

Teaching in One's Second Language in a Bilingual University: Comparing the Perceptions of Francophone and Anglophone Instructors

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Abstract : This paper examines the impact of teaching in one's second language on a faculty's sense of self-efficacy. With the increasing internationalization of universities, teaching in a foreign language, mainly in English, has been extensively studied. However, only a few studies have focused on teaching in one's second language. In Canada, international faculty members have reported adverse effects on their academic careers due to unrealistic linguistic expectations. The aim of our study was to investigate the perceived impacts of teaching in one's second language on professors in a bilingual university in Canada. It seeks to explore how faculty perceive their ability to teach effectively in their L2 and what personal and professional impacts they feel as a result of teaching in their second language. The study found that teaching in one's second language has a significant impact on faculty's sense of self-efficacy, including anxiety, frustration, and a sense of inadequacy. However, it was also noted that some instructors felt that teaching in their second language had a positive impact on their teaching practices and personal growth. This study highlights the importance of understanding the impact of teaching in one's second language on faculty's sense of self-efficacy in a bilingual university context. It also indicates the need to provide support programs.

Keywords : teacher sense of efficacy, bilingual education, teaching in one's L2, narrative inquiry

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