

Should I stay, or should I go?

Pre-service ESL teacher efficacy and identity development in Quebec

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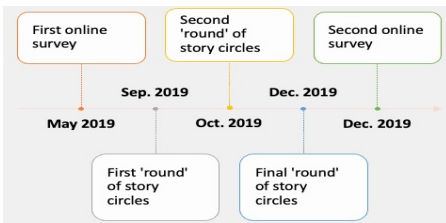
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Introduction

- **Chronic shortages** and **high attrition rates** for French (FSL) and English Second Language (ESL) teachers (French & Collin 2011) in Canada
- Efficacy beliefs (TSE) are **most pliable early in learning** (Tschannen-Moran & Hoy, 2007)
- How do **teacher education programs** shape and support self-efficacy beliefs?
- **Goal:** to look at how pre-service ESL teachers build their sense of efficacy within their professional identity during teacher education and the practicum experience in order to address attrition... before it begins.

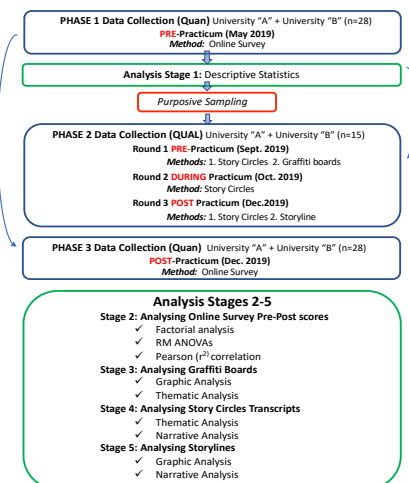
Research Context & Timeline

- Participants = third year graduating students in the TESL (Teaching English as a Second Language) programs
- Two universities in Montreal



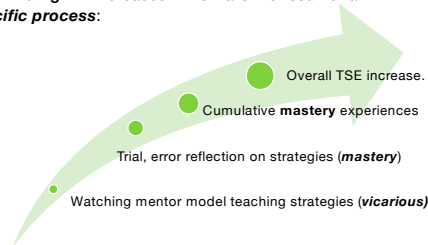
Mixed Methods Design

Pre-post survey (quan) → Focus groups (QUAL) narrative + thematic data



Findings

Key Finding #1: Increases in TSE are the result of a **specific process**:



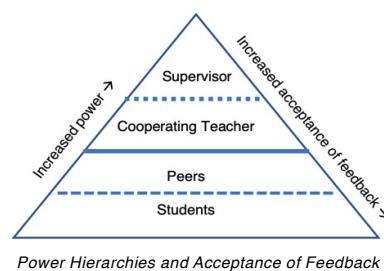
Key Finding #2: TSE / Identify construction in teacher education is infrequent, happens through teacher modeling

- Some opportunities for building TSE and Professional Identity through **teacher modeling**.
- Opportunities in **both programs** for building TSE and Professional Identity were **infrequent and inconsistent**.

Key Finding #3: **Evaluation** in the practicum prevents PSTs from:

1. Accepting constructive feedback
2. Building TSE
3. Constructing professional teacher identity effectively.

Teaching alone - and unobserved - was a **key condition** for successful TSE and Identity construction



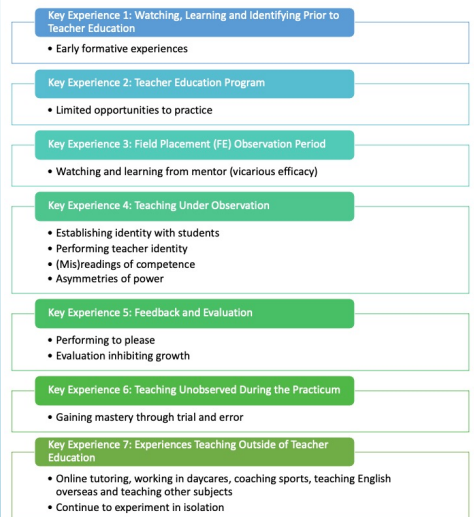
Key Finding #4: Attrition factors / resilience building during teacher education

- **Stressors** (potential attrition): heavy workload, negative feedback, hostility towards ESL teachers in the teaching community.

- **Resilience building** through: Peer support, connection to students, acts of defiance, efficacy and identity building experiences **teaching outside** of the teacher education program.

Discussion

Seven **Key Experiences** which **help** or **hinder** TSE building and integration in professional teacher identity:



Conclusions

Teacher Education programs can provide future language teachers with efficacy (TSE) and identity building by:

1. Revisiting past research:

- Put into practice recommendations from previous educational research (e.g., Darling-Hammond, 2012)

2. Building on current strengths:

- Encourage construction of peer networks and professional learning communities.

3. Considering opportunities for future:

- Constructive dialogue, feedback in practicum that encourages growth

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