Preparing for L2 and FSL Teaching

A Literature Review on Essential Components of Effective Teacher Education for Language Teachers

Canadian Association of Second Language Teachers
Association canadienne des professeurs de langues secondes

Preparing for L2 and FSL Teaching: A Literature Review on Essential Components of Effective Teacher Education for Language Teachers

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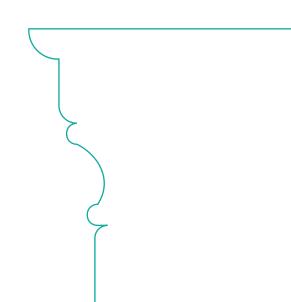Marie-Pier Bastien, University of Ottawa

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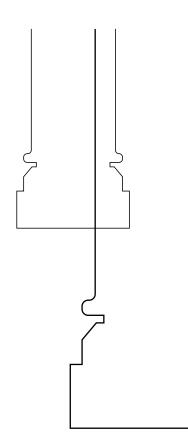
Contents

Useful Terminology and Acronyms

We used the same terminology as the articles in our summaries. We have grouped some terms that refer to very similar ideas.

Terminology

Novice teachers	Teachers new to the profession; generally, in the first 5 years of their career (the "induction years").
Pre-service teachers Teacher candidates Teachers in training	Teachers not yet formally accredited to teach or still in their training program, which can include a certification program (such as TESOL) or a Bachelor of Education program that certifies teachers for the K–12 public school system.
Teacher education	Program designed to prepare teachers to enter the classroom and teach their subject matter upon graduation. Teacher education usually entails viewing learning as a lifelong process.
Teacher training	Opportunities for teachers to receive targeted training on specific skills, resources, or policies that can inform teacher practice. Generally, training is viewed as a more punctuated process focusing on skill development.
Associate teacher Mentor teacher Collaborating teacher	Associate teacher, mentor teacher, and collaborating teacher all refer to experienced in-service teachers who work with pre-service teachers in a mentoring capacity. In some cases, these teachers evaluate the pre-service teachers. In other cases, they collaborate with them for professional learning.

Acronyms

ACTFL	American Council on the Teaching of Foreign Languages
AT	Associate Teachers
B.Ed.	Bachelor of Education
CEFR	Common European Framework of Reference for Languages
CEP	Classroom English Proficiency
CK	Content Knowledge
DELF	Diplôme d'études de langue française
EFL	English as a Foreign Language
ELL	English Language Learners
ESOL	English to Speakers of Other Languages
ESL	English as a Second Language
FI	French Immersion
FOL/FLO	French as an Official Language/Français langue officielle
Stanford FLOSEM	Stanford Foreign Language Oral Skills Evaluation Matrix
FSL	French as a Second Language
GEP	General English Proficiency
GPK	General Pedagogical Knowledge
ICT	Information and Communication Technology
IDI	Intercultural Development Inventory
ITE	International Teaching Experience
KAL	Knowledge About Language
L1	First Language
L2	Second Language
LCIE	Language and Culture Immersion Experience
NGO	Non-Governmental Organization
PCK	Pedagogical Content Knowledge
SE	Self-Efficacy Belief
TKB	Teacher Knowledge Base
TC	Teacher Candidates
TEDS-M	Teacher Education Development Study in Mathematics
TEFL	Teaching English as a Foreign Language
TESOL	Teaching English to Speakers of Other Languages
TSES	Teacher Sense of Efficacy Scale

Introduction

CASLT commissioned this report to review research literature about essential components of teacher education for preparing second language (L2) teachers, with a focus on French as a second language (FSL) teacher candidates. The aim of this report is to examine the preparation needed for language teachers to enter the field with strong professional teacher identities and solid grounding for professional well-being in their practice.

Given the complexity of teacher learning and the dynamic process of developing a teacher identity, we see teacher *education* as more than imparting specific skill sets (i.e., teacher *training*). Our conceptual framework is rooted in a vision of teachers as active learners involved in developing different skills, knowledge funds, networks, experiences, and attitudes within an institutional setting, such as a Faculty of Education (Abboud, 2015; Burt, 2014; Dunn, 2011; O'Neill, 1986; Tchimou, 2011).

In other words, we understand L2 teachers as being "shaped in and through their experiences as learners, the cultural practices of teacher education, and the particulars of their teaching context, all embedded within larger sociocultural histories yet appropriated in individual ways" (Johnson & Golombek, 2016, p. 4). Accordingly, fostering a culture of collaborative professionalism has been fundamental to supporting L2 teachers' professional practices (Jacquet & Dagenais, 2010; Kristmanson et al., 2011) and a key component of lifelong professional learning for teachers of all disciplines (Fullan & Hargreaves, 2016).
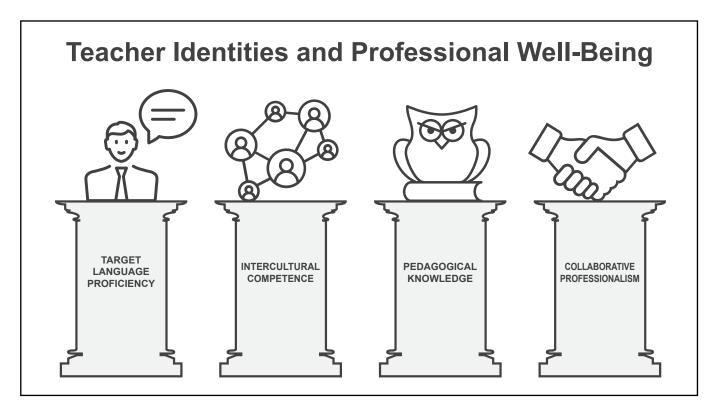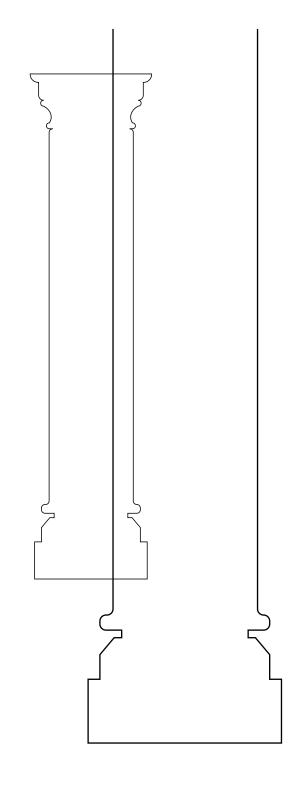

Figure 1. A framework for effective preparation of language teacher candidates in Teacher Education programs.

Developing effective L2 teachers means they have the professional knowledge to enter the field and the confidence to perform as language teachers. Central to their success upon graduation is the development of a strong FSL teacher identity. As this is a lifelong endeavour for teachers, developing and maintaining a professional identity is crucial for in-service teachers as well.

In this report, we adopt a holistic perspective on developing teacher competence across four key pillars for success: **1) target language proficiency, 2) intercultural competence, 3) pedagogical knowledge, and 4) collaborative professionalism**. These pillars (Figure 1) are based on relevant research detailing the specific knowledge, skills, and experiences required for FSL teachers to teach FSL effectively (Salvatori & MacFarlane, 2009) and the collaborative professionalism that contributes to such professional learning in teacher education programs (Fullan & Hargreaves, 2016). We take these pillars as the foundational base for developing professional competence and responding to the preparation needs of teachers of FSL, English as a second language (ESL), and other modern languages. These pillars do not stand alone; rather, they are interdependent. Efforts to improve one pillar will likely impact the others in unpredictable ways, affecting teacher candidates' cultural and linguistic proficiency, professional knowledge, and sense of self.

Given the chronic shortage of FSL teachers (Masson et al., 2019; OPSBA, 2018), effective Teacher Education programs and language teacher preparation can and should address attrition and retention in the field. FSL teachers, for example, have expressed feelings of de-professionalization and disenfranchisement from their practice (Karsenti et al., 2008; Knouzi & Mady, 2014), which contribute to a "leaky pipeline" effect (Masson, 2018).

Establishing strong, reliable Teacher Education programs and language teacher preparation can also become a tool for language teacher recruitment. In this report, we will explore what the research tells us about developing each of these four pillars for promoting effective language teacher education. Ensuring that we patch the leaky pipeline by preparing newly recruited language teachers to enter the classroom with confidence is paramount to ensuring the continued success of FSL, ESL, and all modern language programs in Canada.

Methodology

To compile this report, we developed a systematic procedure to select and evaluate the sources included. We determined the selection criteria, selected the databases in which to conduct our searches, formulated key search terms to run in the databases, summarized the sources, and grouped them by theme and sub-theme for each pillar.

Search parameters were discussed to direct and focus the research. We limited the search to empirical, peer-reviewed articles; however, some relevant book chapters and PhD dissertations were included when few empirical sources were available, and only if the findings addressed teacher training for novice or pre-service language teachers. We limited our search to sources published since 2010 whose study participants were pre-service or novice teachers. However, we did include older sources when few recent empirical sources were available. Materials written in both French and English were included. Our search included Canadian and international contexts.
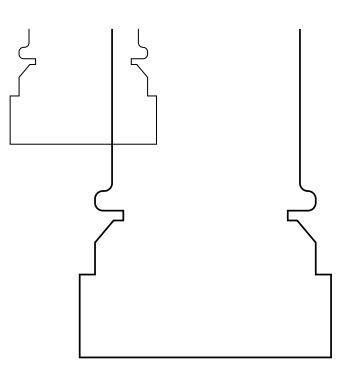
To begin our search within each pillar, we began with the ACLA LIVE database (http://www.aclacaal.org/about-the-database/) for l'Association canadienne de linguistique appliquée (ACLA), followed by searches in Education Source and Google Scholar. If sources referenced well-cited or foundational studies, we also sought out these sources to include them in our literature review.

Using key terms to describe each pillar (e.g., "language proficiency," "intercultural competence") paired with variations of "teacher candidates" or "teacher education," we began our search for French as a second language research, then repeated it with English as a second language/second language/language teachers, and finally general education.

In total, we collected 70 sources for review. We read each of them in their entirety and reported on five key items to create the research summaries: 1) the study's context, 2) the participants, 3) the kind of data collected, 4) the results, and 5) the source's relevancy to a given pillar.

After writing the research summaries, we grouped the findings into themes. Once the general themes were developed within each pillar, we reorganized the themes and found that three overarching categories emerged: Preparedness, Practice, and Identity. The Preparedness category relates to pre-service teacher training and developing professional knowledge before entering the classroom. The Practice category relates to pre-service teaching in the classroom and implementing pre-service teachers' professional knowledge. The Identity category encompasses teachers' sense of self as individuals, as professionals, and as target language users.

Executive Summary

Pillar #1 – Target Language Proficiency

Preparedness

1. Language teachers can benefit from immersive experiences during initial teacher education or in-service training to improve their language proficiency (e.g., volunteering, home-stays, study abroad programs).

2. Even if teacher candidates are successful on their entrance exams into teacher education programs, they still need continuous language support and training in specific areas (such as content vocabulary, communicative competence, etc.).

3. Language teachers need to develop their general language proficiency and their classroom language proficiency.

Practice

4. Experience teaching in the target language in the classroom increases language teachers' self-efficacy.

5. Language teachers' self-efficacy beliefs correlate positively with their perceived target language proficiency.

Identity

6. Target language proficiency can influence language teachers' sense of self.

7. Language teachers can be positively or negatively impacted by the language hierarchies associated with the target language they are teaching.

Pillar # 2 – Intercultural Competence

Preparedness

1. Greater emphasis is needed on developing language teachers' own intercultural competence in initial teacher education.

2. There are conflicting findings about whether international study abroad/volunteer experiences can increase intercultural competence and sensitivity (however, the majority point to benefits).

Practice

3. Language teacher candidates need to develop a reflective practice that accounts for the linguistic/cultural diversity in Canadian classrooms.

4. Language teacher candidates experience difficulty in translating intercultural competence as a practice in the classroom and in their ability to teach intercultural competence.

Identity

5. Language teachers can develop and challenge their concept of "other" by developing intercultural competence.

6. Language teachers don't always understand their roles and responsibilities in terms of linguistic and cultural reproducers/models.

Pillar #3 – Pedagogical Knowledge

Preparedness

1. Language teachers with low self-efficacy beliefs towards their sense of preparedness for teaching have difficulty applying their knowledge in the classroom.

2. After only a few years of training and minimal teaching experience, the make-up of novice language teachers' pedagogical knowledge is similar to that of experienced language teachers.

Practice

3. Implementation of pedagogical knowledge and the types of pedagogical knowledge that language teachers focus on depend on how long they have been teaching.

4. Pedagogical knowledge, which is complex and multidimensional, develops through a critical self-reflection process and evolves with teaching experience, including practicum.

5. There is a disconnect between theory learned in teacher education and implementation in practice.

Identity

6. Language teachers' identity and personal experiences have a strong influence on shaping practical knowledge.

Pillar #4 – Collaborative Professionalism

Preparedness

1. Teacher training programs should prepare teacher candidates for collaborative professionalism by stressing the importance of communicating openly with their collaborating teachers.

Practice

2. Novice language teachers receive key support from many sources, including self-reflection, associate teachers, mentors, and parents, each touching on different areas such as strategic, emotional, and pedagogical support and self-efficacy beliefs.

3. Teacher-led observations are an integral part of mentorship programs to facilitate collaborative professionalism.

Identity

4. Building teacher leadership is an important component of teacher education to promote developing collaborative professionalism throughout their careers.

5. Teacher candidates can develop their sense of self as collaborative professionals through their work with mentors (such as collaborating teachers and associate teachers) who model rich collaborative exchanges.

Pillar #1 – Target Language Proficiency

What Is Target Language Proficiency?

While there is no consensus on a definition of language proficiency, Shin (2013) provides three prevalent definitions used in the field:

1. The cognitively oriented approach focuses on linguistic aspects to define language proficiency (e.g., Canale & Swain [1980] and Ingram [1981] cited in Shin, 2013), such as grammatical, lexical, and phonological knowledge and the ability to use it in communication. While this type of knowledge is essential for successful communication, contextual factors that influence how language is used in the real world also need to be considered. This is the most common definition.

2. The real-life performance approach (e.g., Bachman, 1990) focuses on the learner's ability to make use of the language through communicative tasks in real-life exchanges. The language is used to perform a specific function. In this model, language proficiency is determined by successful performance given the context, the topic, the function, and the accuracy level of the speaker (Clark [1972] and Lowe & Clifford [1980] cited in Shin, 2013). This is the definition that inspired proficiency scales as determined in the Common European Framework of Reference (CEFR) and by the American Council on the Teaching of Foreign Languages (ACTFL).

3. The socially mediated approach highlights the socio-constructive nature of communication and supplements the two previous approaches by redefining language proficiency as an interactive skill (versus an individual one; e.g., McNamara [1997] and Chalhoub-Deville [2003] cited in Shin, 2013). This approach underscores the socially and culturally mediated nature of language performance, particularly as it can vary depending on social factors such as the context for communication and who the interlocutors are. In this view, language users can have multiple, dynamic levels of proficiency that vary across social contexts; however, this view also makes it difficult to pinpoint a specific level of proficiency for language users.

Why Does Target Language Proficiency Matter?

For language teachers, "language" is both the object of study and the medium of communication; therefore, it is key for teachers to have a solid command of the language they are teaching and working in. Increasingly, second language (L2) teachers, including French as a second language (FSL) teachers, are themselves second language users (e.g., Gagné & Thomas, 2011; Masson et al., 2019). Even for teachers who are first speakers of the target language, language proficiency raises questions about which English/French is the standard to teach. This is particularly salient in the case of French, where Franco-European French has often been the standard, displacing local varieties of French such as French from Québec, Acadia, Saskatchewan, and other Francophone communities across the country. In investigating FSL teachers' perceptions of European and Canadian French varieties, Wernicke (2016, 2017) revealed existing language hierarchies around French in Canada.

The notion of expertise in the target language has traditionally been reserved for "native speakers" of the target language (those born into the target language community) and excluded "non-native speakers," including L2 teachers who have learned the target language through study or as adults, from properly accessing the status of expert in the target language (Moussu & Llurda, 2008). In fact, the research suggests that teachers' general linguistic competence is important for effective language teaching until a certain language proficiency threshold is met. Once above this threshold, the importance of having a higher command of the target language diminishes compared to other factors that contribute to teacher effectiveness, such as humour, kindness, and developing a close rapport with students (e.g., Tsang, 2017, reviewed below).

As the research summaries below illustrate, language proficiency is closely tied to professional self-esteem and professional status and impacts how teachers perceive their teaching practice (self-efficacy beliefs). Fostering teachers' confidence in their language proficiency and variety is an essential component to support them to create strong programs. As Faez (2011) suggests, a "one size fits all" approach to L2 teacher education programs is inadequate in preparing L2 teachers. Diversity in linguistic and cultural backgrounds of pre-service teachers should be acknowledged by teacher educators and drawn on as a powerful resource to enrich language programs.

Relevant Findings

Preparedness

1. Language teachers can benefit from immersive experiences during initial teacher education or in-service training to improve their language proficiency (e.g., volunteering, home-stays, study abroad programs).

2. Even if teacher candidates are successful on their entrance exams into teacher education programs, they still need continuous language support and training in specific areas (such as content vocabulary, communicative competence, etc.).

3. Language teachers need to develop their general language proficiency and their classroom language proficiency.

Practice

4. Experience teaching in the target language in the classroom increases language teachers' self-efficacy.

5. Language teachers' self-efficacy beliefs correlate positively with their perceived target language proficiency.

Identity

6. Target language proficiency can influence language teachers' sense of self.

7. Language teachers can be positively or negatively impacted by the language hierarchies associated with the target language they are teaching.

Research Summaries

Preparedness

1. Language teachers can benefit from immersive experiences during initial teacher education or in-service training to improve their language proficiency (e.g., volunteering, home-stays, study abroad programs).

Bayliss, D., & Vignola, M.-J. (2000). Assessing language proficiency of FSL teacher candidates: What makes a successful candidate? *Canadian Modern Language Review, 57*(2), 217–244. https://doi.org/10.3138/cmlr.57.2.217

The study reports the language proficiency levels of incoming French as a second language teacher candidates at the University of Ottawa's Faculty of Education. Candidates are administered a proficiency test upon entering the program. To understand the differences between successful (*n* = 33) and unsuccessful candidates (*n* = 30), the study examines the background factors that may be related to their French proficiency development. **The reported factors that correlated positively with candidates being successful on the proficiency test were as follows: time spent (in excess of one month) interacting in a French-speaking environment, the amount of grammar taught in elementary and high school, the amount of writing practice reported, the amount of cultural exposure, and having a regular reading practice outside of school.**

Mady, C. (2018). French as a second language teacher candidates' language proficiency and confidence: Exploring the influences of a home-stay practicum experience. *Journal of Language Teaching and Research, 9*(5), 887–894. https://doi.org/10.17507/jltr.0905.01

This study reports on the increase in perceived proficiency and confidence of 15 teacher candidates who participated

in a home-stay practicum in a French setting during their second year of the B.Ed. teacher education program. Participants completed pre-practicum interviews and were asked to rate their level of confidence on a five-point Likert scale questionnaire. The findings of this study show that most participants identified "intensive language exposure opportunities" as experiences that improved their language learning. Furthermore, after the home-stay practicum experience, all pre-service language teachers noted that it had positive effects on their proficiency and confidence. The reported contributing factors were as follows: communicating with their Francophone host families, a weekend trip to Québec City, their half-day practica, and the encouragement of others (French locals). **Mady stresses the importance of exposing FSL teacher candidates to authentic, intensive French-speaking experiences to improve their proficiency and confidence.**

Roskvist, A., Harvey, S., Corder, D., & Stacey, K. (2014). "To improve language, you have to mix": Teachers' perceptions of language learning in an overseas immersion environment. *The Language Learning Journal, 42*(3), 321–333. https://doi.org/10.1080/09571736.2013.785582

This mixed methods study used questionnaires and interviews to gather information on the language proficiency of 55 in-service teachers before they participated in a study abroad program, and again after the program. The questionnaire data was supplemented with a multiple case study of 14 teachers. Some of these teachers (*n* = 4) experienced a 10-month or longer exchange program, while others (*n* = 10) went on one-month-long exchanges. **The findings show that teachers felt that the study abroad program helped to improve their oral proficiency in particular. They identified two key factors that facilitated linguistic gains: 1) being immersed in the target language and 2) being able to interact with native speakers of the target language (e.g., with locals at the bus stop). They also identified two factors that they felt hindered their linguistic gains: 1) the short duration of the program and 2) insufficient immersive experiences (e.g., speaking English instead of the target language).** The authors suggest language teachers should receive pre-program training to ensure a minimum proficiency level (i.e., being able to converse in the target language) and intercultural sensitivity training so that teachers can optimize their interaction opportunities once abroad.

2. Even if teacher candidates are successful on their entrance exams into teacher education programs, they still need continuous language support and training in specific areas (such as content vocabulary, communicative competence, etc.).

Bayliss, D., & Vignola, M.-J. (2007). Training non-native second language teachers: The case of anglophone FSL teacher candidates. *The Canadian Modern Language Review, 63*(3), 371–398. https://doi.org/10.3138/K2U7-H14L-5471-61W0

Bayliss and Vignola investigated anglophone teacher candidates at the University of Ottawa. Three focus groups (*n* = 26 across the three levels of teacher education) were conducted to understand how non-native speakers felt about their French proficiency level, how they viewed their language proficiency regarding the language admission test and performance requirements, and how they described long-term French language needs to maintain and improve their second language in their teaching careers. **Researchers found that the teacher candidates considered their level of language proficiency appropriate, and that it was appropriate to test the students' language proficiency before beginning the program as it is too short to focus on improving language skills. Findings suggest that students needed practice throughout the pre-service program, namely to address the gaps in content-specific vocabulary (math, science) and French teaching resources.**

Köksal, D., & Ulum, Ö. G. (2019). Pre-service EFL teachers' conceptions of language proficiency: Entry and exit level qualifications. *Journal of Language and Linguistic Studies, 15*(2), 484–495.

This study surveyed 35 pre-service English as a foreign language teachers (EFL) in Turkey to understand the difference in their English proficiency level between their entry- and exit-level language qualifications. The semi-structured interview used was developed from Butler's (2004) *Self-reported Current and Desired Minimum English Language Proficiency*. Reported proficiencies were divided into listening, speaking, reading, writing, grammar, and vocabulary. Findings show that most pre-service language teachers reported having high university exit-level proficiencies in all areas, while most had low entry-level proficiency, except in terms of grammar. **Some implications gleaned from the findings are as follows: high school EFL programs should be restructured to place importance on communicative competence, high school EFL programs should provide their students with "occupationally proficient teachers" (p. 492), and universities should consider the weaknesses of the entrance exam to make improvements in test validity.**

Vandergrift, L. (2015). The DELF in Canada: Perceptions of students, teachers, and parents. *Canadian Modern Language Review, 71*(1), 52–74. https://doi.org/10.3138/cmlr.1752

With increasing attention being paid to the *Diplôme d'études de langue française* (DELF) in Canada, this study examined teacher, student, and parent perceptions towards the DELF as a potentially appropriate measure for French as a second language proficiency. The test, designed by the creators of the CEFR, is anchored in a real-life performance approach to measure users' ability to use French in real-life communicative exchanges. Participants included 117 students (who took the test), 32 language teachers (who may or may not have taken the test), and 85 of the students' parents. Data were collected through a questionnaire. **Although the study does not address whether teachers would consider the DELF a fair measure of proficiency for themselves, a majority of teachers (64.5%) perceived the test to be a fair measure of proficiency for their students. The findings also point out some concerns from participants about the validity of the test in a Canadian context where European phonology, lexis, and grammar might be less common in real-life situations.**

3. Language teachers need to develop their general language proficiency and their classroom language proficiency.

Flewelling, J. (1995). Addressing the challenge for FSL teachers: How to maintain and improve language, pedagogical skills and cultural knowledge. *Canadian Modern Language Review, 52*(1), 22–33. https://doi.org/10.3138/cmlr.52.1.22

This study sought to examine the concerns of students in French as a second language (FSL) teacher training programs and of practising FSL teachers. In total, 203 experienced FSL teachers and 131 first-year FSL teachers were surveyed. Information generated by the three questionnaires indicated that first-year and experienced French teachers are concerned about the lack of opportunity for them to maintain their fluency in French. **Findings also demonstrate that a large number of French teachers believe that they need to improve their French skills and would do so if they had the opportunity.** Findings also show that board of education personnel see a need for training programs for immersion teachers as they are concerned about FSL teachers' levels of French.

Thi Hong Nhung, P. (2018). General English proficiency or English for teaching? The preferences of in-service teachers. *RELC Journal, 49*(3), 339–352. https://doi.org/10.1177/0033688217691446

Thi Hong Nhung's study aimed to gather information on in-service language teachers' perceptions about several issues. These included two nationwide English proficiency training programs called General English Proficiency (GEP) and Classroom English Proficiency (CEP), changes in teaching practice perceived as a result of the training, and whether one type of training was preferred over the other. The participants were 28 in-service English teachers in Vietnam, all with the same GEP training before participating in the CEP training. The participants wrote a reflective report to describe how the two training programs were useful to them, changes to their classroom practices, and evidence that the changes were helpful to them and their students. Next, 12 participants did follow-up interviews to elaborate on what they wrote in their reflective reports. **Findings show that both GEP and CEP were useful to the instructors**, but in different ways. GEP training was more often reported to raise confidence in the ability to use English in the classroom, along with increased accuracy and fluency; CEP training was reported to have raised teacher awareness of "the role of classroom language in the classroom and the methodological characteristics of classroom language" (p. 345), along with variation in the language the teachers use and positive response from students. **Findings also suggest that CEP training can be considered a strategic choice for training in-service teachers when there is a lack of qualified foreign language teachers, where proficiency standards are too high, and where support for teachers to attain and achieve the required proficiency is limited.**

Tsang, A. (2017). EFL/ESL teachers' general language proficiency and learners' engagement. *RELC Journal, 48*(1), 99–113. https://doi.org/10.1177/0033688217690060

This study used a qualitative approach to examine the relationship between English as a foreign language (EFL) teachers' general language proficiency and their teaching effectiveness (measured in terms of observed student engagement). Data were collected through 12 classroom observations and post-observation interviews with 6 secondary school language teachers in Hong Kong and a total of 30 of their students. **The findings indicate that teachers' general linguistic competence is important for effective teaching until the language proficiency threshold is met. Once teachers are above the language proficiency threshold, the importance of having a higher command of the target language diminishes compared to other factors that contribute to teacher effectiveness, such as humour, kindness, and developing a close rapport with students.** Findings reveal that language teachers with a higher language proficiency level were not always able to support weak students (as reported by the students).

Van Canh, L., & Renandya, W. A. (2017). Teachers' English proficiency and classroom language use: A conversation analysis study. *RELC Journal, 48*(1), 67–81.

The study explored how teachers' proficiency in the target language and their use of the target language in the classroom can engage learners. The authors make the

distinction between language teachers' general proficiency in the target language and their classroom proficiency. Using a conversation analysis approach, the study gathered data from three Vietnamese English as a foreign language teachers with eight years of teaching experience through two classroom observations for each teacher. **The findings suggest that, while there is a relationship between teachers' general language proficiency and the way they use the target language in the classroom to promote learning, their classroom language proficiency is "at least as important" (p. 67) as their general proficiency in using interactional features of the language, such as negotiating for meaning.**

Practice

4. Experience teaching in the target language in the classroom increases language teachers' self-efficacy.

Cooke, S., & Faez, F. (2018). Self-efficacy beliefs of novice French as a second language teachers: A case study of Ontario teachers. *Canadian Journal of Applied Linguistics, 21*(2), 1–18.

This study examined self-efficacy beliefs of novice core French (*n* = 14) and French immersion (*n* = 13) teachers in their first three years of teaching. Twenty-seven participants completed a questionnaire on four categories in teachers' self-perceived efficacy: 1) general teaching methodology, 2) second language pedagogy, 3) language proficiency, and 4) cultural knowledge. Participants were asked to indicate their level of confidence as French as a second language (FSL) teachers upon completion of their teacher education programs and their level of confidence during the study. Findings show that in the four categories measured, all language teachers reported an increase in their self-efficacy beliefs since completion of their teacher education program, with French immersion teachers showing a higher sense of efficacy than core French teachers during the study. **Findings suggest that teachers' sense of efficacy increased because of their teaching experience. Therefore, FSL practicum experiences and professional development opportunities to enhance language skills should be considered when preparing FSL teachers.**

5. Language teachers' self-efficacy beliefs correlate positively with their perceived language proficiency.

Butler, Y. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly, 38*(2), 245–278. **https://doi .org/10.2307/3588380**

This study explored Asian English as a foreign language (EFL) elementary level teachers' self-reported productive (speaking and writing) and receptive (listening and reading) skills (actual proficiency level) and their perceived minimum level of proficiency necessary to teach English (desired proficiency level). Using surveys based on the Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSEM) to assess their oral proficiency, 522 teachers self-assessed their desired and actual language proficiency. Generally, teachers reported that their productive skills were weaker than their receptive skills and that their proficiency levels, particularly in productive skills and oral grammar, were substantially lower than the perceived minimum level needed to teach English. **Findings of this study suggest that Asian EFL teachers need greater opportunities for improving language proficiency levels, specifically their language competence (knowledge about the language) and their pragmatic competence (knowledge about how to use the language). The study also suggests a need for a baseline understanding of the required levels of proficiency for Elementary EFL teachers, which could be ascertained through a needs analysis of teachers' target language use domain** (Bachman & Palmer, 1996)**.**

Chacón, C. (2005). Teachers' perceived efficacy among English as a foreign language teachers in middle schools in Venezuela. *Teaching and Teacher Education, 21*, 257–272. **https://doi.org/10.1016/j.tate.2005.01.001**

This study starts from the position that teachers' sense of self-efficacy is essential to success in the classroom as it affects how they act and how students learn. Using the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), the study examined 100 Venezuelan teachers' sense of self-efficacy in terms of classroom management, student engagement, and instructional strategies. **Findings indicate that teachers' sense of self-efficacy correlated positively with their perceived English language proficiency. The study highlights the significant connection between teachers' sense of competency with the target language and their sense of being able to teach effectively.**

Choi, E., & Lee, J. (2016). Investigating the relationship of target language proficiency and self-efficacy among nonnative EFL teachers. *System, 58*, 49–63. **https://doi .org/10.1016/j.system.2016.02.010**

This study makes unique contributions to the field by exploring the relationship between language proficiency and teacher self-efficacy, defined as pedagogical knowledge that extends beyond the language abilities of the teacher. Participants included 167 Korean secondary school English as a foreign language (EFL) teachers. **Findings indicate that self-efficacy correlated positively for language teachers above**

the minimum thresholds of language proficiency, suggesting that continuous linguistic and pedagogical development is beneficial, even after teachers have reached minimum proficiency levels. The study also highlights that, rather than native speaker or non-native speaker status — which often conflates greater language proficiency with greater self-efficacy —, **language teachers' pedagogical knowledge**, especially applied to the local context, **determines their potential effectiveness.** The study also highlights that, in an increasingly multicultural global context, the categories for distinguishing native speaker and non-native speaker status are becoming more blurred.

Eslami, Z. R., & Fatahi, A. (2008). Teachers' sense of self-efficacy, English proficiency, and instructional strategies: A study of nonnative EFL teachers in Iran. *TESL-EJ, 11*(4), n4.

This study examined teachers' sense of self-efficacy (how well they can manage, engage, and instruct their learners) and their perceived English language proficiency using a modified version of the Teacher Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001). The study takes a more cognitively oriented approach, focusing on four skills (reading, speaking, listening, and writing) to describe the teachers' competencies, much like Butler's (2004) study. Participants included 40 Iranian English as a foreign language (EFL) high school teachers with one to five years of teaching experience. **The findings indicate that teachers' sense of self-efficacy and their perceived language proficiency correlated positively, indicating that when teachers feel they have a greater knowledge and command of the target language, they also feel more successful in their pedagogical practice.** Much like Chacón (2005), this study highlights that language teachers with higher self-efficacy beliefs were inclined to employ communicative-based strategies more frequently, and that they need support to maintain and develop their language proficiency in order to improve their sense of effectiveness in the classroom.

Faez, F., & Karas, M. (2017). Connecting language proficiency to (self-reported) teaching ability: A review and analysis of research. *RELC Journal, 48*(1), 135–151. https://doi.org/10.1177/0033688217694755

In this analysis, Faez and Karas (2017) looked at eleven studies of teacher language proficiency and self-efficacy involving English as foreign language teachers. Ten of the eleven studies used Tschannen-Moran and Woolfolk Hoy's (2001) Teacher Sense of Efficacy Scale (TSES). Only one study used a language proficiency test while the others used self-reported proficiency measures. **This analysis finds a positive correlation between teachers' self-efficacy, language proficiency,**

and instructional abilities, though the positive correlation was generally not strong. Findings of this analysis suggest that future research should consider the tasks required of language teachers and different measures of actual and self-reported proficiency.

Faez, F., Karas, M., & Uchihara, T. (2019). Connecting language proficiency to teaching ability: A meta-analysis. *Language Teaching Research*, 1–24 https://doi .org/10.1177/1362168819868667

This meta-analysis examined 19 studies on language proficiency and self-perceived teaching ability (self-efficacy). The coded moderator variables are as follows: degree (bachelor's degree, Master's of Arts, etc.), experience (experienced vs. less experienced), measure of self-efficacy (variations of the Teacher Sense of Efficacy Scale [Tschannen-Moran & Woolfolk Hoy, 2001]), language of self-efficacy scale (some scales were translated into the participants' first language, while others were submitted in English), and measure of proficiency (e.g., Butler's [2004] scale). **The findings show that the relationship between language proficiency and teaching self-efficacy is only moderate, meaning that language proficiency only explains 13% of the variance in teaching self-efficacy. Findings also support recent claims that many factors besides language proficiency contribute to a teacher's self-efficacy.** Further research is suggested to consider the contextual and cultural variations of proficiency and efficacy and to develop and use language teacher-specific measures of teacher self-efficacy, as many of the tools are designed for general education.

Richards, H., Conway, C., Roskvist, A., & Harvey, S. (2013). Foreign language teachers' language proficiency and their language teaching practice. *The Language Learning Journal, 41*(2), 231–246. https://doi.org/10.1080 /09571736.2012.707676

This study used data from a larger case study of language teachers in New Zealand. Participants included seven language teachers with varying qualifications and experience in the target language of the classes they were teaching. They were involved in a 12-week language study program. From the collected data, the two language teachers with advanced target language proficiency were observed using all seven aspects of teaching as defined by Farrell and Richards (2007). **The findings indicate that the higher the level of target language proficiency, the better the teacher will be able to teach the language. Furthermore, offering language teacher professional development to generalist teachers with an interest in language learning can help increase the number of qualified language teachers.**

Yilmaz, C. (2011). Teachers' perceptions of self-efficacy, English proficiency, and instructional strategies. *Social Behavior and Personality: An International Journal,* *39*(1), 91–100. https://doi.org/10.2224/sbp.2011.39.1.91

This study's purpose was to explore Turkish English as a foreign language (EFL) teachers' self-efficacy beliefs in terms of teaching ability and self-reported English proficiency. Participants were 54 primary and secondary school EFL teachers with experience ranging from 1 to 16 years. Data were collected through questionnaires using the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) to examine the teachers' perceived efficacy in classroom management, student engagement, and instructional strategies. **Findings indicate a positive correlation between teachers' sense of self-efficacy and their perceived level of language proficiency. Statistically significant correlations were found between teachers' perceived listening and writing proficiency and their use of instructional strategies and ability to manage the classroom.**

Identity

6. Target language proficiency can influence language teachers' sense of self.

Alagözlü, N. (2016). Pre-service EFL teachers' professional self-concept: English teaching efficacy, self-reported English proficiency and pedagogical strategies: A case study in Turkish context. *Procedia Social and Behavioral Sciences, 232,* **196–200.** https://doi.org/10.1016/j.sbspro.2016.10.045

This study looks at pre-service English language teachers in Turkey and their teaching, efficacy levels, self-reported proficiency levels, and pedagogical strategies. Second-year students (*n* = 129) in the English Language Teaching Department responded to a questionnaire made of three instruments: 1) the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001), 2) the self-reported language proficiency scale used by Chacón (2005), and 3) the pedagogical strategies scale used by Chacón (2005). **Findings show that pre-service English teachers' self-efficacy perceptions, perceived proficiency levels, and perceived use of pedagogical strategies were high predictors of self-concept. Furthermore, there is a high, positive correlation between professional self-concept and all factors surveyed.**

Carr, W. (2010). Raising FLAGS: Renewing core French at the pre-service teacher level. *Canadian Journal of Applied Linguistics, 13*(1), 37–51.

Carr studied pre-service language teachers enrolled in the FLAGS program at the University of British Columbia, a program designed for elementary teachers with an interest in teaching core French. This program provides students with enhanced French-language experiences, including a 5-week immersion program, a French methodology course, and a French conversation course as part of their B.Ed. program. The students provided verbal and written feedback at several points in the program, offering reasons why they wanted to enter the program, insights into French as a second language (FSL) education, and comments on the FLAGS program. Findings of this study show that pre-service language teachers were pleased to have the opportunity to develop their interest in French despite lacking the courses or language proficiency required for the traditional specialist program. **Furthermore, the experience of becoming a French teacher is transformative. Linguistically and culturally rich experiences along with language teaching methodology and language development courses can influence FSL education.**

7. Language teachers can be positively or negatively impacted by the language hierarchies associated with the target language they are teaching.

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. https://doi.org/10.1080/17457820801899017

This case study included four self-identified, multigenerational Italian youth (some identified as first generation Canadian while others identified as second generation Canadian) in a French as a second language (FSL) teacher education program in Toronto. Its purpose was to understand how they consider what it means to be Canadian and multilingual/multicultural and how they see themselves through the acquisition of French as an official language. Taking a critical ethnographic approach to analyze the teacher candidates' (TCs) discourse, the data revealed three overlapping themes: 1) French as a symbolic resource and conceptions of "Canadianness," 2) notions of investment, and 3) complexities and ambiguities in being and becoming Canadian. In the first theme, the results revealed the perception that being bilingual in English and French provides future FSL teachers with greater opportunities on the job market. In the second theme, the results revealed that TCs felt that learning French would lead to attaining cultural capital to "buy" symbolic and material capital. The third theme revealed that although the TCs expressed a desire for a sense of belonging, it was not well

defined. **The study suggests the need for a closer examination of the impact of globalization on the daily lives of FSL TCs, specifically in how this affects the choices they make as multilingual and multicultural Canadians.**

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.
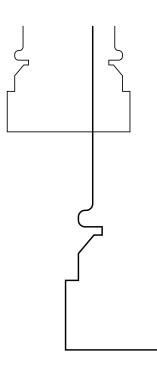
This study critically examined the construct of French as a second language (FSL) in Canada where many future teachers of FSL do not speak French as a "second" language, but rather as an "additional" language, along with many other languages. Seven self-identified, multigenerational Italian-Canadian FSL teacher candidates (TCs) participated in the two-year ethnographic study. The study included interviews, focus groups, and observations at multiple sites to investigate language learning "investments" in French and the overlapping discourses of Italianita (the means to be an Italian), multilingualism, globalization, and citizenship in Toronto and the GTA. **Findings of this study suggest the concept of FSL should be rethought as the TCs expressed multiple complex symbolic and varied investments in identities and languages. The author suggests the acronym should be changed from "FSL" to "French as an official language/Français langue officielle (FOL/FLO)" to make room for the other languages and cultures of TCs and their future students. This would encourage educators to rethink ways to create a more pluralistic inclusion of the French language.**

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.

This study's purpose was to explore how French as a second language (FSL) teachers deal with the notion that Canadian French is less "authentic" than the French in France. This study followed 87 Canadian FSL teachers who went to France for a professional study-abroad experience. Data were collected from questionnaires, travel journals, site observations and field notes, interviews, teaching journals, classroom observations, and email correspondence between participants and the researcher. **The findings reveal that viewing varieties of French as a hierarchy enables French language teachers to "authenticate" their identity as "French language experts" by showing a contrasting difference between European and Canadian variations of French or by viewing French from France as the most authentic representation of French language and culture. The findings suggest Canadian FSL**

teachers need to develop a stronger sense of authenticity towards Canadian varieties of French.

Wernicke, M. (2017). Navigating native-speaker ideologies as FSL teacher. *Canadian Modern Language Review, 73*(2), 208–236. https://doi.org/10.3138/cmlr.2951

This article presents a multiple-case study that examined non-Francophone Canadian French as a second language (FSL) teachers' sense of "authentic French" and how their beliefs inform their professional identity construction. The study followed a group of 87 FSL teachers who took part in a two-week professional development session in France. The study used a discursive-constructionist approach to analyze the language teachers' representations of their experiences. **Findings suggest that FSL teachers in this study orient themselves towards the "native-speaker ideal" (the idea that the "native speaker" is the ideal model for what an second language [L2] speaker should sound like), which in turn impacts their professional self-conceptions given that sounding and using language like a native speaker is an unattainable goal for most L2 users. The study highlights FSL teacher identity as a key factor in how teachers learn and practise their profession and reminds us that non-native-speaker teachers must be given opportunities to develop alternative ideas about what it means to be a competent language teacher.**

Pillar #2 – Intercultural Competence

What Is Intercultural Competence?

It is now accepted that language teachers need to develop their intercultural competence and understand how to teach intercultural competence to their students (Byram, 1997; Byram & Risager, 1999; Corder et al., 2018).

Culture is indissociable from language in that better cultural knowledge is what supports language teachers' sociolinguistic competence (Bachman & Palmer, 1996; Canale & Swain, 1980), which is a key aspect of language proficiency in Pillar #1. However, it is important to note that intercultural competence is distinct from language proficiency in that it is part of a process of communication and understanding that goes beyond language. Cultural proficiency is as important as language proficiency for second language teachers.

While there are several definitions of intercultural competence, in a study that examined the commonalities across different models, Deardorff (2006) identified three key foundational principles: 1) awareness, valuing, and understanding of cultural differences; 2) experiencing other cultures; and 3) self-awareness of one's own culture. Specifically, intercultural competence can be defined as a "combination of knowledge, skills, attitudes and behaviours which allow a speaker, to varying degrees, to recognise, understand, interpret and accept other ways of living and thinking beyond his or her home culture" (Beacco & Byram, 2007, p. 114). Spitzberg and Changnon (2009) identified commonalities across the intercultural competence models that include motivation (attitude, values, beliefs), knowledge (cultural, theoretical), skills (flexibility, openness), context (relational/conflict management, environment), and outcomes (critical self-assessment, awareness of identity, maintaining relationships). Byram (1997) describes developing intercultural competence as a set of knowledges, skills, and attitudes that include general knowledge (*Savoirs*), interpretational knowledge (*Savoir comprendre*), critical awareness (*Savoir s'engager*), behavioural knowledge (*Savoir être*), and interactional knowledge (*Savoir apprendre/Savoir faire*).

Why Does Intercultural Competence Matter?

The aim of intercultural approaches is to raise awareness about different cultures by comparing and exploring them. It also aims to raise awareness about how people communicate in different cultures in a way that moves beyond a superficial understanding of culture. Intercultural approaches also seek to address how plurilingual learners find their place while navigating new cultural spaces, such as the "third space" (Bhabha, 2004; a space unique to each learner that sits at the nexus of the different languages and cultures part of their linguistic biographies).

It is important for language teachers to implement cultural education in the classroom without reinforcing a policy of liberal multiculturalism (Kubota, 2004). Liberal multiculturalism often takes an approach to diversity and culture founded on political correctness with little substance (often limited to "celebrating" diversity), an overextended focus on commonalities between cultures, colour-blindness among English as a second language (ESL) professionals (who end up denying or silencing racial and other realities for students), an overextended focus on difference (exoticizing and essentializing the "other"), and obscuring issues of power and privilege.

In contrast, intercultural education seeks to reposition the learner in relation to their own and other types of

cultural knowledge. According to Liddicoat (2004), culture plays a central role in the language classroom. Practising interculturality in the classroom entails integrating culture into other language skills (not teaching it separately as a stand-alone item), re-centring the bilingual/plurilingual speaker as the norm, practising intercultural exploration, and acknowledging learning as an ongoing affair (Liddicoat, 2004).

Relevant Findings

Preparedness

1. Greater emphasis is needed on developing language teachers' own intercultural competence in initial teacher education.

2. There are conflicting findings about whether international study abroad/volunteer experiences can increase intercultural competence and sensitivity (however, the majority point to benefits).

Practice

3. Language teacher candidates need to develop a reflective practice that accounts for the linguistic/cultural diversity in Canadian classrooms.

4. Language teacher candidates experience difficulty in translating intercultural competence as a practice in the classroom and in their ability to teach intercultural competence.

Identity

5. Language teachers can develop and challenge their concept of "other" by developing intercultural competence.

6. Language teachers don't always understand their roles and responsibilities in terms of linguistic and cultural reproducers/models.

Research Summaries

Preparedness

1. Greater emphasis is needed on developing language teachers' own intercultural competence in initial teacher education.

Dida, S. (2013). EFL teacher training on multicultural classroom management in elementary and junior high school. *Research Papers in Language Teaching & Learning, 4*(1), 44–58.

This article considers learning differences and needs in Greece for immigrant students in English as a foreign language (EFL) classes and EFL teacher training needs in intercultural education. Fifty-four EFL teachers completed the questionnaire, with an equal number of respondents from primary and secondary education. The questionnaire consisted of five parts: 1) teachers' general profile, 2) immigrant students' difficulties in EFL classes and their causes as determined by the teachers, 3) EFL teachers' familiarity with European and national education policies on migration and linguistic and cultural diversity, 4) teacher attitudes, materials, and practices in multicultural classrooms, and 5) teachers' training in multicultural issues. The results show that language teachers had a limited knowledge of the European guidelines on immigrant student integration and linguistic and cultural diversity, and that they kept modest expectations of their immigrant students' progress, though half of the language teachers indicated that teachers' low expectations do not exert negative influence. **Findings show that EFL teachers have had no training in intercultural issues and acknowledge that this is a cause of ineffective teaching. This indicates a need for training in intercultural education, including regional policies.**

Larochelle-Audet, J. (2018). Conceptions de la diversité ethnoculturelle dans la formation en enseignement au Québec : un exercice de mise en visibilité des rapports sociaux de race. *Éducation et francophonie, 46*(2), 73–91.

This secondary analysis considers perceptions of ethnocultural diversity teacher training in Québec schools. This analysis took place 20 years after Québec implemented a policy on educational integration and intercultural education to discover how it was being used. The data were gathered from semi-structured interviews with nine professors at three French universities in Québec. Findings of this study indicate that teacher training courses about ethnocultural diversity seem to be only supplemental courses, with the professor-directors interviewed indicating that the responsibility for this training rests on the students themselves to pursue through internships, work, or volunteer opportunities. **All participants noted the necessity for future language teachers to have intentional training in ethnocultural diversity.**

Moldoveanu, M., & Mujawamariya, D. (2007). L'éducation multiculturelle dans la formation initiale des enseignants : Des politiques aux pratiques. *Revue des sciences de l'éducation de McGill, 42*(1), 31–46.

This article is a case study involving student teachers and their professors in an initial training program for future French as a second language (FSL) teachers to discover the differences between multicultural philosophy as promised in political discourse and multicultural philosophy in the program, under the assumption that teachers of second/foreign languages would be more open to diversity and more prepared in terms of multicultural mediation, multicultural communication competences, and representations of the "other." Five Francophone and Anglophone student teachers in the FSL cohort and five professor participants were selected. Researchers collected data through semi-structured interviews related to students' perceptions on preparation for multicultural education during their initial teacher training (in courses and practicum) and the preparation to work in a pluri-ethnic milieu. Findings indicate student teachers' weak level of satisfaction with their preparation for multicultural education. Although it is clear that, in Canada, importance is placed on multicultural philosophy, awareness, and respect for the richness of diversity, and that the Ontario College of Teachers includes multicultural education as one of its competences, these political orientations were not present in the formal curriculum of teacher education programs. Findings encourage the following: **adjustment of initial teacher education programs for FSL teachers to prepare them to be inclusive and equitable, a mandatory course for student teachers about classroom management for minority pluri-ethnic classes, and including an aspect of multicultural education in each course.**

Ragoonaden, K. O. (2011). La compétence interculturelle et la formation initiale : le point sur le CECR et l'IDI. *Revue canadienne de linguistique appliquée, 14*(2), 86–105.

This pilot study delivered the Intercultural Development Inventory (IDI) questionnaire to 12 pre-service French as a second language teachers. The results were used as a starting point to discuss the integration of intercultural competencies into teacher education. On the IDI (which ranges from Denial — Polarization — Minimization — Acceptance — Adaptation), the majority of pre-service language teachers scored in the Minimization section. However, most of them self-reported as being in the Acceptance range. In semi-structured interviews with three participants, the researcher prompted them to speak about any intercultural training they had completed and if they thought their results on the IDI were representative of their intercultural competence. None of the three pre-service language teachers had received training on intercultural competence during their studies and were perturbed by the questionnaire responses. **Findings show that pre-service language teachers overestimate their**

level of intercultural sensitivity. The author suggests that **intercultural competence has a key place in education, and initial training has a crucial role in preparing pre-service language teachers for a plurilingual and pluricultural society.**

Steinbach, M. (2012). Élargir les perspectives interculturelles des futurs enseignants. *Revue des sciences de l'éducation de McGill, 47*(2), 153–170.

This article details an action-research project to determine how to fill the gaps and increase intercultural competence for language teachers in training at Université de Sherbrooke. The problem this study investigated was the students' resistance to the mandatory intercultural education course. Most of the students in the program were from Québec and believed interculturalism was not present in their regional context so they did not see the pertinence of the course. With the goal of convincing the student language teachers of the importance of cultural diversity, researcher-instructors planned weekly readings about fundamental theories of intercultural education, group discussions, round tables with speakers from educational environments, and case studies. Findings suggest that activities with an emotional response had the most impact. The authors suggest that **intercultural education courses should be included at the beginning of teacher training to encourage ongoing development, teacher trainers should offer development tools and alternative practices to approaching intercultural education, and offering authentic meetings with adult immigrants will encourage the development of the intercultural perspectives of future teachers.**

2. There are conflicting findings about whether international study abroad/volunteer experiences can increase intercultural competence and sensitivity (however, the majority point to benefits).

Arcagok, S., & Yılmaz, C. (2020). Intercultural sensitivities: A mixed methods study with pre-service EFL teachers in Turkey. *Issues in Educational Research, 30*(1), 1–18.

The study examines pre-service English as a foreign language (EFL) teachers' perspectives about intercultural communication and their intercultural sensitivities. The study used a mixed methods approach, collecting data from 90 Turkish pre-service teachers through survey responses and open-ended interview questions. The findings reveal no correlation between gender and intercultural awareness or parent's level of education and intercultural awareness. The authors reported that teachers, although they agreed on the definition of intercultural awareness (which includes sensitivity to cultural differences), held a wide range of

understandings of intercultural sensitivity, including the following: 1) showing respect for different cultures, 2) not being biased against different cultures, 3) showing interest in different cultures, 4) becoming sensitive to different cultures, and 5) being tolerant of different cultures. **Findings of this study revealed that volunteer experience with non-governmental organizations (NGOs) was a significant factor in increasing teachers' intercultural sensitivity,** which may be because individuals who had worked with NGOs were more likely to have encountered individuals from different cultural groups and developed sensitivity to intercultural communication through their training.

Bournot-Trites, M., Zappa-Hollman, S., & Spiliotopoulos, V. (2018). Foreign language teachers' intercultural competence and legitimacy during an international teaching experience. *Study Abroad Research in Second Language Acquisition and International Education*, *3*(2), 275–309.

In this study, the authors seek to understand how Canadian foreign language teachers' international teaching experiences (ITEs) contributed to intercultural competence. Qualitative data was gathered through interviews, structured self-observation, and reflections of seven Canadian student teachers enrolled in a diploma in education program and who participated in a 4-month-long ITE. Findings suggest that the **ITEs contributed to the development of intercultural and language competence, which furthered the language teachers' professional identities, notably their sense of legitimacy**. Findings also stressed the importance of a structured ITE with cycles of action and reflection as important in developing teachers' professional identities.

Cushner, K., & Chang, S. C. (2015). Developing intercultural competence through overseas student teaching: Checking our assumptions. *Intercultural Education*, *26*(3), 165–178.

The study examines the impact of study abroad experiences on American English as a second/foreign language student teachers using the Developmental Model of Intercultural Sensitivity (DMIS) (Bennett, 1993) to measure changes. The study used a quasi-experimental pre-test/post-test design, dividing the student teachers into three groups and asking participants who took part in an 8–15 week study abroad program (*n* = 60) to fill out a questionnaire before and after their teaching experiences. The analysis was completed using ANOVA to determine the differences between the experiences of the three groups since some of their experiences included reflective practice while others did not. Although findings suggest some positive movement for

student teachers along the DMIS continuum, results indicate that study abroad experiences on their own are not enough to bring about any change in intercultural competence without a concerted effort to address intercultural growth. **The study recommends that teacher educators use context-driven assignments, theoretical readings, reflective discussions, and journals before and throughout any study abroad program to help student teachers make sense of their experience.**

Smolcic, E., & Katunich, J. (2017). Teachers crossing borders: A review of the research into cultural immersion field experience for teachers. *Teaching and Teacher Education*, *62*, 47–59. https://doi.org/10.1016/j .tate.2016.11.002

This article presents a review of research examining how interculturality is created in cultural immersion field experiences among teachers. It argues that there is a demand for teachers to build intercultural skills as classrooms become more culturally and linguistically diverse. This review explored the multiple models put forward to foster intercultural competence in international immersion programs. From the 44 empirical studies surveyed, four main types of programs emerged: 1) stand-alone courses or professional development, 2) international study tour, 3) overseas student teaching, and 4) cultural immersion programs and field experience. Although the reported outcomes ranged between building knowledge of culture, developing cultural and societal self-awareness, and understanding the process of second language learning to personal growth, the authors indicate that the **outcomes of cultural immersion field experiences show more evidence of personal development rather than changes in teaching practices**. They also mention the lack of methodological clarity (i.e., participants, data collection) in how these programs fostered long-lasting changes. **Findings for this study also recommend examining mediating factors that can drive the intended goals of these studies** and theorizing the experiences that participants have in their prior learning background (racial and gendered identities).

Practice

3. **Language teacher candidates need to develop a reflective practice that accounts for the linguistic/cultural diversity in Canadian classrooms.**

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.

This article takes a sociolinguistic approach to answering the question of what it means to be and become a bi/multilingual

and multicultural language teacher, using code-switching as an example of how student teachers would incorporate multiple identities into their French classrooms. Participants for this multimodal study were 55 multilingual student teachers from France and Canada. Data were collected from 71 forum messages responding to the question, "How will you integrate/include multiple identities in your teaching (practices)?" Findings show that different interpretations and translations for the French term "alternance de code" were reported: 1) those who would accept code-switching in their classes, 2) those who would not tolerate it, and 3) those who would allow or disallow it under certain conditions. **Findings emphasize the need for a reflexive process for language teachers and researchers in language education.**

Fleuret, C., Bangou, F., & Ibrahim, A. (2013). **Langues et enjeux interculturels: une exploration au cœur d'un programme d'appui à l'apprentissage du français de scolarisation pour les nouveaux arrivants.** *Revue canadienne de l'éducation, 36*(4), 280–298.

By adopting an interpretative posture, the authors aim to answer two questions: 1) What are the policies in place in your school if a student talks a language other than French and 2) How do you combine students' cultural and linguistic practices with school practices? This study conducted semi-structured interviews with principals (n = 10) and focus groups with teachers (n = 39) of elementary (n = 6) and high schools (n = 4) in two large urban areas in Ontario. **Results show that most principals advocate the exclusive use of the French language within their school,** and that the use of other languages in French schools is strictly related to integration and not to support the acquisition of the L2. **Furthermore, schools elaborated an emulation system** for students using French (rewards) and using other languages (punishments), **therefore leading to linguistic insecurity**.

4. Language teacher candidates experience difficulty in translating intercultural competence as a practice in the classroom and in their ability to teach intercultural competence.

Abraham, G. Y., & von Brömssen, K. (2018). **Internationalisation in teacher education: Student teachers' reflections on experiences from a field study in South Africa.** *Education Inquiry (Co-Action Publishing), 9*(4), 347–362. https://doi.org/10.1080/2000 4508.2018.1428035

In this article, the researchers report on a two-week study of student teachers from Sweden who participated in an international study with the aim of exploring how student

teachers' experiences in a student visit program (two weeks in South Africa) can enhance learning for their professional development. Based on a qualitative research study, this article reports on the interview data and draws from two field studies among student teachers from the ages of 22 to 28 during 2012 and 2014. The authors argue that this study paints a complex picture of the experiences of student teachers and that the reflections do not necessarily conclude that student teachers from Sweden become more culturally competent during a shorter field study compared to a longer program. However, findings reveal how student teachers reflected on their teaching methods as well as their experiences in the Swedish education system as a means for them to reflect comparatively between the South African and Swedish education systems. Furthermore, **the authors highlight the problem of "othering" and how it is imperative for teachers to study the target field demographic and encourage reflective practices before embarking on an international program for student teachers**.

Kidwell, T. (2019). **Teaching about teaching about culture: The role of culture in second language teacher education programs.** *TESL-EJ, 22*(4), 1–16.

This ethnographic case study follows 20 Indonesian teacher educators and 20 novice teachers who graduated from one teacher education program to determine how novice teachers learn about culture and how to teach culture in their language classrooms. The data were collected through interviews, lesson observations, and journal entries from the novice teachers. The results show that the novice teachers have few opportunities to learn how to integrate culture in their teaching and, as a consequence, made few references to culture in their classrooms. **Findings also suggest the need for language teacher education programs to address culture and provide explicit examples of how to teach about culture and promote intercultural exchanges and awareness in the classroom.**

Shin, H., & Jeon, M. (2018). **Intercultural competence and critical English language teacher education.** *English Teaching, 73*(4), 125–147. https://doi.org/10.15858 /engtea.73.4.201812.125

The aim of this study is to examine the ways that English teachers should be trained to establish a larger intercultural understanding centred on experiential learning to heighten their intercultural competence with their students. Ten pre-service elementary Korean teachers participated as homeroom teachers for two weeks in a summer camp. The aim of the program was for the pre-service teachers to teach Korean culture to Korean-Canadian students from the ages

of 4–12 years (90%) and students from Korea who visited Canada during the summer (10%). **Findings indicate ways of reducing barriers for pre-service teachers, including recognizing the cultural similarities rather than focusing on cultural differences, and integrating strategies such as speaking slower in Korean and using games to enhance bodily movements in language learning to improve student proficiency. Findings also suggest the benefit of using technology to improve students' intercultural competence without prior first-hand intercultural competencies and using pop culture or picture books as strategies to teach English in English as a second language classrooms.**

Strugielska, A., & Piątkowska, K. (2016). Developing intercultural competence of teachers of English as a foreign language through an international project. *Intercultural Education, 27*(6), 534–545. **https://doi.org/10.1080/14675986.2016.1245381**

The aim of this three-phase project was to compare the intercultural competencies within teacher-training programs by creating intercultural competence among those teaching English as a foreign language. The first phase was intended to spark student interest in cultural learning (e.g., Facebook) during a 6-month course. The second phase was a two-week summer-school program, followed by stage three, dissemination and implementation to create a syllabus for intercultural training. **Findings show that workshops were a popular activity, that curiosity and open-mindedness defined student attitudes, and that students found it difficult to include intercultural competence in a foreign language classroom.**

Vaudrin-Charette, J., & Fleuret, C. (2016). Quelles avenues vers une pédagogie postcoloniale et multimodale en contexte plurilingue? *La Revue canadienne des langues vivantes, 72*(4), 550–571. **https://doi.org/10.3138/cmlr.3360**

This article focuses on postcolonial second language (L2) teaching through multimodal and translinguistic practices in an Indigenous context. The authors were interested in the contribution of multimodal literature and its impact on the implementation of translinguistic teaching strategies. To do so, they conducted an introspective observation of their practices as educational advisers (videography, discussions, reflective journal) during a multimodal practice with Indigenous students (production of radio capsules). **Findings demonstrate, in this context, the difficulty of reconciling Indigenous Canadians and non-Indigenous Canadians and the deterioration of relationships within the community, hence the need to diversify approaches in L2 teaching to include multimodal literacies.**

Identity

5. Language teachers can develop and challenge their concept of "other" by developing intercultural competence.

Corder, D., Roskvist, A., Harvey, S., & Stacey, K. (2018). Language teachers on study abroad programmes: The characteristics and strategies of those most likely to increase their intercultural communicative competence. In J. Plews & K. Misfeldt (Eds.), *Second language study abroad* **(pp. 257–297). Cham, Switzerland: Palgrave Macmillan.**

The chapter aims to determine the characteristics of in-service language teachers most likely to increase their intercultural communicative competence via the New Zealand government's professional development of "language and culture immersion experiences (LCIEs)." The data discussed was collected from three short-term participants using pre- and post-sojourn interviews and classroom observations. These language teachers all demonstrated intercultural communicative competence, though there was not as much evidence of developed theoretical knowledge and critical cultural awareness of "self" and "other." **Findings indicate that developing intercultural communicative competence is complex and unique for everyone; it depends on the teacher's identity and understanding of their personal and professional "self," motivation, and resilience.**

Santoro, N. (2014). "If I'm going to teach about the world, I need to know the world": Developing Australian pre-service teachers' intercultural competence through international trips. *Race, Ethnicity & Education, 17*(3), 429–444. **https://doi.org/10.1080/13613324.2013.832938**

Santoro's qualitative case study investigates 15 pre-service teachers' viewpoints on how international experiences can help their development as teachers. The author analyzed semi-structured interview data from seven participants who travelled to India from Australia for a month-long international teaching experience. The findings show that pre-service teachers saw the trip as an opportunity for self-realization and constructed their Indian students as the exotic "other." They also mention the lack of structure for pre-service teachers to engage in reflective practices and the choice of schools where they were sent. **Findings conclude with a warning for universities: with the increase in internationalization efforts (which can develop pre-service teachers' intercultural competence), there must be an intentional effort not to foster colonial and racist attitudes via international teaching experiences.**
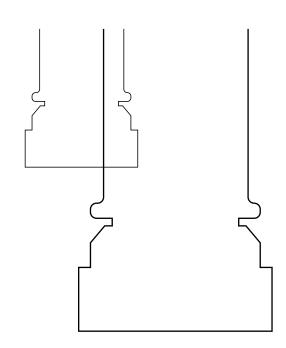
6. Language teachers don't always understand their roles and responsibilities in terms of linguistic and cultural reproducers/models.

Gérin-Lajoie, D. (2002). Le rôle du personnel enseignant dans le processus de reproduction linguistique et culturelle en milieu scolaire francophone en Ontario. *Revue des sciences de l'éducation, 28*(1), 125–146.

In her qualitative study, Gérin-Lajoie studies the work of teachers in Ontario Francophone schools. More precisely, she aims to understand the perception of teachers' roles in a minority context, the challenges they face, and how those challenges influence their teaching. Semi-structured interviews and observations (*n* = 35) enabled the author to understand how teachers perceive their role as linguistic and cultural reproducers. **Findings demonstrate that teachers do not feel sufficiently prepared for the reality of the minority context and that support measures and teacher education programs are inadequate.** Participants mention that they do not have the knowledge to work with students from various cultural and linguistic backgrounds, they feel insufficiently equipped to fulfill this role, and they do not fully understand their roles and responsibilities.

Keating Marshall, K., & Bokhorst Heng, W. D. (2018). "I wouldn't want to impose!" Intercultural mediation in French immersion. *Foreign Language Annals, 51*(2), 290–312. https://doi.org/10.1111/flan.12340

This article discusses the perspectives of four in-service teachers about the relationship between language and culture in the French immersion (FI) program in New Brunswick and their roles as intercultural mediators. Data were collected through in-depth, semi-structured conversational interviews conducted in English. **Findings indicate that the teachers had variations in their language ideologies (i.e., where their language teaching was focused) and all seemed to separate language and culture in their teaching (i.e., language-as-code, devoid of culture or regional differences). As well, all teachers showed a lack of awareness of the cultural objectives of the FI program (i.e., not knowing that it was a requirement to teach culture with language) and the sense of responsibility for intercultural mediation varied between individuals.**

Pillar #3 – Pedagogical Knowledge

What Is Pedagogical Knowledge?

Gatbonton (2008) provides a broad definition of pedagogical knowledge as teachers' "knowledge, theories and beliefs about the act of teaching and the process of learning" (p. 162), which forms a cornerstone of teachers' knowledge base — the knowledge required for teachers to be successful. However, as Shulman (1987) points out, teachers' knowledge base is made up of multiple forms of pedagogical knowledge that overlap and intersect throughout teachers' practice. Shulman (1987) identifies seven categories of teacher knowledge that make up the teacher knowledge base (TKB). These include 1) knowledge of educational ends, purposes, and values, and their philosophical and historical grounds, 2) curriculum knowledge, 3) general pedagogical knowledge, 4) pedagogical content knowledge, 5) content knowledge of the subject matter, 6) knowledge of educational contexts, and 7) knowledge about the learners, including their characteristics and needs.

We locate our definition of pedagogical knowledge within the previous works of second language (L2) scholars who advocate for considering the unique professional situation of L2 teachers for whom their subject matter (i.e., French) is the content of the course and its medium of communication (Faez, 2011; Salvatori & MacFarlane, 2009). For the purposes of this review, our definition of pedagogical knowledge is a combination of the following:

- *General pedagogical knowledge*, such as the ability to foster student engagement and manage the classroom effectively to create a conducive environment for learning.

- *Subject-specific knowledge*, such as knowledge about the target language via applied linguistics and sociolinguistics.

- *Subject-specific pedagogical knowledge*, such as L2 teaching methodologies and the ability to adapt appropriate instructional strategies to the language classroom.

Why Does Pedagogical Knowledge Matter?

Pedagogical knowledge constitutes a crucial part of teachers' professional knowledge. It is essential for teachers to have a solid base of understanding how to manage a classroom (general pedagogical knowledge), how language works (subject-specific knowledge), and how to teach languages (subject-specific pedagogical knowledge). Research has shown that pedagogical knowledge is inherently tied to teachers' sense of self-efficacy (how well they feel they can perform in their duties). In turn, self-efficacy beliefs contribute to teachers' sense of confidence, professionalism, and identity, which need to be nurtured for teachers to want to remain in the field.

Relevant Findings
Preparedness

1. Language teachers with low self-efficacy beliefs towards their sense of preparedness for teaching have difficulty applying their knowledge in the classroom.

2. After only a few years of training and minimal teaching experience, the make-up of novice language teachers'

pedagogical knowledge is similar to that of experienced language teachers.

Practice

3. Implementation of pedagogical knowledge and the types of pedagogical knowledge that language teachers focus on depend on how long they have been teaching.

4. Pedagogical knowledge, which is complex and multidimensional, develops through a critical self-reflection process and evolves with teaching experience, including practicum.

5. There is a disconnect between theory learned in teacher education and implementation in practice.

Identity

6. Language teachers' identity and personal experiences have a strong influence on shaping practical knowledge.

Research Summaries

Preparedness

1. **Language teachers with low self-efficacy beliefs towards their sense of preparedness for teaching have difficulty applying their knowledge in the classroom.**

Bigelow, M. H., & Ranney, S. E. (2004). Pre-service ESL teachers' knowledge about language and its transfer to lesson planning. In *Applied linguistics and language teacher education* (pp. 179–200). Springer.

This study seeks to understand why English-speaking pre-service language teachers struggle when applying knowledge from their English grammar course to the lesson plans they wrote in their pedagogy courses. Participants were 22 Master of Education students pursuing a license in English as a second language (ESL). To examine the processes participants experienced as they were learning, six journals and three content-based lesson plan assignments were analyzed. **Findings suggest that participants face many challenges when learning to use their knowledge about language (KAL) to integrate language and content, including overcoming anxiety and learning the technical grammar terminology**. Furthermore, the applied features of the course seemed to play an important role in building participants' confidence in learning the material and using it in teaching.

Depaepe, F., & König, J. (2018). General pedagogical knowledge, self-efficacy and instructional practice:

Disentangling their relationship in pre-service teacher education. *Teaching and Teacher Education, 69*, 177–190. https://doi.org/10.1016/j.tate.2017.10.003

This study seeks to answer two questions: 1) What is the relationship between general pedagogical knowledge (GPK) and self-efficacy beliefs (SE)? and 2) What is the association between GPK and SE and instructional behaviour? GPK refers to "broad principles and strategies of classroom management" (Shulman, 1987, p. 2) and does not encompass second language (L2) teaching methodology or knowledge about the L2. This study collected data from pre-service teachers (*n* = 584) during their Master's teaching certificate at the University of Cologne. Questionnaires and a short version of the TEDS-M (Teacher Education Development Study in Mathematics) paper-and-pencil test were administered. **Findings show that no significant correlation between GPK and SE was observed and a more differentiated investigation of the GPK–SE association revealed that this relationship remains insignificant for three strands of teachers' SE (i.e., beliefs regarding instructional strategies, classroom management, and student engagement). Furthermore, there is no linear association between teachers' GPK and their degree of confidence in being successful in performing a diversity of teaching tasks.** One possible explanation of these results is that, for pre-service teachers, it may be more difficult to estimate their confidence in their teaching tasks because of their limited experience.

Faez, F., & Valeo, A. (2012). TESOL teacher education: Novice teachers' perceptions of their preparedness and efficacy in the classroom. *TESOL Quarterly, 46*(3), 450–471. https://doi.org/10.1002/tesq.37

The aim of this research was to examine whether TESOL induction programs are sufficient to help novice TESOL teachers transition into their practice, as well as aspects and content that novice TESOL teachers found helpful from the program. Novice teachers (*n* = 115) filled out questionnaires to assess their self-efficacy beliefs, and eight followed up with interviews. Findings reveal that novice teachers felt prepared to teach TESOL to adults after their program, and even more prepared once they gained teaching experience, as the TESOL program lacks a practicum component. **Specifically, findings revealed that teaching experience provides comfort for students and ways for teachers to find resources for their classrooms to create lesson plans.** Findings suggest that teachers should have larger awareness of expectations in the classroom and the employment terrain. **The researchers stress**

the importance of a practicum component in the program to provide this experience for novice teachers.

2. After only a few years of training and minimal teaching experience, the make-up of novice language teachers' pedagogical knowledge is similar to that of experienced language teachers.

Gatbonton, E. (2008). Looking beyond teachers' classroom behaviour: Novice and experienced ESL teachers' pedagogical knowledge. *Language Teaching Research*, *12*(2), 161–182. https://doi.org/10.1177/1362168807086286

This study sought to examine the pedagogical knowledge of novice English as a second language (ESL) teachers regarding two aspects: 1) the pedagogical categories from the novice teachers' verbal reports, and 2) the similarities and differences in pedagogical knowledge between novice and experienced teachers. Four novice teachers taught 1.5-hour lessons during four weeks to two groups of ESL students. Data collection included recording these classes and then asking the novice teachers to participate in a "think-aloud" process about what they were thinking while they taught. **Findings reveal that both novice and experienced teachers draw on three dominant categories of pedagogical knowledge: language management, procedure check, and note student behaviour and reactions. Furthermore, novice teachers can acquire these pedagogical knowledge categories after only a few years of training and minimal teaching experience.**

Practice

3. Implementation of pedagogical knowledge and the types of pedagogical knowledge that language teachers focus on depend on how long they have been teaching.

Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The Modern Language Journal, 90*(1), 48–66. https://doi.org/10.1111/j.1540 -4781.2006.00384.x

The study expands upon Gatbonton's (2008) study examining the pedagogical thoughts that occur to experienced teachers as they provide classroom instruction via stimulated recall (asking teachers to tell the researcher what they were thinking as they watch a video of themselves teaching). Mullock's study followed the same procedure, collecting data from four teachers with different levels of experience, with students of varying proficiency levels, and teaching different types of English courses (i.e., Business English, Exam Preparation, General English). **Findings indicate that less experienced teachers reported more frequent pedagogical thoughts**

relating to self-critiquing their practice, suggesting these novice teachers examined their practice, particularly in terms of failings and shortcomings, more frequently than experienced teachers. Further examining the thought units that appeared in the language management category, the author identified over 20 subcategories, three of which were shared by all four teachers: 1) eliciting possible answers, 2) conducting classroom activity, and 3) correcting errors. However, many sub-categories were not shared across all the teachers, illustrating the complexity and variety of thinking involved in the act of teaching.

4. Pedagogical knowledge, which is complex and multidimensional, develops through a critical self-reflection process and evolves with teaching experience, including practicum.

Johnston, B., & Goettsch, K. (2000). In search of the knowledge base of language teaching: Explanations by experienced teachers. *The Canadian Modern Language Review, 56*(3), 437–468. https://doi.org/10.3138 /cmlr.56.3.437

This study focuses on three categories of teacher knowledge: 1) content knowledge, 2) pedagogical content knowledge, and 3) knowledge of learners (Shulman, 1987), and how experienced English as a second language (ESL) teachers draw on these aspects. Four experienced ESL grammar teachers participated in the study and data were collected from observations and interviews. **Findings indicate that the knowledge base of language teachers plays a crucial role in teaching, and that although teachers' knowledge base is vital, it only takes on pedagogical implications once combined with other fundamentally process-oriented knowledge bases.** Teacher education programs should include these components so that the boundary between theory (knowledge of language) and practice (teaching) can diminish.

König, J., Lammerding, S., Nold, G., Rohde, A., Strauß, S., & Tachtsoglou, S. (2016). Teachers' professional knowledge for teaching English as a foreign language: Assessing the outcomes of teacher education. *Journal of Teacher Education, 67*(4), 320–337. https://doi .org/10.1177/0022487116644956

This study was conducted in Germany to understand teachers' professional knowledge during their teacher training. Using surveys, researchers sampled 228 pre-service teachers in their initial teacher training and later during the induction phase. The authors defined three key terms: 1) content knowledge (CK), which is "the knowledge of the specific subject and related to the content teachers are required to teach," 2) general pedagogical knowledge (GPK) as

"knowledge that is not subject-matter related" (i.e., classroom management, assessment), and 3) pedagogical content knowledge (PCK) as "subject specific knowledge for the purpose of teaching" (p. 321). **Findings show that teacher knowledge of teaching English as a foreign language (TEFL) is a multidimensional construct since PCK is closely related to both CK and GPK. Furthermore, the learning opportunities in later phases of teacher education contribute to developing PCK.**

König, J., Tachtsoglou, S., Lammerding, S., Strauß, S., Nold, G., & Rohde, A. (2017). The role of opportunities to learn in teacher preparation for EFL teachers' pedagogical content knowledge. *The Modern Language Journal, 101*(1), 109–127. https://doi.org/10.1111/modl.12383

This study looked at the connections between domain-specific (i.e., English as a foreign language [EFL]) learning opportunities in EFL teacher preparation and pre-service teachers' pedagogical content knowledge (PCK, which includes three sub-areas: knowledge of curriculum, teaching strategies, and students). Participants included 444 pre-service EFL teachers in Germany. Researchers used self-reported learning opportunities and survey results to investigate whether there is a difference between pre-service teachers during their theoretical training phase (phase 1) and their practicum phase (phase 2), as well as whether learning opportunity measures are related to PCK test scores. **Analysis reveals that teachers show higher PCK scores at the end of their internship (phase 2), suggesting that their practicum phase provides extended learning opportunities that develop their PCK. Findings suggest that teacher preparation programs that include opportunities for learning are effective for pre-service teachers' acquisition of PCK.**

Watzke, J. L. (2007). Foreign language pedagogical knowledge: Toward a developmental theory of beginning teacher practices. *The Modern Language Journal, 91*(1), 63–82. https://doi.org/10.1111/j.1540-4781.2007.00510.x

This longitudinal study involving nine novice language teachers (five Spanish, two French, two German) examined how their pedagogical content knowledge is represented and changed at the beginning of their teaching experience. Data collection consisted of reflective journal entries, classroom observations, and focus group interviews. The author identified four core categories of language teacher pedagogical knowledge: 1) prior knowledge that frames instructional decisions, 2) attitudes toward teacher control in the classroom, 3) instructional goals for daily lessons, and 4) considerations for responding to student affect. **Findings**

indicate that, over time, several things happen: 1) prior knowledge that frames instructional decisions shifts from teachers' experiences as learners to their experiences as teachers, 2) attitudes towards control in the classroom shift from techniques that facilitate control to those that relinquish control, 3) instructional goals for daily lessons shift from focusing on knowledge about language to developing students' task performance and communicative abilities, and 4) primary considerations for responding to student affect shift from general instructional and academic considerations to language-oriented outcomes.**

5. There is a disconnect between theory learned in teacher education and implementation in practice.

Reeves, J. (2009). A sociocultural perspective on ESOL teachers' linguistic knowledge for teaching. *Linguistics and Education, 20*(2), 109–125. https://doi.org/10.1016/j.linged.2008.11.001

This study interrogated teachers' linguistic knowledge for teaching in the TESOL context through semi-structured interviews conducted before and after the program using an 18-month case study method. Two participants took part in the research, both English-speaking novice TESOL teachers with limited second language (L2) learning experience. Findings show that teachers' language learner biographies interacted with their linguistic knowledge for teaching in three ways: their knowledge about English, their knowledge about L2 learning, and their critical language awareness. **Findings also show that participants lacked a comprehensive experiential frame of reference for understanding the processes of L2 acquisition from a learner's point of view.** The authors suggest many implications: more and better coursework in linguistics, L2 learning, critical language awareness, and everyday understanding of English, therefore allowing them to bring assets to their TESOL practice.

So, H. J., & Kim, B. (2009). Learning about problem based learning: Student teachers integrating technology, pedagogy and content knowledge. *Australasian Journal of Educational Technology, 25*(1), 101–116. https://doi.org/10.14742/ajet.1183

This study examined perceived difficulties and concerns that pre-service teachers encountered when applying their knowledge on technology, pedagogy, and content to design a technology-integrated lesson. This study collected both quantitative and qualitative data (lesson design artifacts and survey responses). The participants were 97 pre-service teachers in Singapore enrolled in a 12-week module on information and communication technology (ICT) integration for teaching and learning. **The results show**

lack of understanding in three major areas: 1) technology integration, 2) task design (evaluation criteria), and 3) the teacher's role as a facilitator. Participants believe that technology is a medium, rather than an instructional tool supporting activities, as it is time-consuming and requires that students have enough IT skills to access the Internet. In terms of advantages, findings show that student teachers mention that problem-based learning provided students with independent learning, metacognitive and critical thinking, problem solving skills, collaborative learning skills, and transfer to real-life problems.

Identity

6. Language teachers' identity and personal experiences have a strong influence on shaping practical knowledge.

Sun, D. (2012). "Everything goes smoothly": A case study of an immigrant Chinese language teacher's personal practical knowledge. *Teaching and Teacher Education, 28*(5), 760–767. https://doi.org/10.1016/j.tate.2012.03.002

Aiming to understand personal practical knowledge as a construct, this study was guided by two research questions: 1) What are the characteristics of these teachers' personal practical knowledge? and 2) What factors shape their personal practical knowledge? The author explored the personal practical knowledge of three Chinese language teachers working in secondary schools and conducted a case study on one of the participants via interviews, classroom observations, field notes, teacher lesson plans, and samples of student work. Findings show that the participants' knowledge consisted of three layers: 1) "being accepted" by students, 2) building a "*Qi* field" in managing the classroom (*Qi* is a Chinese term for meditative practice, special ambiance, atmosphere, or flow of energy), and 3) "teaching goes smoothly." Findings also demonstrate that teachers' cultural heritage and identity have a strong influence on shaping personal practical knowledge, which is layered and goal-oriented.

Pillar #4 – Collaborative Professionalism

What Is Collaborative Professionalism?

Hargreaves and O'Connor (2018) provide the following definition for collaborative professionalism: "collaborative professionalism is about how teachers and other educators **transform teaching and learning** together to work with all students to develop fulfilling **lives of meaning, purpose and success**. It is **evidence-informed**, but not data-driven, and involves deep and sometimes demanding **dialogue,** candid but constructive **feedback**, and continuous collaborative **inquiry**. Finally, collaborative inquiry is embedded in the **culture and life of the school**, where educators actively **care** for and have **solidarity** with each other as fellow professionals as they pursue their challenging work together in **response to the cultures** of their students, the society and themselves" (p. 3, emphasis in original text).

Hargreaves and O'Connor (2018) note a difference between "professional collaboration" and "collaborative professionalism." While professional collaboration has come to be treated as a description of "how teachers collaborate together, in one way or another, here or there" (p. 3), collaborative professionalism is an intentional approach to collaboration that seeks to provide deeper and more meaningful engagement among colleagues to improve the learning outcomes of students.

Why Does Collaborative Professionalism Matter?

According to Hargreaves and O'Connor (2018), collaborative professionalism is a cornerstone to encouraging educators to share knowledge and take risks to improve student learning. By fostering professional collaboration and building social capital among educators, collaborative professionalism can also improve teacher recruitment and retention, as "teachers in collaborative cultures realise there are others who can help and support them" (p. 2). Given the ongoing, well-documented French as a second language teacher shortage throughout Canada (Masson et al., 2019), collaborative professionalism seems to be an essential means to addressing this dearth.

Research in this area has influenced the Ontario Ministry of Education's vision for collaborative professionalism to include 1) the valuing of all voices, 2) taking place in a trusting environment that promotes professional learning, 3) supporting formal and informal leadership and learning, 4) opportunities for collaboration at the provincial, district, and school levels, and 5) leveraging exemplary practices through the communication and sharing of ideas to achieve a common vision (Campbell, 2019). Collaborative professionalism is another facet that adds to teachers' confidence, self-efficacy beliefs, and identity development, which previous pillars addressed. **Teacher training programs must be accountable for collaborative professionalism prepared through careful planning and training; otherwise, teacher candidates are at risk of feeling unsupported and unsatisfied.**

Relevant Findings

Preparedness

1. Teacher training programs should prepare teacher candidates for collaborative professionalism by stressing the importance of communicating openly with their collaborating teachers.

Practice

2. Novice language teachers receive key support from many sources, including self-reflection, associate teachers,

mentors, and parents, each touching on different areas such as strategic, emotional, and pedagogical support and self-efficacy beliefs.

3. Teacher-led observations are an integral part of mentorship programs to facilitate collaborative professionalism.

Identity

4. Building teacher leadership is an important component of teacher education to promote developing collaborative professionalism throughout their careers.

5. Teacher candidates can develop their sense of self as collaborative professionals through their work with mentors (such as collaborating teachers and associate teachers) who model rich collaborative exchanges.

Research Summaries

Preparedness

1. Teacher training programs should prepare teacher candidates for collaborative professionalism by stressing the importance of communicating openly with their collaborating teachers.

Blaya, C., & Baudrit, A. (2006). Le mentorat des enseignants en début de carrière : Entre nécessité et faisabilité? *Recherche et formation, 53*, 109–122. https://doi.org/10.4000/rechercheformation.1011

This study sought to identify situations considered difficult or violent by novice teachers in France and their suggestions of early-career supports that could help improve their initial practice. The participants (*n* = 102) in the research were asked to identify 1) what they considered a difficult situation, 2) what they considered a violent situation, and 3) what help they would like to receive next year. Results show that participants express loneliness, a lack of availability and support from tutors and colleagues, and a fear of talking about their problems because they depend on the evaluation of their colleagues and mentors. **Findings suggest more exchanges between teachers, mutual aid, a help unit, more frequent pedagogical team meetings, and better experience sharing.**

MacPherson, S. (2010). Teachers' collaborative conversations about culture: Negotiating decision making in intercultural teaching. *Journal of Teacher Education, 61*(3), 271–286. https://doi .org/10.1177/0022487109353032

This study's purpose was to examine teachers' decision-making on the topic of intercultural teaching through online collaborative conversations on critical intercultural occurrences in schools. With a review of different studies examining intercultural teaching competencies, this study partnered university teacher educators (*n* = 6) with pre-service teachers (*n* = 6) and collaborating teachers (*n* = 6) experienced in intercultural teaching. In weekly web-based conversations, teacher candidates discussed critical intercultural incidents and reflected on decision-making processes. The findings were projected into a framework of "negotiating intercultural decision-making," resulting in two categories: 1) "minding decision-making," which calls on attention, reflection, awareness, and critical thinking, and 2) "responding decision-making," which uses empathy, compassion, action, and the willingness and ability to respond and take responsibility. **Findings show that many pre-service participants were not openly communicating incidents in schools to the collaborating teachers, which could reveal that they wanted to be accepted professionally, inclining them to "whitewash" or ignore troubling activities.**

Practice

2. Novice language teachers receive key support from many sources, including self-reflection, associate teachers, mentors, and parents, each touching on different areas such as strategic, emotional, and pedagogical support and self-efficacy beliefs.

Brannan, D., & Bleistein, T. (2012). Novice ESOL teachers' perceptions of social support networks. *TESOL Quarterly, 46*(3), 519–541. https://doi.org/10.1002/tesq.40

Using qualitative and quantitative methods, this study examined the perceptions of social support and teacher efficacy of novice teachers of English to speakers of other languages (ESOL). Forty-seven recent Master of Arts graduates took part in the research. Findings show that mentors, coworkers, and family members offer support to novice teachers in different areas: mentors offer support in the pragmatic realms (i.e., teaching ideas, logistics, and research); coworkers offer support in both pragmatic (i.e., ideas about teaching, classroom management, school policies, sharing resources) and affective realm (encouragement and friendship); and family members allow novice teachers to be heard (affective). **Findings show that in terms of efficacy, coworkers and mentors were major support providers, but family member support is most likely to predict higher levels of perceived teaching efficacy.**

Kiely, R., & Askham, J. (2012). Furnished imagination: The impact of pre-service teacher training on early career work in TESOL. *TESOL Quarterly, 46*(3), 496–518. https://doi.org/10.1002/tesq.39

In this study, the authors wanted to understand the impact of a teacher-training course in TESOL and its effectiveness for TESOL preparation. The study involved semi-structured interviews with 27 novice teachers in their first months as teachers in Europe, North America, and Asia. **Findings demonstrate that teachers were positive about their teaching skills and felt prepared for work since they believed they had the right knowledge.** In conclusion, findings of this study suggest the construct of furnished imagination: the combination of knowledge, procedural awareness and skills, dispositions, and identity that the teachers take from the course as the conceptual toolkit for work in TESOL.

Muhling, S. (2016). *Teaching to learn and reciprocal learning among associate teachers in French as a second language teaching environments: A multiple case study.* **(Doctoral dissertation). University of Toronto.**

Muhling's dissertation research examined the reciprocal learning relationship between associate teachers (ATs) who mentor teacher candidates (TCs) in a Bachelor of Education program in Ontario. The participants were seven ATs working at elementary and secondary core French and French immersion schools. Data were collected through mind maps, logs, and semi-structured interviews. **The findings reveal that the ATs' experience of teaching TCs were positive for several reasons: 1) it contributed to their professional learning, 2) it provided motivation to find new ways of applying current theory, 3) it enhanced self-learning goals, and 4) it strengthened Ontario Ministry of Education initiatives. Findings also suggest the need for more teacher education institutions to encourage the mentoring of future teachers as a vital strategy to increase professional learning.**

3. Teacher-led observations are an integral part of mentorship programs to facilitate collaborative professionalism.

Karimi, M., & Norouzi, M. (2017). Scaffolding teacher cognition: Changes in novice L2 teachers' pedagogical knowledge base through expert mentoring initiatives. *System, 65.* https://doi.org/10.1016/j.system.2016.12.015

This study investigated how expert mentoring initiatives can help grow novice second language teachers' pedagogical knowledge base. The participants were four novice and four experienced teachers who took part in a mentoring program that included video-recorded performance appraisals, novice teachers' observation of experienced teachers' classes, and a

critical friendship initiative. Findings show that the thought categories before and after the mentoring program revealed significant differences in frequency. **Findings also show statistically significant differences in the following thought categories: language management, problem check, progress check, procedure check, and comprehensibility. This suggests that the mentoring program helped novice teachers to develop a sense of responsibility and to appreciate their roles as language facilitators for their students.**

Mann, S., & Tang, E. H. H. (2012). The role of mentoring in supporting novice English language teachers in Hong Kong. *TESOL Quarterly, 46*(3), 472–495. https://doi.org/10.1002/tesq.38

This study sought to give voice to the perspectives of four novice teachers in Hong Kong and their mentors, within the complex wider sociocultural context that they must negotiate. A qualitative case study with semi-structured interviews helped demonstrate that mentors ranged from local guides to educational companions and that their support varied considerably. **All mentors and mentees mentioned the need for more reciprocal lesson observations and that school principals did not act as mentors. Findings also show that novice teachers believe interactions inside staff rooms are important but the differences in age and experience between colleagues strongly affects them.**

Stillwell, C. (2009). The collaborative development of teacher training skills. *ELT Journal, 63*(4), 353–362. https://doi.org/10.1093/elt/ccn068

This article describes a means of collaborative professional development through peer observation called "mentor development." The participants were 18 native-English-speaking teachers of English as a foreign language in Japan who participated in observation visits followed by a post-observation conference. At this conference, the teacher and classroom observer (acting as the mentor) discussed areas of interest, while the third member observed then guided the pair through a post-conference reflection. **Results show that mentors should let the teacher guide the post-observation conference to feel ownership of their decisions. Findings also indicate this as a starting point for mentor development and note the importance of this development to teacher practice.**

Identity

4. Building teacher leadership is an important component of teacher education to promote developing collaborative professionalism throughout their careers.

Campbell, C. (2019). Developing teacher leadership and collaborative professionalism to flip the system:

Reflections from Canada. In D. Netolicky, J. Andrews & C. Paterson (Eds.), *Flip the system Australia: What matters in education* (1st ed., pp. 74–84). https://doi.org/10.4324/9780429429620-11

This book chapter notes four key reflections for education improvements led by teachers: 1) the development of humanity, 2) the development of teachers' evidence-informed professional judgment, 3) the enabling of teachers to develop their leadership, and 4) realizing that educational improvements require a new form of collaborative professionalism that values and includes all voices involved in the education system. **Findings indicate that it is essential to develop teacher leadership to flip the system. Research in this area influenced the Ministry of Ontario's vision for Collaborative Professionalism to include 1) the valuing of all voices, 2) taking place in a trusting environment that promotes professional learning, 3) supporting formal and informal leadership and learning, 4) including opportunities for collaboration at the provincial, district, and school levels, and 5) leveraging exemplary practices through the communication and sharing of ideas to achieve a common vision.**

Sakash, K., & Rodriguez-Brown, F. (2011). Fostering collaboration between mainstream and bilingual teachers and teacher candidates. In T. Lucas (Ed.), *Teacher preparation for linguistically diverse classrooms: A resource for teacher educators* (pp. 143–159). New York: Routledge.

The authors explored the perspectives of what mainstream teachers thought could advance their ability to teach English language learners (ELLs). This study involved 200 Chicago public school bilingual/English as a second language (ESL) and mainstream teachers and drew on strategies for preparing pre-service teachers to teach ELLs at the University of Illinois Chicago by developing structures designed for collaboration between mainstream and bilingual/ESL teachers. Under the Teaching All Teachers About Transitioning project (Project TATAT), the results revealed that collaboration was an informal process where teachers were comfortable sharing experiences, opinions, and ideas. **Findings suggest that collaborative projects should 1) be built around the needs of teachers in schools rather than predetermined by a university faculty, 2) have leadership support to maintain initiatives, and 3) have intentional structures to serve pre-service and in-service K–12 teachers.**

5. Teacher candidates can develop their sense of self as collaborative professionals through their work with mentors (such as collaborating teachers and associate teachers) who model rich collaborative exchanges.

Ewart, G., & Straw, S. B. (2005). A seven-month practicum: Collaborating teachers' response. *Canadian Journal of Education, 28*(1), 185–202. https://doi.org/10.2307/1602160

In this study, authors examined how collaborating teachers perceived 1) a long-term on-site teacher-education program they took part in, and 2) their role as teacher educators. This qualitative study used group interviews (*n* = 17). Findings show that all collaborating teachers were convinced of the value of the seven-month practicum and agreed that a program where teacher candidates split their practicum into blocks (five weeks in the first semester and six weeks in the second) is not effective. **Regarding their role, findings of this study also demonstrate that collaborating teachers perceived themselves as "facilitator," "accompagnatrice," "coach," and "guide," and that they believed their main role was to help teacher candidates develop self-confidence and their teaching style.**

Kiraz, E. (2003). The impact of supervising teachers: Are they really competent in providing assistance to teacher candidates' professional growth? Reflections from Turkey. *Mediterranean Journal of Educational Studies, 8*(2), 75–93.

The following research questions guided this study: 1) How do teacher candidates assess their supervising teachers' initial preparation for effective supervision? 2) How do teacher candidates perceive their supervising teachers' competency regarding instructional planning and reflection? 3) How do teacher candidates evaluate their supervising teachers' collegial conduct regarding promoting effective supervision? 4) What other factors affect competence in supervision? This study used both a qualitative and quantitative approach among teacher candidates (*n* = 690) in their last semester of their bachelor's degree program, collecting data through focus group interviews and questionnaires. **Findings show that teacher candidates were disappointed by their supervising teachers' mentoring and that they do not possess adequate knowledge about their roles and responsibilities. Findings also show that teacher candidates described their relation with the supervisor as limited to "demonstrator–copier" or intruders in the classroom since they complained about having difficulty establishing their teaching style.**

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This report reviews research literature about essential components of teacher education for preparing second language teachers, with a focus on French as a second language teacher candidates. It examines the preparation needed for language teachers to enter the field with strong professional teacher identities and solid grounding for professional well-being in their practice. This report adopts a holistic perspective on developing teacher competence across four key pillars for success: 1) target language proficiency, 2) intercultural competence, 3) pedagogical knowledge, and 4) collaborative professionalism.

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