

## Conference Presentations

Carr, W. (2007). *Un programme de français basé sur la littérature contribue à une amélioration d'habileté en anglais chez les élèves dont l'anglais n'est pas la langue maternelle*. Accepted workshop and poster presentation. International Reading Association Conference, Toronto, Ontario.

Carr, W. & Lewis, C. (2007). *Créer des communautés d'apprentissage en français langue seconde: Aller au delà des approches traditionnelles à la littérature*. Accepted workshop presentation for le Congrès de l'Association Canadienne de Linguistique Appliquée. Saskatoon, Saskatchewan.

Anderson, B., Carr, W., Lewis, C., Savatori, M., & Turnbull, M. (2007). *Literacy and second language teaching and learning: Building connections*. Workshop presentation for the Ontario Modern Language Teachers Association Conference. Toronto, Ontario.

Carr, W. (2007). *The state of core French: What innovations lie ahead?* Panel discussion for the Canadian Parents for French Francoploozza Conference. Vancouver, British Columbia.

Carr, W. (2006). *Canada's 2013 dream & intensive French*. Workshop presentation for le Congrès 2006 de l'Association Canadienne des Professeurs d'Immersion et de l'Association Canadienne des Professeurs de Langues Secondes, Saskatoon, Saskatchewan.

Carr, W. (2006). *Intensive French: Lessons learned in Surrey, British Columbia*. Workshop presentation for the British Columbia Association of Teachers of Modern Languages Conference, Richmond, British Columbia.

Jeffs, C., Carr, W., MacFadgen, L., Paynter, R., Waterhouse, T. (2006). *Renewal of the unspoken compact: Counteracting the impacts of globalization on higher education*. Poster presentation for the Hawaii International Conference on Education, Honolulu, Hawaii.

Carr, W. (2005). *Intensive French: The "third way"?* Workshop presentation for the Canadian Parents for French Annual Conference, Richmond, British Columbia.

Carr, W. (2004). *Intensive French*. British Columbia. Workshop presentation for the British Columbia Association of Teachers of Modern Languages Conference, Richmond, British Columbia.



SIMON FRASER UNIVERSITY  
THINKING OF THE WORLD

## FACULTY OF EDUCATION

### ORAL EXAMINATION WENDY CARR

FOR THE DEGREE OF

### DOCTOR OF EDUCATION EdD

**Monday, April 2 2007**  
**EDUC 8541 at 10:00 AM**

### EXAMINING COMMITTEE

Chair:	Dr. Geoff Madoc-Jones
Senior Supervisor:	Dr. Diane Dagenais
Member:	Dr. Kelleen Toohey
Member:	Dr. Cynthia Lewis
Internal/External:	Dr. Dan Laitsch
External Examiner:	Dr. Razika Sanaoui York University Faculty of Education

## CANADA'S BILINGUALISM IDEAL: A CASE STUDY OF INTENSIVE FRENCH IN BRITISH COLUMBIA

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### ABSTRACT

The Federal Government's ideal of strengthening national unity through official bilingualism has been reawakened by its recently announced goal of doubling the proportion of bilingual graduates by 2013. The underlying objectives of French second language education have not changed since the Official Languages Act of 1969, but the routes to achieve them have undergone a significant evolution. The two major pan-Canadian approaches to teaching and learning French (core French and French immersion) have now been joined by another, intensive French. This case study documents the implementation of an intensive French program in Surrey, British Columbia over nearly three years.

I contextualized the implementation within the history of official language policy and second language education in Canada and British Columbia and examined sociopolitical forces working for and against establishment of the new program. I drew on the existing literature on language policy and implementation with a focus on the influence on language education in Canada and in British Columbia. I also considered the relationship between language, identity and education and how globalization and language commodification influence policy and individual choices. Using a responsive evaluation approach, I developed my understanding and helped stakeholders co-construct their understandings of the program and then applied theories of social hierarchy to interpret the interactions of various stakeholder groups. Finally, I considered the role of professional and organizational learning in this implementation.

The findings of this study suggest that French as a second language is viewed less as a symbol of national unity and more as an economic commodity. Students and parents invested in the program in order to gain linguistic proficiency, extra challenge and future advantages. These interests were countered by the concerns expressed by non-program teachers and school and district leaders concerning issues of equality and stability in the workplace. Assumptions about the linear implementation of program innovation were disrupted by the experiences of the teachers. They needed time and space to experiment, reflect and share as they problematized and integrated the new teaching approach. The conclusions examine the implications of these results for teaching, learning and future research in French second language education.

### Academic Record

1997 – M.Ed., Modern Language Education, University of British Columbia

1976 – Diploma Education, University of Victoria

1976 – B.A., French, German, University of Victoria

### Professional Experience

2005 – present     Coordinator, BEd (French) Program, Faculty of Education  
University of British Columbia

2004 – present     Intensive French Helping Teacher  
Surrey School District, British Columbia

1999 – 2004        Sessional Instructor and Faculty Associate  
Simon Fraser University, British Columbia

1995 – 2003        Sessional Instructor and Faculty Advisor  
University of British Columbia

1976 – 2007        Teacher, Core French, Technology, Gifted Education  
Coquitlam School District, British Columbia

### Publications

Anderson, B., Carr, W., Lewis, C., Salvatori, M., & Turnbull, M. (2007). *Effective literacy practices in FSL: Making connections*. (In press). Toronto, Ontario: Pearson.

Carr, W. (2006). Elementary and middle years core French programs in British Columbia: How can we improve them? *BC Association of Teachers of Modern Languages Newsletter*, 14(1), pp. 11-13.

Carr, W. (2006). Le français intensif: Un programme à considérer. *Teacher Newsmagazine of the BC Teachers' Federation*, 18(4), p. 12.

Carr, W. (2003). Technology and foreign language learning. *The Foreign Language Educator*, 1(3), p. 2-3.

Carr, W. (1999). Fear of teaching French: Challenges faced by generalist teachers. *Canadian Modern Language Review*, 56 (1), pp. 155-179.

Mas, J., Carr, W., Mennill, J. (1994). *Visages I*. Toronto, Ontario: Addison-Wesley.