Co-constructing Theories of Language Learning in a

French Immersion Classroom

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Context of study

The purpose of my study is to understand French language learning from a perspective that values children’s interests, experiences, and abilities. I am interested in learning more about their perceptions of themselves as language learners and the effect that this has on their identities as French Immersion students and collaborative problem-solvers. I would like to gain insight from the children in my classroom regarding the importance of fostering active, capable, and involved learners. I will explore how they are able to participate collaboratively and think critically while acquiring an additional language. My intention is to give voice to the theories and thinking of young children and to use their perspectives to provoke change in French Immersion pedagogy. My study will centre on times of our day in which children are able to share their passions and wonderings with their peers. Explorations is a time built into the structure of our day in which children are encouraged to bring forward their interests, ideas, and theories to be furthered explored through collaborative small group research and questioning. Explorations is an opportunity for child initiated learning where the teacher makes observations and facilitates discussions to help further children’s understanding on topics of interest.

I would like to learn firsthand from children how they think they acquire language, and where and how they feel that learning through experience and collaboration can support their language skills. By approaching learning through this lens, student voice, ongoing classroom dialogue, and authentic learning experiences become integral elements of the classroom.

Perspective shifts to view “dialogue not as an exchange, but as a process of transformation where you lose absolutely the possibility of controlling the final result” (Rinaldi, 2006, p. 184). Learning becomes a process co-constructed between teacher and student as the child makes meaning of the world around him or her. As understandings of language of learning shift to view
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children as capable and competent meaning-makers, understandings of teaching also shift to recognize teachers as collaborative co-learners and facilitators of meaningful learning experiences.

Reggio Emilia

The philosophical underpinnings that guide much of my teaching practice are embedded in Reggio Emilia. Reggio Emilia is an educational philosophy guided by ideas such as collaborative learning, student interest, authentic experiences, and an image of a competent child. It was initially conceptualized by Loris Malaguzzi in Italy and is based on international ideas and philosophies of education (Edwards, 1993; Rinaldi, 2006). The early childhood education centres in Reggio Emilia were established in response to the fascist experience in post WWII, which had “taught them that people who conformed and obeyed were dangerous … in building a new society it was imperative to safeguard and communicate that lesson and nurture and maintain a vision of children who can think and act for themselves” (Dahlberg, Moss, & Pence, 1999, p. 8). Reggio Emilia believes that “children do not passively endure their experience but become active agents in their socialization, co-constructed with their peers” (Rinaldi, 1993, p. 105). Unlike a knowledge transmission model that sees knowledge as predetermined and unchanging, a social constructivist perspective sees children as “co-constructors of knowledge and identity in relationship with other children and adults” (Dahlberg, Moss, & Pence, 2007, p. 7). Viewing learners as capable, social thinkers, reflects a belief that children arrive in classrooms with prior knowledge and significant previous learning experiences. The way children are viewed affects how the role of teacher is constructed.
Image of the Child

The way we view children plays a key role in the way we interact with, support, and teach children. If we believe in a perspective of “the child as knowledge, identity and culture reproducer”, the implication is that we see learners as empty vessels waiting to be filled. This conjures up images of children obediently taking in information as they sit patiently and passively in rows of desks. In turn, this perspective constructs teachers as dispensers of knowledge. Reggio Emilia challenges the view of a meek and passive child, acknowledging the strengths and abilities that young children possess upon entering school. This interpretation fits with the way that students are viewed in my classroom. They arrive with their own knowledge and understandings, and our time spent together is intended to extend and push their thinking forward. Their role becomes that of “co-constructor of knowledge, identity and culture” (Dahlberg et al., 2007). From this perspective, as a teacher I do not see my primary responsibility being to fill children with information. Rather, I become responsible for extending learning opportunities that will build on children’s prior knowledge and abilities.

Envisioning this latter image as a guiding force in education dictates the way to conduct our relationships with children. Children have voice in their education and ownership for their learning. Adult and child become co-learners in which interactions are intended to be a negotiation of understanding, a collaboration of perspectives, and a reframing of possibilities. Think of the impact these values have on our image of school and our image of teacher. From this perspective, schools are no longer interpreted as being institutions working to transmit mass quantities of data to future generations. A shift begins that carries over to all aspects of teaching. Suddenly, schools “are not places where teachers try to pass on information, but where teachers and children try reciprocally to understand each other” (Rinaldi, 2006, p. 107). Recognizing who
we teach becomes equally as important as what we teach. Knowing students on a personal level becomes integral in order to teach effectively. In order to know them well it is necessary to invite children to share their unique identities.

**Role of the Teacher**

Fitting with the image of the child as a capable and independent learner, is an image of the teacher as a co-constructor of knowledge rather than a transmitter of knowledge. My essential responsibilities as a teacher centre on my ability to relate to, understand, and listen to children, guiding children’s learning through authentic experiences. My efforts have shifted from a desire to give information to a desire to hear the perspectives and understandings that students currently hold: “The important verbs in educational practice are no longer “to talk”, “to explain” or “to transmit” –but ‘to listen’” (Rinaldi, 2006, p. 126). A teacher becomes “a careful observer and listener, to provide generous and flexible allowances of time, and to provoke children’s thinking through higher level questions that encourage critical thinking and inference-making” (Wien, 2008, p. 108). The role of the teacher also involves continual consideration about how to extend children’s thinking and design experiences that allow children to create knowledge. The desire is to broaden children’s understanding beyond what they currently think and see. Reggio Emilia refers to the experiences designed by teachers as *provocations*. Provocations are learning opportunities generated with and for students with the intention of unsettling and challenging their current thinking. For example, if an interest in light and shadow emerges among students in my room, I will bring in materials and resources that may be used to extend their current thinking. This may include prisms, flashlights, mirrors, or water. The intention is to insert new potentials that will disjoint children’s current theories and push them toward deeper understandings.
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It can be challenging for a teacher, with a busy schedule and mandated curricular outcomes to be addressed, to set aside pre-determined agendas and create time for children’s voices to be heard: “often we know what we would like for him or for her, but not who he or she really is and what he or she would like” (Rinaldi, 2006, p. 91). A willingness to let go and relinquish the control of knowing precisely where learning is headed is a daunting task. By inviting and encouraging ongoing dialogue, learning engagements open up to endless possibilities and uncharted directions. The teacher’s decision-making process moves from being more content-driven to being more conversation-driven. Dialogue becomes an opportunity to share ideas, challenge assumptions, and question new possibilities. This perspective positions teachers as co-learners who are able to wonder and explore alongside their students, as they engage in an interchange of knowledge. The focus becomes building understanding rather than leading learners towards a predetermined learning outcome. Possibility is stifled if the direction is fixed: “the potential of children is stunted when the endpoint of their learning is formulated in advance” (Edwards, Gandini & Forman, 1998, p. 118). By allowing children opportunities to participate in the design of their learning experiences, we place value on their voices, ideas, and abilities. Approaching teaching with an openness for the unexpected can be both liberating and overwhelming. This is not to say that there are not expectations and well-established structures in which this learning occurs. There are countless visible and invisible structures that are put in place by the experienced teacher. Developing opportunity for emergent and authentic learning does not demand the careless abandonment of structures and schedule, instead, it seeks a shift in priorities and a willingness to induct the passions of the children into pedagogy. Teachers play a multitude of roles: “we need a teacher who is sometimes the director, sometimes the set designer,
sometimes the curtain and the backdrop, and sometimes the prompter” (Rinaldi, 2006, p. 73).

The strength of the teacher is to adjust in a variety of circumstances.

**Research Focus and Guiding Questions**

Through my research I hope to enhance my understanding of children’s sense of themselves as language learners. What are their perceptions of French language learning? What are their theories about how they learn French and how they help one another learn French? The context in which the students are learning French cannot be disregarded as it plays an integral role in how they view themselves as learners. Therefore, it plays an equally notable role in the way they view themselves as French language learners. For this reason, I will look at children’s language learning in relation to the collaborative work they engage in during Explorations. I will extend my understanding of the children’s awareness of themselves as collaborative learners. I believe that learning is a social and collaborative process. Language learning cannot be separated from the experiences from which it develops, and in the classroom these learning opportunities are constructed socially. How do they view themselves as collaborative group members? What role does collaboration play in their learning? What role does collaboration play in their language learning? My hope is to uncover if these perceptions evolve throughout the course of the study. I would like to see in what ways being engaged in sustained classroom conversations about language learning develops their self-awareness of themselves as French Immersion learners.
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Design of Study

Explorations

My research will be situated in a particular part of our school day: Explorations, our large group share afterwards and moments of the day in which their Explorations’ work resurfaces as the day unfolds. Typically, students’ personal learning questions resurface during French or English reading and writing times. Their choices of writing topics are often influenced by the work they have been doing in Explorations and their book selections during reading are often an extension of their current Explorations’ wonderings. Explorations is an extended period of class time devoted to students’ pursuit of personal learning experiences that occur both individually and in small groups. It is an opportunity for children to explore, research, and extend their understanding of topics or questions about which they feel passionate. Children often work collaboratively with their peers in small groups joined together through common interests.

During a 6-day cycle our class will have three 1.5-hour long sessions of Explorations; generally, this means Explorations sessions will occur every second day. I like to place Explorations at the beginning of our day when the children are most focused and fresh. It demands a great deal of their effort to navigate collaborative group discussions, pose questions, consult necessary research materials, design and revisit plans, and extend their current understandings. The structure of each session begins with a brief revisiting of what they had been working on during the previous session. Pedagogical documentation (which will be discussed in depth on p. 20) is used as a place holder to revisit the reflections and comments of students. As children set off to work, they use their experiences and discoveries, as well as those of their peers, to guide their thinking and move their understandings forward. As a teacher, I am
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responsible for developing provocations that ignite curiosity and urge children to delve deeper into their questioning and researching. Offering provocations requires careful attention, listening to children’s wonderings, recognizing dissonances in their theories, and developing experiences that will expand their knowledge. The teacher is responsible for bringing in new materials, planning experiences, challenging ideas, and expanding hypotheses, and invites the children to participate in these processes.

Another essential structure that supports children’s French language acquisition during Explorations is the regular opportunity for sharing. Each Explorations time includes several small group sharing and planning sessions between a small group of children and I, as well as a large group share time that “wraps up” our Explorations’ time. The small group visits provide additional time for me to meet in a more intimate setting with children who are unsure of how to proceed with their work, children who are eager to describe their ideas and theories more fully, and children who are ready to delve more deeply into a topic by challenging their current notions. Following each 45-minutes of Explorations, the class comes together as a large group to debrief the experiences of the day. I document the children’s thinking by recording their comments in an Explorations Log. This log is accessible to children throughout the day because they will often refer to it for new vocabulary that arose during the debriefing. A helpful choice is to display the new vocabulary that has arisen during the day. Our classroom has “Un mur d’Exploration”. On our “Explorations Wall”, new vocabulary is posted on small squares of paper. Beneath each new word a child has developed an illustration to highlight its meaning. The children’s comments in the Explorations Log serves as a springboard that initiates their following day’s work. The teacher reads back the documentation to the class to remind children
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where their thinking was during the previous session, in an effort to support them in moving forward with focus and purpose.

The passions of children combined with effective, carefully selected, and accessible resources, leads to limitless possibilities for children to communicate their acquisition of information and the evolution of their ideas. In North American schools we rely heavily on sharing our learning verbally and visually (Edwards, 1993). However, the Reggio influence opens our minds to the possibilities through which we can share knowledge through dramatic play, visual art, construction, movement, story-telling, or drawing. The “hundred languages of children” affirms that children use “graphic, verbal, literate, symbolic, and imaginative play and a hundred hundred hundred more languages in making meaning of the world” (Fraser, 2000, p. 193). To allow children to express themselves effectively, teachers need to provide sufficient outlets through which they may do so.

Significance of Study

To view the child as the central focus in our practice is a notion that remains virtually unexplored in the field of French Immersion (Cummins, 2000; Kukura & Lalonde, 1998). The way we communicate with children, design and organize our classroom spaces, and allot time for continued and sustained classroom dialogue, is a reflection of our beliefs about teaching and learning. Honouring children’s interests and developing collaborative learning opportunities demonstrates a “commitment to educate the whole child rather than just teach the curriculum” (Cummins, 2000, p. 6). This study will represent an initial step towards research that examines pedagogical documentation and its potential in French Immersion pedagogy. Furthermore, this study will add to the body of research related to Reggio-inspired teaching philosophy in a French
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Language setting. It will shed light onto French language acquisition in an Immersion setting using collaborative learning, student generated ideas, and authentic classroom experiences. Changes in pedagogical beliefs commence as French Immersion teachers find ways to value the lives and prior experiences of children inside the classroom. The significance of gaining understanding of children’s perspectives and giving voice to their opinions is to demonstrate a valuing of who they are and what they think. It supports children in seeing themselves as critical citizens capable of initiating and creating change in the world around them.

Literature Review

Language Learning in French Immersion

Studies show that traditional French Immersion practices tend to be highly teacher-centered and transmission-oriented (Cummins, 1996). Students tend to be offered minimal opportunities for problem-solving activities and creative outlets for oral and written French (Cummins, 1998; Harley, Allen, Cummins & Swain, 1990). Given new understandings about language learning, research presents potential for a shift in French Immersion pedagogy. It is suggested that students frequently engage in opportunities to “communicate powerfully in the target language if they are going to integrate their language and cognitive development with their growing personal identities” (Cummins, 1998, p. 40). Creating space for collaborative learning and authentic dialogue would allow learners “to generate new knowledge rather than just consume information” (Cummins, 1998, p. 39). By engaging in meaningful, collaborative learning experiences, the French language would come to life and hold purpose in the interactions of the students.
Since the 1980s, researchers have been arguing for changes to French Immersion pedagogy (Crawford, 1989; Hares, 1979). Advocacy for student voice and independence in language learning has been prominent for decades; however, it also demands a shift in the role of teacher. Hares indicates that “to change from a teacher-based, front-of-the-class approach to that of groups working independently, with the teacher taking on a monitoring and servicing role for a large part of the lesson is a mammoth change” (Hares, 1979, p. 1). Intentionally encouraging the social construction of new understandings remains a seldom travelled path in contemporary French Immersion classrooms. In French Immersion education, communication is an essential tool that can be provided to students. However, it is one that is often overlooked: “our foreign-language instruction may produce passable reading and writing skills, rarely does it equip us to communicate” (Crawford, 1989, p. 97). The emphasis in immersion teaching tends to be on subject matter content, which occurs at the expenses of language teaching (Cammarata & Tedick, 2012). If communication is our main goal, classrooms can reflect this by being safe spaces in which children take risks, experiment, and enjoy language. Dialogue would then need to be central to our practice because it is through communication and collaboration that learners gain competency in language. This would mean creating classrooms that are language-rich and discourse-rich (Lyster & Ballinger, 2011). In this study, I will focus on how a first language (L1) can support the learning of a second language (L2). I appreciate that the first language of all my students is not English, but within this study, the L1 language I am working with is English and the L2 language is French.

**English as a Support for French language Learning**

In this section I will discuss how children’s English can potentially support their French language learning, which I believe could be advantageous in French Immersion pedagogy.
Developing ways that English can support French language learning shifts from an urgency to banish it from the classroom to viewing it as a potential resource. Teachers often avoid collaborative and interactive practices because of a concern that children will interact in English while they work (Cummins, 1998). Researchers counter these arguments by promoting students’ L1 as a scaffolding tool to support acquisition of L2 (Swain & Lapkin, 2000; Villamil & de Guerrero, 1996). Studies, such as the work of Behan & Turnbull (1997), conclude that “L1 use can both support and enhance L2 development, functioning simultaneously as an effective tool for dealing with cognitively demanding content” (as cited in Swain & Lapkin, 2000, p. 41). The success of children’s English serving as a support for their French requires that time be made to initiate and sustain ongoing dialogue among learners. The use of collaborative dialogue among students, often in the L1, aids to co-construct their L2 and build knowledge about it (Swain & Lapkin, 2000, 2005). This suggests that it is important to give students space to learn words, add to their vocabulary, and dialogue continuously. In additional language teaching it has long been recognized that language should be permitted to develop naturally where “grammar is taught inductively rather than through the application of rules” (Crawford, 1989, p. 99). Therefore, in order for French language learners to acquire language and develop the ability to communicate comfortably, they too would benefit from rich opportunities for dialogue. At times, this would mean that learners would resort to their language of most familiarity (L1). As they shift between languages, children would continue to move forward in their acquisition of the French language. Elements that are integral to generating sustained dialogue are student interest, collaborative opportunities, and inspiring, authentic experiences. Each of these elements is also part of the core of the Reggio Emilia Approach that is theoretically foundational to this study.
Methodology

My intention is to support children to think critically about their position as collaborative group members and their identities as language learners. The desire is to give voice to children’s perspectives: “children and young people have traditionally been positioned passively in research and have lacked the opportunity to analyse and represent their position” (Greene & Hogan, 2005, p. 253). To understand children’s perspectives on a topic, we can gain a great deal of insight by going directly to the source and asking the children themselves. It is necessary that research involving children maintains a stance of seeking to understand children and their situation, rather than enforcing our own perceptions (Connolly & Ennew, 1996; Einarsdottir, 2010). Observing carefully and listening closely are effective tools to develop our understanding of children’s perspectives. As a teacher, the most meaningful conversations I have are with the children that I work with on a daily basis. It is appropriate that the methodology of my study highlight these interactions and conversations and build on the perspectives of children.

Pedagogical Documentation

Pedagogical documentation is a teacher research methodology, which holds at its core an opportunity for researchers and learners to slow down, revisit, and make learning visible (Dalhberg et al., 1999; Wien, 2008). Wien presents documentation as “the process that allows a ‘pedagogy of listening’ to be place-held for consideration by others” (Wien, 2008, p. 154). It permits us to give value to children’s perspectives through careful listening (Dalhberg et al., 1999; Rinaldi, 2003). Pedagogical documentation is a logical fit for my research study because it aligns with my current teaching practice. This will allow the class to carry on with its already established structures while I am collecting data and will be a sustainable part of my practice.
Constructing Theories of Learning in French Immersion extending beyond the time frame of this study. I feel it is important that my research methodology highlight children and their thinking as its central focus. I want my research to serve a pedagogical purpose. The intent of my research will be to figure out purposeful next steps for my teaching and children’s learning. I am seeking information about how children acquire language in collaborative and interactive settings and, in turn, how I can use this information to become a more effective French Immersion teacher. I intend for my methodology to fit authentically into my current practice and work within a time period that is realistic and manageable. Most importantly, my methodology honours the perspectives of my students and creates opportunities during which they can share their opinions and experiences. To understand the benefits, challenges, and perceptions of French language learning in an Immersion setting, how will I develop a safe space in which children feel comfortable to offer their feedback? How will I create opportunities that help them recognize that their theories are validated and accepted? To get a better sense of the children’s perceptions and understandings, I will use pedagogical documentation and ongoing classroom observations that are central in Reggio Emilia. I will embed the use of pedagogical documentation and classroom observation in the ethnographic research tradition, positioning myself as both an observer and a teacher-researcher in the classroom.

This research has enormous implications for the ways in which we view children in research. Jean Piaget made it known that “children not only have thoughts and experiences worth knowing about,” but that their thoughts and experiences differ from those of adults (cited in Greene & Hogan, 2005, p. 199). Children are not passive receivers of socialization rather they are “active agents managing their own experiences” (Greene & Hogan, 2005, p. 124). To understand the perspectives and positions of children, there needs to be opportunities in research
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through which they can share their perspectives (Connolly & Ennew, 1996; Einarsdottir, 2010).
Opportunity arises for children to share their theories and understandings when there is someone present and willing to listen in a sustained, ongoing way.

Documentation is to be reviewed, revisited, and reflected upon regularly (Wien, 2008). As a class we will return to our documentation continuously prior to beginning each Explorations session. I will also be revisiting the documentation regularly when planning experiences for children and while working with a child or small group of learners. Documentation is intended to inform practice: “if done properly, good documentation can serve all masters simultaneously, from individual assessment, to curriculum planning, to instructional accountability” (Edwards, 1993, p. 249). The appeal of pedagogical documentation as a methodology for my study is that it serves a functional purpose. It permits me to gain insight into children’s perceptions of themselves as French language learners, it allows me to document particular moments in time that highlight their abilities with French language learning, and enables me to use these insights to inform my practice in purposeful ways.

Ethnography

The use of pedagogical documentation as a research method has a strong connection with ethnographic research in education (Wien, 2011). Pedagogical documentation is similar to ethnographic research that began appearing in schools in the 1970s (e.g. Best, 1983; Erickson, 1986). It too makes use of observational data, field notes, and visual materials to build analysis and interpretation (e.g. Geertz, 1973). Wien (2011) points out the numerous, easily identified connections that exist between the two traditions of pedagogical documentation and ethnographic research. Ethnography is a qualitative methodology that explores and interprets the
shared patterns or values, beliefs, behaviours, and language of a culture sharing group (Creswell, 2007). In this study, the students in my classroom share a classroom culture. They collaborate and co-construct theories and understanding together; they engage in countless experiences of shared language, and they develop collective systems for meaning-making within the learning experiences that they encounter. Through their interactions they develop identities of themselves as language learners. As a group they develop a sense of how society functions and as individuals these social interactions frame their understanding of the world around them.

Some essential tools of ethnographic research are interviewing and observation (Fielding, 1993; Greene & Hogan, 2005). Ongoing classroom conversations in small and large group discussions will hold an essential place in my collection of data. Methods that I will use to placeholder and extend the information being generated will be through field notes, observation, documentation, journaling, video and audio recordings, and teacher interactions and conversations with students. This includes data generated from children, teacher’s handwritten notes, photos, snippets of children’s theories and questions, the transcripts, and samples of their work (Wien, 2008). My methodology will be used to support my research focus and guiding questions through the collection of documentation. I have developed a table that presents the three areas of focus for my research: French, learning context, and French Immersion teacher pedagogy. I have listed my guiding questions and paired them with the methods that will be used to collect data for each research question (see Table 1).

Ethnography is a key research method to explore the social world of children (Greene & Hogan, 2005). In order to observe children most effectively, my intent will be to earn a place in the classroom as a co-participant and as a teacher during Explorations time while still allowing myself time to step back and document the experiences taking place. By working alongside the
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children, I feel that we will have more opportunities for honest and authentic dialogue as they
discuss with their group their current understandings and potential solutions to challenges they
face within their Explorations’ studies.

*Guiding Questions and Data Collection*

<table>
<thead>
<tr>
<th>Research Focus</th>
<th>Guiding Questions</th>
<th>Method of Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>French</td>
<td>How do children perceive themselves as language learners?</td>
<td>Teacher observations, documented and audio recorded classroom conversations and engagements</td>
</tr>
<tr>
<td></td>
<td>What are children’s theories about how they learn French and how they help one another learn French?</td>
<td>Student work samples, photos, documented and audio recorded classroom conversations and engagements</td>
</tr>
<tr>
<td></td>
<td>How do children perceive themselves as collaborative learners?</td>
<td>Teacher observations, documented and audio recorded classroom conversations and engagements</td>
</tr>
<tr>
<td></td>
<td>What role does collaboration play in children’s Explorations’ learning and their language learning?</td>
<td>Student work samples, photos, documented and audio recorded classroom conversations and engagements</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>How can children’s perspectives of themselves as language learners and collaborators inform my practice?</td>
<td>Field notes journal, documented student interactions and conversations</td>
</tr>
</tbody>
</table>

*Table 1. Data Matrix*

**Participants and Process**

The participants will be students from my Grade 3 and 4 multi-age classroom.

Observational documentation and field note data will be derived from regular on-going classroom activities. I will use the experiences and conversations that arise during our
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Explorations sessions to collect data about the children’s experiences as collaborative group members and their self-perceptions as French language learners. During this 16-week time block I will focus on small groups of children as they work through successes and challenges during Explorations, I will document shifts in their abilities and perceptions as French language learners, and seek out moments throughout the school day where their Explorations work resurfaces in other forms. To clarify, the conversations that they have with me and with their peers during Explorations will provide insight into their identities as French language learners. The ways in which they interact with their groups will provide insight into the ways they view themselves as collaborative group members. And their desire to revisit their theories from Explorations in different ways throughout the day will provide insight into the ways that they recognize value in their own ideas and interests. By being present and being attentive to shifts in the children’s abilities, confidence, and risk-taking related to French language learning and collaborative work, I will be able to derive a great deal of insight into who they are and how they self-identify with their learning and language learning.

Conclusion

This study will represent a glimpse into a methodology and French Immersion teaching pedagogy that I have been forming over many years. It is a first step in a new pedagogical direction, a stepping stone toward new possibilities in second language learning. It is:

“not the application of some finalized model…but rather the adoption of a process of questioning, dialogue, reflection and meaning making which leads we know not where and has no obvious end point: it is work continuously in progress” (Dahlberg et al., 2007, p. 16).
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Exploring the ways in which meaningful, collaborative learning experiences influence children’s abilities and identities as French language learners may potentially offer a shift in pedagogy in French Immersion classrooms.
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