MAKING FRENCH REAL: FRENCH SECOND LANGUAGE TEACHERS’ PERCEPTIONS OF AND EXPERIENCES WITH FRENCH CULTURE

By

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ABSTRACT

The primary goal of this phenomenological study was to describe the Phenomena of French Second Language (FSL) teachers’ perceptions of and experience with French culture. Data were collected by conducting long semi-structured interviews based on the three research questions- 1) What are FSL teachers ‘perceptions of French culture? What does it mean to them? 2) What are FSL teachers’ experience teaching French culture(s)? 3) What are FSL teachers’ experiences with French culture(s) outside the classroom?

Interviews were conducted with nine teachers in three school districts in New Brunswick, Canada. Grade level teaching experience ranged from primary to Secondary.

The interpretation of the data revealed emergent themes that provide insight into how teachers’ perception of and experiences with culture informed their instructional practice. Data suggest that teachers’ personal and professional experiences with French culture both in and outside the classroom were varied and, in some cases, limited. The thesis sets out a series of recommendations for FSL programs and for instructional practice including potential directions for Professional Learning communities (PLC), suggestions for professional development sessions, and implications for the use of the Canadian Teacher Language Portfolio.