

## Chapter # 36

### DEEPER CONCEPTUALIZATION AND ANCHORING OF KNOWLEDGE IN SECOND LANGUAGE LEARNING

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#### ABSTRACT

There are increasing concerns around the teaching and learning of French, Canada's second official language, due to a lack of proficiency in the language by future teachers in the English-speaking provinces. The main question is around how to improve this situation and find specific answers for some of the major problems, especially to increase deep learning. To investigate this, instructor teaching notes were analyzed to uncover what was deemed most efficient, as for example noting how the instructor drew attention to knowledge to be mastered and how metacognitive strategies were implemented. Various categories were looked at including ways involving the affective domain, through emotions and using innovative ways to see if they provided a further impact for the crystallization of thoughts and anchoring of knowledge. Overall results show that students reported that they appreciated the corrective feedback the way it was dispensed. A variety of issues were also uncovered.

Due to page limitations, in this chapter we present overarching aspects.

*Keywords:* conceptualization, anchoring knowledge, self-awareness, emotions, and creativity.

#### 1. INTRODUCTION

Canada has a bilingual status, yet there is a decrease in speakers of French. Lepage and Lavoie (2022) report the impact this had on Universities' French Departments, with 69 university programs and 110 faculty positions eliminated in 2021. In addition, a major problem identified in Canadian French language programs in English language (L1) speaking provinces was the fact that many students have inadequate levels of French. Some of the difficulties stem from the controversy over error correction, a topic that has been widely investigated during the 80s and 90s but paid little attention more recently due especially to an emphasis on communication over accuracy. In addition, one needs to consider the differences in correction protocols for oral and written language. Psychological findings point to the need to access awareness to operate change and for some repeated applications for consolidation. Moreover, the Ontario Ministry of Education advocates, in addition to an emphasis on interaction, to resort to mediation which implies the use of translation and the mother tongue to help understanding, problem solving and improved conceptualization.

The most recent tendency has been to fall back on multi-linguaging in order to bring about paying more attention to language use and correction. Using the mother tongue to clarify aspects in L2 can help improve consciousness raising around problems. The danger with this strategy is talking about the language rather than using the language to be learned. However, more recent research (Piccardo, 2010) and recommendations in the Common European Framework for Reference for languages (CEFR) (Council of Europe, 2018) advocate for resorting to any language at one's disposal to ameliorate problem solving and

better learning while also aiming at developing the second language through its use in interactions.

Another problem has to do with the fact that explicit error correction is very controversial and has been found to be ineffective or even constitute an obstacle (Krashen 1982; Prabhu 1987). Schmidt (1992) advocates for getting the students to ask their own questions. However, they must be aware of their errors before they can try to do something about them.

Similar processes are applicable in regular classrooms. How people learn is a core concern (Caine, & Caine, 1997). Simultaneous activity occurs very differently and at various levels.

Within the currently widely used action-oriented approach to teach French, the emphasis is on the use of language for task completion. Instructions for task completion must be clear and require proficient use of the language on the part of the teacher. When in addition there is a disconnect (Rogalski, 2003) between the task assigned and the completed task, which is often the case, situations become more complicated as the students redefine tasks in their own words which impacts the actual completed task and, in this way determines student's activity. It is about mental representation. In the process, intentions come into play and no matter what the actual student activity turns out to be, learning will take place when this student activity is compared to the instructor's given model according to Rogalski. So, a model should be given in addition to instructions, then students judge the distance between the two, i.e., their work and the given model, and can fill in the learning gap with instructor's help. A further displacement of interest is based on the instructor envisioning the student's potential activity and the preparations the instructor carries out to compensate for difficulties. Whatever gaps are anticipated, as needing to be filled, would be indicative of remedial work that should be prepared, which allows to expand upon didactic possibilities (Perrin-Glorian, & Robert, 2005). Different steps need to be taken for language awareness and the implementation of corrective measures.

Effort is necessary to improve students' outcomes. Myers (2004) suggests considering socio-pragmatic and pragma-linguistic aspects in intercultural trans-linguistic language use. The idea to improve communication through a socio-semiotic approach (Halliday, 1985), also has a lot of merit, however, the challenge is to make working groups in classrooms, into well-functioning interactional communities using adequate French.

For successful exchanges, a variety of factors based on the respect and awareness of persons' developmental needs, including linguistic, academic, cognitive, emotional, social, and physical, require consideration in the negotiation of persons' socio-cultural identities (Duff, & Uchida, 1997). This is in-line with the new equity, diversity, inclusion, indigenization, and decolonization (EDIID) policy put in place at the university. Considering these factors and making provision for a natural learning environment bears fruit according to these researchers. Presenting students with real world problem solving, having them work together, making available media-rich communication and workplace learning using videos, computer applications, and thematic problem-solving challenges was totally feasible within the flipped pedagogy approach used in these courses. Not only for class discussion but also the completion of assignments, students were also given time to work in groups. More recent statements from the Ontario College of Teachers, the accreditation body in the province, point to a lack of resilience in new teachers leading to burnout. Moreover, studies identified new teachers lacking self-regulation strategies related to how stressors are handled. Teachers are often found to be insufficiently resourceful in ways to manage and regulate their energy states, their emotions, thoughts, and behaviors in acceptable ways with positive results to be well, have loving relationships and effectively learn. That means they lack self-awareness,

emotional intelligence, an efficient way to filter sensory stimulation, relate to others and sustain focus to cope well with stress. Also, the awareness of their lack of quality of language is an additional stressor.

## **2. BACKGROUND**

The instructor journal notes were based on observations at a site called a Faculty of Education where teacher preparation programs are offered. These future teachers in Canada are required to have two teaching subjects, a major and a minor with fewer courses in that second subject. Participants were students enrolled in French teacher specialization and there were six courses under scrutiny with a total of approximately 130 students with some drop-outs and irregular attendance.

This study took place in the context of French Second Language teacher training as an ever-increasing number of teachers of French will be needed. Given this situation all the students recruited for training do not have equal knowledge of the language. In the Faculty of Education, it centres round how people learn in new contexts, and how they develop professional skills. Entrance into the program is highly competitive, and students' statements of prior experiences are attributed as much value as academic criteria. The program has two components, with one consecutive stream i.e., students who had just decided to become teachers, and a concurrent stream with students carrying out their regular academic studies along with introductory education courses during all the university years, including class observations and some teaching practice. Both groups are, however, in the fifth or sixth year of academic studies.

Over the years, many strategies were advocated for error correction. The literature reviewed also included an examination of ways to mediate in the French as a second language classroom by using both groupings around students' mother tongue and allowing the use of multiple languages to discuss difficulties and share strategies that worked best (Ontario Ministry of Education, 2007). There are fluctuations in the background knowledge of teachers in their areas of specialization as in Canada secondary school teachers need to be specialized in two subject matters. During a country-wide consultation session of teacher trainers for future teachers of French, Canada's official second language (L2), given the problematic situation of unprepared candidates with questionable proficiency in the language, some instructors even retreated to a position stating that these students need to be encouraged although they are struggling with French. However, given an already problematic situation with language accuracy, what is to be avoided at all costs, is placing role models in classes with inaccurate French, repeating the same situation if not making it even worse as indeed early French immersion is still the chosen protocol by Canadian non-French speaking parents. Young children absorb language like sponges repeating their teacher and if their French is inaccurate, learning the mistakes. This is a concern for school age children. There are graver problems where teacher education is at stake.

It is of more crucial importance not to replicate language program delivery, from which learners emerge without sufficient proficiency to make themselves understood, because of inaccurately learnt language forms from their teachers. Therefore, we must uncover remedies to guide all learners, through strategies and techniques for their individual management of the language they are trying to acquire-learn. We want to ensure an economy of time in teaching programs with efficient contact times. The Ministry of Education advocates adding mediation as a facilitating feature in language classrooms, with the idea of resorting to groupings around a first language to ease tensions and help understanding while also creating a context of belonging and as well to include multi-linguaging to help with problem solving

using other languages students know. Hence, future teachers must be familiar with implementations, and make efforts to improve upon their own language use.

To provide awareness of the need for error correction, a review of various strategies was presented. The study shows that the instructor decided to present all the diverse views on student correction to the class to familiarize them with a variety of possibilities from which they could choose. They looked at corrections through actional attention (Ellis, 1992), work on noticing (Fotos, 1992, 1993, 1994), markedness (Larsen-Freeman, 2018), interference (Abdullah, & Jackson, 1998), interlanguage theory (Selinker, 1972), the monitor model (Krashen, 1982) and recent types of approaches, namely notional functional, communicative, and action-oriented. As well, insights were gleaned from a review of the literature on strategies and techniques, including Raab (1982) on spectator hypothesis with feedback to the whole class; through peer correction by Chenoweth, Day, Chun and Luppescu (1983); with other innovative techniques suggested by Edge (1983); techniques advocated by Vigil and Oller (1976) for oral correction; and correction across modalities (Rixon & Erwin, 1999). The instructor also resorted to multi-linguaging. These more recent approaches are undermining the importance of the correction techniques mentioned above, by advocating a heavy reliance on the first language to support second language development such as language switching (Ramirez, 2012; Woodall, 2002). Jabeen (2023) also recommends looking at the instructional techniques used when the students were first taught the language to redress inadequacies and cultural influences. This new focus could well be integrated during group work and allowed to alleviate difficulties during group discussions.

### 3. METHOD

We used a qualitative approach as we were interested in finding out a lot of detail about lived experiences (Creswell, & Poth, 2018).

The study consisted of the analysis of an instructor's teaching journals and class notes, and it was decided to investigate over two academic years as the problems seemed to increase over time and additional strategies had to be applied. Observational notes in a professional journal were confronted to relevant theoretical underpinnings to gain insights to improve upon the students' language accuracy and further develop future teachers' awareness on how to give appropriate language feedback to their pupils. A few results will be reported along with steps taken.

The analysis consisted in textual analysis highlighting emergent themes and experiences to uncover how these students' language barriers were overcome, what strategies were used, what prompted what reactions etc. A description of the elements behind the instructor's decisions included the fact that several complex aspects were involved especially when having to deal with fossilized language forms, anglicized uses of French or French influenced by Spanish due to South American population movements to the North.

To remedy some of these aspects we examined how concept attainment was used. Concept attainment exercises are based on identifying a concept through binary eliminations using identifiers. These were written on small pieces of paper and handed to students to be placed on a 'yes versus no' chart, making hypotheses as to whether the qualifier applies. Throughout, students discuss possibilities and end up discovering the concept. This activity was centered around language forms and lexical items.

Dicto-gloss activities were also investigated. These consist of note taking with the objective of reconstituting a text. Students were to draw three columns to allow note taking after listening to an oral text three times. After each listening phase, they worked on one

column, they shared and completed their notes with a peer with the idea that for the completion of the last column there would be more discussion as the text had to be recreated.

In addition, notes on a gaming approach were also considered. As an example of gaming activities, for one activity type they could not use certain words, or there was a time limitation, or instead of a written answer they had to produce a graph, using a summarizing strategy. There were also 20 question group competitions based on explanations of language use and definitions.

We also noted where the instructor decided that to prevent anxiety and the blockage of the affective filter (Krashen, 1982) a subtle combination of strategies was deemed to be more effective considering the accumulation of complex issues to be faced.

Anonymity was maintained and pseudonyms used when names are mentioned in the analysis.

#### **4. FINDINGS**

The data analysis yielded interesting aspects pointing to the effort made by students to better understand concepts which leads to deeper conceptualization and anchoring of knowledge.

Several findings help uncover different perspectives around several issues. In terms of improved learning there are the questions of learner readiness and progression, storage into memory, the most effective use of prior knowledge and concerns around interlanguage development. As regards instructional design in support of the targeted objectives we uncovered the roles of sequencing, format and presentation, balancing skills, and additional practical aspects.

The idea was to uncover remedies to properly guide all learners in the courses, through strategies and techniques for their individual management of the language they were trying to improve upon and learning ways to implement these strategies in their own future classroom. Given the collapse of the teacher preparation program at this university into 16 months rather than the two full years mandated by the Ministry, there had been the need to ensure an economy of time in teaching programs with more efficient acquisition of knowledge during contact times.

Results indicate that even with a model given, some students have trouble in figuring out tasks, and this, beyond difficulties they might have had with language comprehension. This has also been identified in the teacher qualification program. The underlying reasons for these difficulties in teacher education programs include switching from academic to professional training. Resorting to using the steps with increased interaction and mediation has shown to bring about an added advantage. Nevertheless, even students experiencing major difficulties managed to complete the program successfully with on-going support from the instructor.

By the end of the courses, students were thankful for all they had acquired and appreciated the various reflections and designed activities embedded with correction techniques. The success of the strategies could be measured by the superior quality of the students' assignments. Moreover, the positive social climate created in the class through a more relaxed use of different languages when the time was appropriate for this, added to students' confidence and helped with self-regulation (Bandura, 1977).

The analysis of instructor's notes allowed to tease out the following major themes: the need for various strategies, the need to alleviate strong emotional upsets (anger, blame, fatigue), how to ease anxiety and the impacts of preparedness and confidence.

We identified how through group interactions, transactions took place, allowing transitioning across various questions and assignments as students came to understanding involving their different social systems through group work. These students did not start on 'common ground' (Olson, 2003); however, it appears that through articulating diverse factors, they were in a sense finding common ground across the materials prepared for class, from sometimes a closed mind-set to a productive discussion. In this context of inclusive teaching, multifarious skills, and ways of being came into play and this constituted a great richness. Some unusual innovative ideas were brought forth, adding crucial information for education. These sometimes emerged from more relaxed conversations.

#### **4.1. Articulating a wide variety of strategies**

In line with the notion of progression, researchers point to learner readiness. However, no one seems to know, besides the consecrated way of students learning the letters ABC in the known order according to Pienemann's study (1988), how students' learning progresses. The impact this has on the future teachers is important. It points to a greater need to be thoroughly informed about the functioning of language as their pupils might require explanations on various usages at any given time and the teachers should be able to provide the requested help. This is especially important in the action-oriented approach and requires more knowledgeable teachers.

The idea of progression is no longer palatable for language development. Learners learn differently so one needs to monitor individual developments. Indeed, after a concept attainment activity aiming at reinforcing the students' knowledge on past participle agreements in French, a concept they should all have mastered, the instructor identified that a significant number of students still did not make the agreement during oral use of language, therefore their awareness should be raised on identifying the need to reflect their grammar knowledge in oral production. The instructor saw that with concept attainment activities. It would appear therefore that task orientation if based on direct learner needs and interests might be more effective, so grouping students according to the type of error that needs to be corrected would be more useful. So, several concept attainment activities were devised with each catering to a specific group.

Following the presentation of concepts, the idea was to find correction possibilities across many practical activities. Through their interactions, students were made more aware of language use, and interacted to give corrective feedback or asked questions. These activities involved group work.

To further develop grammatical awareness, they also carried out dicto-gloss activities as described above. Students really engaged in these and as a result metacognitive strategies were developed.

Disruption in class routine also allowed for better concentration. For instance, gaming aspects were added to regular activities wherever possible. Activity centers were devised to increase the pace of activity completion with a rotation every seven to 10 minutes. This entailed a fair number of negotiations around language forms. It was clear that many of these future teachers were close to bilingual language use, some of them were even French native speakers, however a fair number of them were still at an interlanguage stage. The instructor saw the need to provide corrective explanations and used a variety of approaches.

Researchers such as Givon (1990) and Larsen-Freeman (2018) believe that it is necessary to teach the marked forms and that the others will be acquired subconsciously. Marked forms are the ones that stand out as being different with the addition of a special meaning, so there is an additional requirement where these are concerned. Other standard

forms do not require such special attention and are learned easier, like for instance 'walk' in the present tense is different from 'walked' where 'ed' is a mark for past tense.

Due to the involvement of affective factors, for errors in oral language use, the instructor used individual index cards, to write the notes needed to which an explanation was added at the end of the class before being handed out. This way, students were required to reflect upon the error made and use metacognition to find answers or ask for instructor's help.

Another non-threatening approach used was "spectator hypothesis" (Raab, 1982). The instructor provided corrective feedback to the whole class, not making an example of the student who made the mistake. This was also followed with a specific reinforcement activity for errors commonly made by several students in the class. The most effective aspect which was observed was when after the activity, the instructor allowed students to discuss some additional difficulties they might have had with the work required in the activity in their mother tongue, either English or another language that was shared in a group. This created a relaxed atmosphere with peers helping one another.

Edge (1983) supports the peer correction process. Chenoweth, Chun and Lupescu (1983) advocated for corrections among peers without instructor's interference, except when output is sought. To facilitate that possibility in class, the instructor used the dicto-gloss activities as described above. It is a note taking activity that consists of the instructor reading a given text three times and students write notes in three columns, each time adding more to reconstitute the text and after each reading students in pairs consult to see what each one understood. The instructor chose a text with common difficulty students experienced to make them notice language use and discuss the difficulties especially when having to reconstitute the text as they had to make sense of it. Creating the final product was very instrumental in getting students to notice the difficulties and interest them in the new or correct forms they were supposed to learn. They also liked the activity.

Creativity and originality were encouraged, like for instance having students draw their emblem on language learning situations, or having them draw their week-end activities, exchanging drawings with a partner who was to glean the information from the drawing and by asking questions.

Contact with L2 products was initiated, for instance through treasure hunts in real museums virtually. In this case, students could choose activities suited to their level of proficiency.

All the examples above showed students engaging with some of the techniques presented, they were consciously active, and questions were dealt with at the metacognitive level.

In addition to group work, the instructor also resorted to whole class feedback based on spectator hypothesis. This was achieved through presentations in front of the whole class, and 'four corner activities. In the latter case, a controversial topic, or an item from the daily news, became the object of discussion and students had to place themselves in the correspondingly labelled corner, according to whether they totally agreed or disagreed. Then in turn, each person had to justify their choice, and all this resulted in a final discussion. This required several language manipulations and increased students paying attention to the language forms used.

Through all the diverse practices, students remained aware of their own and their peers' language uses, engaged in self- and peer-correction and asked relevant questions to get help.

#### **4.2. Expression of anger, blame and overall fatigue**

As mentioned earlier, students' backgrounds were diverse in terms of academic training and exposure to practical teaching aspects. The students entering the professional program

after their academic training was completed are the consecutive students, the ones who complete their academic program while also getting initiated to education through a variety of courses over the years are the concurrent students. A small number of consecutive students expressed anger when being confronted to their insufficient knowledge of the French language for classroom use after having spent years studying it, and lack of familiarity with pedagogical terms. This came about during classroom oral activities, especially with the realization that they were lacking many vocabulary items and were stuck more with formulaic expressions than with a communicative ability.

Five of them blamed their schoolteachers for not having pointed out the mistakes they were making and letting them get away with speaking what is termed as 'franglais' in Canada, i.e., French based on English.

In research findings it was identified that this is the main cause of teacher drop-out due to a lack of self-regulation (Bandura, 1982). The activities devised, with encouragement from the instructor, peer support and continuous practice over the five weeks prior to their actual teaching placement in schools appeared to alleviate this anger and feelings of incompetency. The main point was to show them how quickly they could adapt and complete assignments with their peers as all early assignments were based on groupwork, especially during the second year. After having identified the problems over the previous years and their aggravation over time that had been deemed to be a good decision on the part of the instructor.

Three others were upset because they felt that in the university courses, they took there was insufficient practice in the oral language. Therefore, obviously no corrective feedback was available to these students on their oral interactions. This could also be based on contradictory discourses on the effectiveness and efficiency of the diverse types of corrections. Various researchers recommend not interrupting the flow of speech during oral practice, specially recommending not worry about mistakes, but only be concerned with follow-up on errors that are more serious. On the other hand, other research findings point to the need to nip errors in the bud before they become fossilized and recommend immediate intervention. Specific ways of intervening are also subject to controversies when, according to specialists, the only overall acceptable strategy is involving metacognition if one expects results.

Hence, confronting the speakers with a question to have them reflect on what they said, at a metacognitive level, requires them to reflect on language use and attempt to sort out what they are trying to say and adjust it to a form that they can acknowledge as being accurate. Or else the instructor can keep on prompting until an accurate way of expressing a thought is found, even if only in the form of a paraphrase.

Overall, carrying out this correction implies difficult choices, is time consuming and delicate and perhaps if some instructors choose not to do this, they also do not have the required specialized background as an applied linguist in a teacher preparation program would have to have.

This information was unsettling as a prerequisite for entrance into the program is an advanced course in oral French and it did not make sense to find in the instructor's notes that there were so many issues with accuracy. This requires further investigation.

Many students in this group were able to overcome some hurdles due to their level of creativity. They used alternative pathways, resorted to more visual data and creative uses of applications for the classroom. This creativity also helped them keep motivated when facing challenges.



### **4.3. Anxiety and the affective filter**

Given the difficulties some students experienced, it was of utmost importance to design activities to reduce anxiety and hence to avoid blockage of the affective filter (Krashen, 1982). Hence devising action-oriented communication around a gaming approach, activities for the development of motivation by choosing topics of interest to students or adding an interesting aspect to topics had to be explored.

Multi-linguaging is a technique used to reduce anxiety by allowing students who share a heritage language to use it to help better understand their work in L2, separately practicing specifically for fluency and accuracy. The most recent trend to bring more attention to language use and more efficient and effective correction is using the mother tongue. So, in addition to multi-linguaging during group work, it was deemed useful to also have students grouped around their L1 especially when difficulties increased.

The lack of differentiation between correcting for accuracy and developing fluency also causes confusion. Without this separation, there can only be uncertainty as regards students' progress. In addition, without the distinction, when teachers try to conflate the two into just productive or receptive abilities, there are too many aspects that must be left unexplored. Recently in Ontario with the push on communication, accuracy was often left by the wayside, and this could account for some gaps in the present student population in the teacher preparation program.

According to the instructor's notes, despite all the attempts at alignment and fine-tuning when faced with their first school placement assignments, many students became very anxious. Although most of them displayed a certain degree of confidence the students from the consecutive program all indicated that they felt apprehensive. A few of them got their placement in French changed to the second term, hoping to develop more confidence over time and to get better acclimated. Nevertheless, two students dropped out of the program at that time, one in each year. Mark, although feeling uncertain, had an acceptable level of communicative competence and an excellent accent in French, having a French grandmother, however he felt unable to face students in the classroom. He was given an opportunity to reenter the program in the following year. Paul's fluency in French was not adequate and he withdrew totally from the program despite the instructor's help with plans in getting him to use readymade materials during his teaching practice placement in a school, thus minimizing his direct involvement in directionality, for him to only provide facilitation in front of his classes.

As most of these students were new to the pre-service program when directed to find their own resources, in addition to instructor provided materials, to enrich their learning and make contents more accessible to their own learning styles and preferences, a few discrepancies were noticed. Autonomous search for their own resources also implied self-regulation. They were to identify the gaps between instructor recommended materials and finding their own 'digestible' resources around the class topic for discussion. One student was especially instrumental at doing this and could identify what was needed for their own learning style. In this case, the instructor placed the links to the resources online for all students to access for improved learning. Most students had accessed the English versions of the French materials they were required to read ahead of class. This demonstrated their effort to understand the materials and clearly the positive impact of multi-linguaging. They shared these accesses to information in their own group platform. This cooperation also helped manage anxiety.

#### **4.4. Preparedness and confidence**

Of 130 students, the majority were confident and took everything in stride. They had a good knowledge of French, and there were French native speakers included, plus based on the criteria in the program selection process, these students also had excellent teaching capabilities. Nevertheless, a stark contrast could be identified between the French first language (L1) speakers and the overconfident French Immersion (FI) students with less than adequate proficiency.

As another example, one student from a private university, accepted for high grades, displayed a total lack of preparedness in terms of language background, as they were unable to express themselves in French without seeming to take time to translate from English. Peer support allowed the student to manage during the initial five weeks. Following that, the development of a satisfactory level of confidence showed that the student had acquired self-regulation and appeared to be resilient.

Two students had graduated from an on-line university with all their French courses on-line and no opportunity to really interact orally. Although their communicative ability was hesitant initially, not necessarily fraught with mistakes, it appeared that their maturity and a solid basis that they eventually managed to reactivate, placed them in good stead. These two students developed a proper way of channeling their abilities and had the willingness to explore all avenues, which in turn enabled deeper learning and crystallization of knowledge.

### **5. DISCUSSION AND CONCLUSION**

According to the instructor's journals, toward the end of the year, many of the strategies had become second nature and students ensured they had properly grasped the concepts and that they had acquired the knowledge necessary for classroom teaching and felt confident using the different approaches, besides self-correction, and peer correction. Some students also appeared to have sought help with corrections from specialized resource personnel like the University Writing Centre staff with help available for the review of assignments. Overall, this developing awareness and the commitment to produce professional quality of language will place these students in good stead in their career if they continue with the habits that were practiced in consciousness raising for quality language use during class.

Better yet, it is hoped, as the strategies were found useful and interesting, that in turn these will also be implemented in their own classrooms as they monitor their own students' progress in using the French language.

Where major problems were identified we have to remember that language plays an essential role in the distortion of meaning (deGramont, 1992), hence the problems might be aggravated due to the use of L2, however the problems could be clarified through the use of L1 in mother tongue groupings where applicable, and also eased through time given for multi-languaging. Also, more complex issues come into play, and it would be useful to investigate them in future research, namely the importance of the more specific contexts that shaped these students' experiences (Baars, 1997).

Regardless of the variety of language used, the instructor's constant help allowed the students to succeed. This help was provided throughout, not just on the handed in products, the idea was to help them improve. Students learned to constantly monitor their language use, and negotiate meanings, often with their peers' help.

At many levels, it is considered that if the students fail, there is something wrong with the course or the teacher. Exceptionally, it is due to the student's lack of work or other circumstances.

Given the importance of interlanguage theory, it makes sense that some students who have not reached a level of bilingualism yet still make many errors. It also explains their need for code switching and code mixing. Moreover, research on written language has now also identified a need for language switching when working on written production in a second language (Ramirez, 2012; Woodall, 2002) moving between dialects or registers. This is further elaborated upon by Jabeen (2023) calling for more interaction between first language habits and first language culture in second language learning, especially when writing is concerned. In addition, investigating how the students were taught the second language brings added insights on how to provide corrective feedback and compensate for erroneous previous teachings (Jabeen, 2023).

For course development the instructor had to keep in mind to work on professional skill and knowledge development as courses unfolded for the targeted audience and develop awareness of the ways of gatekeepers in textbook publishing companies. These future teachers have a responsibility to maintain a sense of control over the learning environments they create and ensure that these remain powerful, otherwise only meanings attached to practical experiences, especially in the context of teacher qualification courses, will constitute the backbone of what these students as teachers in training think and believe. In fact, courses should have a strong impact on students' cognition and actions in order to prepare them for the unforeseeable future. In this case, the objective is increased bilingualism for all.

While interacting, people influence each other with an effect on future actions and on-going interactions. In group work, the instructor needed to develop skills, expertise and commitment for students to succeed. They had to be able to recognize the patterns in their field of practice (Barton, & Tusting, 2005). Top-down instruction was not used a lot, students were given plenty of materials to peruse and students had to engage in reflexivity from the bottom-up relative to aspects to be mastered. Hence in addition to discussions, the students also needed to complete practical assignments thus demonstrating what they had acquired. This involved several processes.

According to Luhmann (1995, p.136), to grasp a lot of complexity, a system selects, and the process requires a reduction of complexity. Keeping these notions in mind, the instructor had understood that it was important to design learning units to get and hold students' interest and encourage them to take advantage of the richness of their backgrounds to help them bridge new knowledge for the duration of the course (Renninger, & Hidi 2016). In the process of sorting through all the complexity however, students had to make appropriate selections and use language accurately and this added difficulties for the instructor because of a considerable number of inconsistencies in their productions.

This points to shifts in language use and past practice, especially since students did not practice speaking the language in communicative situations in their previous university courses. Indeed, researchers suggest that bilingual language production and recognition rely on different processes and report that this is influenced by whether the language switch is active like for production or passive as for recognition. Language switching (Ramirez, 2012; Woodall, 2002) causes competition when similar and dissimilar words are activated and compete, and we can assume the same for language forms. L1 interferes more when switching into the L2 than the other way round. Production requires top-down attention which requires effort whereas recognition relies on bottom-up attention which is more automatic. Shiffrin and Schneider (1977) however point to the fact that top-down attention is more flexible than bottom-up attention. Perhaps because of fewer constraints the students are more apt to make mistakes. Overall, it requires a lot of effort to do well.

In addition to these aspects, we are also faced by a trend among multicultural people in Canada, having to juggle several languages and cultures. Local forms of French, whether these are stemming from Quebec, northern Ontario and other Canadian provinces with French minorities or other forms of French from African countries, or past French colonies from South America or other regions, are colouring the French usage of these diverse persons bringing French to the classroom.

Given all these impacts, the main question remains as regards to the shifts in French the parents of these future teachers' pupils are willing to accept.

In this chapter we investigated the impact of different instructor's decisions tied to second language learning for future teachers of French. We looked at various aspects to uncover which ones yielded better support in language development. Results show overall success as all students passed the courses. Findings were reported on strategies used, support in dealing with emotional aspects, anger, blame, fatigue, anxiety and the affective filter, and personal attributes namely preparedness and confidence.

Recommendations for further research include exploring the roles played by the L1 influences in order to mitigate them in the context of multi-languaging and how to increase the future teachers' self-regulation.

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Dr. Myers teaches and supervises students in teacher education and at the master's and Ph.D. levels. She was an invited professor in Australia, France, Italy, Kazakhstan, Malaysia, South Africa, and Vietnam.