

Culture, Confidence, and Crêpes Sucrées: Exploring Teacher Candidate Perceptions of Francophone Homestay Community Leadership Experiences

Daniel H. Jarvis

Schulich School of Education, Nipissing University, North Bay, Ontario, Canada

Callie Mady

Schulich School of Education, Nipissing University, North Bay, Ontario, Canada

Abstract—This study examines the perceptions of two groups of teacher candidates (TCs) who had participated in a 2-week, French immersion homestay Community Leadership Experience (CLE) in rural Trois-Pistoles, Quebec, Canada. Based on individual participant interviews, the co-authors, who also each served as a Faculty Facilitator for several of these CLE trips (2015-2020), present thematic findings surrounding the five components (homestay, school placements, community volunteering, cultural workshops/events, and Quebec City trip), and perceived benefits of the program including accessibility, language acquisition and improvement, cultural awareness, self-confidence, career planning re-assessment (division/program), and future employability advantages.

Index Terms—teacher education, immersion, homestay, French second language, community leadership experience

I. INTRODUCTION

In this first section, we contextualize the study through an examination of the literature: (i) relating it to provincial programming as outlined in the Ontario *French as a Second Language* (FSL) curriculum (2013); (ii) as it pertains to this study's immersion experience as offered through the French Immersion School (FIS) of Western University in London, Ontario; and (iii) through an examination of homestay initiatives research and their effectiveness.

A. French Immersion Teaching and Learning

Education in Canada is a provincial or territorial responsibility, as opposed to having a standardized, national system of content and assessment. Canada also has two official languages, English and French, and thus second language learning opportunities are offered, albeit in differing degrees of scope, quality, and access, in most jurisdictions (Canadian Parents for French, n.d.). In the province of Ontario, where this study's participants have learned and will become qualified to teach, the Ministry of Education (OME) has defined three different programs that public schools can offer to students as part of their formal FSL experience. According to the *Ontario Curriculum, French as a Second Language* (OME, 2013) document:

The primary goal of the three French as a second language programs in Ontario is to increase, within realistic and well-defined parameters, a student's ability to communicate in French. The programs also enable students to better understand the stages of language learning and the use of language learning strategies to acquire the language. Students' proficiency in French increases based on the amount of time and the level of intensity of instruction in French. (p. 15)

Core French is mandatory from Grades 4 to 8 for all students in English-language elementary schools, and students must accumulate a minimum of 600 hours of French instruction by the end of Grade 8. Schools also have the option of offering an *Extended French* (French as language of instruction for at least 25 per cent of total instructional time for all grades; minimum 1260 hours of French instruction; FSL and at least one other course taught in French), or a *French Immersion* program (French as language of instruction for at least 50 per cent of total instructional time for all grades; minimum 3800 hours of French instruction; FSL and at least two other courses taught in French), based on local demand and resources, and beginning at any grade level within the elementary school.

According to the Canadian Education Association (as reported by Canadian Parents for French, n.d.), French Immersion in Canada has been thoroughly researched and proven to be highly effective:

After almost 40 years, the original French immersion model has proven its value around the world and been adopted in many countries and many languages. 'French immersion is a proven, successful Canadian approach

to second language learning... No educational program has been so intensively researched and evaluated in Canada as has French immersion. (p. 2)

Notwithstanding its popularity (see also Arnott et al., 2019), one of the main difficulties in all FSL programming, including French Immersion, is generating an adequate supply of qualified FSL teachers to meet the growing program demand. Cho (2019) describes Ontario's FSL teacher dilemma as follows:

As French Immersion continues to grow in Ontario, finding French teachers is becoming more and more of a challenge: there is a dearth of French teachers in the public school system but greater demand for French Immersion programming. . . . One of the failings of French Immersion is the limited opportunities to use French on a daily basis outside of school. (pp. 42-43)

Second, adding to the complexity, qualified FSL teachers do not always have the French proficiency some boards prefer (Ontario Public School Boards Association, 2017). A third challenge in Canada is preventing FSL teacher attrition during the early stages of their careers. According to Arnott et al., (2015, p. 15), two main issues that contribute to this premature teacher exodus from the field are difficult working conditions and lack of instructional materials. A fourth potentially related issue is a noted increase in student attrition within the Ontario Core French program. Ryan and Sinay (2020) note that the "government of Ontario has acknowledged a need to increase FSL student retention via improved access, training, relationships and special programs" (p. 311). Raymond Thøerge, the Official Languages Commissioner of Canada, has addressed these issues, calling for innovative solutions to help increase FSL teacher numbers, and hence program quality and student access:

Parents want to provide all of the opportunities to their children, and they see French Immersion programs and FSL programs as the right opportunity down the road for their children, be it from a cultural perspective, be it from an employment perspective . . . The persistence of these challenges makes it all the more important that we continue to draw attention to them and work toward finding innovative solutions that will help to improve access to the opportunities inherent in linguistic duality for all Canadians. (as cited in Gillmore, 2019, pp. 14-15)

Clearly, the complex issues of FSL teacher recruitment and retention, as well as student retention in Core and Immersion programs, require innovative strategies such as creative immersion experiences that may serve to support FSL teachers.

Western University in London, Ontario hosts a FIS which offers the oldest immersion program of its kind in Canada. Beginning in 1932, the small town of Trois-Pistoles in eastern Quebec was chosen as Western's preferred site for of the integration of their FSL students into a French-speaking community. In the summers, the FIS offers a number of different types and lengths of homestay immersion programs including intensive, non-credit 1- or 2-week programs for university students, adults, teachers, or families; and longer 5-week credit programs for more extensive exposure to language learning. In addition, in partnership with Nipissing University's Schulich School of Education and the Ontario Ministry of Education, the FIS agreed to host a group of Nipissing University TCs annually for two weeks in the winter term, with 2015 being the inaugural year. This experience provided TCs with a 2-week homestay experience, the first week of which featured a school placement, and the second week of which featured a community placement.

B. Homestay Experiences

While homestay experiences have been widely reported to offer many advantages for students regarding second language acquisition (Conroy, 2018; Di Silvio, 2014; Kinginger & Carnine, 2019), cultural transmission (Castaneda & Zirger, 2011; Torii et al., 2020), and teacher preparation (Harbon, 2007; Tang & Choi, 2004), some have highlighted the mixed effectiveness of such programs (Lee et al., 2017; Shiri, 2015). In her examination of this homestay program in previous years, Mady conducted survey research with participating TCs who revealed "an improvement in French proficiency that they related to the homestay component of the program as well as the opportunities to use French in the community. Similarly, the TCs cited an increase in confidence" (2018, p. 893). In terms of future recommendations, Mady encouraged the Ontario Ministry of Education to consider the expansion of such intensive language learning opportunities for both FSL students and future/current FSL teachers.

Given the SL teacher candidates' lack of exposure to French outside of the classroom at the elementary and secondary levels, I suggest highlighting such opportunities and their positive impact to teachers with a view to increasing the number of intensive language learning experiences provided to students at the elementary and secondary levels. . . . I recommend continued provision of such opportunities for future FSL teachers. In particular, given the recognition of the important role of the homestay component, I advocate for the intensive experiences that well-established homestay programs can offer. (p. 894).¹

Following the initial Community Leadership Experiences (CLEs)² facilitated by Callie Mady in 2015-2017, Dan Jarvis took part as Faculty Facilitator for the subsequent three trips (2018-2020). During the last two of these (2019,

¹ As per the signed contract, please note that the views expressed in this publication are the views of the Recipient [Dr. Callie Mady], and do not necessarily reflect those of the Ontario Ministry of Education which funded the initiative.

² At Nipissing University, teacher candidates are required to complete one Community Leadership Experience of 60 hours, in addition to their school practica (55 days). CLEs are self-selected, take place in a variety of contexts, and although they occur outside of traditional classrooms, provide teacher candidates with means to apply their pedagogical skills.

2020), Jarvis individually interviewed the two groups of TCs towards the end of their respective CLE experiences, and this data forms the basis of the present paper. We were specifically interested in comparing the earlier survey data findings with the more comprehensive interview data.

II. RESEARCH METHODS AND QUESTIONS

As part of their Ontario Ministry of Education funding for these homestay placements, teacher candidates were required to complete brief pre- and post-experience online surveys. Further, they were asked to sit for an exit interview in which they were asked a number of questions about their experiences. Although their participation in the surveys was mandatory, their decision whether or not to participate in the subsequent research interviews was optional. All participants received Ministry of Education funding to subsidize the cost of the homestay experience and received this support regardless of whether or not they participated in the research study. All 13 TCs from both the 2019 and 2020 groups consented to take part in the research project. Interviews were audio-recorded and transcribed for accuracy of commentary. All transcripts were returned to the participants to allow for the member checking process, with participants asked to review their comments and to request any desired corrections, additions, and/or deletions to the record. Interview data was then analyzed using qualitative software (*Atlas.ti*) to code the data and then to explore the content for emergent themes.

The TCs were in their early- to mid-twenties, 12 were female and 1 was male, reflecting the majority of TCs who plan to teach FSL in the province. The 13 participating TCs came with experience in all three of the Ontario Curriculum FSL programs: Core French (6), Extended French (1), and French Immersion (6). Six of them had also taken part in previous French immersion experiences such as the Canadian *Explore* program (3), and French exchange programs (3). In terms of undergraduate study, some had completed French majors (4), others French minors (3), and still others with only a few or no French courses taken (6). Most, but not all, had travelled previously to Quebec City. Several came from homes where one parent was francophone, and French occasionally being spoken in the home, or at family gatherings; others came from homes where both parents spoke French regularly; and some from homes where neither parent spoke French. Participants in the CLE also ranged from those who were relatively weak French speakers, to those who considered themselves to be fully bilingual and fluent in terms of communicating verbally in French.

In preparation for the Trois-Pistoles CLEs, the organizers at FIS office at Western University, working with the local organizer in Trois-Pistoles proposed a functioning homestay arrangement based on participants' needs. Further, as Facilitators, we met with each group several times prior to their trip to explain what to expect, to answer questions, and to establish the placement designations. Once we had been given a list of participating school teachers/grades and community volunteering organizations, we randomly generated a selection order of the TC names, and then asked them to first choose their classroom placement preference according to this list; then, proceeding in reverse list order, they were asked to state their preferences for the available community placements. In this way, each TC was given some degree of choice in terms of upcoming experiences. We also worked with FIS to establish an itinerary which was modified as required (see Appendix A).

We set out to explore two main research questions in this study: (i) What are the perceived effects of a 2-week CLE on TCs? and (ii) How are the five key components (homestay, classroom placements, community volunteering, cultural workshops/events, Quebec City trip) perceived as contributing to the overall effectiveness of the CLE? This research study received Research Ethics Board approval, and according to the research protocol, TCs were required to read and sign Participant Information Letters (PILs), and were also assigned fictitious pseudonyms to ensure confidentiality.

III. RESEARCH FINDINGS

In what follows, we will explore the five components of the CLE (homestay, school placements, community volunteering, cultural workshops and local events, and Quebec City trip), describing what took place in each of these areas (Figure 1), and hearing from TCs in terms of their perceptions. We will then examine a number of further themes of interest that precipitated from the analysis of the interview comments as shared by the 13 TCs involved in the study.



Figure 1. Five components of the Trois-Pistoles Community Leadership Experiences (CLEs).

A. Homestay Experience

Teacher candidates were billeted with local families of Trois-Pistoles (population 3500), Quebec located approximately 250 km east of the provincial capital of Quebec City, on the southern shore of the Gaspé peninsula. TCs often were in pairs or small groups for these homestay placements, depending on the families' home size and/or TC dietary considerations. Participants were expected to speak French with their homestay families in the evenings during and following meal times. Such times have been shown to facilitate language use and cultural knowledge (Kinging et al., 2016). Most of the school and community placements were within walking distance of the homestay locations, with the exception of the hospital. As Facilitator, Jarvis rented a car for the duration of the CLE and so was able to assist with transportation, as needed.

Candidates noted how powerful the homestay experiences were in terms of developing their: (i) French language skills, (ii) an appreciation for the local French dialect, and (iii) vocabulary. This was especially the case during snowstorm school cancellation days (both placements took place during winter term in February/March), which happened at least one day for both of these groups, and which meant extended time spent in the homes.

Belle: I love the homestay aspect, that was great. You're speaking a lot more French than you would be if it was just students living together in an apartment or something. That kind of gave you more of a feel for the French culture, for sure, and the French cuisine was amazing as well.

Ariana: The most influential [part] was spending time with my host family. . . . All of that has given me lots of opportunity to practice my French, and to become more confident in what I'm saying, and how I'm saying it, and also just learning new things, new vocabulary, new expressions.

The constant practicing of French language within an informal, non-threatening atmosphere allowed and encouraged

TCs to practice their speaking and listening skills, and to ask questions. As Jenn shared, "I think it was definitely more important to do that [homestay] versus a hotel or something, because you get to interact with other people, and so you were using your French all the time."

Kaia: I think it was fabulous, just because it was a very comfortable atmosphere. Our host parents were very welcoming. I never felt like I was being judged for mistakes that I made in my speaking. Nobody was always just cutting me off to make corrections. But at the same time, when it was clear that I was saying something that maybe hindered our communication, or gave the wrong message, our hosts said something like, "You might actually want to say that another way." It was more just to help us, and they were also very open to answering our questions.

Harris: I really enjoyed the time that I spent with my host family, and having people that are there that speak only in French—that held me more accountable. . . . Also, you never want your host family to feel like you're talking about them, or saying something mean. So, we definitely would speak in French 100% of the time that we were at home. . . . I really liked having dinner with them too. I liked just being able to talk with them, and laugh with them—it was really fun.

Evenings were often spent preparing the dinner meal, watching French television programs, playing board games, and discussing local and provincial events, all of which reinforced French language:

Maive: Being in a homestay is very different because there are people around you that don't speak English, so you're forced to speak in French. I think it was also good that we were put together in pairs, because if there were things you didn't know how to say, you would try and get the other person to help you. . . . You're not hyper-focused, like when you're trying to do a job in a different language, but it's more like you're just having fun in a different language.

Lydia: Our host family was a couple who spoke French the entire time, and were really friendly and welcoming. We each had our own rooms, and our own bathroom. And every morning we would make our own breakfast and have a nice conversation before we would head off to school. We would come back and have a nice conversation while she was cooking dinner. We'd have dinner together and talk about our day. If there was a silence at the table, our host dad would start a conversation, you know, ask a couple of questions and then get the conversation rolling.

Only one of the 13 participants, Faith, indicated a lack of communication with the homestay family, noting, "They didn't spend a lot of time with us. There was one day I went into the kitchen . . . and I helped her cook, but they didn't really do a whole lot of interacting with us." This was clearly the exception, as the overwhelming attitude towards the homestay experience was one of appreciation for how vitally important this was for achieving the language acquisition and practice goals of the CLE placement. It also provided one of the best windows into cultural learning, since TCs were able to ask questions about anything they found interesting, both before and following the Quebec City excursion.

B. School Classroom Placements

Another key factor of the CLE experience was the placement in a local school classroom for one week of teacher observation. Unlike their longer Ontario practicum blocks where they would often be increasingly responsible for lesson planning, teaching, and assessment elements, this brief yet important placement allowed our TCs to become familiar with school schedules, traditions, and pedagogy while also facilitating French language practice with associate teachers, students, parents, and school staff. As Lydia explained, "We're only in the classroom for a couple of days, so we're really more of a teacher's assistant. So, we're speaking in French with the fellow teachers, and students, and whatnot." Emma added, "Just being here we've been able to pick up different teaching techniques, and games, and activities that . . . help to utilize the language in different aspects." Belle added, "It was interesting to see the teachers interact with the students in the Quebec curriculum, and just to see where they're at. Others noted the following:

Kaia: The classroom teacher introduced us to the Grade 6 students and so they knew we were coming, and they were excited we were coming. She said something like, "They speak English, but they're here to speak French, so you need to speak to them in French." So, that was a really nice intro, and so the kids knew what was going on. So they knew that we might struggle with our language sometimes, but that we were here to learn and to practice. So that was a really awesome experience, just developing those kinds of interactions and relationships with the kids.

Classroom management is always foremost in the minds of TCs, so part of what made this placement meaningful was observing how teachers dealt with student misbehaviour in terms of the French language communication involved.

Harris: I was in a Grade 1 class and went with them to all the classes that they had, and just observed a lot of the time. I helped with classroom management to answer questions, and I was able to see how their teacher handled them with classroom management strategies as well.

Gisele: I was in a Grade 3 class and I enjoyed seeing different forms of classroom management, rather than a perfect classroom where everything goes smoothly. They have different teachers for different subjects, so I got to see different teachers, and to spend time with each one.

Ike: The second class was a Grade 9 English class, and it was very grammar-heavy—not much opportunity for practicing English. Those students were particularly difficult students in terms of behaviour . . . had no interest in listening—it came down to her classroom management skills.

Thus far we have examined the homestay and classroom placement elements of the CLE. Next, we shall consider the community volunteering placements that took place in a variety of contexts during Week 2.

C. Community Volunteering

Community volunteering took place during the second week of the CLE schedule. Organizations that were involved included two local daycares, the town of Trois-Pistoles Library, a local food bank, a youth employment office, and the local hospital. The TCs would often be placed in pairs and would spend most of the day volunteering at these sites, minus lunch hours during which time they would either walk back to their homestay, or eat a packed lunch. Similar to Week 1 school placements, these community placements provided ideal opportunities for TCs to not only absorb local culture, but to also practice their French speaking and listening skills.

Harris: I'm having a lot of fun with the kids at the daycare. They have organized activities—swimming, bowling, carving out little ice sculptures, a board game day, and tomorrow we're going to a museum. . . . It gives you an opportunity to have one-on-one interactions with kids, because they have so much free time, in terms of having a lot of choice in the things that they can do.

Kaia: I'm at the library working for the city, and I think it's been really great. Workshops have been planned during their March Break—opportunities for artists and authors to come in and read a story that they've written

for kids, or do some sort of craft or activity. So, just interacting with other people, especially young kids, because they realize that we're anglophones and that French isn't our first language, but they just speak like they always do.

Ike: The hospital's been great, everyone is so kind. . . . I was playing the guitar, and I also played Skip-Bo, a card game, and we played Bingo and this other game where you take a tennis ball and you throw it at a foam board, and it just kind of sticks there with Velcro—basically just practicing their motor skills. Puzzles, spelling words, things like that—just keeping them aware and lucid.

Note that for all three of the locations described above, being exposed to French language associated with the organization itself, and with the activities being planned, all contributed to FSL improvement.

D. Cultural Workshops and Local Events

In addition to the school and community placements, a rich set of workshops and local events were arranged by the local program coordinator. These workshops included evening, classroom-based sessions that focused on French language writing/speaking, French Canadian history and literature, the arts (dance/visual arts), creative writing, and the viewing of a popular French film. Various local activities were also planned, depending on availability and interest, such as a guided tour of a local brewery, live music performances, bowling, and café/pub gatherings. TCs share their thoughts on the workshops and activities in which they participated:

Gisele: The arts workshop was kind of a mixture of dramatic arts and visual arts—that one was, I think, everybody's favourite. . . . We also did a writing workshop . . . and we watched a French film that was hilarious—it was called something like "Dinner of Fools." And then we had the coffee shop night at the café that was just perfect.

Harris: The French film night was nice. We eventually did end up turning on the English subtitles along the bottom. If we had the option to put French subtitles, we would have done that, just because they speak so quickly, but there was only English. It was nice to be able to listen in French, and then whenever you needed to, you could just look down at the bottom and understand what it was that they were saying, especially when it's like slang, or whatever.

As Maive noted, "I think they were all a part of the cultural aspect of the CLE. Doing social events and just being able to talk and learn about that stuff was really cool for me." While some evenings simply allowed for quiet time to be spent with their homestay families, the evenings that did involve planned workshops and/or local events were definitely highlights for our students. Notwithstanding, the most anticipated and perhaps most enjoyed cultural moment of the entire CLE was the weekend excursion to the nearby (3.5-hour drive) provincial capital, Quebec City.

E. Quebec City Excursion

The majority of the TCs had already been to Quebec City previously, though sometimes it had been many years since that trip, yet all 13 interviewees recounted very positive impressions of the weekend excursion. In contrast to Trois-Pistoles, visiting Quebec City provided our TCs with a very busy, urban context in which they could see the traditional sights and also practice their French among francophones who were usually willing to engage in conversations. Our groups stayed at the *Auberge Internationale de Quebec* (a youth hostel located in the heart of the Old City), and we also met together for dinner at the *Cochon Dingue* (Crazy Pig) on Friday night, but beyond that the TCs were free to plan their entire weekend according to their own interests and budget.

Dating back to 1608, Quebec City is rich in history and features a central, fortified colonial core; Vieux-Québec (Old City); Place Royale square with cobblestone streets and shops; the funicular railway; Château Frontenac Hotel; the military Citadel; the Plains of Abraham historical battle site; museums; walking tours; and the hourly ferry to/from Lévis situated directly across the St. Lawrence River. Local day-trip bus tours include those heading east to the Montmorency Falls and Ste-Anne-de-Beaupré cathedral; and northwest to the Hôtel de Glace (Ice Hotel) at the Valcartier Vacation Village.

Kaia: As soon as we got there, we hit the ground running, wanting to see all these different things. It was my first time to Quebec City, so I hadn't seen anything—just trying to understand, you know, historically about French Canada, it was fabulous to visit that place. We went to Château Frontenac, we just walked the streets of old Quebec, we went to the old church, we went and saw a lot of these historical things. And then what we also enjoyed was being able to have Québécois cuisine too, talking to the people there, and some great nightlife, of course.

Ariana: Since I am very likely going to be a French teacher for the majority of my career, just having all of these different experiences and learning about Quebec is going to be super helpful, because a big part of the French curriculum has to do with teaching about culture, and teaching about different regions that use French. Most of my experience, previously, was in France and Switzerland, but now I can add that third aspect of having lived in Quebec to enrich my program.

Ike: It was really good to see the different kinds of social norms that exist in both places as well. Very few people speak English in Quebec City. . . . I went to the Montmorency Falls, I also spent a long time in a bookstore, and we took a ferry across the river to Lévis. We went to a bunch of different Québécois restaurants,

and we had cuisine that we wouldn't have had here—crêpes, for example, and *pâté Chinois*, which is like shepherd's pie, which is a very typical Québécois dish.

Beyond historic sightseeing, the Quebec City excursion provided ample opportunity for TCs to practice French speaking and comprehension in a variety of authentic (real-world) contexts, each of which involved different vocabulary and common vernacular expressions.

Gisele: I definitely think it was very beneficial in the sense that you kind of had to plan out what activities you wanted to do, and you had to make your own way through. So, just asking for instructions to make sure we were on the right bus. You got to see a lot of different people.

Harris: It definitely gave us a lot more cultural context, and it helped you to have conversations about things that are outside of the realm of teaching or childcare—it helped you to develop different vocabulary, and to communicate with people that weren't your host family, or childcare providers, or placement supervisors. I really, really enjoyed the time we spent in Quebec City.

Clearly, the Quebec City weekend excursion (Figure 2) ranked among the most enjoyable and profitable experiences of the CLE, both in terms of language acquisition and cultural knowledge learning goals.



Figure 2. Teacher candidate group at Chateau Frontenac during the Quebec City excursion (2019).

F. Program Length and Accessibility

The first of three additional themes will deal with the brevity and accessibility of the CLEs in Trois-Pistoles, as compared to lengthier French immersion experiences. As Mady (2018) had reported on previously, the benefits of the shorter, 2-week placements appear to be quite significant in terms of language learning and cultural awareness, both of which are requirements for effective FSL teaching. The participants in this study concurred:

Gisele: There are benefits from either kind, but as far as this type of shorter placement, I think it's definitely more intense, because you go from one area right to the other, and you're living with a host family the whole time. Even if this experience was just coming here to live with a host family, I think you would gain so much from just that part alone.

Kaia: I think that with a condensed experience you're almost forced to adjust very quickly, which I think was actually a good thing. When I did a longer exchange in the past, it took me longer to adjust, but not here. I think the thing, too, with the 2-week experience, you have to get as much as possible out of it when you're here, so you feel like you can't waste any time in terms of wanting to go see the different cultural things, and spending time with your host family.

Others focused on the time and energy commitment aspects of a short-term immersion experience:

Ike: I think the big advantage of a short program is the accessibility. As young professionals that are hoping to secure a job in the very near future, having a 2-week program makes it possible for us to even experience something like this. . . . So, it's really good, especially for people who haven't had immersion experiences, and there are a few of those here in our group.

Maive: I am very much a homebody, so a longer program doesn't interest me at all. Even a 6-month program would be too much for me, because I'm tired at the end of just two weeks. I think I learned quite a bit here. I think with the short period of time, you just have your eyes open to things—things that you just don't know, and that you become aware of.

These brief, 2-week experiences can obviously not provide TCs with extensive classroom teaching opportunities, or with long-term French language practice. However, the cultural awareness elements, especially with the Quebec City excursion, coupled with the intensity of the daily communication with the homestay family, colleagues, students, and other professionals did seem to provide TCs with many of the same advantages of lengthier trips. And as participant Lydia shared, “I think this short immersion experience just gives you a taste of it, and an inspiration, maybe, to do more.” In some respects, the CLE in Trois-Pistoles can be best described as a quality-over-quantity experience.

G. Communication and Confidence

Another strong theme that emerged was the communicative opportunities that provided new learning, as well as the reinforcement, through constant practice, of things already learned. The French language—including accents, vocabulary, and expressions—was described as being quite different in France (Parisian/International French), compared to that often spoken in Quebec society (Québécois), and again compared to that spoken in rural Quebec, particularly by seniors (Joual dialect).

Ariana: There are more Québécois expressions and different vocabulary words here, and things you don’t always expect. If you say the word “cheeps” here, referring to chips, they’re not really going to understand you. Whereas, if you say “croustille” in France, they’re not going to really understand you either. . . . There were times, especially when working with older Québécois people at the hospital, that they had more peculiarities with their language, and I found they would also sometimes speak very fast, or with a different accent that’s closer to Joual—a more regional dialect that kind of developed during the 30s through 60s in more rural areas of Quebec.

Belle: I know in France they have ‘chaussures’ and ‘chaussettes’ for ‘shoes’ and ‘socks,’ and I grew up learning ‘souliers’ and ‘bas.’ And they said that if you say ‘bas’ for socks, in France, they will know it’s Québécois because they don’t say that there—certain things like that.

The ability to begin and to continue a conversation in French, without the other party immediately recognizing that they were second language speakers, and hence switching to English, was of great importance to several of the TC participants. As Kaia noted, “Most people would continue in French. There were a few times when people could hear that we had accents, but they wanted to practice their English, and so would switch over.” Cleo and Lydia recounted similar experiences.

Cleo: Just going to shops, especially in Quebec, and being able to speak with them in French and not have them switch back to English. Which means I can kind of pass as a French speaker, and they can tell by your vocabulary that you’re comfortable with the words you’re using.

Lydia: I didn’t have any problems communicating my thoughts or ideas. Everyone was pretty welcoming, and I didn’t find that at any point someone would switch to English. . . . In bigger cities, like, let’s say Montreal, where there’s an even bigger population, there are more bilingual speakers, and so if they hear a smidge of an accent, they’ll often switch to English, or they’ll want to practice their English. That actually happened a couple of times here in Trois-Pistoles.

The ability to understand humour within a second language often represents a real challenge, and requires a sensitivity to vocabulary, expression, and tone that goes beyond the basic grammar learning. Having the opportunity to casually relax with homestay families, for an extended period of time, allowed TCs to absorb some of the subtler nuances of French language and popular idiom. For example, Cleo noted, “I think a lot of it was talking with my host family, and being able to joke with them and understand their jokes. We were actually able to joke and have a good time which leads to kind of more familiarity with the language.” Emma likewise shared, “Being at home with our host families, and being able to talk and just having those communication skills—that is what most affected my self-confidence.” Faith enjoyed the person talks: “If something happened, you wanted to share it, and so you needed the French expressions to do that—like real conversing, which is something I’m not used to doing in French. So, I think that was the most influential part for me, getting to know people personally.”

Ariana: During the homestay, I could understand my hosts almost all the time, especially after the first couple days, when the tiredness left, and all that. You get used to people’s mannerisms and speaking the more time you spend with them.

Ike: I think that being exposed to the idiosyncrasies of the Québécois culture, that is really key. Whenever you all sit down together and say ‘Bon appétit,’ before a meal, for example, or different ways of saying hello, those are things that you can’t really pick up from a textbook. Also just having to speak French continuously for two weeks—it’s surprising how mentally exhausting it is. . . . That’s just something that you wouldn’t know unless you experience it.

Communicating with students and young children at the various school and community volunteering placements often involved the delivery of instructions, something that helped to improve the TCs’ French speaking skills by way of a constant practice and feedback from students and teachers.

Emma: Helping the kids with their games, and when you are in charge of explaining it and giving the instructions, you need to have the knowledge and the understanding of how can you get that across, especially in a second language—how to communicate in French properly in order to get a task completed. So, I think it’s

been great to be able to be in these positions where you're fully immersed, and you're able to utilize everything that you've been taught thus far.

However, classroom management in a second language can be particularly difficult, especially when the teacher is grasping for words, sometimes in the midst of an urgent situation in terms of student safety. Emma continued, "You're more confident in congratulating someone, right? It's easier to reinforce good behaviour, even in English, than to address bad behaviour. So trying to find those appropriate words, and just listening to the other leaders in terms of their choice of words or phrases."

Faith: I just wish I had that higher vocabulary in French to help me communicate better with the kids. Sometimes when you wanted to discipline them, or just completely stop the game and start something new, I felt like I didn't have that much confidence in doing that, so I kind of just kept fixing the problems as they came up, instead of stopping and starting something new. There was a lot of rough housing . . . and a sense of urgency, and I sometimes thought, "Oh, no, I don't have what it takes to do this in French," you know, to communicate a statement adequately.

The ability to adequately communicate in French, within a variety of contexts, and to be understood by those with whom you are speaking, both of these relate directly to one's self-confidence.

Emma: Our home experience was amazing—we talked constantly! So, to be able to talk to someone and they don't know any English at all, and to be able to communicate and have them completely understand what you're saying, and you're having 2-hour conversations every night, and you're watching French TV programs with them, and you're able to talk about the news, and you're able to carry on those conversations—all of that really boosts your confidence.

Kaia: I think just the fact that I was able to navigate everyday life and my placements, in French, without really any huge issues, that is what really boosted my confidence a lot. The fact that I didn't feel like I was being judged for speaking poorly, being able to communicate without the fear of making mistakes, that has also been a huge confidence booster.

Ike: I think it definitely had a positive impact on my confidence as a French speaker. Before I came here, I had interacted with other French speakers, you know, from Franco-Ontario, from France, but with the Québécois in particular I didn't have the cultural background, or any really acclamation to their accents. So, I got to experience, frankly, both of those things with the host family experience—I got to practice both the culture and the language.

Ariana summed up her CLE aptly with the statement, "This has given me two weeks of living my life in French," and peer Danika likewise beamed, "I can honestly say that I will go home feeling 10 times more confident in my language abilities." The immersion experience, although brief in length, was clearly perceived as having significantly boosted participants' confidence and cultural awareness.

H. Career Direction and Employability

A third theme that emerged from the interview data analysis was that of the perceived effects of the CLEs on career path direction and on future employability. When asked if the 2-week experience had in any ways reinforced, or perhaps even completely changed, their original preferences for division (two selected from Primary, Junior, Intermediate, and Senior levels in Ontario) and program (Core French versus French Immersion teaching), participants noted a mixture of responses. The majority felt that their preferences had been reinforced and solidified through participation in the CLE experience:

Lydia: I feel pretty confident in my French skills. I've already been hired to teach French Immersion. With this CLE Experience, I just feel even more at ease with the language, and it kind of just solidified the idea that, yes, I do want to be a French Immersion teacher at J/I level.

Ariana: I am a Core French kid. Core kids tend to drop out because they don't feel confident that they can do it, or that their French is good enough to go and actually talk with French speakers. So, I want Core kids to realize that this *is* something they can do—they can live in French, and they can have success learning a second language.

However, several participants did note a significant change in one or both of their teaching preferences (i.e., division level and program), thus indicating that the variety of contexts in which they were immersed provided them with adequate time and feedback to influence such important questions.

Emma: I'm currently in the J/I Division, but in coming here, I now really would like to take my Primary qualifications and hopefully get a job where I'm teaching in elementary. . . . So, it was nice to be able to see if I could communicate effectively and efficiently with a younger group, especially since French is their first language, and I now feel like I'm confident in doing that.

Harris: I think I feel less comfortable teaching in Immersion after this experience. I feel like I don't want to do a disservice to my students by not being up to par for them. . . . I grew up in the French Immersion program, so I had always imagined myself as a French Immersion teacher, but now I don't know, maybe Core—I'll have to keep practicing and thinking more about it.

One TC noted that she was uncertain whether or not she wanted to actually teach in an FSL classroom:

Faith: I don't know if I want to teach in French. I don't know if I want to spend my whole career in French, just as a personal preference. Once you start in French, they say you kind of have to stay there. So, I think that if I were to do that, I think I would feel confident with P/J and Core.

Thus, the variety of placements and peer conversations provided the TCs with opportunities, even within the condensed timeframe of two weeks, to participate in, observe, discuss, and personally reflect on the realities of several divisions and FSL programs (e.g., Core, Immersion) in terms of future career preferences.

During the interviews, I asked all of the TCs about their current employment prospects and also whether or not, and how, they perceived the CLE as potentially affecting their future job opportunities. Of the thirteen participants, seven indicated that they already had been hired (three of which received this news while we were in Quebec, which was exciting), some as full-time teachers, others as Occasional Teachers, and two heading further beyond to Nunavut (northern Canada) and Taiwan. Most of the others either had been interviewed, were awaiting a scheduled interview, or planned to interview upon return. In other words, the job prospects for FSL teachers in Ontario appear to be relatively plentiful. In terms of the perceived effects of the Trois-Pistoles CLE immersion experience on future employment opportunities, all of the interviewees indicated a sense of positive correlation. As Lydia shared, "I think this would, 100%, help with finding a job because you are indeed practicing and improving your French skills—your comprehension and communication skills." Others noted:

Danika: I have an upcoming interview with a board, and I think this is a really important experience to touch on. Employers need to know that as a pre-service teacher I am continuing to seek professional development, and this is one of the highest levels of PD that you could take as an immersion experience. And I think it's beneficial for them to also know that I'm able to enter into a foreign, or strange situation and make it something super beneficial.

Ike: I think this experience will definitely help me to secure a French teaching position when I return to Canada. I think it would show that as an educator I'm willing to, you know, put in the work for professional development outside of school, so that I can improve my French language, and above all my French cultural knowledge. Because I think as a French teacher, you need to be able to offer that cultural dimension, because that's not something that students can access on their own. And I think that once you put language and culture together, that's when language classes really take off, and that's where the importance, frankly, of learning a language comes in.

In several cases, TCs had already taken part in teaching position interviews prior to our trip and had indeed described the upcoming CLE placement as part of their overall presentation to the board.

Harris: This trip really just gives you that little notch above, and I feel like it helped get my foot in the door as well. During the interview, I spoke about the program that we are doing here. You know, like, "Did I mention that I'm going on an exchange in Quebec!?"

Ariana: Mentioning the CLE in job interviews made it evident that I wasn't just going to be like, "I don't need to learn anything else," because as teachers we always need to be learning and practicing ourselves. So this experience, I think, made it clear that I do intend to be practicing, and that I do intend to move myself along in terms of proficiency.

In this section, we have seen that the CLEs in Trois-Pistoles, although relatively brief in nature, were clearly perceived as having significant benefits in terms of French language proficiency; increased cultural awareness, in both rural and urban Quebec; boosted self-confidence; informed reflection on career preference (division/program); and perceived future employment advantages.

IV. DISCUSSION

When asked if they would recommend this CLE immersion program to a friend or colleague, all 13 participations indicated, without reservation, that they would definitely do so. For many, the rural homestay experience was the key; for others it was coming to the realization that they were actually capable of "living in French" and thereby reaping the promised benefits of Canadian FSL education.

Danika: I would recommend it, 100%. I think I got the biggest benefit from staying with my host family. In terms of language gains, I will say that that came mostly from sitting down and having at least an hour at every meal where we just conversed with our host parents.

Maive: I really struggled with in my undergrad degree, where I debated about dropping my French minor, actually, because I was just so bored of doing just strictly French language, and having no real application of my knowledge. I've never had this kind of experience. I didn't know how good I was at speaking French in the grand scheme of the world. So, just having that self-satisfaction that you can actually do it, and that everything you've learned up to that point was enough for this, and what you didn't know didn't hinder you significantly—you were still successful, and you became aware of what you still needed to learn.

These types of positive perceptions of the CLE were even evident among those who had previously lived and/or studied in two of the most French-speaking centres in Canada, i.e., Montreal and Ottawa:

Ariana: Absolutely, it was a great experience. I really enjoyed living with a family, immersing myself in a language, and getting to kind of experience what small-town Quebec is like. Because I've previously lived in

Montreal, and Montreal is nothing like the rest of Quebec. So, having this experience and being able to see what, to me, feels like the ‘real’ Quebec, has been amazing.

Emma: I think, for sure, I would recommend this program, especially being from Ontario where there are only pockets of areas that are fully French; and even as someone who studied in Ottawa, and who is now living in Ottawa, where there is French, but it’s not necessarily the dominant language. This is your one opportunity to come into a situation and be fully immersed—to be able to use all of those skills and techniques, and just talk and be able to really get a solid foundation—to improve yourself and your French communication skills.

The potential longer-term positive impacts of the CLE included TC’s future plans to maintain their language skills by seeking ongoing conversations with francophone speakers and consuming French media.

Ariana: I’ve taken down my host mom’s email, so hopefully I can stay in touch with her. And also, to reach out to people in my own vicinity, like other French teacher candidates and French Associate Teachers that I’m going to be working with, and use them as a means to practice my French, because in Ontario there’s not a lot of ways that you can find people to speak French with. It’s also very difficult to find French literature. . . . I know of a couple of TV shows, Netflix also dubs a lot of things in French, or even if it’s not dubbed, I can find the subtitles in French.

Cleo: We were exposed to French music and French TV a lot, so I feel like that’s something I could try and find, so that I could try and maintain my listening skills. I bought a French book, a French novel, and so just trying to continue with the reading as well.

Others described wanting to participate in other future immersion opportunities, taking online French courses, and even attempting to create some form of virtual immersion experience for their students. For example, Bell noted, “If they did have summer programs available while I’m teaching, that would be something that I would be interested in. . . . It’s nice to have refreshers, with maybe more complicated texts,” while Faith explained, “So, I think that just taking courses about the reading and writing of French—there are courses offered back home that I can take for that, and they’re free.”

Danika: I would also like to implement scenario-based learning into my classroom that would revolve around situations like this where you need your French to communicate effectively. The only way to learn is to put yourself out there, and to make mistakes. . . . So, I would love to implement almost like a virtual exchange, or virtual immersion experiences, with my students.

Perhaps Maive summed up her CLE and future plans best with the following reflection: “Sometimes you think you know a lot, and then you go somewhere and you realize that you don’t. I think that in leaving this experience I will have a much greater appreciation for what I still don’t know, and need to learn.”

Clearly, there are numerous and significant benefits involved with this type of condensed, multi-faceted, full immersion program. Our findings serve to thus reinforce the recommendations made by Mady in 2018, namely that the government, and the faculties of education in Ontario and throughout Canada, would seriously consider making these types of rich experiences even more widely available to those considering FSL teaching, as well as to those who have already begun their careers as FSL teachers.

APPENDIX. SAMPLE CLE ITINERARY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Depart Toronto Union Station by Rail (11:00) 	<ul style="list-style-type: none"> Arrival at TP Train Station (2:00) Welcome and Planning Meeting at FIS Office (13:00) School Placement (14:00-16:00) Dinner and Evening with Host Family 	<ul style="list-style-type: none"> Breakfast at Host Family School Placements (8:00-12:00) Lunch at Host Family (or packed) School Placements (13:00-15:30) Dinner with Host Family Workshop at FIS: French Language 	<ul style="list-style-type: none"> Breakfast at Host Family School Placements (8:00-12:00) Lunch at Host Family (or packed) School Placements (13:00-15:30) Dinner with Host Family Café Social at <i>Grains de Folie</i> (19:00) 	<ul style="list-style-type: none"> Breakfast at Host Family School Placements (8:00-12:00) Lunch at Host Family (or packed) School Placements (13:00-15:30) Dinner with Host Family Workshop at FIS: Dance & Visual Art 	<ul style="list-style-type: none"> Breakfast at Host Family Bus or Van Trip to Quebec City (9:00-12:30) Check in to Intl Hostel (13:00) Group Dinner at <i>Cochon Dingue</i> near Place Champlain (19:00) 	<ul style="list-style-type: none"> Breakfast at Hostel Self-selected activities including walking tours, shops, museums, restaurants, 2-way ferry to Lévis, bus day-trips to Montmorency Falls or Varcartier Village (Ice Hotel tour)
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<ul style="list-style-type: none"> Depart Quebec City from Gare du Palais Bus Station (14:00) Dinner and Evening with Host Family (18:00) 	<ul style="list-style-type: none"> Breakfast at Host Family Community Placements (8:00-12:00) Lunch at Host Family (or packed) Community Placements (13:00-15:30) Dinner with Host Family Workshop at FIS: French Culture/Hist. 	<ul style="list-style-type: none"> Breakfast at Host Family Community Placements (8:00-12:00) Lunch at Host Family (or packed) Community Placements (13:00-15:30) Dinner with Host Family Tour of Local Microbrewery (18:00) 	<ul style="list-style-type: none"> Breakfast at Host Family Community Placements (8:00-12:00) Lunch at Host Family (or packed) Community Placements (13:00-15:30) Dinner with Host Family Workshop at FIS: French Writing 	<ul style="list-style-type: none"> Breakfast at Host Family Community Placements (8:00-12:00) Lunch at Host Family (or packed) Community Placements (13:00-15:30) Dinner with Host Family Live Music Concert (19:00) 	<ul style="list-style-type: none"> Breakfast at Host Family Surveys and Interviews at FIS Office (9:00-12:00) Lunch at Host Family (or packed) Visit to Local Cheese Shop Dinner and Final Evening with Host Family 	<ul style="list-style-type: none"> Depart Train Station (5:00) Arrive Toronto Union Station (16:30)

REFERENCES

- Arnett, S., Hart, D., Lapkin, S., Mady, C., Vandergrift, L., & Masson, M.-E. (2015, March). French as a Second Language in Canada: Potential for collaboration. Council of Ministers of Education, Canada Report. <https://cmec.ca/Publications/Lists/Publications/Attachments/370/CASLT-Report-FSL-in-Canada-EN.pdf> (accessed 10/05/2021).
- Arnett, S., Masson, M., & Lapkin, S. (2019). Exploring trends in 21st century Canadian K-12 French as Second Language research: A research synthesis. *Canadian Journal of Applied Linguistics*, 22(1), 60-84. <https://doi.org/10.7202/10609006ar>.
- Canadian Parents for French. (n.d.). An overview of French second language education in Canada. https://sencanada.ca/content/sen/committee/412/OLLO/Briefs/2013-11-22CPFBrief_Addendum_e.pdf (accessed 10/05/2021).
- Castaneda, M. E., & Zirger, M. S. (2011). Making the most of the “new” study-abroad: Social capital and the short-term sojourn. *Foreign Language Annals*, 44(3), 544-564. <https://doi.org/10.1111/j.1944-9720.2011.01146.x>.
- Cho, C. (2019, November). The promise of bilingualism. Special Issue: 50th Anniversary of the Official Languages Act, *Teach/Le Prof*, 41-43.
- Conroy, M. A. (2018). Contextual factors in second language learning in a short-term study abroad programme in Australia. *The Language Learning Journal*, 46(3), 311-328. <https://doi.org/10.1080/09571736.2015.1118643>.
- Di Silvio, F., Donovan, A., & Malone, M. (2014). The effect of study abroad homestay placements: Participant perspectives and oral proficiency gains. *Foreign Language Annals*, 47(1), 168-188. <https://doi.org/10.1111/flan.12064>.
- Gillmore, M. (2019, November). Educators key to keeping bilingualism alive: A Conversation with the Official Languages Commissioner. Special Issue: 50th Anniversary of the Official Languages Act, *Teach/Le Prof*, 13-17.
- Harbon, L. (2007). Short-term international experiences and teacher language awareness. *International Education Journal: Comparative Perspectives*, 8(1), 229-243.
- Kinginger, C., & Carnine, J. (2019). Language learning at the dinner table: Two case studies of French homestays. *Foreign Language Annals*, 52(4), 850-872.
- Kinginger, C., Lee, S. Wu, Q., & Tan, D. (2016). Contextualized language practices as sites for learning: Mealtime talk in short-term Chinese homestays. *Applied Linguistics*, 37(5), 716-740. <https://doi.org/10.1093/applin/amu061>.
- Lee, S.-H., Wu, Q., Di, C., & Kinginger, C. (2017). Learning to eat politely at the Chinese homestay dinner table: Two contrasting case studies. *Foreign Language Annals*, 50(1), 135-158. <https://doi.org/10.1111/flan.12244>.
- Mady, C. (2018). French as a Second Language teacher candidates' language proficiency and confidence: Exploring the influences of a homestay practicum experience. *Journal of Language Teaching and Research*, 9(5), 887-894. <https://doi.org/10.17507/jltr.0905.01>.

- [14] Ontario Ministry of Education. (2013). Ontario curriculum: French as a second language. Author. <http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl18-2013curr.pdf> (accessed 10/05/2021).
- [15] Ontario Public School Boards' Association. (2017). Meeting labour market needs for French as a Second Language instruction in Ontario: Understanding Perspectives Regarding the French as a Second Language Teacher Labour Market Issue. Author. https://www.opsoa.org/application/files/5715/2727/0115/Final_Version_FSL-OLMP_Year_End_Report_May_23_2018.pdf (accessed 10/05/2021).
- [16] Ryan, T. G., & Sinay, E. (2020). A Canadian perspective: French language learning. *International Journal of Educational Reform*, 29(4), 311-333. <https://doi.org/10.1177/1056787920913245>.
- [17] Shiri, S. (2015). The homestay in intensive language study abroad: Social networks, language socialization, and developing intercultural competence. *Foreign Language Annals*, 48(1), 5-25. <https://doi.org/10.1111/flan.12127>.
- [18] Tang, S. Y. F., & Choi, P. L. (2004). The development of personal, intercultural and professional competence in international field experience in initial teacher education. *Asia Pacific Education Review*, 5(1), 50-63.
- [19] Torii, J., Fruja Amthor, R., & Murray, J. L. (2020). Two-way cultural transmission in study-abroad: U.S. host families and Japanese college students in short-term home stay programs. *Journal of Student Affairs Research & Practice*, 57(5), 578-590. <https://doi.org/10.1080/19496591.2020.1726360>.
- [20] Western University. (n.d.). French Immersion School, Trois-Pistoles, QC. https://frenchimmersion.uwo.ca/the_experience/the_school.html (accessed 10/05/2021).



Daniel Jarvis received his Bachelor of Arts from the University of Waterloo, Waterloo, Ontario, Canada, in 1996; his Bachelor of Education in 1997 and Master of Education in 2001 from Nipissing University in North Bay, Ontario, Canada; and his Doctor of Philosophy in Education Studies from Western University in 2006. His graduate degrees focused on integrated curriculum (math/art), and on professional development for teachers of mathematics. Dan experienced firsthand the French Immersion program as a student in Ontario (Grades 6-8), and has recently served as faculty facilitator for three teacher candidate Community Leadership Experience (CLE) trips to Trois-Pistoles, Quebec, Canada (2018-20).

Dan currently serves as Director of the Schulich School of Education (B.Ed. Programs) at Nipissing University, North Bay, Ontario, Canada. Previously, he taught mathematics and visual arts at the elementary and secondary levels. He is the co-author (with Dr. Irene Naested) of the book, *Exploring the math and art connection: Teaching and learning between the lines* (Edmonton, Alberta: Brush Education, 2012); co-editor (with Dr. Susan Elliott-Johns) of the book, *Perspectives on transitions in schooling and instructional practice* (Toronto, Ontario: University of Toronto Press, 2013); and co-editor (with Dr. Mumbi Kariuki) of the book, *Co-Teaching in Higher Education: From Theory to Co-Practice* (Toronto, Ontario: University of Toronto Press, 2013). His research interests include instructional technology, math/technology of the workplace (specifically with agricultural producers and nurses), integrated curriculum, and STEAM/innovation education.



Callie Mady received her Bachelor of Arts from McGill University, Montreal, Quebec, Canada, in 1987; her Bachelor of Education from Brock University, St. Catharines, Ontario, Canada, in 1988; and her Master of Arts in 2003, and her Doctor of Philosophy in 2006, from the Ontario Institute for Studies in Education of the University of Toronto. Her graduate degrees focused on second language education. As a French second language learner, Callie began the study of French in Grade 7 in the mainstream program; as a student she also participated in study abroad opportunities. Callie initiated the collaboration between Nipissing University and Western University's French Immersion School, worked with them to create the francophone homestay program structure, and served as faculty facilitator for the first three teacher candidate Community Leadership Experience (CLE) trips to Trois-Pistoles, Quebec, Canada (2015-17).

Callie is currently a professor in the Schulich School of Education at Nipissing University, North Bay, Ontario, Canada. Previously, she taught second languages at the elementary and secondary levels. Among her various publications, she co-edited a book with Arnett entitled *Minority Populations in Canadian Second Language Education* (Bristol, United Kingdom: Multilingual Matters, 2013). Her research interests include French as a second language education and multilingual language acquisition. In particular, her research focuses on minority populations in those areas such as immigrants and students with learning difficulties.