Notice of the Final Oral Examination for the Degree of Master of Applied Linguistics of

PAM BLACKSTONE

BA (University of Victoria, 2016)

“An Investigation of Pedagogical Approaches and Methods Used in a French University French-as-a-Foreign-Language Program: Teacher and Student Perspectives”

Department of Linguistics

Thursday September 26, 2019
10:30 A.M.
Clearihue Building
Room B007

Supervisory Committee:
Dr. Li-Shih Huang, Department of Linguistics, University of Victoria (Supervisor)
Dr. Moustapha Fall, Department of French, UVic (Outside Member)

External Examiner:
Dr. Valia Spiliotopoulos, Department of Education, University of British Columbia

Chair of Oral Examination:
Dr. Robert Chow, Department of Biology, UVic

Dr. David Capson, Dean, Faculty of Graduate Studies
Abstract

This qualitative study has investigated a month-long French-as-a-foreign-language summer program. Its goal was to compare teacher (n=4) and student (n=6) perspectives regarding learning objectives, challenges, and preferred teaching/learning approaches and methods, and to evaluate results against Whyte (2011), who argued that a schism in French university language teaching leads to the dominance of explicit (traditional teacher-fronted) instruction at the expense of more communicative teaching approaches. Data collection took place via classroom observations, precourse interviews and surveys, a post-course teacher focus group, and weekly student reflective logs. Results suggest that the teachers involved primarily embrace a traditional classroom dynamic but apply strategies associated with multiple methods, providing evidence for use of what has become known as the Eclectic Method. Strong alignment was found between teachers and students concerning goals, challenges, and teaching approaches, but mixed support was obtained for Whyte’s claim regarding a deficit of communicative language teaching, in that both explicit and implicit teaching were observed.