Bibliographie Annotée

**Chan, J. (2016). *Motivating boys in core French classrooms in Ontario* (Master’s thesis, University of Toronto). Retrieved fromhttps://tspace.library.utoronto.ca/bitstream**

**/1807/72164/1/Chan\_Jessica\_M\_201606\_MT\_MTRP.pdf**

***Mots clefs*:** Boys, Core French 8, attrition, male French teachers, parental perception

***Objectif de l’article*:**

The objective of this study was to gather information that might help explain the phenomenon of attrition of boys in French as a second language program. The focus was on boys at the junior high level in schools in Ontario.

**Résumé:**

This study looks at the opinions of four core French teacher in Ontario with regards

to attrition of boys in core French programs. The input of two of these subjects is presented. A comprehensive literature review discusses theories about the lack of motivation for boys to succeed in French programs in Canada. Chan mentions the societal perception that French is a ‘feminine subject’ (Kissau & Wierzalis, 2008), and the lack of male role models as there are few male French teachers (Wilson, 2006). Chan notes that how teachers react to boys’ natural instinct to move around and engage in physically aggressive play can escalate the behaviour. Chan also discusses studies that indicate that boys are more apt to struggle with reading tasks in both French and English.

The qualitative data was presented in five themes:

1. students’ attitude towards mandatory core French classes
	* The teachers reported that mandatory French is a significant cause of the lack of enjoyment. Students feel that French is a chore. Other students are put in French as a filler course and they have no investment in learning. One teacher mentioned that sometimes taking French means not taking Physical Education, which is a popular class for boys (Chan, 2016).
2. the lack of resources
	* A lack of resources is a common problem among core French programs, particularly for junior and senior high. Materials that are linguistically simple are often too childish in content, and age appropriate content is presented in language that is too difficult (Chan, 2016). The internet has made this situation slightly better with more access to audio visual material.
3. the teaching strategies that affect student motivation
	* Both teachers reported that there was some motivation based on the future advantages of being bilingual. The teachers differed on the use of francophone role models / mentors in the classroom, with one saying that it increased motivation and the other saying that it made students too uncomfortable. Both teachers agreed that praise and rewards are effective motivation tools, and that music is an enjoyable activity. Both teachers agreed that self-efficacy with regards to learning French is an important factor in motivation for boys (Chan, 2016).
	* Both teachers agreed that students should have choice about the topics to study so that they are learning about topics of interest. Both teachers agreed that attachment and relationship between the teacher and students is one of the biggest influence on student motivation.
4. Gender-based differences
	* Chan also notes that boys are more interested in sports whereas girls have other interests. It is important for a teacher to get to know the students well enough to know what interested them. The teachers emphasized the importance of letting students choose topics of interest to them.
5. challenges that core French teachers face
	* The teachers in this study indicated that core French teachers in their schools do not have their own classroom and therefore have limited opportunities for getting to know students outside of class time. This hinders attachment between the teacher and their students.
	* The teachers reported that parents are not involved nor concerned with their child’s core French progress, and do not often attend parent teacher interviews. This lack of parent interest could be an influence on the student’s attitude.

(Chan, 2016, p. 39)

**Méthodologie:**

This was a qualitative study involving open ended questions in interviews of teachers of core French in Ontario. Teachers were chosen through a non-probability convenience purposeful sampling process in which the researcher chose four teachers within the confines of her criteria. The criteria was that they were experienced core French teachers (more than 5 years) who show leadership in their field. She chose both genders and at least one francophone.  Chan (2016) followed appropriate procedures for data collection including consent procedures and subject coding to maintain autonomy.

**Pertinence pour les objectifs d’études que vous avez choisis:**

This study provides some information that is pertinent to my study. The topic of study is very close to mine, with the only difference being that I am looking at all junior high French classes, both core and immersion, and Chan (2016) is looking specifically at core French. There are a couple of shortcomings to the study that I will take into account, but this should not detract from the useful observations that the study participants provided. The shortcomings that I will take into account are:

* This is a Small-N Design study. Chan states that she interviewed four participants but only two are reported. While Small-N Design studies offer the benefit of low interference in data collection, validity and reliability can be compromised.
* Both participants teach in situations particular to that school district (lack of permanent classroom). This is not the case in many other schools, as some core French teachers have their own classroom.

References

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