain us a bit. But I really like her.

Sophie is more open to recognizing and accepting the principal's professional boundaries now that she feels valued, as these limits now constitute part of her "reality" (line 1). She recognizes that "she's still obligated to bring down initiatives" (line 1) and "her hands are tied a little bit too" (line 5). At this point, Sophie blurs the line between the 'us' versus 'them' positions. She still identifies the presence of a "top-down" (line 5) hierarchy that "restrain[s] us a

bit" (line 6), but includes her new principal in the 'us' group (line 6). The shift of perspective between the way Sophie positions herself vis-à-vis her administrator marks a change in her approach to dealing with institutional discourses about professional learning.

These last two extracts illustrate Sophie is cognizant that administrators have professional obligations that may clash with her own beliefs or practices. The feeling of being heard by the principal is core to Sophie's professional emancipation. The following extracts illustrate the professional transformation Sophie embarks on once she feels her principal's support. Sophie recounts an episode where the new principal challenges her productivity as she shares a professional learning experience at a feeder school:

Extract 5.11. Sophie – online meeting (February 19, 2014)

```
1    And we all left pretty empowered I guess because it's something that we don't normally get to
2    do. It's very rare that we all got to sit there. And when I came back, my principal asked me,
3    "So, how was it?" And I told her all these things that we did and na-na-na-na. And she's like,
4    "OK." And then she said something to the effect of: "OK, so it was a very -- not very
5    productive." She didn't say it like that – but, "It wasn't a very structured day." --is what she told
6    me. And I was like, "What are you talking about? We did all these great things. And you
7    know, I got so much more out of it, and I'm sure they did, than going to a banquet hall and
8    listening to a Power Point. Like, we NEEDED to have these discussions with these people.
9    We got to talk about each student that we're going to get next year. Their history. Just to
10   transition them properly and it's never happened." Since I've been, you know-- I've never had
11   that time to meet with other teachers from another school. We went-- so in the morning we
12   were at one school, in the afternoon we were at another. And even just being in their school
13   environment, we got a sense of the culture. Where these kids are coming from. We got to feel
14   the culture of their school. And I mean, it matters. So, we've connected with those teachers,
15   we've built relationships with those teachers. We had lunch with them in a small setting in
16   their staff room. We really built a connection. A little bit like what we have here. And we got to
17   have a discussion without a coordinator looking over our shoulders, a principal, a VP, it was
18   very authentic and I came away really happy with the results. Yeah.
```

Although this experience was shared with ESL teachers, Sophie is Head of the ESL and FSL Department and the experiences she has with ESL teachers informs her advocacy for FSL teacher learning in her school. Sophie returns to her school from her feeder schools feeling "empowered" (line 1). She is aware that teachers don't "normally get to do" (line 1-2) this kind of professional learning and that it is "very rare" (line 2). When her principal asks about the session, Sophie gushes excitedly about everything they did. Her principal, however, focuses on the fact it was unstructured, which Sophie equates with "not very productive" (line 4-5). She reacts defensively to the assumption that unstructured = ineffective. She begins to challenge and

redefine the narrative about professional learning. Sophie wants this kind of PD to continue and passionately argues its merits, emphasizing how "we did all these great things" (line 6) and "I got so much more out of it [...] than going to a banquet hall and listening to a Power Point" (line 7-8). In this last line, Sophie alludes to traditional top-down board-mandated teacher PD as less helpful than the more teacher-informed, unstructured PD she just experienced. She stresses words: "Like, we NEEDED to have these discussions" (line 8). Sophie found this created an opportunity for her to get "a sense of the culture" and understand "where these kids are coming from" (line 13) to better help her students transition to high school. She also "built a connection" (line 16) with other teachers to re-professionalize her practice (Kooy, 2015). Sophie also notes her ability to create a productive professional learning session "without a coordinator looking over our shoulders, a principal, a VP" (line 17). For Sophie, this chance to earn trust from the administration by using school-sanctioned time and space to lead her professional inquiry, without supervision, contributes to her professional sense and identity. The professional learning experience with her feeder school so affects Sophie she decides to reach out to other administrators:

Extract 5.12. Sophie – online meeting (February 19, 2014)

1	Researcher:	So, Sophie. So, many of us also pick up on that notion, if we just let this pass,
2		where the principal says, "Well, it was kind of unstructured." If we let it go at that
3		level, then what are we doing to make sure this can happen again?
4	Sophie:	You know what, I'm going to send an email to the superintendent. He actually
5		happened to be in one of the middle schools, the superintendent, when we were
6		meeting. And he walked into the room and, you know, said hello. And then one of
7		the other- one of the middle school teachers said, "Hey, we need more, we need
8		another day. This isn't enough. We need to meet again. This group." And he said,
9		"Tell your principals it's a Special PD Day." So, I went back to the school and I told
10		my principal, "Hey, our superintendent [name]." I said, "He said to tell you that we
11		need another Special PD Day" [laughs]. And she kind of laughed and said, "I don't
12		know what he's talking about. I don't have any more of those days." And then she
13		mentioned, she said the unstructured thing. But I mean, it was like serendipity. It
14		wasn't planned, it was so ill-prepared, it just-- I mean, we were given, we had to
15		submit an application for this funding to get the supply days to do this transitioning.
16		And it turned out that we designed our own agenda, and actually, I have to submit a
17		form to let them know what we did. So, they want-- they have to have a record of
18		what went on that day. And then, I'm going to be sending that on tomorrow. But it
19		was MORE productive than any PD I've had in I can't remember how long, that was
20		funded by our board. So, it was so much needed and it produced results. I mean,
21		we got to sit down with these people that we-- They wanted to know how are they
22		doing. How's this student doing. Previous students. They wanted to know-- they

23		had so many questions and we had just as many for them. We really just needed
24		that. I mean, we're a team. Our schools work together. We need to have these
		relationships built and established. Yeah.
25	Researcher:	So, how do you imagine getting this message to the authorities and "cc" to your
26		principal?
27	Sophie:	Yeah, maybe the next time we meet, letting them know through what we did, what
28		came of it, you know, just keeping them in the loop. That there is this need for this
29		time. It seems that the board just wants to have an account. They have an agenda
30		and it's usually top-down ministry mandated stuff and they forget that we are
31		professionals and that we are very capable of doing all that stuff on our own time.
32		We need the time to just negotiate and discuss our needs and sit as professionals
33		and have a proper meeting. Where we can, you know, discuss what's going on and
34		move forward. There's a huge disconnect. We're not given this time. It's a luxury,
35		they call it, but it's not a luxury, it's a necessity.

The researcher asks Sophie how she intends to keep the momentum of the excitement she is feeling. Now that Sophie feels listened to, she feels better able to take on new initiatives. She feels empowered, for instance, to "send an email to the superintendent" (line 4). Sophie describes an exchange with her superintendent who was present at one of the feeder schools during Sophie's momentous professional learning session. The teachers tell the superintendent they would like more opportunities to meet like this, and he responds to "tell your principals it's a Special PD Day" (line 9). However, the message breaks down when Sophie relays it back to her principal who tells her "I don't have any more of those days" (line 12). The superintendent has given the teachers permission to meet like this again, but the principal is unable to comply with the very request the superintendent has sent down. This extract suggests careful coordination is necessary between superintendents and principals to make sure decisions that are approved can be implemented for teachers. Sophie goes on to explain the actions she will take to officialize her request with the board: "they have to have a record of what went on that day" (line 17) and "I have to submit a form to let them know what we did" (line 16-17). Sophie returns to the discourse of 'us' vs. 'them' but she seems amenable to comply to 'their' (the administration's) requests. She is willing to 'play the game' and submit the necessary forms the bureaucracy demands, if she is able to get the time she needs and use it how she sees fit: "it was MORE productive than any PD I've had in I can't remember how long, that was funded by our board" (line 18-19). Sophie is no longer imposed upon by the bureaucratic system in her board if she can learn how to operate within it and go through the required motions, what bell hooks has referred to, for those who feel oppressed, as learning to use the master's tools (hooks, 2014). It is a form

of compliance and resistance – learning to work within the system. This new way of operating within the board enables Sophie to work towards her previously set goal of creating community with her colleagues: "I mean, we're a team. Our schools work together. We need to have these relationships built and established" (line 23-24). After a prompt from the researcher, Sophie begins to plan what she can do in the future to keep momentum going for this kind of professional learning: "maybe the next time" (line 27), "letting them know" (line 27). She seems more empathetic towards her board, accepting "They have an agenda" (line 29) of "top-down ministry mandated stuff" (line 30), but points out "they forget that we are professionals" (line 30-31). To remind them, she launches a new initiative to keep "them in the loop" (line 28). Sophie is attempting to change the discourse about what professional learning looks like within her board by revealing the professional learning that goes on in these unstructured sessions.

The extract demonstrates how Sophie receives guidance to navigate her relationship with administrators and her board from other members of the CSCL network. She learns socially from the experience of others: on the advice of the researcher, Sophie reflects on how to make her experience meaningful to her administration. She has moved beyond critically examining the boards' behavior to become considerate of their mandate and their needs as well. In the following section, I examine how Sophie's approach to leadership evolves over time in the CSCL network.

Leadership

As Sophie challenges notions of power and control vis-à-vis the administration in her professional learning, she also applies these lessons to the work she does with a small professional learning community (PLC) of four FSL teachers in her department. She demonstrates her leadership on two fronts. At the start of the project, she focuses on explaining how she engages with her FSL teacher PLC and reporting what gains they are making. Just as her perspective becomes increasingly critical towards professional learning practices in her school, so does her approach to leadership as a teacher-professional change.

In earlier interactions, Sophie describes her work with her small PLC of FSL teachers:

Extract 5.13. Sophie – online forum (January 26, 2012)

1   At my school, we are responsible to create regular learning opportunities. This means that
2   we, a core team of teachers, (in my case a team of French and another of ESL teachers)
3   meet regularly to identify an area of student performance in need of improvement, make a
4   plan, act on that plan and observe the results and then meet again to reflect and decide what

5   the next cycle will focus on. This experience has been negatively received by most teachers
6   at our school as it is seen as "more work", and "make work", however I must say that in my
7   little French group of 4 people it has created a strong bond between us and has allowed us to
8   gel together. We decided in September that we should focus on improving writing skills in
9   French with all the students (gr. 9-12) so we purchased lined paper work books for all the
10   students and asked them to write journals as formative assessment. This exercise not only
11   allowed us to get to know our learners better, but also allowed for more meaningful
12   experiences for students in French class.

Sophie takes great pride in the work she does with her four FSL colleagues and feels a sense of community, referring to them as "my little French group" (line 6-7). The work she leads her team in doing is to: "identify an area of student performance in need of improvement, make a plan, act on that plan and observe the results and then meet again to reflect and decide what the next cycle will focus on" (line 3-5). Their pattern for professional learning is reminiscent of action research and critical reflection in practitioner-led inquiry. Sophie lists these actions as collaborative endeavours "we, a core team of teachers" (line 2) decide and implement as a group. Together, they "created a strong bond" (line 7) and she credits that bond, not to her individual endeavours, but rather to the collaborative work they are doing. While other teachers in her school feel "negatively" (line 5) about this kind of professional learning and see it as "more work" and "make work" (line 6), Sophie disagrees with this view by using quotation marks. For her, this approach to professional learning is valuable: "This exercise not only allowed us to get to know our learners better, but also allowed for more meaningful experiences for students in French class" (line 10-12). Sophie uses the passive voice "allowed us" (line 11) when referring to her professional learning, not actively taking ownership. Nevertheless, Sophie notices that the teachers in her school are not on the same page about how professional learning is supposed to help them improve their practice and students' learning. Sophie is positioning herself and her FSL teacher PLC as a successful tight-knit community, able to follow directions and be productive. However, Sophie's perspective evolves:

Extract 5.14. Sophie – online meeting (February 15, 2012)

1   Well, I've been looking at my PLC that we're doing regularly weekly at my school and how
2   that's affecting change. I'm really interested in change. Changing the way things are currently
3   done, changing the way we're engaging with the students in my classes in French especially,
4   but also, building communities with the teachers. And right now, it is a struggle to build
5   community and not have the time to do it. That's what I'm really interested in pursuing further,
6   is how do I build community, and how do I get the school time, like what we are doing here,
7   with my colleagues, I would love to have that in my school. We would do amazing things

8   together if we had that opportunity. And I think I'm very inspired by what we talk about here
9   and what's going on. I'd like to bring that to my school. […] One of the teachers who was very
10 unhappy, said that-- this was a big moment for me this year--, said that, this was the happiest
11 year in six years at our school, for her. So, I was really proud of that. Because it's important
12 that we all feel part of a group, and I think that was a successful moment.

Sophie becomes more critical of professional learning policies outside of her FSL teacher PLC. She signals she is shifting her goals for leadership: "I'm really interested in change" (line 2). Sophie is committed to leading her teachers to grow and improve their practice, but she is also interested in initiating deeper changes in the culture of learning in her school despite tensions. As she says: "right now, it is a struggle to build community and not have the time to do it" (line 4-5). Her experiences in the CSCL network has greatly influenced how she understands teacher learning and time management, and she wishes to implement these new ideas in her school: "I would love to have that in my school" (line 7). She expresses hope and sets large goals for her leadership in the school: "We would do amazing things together if we had that opportunity" (line 7-8).

Sophie is a caring leader who is proud of her ability to improve teachers' professional lives. She describes a "successful moment" (line 12) when a teacher under her leadership, "who was very unhappy" (line 9-10) tells her that "this was the happiest year in six years at our school" (line 10-11). From this interaction, she notices that her approach to professional learning can effect change in her teachers' professional lives. As she becomes more critical, she focuses less on reporting what is working, and more on questioning what is troubling teachers' professional learning practice. The approach to leadership Sophie takes is not without its challenges:

Extract 5.15. Sophie – online meeting (December 4, 2012)

1   I'm department head of ESL and French. I can't convince my colleagues to do what I do, I just do
2   what I do and I show them the outcome of what I've done and if they're interested they can come
3   along with me and I can tell them what I've done.

Taking a humbler approach to leadership, Sophie states "I can't convince my colleagues to do what I do" (line 1). It is important for her not to impose her will on others. She moves from being a more authoritative leader – one who might provide the answers and tell teachers what to do – to stepping back and letting teachers figure out what they need: "I just do what I do and I show them the outcome […] if they're interested they can come along with me" (line 2-3).

Sophie echoes what she has been advocating in her board's policy towards PD: letting teachers decide their own way in professional learning. She extends an open invitation to those who might be interested in querying their practice with her. Sophie contemplates how this new approach to leadership has affected her and her group:

Extract 5.16. Sophie – online meeting (June 5, 2013)

1   What am I doing? I don't know [laughs]. I'm always trying to figure out what I'm doing in the CSCL
2   network, I don't know. I just know that I'm here. And that I've changed as a person. I mean, in the
3   last-- I'm a teacher and there's a ripple effect in my group. I don't think the same way. I feel like I'm
4   outside. I see what's going on. And I USED TO think that way. And I feel like, you know the only
5   way that-- I can't tell people what to do. That they could see what I see. And I'm more confident,
6   like you said Toni. I'm a lot more confident to decide... you know, to take some risks.

Not knowing where to go with her learning, Sophie embraces the idea of uncertainty: "What am I doing? I don't know [laughs]" (line 1). And she does so light-heartedly, by laughing (line 1). Having already debated unstructured PD with her principal (Extract 5.12). Sophie practices the idea of "laying down a path while walking" (Mary Kooy, personal communication, May 17, 2015); the unknown does not scare her or trouble her. In fact, it feeds her practice. For her, uncertainty is a natural part of being a teacher-inquirer: "I'm always trying to figure out what I'm doing" (line 1). She is cognizant she has "changed as a person" (line 2) and is now "a lot more confident to decide" (line 6) and "take some risks" (line 6). Embracing the unknown has the liberating effect of driving her inquiry into her practice. She feels more power to then make decisions which seem right to her. In her leadership style, Sophie is now more concerned with letting people make their own decisions, claiming "I can't tell people what to do" (line 5).

By the beginning of Year 3, Sophie has developed a different approach to leadership: "You know you can't change people but you can model what you're doing and if they like it they can join. So..." (September 2013). She aims to lead by example, showing others how personal inquiry and self-regulation leads her professional development.

The following section explores Sophie's beliefs about assessment and how these have also shaped her approach to professional learning, leadership and accountability to her students' learning in the classroom.

Assessment: re-examining power differentials

Assessment is an issue that comes back several times over the course of Sophie's professional learning inquiries:

Extract 5.17. Sophie – online meeting (November 15, 2012)

1   What is a quality assessment? What is quality evidence of student learning? And how much
2   do you need? Because in our school we use [software program redacted] to record grades
3   and it really questions-- a lot of teachers are using this program and we have to remember
4   that it's our professional judgement, and really differentiating instructions. Having students do
5   that same assignment is not fair, it's not equal. So, I think, I don't know what your feelings
6   were towards Ken O'Connor but I think a lot of people received him... There was controversy
7   when we brought it back to our school and incorporated it into the PD because teachers didn't
8   understand. You know a lot of people had problems with it. Not giving zeros and all this. […]
9   for the fact that it's sort of breaking teachers' habits, you know repetitive use of the same
10   assignment for every class. Not understanding what differentiated instruction looks like and
11   just over-marking. I feel like we just mark too much. We mark and mark and mark, and then
12   the fact is these programs crunch numbers for us and we're starting to lose our voice and our
13   professional judgement, we need to take our power back. You know, just professional
14   judgement.

Sophie begins by asking some critical questions about assessment: "What is quality assessment? What is quality evidence of student learning? And how much do you need?" (line 1-2). She sees a problem with teachers over-relying on software programs (line 2) to determine student assessment. She has recently returned from a PD session which introduced the work of Ken O'Connor *(Fifteen Fixes for Broken Grades)*. His work created "controversy" (line 6) for her colleagues who were unable to reconcile standardized assessment practices with "differentiat[ed] instructions" (line 4). Much like the tenets of differentiated instructions suggest, Sophie feels that "Having students do that same assignment is not fair, it's not equal" (line 4-5). Sophie draws on her experiential knowledge to challenge the *status quo* in assessment. She discusses how teachers react negatively to discussions of assessment in PD. For instance, the problem of teachers not understanding differentiated instruction. Despite expressing support for Ken O'Connor's ideas and inviting other teachers to share their opinion on his work, Sophie does not seem completely settled on her position towards Ken O'Connor's work. She uses it as a springboard to discuss assessment with her CSCL network colleagues. Unsure about what to think exactly, she turns to them for support in expanding her understanding and views of assessment.

Sophie comes to the issue of power teachers have in determining assessment practices: "We're starting to lose our voice and our professional judgement" (line 12-13), noting current practices in assessment are robbing teachers of the ability to exercise professional judgement:

Extract 5.18. Sophie – online meeting (December 4, 2012)

1   In our school, it was forced down our throats for many years, standardized assessment. You
2   know define standardized assessment, it's not differentiated instruction, so like the policy is
3   coming down on teachers are conflicting messages. They want us to be doing things in
4   common and being fair and teaching to standardized tests and at the same time they want us
5   to be doing differentiated instruction and all these creative things and I think teachers are torn
6   between you know following the rules and being who they want to be in the classroom and
7   really motivating and inspiring their kids. And I think I'm done with that, I'm almost at the point
8   where it's like I don't care what you do, do what's good for your kids, I'm doing what's good for
9   my kids and we'll figure something out. Especially with these political times it's even harder
10   because we can't meet, we can't have meetings so…

Sophie reacts to conflicting discourses from the administration and school policy
regarding assessment: "They want us to be doing things in common and being fair and teaching
to standardized tests and at the same time they want us to be doing differentiated instruction and
all these creative things" (line 3-5). Again, Sophie distinguished between 'us' – the teachers - vs.
'them' – the administration - as teachers "are torn" (line 5) about how to find a balance between
following the rules and doing right by students. This creates an identity struggle for teachers who
cannot express "who they want to be in the classroom" (line 6). Sophie reaches a breaking point,
stating she is "done with that" (line 7). As the Head of her department, she feels having to choose
between these "conflicting messages" (line 3) teachers are sent from the administration is too
much. The stress of "these political times" (line 9) (her union is imposing work-to-rule) makes it
all the harder for Sophie to unravel these tensions in her workplace. In the end, Sophie feels
defeated, gives up, telling teachers under her guidance "I don't care what you do, do what's good
for your kids, I'm doing what's good for my kids and we'll figure something out" (line 8-9).
Sophie opts for an individualistic resolution, placing the decision power in the hands of teachers.

Assessment continues to be a challenge for Sophie as she critically reflects on its
implications on teachers' practice:

Extract 5.19. Sophie – online meeting (October 23, 2013)

1   And I think teachers are not really comfortable with that - assessing observations and discussions
2   and that's really what it is. We're collaborating with our students. We're engaging in conversations
3   with them and we're professionals. And a lot of times because of [software program redacted] and
4   those programs, it's almost like the students are accustomed to "give me my printout" and "the
5   computer gives me my grades", "What's the percentage?" And I think we need to take that power
6   back and say, "I'm not just assessing that final product and giving you a number on it. It's a holistic
7   grade, and I'm looking at everything. I'm a professional, I have professional judgement, and I'm
8   taking into consideration everything we do from the beginning to the end of this process." I think
9   more time needs to be spent on that. Because I see it in Growing Success, but I don't see-- I still
10   see teachers reverting to that old Socratic, content-driven sort of teaching because it is what we've
11   been talking about: it's comfort, it's what the students like. They like playing school and this is
12   unconventional. But I think a lot more quality PD needs to be given to these sorts of discussions

13   because they're necessary and I don't think teachers necessarily feel very supported, like how do
14   you assess-- You can't give marks for participation. Well, guess what, in French class I have to,
15   because if you don't speak in French in French class-- how could you not? It's like saying
16   somebody goes to gym and they don't move. It's incredible. And I told my students, I said, "You
17   can conjugate verbs and you can do this and this and that, but at the end of the day, they're going
18   to ask you, "But can you speak? The language. Can you communicate? Even if it's not beautiful,
19   did you get your point across?" It doesn't matter. We all make mistakes in our first languages, if
20   you really listen closely. We just keep going. As long as the message was communicated that's
21   what's essential, and then trying to get students to embrace mistakes.

Sophie identifies the definition and purpose of assessment as a site for struggle in teachers' practice – something they "are not really comfortable with" (line 1). For her, assessment is a collaborative endeavour shared with students: "We're collaborating with our students. We're engaging in conversations with them" (line 2-3). She feels that software programs (line 3) take away teachers' voices and the power to implicate themselves in the assessment process. When she hears students' voices, they are clamoring for grades rather than assessment: "give me my printout", "the computer gives me my grades" (line 4-5) and "What's the percentage" (line 5) further removing teachers from the assessment process, and deprofessionalizing them (Kooy, 2015). Sophie believes teachers "need to take that power back" (line 5-6) by creating a culture focused on process rather than outcomes. She expresses a counter-voice coming from teachers who resist deprofessionalization which says, "I'm not just assessing that final product and giving you a number on it. It's a holistic grade, and I'm looking at everything. I'm a professional, I have professional judgement, and I'm taking into consideration everything we do from the beginning to the end of this process." (line 6-8).

She questions traditional approaches to teaching, what she qualifies as "old Socratic content-driven sort of teaching" (line 10), that assign specific roles to each member in the classroom without ensuring that learning is actually taking place (Musumeci, 2009). These roles and these habits provide "comfort" (line 11). She sees her approach as "unconventional" (line 12). Whereas Sophie acknowledges that teachers don't "necessarily feel very supported" (line 13), for teachers to make any kind of transition in their beliefs about assessment and their approach to teaching, she believes they need "a lot more quality PD [..] [for] these sorts of discussions" (line 12).

Striving for process-oriented assessment, Sophie rejects the idea that "You can't give marks for participation" (line 14). For Sophie, learning French is about communication, which requires participation. She enters into a conversation with her students, warning them about an

unknowable "they" (line 17) – those who will assess their French in the end. She tells her students, "You can conjugate verbs and you can do this and this and that, but at the end of the day, they're going to ask you, "But can you speak? The language. Can you communicate?" Even if it's not beautiful, did you get your point across?" (line 16-19). It requires students take risks and "make mistakes" (line 19) so they can learn from them and move on. Sophie's critique of current assessment practices is that there is no room for taking risks and making mistakes. Mistakes, Sophie feels, are an inherent part of the learning process, especially in language learning and communication. In her view, if learning is a social, dynamic and active process, assessment should also be structured this way.

Sophie identifies problems in the *status quo* and establishes her beliefs about assessment, but putting them into practice is a different matter:

Extract 5.20. Sophie – online forum (November 20, 2013)

```
1    I recently asked my gr. 12 core French students to produce a film that would showcase what they
2    learned in their "Careers" unit as well as their speaking. I found the students got very caught up in
3    the "creative" process of creating a short skit which they filmed and the critical thinking piece but
4    didn't spend enough time on the oral communication piece which was originally the goal of the
5    task. I still feel it was a success though because they worked collaboratively to produce something
6    creative into which they put a great deal of thought about how they view the world. My concern
7    now is to develop an assessment tool that can fairly assess all these skills, critical thinking, oral
8    communication and creative thinking. I'm thinking I should have the students assess their own
9    work and reflect on it. Please find a link to one of the skits the students produced attached.
```

This extract captures how Sophie is putting her ideas about assessment into practice. She has assigned a project to students, but she sees a problem with its execution: "[they] didn't spend enough time on the oral communication piece" (line 4). She highlights the successful elements of the project: working collaboratively (line 5), producing something creative (line 5-6) and developing critical thinking skills (line 3). She had not considered these aspects of the project as much as oral communication, which she stated as her "goal" (line 4) for the task. Now, she is considering how "to develop an assessment tool that can fairly assess all these skills, critical thinking, oral communication and creative thinking" (line 7-8). Sophie is clearly in the process of languaging her thinking around this new assessment tool, as can be attested by her phrasing "I'm thinking I should" (line 8). She is seeking advice from her fellow CSCL network colleagues to develop her line of thinking, drawing on the power of relational learning (Kooy, 2009). She produces an example of students' work for her colleagues to consider how she can develop her

rubric (line 9). Sophie demonstrates the active learning that teachers engage in when they adapt their practice to critically incorporate new ideas and beliefs.

Sophie discusses the same student project mentioned in Extract 5.20 with her CSCL network colleagues during their online meeting:

Extract 5.21. Sophie – online meeting (November 20, 2013)

```
1    And looking at them I'm starting to question my strategies and what their role is in assessing
2    themselves. So, I need them to see that end of it. I don't want to be the final judge. I want them to
3    have a part in it. So, I'm struggling now with creating this assessment tool. And also getting them
4    to think-- I think they've got the critical thinking, but I think it's the part that they realize that there's
5    more to this assignment. That it wasn't just-- Am I asking too much of them? To produce
6    something creative. To use the technology. To produce the excellent speaking all at once. Or is it
7    just that they're not trying hard enough? So, right now, I'm struggling with that assessment piece.
8    And I presented it yesterday. I showcased it. I got all my students to fill out the permission forms,
9    the participation forms, for the study. So, they're excited to be part of it, this class. I kind of want to
10   put together a virtual portfolio that they can go back and look at and see their progress. Because a
11   lot of what they do is sort of forgotten, so I think when they get to see a video of themselves and
12   myself, too, they can reflect on it a little better. So, I want them to assess themselves, I'm just
13   struggling with how that's going to look.
```

Sophie is re-examining her role in the assessment process of her students' learning. She repositions herself in students' assessment, saying "looking at them [the videos produced by the students] I'm starting to question my strategies and what their role is in assessing themselves" (line 1-2). She doesn't want "to be the final judge" (line 2). She wants to invite students into the process "to have a part in it" (line 2-3). Sophie is moving towards self-directed learning and encouraging critical thinking skills among her students, positioning herself as a teacher-inquirer questioning her practice. Identifying her doubts and struggles "with that assessment piece" (line 7), she critically reflects: "Am I asking too much of them?" (line 5), "Or is it just that they're not trying hard enough" (line 6-7). Without knowing all the answers, Sophie states: "I'm just struggling with how that's going to look" (line 12-13). As she experiments with her practice, she stays attuned to her students' needs along with her curriculum needs.

21st century skills: digital literacy

Working in a CSCL network, Sophie notices early in the project how she can: "harness the power of technology in the classroom, and also with [her] group of teachers, in [their] PLC." (May 2012). Sophie explores how technology-mediated learning challenges and enhances her practice:

Extract 5.22. Sophie – online meeting (November 6, 2012)

1   So just dealing with incorporating more technology, and I'm building on the surveys I did last year
2   for French, giving students more choice. And this year I started with some kids, we're doing
3   presentations, and I said, "You know-". I stopped myself and it's usually the traditional stand up in
4   front of the class kind of presentation and I disrupted my own habits and said, "Look, if you want to
5   do a podcast, go ahead. If you want to do-", you know, I kind of gave them more choice, and a few
6   students actually did record themselves and, you know, it was just their voice that went along with
7   the Power Point. And it's just amazing what the kids can do and teach us about technology. So,
8   I'm starting to let go of my fears and my need to be so controlling, I guess, in the classroom. And
9   just letting them be free a little more. And it's exciting to see what they produce. So that's what I'm
10 doing in French.

To keep up to date with her students, Sophie uses "surveys" (line 1) to gather feedback. Technology-mediated learning is an opportunity to challenge her practice: "I stopped myself and it's usually the traditional stand up in front of the class kind of presentation and I disrupted my own habits" (line 3-4). Sophie sees technology-mediated learning as a chance to give students freedom in the way they engage with their own learning, providing "more choice" (line 5) to "be free a little more" (line 9) and "see what they produce" (line 9). On a deeper level, Sophie knows this also challenges her need to "be so controlling" (line 8). The control she likes to have in her classroom masks her "fears" (line 8) of engaging with the unknown, trusting in the uncertainty of the learning process. Sophie lets go of that with technology-mediated learning and notes she can learn from students. In fact, she is in awe of the knowledge and creativity that students bring to her classroom: "It's just amazing what the kids can do and teach us about technology" (line 7). In this extract, specifically in the area of digital literacy, Sophie positions herself as a learner.

She continues to reflect on the impact of technology-mediated learning on her practice and on her students' development:

Extract 5.23. Sophie – online meeting (December 4, 2012)

1   I'm really focused on multiliteracies and just honouring the student's identity a little more and their
2   learning and making them critical thinkers and developing, just developing their ability to learn for
3   themselves and I'm modifying my lessons a little bit more to give them more opportunities for self-
4   directed learning. So that's what I'm doing in my courses but so I'm kind of looking at a two-prong
5   thing, like, changing policy to give students equity of opportunity and also give them more, more
6   say in what they get to do, more choice and more, more vested interest in their learning. And I like,
7   like Toni your blog, that's really neat. I think the kids, they put more effort when they know that
8   their classmates are going to read what they're writing. I think they take more pride in it, they like
9   the feedback they get from their peers. So, most recently in my class we did a Facebook page on
10 *Les Miserables,* the novel. They did a character sketch and they created a Facebook page on the

11   characters and they all, they did a self-assessment, a peer-assessment and I did an assessment
12   and they were so invested in it.

Digital literacy connects different aspects of Sophie's practice. It includes peer-assessment, where learners develop multimodal works to showcase them. Having peers examine and assess that work promotes self-determination and autonomous learning by "developing their ability to learn for themselves" (line 2-3). "Making them critical thinkers" (line 2) invites students into the learning process, which is a goal Sophie sets out for herself (Extract 22). For Sophie, digital literacy is a gateway to creating students with a "more vested interest in their learning" (line 6). The theme of freedom re-appears, particularly as a path to finding and hearing student voice: "[more] equity of opportunity" (line 5), "more say" (line 5-6), "more choice" (line 6). According to Sophie, digital literacy is also a way of "honouring the student's identity" (line 1). The added freedom of "choice" (line 6) means students "put more effort" (line 7) into their work and "take more pride in it" (line 8). Technology-mediated learning requires students *perform* their learning for Sophie and their classmates, and therefore take accountability for their learning. Developing multiliteracies (Lotherington & Jenson, 2011) connects Sophie to her students in different ways and brings out new facets of learning, such as autonomy, creativity, self-determination and performativity.

Despite her strong beliefs in the power of technology-mediated learning, changing the culture of learning for students is not without its challenges:

Extract 5.24. Sophie – online meeting (June 5, 2013)

1   Sophie: We get into that "used to being told" mode... recently I started doing some blogs in
2   class. But students don't want to do it. They asked, "Can we do some paper?" Can
3   you believe it? They said that they were blogged out from other courses.
4   Researcher: That's probably true.
5   Sophie: They said it was more work. I don't know. Yes, it is. Sometimes, they just want that
6   comfort, just doing their-- all school, paper, assignments. That's something I should
7   look into. I was so shocked.
8   Researcher: I know about this. Jean R. the researcher looked at what happens when an
9   innovation --which transgresses the traditional-- enters the classroom. They said
10   unless the teacher is powerfully convinced, otherwise the students will bend you
11   back. Unless the teacher has the certain commitment without any discussion...
12 Sophie: I just let it go.

In this extract, Sophie realizes her enthusiasm for a new approach to learning (i.e., self-directed, autonomous learning) needs to be tempered by the amount of change it requires

learners to go through. Sophie was "shocked" (line 7), stating "Can you believe it?" (line 2-3), by her students asking NOT to do any more technology-mediated learning activities. They explain that they are "blogged out from other courses" (line 3). This speaks to the issue of trends in education and how they are applied to teaching practice, especially when they create "more work" (line 5) for the students. It also speaks to how change is something that removes the "comfort" (line 5) learners feel from knowing what to do. Especially with a learner-centered approach which involves self-directed learning, the onus is on students to move themselves and their learning forward. For some, they miss the "being told" mode (line 1). Sophie demonstrates how she succumbs to the pressure of pushing against the system. She declares that she "just let it go" (line 12), placing her students' well-being before her ideologies about learning. The extract illustrates how changes in learning and teaching practice ebb and flow, take time and depend on everyone involved in the system being ready and willing to take on new approaches. As Sophie continues to develop her digital literacy, she is aware of areas where she needs help:

Extract 5.25. Sophie – online forum (April 25, 2014)

> 1   I would require more knowledge of various tools/resources such as; bitstripsforschools, flipping
> 2   lessons (you tube), adobe connect for teacher connections (like this one we're using for this
> 3   project to connect with other language teachers in my board.) Also using other web based tools,
> 4   like Voicethread and audioboo, and social media like twitter to implement effective Differentiated
> 5   Instruction while increasing student engagement and ultimately developing autonomous learners.

This extract demonstrates Sophie is not afraid to position herself as not-all-knowing. She lists specific tools she would like to know more about, such as "bitstripsforschools" (line 1), "adobe connect" (line 2), "Voicethread" (line 4), "audioboo" (line 4) and approaches, such as "flipping lessons" (line 1-2) to identify specific areas she needs help with. She connects digital literacy to her practice and clearly states her position on technology-mediated learning as a tool to "implement effective Differentiated Instruction while increasing student engagement and ultimately autonomous learners" (line 4-5). Sophie does not seem to question technology-mediated learning or consider the limitations of such a tool.

The CSCL network incorporates face-to-face and online components to professional learning. Over time, Sophie becomes increasingly comfortable with online professional learning. However, she sees some of the limitations when she tries to introduce technology-mediated learning in her school:

Extract 5.26. Sophie – online meeting (May 21, 2014)

1   What happened was, like, it sounded-- what they want to do sounded so familiar to this group. It
2   was uncanny. And even what Heather and Toni are talking about with the instructional coaches.
3   And changing the climate of school and getting that mind shift going, these are all things that
4   came up. And it was really shocking that they are actually starting to give us some more freedom
5   and trusting us a little more with this. But there has to be that accountability piece. And when I
6   brought up the online forum -- I mean, we are a technology-oriented school. We have wireless.
7   We are encouraging the kids to use technology. They're telling us to flip our classrooms and do all
8   these crazy things with technology -- yet when I brought up the idea of having a forum like this one
9   or like our CSCL network, there was like, "Whoa whoa. We can't do that! There might be issues
10   with that. Because we're still not there yet with convincing all teachers to be on board." So, in this
11   group, we're like-minded individuals but in our school of a hundred teachers not all the teachers
12   feel safe yet. So, we're at that point where we have to convince teachers that -- and this is what
13   my narrative today was about -- just getting that mind shift that this isn't about, this isn't punitive,
14   this is meant to be to free us and give us more control and more power. And that this is a good
15   thing. But how do you convince people that this is not punitive? I think people are just-- there's
16   fear. Fear you know like the fears we experience here when we write something and we put it out
17   there for everyone to see, you know, we might be judged. It's just..

Sophie has been working with her administration for some time now and making suggestions about how to improve teacher learning in her board, based on her experiences in the CSCL network. She sees these suggestions reappear in the discourse her administration puts forward about professional learning: "what they want to do sounded so familiar to this group [the CSCL network]" (line 1), "It was uncanny" (line 1-2), "like our CSCL network" (line 9). She seems incredulous to the positive changes occurring in her school: "It was really shocking" (line 4). Sophie is finally receiving the "freedom" (line 4) and the "trusting" behaviour (line 5) that she has been advocating for over the last four years. Because Sophie is empathetic to the administration's need for "accountability" (line 5), she feels technology-mediated learning is an ideal approach to implementing teacher learning – especially since Sophie's school openly promotes and supports digital literacy among students: "I mean, we are a technology-oriented school" (line 6). Sophie notices, however, that despite these efforts and ideals promoted in the school, teachers are not ready for this kind of change, voicing the resistance she is met with from the teachers "Whoa who. We can't do that!" (line 9). Sophie notices the misalignment in the "mind shift" (line 13) her school is trying to implement. She empathizes with teachers' "fear" (line 16), and the fact that they don't "feel safe yet" (line 12) to perform, question and criticize their learning, and "put it out there for everyone to see, you know, we might be judged" (line 16-17). Sophie has been practicing the very things these teachers are worried about for the last four years in the CSCL network. This seems to be the moment where her professional learning

experience catches up with her. The issue is no longer about the lack of trust and lack of control teachers feel coming down from the administration. It is now about teachers being "free" (line 14), having "more power" (line 14) and using a method for professional learning that "give[s] us more control" (line 14). Sophie includes herself in the "us" group of teachers however, a clear divide exists among teachers: between those who understand the responsibilities of taking on their own learning includes taking risks, and those who are not ready or willing yet. Sophie asks: "But how do you convince people that this is not punitive?" (line 15). Sophie hits a wall as she realizes challenging teachers' practice and approach to learning, disrupting their sense of identity to become *learners,* is at the heart of the struggle for teacher-led professional learning.

Advocating for Social Justice in FSL

Sophie advocates for French via student learning and well-being. She becomes a transformational agent – an instigator of change in her school – by launching new initiatives. She first takes note of her students' emotional well-being in the school:

Extract 5.27. Sophie – online meeting (May 8, 2012)

```
1    So, for me, I'm starting to discover the politics of language. How they affect your identity. How
2    students are sometimes disadvantaged if they don't have access to bilingual education. This
3    morning, I was reading about integrated language schools in [redacted city], and how there's a
4    lack of the them in the [redacted name] district school board. I'm also the Department Head of
5    ESL as you guys know, so I'm very interested in -- at my school we have very few behavioural
6    problems, but in ESL classes, there's a high concentration of behaviour issues. And a lot of it has
7    to do with language. Most of the students speak Arabic. None of the teachers speak Arabic and if
8    a new student comes, let's say from China, and they're in an ESL class. Often times, they feel left
9    out. They end up in guidance, depressed. They stay up all night chatting with their friends in
10   China. And they just feel really left out. So, there's issues with that, because students should be
11   able to speak their first language. I mean it wasn't that long ago that students weren't allowed to
12   speak their first language at school. So, I'm just discovering a whole area of bilingual education.
13   Not just French. With English also. And how it's influencing what I'm doing, what I'm studying,
14   what I'm researching.
```

Sophie is connecting her practice to issues of social justice by taking an interest in "the politics of language" (line 1) and "identity" (line 1) development. She is a conscientious teacher who worries about "how students are sometimes disadvantaged if they don't have access to bilingual education" (line 1-2) and expresses social justice and equity concerns for English Language Learners' (ELLs) access to French and other support they have (or not) at the school. She believes FSL teachers should be prepared to support ELLs adequately. She notices "behaviour issues" (line 6) in ESL classes often result from problems with "language" (line 7)

and lead to social difficulties, with students feeling "depressed" (line 9) or "left out" (line 10). Sophie believes acknowledging ESL students' first language can be a way to alleviate issues of well-being in the classroom. These ideas are informing what she is "doing", "studying" and "researching" (line 13-14).

Sophie continues to reflect on the issue of social justice in her school in Year 2:

Extract 5.28. Sophie – online meeting (December 4, 2012)

```
1    I think in our school we're a social justice school and we say we're all about social justice and I'm
2    starting to see a lot of—[…]. I've started slowly to try to make changes with policies because, and
3    I've called them out. So, since we have a new principal I've basically told her, "Our social justice
4    motto is fraudulent", and she sort of went "Whoa!" and I just said it and didn't care. I said "We don't
5    offer an applied pathway for French. Sixteen schools offer that pathway for students in French". I
6    said, "For the last six years we've been absorbing applied students into an academic program, it's
7    not fair to the students, it's not fair to the teachers, it's not in alignment with the languages act". I
8    mean, it's fraudulent. I mean, why are we not offering options for students when there's a high
9    demand for it. And another option is for English Language Learners -- so my MEd focused mostly
10   on, it was second language education. And it's-- we don't offer French for newcomer students, so
11   any newcomers to Canada are basically denied, when they come through our doors, the
12   opportunity to study French. And I see huge issues with that because in a country where people
13   come to Canada expecting opportunities for their kids and some come from countries where
14   they've already studied French. But because of barriers in policy, I've witnessed guidance
15   counselors flat out say "No", to parents who are requesting their child be put in French and are
16   told, "No." So, I did a request this year that our administration offer a locally developed course for
17   French simply because it's embarrassing not to offer these students the opportunity. To flat out
18   say no is embarrassing at a school where a large portion of the population of the school haven't
19   been in Canada that long and have no way in accumulating the hours necessary to be entitled to
20   take French, I think that that's a huge issue in a country where you have two official languages.
```

Sophie talks about the policies in her school which do not reflect the image her school tries to put out (e.g., ELLs being refused entry into French classes). Sophie recounts an exchange with her principal where she calls out this discrepancy, between school ideals and practices, as "fraudulent" (line 4). Taking a risk in criticizing her school to her principal, she states, "I just said it and I didn't care" (line 4). This suggests Sophie is willing to put herself on the line for her beliefs about fairness and equity in the school. In a separate instance in the same online meeting, Sophie credits her bravery to her experience in the CSCL network, stating: "being part of this research has really given me the backbone, I guess you'd call it, that I needed to stand up for these issues".

Tackling the issue head-on, she outlines how current school practices are "not fair to the students", "not fair to the teachers" and "not in alignment with the languages act" (line 7). In this

exchange, Sophie presents herself as a teacher who is bent on practicing what she preaches, and who is up to date on official policy, citing the *Official Languages Act* of 1969. Sophie also demonstrates that her "MEd" (line 9) studies in higher education are what helped her learn more about social injustices committed against ELLs in Canadian schools. Sophie cannot align with the fact that "we don't offer French for newcomer students" (line 10). She hammers home the role her school plays in this injustice stating the students are "denied, when they come through our doors" (line 11). Much like the research confirms (Dagenais, 2003, 2008), Sophie noticed that for parents, having these kinds of opportunities for their children is a "huge issue" (line 12). She has witnessed "barriers in policy" (line 14) and recounts "counselors flat out say "No", to parents" (line 15) when they request French courses for their children, echoing previous findings in FSL research (Bourgoin, 2016; Masson & Mady, in press). Sophie has identified an issue, taken a position on it and geared up for action, she has put in "a request this year that our administration offer a locally developed course for French" (line 16-17). Again, her emotions are a driver for change: it is "embarrassing" (line 18) for a school with such a large population of ELLs to be so out of touch with their needs. Sophie also draws on national policy to make her point that the school's practices are not in line with the social justice discourse they wish to uphold.

She shares how her initiative is unfolding with her CSCL network colleagues:

Extract 5.29. Sophie – online meeting (February 19, 2013)

1 And the next one I want to do is equity of opportunity for ESL students and I'd like to have a
2 beginner French course on my calendar next year. And I think that that course didn't exist in the
3 French curriculum, it didn't have a definition, it hasn't existed so it's finally-- the Ministry has
4 provided us with a course code. And I think they're starting to get research like Callie Mady's
5 research, extensive research on the benefits of students being able to learn multiple languages at
6 once that, it's sort of like... The old thought is that you know they're ESL, they can't learn French.

Sophie continues to aim for concrete changes to improve "equity of opportunity for ESL students" (line 1) in her school. She has asked for a "beginner French course" (line 2) to be added to the calendar next year. Sophie follows up on research, citing Callie Mady's research with ELLs (line 4). She is also up-to-date on changes being made at the Ministry, which has created "a course code" (line 4) for the type of course Sophie is interested in offering at her school. Sophie positions herself as a knowledgeable teacher-inquirer who is capable of tying

together empirical observations, research and policy initiatives to bring changes to her practice and her community.

ELL access to French is a major point of contention for Sophie. She is focusing her energy on changing her school culture to improve learning conditions for ELLs. Sophie explains the situation further:

Extract 5.30. Sophie – online meeting (February 19, 2013)

```
1   It's you know we do all these great things and you know we do these things for charities, but do
2   we practice what we preach? I mean not always, I mean, if you look at the opportunities that are
3   denied to a large percentage of our students. I mean, we have to start there too, with the
4   opportunities I guess. I'm glad that we're offering the Applied kids French because it's not just you
5   know Academic students that are allowed to take French. There are Applied students-- we have
6   more Applied students in grade nine than we do Academic students in French and then after
7   grade nine that's it. They're not allowed to study language, they're denied that opportunity
8   because there is no course for them.
```

Worrying about the façade of doing "all these great things" (line 1) on a broader societal level, like "for charities" (line 1), and how these practices translate in the classroom, Sophie asks, "do we practice what we preach?" (line 1-2). Sophie answers the question with "not always" (line 2) and calls out specific instances in her school, such as the "opportunities that are denied" (line 2-3) to the "Applied" (line 4) students who might want to take French. She sees inequity in only allowing "Academic students [to] take French" (line 5). In her school, after grade nine, Applied students "are not allowed to study language" (line 7). This seems to be a systemic issue at her school since "there is no course for them" (line 8). Positioning herself as an advocate for students of the Applied stream, she is looking to ensure that students have equitable access to French. She has found her voice in critiquing the way the course infrastructure is set up in her school.

Sophie updates her CSCL colleagues on her efforts to add a French-language course to the roster at her school:

Extract 5.31. Sophie – online meeting (March 28, 2013)

```
1   But in terms of where I am in my role right now, sort of just dealing with the fact that I requested an
2   Applied pathway for the students. That's what we were talking about last time, I wanted to offer an
3   applied program and there is a need. And basically, it got kiboshed, and cancelled. And I need to
4   collect data and see what happened. I don't know if it's because the kids are not selecting
5   properly, or we weren't promoting properly or there weren't enough kids in the applied stream
6   taking grade 10 French.
```

After re-capping the situation for her colleagues (line 1-3), Sophie explains that "it got kiboshed, and cancelled" (line 3). She assumes responsibility for her failure with "I don't know if" (line 4). Sophie suspects it is either that "the kids are not selecting properly" (line 4-5) – meaning they did not register for the course in large enough numbers – or, "we" (line 5) – her team – did not promote the course "properly" (line 5), or that the number of students in the grade 10 Applied stream is lower than she thought. In any case, Sophie's reaction to the issue is to "collect data and see what happened" (line 4). Sophie demonstrates she wants to used evidence-based research to inform her practice and her advocacy.

Despite this setback – or, reality check – Sophie continues to address social justice in her practice, questioning if her approach to teaching offers students with fair and equitable opportunities to learn. She focuses particularly on digital literacy and multiliteracy practices to help students engage with French in more accessible and alternative ways.

Sophie's use of discursive practices

In this next section, I explore how Sophie interacts with others in the CSCL. Sophie's use of language in social contexts for learning will reveal a more detailed picture of how Sophie learns from a sociocultural perspective. Sophie's discursive practices were coded at three major practices: *Connecting, Situating* and *Reviewing*. The following section explores how each of these occur and evolve over the four years.

Evolution of Sophie's discursive practices Connecting

Figure 5.1 shows the evolution of Sophie's use of discursive practices for the purpose of *Connecting* with others in the CSCL network during her years in the study.
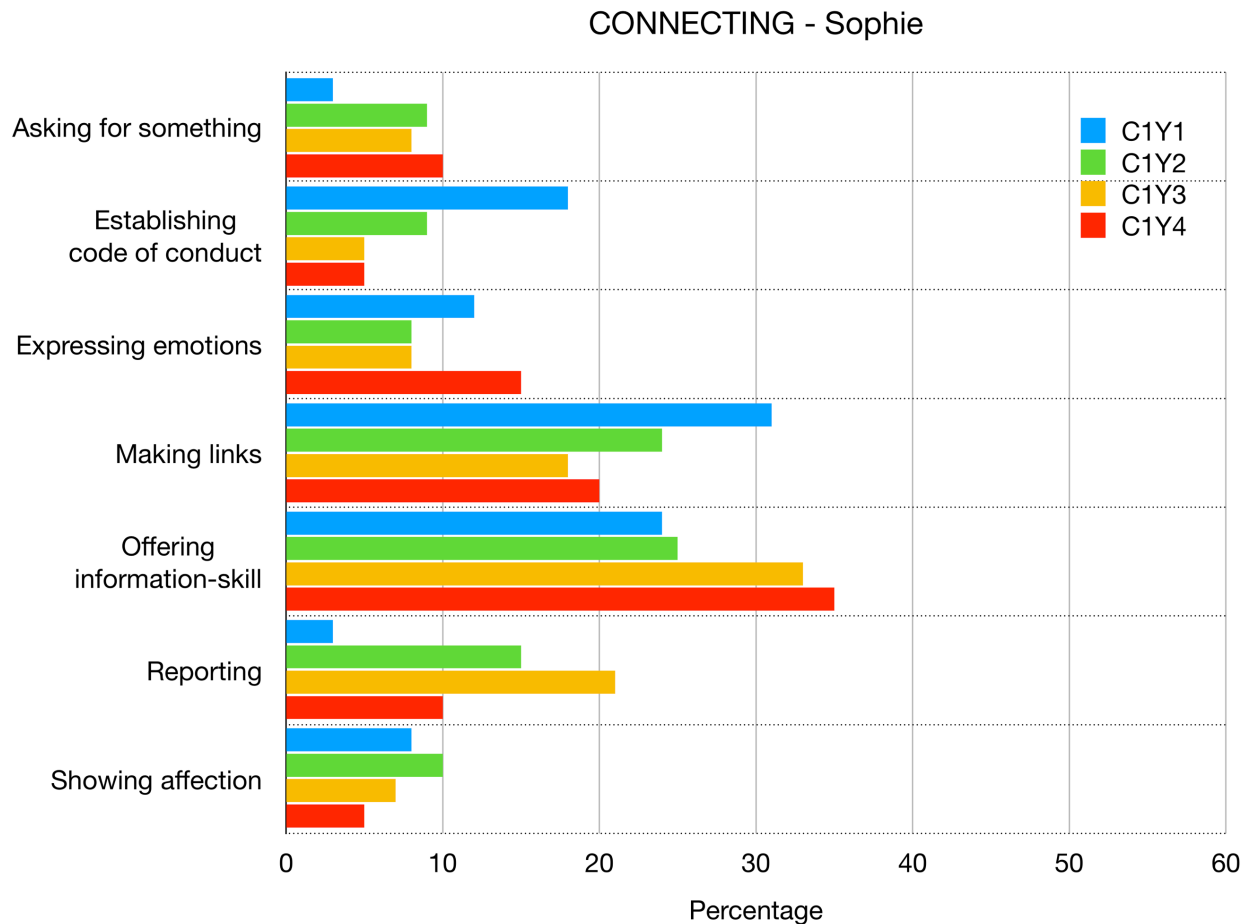
CONNECTING - Sophie

Figure 5.1. Percentage of Sophie's discursive practices Connecting each year

In terms of *Connecting* with others, Sophie's two most frequent discursive practices are *Making links* and *Offering information-skill*. *Making links* makes up 31% in Year 1 and decreases to 18% until Year 3. In Year 4, it increases slightly again to 20%. *Offering information-skill* shows a different trend: it begins at 24% and increases to 35% by Year 4.

Asking for something is another discursive practice Sophie uses that shows a generally increasing trend, although it remains at or below the 10% threshold over the years. It begins at 3% in Year 1, after which it triples, and levels out at 9%, 10% and 8% over Year 2, Year 3, and Year 4, respectively.

Several practices show generally decreasing trends. *Establishing a code of conduct* decreases by half from Year 1 (18%) to Year 2 (9%) and continues to decrease to 5% in Year 3 where it also remains in Year 4, suggesting that the community has settled on a set of rules for themselves. *Showing affection* remains at or below the threshold of 10% over the four years. It

begins at 8% in Year 1, increases to 10% in Year 2 and decreases to 7% and 5% in Year 3 and Year 4, respectively.

Reporting shows a dramatic increase from Year 1 (3%) to Year 2 (15%) and continues to increase in Year 3 (21%) signaling that Sophie is holding herself accountable to her peers. However, the practice nearly halves in Year 4 (10%).

Expressing emotions decreases from Year 1 (12%) and settles at 8% in Year 2 and Year 3. Interestingly, the use of this discursive practice nearly doubles in Year 4 to 15%.

There are several findings of note in this section. First, the analysis reveals that *Making links* and *Offering information-skill* are the most frequently used discursive practices for Sophie when it comes to Connecting with others. Next, is the fact that *Reporting* becomes an important part of Sophie's learning practice, increasing five-fold from Year 1 to Year 2. However, with the increase of teachers present in Year 4, it diminishes. Last, Sophie uses *Expressing emotions* almost twice as much as the previous year in Year 4. As her narrative demonstrates, Sophie is very excited about implementing a PLC in her board. At the same time, she experiences frustration from meeting resistance from teachers in her board who are not sure how socio-collaborative approaches to teacher learning can help improve their practice.

Evolution of Sophie's discursive practices Situating herself

Figure 5.2 illustrates the discursive practices Sophie used to Situate herself in the CSCL network during her years in the study.
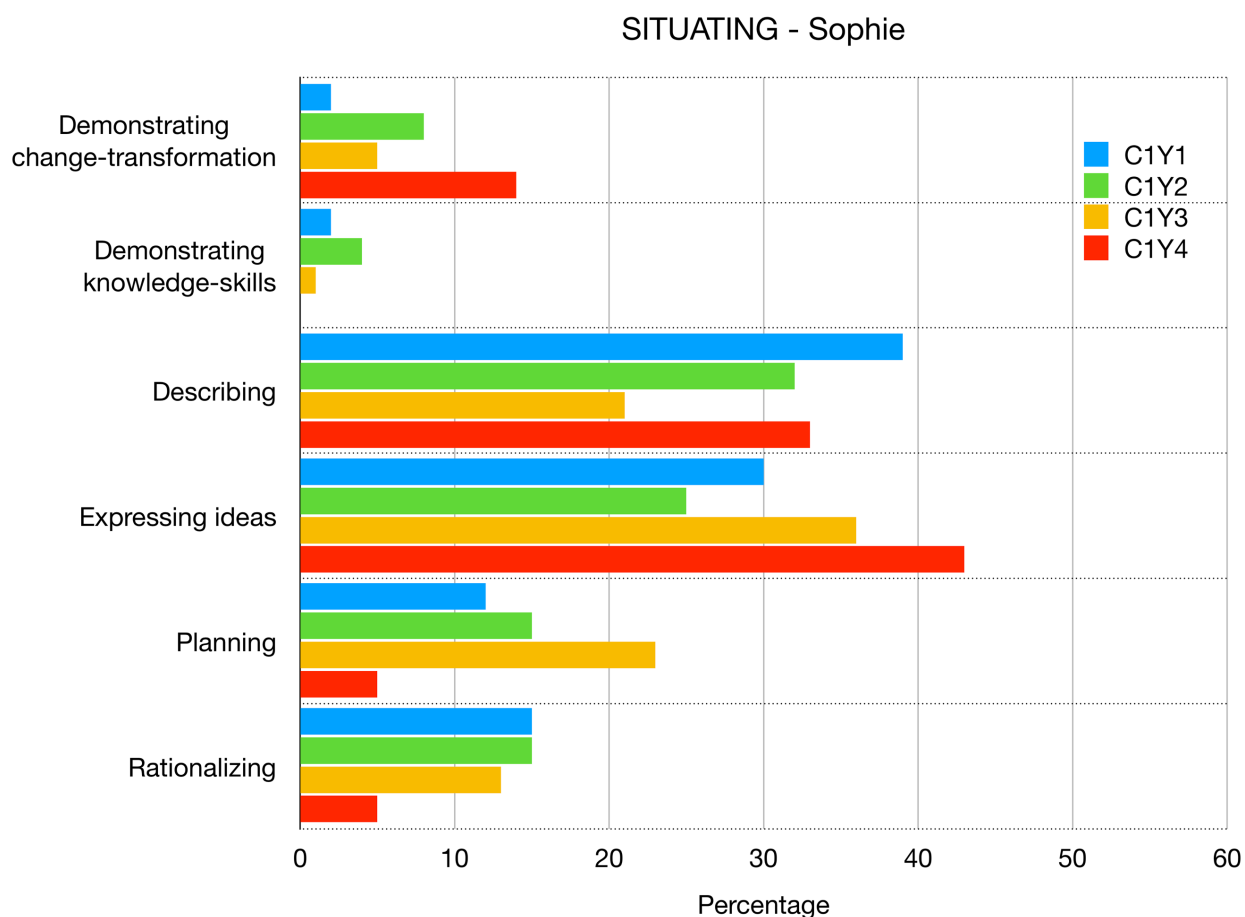
Figure 5.2. Percentage of Sophie's discursive practices Situating herself each year

Sophie's most frequently used discursive practice in Year 1 is *Describing* (39%). However, the practice decreases in use in Year 2 (32%) and Year 3 (21%). It increases again to 33% in Year 4. The data suggest that with her cohort from Year 1 to Year 3 Sophie had less need to describe her professional situation, but with the merging of the new cohort in Year 4, Sophie increased her descriptions for the benefit of her new colleagues.

The second most frequently used discursive practice for Sophie in Year 1 is *Expressing ideas*. This practice occurs in 30% of the time in Year 1, decreases slightly to 25% in Year 2, then increases steadily in Year 3 (36%) and Year 4 (43%).

Two practices demonstrate dramatic decreases in Year 4. *Planning* increases steadily from Year 1 (12%) to Year 2 (15%) and reaches almost the double of its initial use in Year 1 in Year 3 (23%). However, in Year 4, there is a sharp decrease of *Planning* as a discursive practice (5%). Rationalizing remains relatively steady in Year 1 (15%), Year 2 (15%) and Year 3 (13%), and decreases sharply to 5% in Year 4.

The least frequently occurring discursive practices also show dramatic changes. *Demonstrating knowledge-skills* doubles from Year 2 (4%) to Year 1 (2%), and decreases by half in Year 3 (1%) before disappearing in Year 4 (0%). *Demonstrating change-transformation* remains below the 10% threshold in Year 1 (2%). It quadruples in Year 2 (8%) and nearly decreases by half in Year 3 (5%). It increases dramatically in Year 4 by almost tripling to 14%.

Analysis of Sophie's small stories reveals that Sophie is busy implementing a new approach to teacher learning in her board in Year 4, which might explain the dramatic decrease in *Planning*. As the data indicates it increases steadily each year as she prepares for this implementation phase. Sophie's discursive practices reveal highly fluctuating *Demonstrating change-transformation*. Meanwhile, her goals for *Demonstrating knowledge-skill* over the years diminishes from Year 2 onwards. This is in line with Sophie's focus on questioning and transforming her professional self.

Evolution of Sophie's discursive practices Reviewing

Figure 5.3 demonstrates the Reviewing discursive practices Sophie used in the CSCL network during her years in the study.
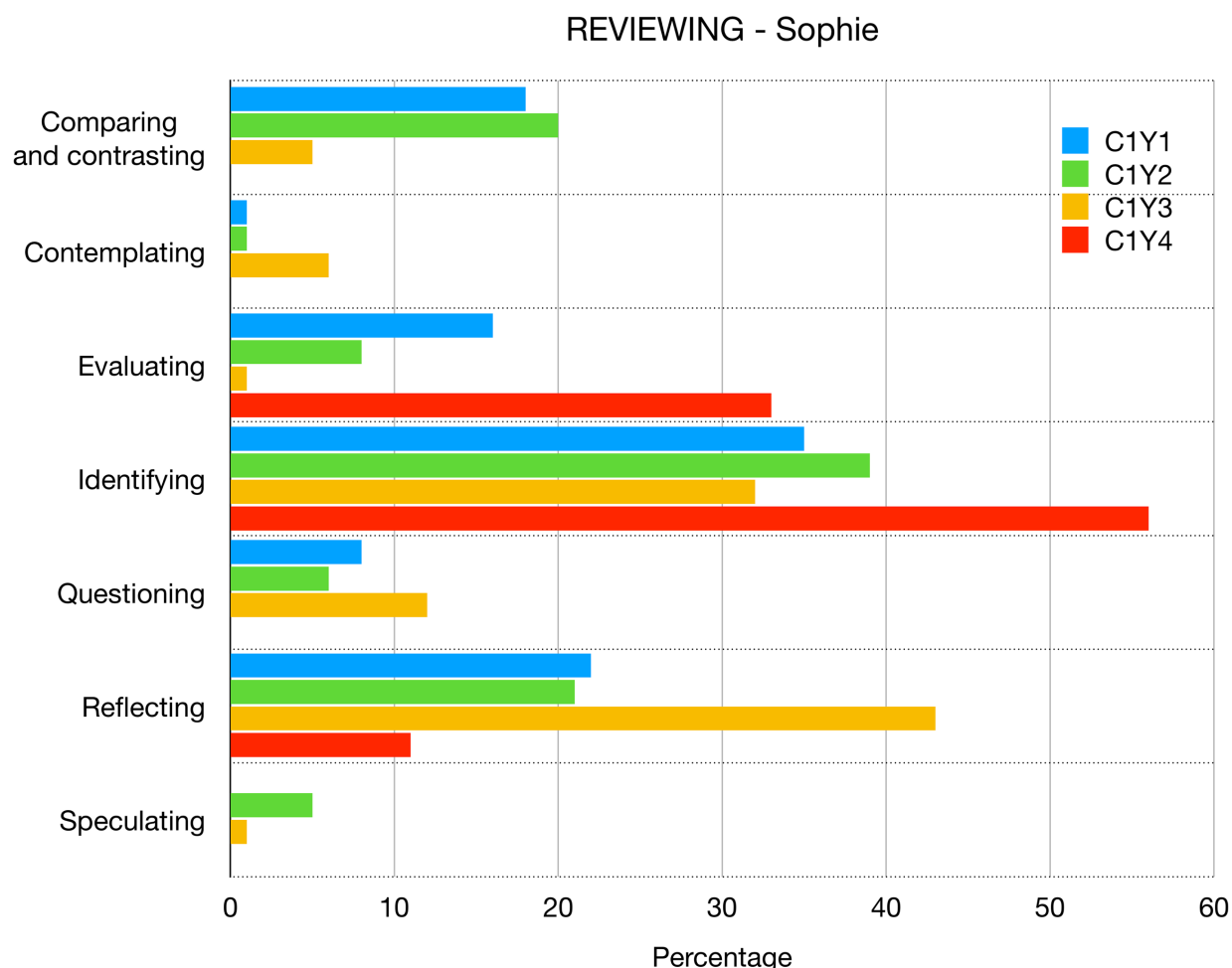
REVIEWING - Sophie

Figure 5.3. Percentage of Sophie's discursive practices Reviewing each year

Sophie only made use of three discursive practices for *Reviewing* in Year 4: *Evaluating* (33%), *Identifying* (56%) and *Reflecting* (11%). Her most frequently uses discursive practice when it comes to *Reviewing* is *Identifying*. Usage levels remain relatively constant in Year 1 (35%), Year 2 (39%) and Year 3 (32%). However, they undergo a dramatic increase in Year 4, reaching 56%. The next most frequently used practice is *Reflecting*. *Reflecting* remains constant in Year 1 (22%) and Year 2 (21%) and more than doubles in Year 3 (43%), before decreasing dramatically to 11% in Year 4.

Evaluating decreases steadily by half every year in Year 1 (16%), Year 2 (8%) and Year 3 (1%). In Year 4, *Evaluating* dramatically increases to 33%.

There are four discursive practices that disappear in Year 4: *Comparing and Contrasting, Questioning, Contemplating and Speculating. Comparing and Contrasting* remains relatively constant at 18% and 20% in Year 1 and Year 2, respectively. In Year 3, it decreases fourfold to

5%, before disappearing in Year 4. *Questioning* is also fairly constant at 8% and 6% in Year 1 and Year 2, respectively. It doubles in Year 3 to 12% and decreases dramatically in Year 4 to 0%.

The least frequently used discursive practices are *Contemplating* and *Speculating*. Two practices to which Sophie rarely has recourse. *Contemplating* remains steady in Year 1 and Year 2 at 1%. It increases six-fold to 6% in Year 3 and disappears in Year 4. Speculating does not occur in Year 1 and Year 4. In Year 2, it makes an appearance in 5% of Sophie' discursive practices, and decreases to 1% in Year 3. Among all the discursive practices, *Connecting, Situating* and *Reviewing*, the latter seems to demonstrate the most variability in usage levels.

Sophie makes us of the *Comparing and contrasting* most frequently in her first two years in the study as she learns from others in the CSCL network what their professional contexts are like. She focuses a lot of her learning on *Identifying* areas that need improvement in her school. She also uses *Reflecting* a great deal as she begins to implement changes in her school's teacher learning policy, before beginning the implementation phase in Year 4.

Sophie's experience in the CSCL network

In this final section of the chapter, I examine what were Sophie's reported experiences in the CSCL network in order to contrast them to what was revealed in the previous two sections of the chapter. Using content analysis, I highlight the benefits that Sophie identified.

Participation in the VPLC project provides Sophie with six distinct benefits: 1) trying new things, 2) getting fresh ideas, 3) seeing her learning effect change in the school, 4) developing independent thinking, 5) professionalism, and 6) reflective practice.

Extract 5.32. Sophie – online meeting (November 15, 2011)

```
1    I find that this year, it's really thanks to this group, and ever since we've met in the summer, and
2    maybe because I'm in a new position as Department Head. I've really taken a new approach to
3    how I do things. I just want to scrap the old and do things differently and really embrace what other
4    people have to offer. And just try new things, because it is easy to get caught up in the binder for
5    the course and just do the same thing over and over and over again. And I don't think that's
6    necessarily the greatest thing and I think we get very busy and we all have our own lives, our
7    personal lives. We have to deal with a lot of people every day: relationships, emotions, different
8    students. And we're all trying to do our best, but at the end of the day, sometimes you just do that
9    one lesson or that assignment because it's handy and it's there. And my goal is to get out of that
10   habit and to get my Department out of that habit and just question what we're doing and is this the
11   right thing to do.
```

Sophie feels it is "thanks to this group" (line 1) that she takes up "a new approach" (line 2) to her professional learning and practice. She wants to "scrap the old and do things different and really embrace what other people have to offer" (line 3-4). The CSCL network helped Sophie become a more curious, assured and empathetic teacher. Sophie addresses the complex nature of her profession where teachers "get very busy" (line 6). She has to "deal with a lot of people every day" (line 7). The stress of her job which pushes her to "just do that one lesson or that assignment because it's handy and it's there" (line 9) and fall into a routine. Participating in the CSCL network helps Sophie "get out of that habit" (line 9-10) and "question what we're doing" (line 10), to reflect on her practice so as to keep it fresh and try new things.

Extract 5.33. Sophie – online meeting (February 19. 2013)

1	I think this group really support me anyway in pursuing these sort of being a trailblazer, I guess
2	you can say in my area of interest because I might not get that support from naysayers at school. I
3	find that in this group we're like-minded and we're interested in change and we support one
4	another and encourage one another to try these things and to, you know, push the boundaries
5	and the limits and we're all from different school boards, and you know international contexts even
6	and we compare and see what's going on elsewhere so we're out of our bubbles of our school

For Sophie, the CSCL experience has helped her become "a trailblazer" (line 1) in her school. Getting together with "like-minded" (line 3) people "interested in change" (line 3) and "support one another" (line 3-4) has bolstered Sophie to "push the boundaries and limits" (line 4-5) of her practice. Specifically, Sophie feels that being part of the CSCL network lets her step out of her "bubble" (line 6) and engage with new ideas from other school contexts.

Extract 5.34. Sophie – survey (February 26, 2014)

1	It gives way for the WHAT IF questions that all teachers have but don't have the time to test and
2	try. It's an opportunity to become creative and explore new ideas in a supportive and encouraging
3	network. Over time, I think teachers in this type of community learn that their independent thinking
4	and professionalism is very important and that there is PD beyond an Additional Qualification
5	course or School/Ministry driven PD.

Sophie describes in a survey the opportunity the CSCL network presents for teachers: the ability to engage with "WHAT IF questions" (line 1), the "time" (line 1) to do it, access to creativity and curiosity (line 2), and a "supportive and encouraging network" (line 2-3). She feels the kind of professional learning that occurs in a CSCL network such as the VPLC helps teachers develop "independent thinking and professionalism" (line 3-4) by moving beyond the kind of top-down PD that is offered by the established hierarchy in teachers lives.

Extract 5.35. Sophie – online meeting (March 26, 2014)

1　It's nice to know that, you know, that this… I bring it back to my school […] and, you know, things
2　are starting to happen.

Sophie appreciates that she can "bring back" (line 1) the work she has done in the CSCL network, reflecting and looking for new ideas, and watch it seep into her school practice, where things are "starting to happen" (line 2).

Extract 5.36. Sophie – online meeting (February 26, 2014)

1　[It] allows me the time I need to reflect on my practice, delve deeper into aspects of my practice
2　that need change or further exploration

Ultimately, Sophie describes her participation in the CSCL network as an opportunity for reflective thinking. The CSCL approach to professional learning creates the time and space needed to get more personally involved with her practice and reflect on what issues need change, updating, and maintaining.

Summary

Sophie reports a positive experience in the CSCL network where is able to develop trust, confidence and a sense of professionalism as an FSL teacher. As the Head of her department and the leader of a small FSL teacher PLC in her school, overcomes her feelings of marginalization by developing a meaningful collaborative exchange with her peers. She re-imagines her approach to leadership to suit her learning goals of encouraging teacher autonomy and self-directed learning. Specifically, she draws on the idea of modeling success in her practice as a means to convince others of the merit of her approach. The exchanges in the CSLC network allow her to become aware of her dissatisfaction with the current practice towards FSL teachers' professional development in her board. She resists this form of learning by identifying it, critiquing it, and pushing to implement a socioconstructivist model for learning in her school. Her model captures key sociocultural elements to teacher learning by placing teachers at the centre of their own learning, drawing on their experiential knowledge to inform their professional inquiries, and calling on social exchange among the teachers to promote co-constructed learning. Although Sophie felt constrained by her board's policy towards teacher learning in the beginning of the study, as she engaged with other teachers in the CSCL network, she was able to re-negotiate her professional identity and position herself as an independent, active, self-directed agent in her professional learning.

The narrative analysis supports the findings from this section which suggest that Sophie is increasingly looking for ways of *Making links*, *Offering information-skill*, *Expressing ideas* and *Reflecting* on her practice. As Sophie evolves in the CSCL network over the years she is striving to find connections that push her beyond her comfort zone and call into question established ideas in her school and her practice. She demonstrates she is very attuned to listening, reflecting and reshaping her ideas. This makes Sophie's professional learning narrative particularly powerful in terms of developing her professional identity and finding her own voice in the process. The analysis is not meant to suggest that this is the one and only path to successful teacher learning, simply, it demonstrates that the ability to voice her ideas and reflect on them were suited to Sophie's professional learning needs at the time to move her in a certain direction. As the analysis of her professional learning narrative suggests, Sophie's is a story of steady transformation.

CHAPTER 6 : CASE 2 -- CHRISTINA

The following chapter presents extracts selected to illustrate how Christina negotiates her professional self and her learning inquiries in the CSCL network. Similar to Chapter 5, this chapter offers an in-depth look into the case study of Christina's professional learning experience. I chose to focus on the common threads between the two cases to better understand their respective experiences in the same areas of their profession: experiences with professional learning, relationships with administrators, leadership, assessment, digital and arts-based literacies, and social justice in FSL. The next section of the chapter explores Christina's use of discursive practices over the three years she spent in the study. In the final section of the chapter, I examine what Christina reported about her experience in the CSCL network.

Meet Christina

Christina, a multilingual Canadian woman of South Asian descent in her late 20s, teaches at a newly-opened progressive middle school (grades 6-8) with a large population of multilingual/immigrant students in a middle-class urban center in southern Ontario. She has 5-10 years of full-time teaching experience when the project begins in 2012. She describes herself in this way:

> I have taught core French to grades seven and eight for several years now. I am a product of the core French program. I immigrated to Canada and am a culturally and linguistically diverse individual like all of my students. I have learned French, and two other European languages here in Canada and often pass as a native speaker of any language I speak when speaking to native speakers of that language. I love language and believe that all of my students can and should speak French well after studying it for six years. I still remember feeling shocked after taking a grade ten additional language class; I realized that I had learned more of that language in that one year than French in nine years of core French (French started in grade one at my grade school). I dropped core French after grade nine and retuned to it in University at which point I was completely fluent in the other language after studying it for three years. I don't want my students to drop French forever and I know they will if something isn't done to help them. I also believe that tensions between French and English-speaking Canadians would be alleviated if we didn't superficially pretend to be bilingual. Over the past several years, I have developed a French program my students are excited about; they love French and they can speak it better after one year in my class. I am still developing my French teaching strategy. This study will help me to be a better teacher for my students and will enable me to share this unique French program with you. (November 2013)

Christina is completing an MA degree when the project starts. She is involved with politics in her board; as the steward of her school she represents her school at union meetings.

109

Building community is an important aspect of her practice which she works towards as she prepares to become an administrator in the future. Her goals in the CSCL network are "to grow as a teacher by speaking about my practice and beliefs, to learn about the realities in other schools/ boards/ countries, to gain invaluable information for my future as an administrator and to have some time to focus on my own research" (February 2014). Christina joined the project one year after Sophie and participated in the CSCL network for three years.

In her second year, Christina moves to a new school. She is excited at the prospect of building community at the school from the ground up. She also travels to Asia for a month to teach English. The experience for her is an opportunity for professional development. Working towards her goal of later becoming an administrator, Christina also takes Additional Qualification (AQ) courses in Year 2.

In Year 3, Christina continues to accrue experiences that could help her transition towards becoming a school administrator. She teaches a great variety of courses (i.e., Drama studies, Social studies), along with core French. She repeats her experience of traveling abroad to teach in the summer, this time she goes to a small village in Asia for ten days to become a teaching assistant.

Christina's small stories of professional learning

Establishing voice

Early in the project, Christina describes how opportunities for professional collaboration are set up at her school:

Extract 6.1. Christina – online meeting (February 12, 2013)

1	**Christina:**	So, I guess maybe at my school it's different cause at my school when you have
2		prep time no one has to take over your class. You just don't have a class. And the
3		other thing is - at that particular block. And then the other thing is that they actually
4		have common prep time. So, people that are teaching partners - we have teaching
5		partners for math, science, and language arts and social studies - they have the
6		same prep time. So, then they can go and they can talk if they choose to about the
7		same classes that they teach and do planning together. And they also try to do
8		common prep time for people who are team teaching in terms of the same they
9		teach the same subject so then possibly they have the same prep time so they can
10		meet up and talk about it. So, I think at my school maybe it's planned a little bit
11		differently and it works well. So, I think maybe that would be a good idea maybe
12		looking into having common prep time. Like making sure that two teachers have the

13		same prep time when they teach the same subject so they could meet and they
14		could converse about it or if they're team teaching where they have the same
15		classes but they teach in different subjects. That might be a good idea as well.
16	**Kelly:**	Christina, it sounds like-- Christina it sounds like you have formalized partners or
17		relation - like collaborative partners. At my school, there's nothing that's explicitly
18		said about who you're really supposed to be partnering with.
19	**Christina:**	Ok yeah see at my school I don't do it because I teach French. So, French teachers
20		are kind of left out of that, but most of the teachers, yeah, they have someone that's
21		like, they team teach. They have a partner. They have someone that they look at
22		each other's report cards. They do everything together.

In her school context, teachers have "common prep time" (line 4) to "talk if they choose" (line 6), and "do planning together" (line 7). However, Christina reveals that in fact she does not "do it" (line 19) *because* she is a French teacher. In her school, "French teachers are kind of left out of that" (line 19-20). This extract provides further evidence to previous research suggesting that FSL teachers are often left out of ongoing school initiatives (Knouzi & Mady, 2014; Mollica et al., 2005). Even though her school shows innovation and consideration towards teachers, giving them time to work and plan together, French teachers are left out of this particular professional learning opportunity. Christina does not include herself in the teacher in-group referring to them as "they" (line 5, 6, 7, 8, 9, 20, 21, 22). She makes one reference using "we" (line 4) when describing her school's initiative, which she affiliates with being a member of this particular school, despite not having her own teaching partner.

Nevertheless, Christina distances herself from the marginalization she experiences by evaluating the school initiative from an administrative standpoint. She deems the initiative successful for other teachers in her school and Christina gives advice to her CSCL colleagues about what to look into (line 12) should they want to set up a similar initiative. She makes suggestions using "would" and "could" (line 11, 13, 14). In keeping with her projected goal of becoming an administrator, Christina positions herself as a knowledgeable expert on what works in schools (line 10-14).

Christina seeks critical engagement with her practice through other means. Because she is currently doing an MA, professional learning through higher education is important to her practice. She regularly references courses and research in her online forum posts: "Ok so right now I'm just finishing up a course on Discourse Analysis" (March 2013), "I took a course on expressive writing with Professor [redacted] and I really really loved it" (September 2013), "I'm

taking a course with Dr. [redacted]." (January 2014). Christina integrates academic readings into her professional learning:

Extract 6.2. Christina – online forum (February 4, 2013)

1   For the majority of my students, French is a third language. Many of them speak Punjabi, Hindi,
2   Gujarati, Tamil, Urdu, Arabic, Yoruba, Twi, Pashto, Dari, Somali or Patois at home. Although they
3   were born in Canada, many of my students only began learning English when they started school.
4   Almost all of them have been studying core French since grade four. While many students,
5   parents and teachers believe that learning French as a third or fourth language has an adverse
6   impact on students' ability to speak French, Professor Cummins (2005) offers another perspective:
7   Pre-existing knowledge for... language learners is encoded in their home languages. Consequently,
8   educators should explicitly teach in a way that fosters transfer of concepts and skills from the
9   student's home language to [the target language]. Research clearly shows the potential for this kind
10   of cross-language transfer in school contexts that support biliteracy development. It is hard to argue
11   that we are teaching the whole child when school policy dictates that students leave their language
12   and culture at the schoolhouse door (p. 38).
13   We can and should use our students' pre-existing cultural-linguistic knowledge and experience to
14   enhance their French learning. This paper will explore the notions of using language comparison,
15   identity analysis and a comparative cultural teaching approach to effectively teach French to
16   Allophone students. Callie Mady (2010) has conducted a body of research in the area of
17   allophone students and French learning. For the purposes of this paper, I am borrowing her
18   definition of allophone: "a person who comes to live in Canada, as an immigrant or refugee, with a
19   first language that is neither of Canada's official languages." (p. 6).

In the online forum, Christina shares a paper she wrote for one of her MA courses. In it, she uses a standard academic form of writing and APA6 citation style, revealing her academic voice. Positioning herself as a knowledgeable teacher-researcher, Christina invites her CSCL network colleagues to engage with the academic voice in the paper through which she shares information about her teaching context (line 1-4) and her beliefs about language learning (line 13-14). She draws on the voices of other academics, such as Jim Cummins (line 7-12), and Callie Mady (line 16-19, 18-19), both renowned researchers in the field of language education. The voices of these established scholars in the field of language research help support her belief that learning French as a third or fourth language does not have an adverse effect on students (line 4-6), and give a definition of "allophone students" (line 17). She uses a polyphony of voices as she argues "we can and should use our students' pre-existing cultural-linguistic knowledge and experience to enhance their French learning" (line 13-14), switching between her academic and her teacher voice as the two enter into dialogue (Bakhtin, 1935). Speaking as a teacher, Christina uses the pronoun "we" (line 13), by alluding to "our students" (line 13). This extract demonstrates the complex discursive strategies Christina uses to negotiate her beliefs. With this

active strategy Christina bridges between research, her practice and policy around FSL learning. This extract provides a clear example of how teachers filter research-based evidence through their daily experiences and practice-based needs (Hammersley, 2005).

In another example, Christina shares her thoughts on some academic readings:

Extract 6.3. Christina – online forum (September 25, 2014)

1 I especially enjoyed reading the section entitled "Storytelling as a Way of Creating Learning
2 Spaces" in the "Artifactual Critical Literacy" reading. I also like the beginning of the QR article
3 where Roswell mentions Obama's text as a basis of a course on biography and personal
4 inheritance for thirteen middle-school students. These readings made me think about the creative
5 writing course I am conducting with my students this year.

6 Students enjoy speaking about themselves, their opinions and their experiences. For my grade
7 seven students, speaking about identity is especially important because they are grappling not
8 only with adolescence but also with hybrid identities – being Canadian and something else
9 (Indian, Jamaican, Sri Lankan, Afghani, Pakistani and African). Roswell mentions that "the
10 process of valuing cultural artifacts…can help redress power imbalances (136)" and in my
11 Language Arts class, we are using creative writing as the tool to improve English in an ESL
12 population but also to enable my students to find a voice – as writers and as individuals who live
13 between home and school cultures.

14 Roswell states that "by telling different kinds of stories in community contexts, communities
15 themselves can change through the collective representation of these stories (136)." I agree that
16 communities can change and want to add that the various cultural groups that exist within a
17 community can change the way they view one another when they read each others' stories.
18 By telling stories such as "Our First Home in Canada" and "When I was a Baby" my students can
19 speak about moments of pride, pain and joy that they usually do not have the opportunity to share
20 in an academic setting. Thus, I agree with Roswell's statement: "Scholars have highlighted how
21 spaces that honor non-traditional identities can be opened up to support those students
22 marginalized by mainstream schooling."

23 While most spaces require students to choose one of the components that make up their identity,
24 one that embraces all aspects of a student's identity can be considered part of the "third space," in
25 which the student is comfortable sharing all the parts of his/her experience. I really like the notion
26 of the "third space" in which "two different types of knowledge, home and school can be brought
27 together to create content area knowledge."

28 We are working on creating setting in class so, after reading the QR article, I read the first
29 paragraph of it to my students as an introduction to a book they are reading about Obama and
30 Amy Tan called "Family Ties." This book discusses the challenges Obama and Amy Tan faced as
31 individuals with two cultures, Obama as a biracial man, Amy as a Chinese- American woman. I
32 want them to read this book to learn that writing is cathartic and can help us to work through life's
33 complexities in a very rewarding way.
34
35

113

36   The articles are attached and the book that I mention "Family Ties" is part of the "Off the Record"
     Series mentioned in that LA Resource List I sent out. "Identity Texts: the Collaborative Creation of
     Power in Multilingual Schools" is also a great resource.

Christina puts academic readings in relation with her experiences in the classroom. She performs her teacher as reflective-practitioner identity (Schön, 1983) by drawing on academic texts to elaborate on her notions of teaching and learning in the classroom. Interestingly, the voices of other established research peers continue to punctuate the flow of Christina's reflection. Academic texts and knowledge help her negotiate and validate her practice, stating, "I agree that communities can change" (line 15-16) and "I agree with Roswell's statement" (line 20). Using her academic terminology to speak of her students' "hybrid identities" (line 8) and "third space" (line 24, 26), Christina creates an image of herself as an academic and professional fluent in 'academese' when it comes to FSL learning. She also demonstrates that high-culture (Bourdieu, 2003) learning has status for her and is part of her professional learning.

In keeping with her identity as a more knowledgeable peer, Christina recommends the readings she discussed as "a great resource" (line 36). While she is still using her academic voice in the text, Christina also tempers it with a more casual teacher-learner voice: "I especially enjoyed reading" (line 1); and teacher voice: "Students enjoy speaking" (line 6), "my students" (line 12). The polyphony of voices continues to interact throughout her professional learning texts, but this time, she invites CSCL network colleagues to join her on her academic readings and reflections.

Christina also seeks out new professional learning experiences outside of her school. She participates in two teaching abroad experiences in Asia (Summer 2013 and 2014) to learn about new contexts:

Extract 6.4. Christina – online meeting (September 25, 2013)

1   And so, when I went to [redacted], I'd never really taught abroad for a full month. I had done it once
2   when I taught in South America, but I spoke the language so it was different because I could
3   actually speak the language of my students. In this case, it was very different because it's not like
4   teaching French where I'm able to speak English and so can my students and French. It was-- I
5   could only speak English and couldn't speak the local language. And then I had a TA who could.
6   So, it was a different way of approaching everything, not to mention completely new country,
7   culture. And that also makes a difference. Having you know that knowledge of the people before
8   you go there and their history and the language they speak and the culture, cultural norms. So, I did
9   a lot of research like before I went there. […]

Teaching abroad during the summer is an ongoing professional learning experience for Christina. She has already been to "South America" (line 2) in the past. She positions herself as a worldly teacher who is eager to seek out new experiences and challenges. In Asia, she explains she "could only speak English" and "couldn't speak the local language" (line 5). For Christina, not being able to access a common language of communication, like English in Canada, created a new challenge. Christina presents as a thrill-seeking teacher who welcomes "a different way of approaching everything, not to mention completely new country, culture" (line 6-7). Unafraid of the unknown and challenging her practice, she positions herself as mindful of other cultures stating she "did a lot of research like before I went there" (line 8-9) to learn about her students' "history" (line 8), "culture, cultural norms" (line 8). She reflects on her experience teaching abroad:

Extract 6.5. Christina – online meeting (September 25, 2013)

1   I mean there's a lot of stuff I learned from there. And we started off with a lot of like - and I made it
2   really important to focus on their knowledge and their languages as well. So, every time we did like
3   a word wall, it was in English, it was in the local language, and it was also in the English script but
4   written in the pronunciation that I could learn the words as well. So, I was learning the local
5   language as well while they were learning English. And I think that really helped them to be
6   motivated because it is just a four-week summer program on their summer holiday that they're
7   essentially forced to take. […] So, it was just an amazing experience and it kind of led me to
8   reassess like how we approach education here and how we value it.

Teaching abroad is a humbling experience which helps Christina change her perspective: "I mean there's a lot of stuff I learned from there." (line 1). In this new teaching context, Christina's inability to share the mainstream language of communication with her students leads her to take this opportunity to position herself as a language learner alongside her students, using vocabulary exercises to study the local language "written in the pronunciation that I could learn the words as well" (line 4). She notices how positioning herself this way "helped them [the students] to be motivated" (line 5-6), particularly in a class they were "forced to take" (line 7). Overall, Christina qualifies the experience as "amazing" (line 7), and eye-opening because it led her to "reassess […] how we approach education here [in Canada] and how we value it" (line 7-8). Christina is curious and adventurous about her professional learning. She is willing to fly halfway around the world to experience teaching and learning in a new context. She repeats the experience the following year:

Extract 6.6. Christina – online meeting (October 30, 2014)

1   In the summer, I taught in Asia and I really enjoyed the experience. And we got to teach a different
2   grade. Grade four and grade five so they were younger than I usually teach. And I got to work with
3   a teaching assistant. And so that was a really great partnership cause I learned so much from her
4   as someone that could really connect with the kids. […] We were in a very small village and there
5   wasn't much to do and anywhere to go. A lot of textile factories and companies around. So, we
6   really got to know each other and the kids.

During her experiences teaching abroad, working ten intensive days, she developed a "great partnership" (line 3) with her co-teacher. Again, the experience is humbling for her as she realizes she "learned so much from her as someone that could really connect with the kids" (line 3-4). Christina's professional learning focus is on community building and developing relationships. While she often returns to the theme of building community, she also admits she has difficulty focusing her professional learning interests, stating, "my interests always vary and I end up changing interests every three months or so" (April 2013). The volatility of her interests is a theme she returns to:

Extract 6.7. Christina – online meeting (October 30, 2013)

1   I'm so like scattered all the time cause, I always am interested in like fifty things and that's why I
2   want to get everyone's messages. It's a problem I have. Like right now my Masters is about
3   teaching social justice through French and I still have to, like, finish my proposal cause I'm so busy
4   doing everything else I'm doing cause I'm excited about it that yeah. I have too many interests. And
5   right now, what I'm interested in is because I'm teaching so much like I'm teaching language arts
6   and all these topics and you know subjects in English, I'm really interested in a whole bunch of new
7   things too. Especially because my kids are so amazing this year.

Christina is very "excited" (line 4) about engaging with new people and new learning opportunities. Her students, whom she calls "my kids" (line 7), are a great motivator for her because they are "so amazing" (line 7). However, Christina describes herself as someone who is very "scattered" (line 1), recognizing that her learning interests are dispersed, being interested "in like fifty things" (line 1) and "a whole bunch of new things" (line 6-7), ultimately stating, "I have too many interests" (line 4). For Christina, being "scattered" (line 1) is "a problem" (line 2) because she cannot focus her attention deeply on any one thing and she is "so busy doing everything else" (line 3-4). This extract demonstrates how a teacher's excitement about professional learning needs to be channeled to avoid feeling overwhelmed and burnt out from working on too many things.

As the analysis of the discursive practices in Chapter 6 will show Christina spends much of her interactions in the CSCL network reporting on what she is doing or plans to do and describing her context. The following extract is an example:

Extract 6.8. Christina – online meeting (September 25, 2013)

```
1    So, one big thing is this year as you know I'm at a new school. It's going amazing. The first week
2    was difficult because well I got back on the second. I went to work that same day to set everything
3    up at school. Then on the third I was back in the classroom and when it was like one in the
4    afternoon, it was one AM in Asia. And we had no gym. We had no library. We had no technology,
5    no Wi-Fi. And we actually only got computers and Wi-Fi like last week. And that was a blessing in
6    disguise because we had to have conversations. And I think that was great cause we got to know
7    the staff members got to know each other. The students really got to converse with me cause we
8    didn't have anything else to do. And so, I think that was helpful. And even now we find that we
9    don't have as much a need for even technology even though we do use it for their learning
10   because we have established that. And I think the first two weeks of every school should be like
11   that. No emails. On your planning time, you have to visit other people. You know cause you have
12   nothing else to do because there's no computer, right? And people have to actually talk to their
13   students and engage in conversation so that was cool.
```

In this example, Christina describes a situation during the first two weeks at her new school (line 1-5) in which there was no Wi-Fi or technology available. Christina demonstrates her high level of adaptability describing this situation as "a blessing in disguise" (line 6) since it enabled her to communicate directly (rather than virtually) with colleagues and students (by avoiding the distractions of technology in the classroom): "the staff members got to know each other" (line 7), and the students: "The students really got to converse with me" (line 7-8). Specifically, because they "didn't have anything else to do" (line 8), Christina is able to turn the situation into an opportunity to build community and resist being disconnected from others in her school.

Always with an eye on potential learning experiences to enrich her portfolio as a future administrator, Christina takes from the experience what she could apply to other contexts: "I think the first two weeks of every school should be like that. No emails. On your planning time, you have to visit other people." (line 10-11). Christina actively solicits her administrator voice to negotiate ideas around leadership and innovation in her school.

Over time, Christina identified other ways in which French teachers are excluded from professional learning in her school:

Extract 6.9. Christina – eBook (April 2, 2014)

1 As a French teacher, we're kept out of […] math and language-based professional development.
2 I've always wondered what happens at those meetings. From what I'm hearing now, it appears that
3 I haven't missed out on much. In fact, being able to choose my own PD (via an MA degree) is
4 exactly what everyone is saying they want to do. How funny this system in which we provide our
5 students with choice boards and our teachers with mandates! How dare we claim to be professional
6 enough to identify areas in which we need or want development!

Christina includes herself in the marginalized French teacher in-group by using "we" (line 1). Because French teachers are excluded from "math and language-based professional development" (line 1), she wonders "what happens at those meetings" (line 2). Christina illustrates how teachers want to feel a sense of belonging and validation of their subject matter in their school (Kastelan-Sikora, 2013). But Christina deals with this by switching her stance, rejecting the opportunity for those professional learning sessions and devaluing them: "From what I'm hearing now, it appears that I haven't missed out on much" (line 2-3). Moreover, Christina claims that the teachers who do participate in those sessions now want to do what *she* is doing: lead their own professional learning through higher education. Suggesting it "is exactly what everyone is saying they want to do" (line 3-4) adds value to professional learning via higher education, such as "an MA degree" (line 3), which Christina was completing at the time. When Christina represents it as the most sought-after way of moving forward in a teacher's career, she also positions herself as *already* part of the in-group of teachers who is accessing this 'higher' form of professional learning.

Relationships with administrators

When it comes to dealing with her administration, Christina has her own approach:

Extract 6.10. Christina – online meeting (February 12, 2013)

1 As an administrator, you need to look at your school and you need-- your school and the students--
2 and what- as an administrator, you know exactly what your school would need. And then think
3 about the needs of your school. For example, I know that in my school we used to have something
4 around dealing with teachers teaching social justice issues like homophobia cause they were
5 uncomfortable with that themselves. So, then I suggested to my principal, "Well why don't we get
6 some PDs regarding that area so people deal with it first before they start to talk to the students
7 about it." Because obviously that would be something they'd want to think about before they
8 approach those kinds of topics with students.

One possible way that Christina addresses her marginalization as a French teacher is to make herself indispensable and dependable in other areas. Specifically, because she is not being heard in the area of FSL, she is not shy about speaking her mind, letting her ideas be known

118

when it comes to community and leadership. She positions herself as a solution finder and a leader by providing an example in which she advises the principal: "so then I suggested to my principal" (line 5). She feels she knows what an administrator needs to perform effectively in their job: "you need to look at" (line 1), "you know exactly" (line 2). She uses the term "you" (lines 1, 2) as a marker for giving advice. She is very confident about what she knows: "obviously that would be something they'd want to think about" (line 7). Christina also positions herself outside of the teacher group, from which she is excluded at times as an FSL teacher, referring to teachers as "people" (line 6) and "they" (lines 4, 6, 7). She includes herself in the administrator group using "we" (lines 3, 5) when she discusses her school as a whole and makes suggestions to the principal.

Christina puts her relationship with the administrators at her school in perspective during her discussion with other CSCL network members:

Extract 6.11. Christina – online meeting (March 28, 2013)

1   And I'm just shocked to know that people in positions of power and leadership treat other people
2   who count on them and who depend on them that way. And I don't know. I just don't even know
3   what to say. I just find it so shocking and I find that so unfair. So, I just don't know how they even
4   and why they'd even get promoted into those positions. Though I know it happens all the time and
5   I've seen it in other places but I'm really - I just keep realizing I'm really lucky cause I stayed at
6   work till 5PM yesterday cause I saw two sets of parents and my work finishes at two thirty. So, it
7   was basically meeting parents and meeting parents for over an hour each time I've met them. And
8   I can just literally - I walk into my principal's office and I say, "Look I'm going to bring them in here",
9   or, "You know they're too scared to come into the office cause they have a lot of mistrust in the
10   school and the education system so you're going to have to come with me." And she'll just do it, so
11   it's great. Like when I left she was still there and she was very happy with, you know, what I was
12   doing with the parents. And I was telling her the conversations I had and I thanked her for also
13   supporting me and letting, you know, me bring in the parents cause I wanted her to kind of be
14   there in that particular conversation. And yeah. She was pretty - she was pretty great. So yeah, I
15   just wish that everybody had that cause I find that a lot of this distress and this need to have to
16   look like you know everything and this pressure that people feel is created by administration and
17   the lack of their care, the lack of their own expertise. They have to tell you that you have to be an
18   expert not realizing they're in the position of power so they're supposed to be actually leading you
19   because the reason they got there is because they taught for a certain amount of years, taken
20   certain courses, and actually should know what to tell you. So, it's their lack of competence that
21   makes people that work for them feel like they are not competent.

Expressing emotion at the situation of her fellow CSCL network members, Christina is "shocked" (line 1) at the treatment they get from "people in positions of power and leadership" (line 1). She finds it "unfair" (line 3). Reacting emotionally and being able to contrast her

situation with the other teachers in the CSCL network helps Christina to realize that she is "lucky" (line 5) to have open lines of communication with her principal. Much like Sophie, Christina's emotionality towards her and her CSCL network colleagues' situations is a driver for change. She gives an example of the support her principal affords her during parent-teacher conferences (line 6-11), stating "it's great" (line 11). She positions herself as an authority figure with her principal, giving orders such as "I'm going to bring them in here" (line 8) or "you're going to have to come with me" (line 10), rather than asking her principal for permission to do things. At the same time, while she is very authoritative with her principal, she seeks her principal's approval, stating, "she was very happy with, you know, what I was doing with the parents" (line 11-12). Christina acknowledges the leeway her principal affords her and "thanked her for also supporting me and letting [...] me bring in the parents" (line 12-13), stating "she was pretty great" (line 14). Christina expresses contradictory positions on knowledge and power. She waivers between being open to uncertainty and wanting to project certainty. For instance, while she laments the "need to have to look like you know everything" (line 15-16), she also feels that administrators "lack [in] their own expertise" (line 17) when they don't "know what to tell you" (line 20).

Quickly, from speaking with her CSCL network colleagues, Christina realizes the difference in agency she is afforded in her school:

Extract 6.12. Christina – online meeting (April 23, 2013)

1   And then me and my principal who I have a really good communication, relationship now. So, it's
2   got to the point where I have real support so it's easy for me to do what I need to do. I think that
3   makes a big difference, yeah.

Christina speaks to her ease of interaction with her principal with whom she has "really good communication" (line 1). These open lines of communication for Christina make a "big difference" (line 3) in her professional life. They make her feel she has "real support" (line 2) stating that it is "easy for me to do what I need to do" (line 2). This extract illustrates the power that relationships at school, particularly with administrators, can have on teachers' professional practice. Despite being somewhat isolated, the open-lines of communication Christina has with her principal make her feel liberated. It suggests the quality of administrator-teacher relationships is paramount to the success of FSL teachers' feelings of confidence and agency. In 2013, Christina changes schools and forms a relationship with her new principal:

120

Extract 6.13. Christina – online meeting (June 6, 2013)

1   We've already met a couple of times. And it's really exciting to choose like all the textbooks, all the
2   resources, all the ideas that everybody has. Basically, our principal's very cool. We can do
3   whatever we want to make it the place we want it to be so I'm really excited about this. Nope. Nice.
4   Yeah he's great. Cool.

Christina performs a compliant and actively engaged professional identity with her administration: after meeting with her new principal she describes him as "very cool" (line 2). Christina's excitement is due to a sense of freedom she has in developing her ideas for the benefit of the school: "we can do whatever we want and make it the place we want it to be" (line 2-3). Despite this freedom, Christina does not always receive the necessary support to practice meaningful professional learning and community engagement in her school:

Extract 6.14. Christina – online meeting (May 28, 2014)

1   In this case, drama really got them to understand the core of what *A Midsummer Night's Dream* is
2   about. Well they really - when we read the whole play, like we read it in class as part of our
3   curriculum. And then after we read it, then I had them start learning everything and then they -
4   even being able to act the words you have to understand what they mean right. And it was all in
5   original text. And then to be able to do that and then to be able to do that convincingly and well to
6   go on the stage cause the [redacted] Theatre is like a really nice theatre with like the sound, the
7   light and the works. And we had someone professional come in and work with us and it was a
8   really cool program. Then I had my principal and vice principal come and watch the show. We
9   went in a music festival. So, we went there. We were like singing and dancing. And it was my
10   social justice group and the other teacher that runs it with me and other teachers that wanted to
11   come along and like support. We all went there and then that was a really cool experience for
12   them because they got to be adjudicated. They got to perform.

Christina reports a drama-based pedagogical project she developed with students in her extra-curricular social justice group: having them put on the play *A Midsummer Night's Dream* at the [redacted] Theatre (line 1-8). While Christina is performing community building, "support" (line 10-11) mainly comes in the form of others observing her work, such as her principal and vice principal who "come and watch the show" (line 8) and "other teachers that wanted to come along" (line 12). This extract suggest Christina is keen to seek approval from her administrative staff and her peers by letting them see the product of her community building efforts. The language Christina uses: she "had [them] come" (line 8), suggests they were given little choice. The focus she places on students getting the opportunity to "be adjudicated" and "perform" (line 12) seems to echo her own need to be actively seen and heard by her professional peers and supervisors.

121

Leadership

Christina's plans to become an administrator in the future greatly informs her professional learning experience as she pays careful attention to how to effect leadership and change in her school. As explored in the previous section, Christina communicates openly with her principal to express her needs and ideas, affording her a sense of confidence and creative freedom in her practice. In Year 1, Christina enters into a leadership position:

Extract 6.15. Christina – online meeting (December 6, 2012)

```
1    I just think like being through it at my school - I am the youngest person on staff and the newest
2    person on staff. And at the beginning like no one paid any attention to me and no one helped me
3    and did anything for me, I didn't care cause I just had my own ideas and I did what I wanted. And
4    so, this now-- this year they actually voted me to be the steward. And I find what's really important
5    is like not to - obviously using—administrator, you know you don't do it as well - you can't really
6    have friends-friends, but you should really find the time to connect with everybody. Like just go
7    say, Hi, and you know, "How are you", and check in on them. If they have something to say, you
8    listen to them. Give an idea, share something of yourself, and just - because they'll see you in a
9    different way and they'll see you as [inaudible] someone who's there. You know someone who's
10   there for their best interests. So, I think it's a great time to, like, connect with people. Even if
11   people - right now people are going to have a lot more time as well cause the idea [inaudible] do
12   less and focus more on yourself. And I keep telling my staff that. And I say well, "You can actually
13   do more for yourself" but more for education now because people could actually get together or
14   talk in a way they never would before cause you have all this time now after school. So why not
15   have people meet with people? And even on my private time I walk around and just talk to people
16   and then everyone feels like they have a personal connection with you so everyone respects you
17   and knows that you care about them. So, I think you really should. This is a great time.
```

Christina works at leadership from the top-down. She seeks a position of authority in her school to earn recognition and power. Despite claiming that she "didn't care" (line 3) when no one "paid any attention to me and no one helped" her (line 2), Christina appreciates that this year they "actually" (line 4) voted for her to become the steward of their school (line 4). She uses "us" versus "them" language to speak about the teachers in her school and distances herself from her school colleagues stating, "you can't really have friends-friends" (line 5-6). She assumes a position of power, by "check[ing] in on them" (line 7), listening if "they have something to say" (line 7), trying to shape the way in which "they'll see" her (line 8). She does, however, want to project to the teachers that she is "someone who's there for their best interests" (line 9-10). Christina believes she knows what those interests are and that she can represent them. She eagerly puts on her leadership hat in the school. Perhaps a combination of her extroverted personality and the low status given to the subject of French push Christina to position herself as

a force to be reckoned with in her school. She is strategic about ensuring that "everyone respects [her] and knows that [she] care[s] about them" (line 16-17). To her CSCL colleagues, Christina projects assurance and determination. Christina takes her leadership responsibilities seriously and assumes a position of power when necessary:

Extract 6.16. Christina – online meeting (December 6, 2012)

1   As you know it's kind of chaotic cause no one really knows how to deal with it. And then
2   yesterday, well this is what happened, it was kind of unfortunate, one of the teachers who had to
3   stop a club that was happening at school cause of course we can't reward our class with clubs,
4   went and told - she was doing student council and she told all of the students who are the class
5   reps that everything is cancelled, it's a disaster, I'm so upset. She went into detail and named
6   every single thing that we aren't to do, which is illegal cause you're not supposed to be talking
7   about what we can and cannot do getting into particulars. And I had like a meeting with my
8   teachers Tuesday night. So, I told them specifically not to talk to students about particulars. And I
9   also said you know, "It says on the green sheet itself, on the first FAQ is to let students know we're
10   still pos-- and you know we'll get through this and everything will be the same in terms of your
11   academics." And so, I had like five, six teachers call me immediately cause student reps went
12   back and they were very upset about what was happening. "Oh, we're having no graduation. Oh,
13   we're not writing exams. Oh…" All kinds of crazy stuff like implications into, like, June when, you
14   know, we don't even know if this thing's going to last til June. And we're not going to ever have
15   any graduation ceremonies and we're not writing EQAO and all kinds of things that like no one
16   knows about. So, then everyone's calling me and so then I have to leave my class. I have to go
17   talk to - we have an acting principal cause our principal's not even here, cause he's been really
18   sick - so then talk to him. Luckily, he's amazing cause he was on council at ECHO for a long time.
19   So then I had to call ECHO and no one was available. And so, then I said, "You know, we're
20   having a staff meeting today, I need five minutes at the beginning. So, I want all the admin to step
21   out. I'm going to deal with my staff and then you guys can come in." So that's what they did. They
22   said, "Christina needs to talk to you, something-- emergency's arrived, and we're going to be
23   stepping out." So, then I just dealt with it. And I'm happy I was able to deal with it really well. And I
24   talked about the importance of actually, you know, following by what we agreed as a union not to
25   discuss particulars. Not with anybody. Not just --not with students but anyone else that isn't a
26   teacher, right? And that it's really important to follow this because what ends up happening is
27   students when they hear something, they don't receive information the same way as an adult
28   would. So they'll freeze when they hear something like, No pizza. Oh my gosh. And then they'll
29   stop right there and they'll start making things up. Cause you know that even when adults tell a
30   story, down the line the story has changed a lot. So, then you know the lady who'd done it started
31   feeling guilty and she wanted to speak. And she said, Well I just said what's going home in the
32   newsletter. And then I quoted a few things that were said that you know where things that would
33   happen in June, and these were some of the things kids had written on their sheet. And she said,
34   Well I never said that. I said, that's why it's very important not to say anything, cause kids will end
35   up you know misinterpreting, adding, changing the story. And then your name will be used. right?
36   Yeah. Yeah. So, then we had that whole meeting and then I just said, Well I think that's enough
37   now. Let's just get these you know admin back in here and go with our meeting.

In this story, Christina demonstrates how she assumes a position of power in her school despite being the youngest and newest person on staff (Extract 5.46). As her school enters a work-to-rule contract, teachers are not supposed to communicate anything about the situation with students, however one teacher in Christina's school gives some kind of information to the students that creates a "chaotic" (line 1) situation. Christina addresses this "illegal" (line 6) action by calling for five minutes at the start of the staff meeting to speak to teachers without administrators being present (line 19-21). The way Christina describes the situation reveals how she positions herself in a place of power. She takes an authoritative tone with the administrative staff, saying "I want all the admin to step out" (line 20-21), she refers to the teachers as "my staff" (line 21). Christina is not part of the administrators' group in this situation since the work-to-rule contract creates a divide between unionized teachers, and their administrators (who must step out). However, Christina assumes a position of leadership with the teaching staff in the school to reprimand a teacher who has stepped out of line in front of all the staff in the school at the meeting. She handles the situation by reminding the teachers that they are bound by their union to not discuss their work-to-rule situation, "not with anybody" (line 25). Christina clearly demonstrates that she is comfortable assuming positions of authority and calling out teachers (colleagues) who make mistakes.

Christina believes that the principal plays a key role in setting the tone for school dynamics and she is keen on building a relationship with her administrator. In Year 2, Christina gets an opportunity to work in a context where she will be able to build community with the principal:

Extract 6.17. Christina – online meeting (February 12, 2013)

1 Yeah, I'm going to go to a new school. […] When I came to my school it was in its [redacted] year
2 already and I've been there for several years and that was my first full time full contract job ever.
3 So, this is going to be really different I think. And it's making me think of issues that might arise next
4 year in a completely new situation in terms especially with relationships and connecting with people
5 and building trust and you know starting something where the principal's really instrumental. So, I'm
6 thinking of things that I could raise with that principal and things that we could look for […] so that
7 we can put things in place maybe.

With "several years" (line 2) of experience working full-time in a school, Christina is very excited to head for a new school and begin new "relationships and connecting with people and building trust" (line 4-5). For her, this is an "really different" (line 3) new turn in her career

124

and she demonstrates that she is not afraid to take on a new challenge. For Christina, playing a part in setting the tone for the school by having the principal's ear is an important part of her teacher identity. She wants to be able to effect change by having good relations with the people in positions of power in her school. In fact, she would also like to be one of those people. She plans to think of "things that I could raise with that principal and things that we could look for […] so that we can put things in place maybe" (line 6-7). Christina assumes the new principal will be willing to hear her suggestions and even implement them. She includes herself in the decision-making process, using "we" (line 7). In her previous school, Christina spent years developing relationships:

Extract 6.18. Christina – online meeting (April 23, 2013)

```
1    I am a loaded teacher, I have five classes a day. So, I only see the kids for forty minutes every
2    day, so that happens. But I have to say that I have a history at the school now, because I'm not
3    new to the school, it's my [redacted] year in the school. And that makes a big difference, because
4    every single year I've been heavily, heavily involved in all the extra-curriculars, teaching dance,
5    teaching singing, drama, doing choir, doing social justice club, doing assemblies, I've been doing
6    all this for the past [redacted] years so all the kids know that in me, and most of the kids have an
7    older brother or an older sister, older cousin, an older friend, someone who was already in my
8    class before. So, they kind of like whatever I do, it can't be wrong. So, like at that point... and the
9    parents know me, they've heard of me "Oh I know you cause you taught this person they told me
10   already." So that's gotten back to me, so that makes a difference because the community knows
11   me and knows my work and trusts me. So, whatever, I do, even to teachers like they voted me for
12   Steward this year, whatever I'll do won't be wrong, though I've had pressure in past years. But I
13   worked through this, I talked to teachers one-on-one. I asked them why they felt the way they did
14   and told them what I thought and so we've got.
```

Christina places a lot of emphasis on being a "loaded" (line 1) teacher. She has been very busy with "extra-curriculars" (line 4) for the "past [redacted] years" (line 6). Working with many of the students, she feels that "all the kids know that in me" (line 6). Christina presents as an active and engaged teacher which she feels is essential for her to gain status in her school. She develops her identity as the go-to creative person in her school. Christina counts on students transferring their experience with her through siblings (line 6-7). Parents become familiar with her as well, saying: "Oh I know you cause you taught this person [and] they told me already" (line 9-10). She depends upon word of mouth in the community to make sure "the community knows me and knows my work and trusts me" (line 10-11). She feels that gaining trust from the teachers, the students and the parents means that "whatever I'll do won't be wrong" (line 12). In a sense, gaining status and power through leadership is a way for Christina to obtain freedom to

do as she pleases in her practice and initiate changes she deems important to the school community. Christina enjoys being the go-to person and creating new initiatives in her school and creating community, however, in the CSCL network her colleagues challenge her approach:

Extract 6.19. Christina – online meeting (April 2, 2014)

1	**Christina:**	Well I guess cause at the beginning the year I do a lot at my school and so people
2		looked at me as leadership and they voted me to be their steward and to represent
3		the teachers at the union. And so, in terms of my colleagues a big thing I'm doing
4		right now is every month I have these character assemblies and the entire school
5		attends and various teachers will approach me saying they want their class to get
6		involved in this way and it's all through arts. So, it's like social justice issues
7		through the arts. That club that I started. It's now at this new school like what we
8		do every single month. It's like one of the prime focuses of our school because
9		that's when the community comes in and all the parents come and watch and then
10		the kids are featured on stage. And so, a different teacher will approach me and
11		they'll say, "Look I want to do a song or I want to do a dance or I want to do a
12		poem or I want to do something multilingual with my students and, like, I need your
13		help" because I have the artistic background. And so, I'll go in and I'll work with
14		different classes and different teachers on my planning times and at lunch. Like
15		every single nutrition break and lunch break I have like fifty kids in my room and
16		different groups are presenting and different groups are up like doing stuff and
17		other kids are commenting on you know what they saw and giving each other
18		feedback. And so, through working with the students and then the teachers cause
19		the teachers tell me what they want and then they just send me students and then
20		I you know work with the students and we show the teacher. Then different
21		teachers and their classrooms and their students from like grade one all the way to
22		grade eight are like featured on the stage. And so, this assembly has been a big
23		thing for me. And so now the Day of Pink is coming and I'm ordering shirts for like
24		the - I'm getting custom made shirts for the entire school. So, then all the staff will
25		like to be united and then we're going to have this big assembly focusing on all the
26		different kinds of exclusion. And we've been working up to it because for me a big
27		focus for me is homophobia and dealing with homophobia cause some people are
28		not comfortable. And so, I pulled together a team and we had a meeting about that
29		and now we're going to like you know kind of like send the information out to the
30		school and we're going to celebrate the Day of Pink. So, for me I guess working
31		with the teachers and passing that on with the teachers is through a social justice
32		through the arts kind of lens and working with the teachers to help them to work
		with their students [inaudible].
33	**Researcher:**	So, this seems like a powerful big agenda. Would it help if you had a cohort of
34		teachers interested in similar issues to help you negotiate cause it seems to me an
35		impossible thing to carry forward year after year when in every break you get fifty
36		students--
37	**Christina:**	It's fun. I want to do this. I choose to do this. It's not hard. It's good.
38	**Researcher:**	Ok the only thing is that you're-- and you may be preventing others from gaining
39		valuable experience about how to carry this forward. And the more experience

40		they have the better they are equipped to carry this into their classrooms. That was
41		my thing. Not so much can you do it or not. I actually think you can do it. You've
42		probably got enough energy for six of us. But at the same time, you could also
43		think of it as a way of depriving your colleagues from an experience that would
44		better their own knowledge and skills. So, think about it that way and then begin to
45		be inclusive on a broader scale cause kids will notice. Kids will notice.
46	**Christina:**	I have a question. Do you mean ask the teachers to lead their own students and-
47	**Researcher:**	No ask the teachers to get together with you and determine what is it we're
48		working on, how do we support our students, and could two or three of us be here
49		when we decide what's going on? And then determine where we go next. So, it is
50		to me, it is as soon as you focus responsibility on one individual you're breaking
51		community instead of creating community. And the more people buy in, the
52		stronger the support you will get.
53	**Geeta:**	If I could just jump in. I completely agree [with the researcher]. When I first started
54		teaching, drama was one subject area where I lacked confidence. One of my
55		colleagues was this very sweet woman. She invited me to join her. She said, "Can
56		you support me in putting a drama production together?" No knowledge, no
57		confidence, nothing. But just being there with her watching her she basically was a
58		role model to me. And now I'm at a different school and basically, I've taken all of
59		that all that she had done and I'm now doing with my students and the students in
60		my school. So, I was able to take from her and now bring it into the context of my
61		school and I can see the richness of that experience. If I didn't have that
62		opportunity, if my colleague didn't make that invitation for me to come and join her
63		despite the fact that I said I have no you know skills or anything to offer, I was
64		equipped and at that equipping I'm now able to equip my students and I'm working
65		with other colleagues and doing the same. So now I'm partnering up with a teacher
66		who's doing singing and I'm doing sign language and we're trying to incorporate
67		drama into the song Happy. So yes, I love that point because I think that there are
68		teachers who may feel that they don't have the ability, but just simply in being
69		there with you they're going to learn. And through that learning they'll be able to
70		bring it into their own classroom and become a mentor to somebody else in the
		future.

After describing her community building endeavours at school (line 1-33), Christina's CSCL network colleagues applaud her monthly social justice-oriented school assemblies as a "powerful big agenda" (line 32). However, they point out that her approach to building community means she is shouldering the brunt of the work. The researcher asks: "Would it help if you had a cohort of teachers interested in similar issues to help you" (line 33-34), pointing out that her task seems to be an "impossible thing to carry forward year after year" (line 35). Christina initially reacts defensively giving five different reasons for continuing her work: "It's fun. I want to do this. I choose to do this. It's not hard. It's good." (line 37). Her CSCL colleagues

have noted that instead of collaborating with colleagues, "teachers tell [Christina] what they want and then they just send [her] students" (line 18-19).

She positions herself as the indispensable creative teacher in the school "because I have the artistic background" (line 12-13). As the researcher points out, taking up this position in her school may impede other teachers from developing their identities as creative and artistic teachers and learning from Christina: "you may be preventing others from gaining valuable experience about how to carry this forward" (line 38-39) and "depriving your colleagues from an experience that would better their own knowledge and skills" (line 43-44). The researcher challenges Christina's sense of self telling her: "as soon as you focus responsibility on one individual you're breaking community instead of creating community" (line 50-51).

In her quest to find a place for herself in the school, Christina may have inadvertently acted against her goal of creating community. Instead, the researcher invites Christina to become "inclusive" (line 44) in her approach to collaborative teacher learning. Geeta adds to what the researcher is suggesting by relating one of her experiences with learning from an inclusive role model when she had "No knowledge, no confidence, nothing" (line 56-57) that she felt she could contribute to a drama production. Geeta's colleague invited her to collaborate saying, "Can you support me in putting a drama production together?" (line 55-56). After the experience, Geeta felt "equipped" (line 63) and ready to, in turn, equip her students in her classroom and colleagues she now works with at a new school. In sum, the researcher and Geeta are encouraging Christina to relinquish control of her identity as indispensable expert and expand her leadership to include mentorship of other teachers.

Assessment: re-examining power differentials

As Christina re-examines power differentials, she tries out in practice social justice ideologies about assessment:

Extract 6.20. Christina – online meeting (December 6, 2012)

1   I just was thinking when you said that administration is creating the agenda, I think that's where the
2   problem is. Having a teacher meeting, then the teachers should create the agenda, and the best
3   way to do that would actually be to ask the kids. Tell them, "Where do you need help? Where are
4   you struggling? What do you need to work on?" And then get together with the teachers and come
5   up with plans that address those problems. And I think that would be the best way.

Christina responds to one of her CSCL network colleagues who is asking for advice on how to best serve ELL populations in her classes. She believes in empowering students by letting

them play a role in their needs assessment: "the best way to do that would actually be to ask the kids" (line 2-3) and suggests asking students "Where do you need help? Where are you struggling? What do you need to work on?" (line 3-4). Once students have identified their learning needs, Christina believes teachers can "come up with plans that address those problems" (line 4-5). Positioning herself as an advocate of students' voices and needs in their learning, she considers the "administration […] creating the agenda" (line 1) to be a "problem" (line 2). While Christina has demonstrated she trusts her administration and seeks their approval, she simultaneously feels it is important to distance herself from administration by getting involved directly with the stakeholders (such as students) when it comes to determining specific learning issues (such as assessment). This signals the kind of constant complex re-negotiation teachers take part in as they embody different identities (Kayi-Aydar, 2015b). Christina explains how she does this:

Extract 6.21. Christina – online meeting (June 6, 2013)

```
1   Now every time my kids present or-- I have them make a video. I actually record them all the time.
2   Even in, like, talent shows and stuff because then when I-- or for dance class or drama. If I record
3   them then I have proof and it doesn't have to be written proof, but then if parents ask, I can say,
4   "Look, just watch your kid. This is what they did and this was a level four and this was a level two
5   and can you see the difference?" And it's amazing cause the kids can actually watch themselves
6   and when they watch themselves, they pick up on what they could do better themselves. I don't
7   even have to say anything.
```

Christina is keen on alternative methods of assessment that don't "have to be written proof" (line 3). She experiments with video recording her students to document their evolution in learning. The videos provide hard evidence to parents during parent-teacher conferences. They also show parents changes over time (line 4-5). She also uses the videos with students as a self-reflection tool. She notices that "when they watch themselves, they pick up on what they could do better themselves" (line 6). Christina steps back from the process: "I don't even have to say anything" (line 6-7), to make room for students' self-directed reflections on their learning, showing she focuses on assessing the progress students make over time, not simply the outcomes of learning. She elaborates on her approach to inviting students in:

Extract 6.22. Christina – online meeting (October 30, 2013)

```
1   When I first started teaching I had, like, I had no idea, like, how I'm supposed to rate them on
2   these humongous scales that I don't even know these kids and I teach them once a day for
3   French and I'm their homeroom teacher so I'm supposed to know all this. So, I told them like, "Well
4   I don't know. You guys go around all day and you know yourselves really well and you see each
```

5   other in class and I teach you once a day. So, you tell me." And they were so honest and it really

6   helped me because I actually didn't know. And now I have my kids more so, you know, I do know

7   but I just find it so hard to, you know, tell kids what their skills are considering, like, I just know

8   them for two months, like, what… I really don't know. I don't know them. I see, like, you know,

9   what they're doing in class, but I think it's better when it comes from them because then it's more

10   valuable to them and their parents. Because they see it. Their parents see it and then yeah, I do

11   see it, but I don't want to be the one who's saying it. I don't think, like, I have the authority to be

12   telling them what they are. They should be telling me and I should be saying, "Oh good. You

13   recognize. You know."

Christina hesitates to take ownership of the assessment of students. Particularly, in her early days as a teacher, she felt confused: "I had no idea, like, how I'm supposed to rate them on these humongous scales" (line 1-2). This echoes the concerns that Sophie had about teachers feeling unsure about how to proceed with assessment. The entire story is related through multiple voices negotiating the assessment process: Christina's and the students. For Christina, teaching is very personal, she feels she must "know these kids" (line 2) to be able to assess them. Christina expresses a kind of deference towards her profession, noting the privilege and power she has over students during the processes of assessing. Following a holistic approach to her profession, she takes it very seriously – wanting to be personally involved in the learning and growth of each student. As a strong believer in self-determination, Christina gives students a voice in their own assessment, asking students: "you tell me" (line 5). She feels the students were "honest" (line 5) and "it really helped" (line 5-6) to alleviate a gap in her knowledge: "I actually didn't know" (line 6). As she gets to know her students better, she still struggles with telling "kids what their skills are" (line 7). Christina questions her "authority to be telling them what they are" (line 11-12) via assessment as a French teacher. She does so, not at the expense of her professionalism, but rather to carve a space of ownership for her students. She feels "it's better when it comes from them because then it's more valuable to them and their parents" (line 9-10). She acknowledges what she does "see" (line 11) – she is assessing them; however, she doesn't want to be "the one who's saying it" (line 11). Christina seems keenly aware that the teacher's perceptions of her students will shape their learning behaviours and outcomes. She is therefore being cautious about the message she sends to her students. Christina continues to explore this line of thinking in her approach towards assessment:

Extract 6.23. Christina – online meeting (May 28, 2014)

1   If they justify their score well and are honest I know I will learn about how hard they have tried and
2   how much they have personally grown. After all they know themselves much better than I know
3   them. If student responses seem completely unrealistic I told them that I will - progress report
4   card. The first one. Like that comes out like so quickly after we start. After three months, I can
5   easily report on what I observe. However, I do not know how much they've improved, matured,
6   grown because I don't know them yet so I don't know how much they've improved. Like who they
7   are or who they were three months ago. I also asked my students to list three achievements they
8   are proud of, any other extracurricular activity they participated in in school and outside of school,
9   three subjects they wish to improve in and a plan of action to make those improvements. This
10   information will assist me to personalize their comments so that I can read about each one of them
11   and like speak about each one of them before - like I know them really well now but at the
12   beginning of the year you don't. As I read over each student's self-assessment - as I read over,
13   sorry, each student's self-assessment, I marvel at how much I learn about their self-confidence,
14   overall personal rigor, self-perception and inhibition, ability to justify their score. They're so young,
15   innocent and hopeful. Some of them are scathing in their evaluation so much harder on
16   themselves than I would have been. It's shocking. You never realize, right? Others recognize the
17   areas where they need to improve but so badly want to get a good mark they're trying to justify.
18   "Oh, but still I could get a B at least." You do your best, right? Two of them worry me with their
19   negativity. They must be so used to receiving negative feedback that they've internalized it and it
20   colours their perception of themselves, which is what you were just saying about teachers. It's like
21   they receive those marks. They're used to seeing an N all the time so they just give it to
22   themselves. And I'm like, "But I never saw this in my class. How could you, you know, say that
23   about your performance in my class when that was something that happened a year or two ago
24   right?" And so, I feel angry and vow to help them see themselves in a better light. This self-
25   evaluation process assists me to help my students and to see them and report on them as
26   individuals.

Focusing on helping students be "honest" (line 1) with themselves, she asks them to "justify their score" (line 1) to encourage critical thinking towards their learning. Listening to the students, Christina is able to "learn about how hard they have tried and how much they have personally grown" (line 1-2). She continues to carve out a space to legitimize students' thoughts and feelings towards their work, citing as a reason that "they know themselves much better than I know them" (line 2-3). She places a great deal of trust in her students. Where most teachers would hesitate to have students enter into the assessment process, Christina seems to feel it is her duty as a socially-just and equitable teacher to make room for students' voices. Christina is conscientious of the fact that she does not know her students very well when the first report card comes out. She cannot judge adequately how much her students have "improved, matured, grown" (line 5-6). She asks her students to assist by completing a self-assessment exercise in which they "list three achievements they are proud of, any other extracurricular activity they participated in in school and outside of school, three subjects they wish to improve in and a plan

of action to make those improvements" (line 7-9). She uses this information to "personalize" (line 10) her assessment. Christina shows great ingenuity and open-mindedness in making room for her students in her practice.

Emotion and reflection inform Christina's process of professional learning towards assessment. She "marvel[s]" (line 13) at their "self-confidence, overall personal rigor, self-perception and inhibition, ability to justify their score" (line 13-14). She is shocked (line 16) at the students "scathing" (line 15) self-assessments and the "negativity" (line 19) some of her students express. And she relays the conversation she has with them to unpack the feelings the students have towards themselves. Feeling "angry" (line 24) about students being so down on themselves, she makes it her mission to "help them see themselves in a better light" (line 24). Christina demonstrates she is a very compassionate teacher towards her students. She wants them to take ownership of their learning and move forward positively.

Her approach, though, encompasses struggles:

Extract 6.24. Christina – online meeting (May 28, 2014)

```
1    The kids are brutal. They're so hard on themselves. I was telling my husband, like, I'm reading to
2    him one of the kids is like, "I yell out loud too much and I'm always interrupting people." And like
3    they are writing all this crazy stuff about themselves and I was like, "Oh I didn't see that. Like you
4    don't do it when I'm teaching you right?" But they're very hard on themselves. Even more than,
5    like, I am cause I think I'm fairly like nice when I mark. So, it's interesting cause they're so hard on
6    themselves and so you just have to take what they're saying. And then sometimes there's some
7    kids that are I tell them they're out of like reality. So, we have to have a little conference and be
8    like, "Do you really think you're doing that badly or you know why?" Cause they just don't have
9    confidence or other teachers are giving them you know bad marks or whatever it is. Or there's kids
10   that are like, "I'm giving myself excellent on everything." And I'm like, "How about this day and this
11   time when you did this and that?" They're like, "Oh wait maybe I need to reassess." And I actually
12   have them do it and then I say, "Well whatever you said is going on the report card but it has to be
13   honest cause I know what you should be getting but I want to see if you know, you know, and I
14   want to see if you know yourself."
```

Although Christina wants students to be involved in their assessment and their learning, she sometimes struggles to reconcile her professional knowledge about them and what they think about themselves. Much of this is illustrated through reported conversations Christina had with students. Through this interdiscursive exercise (Bakhtin, 1986), Christina negotiates the tension she feels from the power she can (potentially) exert over students during the assessment process by holding contradictory discourses in her narrative. Because she doesn't believe she should be the only one assessing the students, she invites them to play a role in their self-assessment. At the

same time, she claims to know what the student should be giving themselves (line 13). Christina takes a holistic approach to learning. She sees students' identities play out in their learning and observes how some students are "hard on themselves" (line 1), while others "don't have confidence" (line 8-9), still others think they are "excellent on everything" (line 10). Christina ties the assessment piece in her practice to developing students' identities, asking them if "you know yourself" (line 14). She positions herself as an empathetic teacher in tune with her students' development. She critically engages students to reflect on their learning and justify their ideas about themselves as learners which is part of her agenda to promote self-directed learning.

Christina shows ingenuity in her approach to students in the classroom. She carves out a large space for them to engage with their learning actively and invites them into positions of leadership over their own learning experiences.

21st century skills: digital and arts-based literacies

In the early days of the project, Christina presents herself as not particularly tech-savvy, stating: "this whole idea of twenty-first century technology has become really pressing in education. And I always enjoyed it, but I didn't know much about technology." (June 2013), and "you'd have to be more techy than I am" (November 2013). Despite positioning herself this way, Christina takes the responsibility of developing her own and her students' digital literacy in the classroom. She explains how her attitude towards technology shifted:

Extract 6.25. Christina – online meeting (June 6, 2013)

1   And through this group and the conversations we've had, I've really gotten into the idea of making
2   videos. I've got into the idea-- like, now I have my Mac and I do all my marking, all my
3   assessments, all my planning-- I make everything on my Mac. And I got an-- I [inaudible] videos
4   with the IPhone 5. And I'm moving to a new school next year and they're getting me an IPad. So,
5   I'll have a Mac, the IPad, and IPhone 5, and we'll have Wi-Fi. And I'm taking this cool junior AQ
6   where the lady who's teaching it, she is like a guru at technology and she actually does technology
7   advice and how to incorporate it into teaching for 47 schools in [redacted]. So, she's also showed
8   me a whole slew of things that can be done cause she runs her whole class on technology. And
9   so, I'm really excited about that because I think at first I was very apprehensive about this online
10   talking and face to face online stuff, and I didn't like it. And well, I still think that I shouldn't have
11   been online. I should've come in person, but I thought I should try to go online cause now at least I
12   like technology better, know how to use it more, want to learn more about it. And that's why I got
13   the IPhone 5 cause I want to get all the apps over the summer and learn how to use them and
14   learn-- learn how to incorporate them into my teaching cause we - I don't want to do anymore
15   textbook stuff. I never did for French, but next year I'll be teaching everything. Literally language
16   arts, social studies, drama, dance, character ed, arts, music, and French. And I want to use all of -

17 I want to use technology for all of them. And that was because I kind of came to this group and it
18 helped me to I guess look for what I'm interested in and then gain my confidence in technology.

Although Christina was "apprehensive" (line 9) about incorporating technology into her professional learning experience and her classroom, she has found inspiration through "this [CSCL] group and the conversations we've had" (line 1). Christina is also taking "this cool junior AQ" (line 5) course, where the teacher is "a guru at technology" (line 6). Christina's professional learning exposure to positive experiences and influences with technology has altered her perspective towards it. Over time, she has gotten to "like [the] technology better, know how to use it more, want to learn more about it" (line 12). She has even purchased an iPhone5 for herself to download Apps and "learn how to incorporate them into my teaching" (line 14). Christina's "confidence" (line 18) soars: she will be teaching several different subjects in the following year, including French and she wants to "use technology for all of them" (line 17).

When it comes to developing arts-based literacies, Christina feels confident about using theatre techniques in her classroom. She considers herself an artistic person and she finds creative ways of incorporating drama-based pedagogy into her classroom, alongside digital literacy development tools:

Extract 6.26. Christina – online meeting (April 23, 2013)

1   Last time that we met as a cohort we discussed using video to tape yourself and as well to tape,
2   you know, a class, to help yourself become a better teacher. To see what you're doing and how
3   the kids react to you. I also thought using this in language, cause I teach French, core French. It
4   might be interesting to have the students watch themselves, when they speak French and, you
5   know, develop an understanding of what they look like when they're in their French personality.
6   So, I got them to, basically, I taught them all the grammar already, I do that through music and
7   through a lot of like creative writing and right now they have a good knowledge of everything they
8   need to know for the year. So, I said, "I want you to take everything you know and I want you to
9   put it into a skit, some kind of dramatic piece and you're going to create it and you can pick
10 whatever theme you want, talk about anything you feel like." So, they did, because I wanted them
11 to make a video, but I didn't want to give them too many restrictions at this point, because it would
12 be new to make a video.

Christina infuses digital literacy work into her French class based on the advice and discussions she has with the CSCL cohort (line 1-2). For her, "using video to tape yourself (line 1) is a way to become "better" (line 2) at her practice. She transfers this line of thinking over to her students, thinking "[i]t might be interesting to have the students watch themselves, when they

speak French" (line 3-4). It also serves as a way for students to develop their identity as French speakers to get a sense of "what they look like when they're in their French personality" (line 5). For Christina, speaking French is a new identity that learners must take on and develop, much like a character in a play. This passage not only shows how Christina develops a new line of inquiry in her professional learning, but also how Christina incorporates other arts-based literacies to teach French, through "music" (line 6) and "creative writing" (line 7). Christina views the creation of a "dramatic piece" (line 9) by students as a way to bring together "everything they need to know for the year" (line 7-8). It is also a liberating exercise of expression therefore, Christina is careful to avoid giving "too many restrictions" (line 11).

For Christina, digital and arts-based literacies in the French classrooms are vehicles to engage students creatively and improve student-led learning. They are also means to accessing more complex topics, such as social justice. In the following section, Christina outlines how she uses social justice thinking in her professional learning and how it intersects with her classroom practice.

Advocating for Social Justice in FSL

Social justice plays two roles in Christina's professional learning journey. First, it is a concept to which she affords high status since encountering it in her higher education professional learning experience. After noticing social justice was relatively untouched in FSL research, she made it a centerpiece in her Master's (MA) research. Second, it is a tool she uses to make learning French meaningful to her students by connecting their personal experiences to their identity development in FSL.

The extracts below illustrate how Christina ties together language, culture and identity to open the doors towards social justice discussions with her students. In a paper she produced for an MA course (and subsequently shared on the CSCL forum), Christina strings together intercultural awareness, identity development and socio-pragmatic competence to justify her beliefs about language learning:

Extract 6.27. Christina – online forum (February 4, 2013)

1   When using language comparison techniques, allophone students' first languages should also be
2   utilized. Allophone students feel valued when they are asked to bring their home languages and
3   cultures into the language class. I ask my students to compare French to their home languages.
4   For example, when explaining the difference between tu and vous (in the singular second person
5   form), I ask them if there are two ways in their language to express this, one that is familiar and
6   one that is respectful. This is the case in most of their languages and, once again, the concept

7   transfer takes place. Cummins (2005) deems that "knowledge is more than just the ability to
8   remember. Deeper levels of understanding enable students to transfer knowledge from one
9   context to another. Moreover, when students take ownership of their learning—when they invest
10 their identities in learning outcomes—active learning takes place" (p. 38). By bringing my
11 students' languages into the French class, they are able to make connections between their home
12 languages and the French language. This validates their home cultures and creates the
13 opportunity to discuss identity in class.

Christina believes that allophone students' linguistic resources are an asset to the language learning experience and "should also be utilized" (line 1-2) in the classroom. Her aim is to ensure students feel "valued" (line 2). She positions herself as a caring and empathetic teacher who attends to her students' well-being before she is able to proceed with teaching language. Christina draws on the plurilingual approach to teaching language by asking students to "compare French to their home languages" (line 3). She provides an example of introducing students to the concepts of "tu and "vous" (line 4-6) where she is able to draw parallels to the languages her students are familiar with (line 3). Christina relies, therefore, on "concept transfer" (line 6-7), meaning that she acknowledges the knowledge that students come with and builds on it to develop their French competency. She cites Cummins (line 7-10) to illustrate her beliefs, referring back to academic knowledge and evidence to support her claims. This extract stresses the importance that Christina allocates to making "connections" (line 11), first linguistically, then culturally and emotionally as she engages with students to "discuss identity in class" (line 13). Christina reflects deeply on the implications of developing students' identity in FSL classes:

Extract 6.28. Christina – online forum (February 4, 2013)

1   Identity analysis is of particular importance in a supplementary language class. It is very difficult to
2   understand another culture without having a strong understanding of oneself.

Of "particular importance" (line 1) for Christina is identity work in language. Through reflexive learning students can "hav[e] a strong understanding of oneself" (line 2) to help them "understand another culture" (line 2), such as francophone culture in Canada. This extract captures the inextricable connection between self-reflection and critical intercultural awareness that Christina aspires to in her French teaching practice. She puts this link into practice using several techniques:

Extract 6.29. Christina – online forum (February 4, 2013)

1   In order to dispel one-dimensional perceptions of French culture, (ie the white man riding a bike
2   with a beret on his head and a baguette tucked under his arm) another interesting activity would

3   be to have the students view various photos taken in different countries that make up the
4   francophonie, followed by these discussion questions: What, if anything, makes this picture
5   French? Could a similar picture be taken somewhere in Canada? Does this picture remind you of
6   a country you are familiar with? In this way, students can make personal connections to
7   francophone people who are culturally similar to them. For example, my Jamaican students were
8   excited to find that zouk and compas music from the French Caribbean is similar to Jamaican
9   dancehall. This sort of discovery can lead to a discussion of colonization that led many countries
10 to speak English, Spanish, French and Portuguese. Students will realize that people who are
11 culturally very similar, ended up speaking different languages based on which country colonized
12 them.

Christina takes the challenge of "dispel[ling] one-dimensional perceptions of French culture" (line 1) head on. She fosters critical awareness by unraveling students' pre-conceived notions of what it means to be a French-speaker and seeking intercultural connections between francophone cultures and the cultures that students bring to the classroom (line 6-7). Christina engages her students with reflective questions: "What, if anything, makes this picture French? Could a similar picture be taken somewhere in Canada? Does this picture remind you of a country you are familiar with?" (line 4-6). Christina's questions draw the students in to examine what is Canadian-ness and she calls on them to bring the knowledge they hold about life in and outside of Canada to the classroom. She draws in the self by aiming for students to make "personal connections" (line 6) through "music" (line 8) or history (line 9-10). The following extract provides further evidence of how Christina mobilizes knowledge from her professional learning experiences in her MA program and integrates these new knowledges into her practice:

Extract 6.30. Christina – online forum (February 4, 2013)

1   It is crucial that allophone students are given the opportunity to analyze their own identity. These
2   students have already experienced acculturation or assimilation during initial encounters with
3   English. They are aware of the power English holds, especially when they become advocates for
4   their parents as a result of their parents' inability to speak English. French is Canada's other
5   official language. Mady (2012) notes that "allophones are more supportive of such bilingualism
6   than Anglophones. Their support for official language bilingualism is linked to their complementary
7   support for multiculturalism." (p. 6). Students may feel that French is being imposed upon them (it
8   is obligatory till grade nine) if their own cultural identities are left out of the French classroom.
9   When their cultural identities are included, they view French as another layer of multiculturalism.

Christina not only brings up issues surrounding identity in her class, she advocates student-led learning and believes that students need to "analyze their own identity" (line 1). She is conscientious of her students' experiences in the Canadian context where they have felt "acculturation or assimilation" (line 2). She alludes to the linguistic and symbolic dominance

(Heller & Mc Laughlin, 2008) of English in the Ontarian education context and how that affects students' relationships with their parents (line 3-4). Christina cites Mady who has led the charge in FSL research to reposition allophone learners as capable and motivated students in French programs. She draws parallels between Mady's research and her aforementioned beliefs about plurilingual approaches (Extract 6.27) to language learning, cautioning that "students may feel that French is being imposed upon them […] if their own cultural identities are left out of the French classroom" (line 7-8). In this extract, Christina demonstrates her capacity to marry theory with practice through her reflective writing. She also reveals an additive view of French learning for her students and frames it as "another layer of multiculturalism" (line 9) rather than a point of contention, mistrust or imposition. In another extract from the same forum post, Christina explains her thinking further:

Extract 6.31. Christina – online forum (February 4, 2013)

```
1    When students are given the opportunity to do this in the French language, it takes on a new
2    meaning for them. As they share something of themselves, French becomes a part of them.
3    Trilingual poems written in French, English and students' home languages are an effective way to
4    get students to reflect on various parts of their identity. Valdes (1986) points out that "if learners
5    have strong self-esteem in their own culture, their chances of becoming true citizens of another
6    culture are enhanced significantly" (p. 28). This is because they have a strong foundation that
7    serves as a point of reference throughout the language and culture learning process.
```

The crux of Christina's arguments and beliefs about French language learning is to re-frame the exercise to take on "new meaning" (line 1-2). Christina is attempting to work with the students' worldview to make French an enriching experience in their lives. Having students "reflect on various parts of their identity" (line 4) is a means to have French become "part of them" (line 2). She believes intrinsic motivation (Ryan & Deci, 2000) towards the subject of French is the best way for students to engage with the language and address the retention rate of students in French in high school classes. Christina's work is about building "a strong foundation" (line 6) for students in French, for them to work from when they go through the "process" (line 7), denoting a long commitment of learning the language. Christina draws on different areas to support her practice:

Extract 6.32. Christina – online forum (February 4, 2013)

```
1    A comparative cultural teaching approach enables students to reflect on and develop their own
2    identities by comparing themselves and their cultures to French cultures. This takes place after a
3    student has a strong foundation of identity analysis, as it involves the internalization of French
4    culture into the student's own identity as a result of speaking the French language and having a
```

5   better understanding of French culture. A person may have a strong command of grammar,
6   vocabulary and the rules that govern a particular language but "even speakers with a high degree
7   of grammatical competence may fail to maintain even basic conversations with native speakers
8   due to inappropriate transfer of socio-pragmatics" (p. 408).

Christina explains her beliefs about developing socio-pragmatic awareness among her students using a "comparative cultural teaching approach" (line 1). While grammar and vocabulary make up an important aspect of learning French, Christina does not place the onus entirely on language acquisition in her classroom. She returns to the idea of students building a "strong foundation" (line 3) based on "identity analysis" (line 3) which she feels stems from "comparing themselves and their cultures to French cultures" (line 2). She wants learners to make personal meaningful connections to the language via their identity as French speakers. Her goal is to work towards the "internalization" (line 3) of French culture, for it to become part of the students' selfhood, their "own identity" (line 4). She advocates speaking and using the language and cultural authentically (line 4-5), valuing meaningful oral competency and contrasts this to having a high command of grammar and poor socio-pragmatic competency. A quote signals the important status that academic research holds in shaping/supporting Christina's views. This extract illustrates Christina's deep and complex commitment to engaging her students with French language learning that goes beyond the grammar-translation approach and requires deep personal investment from the students.

In Year 2 of the CSCL network, Christina continues to reflect on what she believes language learning means to her students learning French:

Extract 6.33. Christina – online forum (November 11, 2013)

1   When my students come to me in grades seven and eight they have been studying French for four
2   or five years. However, both my students and I are painfully aware that they cannot speak French.
3   Most of them speak English as a Second Language so they know they are able to learn more than
4   one language. My students wonder why they cannot speak French after they've been studying it
5   for years. Their lack of fluency leads to a lack of motivation and, by the end of grade nine most
6   Core French students drop French because they can't speak it after studying it for six years. If
7   they have not learned anything new in French class and have not even learned much French,
8   then there really isn't any point in continuing to study French. Students in extended French and
9   French Immersion on the other hand learn in French instead of just studying the French language
10   and they can speak French. This study will explore the impact that teaching meaningful content,
11   intercultural awareness and sociolinguistic conventions has on the student motivation and their
12   fluency in the core French classroom.

Christina uses social justice as a vehicle for engaging her students with French to go beyond learning grammar and vocabulary and involve the students emotionally and intellectually. She explains how she and her students are both "painfully aware that they [the students] cannot speak French." (line 2). She alludes to the students' self-awareness about their work in the French classroom, stating "their lack of fluency leads to a lack of motivation" (line 5). If students attended English Language-Arts or Math class without progressing or feeling like they have learned anything "after studying it for six years" (line 6), it would be very problematic for schools, and yet, in FSL, this does not seem to be a major concern. Fluency is a marker of progress in French-language classrooms, however, Christina broadens the concept of fluency to include, not only grammar and vocabulary, but self-awareness about cultural and linguistic similarities and differences. She turns the acquisition of language fluency into a journey of self-discovery where students can explore "intercultural awareness and sociolinguistic conventions" (line 11) to reach student "motivation" (line 11) in the "core French classroom" (line 12). Christina reflects on the thought process she went through that motivated her to address social justice issues with her students in French class:

Extract 6.34. Christina – online meeting (May 28, 2014)

1 And so, when I started thinking about it I thought. "Well, all my students are allophones." Like, they
2 all speak French as a third language and they have other languages. I'm like, "So, I could look at
3 teaching students social justice in French."

Christina demonstrates how she ties her academic knowledge about "allophones" (line 1) to her experience in the classroom where her students "all speak French as a third language" (line 2). As Christina has shown in her academic writing and reflections, being multilingual and finding place in Canadian society is a social justice issue that is part of her students' identity development. The intersection between her professional learning in higher education and her lived-experience in the classroom form a catalyst that transform her FSL teaching practice.

As Christina tackles broader issues in social justice, such as identity, an important theme Christina returns to with her French students, she explains how her approach to the French curriculum addresses the short-comings students have faced in the system to date:

Extract 6.35. Christina – online meeting (January 22, 2014)

1 [And also, because for my thesis, looking at] if their oral French is augmented. If they get better at,
2 and more confident when they're speaking in French and they want to speak in French. And also,
3 their motivation because they're talking about issues of identify. Which is something they're

4   exploring considering their age as well as their identity. Like, as people who have more than one
5   culture, or hybrid cultures or even more than that, within themselves. Then, they're more
6   interested. Because it's like, it's content that's meaningful for them. It's not just, like vocab and you
7   know, verbs on the board, and so now they want to learn this language so they can use it to say
8   what they want to say because we're doing something interesting. So, that's what sticks. But then
9   at the same time. I'm also-- we're doing the social justice thing. Which we are doing in English. But
10   then, I think it's interesting in French because usually it's not done in French, right?

Christina has incorporated her ideas and her approach to language learning into her Master's thesis project (line 1) and it has become a major line of inquiry for her in the CSCL network. Her goals are to "augment" (line 1) her students "oral French" (line 1), help them become "more confident" (line 2) and improve their "motivation" (line 3) through the acknowledgement of their "hybrid cultures" (line 5) and their developing "identity" (line 4). In short, Christina is keen on engaging her students with the subject and making it "meaningful for them" (line 6). She dismisses the traditional grammar-focused approach to French learning stating, "[i]t's not just, like vocab and you know, verbs on the board" (line 6-7). For her, it's about "doing something interesting" (line 8) with/for her students. She tries to find "what sticks" (line 8) by infusing something new into the French classroom – namely, "the social justice thing" (line 9), which according to Christina, "[is] not done in French" (line 10). Christina identified a problem in the French classroom (i.e., student motivation and retention) and found a creative and resourceful way to address the problem by introducing a new element of learning (i.e., intercultural awareness, socio-pragmatics, and identity development). Christina explains in more detail how she incorporated a social justice unit, drawing on arts-based and digital literacies, in her French class:

Extract 6.36. Christina – online meeting (January 22, 2014)

1   Because I believe at the beginning of the year, it was more important for me to build my
2   relationship with my students. Get them to trust me and understand me. To see that I cared about
3   them. So, I worked on actual French grammar. I went through all the verbs. I went through using
4   them in context. I would actually make them little skits and they would act them out. And then after
5   that, I had them starting to write their own skits. And then I had them start filming them and making
6   them into videos, just on whatever they wanted. So, we did all that, before we went to this. Cause
7   this would be too hard to start with, and they would trust me and know me and care at that point,
8   right? So, by the time it was April, March-April, they knew me well. They understood what we were
9   doing. They were well advanced on the French trajectory and so then, what I started doing then, is
10   for one week, we had basically the class was all in English. I said, "This week, we're having it in
11   English because I want to define some of the terminology." Because they didn't know a lot of
12   these terms. Like, different types of exclusion. And we had to talk about classism and talk about all
13   these different things. And sexism. And we actually went through all of these different terms first.

141

14   But we did it in English. And then we did, like, a concept transfer. And we put them in French. So,
15   they had all the definitions in French, that we already established in English. And they understood
16   well in English, and then they understood them in French after. Cause it would have been too
17   much to throw it on them in French. Cause it's a lot of stuff to think about. And they wanted to talk
18   about their own personal experiences in English, cause it would be hard to do so in French at first.
19   So, once we did that, then I had this week where I showed them all these videos.

Christina returns to the idea of "build[ing] relationship[s]" (line 1-2) with her students. Demonstrating an empathic practice towards her students' learning, she focuses on getting "them to trust [her] and understand [her]" (line 2). She is passionate about ensuring her students know she "cared about them" (line 2-3). Christina scaffolds her students' learning by giving them the "grammar" (line 3) bases they might need. She makes skits for them (line 4) and later asks them to create their own (line 5). She remains conscientious, making sure things don't get "too hard" (line 7) for her students. For her, this is an element of "trust" (line 7) and "care" (line 7) that the teacher must demonstrate towards her students. She wants students to be self-aware of their learning, to "under[stand] what we were doing" (line 8-9), which is in line with promoting student-directed and self-determined learning.

While ELL access to French is limited in some schools (Bourgoin, 2016; Masson & Mady, in press), Christina does acknowledge this is not an issue in her school. However, she is keenly aware that having allophone students in her French classroom changes the dynamics of how French is typically taught. She goes beyond reproducing traditional models for teaching French to develop her own that addresses a problem she has identified across the French language program: positioning students as active knowledge-creators and contributors to the classroom to address issues of student motivation and retention. For instance, Christina never refers to her FSL course as a "second language" course. Because she and many of her students are plurilingual, she simply refers to it as "French" class. Even in the discourse she uses to talk about her practice, Christina is making a political statement about the status of her subject matter.

Christina's use of discursive practices

In the next section, I discuss the specific discursive practices Christina uses in the CSCL network and how each of these evolve over the three years she spends with the community. I return to the previously discussed three major discursive practices: *Connecting, Situating* and *Reviewing* in the analysis.

Evolution of Christina's discursive practices Connecting

Figure 6.7 shows Christina's use of discursive practices for the purpose of Connecting with others in the CSCL network during her years in the study.

Figure 6.1. Percentage of Christina's discursive practices Connecting each year

Christina's most frequently used discursive practice in order to connect with others is *Offering information-skill*. It remains above the 30% threshold during her time in the CSCL network. It diminishes from Year 1 (51%) to Year 2 (35%), and nearly doubles in Year 3 to 60%.

All of Christina's other discursive practices remain under the 25% threshold over the years. As can be expected, *Establishing code of conduct* shows a decrease. It drops by half every year; from Year 1 (18%) to Year 2 (9%), and disappears in Year 3. *Expressing emotions* also shows a decreasing trend. It also drops by almost half each year, going from 7% in Year 1 to 3% in Year 2 before disappearing in Year 3. However, *Showing affection* shows a reverse trend. It appears in Year 2 at 5% and remains at that level in Year 3 as well.

Reporting also undergoes a dramatic ten-fold increase from Year 1 (2%) to Year 2 (21%). It levels off in Year 3 at 20%. Making links appears at 13% in Year 1 and nearly doubles to 23% in Year 2. It returns to 10% in Year 3. *Asking for something* never crosses the 10% threshold. It begins at 9% in Year 1 and decreases 3-fold in Year 2 to 3%. In Year 3, it increases to 5%.

Of note in Figure 6.7 are the decreasing levels of *Establishing code of conduct* which are consistent with trends found among Sophie's discursive practices which suggests that over time, the CSCL network community has set rules for the itself and requires less negotiation of those rules. Christina's most frequently used discursive practice, *Offering information-skill*, is consistent with her approach to sharing information or advice with others during their meetings. The dramatic increase of *Reporting* may be due to the fact that Christina begins working at a new school in Year 2 and she reports to the community how she is developing her practice there.

Evolution of Christina's discursive practices Situating herself

Figure 6.8 illustrates the discursive practices Christina used to Situate herself in the CSCL network during her years in the study.
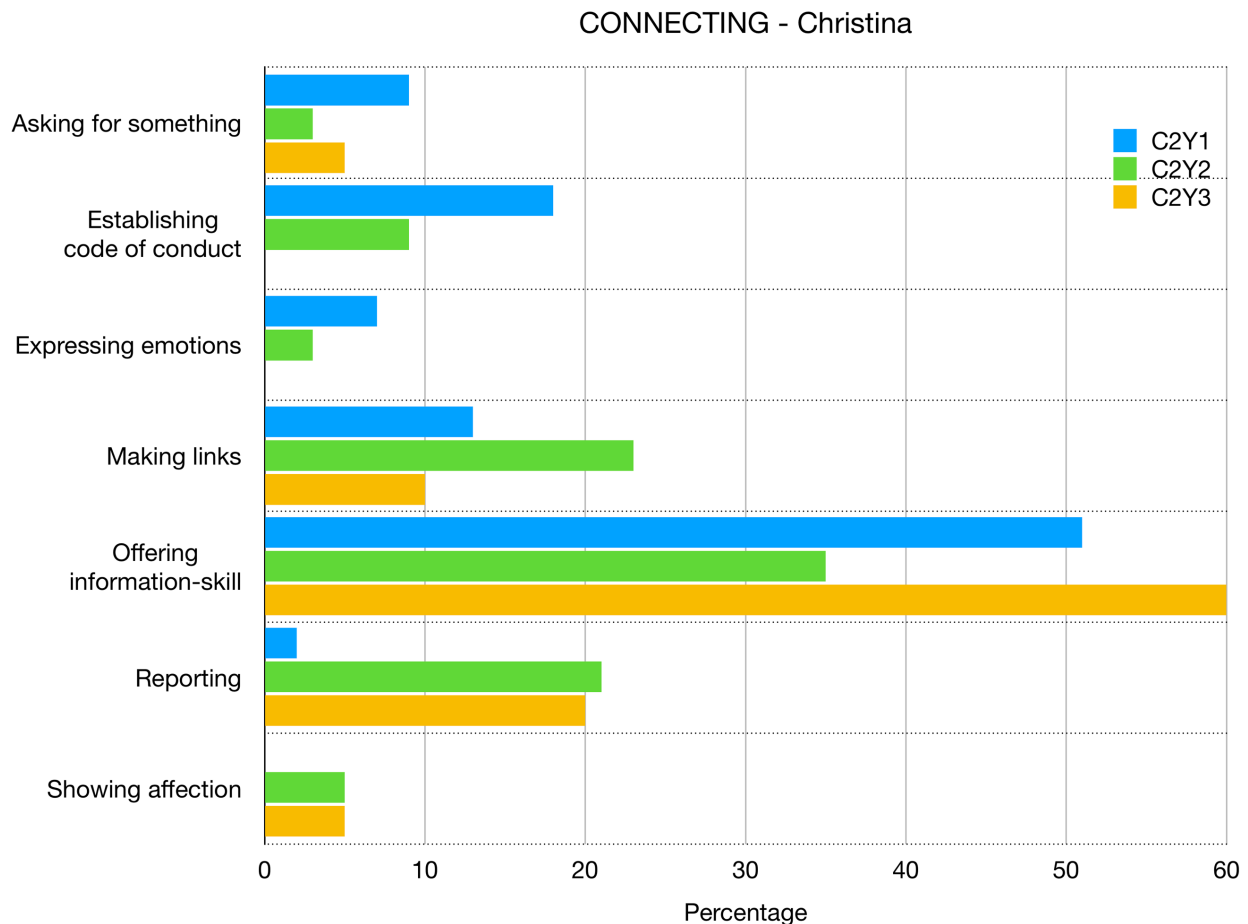

SITUATING - Christina
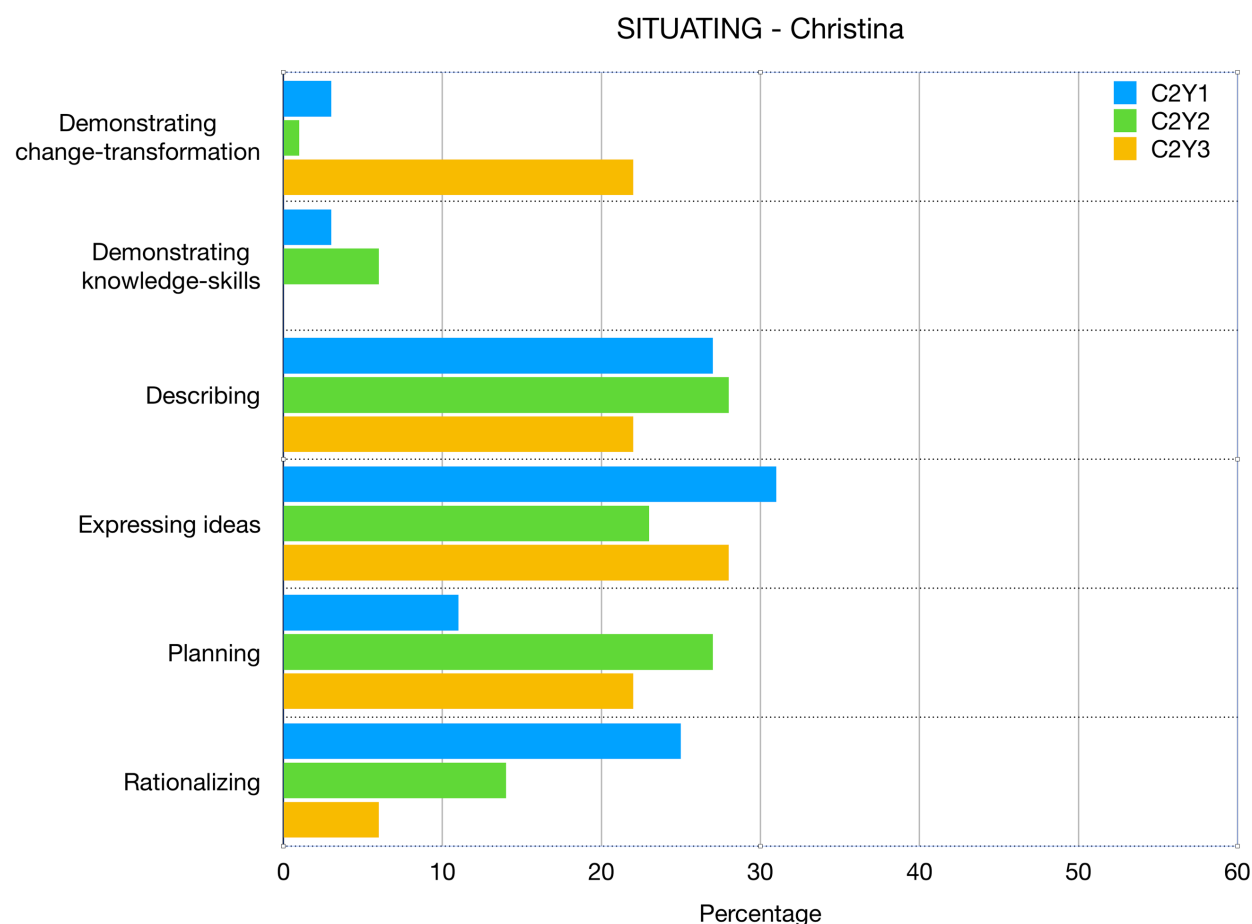
Figure 6.2. Percentage of Christina's discursive practices Situating herself each year

Christina's most frequently used discursive practices over the years are *Describing* and *Expressing ideas*. Her levels of *Describing* remain fairly constant in Year 1 (27%), Year 2 (28%) and decrease slightly in Year 3 (22%). Expressing ideas also remains at a similar threshold starting at 31% in Year 1, decreasing to 23% in Year 2 and increasing to 28% in Year 3.

Her next two most frequently used practices are *Planning* and *Rationalizing*. They undergo reverse trends. Planning begins at 11% in Year 1, it more than doubles to 27% in Year 2 and decreases slightly to 22% in Year 3, remaining at a level double of what it was in Year 1. Rationalizing begins at 25% in Year 1 and nearly halves in Year 2 to 14%. It decreases by almost half again in Year 3, falling to 6%.

The two most least frequently appearing discursive practices are *Demonstrating change-transformation* and *Demonstrating knowledge-skills*. Both appear at 3% in Year 1, however, in Year 2, *Demonstrating change-transformation* decreases to 1%, while *Demonstrating knowledge-skills* doubles to 6%. In Year 3, *Demonstrating Knowledge-skills* disappears while *Demonstrating change-transformation* makes a dramatic increase to 22%.

Describing and *Expressing ideas* as the most frequently used discursive practices is consistent with Christina's approach to sharing details and information about what she is doing with others to establish herself in the community. Her increase in *Planning* in Year 2 is consistent with what we might expect to find from a teacher who has just begun working in a new school. Her decrease in *Rationalizing* suggests over time Christina feels less the need to justify her choice, especially since *Reporting* (Fig. 6.7) and *Describing* (Fig. 6.8) remain frequent discursive practices used at or over 20% from Year 2 onward.

The dramatic increase of *Demonstrating change-transformation* in Year 3 suggests Christina undergoes a deep transformation that year, possibly from interacting with new members of the CSCL in the merge cohort meetings.

Evolution of Christina's discursive practices Reviewing

Figure 6.9 demonstrates the Reviewing discursive practices Christina used in the CSCL network during her years in the study.

REVIEWING - Christina
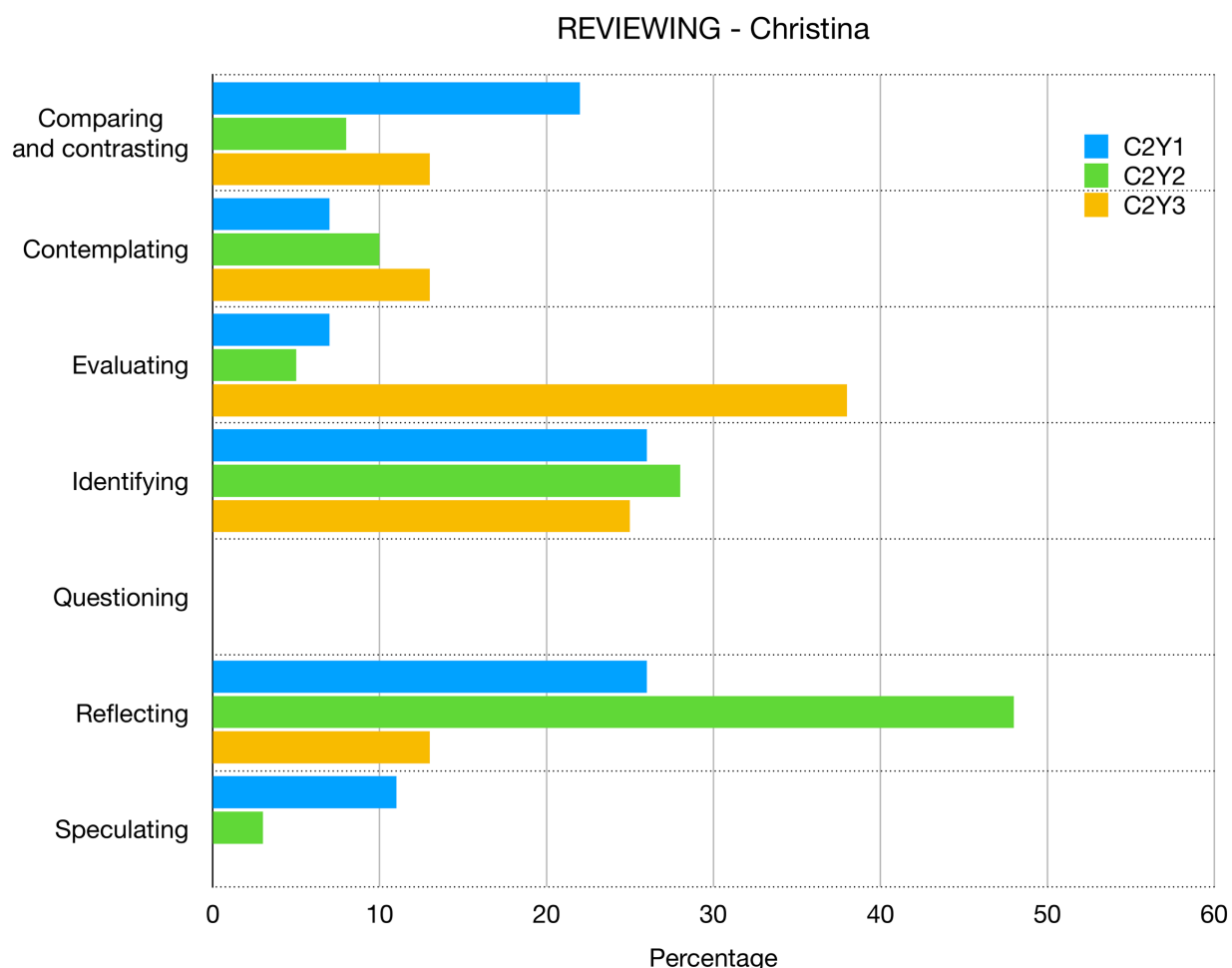
Figure 6.3. Frequency count of Christina's discursive practices Reviewing over her first two years in the CSCL network

The most consistent discursive practice in Christina's *Reviewing* practice is *Identifying*. It remains steady over Year 1 (26%), Year 2 (28%) and Year 3 (25%). In contrast, *Evaluating* and *Reflecting* show dramatic fluctuations. *Evaluating* decreases from Year 1 (7%) to Year 2 (5%) and increases more than seven-fold in Year 3 (38%). Reflecting almost doubles from Year 1 (26%) to Year 2 (48%) before decreasing dramatically to 13% in Year 3.

Contemplating shows a steady increasing trend from Year 1 (7%) to Year 2 (10%) to Year 3 (13%). However, *Speculating* decreases from 11% in Year 1 to 3% in Year 2 before disappearing in Year 3. Showing a more irregular progression, *Comparing and contrasting* begins at 22% in Year 1 and more than halves by Year 2 (8%), before increasing again in Year 3 to 13%.

Noticeably absent from Figure 6.9 is the code for *Questioning*, which entails critiquing and questioning the status quo. Not one to overly critique her circumstance, the finding is consistent with Christina's approach to dealing with issues in her school. She prefers to assess the situation, for instance, she makes frequent and steady use of the discursive practice of *Identifying*, and then *Reflecting* on a situation, Planning (Fig. 6.8) and *Offering information-skill* (Fig. 6.7) to potentially address a problem.

It is possible that the sudden increase of *Reflecting* in Year 2 may be that upon entering her new school that year, Christina reflects on her past experiences in her previous school. It would then possibly explain the dramatic fluctuations in Year 3 in Christina's *Evaluating* practice: due to the fact that she after a year at her new school, she is Evaluating her situation there.

The steady increase in *Contemplating* would suggest that over time Christina develops an affinity for entertaining new ways of thinking or engaging with her practice. This might indicate that she is more attuned to the comments made to her by her colleagues in the CSCL network than her narrative initially suggested. This interpretation appears to be corroborated by the finding in Figure 6.8 which demonstrates a dramatic increase in *Demonstrating Change-transformation* in Year 3.

Christina's experience in the CSCL network

Participation in the CSCL network also has six distinct benefits for Christina: 1) easing the transition back to school after the summer, 2) learning how to do research, 3) incorporating technology into her practice, 4) fighting burnout, 5) having a safe space to go to and, 6) learning about other school contexts.

Extract 6.37. Christina – online meeting (March 28, 2013)

1 We were recharged, refreshed, ready to go again. We were actually getting into mode of, like,
2 thinking about going back to school, what we wanted to do. So, it was just amazing cause when I
3 went back to school the transition was seamless. It didn't seem like, "Ugh! I'm tired, I have to go
4 back to work." It seemed, like, "Oh, I've already been talking about work, doing this." And so that
5 was just transcendent-- having that happen in the summer right before we have to go back to
6 work. It was perfect timing.

Christina refers to the positive effects she felt from her participation in the 3-day summer institute. It helped her feel "recharged, refreshed and ready to go again" (line 1). Specifically, the

meeting helped her to think "about going back to school" (line 2) and "what we wanted to do" (line 2). It was an opportunity to debrief on the previous year's work and prepare for the coming school year. Christina described the experience as "amazing" (line 2) since it helped make the transition back to school "seamless" (line 3).

Christina presents two different discourses teachers might face in their practice: one where the teacher is tired, overwhelmed and unexcited to go back to work "Ugh! I'm tired, I have to go back to work" (line 3-4), and one where the teacher is ready to face the new school year "Oh, I've already been talking about work, doing this" (line 4). The two discourses contrast in the preparedness and enthusiasm the teacher demonstrates towards their profession. They also exemplify the emotional ups and downs teachers must navigate in their practice. She credits the CSCL summer institute with being "transcendent" (line 5) in helping her prepare for her return to work, calling it "perfect timing" (line 6).

Extract 6.38. Christina – online meeting (April 2, 2014)

1   Finally, after listening to people's feedback and working by myself, I know how I'm going to
2   approach my thesis now.

Finishing her higher education degree is very much part of Christina's professional learning journey during the project. Christina's CSCL colleagues played a role in helping Christina find her way during her Master's research, giving her "feedback" (line 1). The CSCL network offered a space to exchange ideas.

Extract 6.39. Christina – online meeting (May 28, 2014)

1   Well, you guys made me think about how to focus [my thesis work] cause I was having a hard time
2   actually writing a literature review, cause there wasn't any literature on what I want to do. Like
3   social justice in core French. There's nothing.

As Christina explains further, she was able to sharpen the focus of her thesis research via discussions with other members of the CSCL network. The group provided her support when she was having "a hard time" (line 1) and encouraged her to tackle an issue with very little research to date (line 2): "social justice in Core French" (line 3).

Extract 6.40. Christina – online meeting (June 6, 2013)

1   And that was because I kind of came to this group and it helped me to, I guess, look for what I'm
2   interested in and then gain my confidence in technology.

Christina also describes how the VPLC project opened her mind to technology-mediated learning. As Christina described in extracts 5.56 and 5.57 (on digital and multiliteracies), she was interested, but somewhat apprehensive about incorporating technology into her practice. However, the exchanges with other CSCL network members, and the fact that CSCL meetings included much technology use helped Christina "gain confidence in technology" (line 2).

Extract 6.41. Christina – online meeting (June 6, 2013)

1   Every time we meet we're so positive. And by the end I always feel so happy after we have these
2   meetings. Like you feel like rejuvenated and that you have more ideas and you can go back and
3   try something else and report it back cause you feel supported. And so, like, this professional
4   learning community idea should really be extended to, like, all teachers all the time.

For Christina, the CSCL project led to "positive" (line 1), "happy" (line 1) interactions that made her feel "rejuvenated" (line 2). Not only did the CSCL meetings combat burnout for Christina, they also provided her with "more ideas" (line 2) to "go back and try" (line 2-3) and made her "feel supported" (line 3). Christina feels this kind of professional learning experience should be "extended to […] all teachers all the time" (4). The CSCL experience for Christina was such that she feels other teachers would benefit from such an approach to professional learning.

Extract 6.42. Christina – survey (February 26, 2014)

1   The PLC is a safe place to voice concerns [and] celebrate triumphs. […] My expectations were to
2   grow as a teacher by speaking about my practice and beliefs, to learn about the realities in other
3   schools/boards/ countries, to gain invaluable information for my future as an administrator and to
4   have some time to focus on my own research. This has happened as continues to happen.

Christina feels the CSCL network is a "safe place" (line 1) where she can "voice concerns" (line 1) and "celebrate triumphs" (line 1). The CSCL project approach to professional learning created a liminal space (Kooy & Colarusso, 2013) for teachers to explore their professional learning and development, and feel safe doing it.

Summary

The findings from this chapter confirm that for Christina presenting as a teacher who offers information and reports back on her situation are among her most frequent discursive practice. This would confirm the analysis presented in her small stories which suggests that Christina is keen on having her voice heard and establishing herself as an active educator in the community. In one exemplary instance, Christina responds to a colleague's comment thusly: "I

know what you're saying - I just want to tell you what happened." (November 2013). Her professional identity narrative hinges on the fact that Christina needs to be heard, seen and acknowledged for the work she does in her school. The analysis in this chapter suggest that Christina's story is one of establishing her presence in her community through action.

Christina comes into the study with curiosity and a willingness to try anything. She describes her professional context as supportive, but still lacking in opportunities for her to engage with other teachers, especially FSL teachers. Christina addresses this lack of support by making her own opportunities for learning: she joins the CSCL network, she goes on teaching abroad experiences, and she experiments with introducing new literacies (digital and arts-based) in her FSL classroom to tackle complex issues, such as social justice. Christina puts her ideas of meaningful collaborative learning into practice inside and outside of her school. She creates her own space, because one is not provided for her at her school, to experiment and develop her practice. Her professional learning narrative centres on establishing her sense of identity as an active and engaged FSL teacher educator who can be a source of support for other teachers in need. She rarely asks for help, and therefore prefers to position herself as a knowledgeable peer who is able to assist others. This positioning affords Christina the opportunity to pre-emptively reject the professional isolation she faces in her school as an FSL teacher. Christina's narrative is counter to the one most commonly seen in the research literature about FSL teachers feeling disempowered. Her approach to her professional learning is highly situated and self-directed. She is an agent in her own learning.

CHAPTER 7 : COMPARATIVE MULTIPLE CASE STUDY

"Recharged, refreshed and ready to go again"

(Christina – March 2013)

This chapter addresses research question 3: *What did the FSL teachers report about their professional learning experience in the CSCL network?* I review how Sophie and Christina felt about their professional learning experience in the CSCL network (sometimes also referred to as the Virtual PLC – VPLC). Throughout the study, Sophie and Christina reflected and commented on the effects of participating in the CSCL network on their professional learning experience.

A comparative analysis of Sophie and Christina's professional learning narratives

The analysis chapters 5 and 6 reveals the complex moves these two FSL teachers make as they renegotiate their professional selves in the CSCL network. Upon entering the study, Sophie feels disempowered and dissatisfied with the way FSL teacher learning unfolds in her school context, while Christina demonstrates professional curiosity, seeking alternative ways to engage with and develop her practice. Both of their narratives pick up on elements that are made evident in the research about FSL teachers. For instance, Sophie feels unsupported in her practice. Christina touches on her professional isolation when she explains that she does not have a teacher partner in her school *because* she is an FSL teacher. Both express the feeling that current professional learning approaches are unadapted to their needs, either because they are based on the one-shot workshop model (Sophie), or because they are not offered to FSL teachers (Christina). From the professional learning inquiries they engage in with the CSCL network, both teachers demonstrate how they resist the ways policy and discourses shape exchanges in their boards.

Although some elements found in the literature about FSL teachers emerge in Sophie and Christina's narrative, the evolution demonstrated in Sophie's narrative and the entrepreneurial spirit revealed by Christina's approach to her own professional learning calls into question the way FSL educators are portrayed as small players in their learning who are constrained by restrictive policies and practices (Ramanathan & Morgan, 2007). The analysis suggests that there

is room for a more textured interpretation of FSL teachers' professional selves and that the discourse in the research community may need to evolve to reflect alternative realities for FSL teachers.

Two elements are noticeable due to their absence in Sophie and Christina's narratives. Neither of the teachers mention their French language competencies and how this relates to their professional identities. Although they are both second language speakers of French, their primary focus seems to be on fostering students' love of the language and maintaining motivation. Sophie and Christina both stay closely attuned to their students' needs to develop their practice. They feel confident in the fact that they are following curriculum or school requirements and they establish themselves as professionals to do it. The lack of discussion about their French-speaking selves over the entire course of the study was somewhat of a surprise given the important focus that is developing in research on language teacher identity.

A second element that failed to appear in the narratives was discussions of race and gender from the teachers' perspectives. Both teachers were aware of their students' ethnic, racial, gender and socioeconomic realities. However, the way in which these different facets played out for the teachers themselves, as women, or in Christina's case, as a woman of colour, teaching FSL is noticeably absent from the small stories that were shared in the CSCL network. This might suggest these teachers do not consider these identity markers important, or they have been erased from their consciousness when it comes to their professional practice. This absence in the data raises questions about why it is not present here.

Both of these elements, linguistic competencies and racialized experiences, are central to research on FSL teacher professional learning. Further research exploring FSL teachers learning identity which addresses these elements is needed.

A comparative analysis of Sophie and Christina's use discursive practices

To answer the question of how FSL teachers use discursive practices in the CSCL network, I was curious to look at what these discursive practices were and how they evolved over the four years. The results were quite different for each teacher indicating there is no one formula for learning. The analysis in the following section uses a descriptive quantitative analysis of frequency counts to look for patterns in the discourse teachers use in a professional learning context.

Sophie and Christina's overall discursive practices

Figure 7.1 captures the distribution of Sophie and Christina's discursive practices over the course of their time in the study.
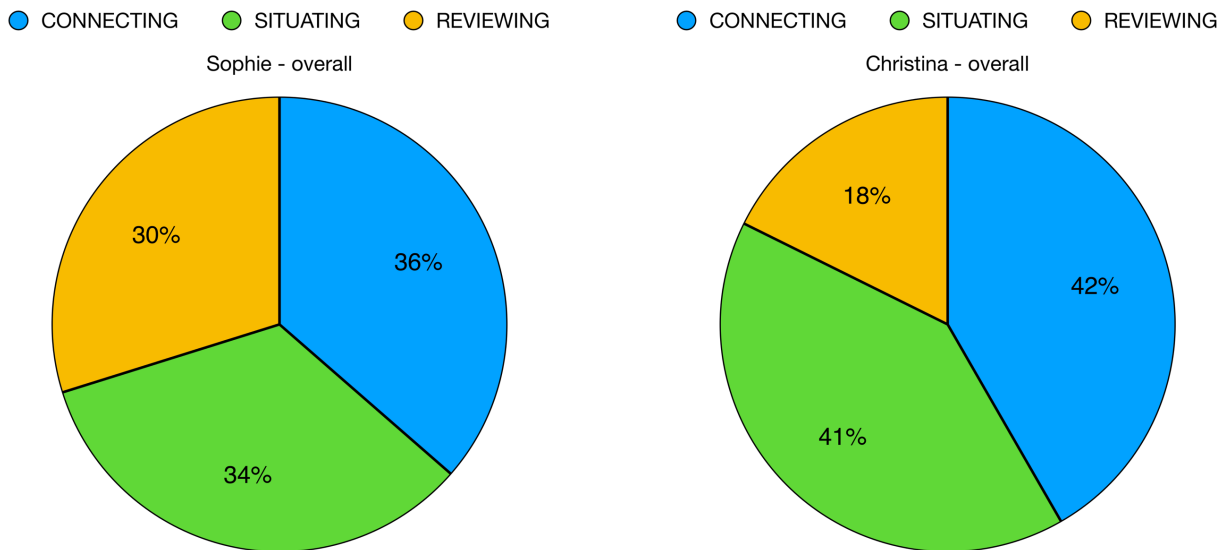
Figure 7.1. Sophie and Christina's overall discursive practices (Connecting, Situating and Reviewing) during their years in the CSCL network

Sophie's discursive practices were more evenly distributed than Christina's, while Christina's most frequent discursive practices were *Connecting* (42%) and *Situating* (41%). *Connecting* with other members of the CSCL network made up 36% of Sophie's discursive practices and 42% for Christina. *Situating* themselves made up 34% of Sophie's discursive practices and 41% for Christina. Sophie and Christina also diverged in their amount of *Reviewing* (30% and 18%, respectively).

Figure 7.1 shows some differences in the frequency of use of the three major discursive practices for Christina and Sophie over the course of the study. It suggests that teacher learning patterns are unique to each teacher based on their preferred communication style, or specific needs at different points in their careers. Further research is needed with larger groups of teachers to determine if there is a standard distribution of these discursive practices in teacher professional learning exchanges, or if other discursive practices emerge in different groups.

A comparison of Sophie and Christina's overall discursive practices

Figure 7.2 offers a comparison of Sophie and Christina's overall discursive practices during their time in the study.
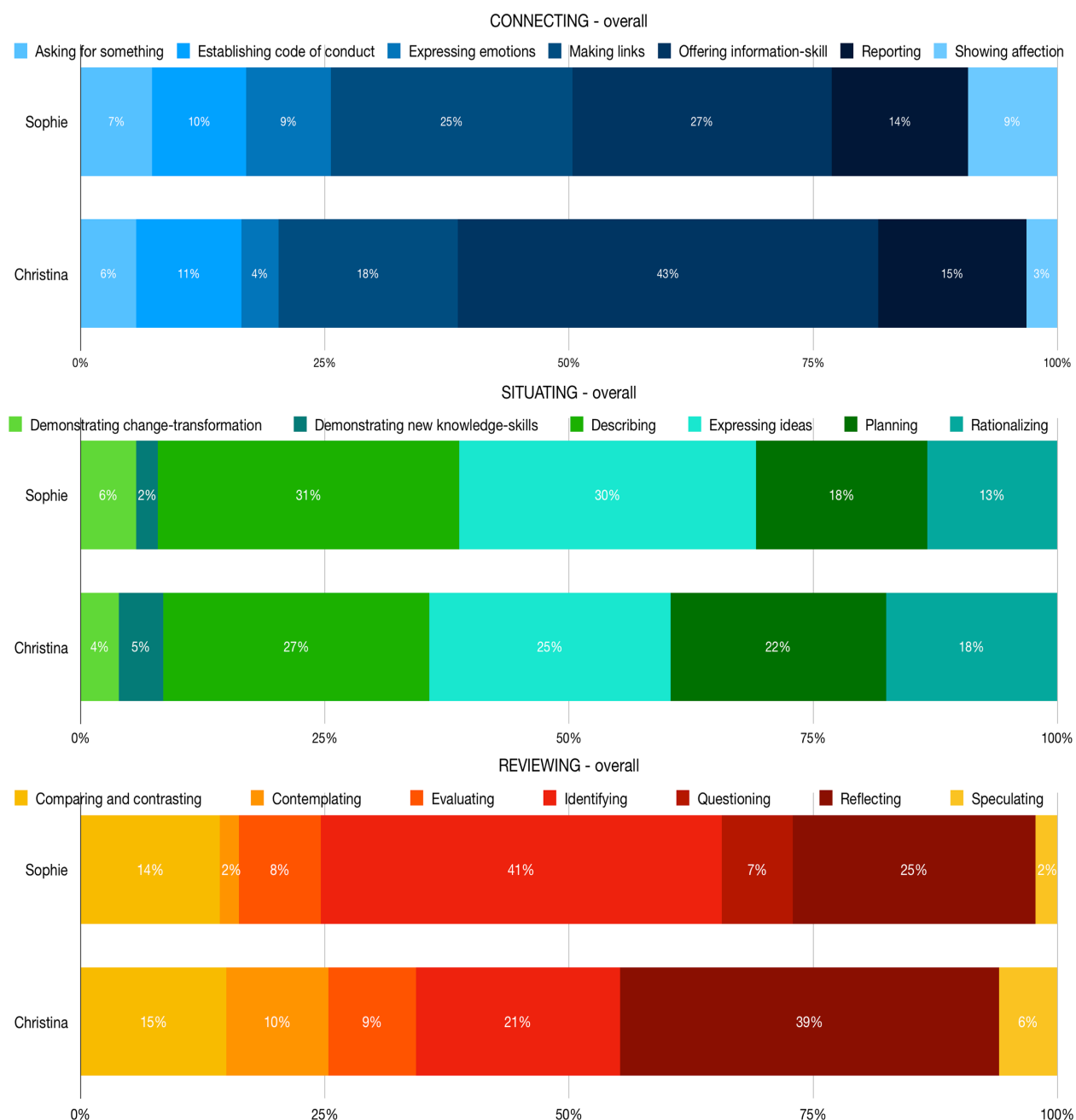
Figure 7.2. Sophie and Christina's overall discursive practices (Connecting, Situating and Reviewing) during their years in the CSCL network

Sophie and Christina show similar patterns in the distribution of certain *Connecting* discursive practices: *Asking for something* (7% and 6%, respectively), *Establishing code of conduct* (10% and 11%, respectively), and *Reporting* (14% and 15%, respectively). Their two most frequently used discursive practices for *Connecting* with others are the same, but they show the greatest variation in the amount of use. Sophie used *Offering information-skill* 27% of the

154

time while Christina used it 43%. *Making links* made up 25% of Sophie's discursive practices, while it made up 18% for Christina. Sophie and Christina also showed some variation in their use of *Expressing emotions* (9% and 4%, respectively) and *Showing affection* (9% and 3%, respectively).

Their discursive practices *Situating* themselves show greater similarity than their *Connecting* practices. For both teachers *Describing* and *Expressing ideas* were the most frequently used discursive practices: they made up almost a third for Sophie (31% and 30%, respectively) and a quarter for Christina (27% and 25%, respectively). *Planning and Rationalizing* were their next top-two discursive practices occurring 18% and 13% of the time respectively for Sophie, and 22% and 18% of the time respectively for Christina. The greatest variation occurred with *Demonstrating change-transformation* which was 50% more frequent for Sophie (6%) compared to Christina (4%), and *Demonstrating knowledge-skills* which was more than twice as frequent for Christina (5%) compared to Sophie (2%). This finding suggests the two teachers had different orientations towards their professional learning.

The *Reviewing* practices illustrate the most variation among them, save for two: *Comparing and contrasting* (14% for Sophie and 15% for Christina) and *Evaluating* (8% for Sophie and 9% for Christina). Noticeably absent from Christina's repertoire of discursive practices is *Questioning,* which appears across 7% of Sophie's discursive practices of *Reviewing*. Meanwhile, Christina uses *Contemplating* five times as much as Sophie (10% and 2%, respectively). Sophie practices *Identifying* issues in her professional context almost twice as much as Christina (41% and 21%, respectively). Christina uses *Speculating* as a discursive practice for *Reviewing* three times as much as Sophie (6% and 2%, respectively) and *Reflecting* nearly one third more than Sophie (39% and 25%, respectively). The findings suggest the two teachers have very different and unique approaches to how they use *Reviewing* in their professional learning.

In terms of *Connecting* with others. Both teachers used *Offering information-skill* and *Making links* most frequently. However, Christina's distribution of use suggests positioning herself as a knowledgeable peer by *Offering information-skill* was more frequent than Sophie. Meanwhile, Sophie sought to connect with others by *Making links* more frequently. The findings support the narratives that emerged in both teachers discourses in Chapter 5.

In terms of *Situating* themselves over time in the CSCL network, both of the teachers show a similar pattern of use for *Describing, Expressing ideas, Planning* and *Rationalizing* ranging from most common to least common, respectively. The findings suggest that these four practices were central to these two teachers in determining where they stand in their professional learning.

The findings demonstrate that for both Sophie Christina *Identifying* and *Reflecting* are their primary *Reviewing* practice. This aligns with the intense reflection they undertake in their professional learning narratives in Chapters 5 and 6. Other practices in *Reviewing* vary more strongly between Sophie and Christina. The findings indicate that Christina uses *Contemplating* five times as much as Sophie in her professional learning approach. This would support the findings from Chapter 6 which illustrate the way Christina positions herself as a very active and involved teacher who seeks out new experiences and is willing to try out new ideas in her practice. For Sophie, *Questioning* is an important aspect of her professional learning narrative in Chapter 5 as she uses this practice to question the status quo in her school and fuel her transformation.

In the following section, I explore how each of the discursive practices evolve for each teacher individually over the years. It is important to note that for both teachers the number of utterances diminish in the last year of the study. This was the year with all mixed meetings between the cohorts, save one for each of them (see Figure 4.1.). Although the teachers (N=17) all knew each other from the summer institutes and the online forum, this meant that there were more teachers present at each meeting, therefore, less time to talk. It also shifted the dynamics between the teachers somewhat who had to re-establish interaction patterns with new group members.

Sophie and Christina's experiences in the CSCL network

Sophie and Christina's perceived benefits of the CSCL project also overlapped in four areas: 1) connecting with like-minded people, 2) feeling supported, 3) feeling empowered, and 4) feeling more confident.

Both Sophie and Christina feel happy to "share ideas with like-minded individuals" (Christina, survey, February 26, 2014). Sophie's survey response captures the sentiment: "It's been an amazing experience so far in this group. I enjoy meeting and sharing with other teachers who share my passion for improving teaching" (survey, March 30, 2012).

Sophie and Christina have also both touched upon the importance of feeling supported in previous extracts (e.g., *Extract 5.2, Extract 5.3, Extract 6.37, Extract 6.41*).

For Christina, the VPLC project experience allowed her to do "work that I felt empowered to go out and look into and I know what I'm doing" (Christina, online meeting, April 2, 2014). As she described in Extracts 6.38, 6.40, and 6.41, she felt empowered to take ownership of her learning and move forward based on her needs. Sophie shares the sentiment: "It empowers teachers to find their own voice, develop areas of their own interest that suit their needs and curiosity at any given moment to continue to improve their practice and further develop their craft" (Sophie, survey, February 26, 2014).

Both Sophie and Christina described feeling empowered and gaining confidence in their risk-taking and decision-making. As Sophie describes it: "Well, you know I just completed my M.Ed. in second language education at [redacted University name] and I did several courses in teacher development. I feel that I have done extensive research and you know read hundreds of articles on these topics and I know what I'm talking about" (Sophie, online meeting, February 19, 2013). Meanwhile, Christina grew in confidence when it came to incorporating technology into her practice (e.g., *Extract 6.40)*.

Figure 7.1 captures how Sophie and Christina report their experience in the CSCL network providing a visual diagram of the effects the FSL teachers felt their participation in the VPLC project had on their practice.
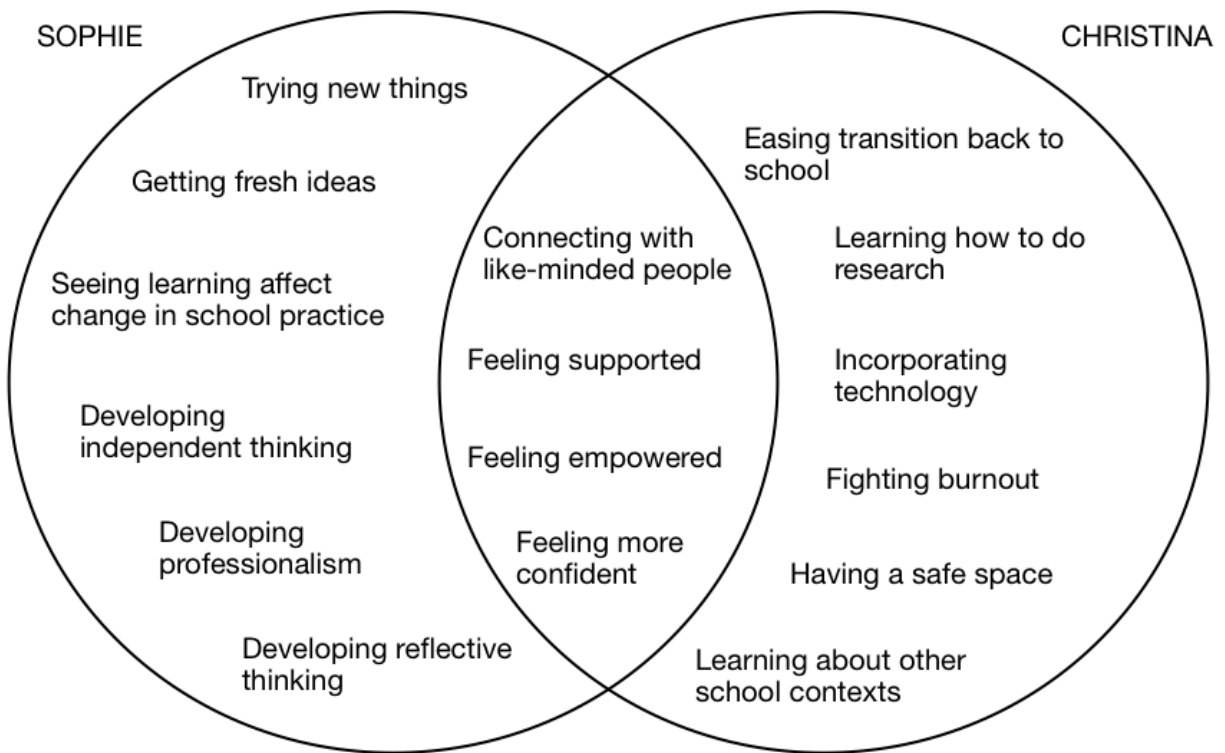
Figure 7.3. Reported effects of participating in the VPLC project on professional learning for the two FSL teachers

In Figure 7.1, both Sophie and Christina share emotional connections to the project. They feel empowered, supported, more confident, and they appreciate connecting with like-minded peers. While Sophie's experiences focus on developing her teacher knowledge-base, Christina's experience address her need for solidarity and developing her sense of self as a professional educator. She also appreciates learning from her peers to enhance different facets of her teacher knowledge-base.

It is important to note however, that the particular development of this project included face-to-face interactions between the teachers which they stated were an important part of development bonds and trust among members of the community. The CSCL network was an easy, accessible and affordable way to encourage the free-flowing exchange of ideas. As a mediational tool for learning, the CSCL network allowed for the deepening of social, cognitive and emotional interactions between the teachers. It also became a useful tool where teachers could gather information and resources they developed over time. It documented their exchanges making review convenient. Most importantly, it enabled the teachers to create a virtual space

where they established their own culture of learning and interaction, where they felt safe to converse, and where they knew they could return to whenever they needed.

Summary

Overall, this chapter reveals the wealth and variety of discursive practices that FSL teacher engage in when they are part of a CSCL network for professional learning. It also demonstrates the complex evolution of their use over time as the teachers' professional learning needs shift. Based on these findings, I suggest that a model of discursive practices involved in FSL teacher learning, such as the one illustrated in Figure 7.4, can be put forward.
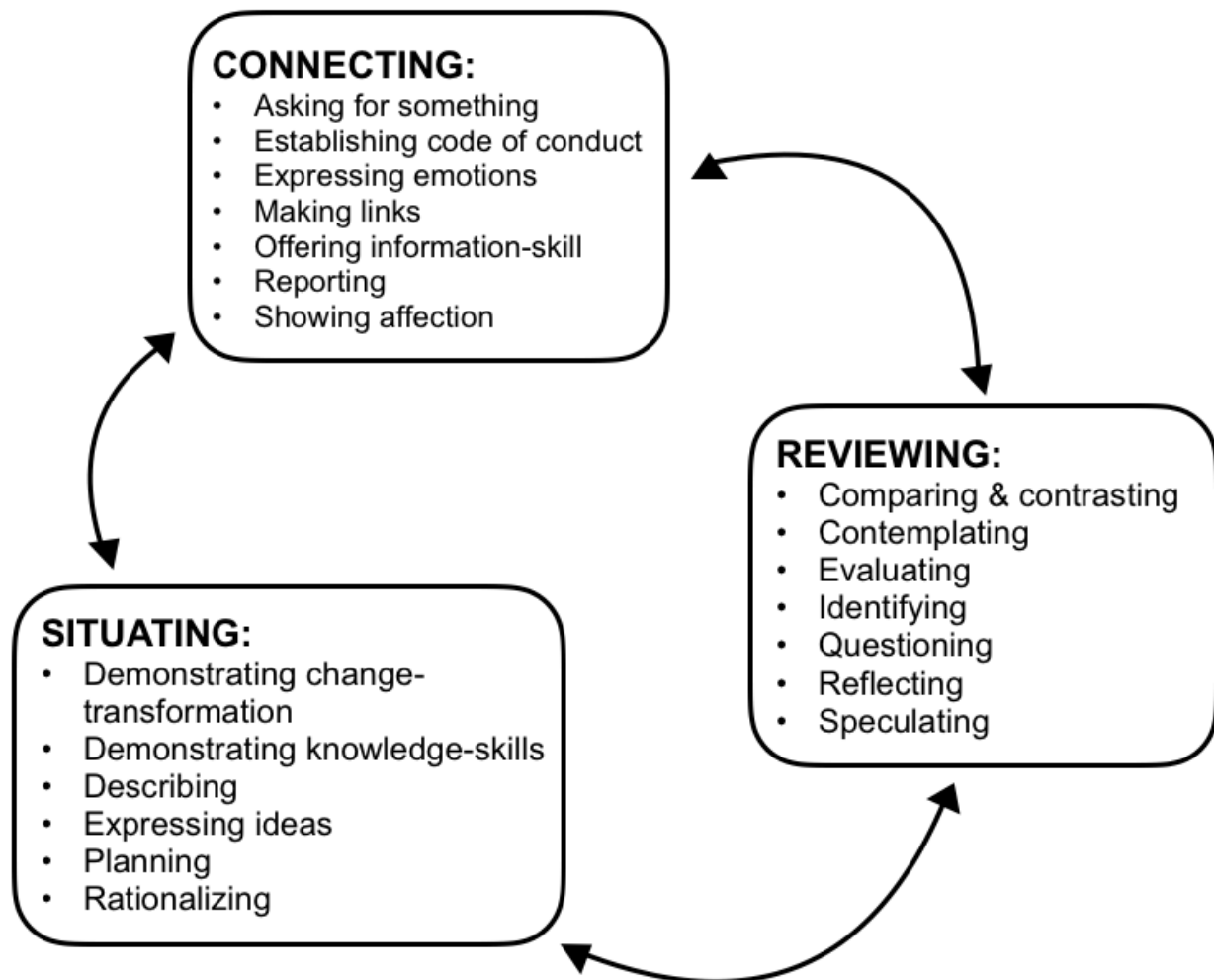
Figure 7.4. Model of discursive practices for FSL teacher professional learning in the CSCL network

The three overarching discursive practices, *Connecting*, *Situating* and *Reviewing*, uncovered in the critical discourse analysis of the teachers' exchanges reveal the sociocultural principles of learning discussed in Chapter 3 were present when the teachers engaged in professional learning in this CSCL network. Connecting and exchanging with peers aligns with the vygotskian theory of learning in that it infuses the social dimension into the learning process and demonstrates the conceptualization of language as a social practice. Meanwhile the teachers frequently had recourse to discursive practices that allowed them to expand on different forms of knowledge and language their ideas or their work context which demonstrates the importance of situating themselves in their learning process (Lave & Wenger, 1991). Ultimately, reviewing their ideas and discussions collaborative played an important role in transforming the teachers' beliefs, actions and discourse in their practice. The data suggest these three overarching discursive practices are necessary for teachers to learn collaboratively.

These three overarching discursive practices, working in tandem form a dialectic of teacher learning. It is through the discursive negotiation of aspects of their practice that the teachers advance in their professional learning and actualize their professional identities. This same dialectic also contributed to collaborative and social knowledge building in the CSCL network. Also of significance is the fact that the process of discursively engaging with themselves and each other was contingent on teachers exercising agency in their thinking, making it a cornerstone of this type of professional learning model for FSL teachers.

The data in this chapter answers calls for deeper understanding of learning interactions among teachers (Ilomäki et al., 2017) by providing a detailed snapshot of the types of discursive practices that teachers engage in when they participate in a CSCL network. They also begin to paint a picture of how the FSL teachers interact with others over the long-term in an online professional learning setting. Additionally, the findings provide a clearer understanding of what kind of discursive practices emerge when teachers operate as self-directed learners (Louws et al., 2017). They reinforce the idea that learning is very much situated, dependent on the teacher's current workplace environment, their needs, and their professional maturity, while simultaneously laying the ground work for developing a model for self-directed collaborative online teacher learning.

CHAPTER 8 : DISCUSSION, RECOMMENDATIONS AND FUTURE DIRECTION

FSL teachers have expressed feeling de-professionalized and disenfranchised from their practice. Matters are exacerbated by the fact that many FSL teachers consider leaving the profession, or moving out of the French stream into the English-language stream in schools. The situation of FSL teacher retention in many provinces across Canada, including Ontario, has reached a crisis. Despite market saturation with teachers (Ontario College of Teachers, 2016), French language teaching positions fail to achieve the numbers needed to ensure thriving successful French-language programming. Amid threats from Ontario school boards this year to cancel their FSL programs due to insufficient numbers of teachers, the Ontario Minister of Education, recently pledged to launch an investigation and a push to increase FSL teacher recruitment (Canadian Parents for French, 2017a). While this welcomed and much-awaited effort is very necessary, we must also work towards patching the 'leaky pipeline' by retaining the FSL teachers already out in the field. Moreover, supporting newly recruited teachers, so that they remain in the profession beyond the induction years is critical to the continued success of FSL programs in Canada.

The current thesis explores new avenues to address the leaky pipeline. It entails re-imagining the discourse around FSL teacher learning and identity to empower teachers to lead and address the key issues in their contexts. As my work demonstrates, the two FSL teachers in this study come to view themselves as active professionals dedicated to the success of their students' learning and the flourishing of their practice. Placing them at the centre of their professional learning experiences emboldens them to enrich their chosen field even more. The findings in this thesis run counter to some of the discourses about FSL teachers that position them as victims passively being subjected to unfair or inadequate policies and unable to change their own circumstances in their schools.

In this chapter, I discuss the key findings, highlight implications and limitations of the study. I conclude with areas for future direction and recommended implementations for the betterment of FSL teacher learning.

The study was instigated by and for a group of teachers who felt disenfranchised in their practice. The four-year study followed two FSL teachers who were part of a CSCL network geared towards giving teachers ownership and leadership in their professional learning. In the

study, learning is re-conceptualized as a collaborative social process in which participants interact with each other as well as other social and cultural artefacts to develop their knowledge and their sense of identity. Framing professional learning this way, teachers became agents of change by developing and implementing highly situated and contextualized learning practices.

The data consisted of video recordings of teachers' meetings, annual summer institute discussions, online forum posts, survey responses, field notes and documents or resources shared by the teachers. In this way, the data revealed the narratives that teachers co-constructed about themselves and their practice. I was able to understand how they envision themselves in their professions and position themselves in their learning, examine the discursive practices that made up their small stories to better extract their reported experiences with this approach to professional learning.

Findings, reported in Chapters 5, 6 and 7 offer a discourse analytic of the teachers' narratives and how these evolve over time. Within each chapter the data were addressed from a slightly different angle to create a holistic multifaceted picture. Narrative analysis of the teachers' small stories revealed the complex and at times conflicting discourses that run through teachers' discourse as they negotiate their professional practice and enact their professional identities. The small stories also revealed the process of learning and developing their professional identities as a long and highly contextualized one driven by teacher agency. The critical discourse analysis revealed three major discursive practices (*Connecting*, *Situating* and *Reviewing*) the teachers engage in to language their practice on a personal and social level. The comparative and contrastive analysis in Chapter 7, revealed that the two teachers have complex and distinct professional learning trajectories that overlap in certain areas and diverge in others. Their reported experience in the CSCL network revealed it was beneficial to their professional learning and identity development.

Discussion

The following section addresses these findings across Chapters 5, 6 and 7 to draw out the implications of working in a socially-mediated CSCL environment on FSL teacher professional learning.

The socio-emotional nature of FSL teacher learning

Professional learning in the CSCL environment for the FSL teachers required negotiating their thoughts and feelings with themselves and with others. The findings reveal three important discursive practices the teachers use for this purpose: (a) *Connecting*, (b) *Situating* and (c) *Reviewing*. Although both teachers used the three core discursive practices, the teachers interacted distinctly since no 'one size fits all' in professional learning. These three core practices encapsulate the social interactions mediated by language inherently tied to their learning process. Indeed, the practice of languaging (Swain, 2006) their teaching and learning practices through dialogic mediation in a collaborative environment enabled the teachers to scaffold their professional learning experiences (Johnson, 2009). The data support previous research (Kooy, 2009; Kooy & Colarusso, 2012; Kooy & van Veen, 2012) that suggests professional learning goes beyond instances of coursework, workshops, and seminars. The findings indicate that FSL teachers should be provided with more opportunities to language their professional inquiries. Doing so might help FSL teachers become agents of change in their professional circumstances. The discursive practices of languaging their thoughts and ideas together in the CSCL network formed the basis of the teachers' transformative learning process. The CSCL network offered a space for Sophie and Christina to negotiate their personal thoughts, feelings and ideas about their practice, all the while gaining access to others' ideas in a social forum as well (Stahl, 2000).

The demonstrated highly adaptive characteristics of CSCL networks (Strijbos et al., 2004) are a particularly salient finding for Canadian FSL teachers who have reported maladapted professional development or no professional development at all (Lapkin, MacFarlane, et al., 2006b; Mollica et al., 2005). As Stahl's (2000) model for knowledge building in CSCL environments suggests, the teachers were able to individually and collaboratively situate themselves within the same CSCL network by engaging in various discursive practices in different amounts. While they entered into collaborative learning with their peers, their unique set of discursive practices also meant they were able to engage with the community to negotiate their professional identity and untangle their specific learning needs (Rogoff, 1994). Their discursive practices evolved over long periods of time and varied according to very specific needs at a given point in the teachers' career. For instance, while Sophie was ready for transformation and emancipation – entering in a position of leadership at the start of the study,

Christina was at a point of situating herself and establishing her identity as a knowledgeable, reliable and professional FSL educator.

Sophie and Christina identified emotional support as one of the benefits of working on professional learning through a CSCL network, suggesting these FSL teachers actively sought support for the intense emotional labour (Schutz & Lee, 2014) required in their practice. Working with colleagues and students all day can be as emotionally taxing as it is rewarding (Hargreaves, 2000b). For these teachers, the CSCL network allowed them to process these emotions. As the narratives in Chapter 5 demonstrate, emotions played an important role in bringing about change for both Sophie and Christina (Golombek & Johnson, 2004; Hargreaves, 1998; Zembylas, 2003), as they both reflected on their feelings and sought ownership of their learning and accountability for their practice.

Lastly, these findings address the call for more research that explores in detail what occurs during collaborative teacher learning (Meirink et al., 2007). The data collected in Chapter 6 provides a detailed picture of three major discursive practices involved in socially-mediated learning. While much emphasis has been placed on reflective processes in learning, the narratives in Chapter 5 reveal that socio-emotional interactions and situatedness of the self are steadfastly interconnected processes of learning that operate simultaneously during teacher learning. This suggests that re-conceptualizing FSL teacher professional learning experiences to make room for socially-mediated emotional and reflective exchanges among teachers might be an ideal way to address feelings of isolation and marginalization that FSL teachers have reported.

Link between FSL teacher learning and professional identity development

The data analyzed throughout the chapters shows the teachers becoming agents of their learning in their use of discursive practices that allowed them to re-position themselves in the macro-structures that informed their status as professionals. While reflection was an important part of the transformation teachers underwent, situating their professional identities and status was another important facet of learning, and for both teachers, connecting with peers was the most common discursive practice in their professional learning.

The research supports the sociocultural view that social interaction plays a central role in the transformative learning process (Vygotsky, 1978; Wertsch, 1988). In one example, both teachers were simultaneously able to position themselves as learners and transformative agents in their school in the CSCL environment. For instance, developing their sense of leadership, Sophie

and Christina gained access to discourses of power in their school (Foucault, 1982). They became driving forces for change around FSL programming in their school, and go-to resources for other teachers, and even administrators, assuming responsibility for their professional learning and developing new habitus (Bourdieu, 1991) to foster professionalism in their school culture. In another example, throughout the CSCL project, Sophie moves from reporting what is working, and becomes more critical, questioning what is troubling teachers' professional learning practice. Christina relies on reporting to establish her professional identity as a leader and knowledgeable peer. She focuses on what works and uses accountability towards others when she shares future goals she sets for herself. This section of the analysis underlines the close link between teacher identity and agency in professional learning found in previous research (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2014).

Throughout the project, the teachers develop various facets of their professional identities. For instance, Christina weaves in and out of the administration group. She wants to become an administrator in the future and so she discusses school leadership by taking on the role of someone in a position of power. Both Sophie and Christina's experiences with professional learning are inextricably tied to their relationships with their administration. Sophie begins to grow when she is able to develop trust in her administrator. Meanwhile, Christina's motivation towards creating new initiatives and exploring new ideas knows no bounds. She actively seeks new learning experiences at school (e.g., launching a social justice club, experimenting with drama-based pedagogy), outside of school (e.g., going to teach abroad during the holidays) and in addition to school (e.g., by pursuing a Master's degree) to develop her sense of self as a professional FSL educator. In this study, the FSL teachers' inter-personal relationships with administrators mark one clear factor in determining success for both Sophie and Christina in their professional learning. The findings support previous research which noted that teachers who feel empowered in their workplace are more successful (X. Huang, 2016; Kastelan-Sikora, 2013; Lasky, 2005; Powell, 2001).

Professional learning in the CSCL network offers Sophie and Christina a space to willingly challenge their sense of self to transform their practices. For instance, the teachers are keenly aware of the importance and benefits of folding new literacies into their practice. They are however, both acknowledged inexperienced or reticent learners (in the case of Christina) of digital literacies in the classroom. Therefore, when it comes to developing digital literacy both

Sophie and Christina position themselves as learners and not-all-knowing. They encourage their students to share their knowledge with them. The findings suggest that FSL teachers can renegotiate their pedagogical role to make use of resources others (such as their students) bring to the classroom setting. In essence, the status and role FSL teachers play in their professional contexts need not be fixed. Professional learning from a sociocultural approach implies they can be amended to suit the local needs of each teachers, offering hope for teachers who might feel disenfranchised in their practice.

Further bolstering the link between teacher learning and identity, the longitudinal narrative analysis of Sophie and Christina's stories reflects the way that professional learning shapes their decision-making in the classroom. For instance, both teachers use their professional learning inquiries into assessment as an extension of the principles they engaged in with the CSCL network. Their inquiry into assessment practices re-examines power differentials in the classroom, mirroring the struggle they face finding their own place in their schools and in their profession. Just as they should have agency in their learning, for them, students should be part of the assessment process as their involvement can become a conduit to student autonomy and confidence in their learning. The FSL teachers show that what they learn for themselves transfers into their professional identities, their reflective practice, their classroom practice and ultimately impacts their students' learning.

Last, the findings also reveal the complex and multifaceted nature of FSL teacher professional learning. Navigating professional learning and identity development in the context of marginalization is a complex and intertwined journey that is highly situated and context-relevant (Varghese, 2006; Watson, 2007). For instance, while Christina positions herself as an expert on building community, Sophie positions herself as an expert on collaborative learning (by the end of the project). Both show great adaptability in their ability to include themselves in the in-group with teachers, and with administrative staff as well, although they take different paths to get there. While Sophie slowly opens up her perspective to the administrative side of things, especially as she sheds resistance towards her principal and begins to want to create change in the way her school functions, Christina already anticipates creating change in her school and quickly aligns herself with positions of authority and power to achieve her goals. The FSL teachers demonstrate that professional identity can be transformed by professional learning

166

experiences. In this case, developing multiple professional identities through their professional learning experience helped them re-claim their professional status.

Redressing FSL teacher professional well-being

Sophie and Christina overlapped in several areas with regard to the benefits they perceived from professional learning in a CSCL network: connecting with like-minded people, feeling supported, feeling empowered, feeling more confident. These findings in particular have direct implications for FSL teachers. While feelings of illegitimacy and power struggles for status can negatively affect teacher professional identity formation (Gu, 2013), in this case, the CSCL model for FSL teacher professional learning helped alleviate some of the endemic and systemic challenges to the profession that have been well documented over the years (e.g., Knouzi & Mady, 2014; Mollica et al., 2005; E. M. Richards, 2002).

Professional learning in the CSCL environment provided positive emotional effects for Sophie and Christina (e.g., feeling recharged and supported). They also benefitted from discussions with others to build knowledge in key areas of interest (Stahl, 2000). Christina's reported benefits also specifically counter feelings of burnout, providing the emotional connection and stimulation that FSL teachers have reported is missing in their practice (Lapkin, MacFarlane, et al., 2006b; Macfarlane & Hart, 2002). For Sophie, as she accepts she cannot know everything, embracing uncertainty has a liberating effect she uses to move her career forward. Christina, for her part, demonstrates great motivation and initiative in leading new projects in her school which provides her with a sense of purpose. Unsurprisingly, to be effective, teachers need to feel a sense of belonging in their schools (Kastelan-Sikora, 2013). Their experiences in the CSCL network helped these two FSL teachers develop a sense of professional well-being over time.

The CSCL network also fostered critical reflective thinking (Brookfield, 1995a) and professionalism (Fullan & Hargreaves, 2016), both of which are necessary conditions for developing healthy professional identities and emotional well-being (Laursen, 1996). For instance, addressing issues of social justice and multiliteracies for Sophie and Christina is a way to recalibrate their own sense of power and critically engage with the ontologies they have developed around learning and access to knowledge in their professional practice. For both Sophie and Christina, the issue of social justice became core to their professional learning and entered into their school practice.

Their experiences in the CSCL network helped the teachers develop autonomy by placing them at the centre of their own learning, rather than situating them as deficient in their knowledge-base. This is an important finding for FSL teachers where research has consistently reported teachers feeling marginalized and devalued in their professional contexts (Knouzi & Mady, 2014; Mollica et al., 2005; E. M. Richards, 2002). The sociocultural lens applied to the FSL teachers' narratives in this study illustrated an alternative discourse about FSL teachers that emerged, positioning them as critical thinkers, agentive learners, highly adaptable and sensitive to their professional context. In many ways, this analysis demonstrates that these two FSL teachers' narratives are NOT representative of what is commonly cited in the literature on FSL teachers. While they did experience the systemic constraints commonly reported in the literature, a notable contribution of this work is the evidence provided that these teachers had the capacity to move beyond these constraints and reposition themselves as professionals.

Limitations and possible future directions

Neither of the teachers reported limitations to the CSCL project approach to professional learning. While Christina did feel apprehensive about using technology to meet, ultimately, she overcame her doubts and grew to appreciate technology.

In terms of logistical limitations, the project required a lot of time and coordination to implement. The teachers in the project received a whole day each month of the school years to use for their individual professional learning, of which they used two hours to have online group meetings. They had to receive special permission from their board to meet six or seven times a year on these release days, not all of which were connected to the district/school PD days. The CSCL project required some level of endorsement from the administrations of the FSL teachers for them to participate in it. While these two teachers experienced no trouble joining and staying in the project, two other teachers from their cohorts who wanted to take part in the project were denied permission to participate. Another limitation was technical issues during the meetings. The teachers rarely complained and showed incredible patience with technological malfunctions (e.g., issues with sound, microphones, teachers being unable to call in, etc.). In the end, most issues were resolved, as the research team was incredibly resourceful and had support from the technology-service staff employed at the University.

In terms of conceptual limitations, it is important to note that the teachers entered this study willingly and with like-minded peers. The motivation teachers had coming into this study set the tone for their learning inquiries. The teachers were also able to develop trust and respect for each other quite rapidly because of their like-mindedness and their close relationship and admiration for the lead researcher in the study. While some might consider this a limitation, it also suggests that research cannot avoid or overlook the importance of human relationships between the researcher and the participants. The power differentials and the rules of conduct established between the entire research community in this study set the tone for positioning the teachers as valued contributors to the project.

Another potential limitation is the blurring of the lines between the teachers practice in this study as FSL teachers, language teachers and teachers in general. While the delineation was difficult to maintain, it reflects the reality of teachers' practices, which, even in a given subject area, cannot be siloed from the rest of the professional practice. Administrative, extra-curricular, outside influences and roles were all important aspects in shaping the FSL teachers' sense of self and the evolution of their professional practice in this study.

Last, although this rich body of data led to these findings and interpretations, only two FSL teachers were involved in the study. The two teachers' experiences in this study are not meant to be representative of FSL teachers as a whole. Further research with larger group of teachers, using journaling, interviews and observations for instance, might be useful to capture larger swaths of the FSL teacher population out in the field.

Recommendations for FSL teacher professional learning models

Professional learning in a CSCL network offers many advantages, as the two FSL teachers in this study have confirmed. The recommendation made from this work are as follows:

- Ministries of Education and school boards may want to consider funding FSL teacher professional learning that can lead to developing strong communities of practice rather than, or in addition to workshop-style professional learning opportunities. It can be an opportunity to document teachers' learning, while holding them accountable without requiring additional paperwork or justifications.
- Close collaboration and coordination with administrative staff is essential. Teachers need their administration's support and to be given time to meet online and time to reflect on their

learning (either at home or at school). Engaging with FSL teachers also validates their sense of professionalism.

- PD should be designed as a continuous and ongoing part of FSL teachers: lives. It is also an autonomous and self-directed activity that teachers should be given freedom and accountability for.

- Connecting with other teachers who are committed to developing their Teacher Knowledge-Base (TKB) is an important part of a sociocultural approach to PD. Engaging with other professionals can foster creativity and give a deeper meaning to their professional practice. It can also help FSL teachers during the re-professionalizing process.

- FSL teachers need time to meet and situate themselves in their practice and their communities, and find out what their students' learning needs are. This could help combat feelings of isolation and improve FSL teachers' sense of status in their schools.

- CSCL networks are be a cost-effective way for teachers to build community. But yearly face-to-face encouners with other teachers are also an important aspect of bonding. Funds could be allocated for FSL teachers to meet at professional association conferences, such as OMLTA, ACPI or CASLT.

- Encouraging healthy professional exchanges and debates with colleagues who teach other subject matter may be an ideal way to combat feelings of marginalization in school. Teachers, teacher educators and other key stakeholders can hear examples of FSL teachers learning together at www.FSLteacherlearning.com, to get a sense of the possibilities afforded by professional learning in a CSCL network in which teachers lead the discussions.

Recommendations for implementing a CSCL professional learning network

The following are suggestions of simple cost-effective ways for groups of teachers or schools to create their own CSCL network:

- Teachers can form a group with colleagues in their school, or colleagues from other schools that they meet in their board or at professional conferences.

- They can meet online to have group videoconferencing meetings by using free platforms such as Skype or Google Hangout. Both have free group call feature.

- They can use a free collaborative learning App such as Slack to create their forum. Teachers can put Slack on their computer and/or their phone. On Slack, they can create different "channels" to discuss any topic they want. They can share links, pictures, resources.

- The teachers can organize their Slack channel however they want. However, I strongly recommend that teachers keep the "General" and "Random" channels to share jokes, vent, bond through humour, post GIFs, etc. – this kind of talk, which some might deem a "waste of time" is crucial for teachers to create a sense of community and develop trust (Barkaoui, So, & Suzuki, 2008).
- Slack is also a great way for teachers to document all their learning without extra effort on their part. All their conversations will be recorded. They can go through the archives and/or share pieces of it with administrators or researchers who might be interested in seeing how they are learning together.
- Teachers can choose whether their group is open to new members or closed.

It is important to note that the study does not advocate a purely online approach to professional learning. As the CSCL network is defined in this study, it includes face-to-face interaction among the teachers during the yearly summer institutes and the monthly videoconference meetings where some teachers chose to congregate in one location for the meetings to be able to see each other. All the teachers in the study reported that meeting each other face-to-face was key to establishing trust.

Questions and Future Direction for research

As a case study, the thesis only delved into the stories of two FSL teachers, warranting further investigations into a higher number of FSL teachers' experiences. In future, I would like to work with a larger community of FSL teachers to implement this type of professional learning. Whether or not the learning community should involve only FSL teachers is an angle I must continue to consider. The diversity of teachers, coming from different subject-areas and teaching at different school levels (e.g., primary, intermediate, high school) added to the richness of information and exchange among the teachers. Given that language teachers across subject matters are increasingly faced with the challenge of teaching to linguistically and culturally diverse student populations, having language teachers (ESL and FSL) interact with other subject-area teachers could help promote professional inquiries into this facet to teachers' practice. It would allow for language teachers to be repositioned as experts among their peers. Having FSL teachers work with teachers from other subject-areas would also provide opportunities for greater

collaboration and understanding among peers, addressing the issue of professional isolation that has been identified in the literature.

Another important aspect to consider in future studies is the stage at which the participating FSL teachers are in their career. While Sophie and Christina had much in common, both were teaching with 5-10 years of experience. Future research would benefit from working with more recent inductees into the FSL teacher profession, as well as more seasoned FSL teachers. I would envision beginning a PLN with FSL teacher candidates before they leave their training programs to help them transition into the field. Research has shown that the induction years can be the hardest for teachers. This would provide new teachers with support. Having more established teachers participate in the community could also be a means to develop mentorship, along with a sense of expertise and purpose for teachers already in the field. Engaging with newer teachers and languaging their beliefs could provide veteran teachers a feeling of professional renewal and actualization.

In this study, the teachers worked with colleagues who taught different subject matters. It might be interesting to see how the interaction with peers in and out of FSL might contribute to the broader sense of belonging and professionalism that FSL teachers develop in their school communities. While research that focuses specifically on FSL teacher learning and the targeted type of pedagogical, linguistic and cultural knowledge about teaching French is important, FSL teachers operate within a school system and their interactions with that system play a role in determining how their professional identity evolves. In future, I would like my research to further explore the kids of learning and professional identity development that FSL teachers experience with different colleagues.

Conclusion

The conceptualization of learning and how it unfolds in the study opens up new avenues of investigation in FSL teacher professional learning. The CSCL network FSL teachers experienced in this study allowed them to access a wealth of knowledge and build on it to meet and/or challenge the standards and demands from top-down leadership. Given time to work together during school hours and build meaningful relationships and inquiries in their community responded to FSL teachers' need to be in conversation with themselves, their colleagues and their administration. This process of communication was essential to the success of the teachers

in creating a powerful collaborative learning network which helped them develop a sense of purpose and professional well-being. Giving FSL teachers this kind of space to connect, situate themselves in their practice and review it was an effective way of addressing issues of isolation, marginalization, motivation and well-being in FSL teaching.

This is not to say that this approach to professional learning should replace mandated PD and established programs of learning for teachers, simply that it offers the possibility to engage additional facets of what it means to be an FSL teacher that are sorely lacking in the current practices in the field. Giving FSL teachers the opportunity to reflect on their knowledge, their context and the ideas they must integrate into their practice coming from board-level or ministry-level initiatives inherently implies FSL teachers need to engage their professional selves and develop multifaceted professional identities in which they can be held accountable for their learning. The agency a sociocultural approach to professional learning affords FSL teachers means they can craft learning programs for their students that are meaningful to everyone involved.

The study demonstrates that in these two cases, when FSL teachers were given institutional support in their professional learning, and they felt free to take creative risks, they were able to grow professionally. The findings suggest that institutional support must provide space for teachers to develop agency. Teachers need to be able to take the lead in their own professional learning based on the contextual needs they identify. As evidenced by the teachers in this study, they address a variety of interconnected issues that immediately relate to their practice (e.g., culture of learning, leadership, assessment, digital literacies, arts-based practices, social justice).

Given the opportunity to learn in a CSCL network, the teachers addressed a wide variety of issues in their professional learning that they adapted to their professional context (i.e., work to rule contract, change of principal, change of school, developing oral proficiency, etc.). FSL teacher professional learning needs to follow suit and become more personalized and contextualized to have a meaningful impact on feelings of deprofessionalization reported by FSL teachers. Situated and contextualized learning needs to form the basis of professional learning endeavours.

The approach taken towards FSL teacher professional learning is especially important in the FSL context given its potential to address key complaints about FSL teachers' experiences,

which has been extensively documented over the last 40 years (i.e., isolation, lack of support, low status of their profession and subject matter). It demonstrates that in the right conditions, these FSL teachers were able to transcend the systemic issues that have plagued the profession. Ultimately, this study demonstrates the potential of such a collaborative, situated approach in FSL teacher professional learning in the Canadian context. As we worry about issues with FSL teacher recruitment and retention, this model for professional learning with FSL teachers could address issues of burnout, lack of support, and isolation.

REFERENCES

Alcoff, L. (1991). The problem of speaking for others. *Cultural critique*(20), 5-32.

Alphonso, C. (2017, February 6, 2017). Quality of French-immersion teachers questioned as demand soars. *Globe and Mail*, pp. A1-A6.

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. New York: Routledge.

Anna-Lena, R., & West, T. (2005). Theoretical and methodological perspectives on designing video studies of interaction. *International Journal of Qualitative Methods, 4*(4), 87-108.

Arens, A. K., & Morin, A. J. (2016). Relations between teachers' emotional exhaustion and students' educational outcomes. *Journal of educational psychology, 108*(6), 800-813.

Arnett, K. (2010). Scaffolding inclusion in a grade 8 core French classroom: An exploratory case study. *Canadian modern language review, 66*(4), 557-582.

Arnett, K., & Mady, C. (2010). A critically conscious examination of special education within FSL and its relevance to FSL teacher education programs. *Canadian Journal of Applied Linguistics, 13*(1), 19.

Arnett, K., Mady, C., & Muilenburg, L. (2014). Canadian FSL teacher candidate beliefs about students with learning difficulties. *Theory and Practice in Language Studies, 4*(3), 447-457.

Arnott, S., Hart, D., Lapkin, S., Mady, C., Vandergrift, L., & Masson, M. (2015). *French as a second language in Canada: Potential for collaboration*. Retrieved from Toronto, ON:

Bakhtin, M. (1935). The Dialogic Imagination (Austin: University of Texas). *First published*.

Bakhtin, M. (1986). *Speech genres and other late essays*: University of Texas Press.

Bamberg, M. (1997). Positioning between structure and performance. *Journal of narrative and life history, 7*(1-4), 335-342.

Bamberg, M. (2000). Critical personalism, language and development. *Theory & Psychology, 10*(6), 749-767.

Bamberg, M. (2004). Positioning with Davie Hogan: Stories, tellings, and identities. In C. Daiute & C. Lightfoot (Eds.), *Narrative Analysis: Studying the Development of Individuals in Society* (pp. 136-157). Thousand Oaks: Sage.

Bamberg, M. (2007). Stories: Big or small - Why do we care? *Narrative inquiry, 16*(1), 139-147.

Bamberg, M. (2012). Narrative analysis. In H. Cooper (Ed.), *APA handbook of research methods in psychology* (Vol. 2, pp. 77-94). Washington. DC: APA Press.

Barkaoui, K., So, M., & Suzuki, W. (2008). Is it relevant? The role of off-task talk in collaborative learning. *Applied linguistics, 5*(1), 31-54.

Barkhuizen, G. (2009). An extended positioning analysis of a pre-service teacher's better life small story. *Applied linguistics, 31*(2), 282-300.

Barone, T. (2008). How arts-based research can change minds. In M. Cahnmann-Taylor & R. Siegesmund (Eds.), *Arts-Based Research in Education: Foundations for Practice* (pp. 28-49). New York: Routledge.

Barone, T., & Eisner, E. (1997). Arts-based educational research. In G. C. J. Green, & P. Elimore (Eds.) (Ed.), *Complementary methods for research in education* (Vol. 2, pp. 75-116). Mahwah, N.J.: Lawrence Erlbaum Associates.

Bateson, M. (1994). *Peripheral visions : learning along the way*. New York: Harper Collins Publisher.

Beattie, M. (2009). Narratives of professional learning: Becoming a teacher and learning to teach. *The Journal of Educational Enquiry, 1*(2).

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education, 39*(2), 175-189.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and teacher education, 16*(7), 749-764.

Benwell, B., & Stokoe, E. (2006). *Discourse and identity*. Edinburgh: Edinburgh University Press.

Biesta, G. (2004). Education, accountability, and the ethical demand: Can the democratic potential of accountability be regained? *Educational theory, 54*(3), 233-250.

Biesta, G. (2007). Why "what works" won't work: Evidence-based practice and the democratic deficit in educational research. *Educational theory, 57*(1), 1-22.

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language teaching, 36*(2), 81-109. doi:10.1017/s0261444803001903

Bourdieu, P. (1991). *Language and Symbolic Power*. Cambridge: Polity Press.

Bourdieu, P. (2003). Cultural reproduction and social reproduction. In C. Jenks (Ed.), *Culture: Critical Concepts in Sociology* (Vol. 3, pp. 63-99). London: Routledge.

Bourdieu, P., & Passeron, J.-C. (1970). *La reproduction: éléments pour une théorie du système d'enseignement*. Paris: Minuit.

Bourgoin, R. (2016). French Immersion "So Why Would You do Something Like That to a Child?": Issues of Advocacy, Accessibility, and Inclusion. *International Journal of Bias, Identity and Diversities in Education (IJBIDE), 1*(1), 42-58.

Bournot-Trites, M. (2008a). Vision pour le soutien des acquis linguistiques des enseignants de FLS. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 11*(1), 21-39.

Bournot-Trites, M. (2008b). Vision pour le soutien des acquis linguistiques des enseignants de FLS. *Canadian Journal of Applied Linguistics, 11*(1), 21-39.

Britton, J. (1970). *Language and learning*. London: Allen Lane.

Brookfield, S. (1995a). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass.

Brookfield, S. (1995b). The getting of wisdom: What critically reflective teaching is and why it's important. *Becoming a critically reflective teacher*, 1-28.

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Butler, J. (1995). Collected and fractured: Responses to identities. In K. A. Appiah & H. L. Gates (Eds.), *Identities* (pp. 439-447). Chicago: Universiy of Chicago Press.

Butler, J. (1997). *Excitable speech: A politics of the performative*. New York: Routledge.

Butler-Kisber, L. (2010). *Qualitative inquiry: Thematic, narrative and arts-informed perspectives*. Los Angeles: Sage Publications.

Byrd Clark, J. (2008). So why do you want to teach French? Representations of multilingualism and language investment through a reflexive critical sociolinguistic ethnography. *Ethnography and Education, 3*(1), 1-16.

Byrd Clark, J. (2010). Making "wiggle room" in French as a second language/Français langue seconde: Reconfiguring identity, language, and policy. *Canadian Journal of Education, 33*(2), 379-406.

Byrd Clark, J. (2011). Toward a policy of heterogeneity in Canada: The journeys of integration of multilingual student teachers of FSL in Ontario in plurilingual times. *OLBI Working Papers, 3*, 110-122.

Byrd Clark, J. (2012). Heterogeneity and a sociolinguistics of multilingualism: Reconfiguring French language pedagogy. *Language and Linguistics Compass, 6*(3), 143-161.

Byrd Clark, J., Mady, C., & Vanthuyne, A. (2014). Exploring reflexivity and multilingualism in three French language teacher education programs. *Canadian Journal of Applied Linguistics, 17*(1), 129-155.

Campbell, C., Osmond-Johnson, P., Faubert, B., Zeichner, K., & Hobbs-Johnson, A. (2016). *The state of educators' professional learning in Canada*. Retrieved from Oxford, OH: https://learningforward.org/publications/canada-study

Canadian Association of Second Language Teachers. (2004). *Status of Core French teachers and their programs: Executive Summary, focus group sessions*. Retrieved from Toronto, ON: https://www.caslt.org/pdf/FocusGrpExecSummary.pdf

Canadian Parents for French. (2004). *Provincial and national French second-language eucation stakeholder consultations: Ontario consultations*. Retrieved from Ottawa, ON: http://cpf.ca/en/files/FSL-Consultation-Report_ON.pdf

Canadian Parents for French (Producer). (2017a). CPF Ontario Welcomes Education Minister's Commitment to Meet Growing Demand for FSL Teachers. [online video] Retrieved from https://www.youtube.com/watch?v=cLbTr4rDyN4

Canadian Parents for French. (2017b). *French as a second language enrolment statistics: 2011-2012 to 2015-2016*. Retrieved from Ottawa, ON: https://cpf.ca/en/files/Enrolement-Stats.pdf

Carr, W. (2007). *Teaching core French in British Columbia: Teachers' perspectives*. Retrieved from Vancouver, BC: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.688.9294&rep=rep1&type=pdf

Chan, C., & Clarke, M. (2014). The politics of collaboration: discourse, identities, and power in a school–university partnership in Hong Kong. *Asia-Pacific Journal of Teacher Education, 42*(3), 291-304.

Charmaz, K. (1995). Grounded theory. In G. N. Smith, R. Harré, & L. V. Langenhove (Eds.), *Rethinking methods in psychology* (Vol. 24, pp. 27-49). London: Sage.

Charmaz, K. (2008). Grounded theory as an emergent method. In S. N. Hesse-Biber & P. Leavy (Eds.), *Handbook of Emergent Methods* (pp. 155-172). New York: he Guilford Press.

Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Fransisco: Jossey-Bass.

Clarke, M. (2009). The ethico-politics of teacher identity. *Educational philosophy and theory, 41*(2), 185-200.

Clarke, M. (2013). Terror/enjoyment: performativity, resistance and the teacher's psyche. *London Review of Education, 11*(3), 229-238.

Clarke, M., & Moore, A. (2013). Professional standards, teacher identities and an ethics of singularity. *Cambridge Journal of Education, 43*(4), 487-500.

Cobb, C. (2015). Is French immersion a special education loophole?… And does it intensify issues of accessibility and exclusion? *International Journal of Bilingual Education and Bilingualism, 18*(2), 170-187.

Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.

Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press.

Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard educational review, 76*(2), 201-237.

Cohen, J. L. (2010). Getting recognised: Teachers negotiating professional identities as learners through talk. *Teaching and teacher education, 26*(3), 473-481.

Connelly, F. M., & Clandinin, D. J. (1999). *Shaping a professional identity: Stories of educational practice*: Teachers College Press.

Cooper, K., & Edmonton, A. H. (2002). Pedagogical responses to expressions of anger and sorrow: Sensible reflection. *The teacher educator, 38*(1), 1-15.

Cooper, K., & Kooy, M. (2003). Knowledge, Poetry and Action: Weaving Threads of Change in Classrooms. *Educational Practice and Theory, 25*(2), 69-79.

Cooper, K., & Olson, M. R. (1996). The Multiple Ts' of Teacher Identity. In M. Kompf, R. Bond, D. Dworet, & T. Boak (Eds.), *Changing research and practice: Teachers' professionalism, identities, and knowledge* (pp. 78-90). London: The Falmer Press.

Cooper, K., & White, R. E. (2006). *The practical critical educator*: Springer.

Cranton, P. (1996). *Professional Development as Transformative Learning*. San Francisco: Jossey-Bass.

Cresswell, J. (2014). *Research Design: Qualitative, quantitative, and mixed methods approaches*. Los Angeles: Sage.

Cummins, J. (2014). Rethinking pedagogical assumptions in Canadian French immersion programs. *Journal of Immersion and Content-Based Language Education, 2*(1), 3-22.

Cwynar, C. (2015). More Than a "VCR for Radio": The CBC, the Radio 3 Podcast, and the Uses of an Emerging Medium. *Journal of Radio & Audio Media, 22*(2), 190-199.

Dagenais, D. (2003). Accessing imagined communities through multilingualism and immersion education. *Journal of Language, Identity, and Education, 2*(4), 269-283.

Dagenais, D. (2008). La prise en compte du plurilinguisme d'enfants issus de familles immigrantes en contexte scolaire: une analyse de cas. *Revue des sciences de l'éducation, 34*(2), 351-375.

Dagenais, D., & Berron, C. (2001). Promoting multilingualism through French immersion and language maintenance in three immigrant families. *Language Culture and Curriculum, 14*(2), 142-155.

Dagenais, D., Moore, D., Sabatier, C., Lamarre, P., & Armand, F. (2009). Linguistic landscape and language awareness. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 253-269). New York: Routledge.

Dagenais, D., Walsh, N., Armand, F., & Maraillet, E. (2008). Collaboration and co-construction of knowledge during language awareness activities in Canadian elementary school. *Language awareness, 17*(2), 139-155.

Darling-Hammond, L. (1996). The Quiet Revolution: Rethinking Teacher Development. *Educational leadership, 53*(6), 4-10.

Darling-Hammond, L., & McLaughlin, M. W. (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan, 76*(8), 597.

Davies, B., & Harré, R. (1990). Positioning: The discursive production of selves. *Journal for the theory of social behaviour, 20*(1), 43-63.

Davies, B., & Harré, R. (2007). Positioning: The discursive production of selves. *Journal for the theory of social behaviour, 20*(1), 43-63.

Delahunty, J. (2012). 'Who am I?': Exploring identity in online discussion forums. *International Journal of Educational Research, 53*, 407-420.

Denzin, N., & Lincoln, Y. (2011). *The SAGE handbook of qualitative research*. Los Angeles: Sage.

Derrida, J., & Caputo, J. D. (1997). *Deconstruction in a nutshell: A conversation with Jacques Derrida*. New York: Oxford University Press USA.

Dewey, J. (1933). *How we think: A restatement of relation of reflective thinking to the educative process*. Chicago: Henry Regnery.

Dicks, J. E., & Le Blanc, B. (2009). Using Drama for Learning to Foster Positive Attitudes and Increase Motivation: Global Simulation in French Second Language Classes. *Journal for Learning through the Arts, 5*(1-40).

Donato, R. (2004). Aspects of collaboration in pedagogical discourse. *Annual Review of Applied Linguistics, 24*, 284-302.

Doucette-Vanthuyne, A. (2016). *An Investigation of Multiliteracies Pedagogies in Language Teacher Education: A Mixed Methods Study*. (PhD), University of Western Ontario, London, Canada.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: best practices for enhancing students achievement*. Bloomington, IN: National Educational Service.

Dwyer, S. C., & Buckle, J. L. (2009). The Space Between: On Being an Insider-Outsider in Qualitative Research. *International Journal of Qualitative Methods, 8*(1).

Engeström, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of education and work, 14*(1), 133-156.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2014). Identity and agency in professional learning. In S. Billett, C. Harteis, & H. Gruber (Eds.), *International handbook of research in professional and practice-based learning* (pp. 645-672): Springer.

Fairclough, N. (1993). Critical discourse analysis and the marketization of public discourse: The universities. *Discourse & Society, 4*(2), 133-168.

Flewelling, J. L. (2010). Technology: How it can support the instructional goals and learning needs of immersion teahers and students. *Journal de l'immersion, 32*(3), 20-23.

Flores, B. B. (2001). Bilingual education teachers' beliefs and their relation to self-reported practices. *Bilingual Research Journal, 25*(3), 275-299.

Florini, S. (2015). The Podcast "Chitlin'Circuit": Black Podcasters, Alternative Media, and Audio Enclaves. *Journal of Radio & Audio Media, 22*(2), 209-219.

Folse, K. S., & Vitanova, G. (2006). Sociolinguistic Factos in TESOL: The Least Teachers and Teacher Educators Should Know. *TESL Reporter, 39*(1), 48-58.

Foucault, M. (1972). *The archaeology of knowledge, trans. Alan Sheridan*. London: Tavistock.

Foucault, M. (1980). *Power/knowledge: Selected interviews and other writings, 1972-1977*. New York: Pantheon.

Foucault, M. (1982). The subject and power. *Critical inquiry, 8*(4), 777-795.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly, 32*(3), 397-417.

Freeman, D., & Richards, J. C. (1996). *Teacher learning in language teaching*. Cambridge: Cambridge University Press.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Herder & Herder.

French, L., & Collins, L. (2014). *FSL and ESL teachers' perspectives of their professions: A comparative overview of two national survey projects*. Retrieved from

Friedman, D. A. (2012). How to collect and analyze qualitative data. In A. Mackey & S. Gass (Eds.), *Research Methods in Second Language Acquisition: A Practical Guide* (pp. 180-200). Malden, Mass.: Wiley-Blackwell.

Fullan, M. (1999). *Change force: the sequel*. Philadelphia, PA: Falmer Press.

Fullan, M., & Hargreaves, A. (2016). *Bringing the profession back in: Call to action*. Retrieved from Oxford, OH: www.learningforward.org/Canadastudy

Gaffney, K. S. (1999). Is Immersion Education Appropriate for All Students? *ACIE Newsletter, 2*(2), 1-8.

Gagné, A., & Thomas, R. (2011). Language portfolio design for a concurrent teacher education program in Ontario, Canada. *Synergies Europe, 6*, 219-228.

Garbati, J. F. (2013). *Core French Teachers' Perceptions of ELL Inclusion: A Mixed-Methods Investigation*. (PhD), The University of Western Ontario, London, Canada.

Gee, J. P. (2014). *An introduction to discourse analysis: Theory and method*. New York: Routledge.

Gee, J. P. (2015). *Social linguistics and literacies: Ideology in discourses*. New York: Routledge.

Gee, J. P., & Green, J. (1998). Discourse Analysis, Learning, and Social Practice: A Methodological Study. *Review of research in education, 23*, 119-169.

Genesee, F. (2006). *The suitability of French immersion for students who are at risk: Students with special needs and lower academic ability*. Retrieved from Ottawa, ON:

Georgakopoulou, A. (2006). Thinking big with small stories in narrative and identity analysis. *Narrative inquiry, 16*(1), 122-130.

Glesne, C. (1999). *Becoming qualitative researchers: An introduction* (2nd ed.). New York: Longman.

Golombek, P. R. (1998). A study of language teachers' personal practical knowledge. *TESOL Quarterly, 32*(3), 447-464.

Golombek, P. R., & Johnson, K. E. (2004). Narrative inquiry as a mediational space: examining emotional and cognitive dissonance in second-language teachers' development. *Teachers and Teaching, 10*(3), 307-327.

Goodnough, K. (2010). The role of action research in transforming teacher identity: Modes of belonging and ecological perspectives. *Educational Action Research, 18*(2), 167-182.

Goodyear, P. (1999). New technology in higher education : understanding the innovation process. In A. Eurelings (Ed.), *Integrating information & communication technology in higher education* (pp. 107-136). Deventer: Kluwer.

Goyette, N. (2016). Développer le sens du métier pour favoriser le bienêtre en formation initiale à l'enseignement. *Canadian Journal of Education/Revue canadienne de l'éducation, 39*(4), 1-29.

Gramsci, A. (1971). *Selections from the prison notebooks of Antonio Gramsci* (Q. Hoare & G. N. Smith, Trans.). New York: International Publishers.

Greenberg, M., Brown, J., & Abenovali, R. (2016). Teacher stress and health: Effects on teachers, students, and schools. Retrieved from http://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html

Grimmett, P. P., & Echols, F. H. (2000). Teacher and administrator shortages in changing times. *Canadian Journal of Education, 25*(4), 328-343.

Gu, M. (2013). From pre-service to in-service teachers: a longitudinal investigation of the professional development of English language teachers in secondary schools. *Educational Studies, 39*(5), 503-521. doi:10.1080/03055698.2013.801769

Gu, M., & Benson, P. (2014). The formation of English teacher identities: A cross-cultural investigation. *Language teaching research, 19*(2), 187-206. doi:10.1177/1362168814541725

Guba, E., & Lincoln, Y. (1981). *Effective evaluation: improving the usefulness of evaluation results through responsive and naturalistic approaches*. San Francisco: Jossey-Bass Publishers.

Gutiérrez, K., & Larson, J. (1994). Language borders: Recitations as hegemnic discourse. *International Journal of Educational Reform, 3*(22-36).

Haddix, M. (2010). No longer on the margins: Researching the hybrid literate identities of Black and Latina preservice teachers. *Research in the Teaching of English*, 97-123.

Hadfield, M., & Haw, K. (2012). Video: modalities and methodologies. *International Journal of Research & Method in Education, 35*(3), 311-324. doi:10.1080/1743727x.2012.717434

Hall, R. (2004). Attaching self and others to social categories as an interactional and historical achievement. *Human Development, 47*(6), 354-360.

Hammersley, M. (2001). *Some questions about evidence-based practice in education*. Paper presented at the Annual Conference of the British Educational Research Association, University of Leeds, England.

Hammersley, M. (2005). The myth of research-based practice: the critical case of educational inquiry. *International Journal of Social Research Methodology, 8*(4), 317-330.

Handsfield, L. J., Crumpler, T. P., & Dean, T. R. (2010). Tactical Negotiations and Creative Adaptations: The Discursive Production of Literacy Curriculum and Teacher Identities Across Space-Times. *Reading Research Quarterly, 45*(4), 405-431. doi:10.1598/rrq.45.4.3

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London: Villiers House.

Hargreaves, A. (1998). The emotional politics of teaching and teacher development: With implications for educational leadership. *International Journal of Leadership in Education, 1*(4), 315-336.

Hargreaves, A. (2000a). Contrived collegiality: The micropolitics of teacher collaboration. In S. Ball (Ed.), *Sociology of education: Major themes*. New York: Routledge.

Hargreaves, A. (2000b). Mixed emotions: Teachers' perceptions of their interactions with students. *Teaching and teacher education, 16*(8), 811-826.

Hargreaves, A. (2001a). The emotional geographies of teachers' relations with colleagues. *International Journal of Educational Research, 35*(5), 503-527.

Hargreaves, A. (2001b). Emotional geographies of teaching. *Teachers College Record, 103*(6), 1056-1080.

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

Harré, R., & Langenhove, L. V. (1991). Varieties of positioning. *Journal for the theory of social behaviour, 21*(4), 393-407.

Heffernan, P. J. (2011). Second-Language (L2) Teacher Preparation and Ongoing Professional Development in a World in Need of Social Justice. *Journal of Interdisciplinary Education, 10*(1), 142-155.

Heller, M., & Mc Laughlin, M. (2008). Language choice and symbolic domination. In N. Hornberger (Ed.), *Encyclopedia of Language and Education* (pp. 949-957). Boston, MA: Springer.

Herman, W. E. (1998). Promoting pedagogical reasoning as preservice teachers analyze case vignettes. *Journal of Teacher Education, 49*(5), 391-397.

Hollins-Alexander, S. (2013). *Online professional development through virtual learning communities*. Thousand Oaks, CA: Corwin Press.

hooks, b. (2014). *Teaching to transgress*. New York: Routledge.

Huang, I.-C., & Varghese, M. M. (2015). Toward a composite, personalized, and institutionalized teacher identity for non-native English speakers in US secondary ESL programs. *Critical Inquiry in Language Studies, 12*(1), 51-76.

Huang, X. (2016). *Teacher Reciprocal Learning in International Professional Communities Between Ontario and Shanghai Schools*. (PhD), University of Toronto, Toronto.

Hung, H.-T. (2008). Teacher learning: Reflective practice as a site of engagement for professional identity construction. *Online Submission, 5*(5), 39-49.

Ilomäki, L., Lakkala, M., Toom, A., & Muukkonen, H. (2017). Teacher Learning within a Multinational Project in an Upper Secondary School. *Education Research International, 2017*.

Jackson, A. Y., & Mazzei, L. A. (2012). *Thinking with theory in qualitative research: Viewing data across multiple perspectives*. New York: Routledge.

Jacquet, M., & Dagenais, D. (2010). Perspective croisée sur la collaboration professionnelle des enseignants dans trois contextes scolaires en Colombie-Britannique. *McGill Journal of Education/Revue des sciences de l'éducation de McGill, 45*(3), 511-534.

Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational review, 52*(2), 175-186.

Jenlink, P. M. (2014). *Teacher identity and the struggle for recognition: Meeting the challenges of a diverse society*. Lanham: R&L Education.

Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly, 40*(1), 235-257.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York: Routledge.

Johnson, K. E. (2015). Reclaiming the relevance of L2 teacher education. *The Modern Language Journal, 99*(3), 515-528.

Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *The Modern Language Journal, 95*(2), 236-252.

Karsenti, T., Collin, S., Villeneuve, S., Dumouchel, G., & Roy, N. (2008). *Why are new French immersion and French as a Second Language teachers leaving the profession: results of a Canada-wide survey*. Retrieved from Ottawa, ON:

Kastelan-Sikora, K. M. (2013). *Mentoring Beginning Second Language Teachers: Perceptions of Challenges and Expectations of Support*. (PhD Ph.D.), University of Alberta (Canada), Ann Arbor. ProQuest Dissertations & Theses Global database.

Kayi-Aydar, H. (2015a). Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies, 12*(2), 137-160.

Kayi-Aydar, H. (2015b). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and teacher education, 45*, 94-103.

Kemmis, S., & McTaggart, R. (2005). Participatory Action Research: Communicative Action and the Public Sphere. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 559-603). Thousand Oaks, CA: Sage Publications Ltd.

Kirschner, P. A., Martens, R. L., & Strijbos, J.-W. (2004). CSCL in higher education? A framework for designing multiple collaborative environments. In J.-W. Strijbos, P. A. Kirschner, & R. L. Martens (Eds.), *What we know about CSCL and implementing it in higher education* (pp. 3-30). Boston: Springer.

Kitade, K. (2014). Second Language Teachers' Identity Development through Online Collaboration with L2 Learners. *Calico Journal, 31*(1), 57-77. doi:10.11139/cj.31.1.57-77

Kitchenham, A., & Chasteauneuf, C. (2010). Teacher supply and demand: Issues in Northern Canada. *Canadian Journal of Education, 33*(4), 869-896.

Kitsantas, A., & Dabbagh, N. (2010). *Learning to Learn with Integrative Learning Technologies: A Practical Guide for Academic Success*. Charlotte, NC: Informafion Age Publishing.

Knouzi, I., & Mady, C. (2014). Voices of resilience from the bottom rungs: The stories of three elementary core French teachers in Ontario. *Alberta Journal of Educational Research, 60*(1), 62-80.

Kooy, M. (2006). The telling stories of novice teachers: Constructing teacher knowledge in book clubs. *Teaching and teacher education, 22*(6), 661-674.

Kooy, M. (2009). Collaborations and conversations in communities of learning: Professional development that matters. In C. J. Craig & E. L. F. Deretchin (Eds.), *Teacher Education Yearbook XVII: Teacher learning in small group settings* (pp. 5-22). Lantham, MD: Scarecrow Publication/Rowan & Littlefield.

Kooy, M. (2015). Building a teacher–student community through collaborative teaching and learning: engaging the most affected and least consulted. *Teacher Development, 19*(2), 187-209.

Kooy, M., & Colarusso, D. (2012). The transformative potential of teacher and student voices: Reframing relationships for learning. In M. Kooy & K. van Veen (Eds.), *Teacher learning that matters: International perspectives* (pp. 80-99). New York: Routledge.

Kooy, M., & Colarusso, D. M. (2013). The space in between: a book club with inner-city girls and professional teacher learning. *Professional Development in Education, 40*(5), 838-854.

Kooy, M., & van Veen, K. (2012). *Teacher learning that matters: International perspectives* (Vol. 62). New York: Routledge.

Kreijns, K., & Kirschner, P. A. (2004). Designing Sociable CSCL Environments: Applying interaction design principles. In J.-W. Strijbos, P. A. Kirschner, & R. L. Martens (Eds.), *What we know about CSCL and implementing it in higher education* (pp. 221-243). Boston: Springer.

Kristmanson, P., Dicks, J., & Le Bouthillier, J. (2009). Pedagogical applications of a second language writing model at elementary and middle school levels. *Writing & Pedagogy, 1*(1), 37-62.

Kristmanson, P., Dicks, J., Le Bouthillier, J., & Bourgoin, R. (2008). L'écriture en immersion française: Les meilleures pratiques et le rôle d'une communauté professionnelle d'apprentissage. *Canadian Journal of Applied Linguistics, 11*(1), 41-61.

Kristmanson, P., Lafargue, C., & Culligan, K. (2011). From action to insight: A professional learning community's experiences with the European language portfolio. *Canadian Journal of Applied Linguistics, 14*(2), 53.

Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change*: Springer.

Kubanyiova, M., & Feryok, A. (2015). Language teacher cognition in applied linguistics research: Revisiting the territory, redrawing the boundaries, reclaiming the relevance. *The Modern Language Journal, 99*(3), 435-449.

Labov, W. (1997). Some further steps in narrative analysis. *The Journal of Narrative and Life History, 7*(1-4), 395-415.

Labov, W., & Waletzky, J. (1967/1997). Narrative analysis: Oral versions of personal experience. *The Journal of Narrative and Life History, 7*(1-4), 3-38.

Lantolf, J. P. (2000). Introducing sociocultural theory. In J. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 1-26). Oxford: Oxford University Press.

Lapadat, J. C., & Lindsay, A. C. (1999). Transcription in research and practice: From standardization of technique to interpretive positionings. *Qualitative inquiry, 5*(1), 64-86.

Lapkin, S. (1993). Research Directions for Core French in Canada. *Canadian modern language review, 49*(3), 476-513.

Lapkin, S., & Barkaoui, K. (2008). *Teaching core French in Ontario: Teachers' perspectives*. *Report to the Ontario Ministry of Education*. Retrieved from Toronto, ON:

Lapkin, S., MacFarlane, A., & Vandergrift, L. (2006a). *Teaching French in Canada: FSL teachers' perspectives*. Retrieved from https://www.caslt.org/pdf/FSL-Report-En.pdf

Lapkin, S., MacFarlane, A., & Vandergrift, L. (2006b). Teaching French in Canada: FSL teachers' perspectives. *Ottawa, ON: Canadian Teachers' Federation*.

Lapkin, S., Mady, C., & Arnott, S. (2006). Preparing to Profile the FSL Teacher in Canada 2005-2006: A Literature Review. *Réflexions*.

Lapkin, S., Mady, C., & Arnott, S. (2009). Research Perspectives on Core French: A Literature Review. *Canadian Journal of Applied Linguistics, 12*(2), 6-30.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and teacher education, 21*(8), 899-916.

Lather, P. (1992). Critical frames in educational research: Feminist and post-structural perspectives. *Theory Into Practice, 31*(2), 87-99.

Lather, P. (2009). Against empathy, voice and authenticity. In A. Y. Jackson & L. A. Mazzei (Eds.), *Voice in Qualitative Inquiry: Challenging conventional, interpretive and critical conceptions in qualitative research* (pp. 17-26). New York: Routledge.

Laursen, P. F. (1996). Professionalism and the reflective approach to teaching. In M. Kompf, W. R. Bond, D. Dworet, & R. T. Boak (Eds.), *Changirlg research and practice: Teachers' Professionalism, identities and knowledge* (pp. 48-55). London: Falmer Press.

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*: Cambridge university press.

Leitch, R., & Day, C. (2000). Action research and reflective practice: Towards a holistic view. *Educational Action Research, 8*(1), 179-193.

Lewis, C., Enciso, P., & Moje, E. B. (2007). *Reframing sociocultural research on literacy: Identity, agency, and power*. New York: Routledge.

Lewis, C., & Moje, E. B. (2003). Sociocultural perspectives meet critical theories. *International Journal of Learning, 10*, 1979-1995.

Lieberman, A., & Miller, L. (2008). *Teachers in professional communities: Improving teaching and learning*. New York: Teachers College Press.

Lieblich, A., Tuval-Mashiach, R., & Zilber, T. (1998). *Narrative research: Reading, analysis, and interpretation* (Vol. 47). Thousand Oaks, CA: Sage.

Lindgren, M. (2016). Personal narrative journalism and podcasting. *Radio Journal: International Studies in Broadcast & Audio Media, 14*(1), 23-41.

Linehan, C., & McCarthy, J. (2000). Positioning in practice: Understanding participation in the social world. *Journal for the theory of social behaviour, 30*(4), 435-453.

Lipponen, L., Hakkarainen, K., & Paavola, S. (2004). Practices and orientations of CSCL. In J.-W. Strijbos, P. A. Kirschner, & R. L. Martens (Eds.), *What we know about CSCL and implementing it in higher education* (pp. 31-50). Boston: Springer.

Long, M. H. (1980). Inside the "black box": Methodological issues in classroom research on language learning. *Language learning, 30*(1), 1-42.

Lotherington, H., & Jenson, J. (2011). Teaching multimodal and digital literacy in L2 settings: New literacies, new basics, new pedagogies. *Annual Review of Applied Linguistics, 31*, 226-246.

Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017). Teachers' self-directed learning and teaching experience: What, how, and why teachers want to learn. *Teaching and teacher education, 66*, 171-183.

Macfarlane, A., & Hart, D. (2002). *Shortages of French as a second language teachers: Views of school districts, faculties of education and ministries of education*. Retrieved from Ottawa:

Maclean, R., & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice, 8*(1), 47-60.

Mady, C. (2007). The suitability of core French for recently arrived adolescent immigrants to Canada. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 10*(2), 177-196.

Mady, C. (2012). Inclusion of English language learners in French as a second official language classes: teacher knowledge and beliefs. *International Journal of Multilingualism, 9*(1), 1-14.

Mady, C., & Arnett, K. (2009). Inclusion in French Immersion in Canada: One parent's perspective. *Exceptionality Education International, 19*(2), 37-49.

Mady, C., & Arnett, K. (2015). French as a Second Language Teacher Candidates' Conceptions of Allophone Students and Students With Learning Difficulties. *Canadian Journal of Applied Linguistics, 18*(2), 78-95.

Mady, C., Arnett, K., & Muilenburg, L. Y. (2016). French second-language teacher candidates' positions towards Allophone students and implications for inclusion. *International Journal of Inclusive Education*, 1-14.

Mady, C., & Black, G. (2012). Access to French as second official language programs in English-dominant Canada. *Alberta Journal of Educational Research, 57*(4), 498-501.

Mady, C., Black, G., & Fulton, K. (2010). *The State of French Second Language education in Canada 2010*. Retrieved from Ottawa:

Mahn, H., & John-Steiner, V. (2002). The gift of confidence: A Vygotskian view of emotions. In G. Wells & G. Claxton (Eds.), *Learning for life in the 21st century* (pp. 46-58). Malden, MA: Blackwell.

Mandin, L. (2008). Transmettre le flambeau: L'avenir de l'enseignement des langues secondes est entre nos mains. *Canadian Journal of Applied Linguistics, 11*(1), 5-19.

Masson, M., & Mady, C. (in press). Principals' beliefs about language learning and inclusion of English language learners in Canadian elementary French Immersion programs. *Canadian Journal of Applied Linguistics, t.b.d.*, t.b.d.

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Los Angeles, CA: Sage.

Mazzei, L. A. (2007). *Inhabited silence in qualitative eesearch: Putting Poststructural theory to work*. New York: Peter Lang.

McClung, S., & Johnson, K. (2010). Examining the motives of podcast users. *Journal of Radio & Audio Media, 17*(1), 82-95.

Meirink, J. A., Meijer, P. C., & Verloop, N. (2007). A closer look at teachers' individual learning in collaborative settings. *Teachers and Teaching: theory and practice, 13*(2), 145-164.

Merriam, S. B. (1988). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.

Ministry of Education Ontario. (2013a). *A Framework for French as Second Language in Ontario Schools: Kindergarten to grade 12*. Retrieved from Ontario: http://www.edu.gov.on.ca/eng/amenagement/frameworkFLS.pdf

Ministry of Education Ontario. (2013b). *French as a Second Language: Core French (Grades 4-8), Extended French (Grades 4-8), French Immersion (Grades 1-8)*. Retrieved from Ontario: http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf

Ministry of Education Ontario. (2014). *Achieving Excellence: a renewed vision for Education in Ontario*. Toronto, ON: Queen's Printer Retrieved from http://www.edu.gov.on.ca/eng/about/renewedVision.pdf.

Ministry of Education Ontario. (2017). French as a Second Language. Retrieved from http://www.edu.gov.on.ca/eng/amenagement/FLS.html

Moldoveanu, M., & Mujawamariya, D. (2007). L'éducation multoculturelle dans la formation initiale des enseignants: Des politiques aux pratiques (Multicultural Education in the Initial Training of Teachers: From policies to practices. *McGill Journal of Education, 42*(1), 5-10.

Mollica, A., Philips, G., & Smith, M. (2005). *Teaching and learning French as a second language: Core French in the elementary schools in Ontario*. Retrieved from Burlington, ON:

Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualisation in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism, 7*(2-3), 172-188.

Motha, S. (2006). Racializing ESOL Teacher Identities in US K-2 P ublic Schools. *TESOL Quarterly, 40*(3), 495-518.

Murphy, E. (2002). New tools in an old trade: Teachers talk about use of the Internet in the teaching of French as a second or foreign language. *Canadian modern language review, 59*(2), 215-235.

Murphy, E. (2009). Online synchronous communication in the second-language classroom. *Canadian Journal of Learning and Technology/La revue canadienne de l'apprentissage et de la technologie, 35*(3).

Murphy, J. (2010). Les TIC en immersion. *Journal de l'immersion, 32*(3), 14-19.

Musumeci, D. (2009). History of language teaching. In M. H. Long & C. J. Doughty (Eds.), *The Handbook of Language Teaching* (pp. 42-62). Malden, MA: Blackwell.

Ntelioglou, B. Y., Fannin, J., Montanera, M., & Cummins, J. (2015). A multilingual and multimodal approach to literacy teaching and learning in urban education: A collaborative inquiry project in an inner city elementary school. *Interdisciplinary Approaches to Multilingualism*, 70.

O'Connor, K. (2001). Contextualization and the negotiation of social identities in a geographically distributed situated learning project. *Linguistics and education, 12*(3), 285-308.

O'Connor, K. E. (2008). 'You choose to care': Teachers, emotions and professional identity. *Teaching and teacher education, 24*(1), 117-126.

Ochs, E., & Capps, L. (2009). *Living narrative: Creating lives in everyday storytelling*. Cambridge, Mass.: Harvard University Press.

Ontario College of Teachers. (2015). *Transition to teaching*. Retrieved from Toronto, ON: https://www.oct.ca/-/media/PDF/Transition to Teaching 2015/EN/2015_T2T_main_report_web_en.pdf

Ontario College of Teachers. (2016). *Transition to Teaching*. Retrieved from Toronto, ON:

Pan, C. (2014). *Falling behind: 2014 report on the shortage of teachers in French Immersion and Core French in British-Columbia et Yukon*. Retrieved from http://cpf.ca/en/media/backgrounders/core-and-immersion-as-fsl-partners/

Pappa, S., Moate, J., Ruohotie-Lyhty, M., & Eteläpelto, A. (2017). Teachers' pedagogical and relational identity negotiation in the Finnish CLIL context. *Teaching and teacher education, 65*, 61-70.

Pavlenko, A. (2006). *Emotions and multilingualism*: Cambridge University Press.

Pellerin, M. (2013). E-inclusion in early French immersion classrooms: Using digital technologies to support inclusive practices that meet the needs of all learners. *Canadian Journal of Education, 36*(1), 44-70.

Pellerin, M. (2014). Language Tasks Using Touch Screen and Mobile Technologies: Reconceptualizing Task-Based CALL for Young Language Learners. *Canadian Journal of Learning & Technology, 40*(1), 1-23.

Piccardo, E. (2013). Plurilingualism and curriculum design: Toward a synergic vision. *TESOL Quarterly, 47*(3), 600-614.

Piccardo, E. (2017). Plurilingualism as a catalyzer for creativity in superdiverse societies: a systemic analysis. *Frontiers in Psychology, 8*. doi:doi.org/10.3389/fpsyg.2017.02169

Powell, L. M. (2001). *Growing as a Core French teacher through action research*. (Masters M.Ed.), The University of Regina (Canada), Ann Arbor. ProQuest Dissertations & Theses Global database.

Prasad, G. (2015). Beyond the mirror towards a plurilingual prism: exploring the creation of plurilingual 'identity texts' in English and French classrooms in Toronto and Montpellier. *Intercultural Education, 26*(6), 497-514.

Ramanathan, V., & Morgan, B. (2007). TESOL and policy enactments: Perspectives from practice. *TESOL Quarterly, 41*(3), 447-463.

Ratner, C. (2000). A cultural-psychological analysis of emotions. *Culture & Psychology, 6*(1), 5-39.

Rhoades, M. (2012). LGBTQ youth+ video artivism: Arts-based critical civic praxis. *Studies in Art Education, 53*(4), 317-329.

Ricento, T. (2005). Considerations of identity in L2 learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 895-910). Mahwah, NJ: Lawrence Erlbaum.

Richards, E. M. (2002). *Positioning the elementary core French teacher: An investigation of workplace marginality*. (PhD doctoral thesis), University of Toronto, Ann Arbor, MI.

Richards, K. (2003). *Qualitative inquiry in TESOL*. New York: Palgrave MacMillan.

Riessman, C. K. (1993). *Narrative analysis* (Vol. 30). New Park, CA: Sage.

Riessman, C. K. (2011). Narrative analysis. In M. Huberman & M. Miles (Eds.), *SAGE Research Methods* (pp. 216-270). Los Angeles: SAGE.

Rodrigues, S. B., & Collinson, D. L. (1995). 'Having fun'?: Humour as resistance in Brazil. *Organization studies, 16*(5), 739-768.

Rodriguez, T. L., & Reis, D. S. (2012). "Ms. Morales needs to go back to English class": Narratives of a bilingual Latina preservice English language arts teacher in a diverse society. *The New Educator, 8*(3), 202-221.

Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, Culture, and Activity, 1*(4), 209-229.

Roy, S. (2012). Qui décide du meilleur français? Représentations des variétés linguistiques du français en immersion. *Canadian Journal of Applied Linguistics, 15*(1), 1.

Roy, S. (2015). Discours et idéologies en immersion française. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 18*(2), 125-143.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist, 55*(1), 68.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo & M. Kompf (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Oxford: Routledge.

Salvatori, M. (2007). *Learning, discerning and yearning: The development of language proficiency of non-native speaker French as a second language teachers in Ontario*. (PhD Ph.D.), University of Toronto (Canada), Ann Arbor. Dissertations & Theses @ University of Toronto; ProQuest Dissertations & Theses Global database.

Salvatori, M. (2009). A Canadian perspective on language teacher education: Challenges and opportunities. *The Modern Language Journal, 93*(2), 287-291.

Salvatori, M., & MacFarlane, A. (2009). *Profile and Pathways-Supports for Developing FSL Teachers' Pedagogical, Linguistic, and Cultural Competencies* (092123869X). Retrieved from Ottawa, ON: https://www.caslt.org/pdf/en/what-we-do/caslt-panorama-profilepathways-e.pdf

Sandoval, C., & Latorre, G. (2008). Chicana/o artivism: Judy Baca's digital work with youth of color. *Learning race and ethnicity: Youth and digital media*, 81-108.

Scardamalia, M., & Bereiter, C. (1994). Computer support for knowledge-building communities. *The journal of the learning sciences, 3*(3), 265-283.

Scardamalia, M., & Bereiter, C. (2006). Knowledge Building: Theory, Pedagogy, and Technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences*. New York: Cambridge University Press.

Schön, D. A. (1983). *The Reflective Practitioner*. New York: Basic Books.

Schutz, P. A., & Lee, M. (2014). Teacher emotion, emotional labor and teacher identity. *Utrecht Studies in Language and Communication, 27*(1), 169-186.

Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational researcher, 34*(4), 14-22.

Shanahan, T. (1994). *Teachers Thinking, Teachers Knowing: Reflections on Literacy and Language Education*: ERIC.

Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard educational review, 57*(1), 1-23.

Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly, 38*(3), 405-436.

Singh, G., & Richards, J. C. (2006). Teaching and learning in the language teacher education course room: A critical sociocultural perspective. *RELC journal, 37*(2), 149-175.

Sinner, A., Leggo, C., Irwin, R. L., Gouzouasis, P., & Grauer, K. (2006). Arts-based educational research dissertations: Reviewing the practices of new scholars. *Canadian Journal of Education, 29*(4), 1223-1270.

Sleeper, R. W. (1986). *The necessity of pragmatism*. New Haven: Yale University Press.

Søreide, G. E. (2007). Narrative construction of teacher identity: positioning and negotiation. *Teachers and Teaching, 12*(5), 527-547. doi:10.1080/13540600600832247

Stahl, G. (2000). A model of collaborative knowledge building. In B. Fishman & S. O'Connor-Divelbiss (Eds.), *Fourth International Conference of the Learning Sciences* (pp. 70-77). Mahwah, NJ: Erlbaum.

Stenberg, K. (2011). *Working with identities promoting student teachers professional development*. (PhD), University of Helsinki, Helsinki, Finland.

Stern, H. H. (1982). French core programs across Canada: How can we improve them? *The Canadian Modern Language Review, 39*, 34-47.

Stern, H. H., Swain, M., McLean, L. D., Friedman, R. J., Harley, B., & Lapkin, S. (1976). *Three approaches to teaching French: Evaluation and overview of studies related to the federally funded extensions of the second language learning (French) programs in the Carleton and Ottawa school boards*. Retrieved from Toronto, ON:

Strauss, A., & Corbin, J. (1994). Grounded theory methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (Vol. 17, pp. 273-285). Thousand Oaks: Sage.

Strauss, A., & Corbin, J. M. (1997). *Grounded theory in practice*. Thousand Oaks: Sage.

Strijbos, J.-W., Kirschner, P. A., & Martens, R. L. (2004). *What we know about CSCL and implementing it in higher education*. Boston: Springer.

Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In H. Byrnes (Ed.), *Advanced language learning: The contribution of Halliday and Vygotsky* (pp. 95-108). London: Continuum.

Swain, M. (2013). The inseparability of cognition and emotion in second language learning. *Language teaching, 46*(02), 195-207.

Swain, M., & Deters, P. (2007). "New" mainstream SLA theory: Expanded and enriched. *The Modern Language Journal, 91*(s1), 820-836.

Swain, M., Kinnear, P., & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives*. Toronto: Multilingual matters.

Swain, M., Lapkin, S., Knouzi, I., Suzuki, W., & Brooks, L. (2009). Languaging: University students learn the grammatical concept of voice in French. *The Modern Language Journal, 93*(1), 5-29.

Swain, M., & Watanabe, Y. (2012). Languaging: Collaborative dialogue as a source of second language learning. In C. Chappelle (Ed.), *The Encyclopedia of Applied Linguistics*. West-Sussex, UK: Wiley-Blackwell.

Taylor, S. K. (2015). Conformists & mavericks: introducing IT-enabled plurilingual pedagogy informed by the CEFR in high school French immersion. *Intercultural Education, 26*(6), 515-529.

The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard educational review, 66*(1), 60-93.

Trifonas, P., & Peters, M. (Eds.). (2004). *Derrida, Deconstruction, and Education: Ethics of Pedagogy and Research*. Oxford: Blackwell.

Trifonas, P. P. (2003). *Pedagogies of difference: Rethinking education for social change*: Psychology Press.

Turnbull, M., & Lawrence, G. (2002). FSL teachers and technology: Findings from a national survey. *Réflexions*, 4-6.

Turnbull, M., & Lawrence, G. (2003). Core French Teachers and Technology: Classroom Application and Belief Systems. *Journal of Educational Thought, 37*(3), 303-328.

van Dijk, T. A. (1993). Principles of critical discourse analysis. *Discourse & Society, 4*(2), 249-283.

van Dijk, T. A. (1995). Discourse analysis as ideology analysis. In C. Schaffner & A. L. Wenden (Eds.), *Language and peace* (pp. 17-33). Dartmouth: Aldershot.

van Dijk, T. A. (2009). Critical discourse studies: A sociocognitive approach. In R. Wodak & M. Meyer (Eds.), *Methods of critical discourse analysis* (pp. 62-86). Thousand Oaks, CA: Sage.

Varghese, M. M. (2006). Bilingual teachers-in-the-making in Urbantown. *Journal of multilingual and multicultural development, 27*(3), 211-224.

Vásquez, C. (2007). Moral stance in the workplace narratives of novices. *Discourse Studies, 9*(5), 653-675.

Vásquez, C. (2011). TESOL, teacher identity, and the need for "small story" research. *TESOL Quarterly, 45*(3), 535-545.

Vitanova, G. (2005). Authoring the self in a non-native language: A dialogic approach to agency and subjectivity. In J. K. Hall, G. Vitanova, & L. A. Marchenkova (Eds.), *Dialogue with Bakhtin on second and foreign language learning: New perspectives* (pp. 149-169). Mahwah, NJ: Erlbaum.

Voogt, J., Laferrière, T., Breuleux, A., Itow, R. C., Hickey, D. T., & McKenney, S. (2015). Collaborative design as a form of professional development. *Instructional Science, 43*(2), 259-282.

Vygotsky, L. S. (1978). Mind in society (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds.). In: Cambridge, MA: Harvard University Press.

Vygotsky, L. S. (Ed.) (1997). *Development of thinking and formation of concepts in the adolescent* (Vol. 5). New York: Plenum Press.

Wallace, M. (1995). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: theory and practice, 12*(5), 509-526.

Watson, C. (2007). Small stories, positioning analysis, and the doing of professional identities in learning to teach. *Narrative inquiry, 17*(2), 371-389.

Watt, D. (2007). On Becoming a Qualitative Researcher: The Value of Reflexivity. *Th Qualitative Report, 12*(1), 82-101.

Wells, C. G. (1994). *Changing schools from within: Creating communities of inquiry*: Heinemann Educational Books.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*: Cambridge university press.

Wernicke, M. (2016). Hierarchies of Authenticity in Study Abroad: French From Canada Versus French From France? *Canadian Journal of Applied Linguistics, 19*(2), 1-21.

Wernicke, M. (2017). Navigating native-speaker ideologies as FSL teacher. *Canadian modern language review, 73*(2), 208-236.

Wertsch, J. V. (1988). *Vygotsky and the social formation of mind*. Cambridge, Mass.: Harvard University Press.

Wodak, R., & Ludwig, C. (Eds.). (1999). *Challenges in a changing world: Issues in critical discourse analysis*. Vienna: Passagenverlag.

Woods, D. (1996). *Teacher cognition in language teaching : beliefs, decision-making, and classroom practice*. Cambridge: Cambridge University Press.

Yin, R. (2006). Case study methods. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.), *Handbook of Complementary Methods in Education Research*. USA: Lawrence Erbaulm.

Yin, R. (2013). How to do better case studies: (with illustrations from 20 exemplary case studies). In L. Bickman & D. Rog (Eds.), *The SAGE handbook of applied social research methods*. Thousand Oaks: SAGE.

Zee, M., & Koomen, H. M. (2016). Teacher Self-Efficacy and Its Effects on Classroom Processes, Student Academic Adjustment, and Teacher Well-Being A Synthesis of 40 Years of Research. *Review of educational research, 86*(4), 981-1015.

Zembylas, M. (2003). Interrogating "teacher identity": emotion, resistance, and self-formation. *Educational theory, 53*(1), 107-127.

Zheng, L. (2017). *Knowledge Building and Regulation in Computer-Supported Collaborative Learning*. Singapore: Springer.

The text was generally transcribed as liberally as possible. Punctuation, such as comas and periods were added to the text, based on the pauses and prosody uses by the speakers, to improve legibility during coding.

Convention	Meaning
UPPER CASE	Emphasis on word
[ ]	Descriptions that are outside of the immediate spoken interaction. For example, [inaudible] signals sections that cannot be heard, [laughs] signals a reaction from others.
[…]	Break in the transcription
( )	Rounded parentheses indicate a guess on the part of the transcriber as to what is being said when utterances cannot be heard clearly
…	Trailing off
-	Interruption of utterance
" "	Intertextuality: reported exchanges with others as the teller recalls/interprets them
(pause)	Pauses that are 3 second or longer

APPENDIX B. Discursive practices codes in full

Tier	Code name	Description (first and second tier only)	Sources coded	Refs coded
1	**CONNECTING**	**Social interconnectivity teachers seek from others. Connecting with others sets the tone for possible interactions in the learning community. The strength of the connections they make will determine how much others can help them establish their thoughts and review them later.**	**48**	**594**
2	**Asking for something**	**Asking group to offer information, skills or support.**	**21**	**41**
3	asking for confirmation		4	6
3	asking for feedback		5	7
3	asking for help		5	5
3	asking for more details		13	23
2	**Establishing code of conduct**	**Engaging in social behaviour that sets the tone for group culture of interaction.**	**23**	**59**
3	acknowledging privilege		1	2
3	apologizing		6	12
3	asking if the group can hear		11	13
3	asking to interject		4	8
3	being open to accommodating others		1	1
3	closing discussion		1	1
3	deferring to another group member		3	3
3	greeting members		6	6
3	hedging		8	12
3	introducing self		1	1
2	**Expressing emotions**	**Expressing feelings and emotions with the group.**	**17**	**44**
3	expressing doubt		7	15
3	expressing emotion		4	5
3	expressing hope		12	19
3	lamenting situation		3	5
2	**Making links**	**Making connections to what is being said and/or recalling what has been said or experienced by others in the past.**	**35**	**137**
3	agreeing		14	43
3	finding meaningful research topic		6	10
3	linking discussion to current context		3	6
3	linking discussion to current experience		4	3
3	linking discussion to past experience		4	8
3	linking discussion to what another member said		13	4

3	referencing past conversation with VPLC members		21	25
3	referring to a resource outside the VPLC		1	32
3	seeing connections between practice and learning		3	2
3	talking about personal connections in the group		6	4
2	**Offering information-skill**	**Offering information or skills to others in the group whether solicited or not.**	**37**	**184**
3	answering a question		5	12
3	explaining how to use tools		4	5
3	giving advice		6	23
3	giving an example		6	7
3	inviting member to their school		1	2
3	inviting members to look at a resource		1	1
3	inviting members to share their opinion		2	2
3	making a suggestion		11	24
3	making suggestions for VPLC		3	5
3	offering access to information		2	5
3	providing a solution		4	6
3	providing an example		10	13
3	reacting to another member's situation		5	8
3	reacting to others' post on the VPLC		2	2
3	sharing a success story		3	3
3	sharing feedback with VPLC members		1	1
3	sharing insight-knowledge		3	4
3	sharing interesting anecdote		5	7
3	sharing relevant information		10	18
3	sharing resources with the VPLC members		5	5
3	sharing teaching activities		9	20
3	summarizing a finding		1	1
3	telling personal story		5	8
3	volunteering for something		2	2
2	**Reporting**	**Holding oneself accountable to the group by updating or reporting on actions taken, successful or unsuccessful endeavours.**	**32**	**85**
3	reporting on actions taken		16	31
3	reporting students' positive reaction		6	7
3	showing example of students work		4	10
3	updating group on a project		12	20
3	updating group on teaching		1	1

	abroad experience			
3	updating members on line of inquiry		11	16
2	**Showing affection**	**Sharing feelings of appreciation and support towards other members of the group.**	**21**	**44**
3	appreciating group		12	14
3	being inspired by VPLC work		3	3
3	congratulating another member		1	1
3	giving a compliment		5	6
3	making a joke		9	14
3	sympathizing		1	1
3	thanking		3	5
1	**SITUATING**	**Stable position for teachers to express where the teachers is at ideologically to themselves and the other teachers. This position can be temporary and works as a place holder for teachers to settle their thoughts, set the stage and take action.**	**52**	**559**
2	**Demonstrating change-transformation**	**Indicating a change in a way of thinking, on a position or belief.**	**20**	**29**
3	applying new concept to professional context		3	3
3	changing mind-direction		15	19
3	realizing something new		4	4
3	taking up a suggestion		3	3
2	**Demonstrating knowledge-skills**	**Demonstrating a certain knowledge or skill the teacher holds.**	**9**	**16**
3	citing research		1	4
3	demonstrating knowledge		8	12
2	**Describing**	**Establishing context for other members of the group by describing a situation.**	**37**	**167**
3	describing a resource		2	3
3	describing board context		6	2
3	describing current situation		3	11
3	describing events of the morning		1	4
3	describing how a resource is used		2	1
3	describing new role		3	3
3	describing past experience		9	12
3	describing recent experience		9	24
3	describing school context		30	104
3	describing VPLC practice		1	2
3	describing work with an association		1	1
2	**Expressing ideas**	**Expressing an opinion or belief.**	**29**	**161**
3	expressing an opinion	an opinion is a judgement based on facts or experience	27	103
3	expressing belief	is a conviction based on cultural or personal values	20	58

2	**Planning**	**Making plans for future actions to complete and setting goals.**	37	105
3	making plans for the future		7	7
3	making predictions		1	2
3	planning improvements in practice		2	2
3	planning next steps		15	25
3	planning research		18	23
2	**Research question**		**6**	**6**
3	planning to update VPLC members		7	7
3	setting goals		18	33
2	**Rationalizing**	**Drawing on information the teacher has to explain a certain position or decision, support an argument or prove a point, and put forward a (new) idea the teacher supports.**	30	81
3	advocating a belief		1	1
3	clarifying an idea-point-suggestion		1	2
3	emphasizing a point		2	3
3	making an argument		4	5
3	rationalizing an opinion-choice-belief		15	27
3	rationalizing appeal of a certain concept		2	2
3	rationalizing pedagogical choices		9	13
3	rephrasing previous statement		5	6
3	using experiential knowledge to inform belief		8	10
3	using experiential knowledge to inform practice		3	3
3	using experiential knowledge to reflect on academic knowledge		2	2
3	using personal experience to reflect on professional practice		2	2
3	using research inquiry to develop understanding of school context		5	5
1	**RE-VIEWING**	**dynamic state that teachers can enter to reflect, re-assess, question any issues they come across that they feel they need to work on. This learning behaviour is the crux of change for teachers. It helps them establish their position, take stock of what needs more work and make changes in themselves, their practice and their work environments.**	41	425
2	**Comparing & contrasting**	**Noticing differences and contrasting them to one's own experiences, skills, working environments.**	20	61

3	contrasting current situation with past situation		4	5
3	drawing parallels		1	1
3	noticing a difference in approach to practice		7	12
3	noticing contradiction in institutional discourse(s)		10	16
3	noticing improvements in practice		5	12
3	noting differences in each other's contexts		8	15
2	**Contemplating**	**Toying with a new idea, defining a new concept, introducing oneself to a new way of thinking.**	**11**	**14**
3	contemplating an idea		5	8
3	defining a new concept		3	3
3	exploring a new concept		1	1
3	verbally walking herself through thoughts		2	2
2	**Evaluating**	**Passing judgement on current knowledge, skills, situation in work environment.**	**13**	**36**
3	evaluating a resource		1	1
3	evaluating current situation		9	27
3	evaluating VPLC learning experience		2	2
3	making a positive assessment		1	1
3	reacting positively to a new concept		2	3
3	reacting positively to board initiative		1	2
2	**Identifying**	**Identifying an area that needs further investigation, an area of struggle, any gaps in knowledge, experience or support.**	**30**	**161**
3	discussing technical problems with the VPLC		2	8
3	identifying a discrepancy between board and federal ideas about French		2	2
3	identifying a limitation to board initiative		5	9
3	identifying a need		10	17
3	identifying a new area of inquiry		15	19
3	identifying a problem in board-school		12	30
3	identifying a struggle		13	27
3	identifying gaps in knowledge		4	4
3	identifying with an issue in another member's context		1	2
3	not knowing the answer		5	8
3	not knowing what to do		7	8

3	struggling with literature review		1	27
2	**Questioning**	**Actively questioning and critiquing status quo.**	**10**	**26**
3	critiquing practice at school		6	12
3	critiquing profession		1	5
3	pointing out a limitation to someone else's idea		2	3
3	questioning practice		3	5
3	questioning school policy on ELLs		1	1
3	questioning strategies being used in the classroom		0	0
2	**Reflecting**	**Thinking back on previous experiences, knowledge, skills and existing support systems in the work environment.**	**35**	**115**
3	asking reflective questions		12	16
3	reflecting on a classroom experience		3	4
3	reflecting on experience in VPLC		10	21
3	reflecting on goals		3	3
3	reflecting on how to manage the VPLC		4	8
3	reflecting on past experience		18	24
3	reflecting on PD experience		5	7
3	reflecting on practice		17	21
3	reflecting on previously set goals		4	4
3	reflecting on writing process in the VPLC		3	7
2	**Speculating**	**Making a guess about a potential problem in a given area.**	**7**	**12**
3	making a guess		3	5
3	speculating about a problem		5	7