



# **PORTRAIT OF THE CHARACTERISTICS OF ENGLISH-SPEAKING BACHELOR OF VOCATIONAL EDUCATION STUDENTS AT UNIVERSITÉ DE SHERBROOKE**

## **Survey Report**

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*Within the context of the **Entente Canada-Québec relative à l'enseignement dans la langue de la minorité et à l'enseignement des langues secondes (MEES):***

*Development, translation and adaptation of the Université de Sherbrooke Bachelor of Vocational Education program*

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## **INTRODUCTION**

In 2018, the Ministère de l'Éducation et de l'Enseignement supérieur du Québec (MEES) granted Université de Sherbrooke a mandate within the context of the Canada-Quebec Agreement: Development, translation and adaptation of the Université de Sherbrooke Bachelor of Vocational Education (BVE) program. The primary objective of the mandate is to tailor the education offered to the English-speaking community. It is within this framework that the Université de Sherbrooke has developed this research project on the characteristics of English-speaking Bachelor of Vocational Education students.

The key objective of this report is to document the characteristics of students in the English-speaking component of the BVE and to better understand their training experience. The results presented aim to highlight who the students are and what challenges they encounter during their university studies.

## **1. GENERAL CONTEXT**

### **1.1. THE TEACHER TRAINING SITUATION IN QUEBEC**

Teacher training has evolved greatly over the past sixty years and more. It was only, however, at the end of the 1990s that the Ministère de l'éducation du Québec implemented higher education programs that include a cultural and professional approach. Following this launch, in 2001, the 12 core professional competencies framework was produced with the wish that all teachers would then become autonomous and responsible (MEQ, 2002).

It was in this context that universities offering vocational education training followed suit, and in 2003, the mandatory 30-credit teaching certificate was replaced by the 120-credit Bachelor of Vocational Education. Furthermore, it was this higher education program that became the only avenue to the vocational teaching diploma in Quebec (Groupe de recherche sur la formation en enseignement professionnel GRFEP, 2012).

### **1.2. THE PROBLEM**

Students in the BVE program form a unique group of students. While students in general teaching training usually follow a linear educational pathway from secondary studies to their bachelor program, this is not at all the case for BVE students. They arrive at higher education with a number of years of experience in the trade, often with a Diploma of Vocational Studies or a Diploma of College Studies (Balleux, 2006). They are also specialists in one of 150 trades in 21 training sectors (cabinet making, floristry, hairdressing, trucking, for example), hired for their expertise, and who certainly had never envisaged completing a university education (*Ibid.*), nonetheless a mandatory one. Finally, the average age of teachers in general teaching is 43.8 years old (MEES, 2015), whereas the average age of teachers in VT has been rising over the past years, from 43.1 in 2000-2001 to 45.2 in 2009-2010 (GRFEP, 2012).

They are in transition between practising a trade and teaching and learn to teach while they are already on the job “despite their lack of understanding of teaching” (Beaucher, 2010 p. 64 – translation). This period is also perceived as a “shock”, even a “professional, cultural tsunami, that many don’t bounce back from” (Boudreault, 2016, p. 270 - translation).

When no English-speaking university undertook to create the Bachelor of Vocational Education, the mandate to provide this training was granted to the Université de Sherbrooke. In 2008, the Comité d’agrément des programmes de formation à l’enseignement (CAPFE) approved the following program modification requests: 1) to allow students to qualify in the language of instruction (English) with McGill University’s qualifying test and 2) to provide Phase II courses (21 credits), in English and that is how the English version of the BVE came to be. This responsibility came with several difficulties, including the fact that the members of the professional and faculty team are Francophone and that there are limited financial resources. Although some financial support was received from the Provincial Organisation of Continuing Education Directors, English (PROCEDE) for the partial translation of certain documents, the lack of resources would have a significant impact on the quality of support provided to the English-speaking students (Rapport d’évaluation prédiagnostic [Prediagnostic Periodic Assessment Report], 2013).

### **1.3. BACKGROUND INFORMATION**

Certain groups of researchers (Balleux, 2006; GRFEP, 2012) have completed a portrait of French-speaking BVE students, while others (Caron & St-Aubin, 1997; Balleux, Beaucher, Gagnon, Saussez, Boudreault and Perez-Roux., 2009) have conducted research about vocational training teachers. Until now, no study had been done specifically on English-speaking students enrolled in the BVE at Université de Sherbrooke.

Thanks to the Canada-Quebec Agreement regarding teaching in a minority language and teaching second languages, Université de Sherbrooke developed a research project enabling it to develop a portrait of the characteristics of English-speaking BVE students in order to provide a better understanding of these students. The results of this research will also enable the training to be adapted to the specific characteristics and needs of English-speaking BVE students, thus enhancing the quality of this training offered in English by the Université de Sherbrooke.

Recognizing that the group of teaching students is a unique group, made up of trade experts, who did not expect to transition to higher education in a French university, we propose the following research question:

What are the characteristics of English-speaking BVE students at Université de Sherbrooke?

### **1.4. THE THEORETICAL FRAMEWORK**

We have chosen the Social Model of Disability (Fougeyrollas, 2010) framework for this research. Although this model is first and foremost aimed at students with disabilities, it allows



us to grasp the interaction between the characteristics of students and the characteristics of the environment and to more acutely identify obstacles that lie in the training path. By identifying these obstacles, it becomes easier to implement measures to reduce them and, in doing so, provides students with a learning environment that is more in line with their needs. English-speaking students, forming a unique group among an atypical student group, embark upon their higher education path with characteristics particular to them and which lead us to novel proposals to enhance their training experience. It is, therefore, with this perspective in mind that the Université de Sherbrooke BVE recognizes the importance of better understanding the characteristics of English-speaking students in order to tailor the university educational environment to their needs with the goal of minimizing any learning obstacles. Consequently, it is essential to learn more about who these English-speaking students are and how they differ from French-speaking students.

## **2. METHODOLOGY**

This section presents the methodology used in this research. We begin by presenting the population targeted by our research. Then, we present the tool used to collect the data as well as the data collection process. Finally, we present certain limitations that require nuance and prudence in the interpretation of the data, but especially in the generalization of the results.

Seeking to describe and identify the characteristics of English-speaking BVE students, the research in question in this report is of a descriptive nature (Bouchard and Cyr, 2005). Research is quantitative by nature and seeks to measure data using univariate and descriptive statistical tests (Deslauriers, 1991). The questions that elicit quantitative responses were chosen to provide a foundation for this and future reflection on the characteristics of English-speaking students in a program originally designed for French-speaking students. This research also includes a qualitative component. The questions that elicit qualitative responses were developed in the hopes of learning more about the needs of this community of students and were processed by thematic analysis (Paille and Mucchielli, 2008).

### **2.1. RESEARCH PARTICIPANTS**

The population targeted by this research is composed of all English-speaking Bachelor of Vocational Education students at Université de Sherbrooke, which consisted of 420 active students when the research was launched during the 2018 fall semester. Of this number, 151 (35.9%) answered the survey. Since we wanted to develop a portrait of the students progressing through the English component of the program, we included the French-speaking students who partially moved through the English component of the Bachelor of Vocational Education program in this group. Students from the six phases of the BVE, from all English school boards served by the BVE and from all vocational training sectors had the opportunity to participate in the research. It was, therefore, a nonprobability sample, i.e. a convenience sample, as proposed by Gauthier and Bourgeois (2016).

## **2.2. COLLECTION TOOL**

We developed a survey (Annex 1) which was validated by the research team and then put online using Survey Monkey software. This questionnaire consisting of 58 questions was then tested with a group of ten English-speaking BVE students. After their comments, the survey was adjusted. These answers were not taken into account in the results of this research.

The survey was sent by email to all the English-speaking BVE students in October 2018. The email asked the students to complete the survey within four weeks. A message was placed in different English-speaking student group forums and we sent three reminder emails and asked the teaching staff to encourage the students to take part in the survey.

## **2.3. RESEARCH LIMITATIONS**

Fortin and Gagnon (2016) emphasized the importance of trying to limit bias, i.e. “any influence or action that may skew the results of a study” (p.171 - translation). In the context of our study, we have implemented a number of methods to try to minimize possible biases. However, there are certain factors that we have no control over. In this section, we set out these limitations and describe the factors that could have led to bias.

First of all, an active student status does not necessarily mean that the student was enrolled in a course during the 2018 fall semester. It is also likely that students who weren't enrolled in a course did not know about the survey. As a result, there was no opportunity for these students to participate in this survey.

The survey was proposed on a voluntary basis. It was possible, therefore, that students might decide whether or not to complete the survey based on how busy they were or based on their degree of satisfaction with their university studies. We can't know what motivated a student to answer the questionnaire or not. In this sense, in either case, we could end up with a sampling bias (Fortin et Gagnon, 2016). This is a limitation of the study that needs to be considered when generalizing the results obtained but was minimized by the significant participation rate of 35.9% of students registered in the program.

Also, although vocational training includes 21 training sectors, not all programs are offered in English. Knowing this, we must consider that our respondents came from 12 sectors of vocational training.

Finally, we are assuming that some students with learning disorders or other types of difficulties may have decided not to answer the survey. The relatively long time it takes to answer the survey, on average 25 minutes, may also have contributed to reducing the number of respondents. In addition, we note that some students started the survey without completing it.

Since it is impossible for us to control all the extrinsic and intrinsic factors during this research, we remain careful in the generalization of the results (Fortin and Gagnon, 2016). This is a snapshot of students enrolled in the Bachelor of Vocational Education program at Université

de Sherbrooke who share the common characteristic of participating in the English component of the program.

### 3. PRESENTATION AND INTERPRETATION OF THE RESULTS

This section presents the survey results. We used SPSS Statistics software to analyze the data. We begin with a description of the respondents, i.e. the sociodemographic characteristics. Then, we present the students' academic characteristics and socio-professional characteristics. Next, we propose information about the students' perception of their university studies, language of instruction requirements, socio-affective characteristics and the higher education institution, Université de Sherbrooke. We finish the section with a few more detailed measures of association obtained during the data analysis. Having no previous studies to compare with for the English-speaking side, where applicable, we have compared the results with studies focused on French-speaking BVE students.

#### 3.1. DESCRIPTION OF THE RESPONDENTS

Before presenting the general results obtained regarding respondents, we begin by sharing information in reference to the survey response rate. As mentioned, we sent the survey to 420 English-speaking Bachelor of Vocational Education students at Université de Sherbrooke, active in the 2018 fall semester. Of this number, 151 students (35.9%) answered the survey questions. Nine respondents did not complete the entire questionnaire, however, since they did answer the socio-demographic characteristic questions, we chose to keep their answers. In addition, we used valid percentages proposed by SPSS in the cases where answers were missing.

##### 3.1.1. Socio-demographic characteristics

Of the 151 respondents, there were 77 (51.0%) women and 74 (49.0%) men. Figure 1 shows that the greatest number of respondents were those 41 to 50 years of age i.e. 57 (37.7%), followed by the 31 to 40-year-old age group i.e. 40 (26.5%) and the 51 to 60-year-old age group i.e. 39 (25.8%). Ten respondents were under the age of 30 (6.6%) and 5 respondents were over 60 years of age (3.3%). The average age of respondents was 45.9 (standard deviation: 9.4 years), which is an average increase of 6 years vs. the data collected in 2009-2010 (GRFEP, 2012).

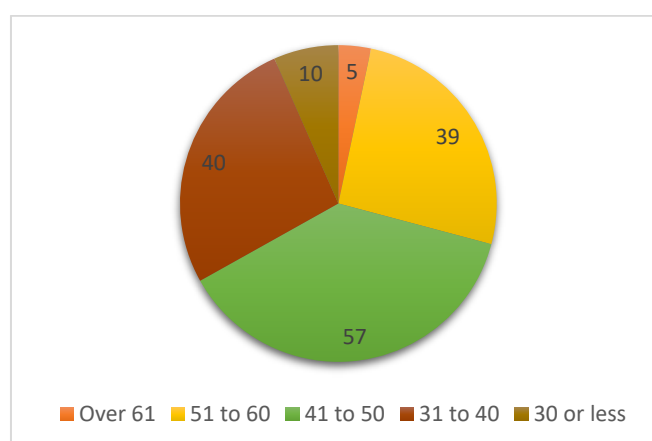
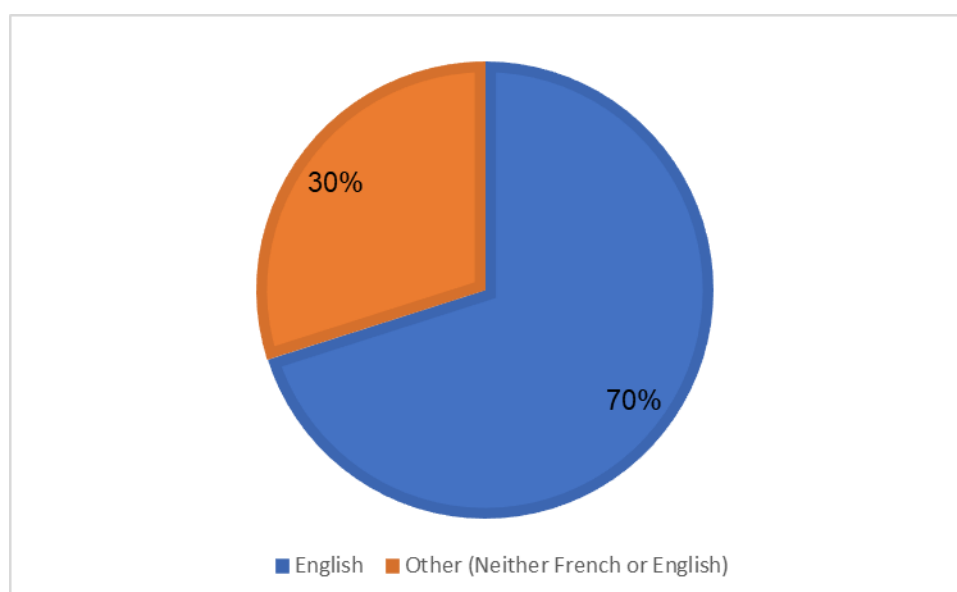


Figure 1. Age group (n=151)

In response to the questions about their nationality and mother tongue, although 138 (91.4%) answered that they were of Canadian origin and 96 (63.6%) named English as their mother tongue, 41 (27.2%) respondents confirmed that their mother tongue was neither French nor English (Figure 2). This characteristic has an impact in a class of up to thirty-five students.



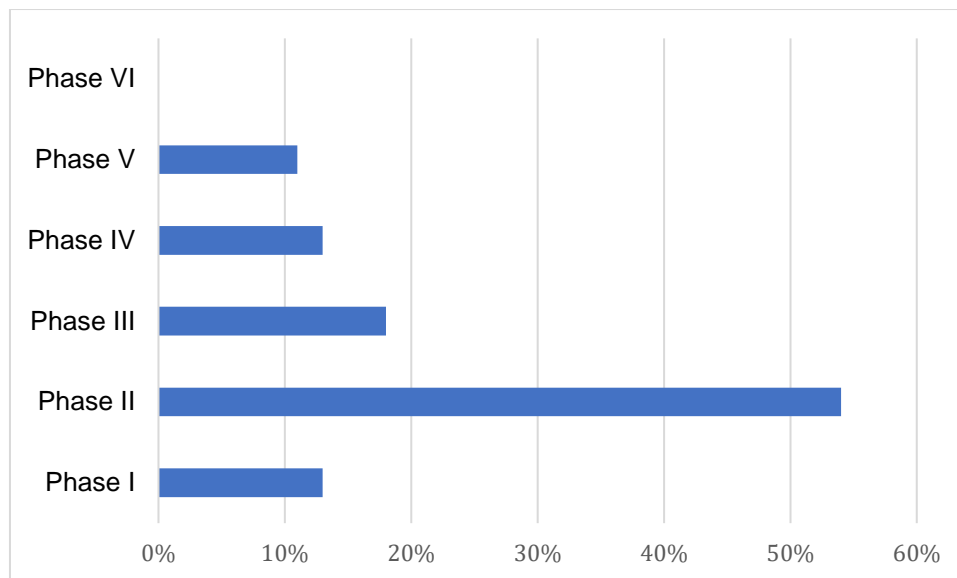
*Figure 2. Mother tongue*

With regard to marital status, we note that 111 (75.5%) respondents indicated that they were married or in a common-law union, whereas 36 (24.5%) were single. In addition, 94 (63.9%) respondents had dependent children.

### 3.1.2. Academic characteristics

Université de Sherbrooke offers the BVE program part-time in six separate phases. The Regulation respecting teaching licences published by the ministère de l'Éducation du Loisir et du Sport (MELS, 2015) stipulates that the maximum duration of studies in this program is 10 years for the first 90 credits. Each phase is of variable duration and depends on the availability of the student and the courses offered. Some phases propose a more conventional training path (Phases III, IV and VI), while others, like Phases I, II and V include a practicum component at a vocational training centre.

To begin with, as is shown in Figure 3, the greatest number of students, 72 (54.1%), were in Phase II of the BVE, 24 (18.0%) were in Phase III, 17 (12.8%) in Phase I, 15 (11.3%) in Phase V, 3 (2.3%) in Phase VI and finally 2 (1.5%) in Phase IV. Phase VI of the BVE consists of a personal assessment report. None of the respondents were in this phase.



*Figure 3. Phases of the BVE*

We asked the students about their highest level of education completed. Figure 4, shows that 5 respondents (3.3%) had a high school diploma, 41 (30.4%) respondents had a Diploma of Vocational Studies (DVS), 32 (23.7%) respondents had a Diploma of College Studies (DCS), 37 (27.4%) had a Bachelor's degree (BAC), 11 (8.2%) had a certificate in higher education, and 9 (6.7%) had a Master's degree. This is another significant aspect to take into account in a higher education program. This information should be compared with the data from 1997 where Caron and St-Aubin indicated that 47.5% of teachers had a diploma related to a technical or trade course, 11.4% a DVS, 19.5% a DCS and 13.9% a BAC. Later, in 2006, the Balleux report indicated that 45.5% of respondents had a high school diploma or a DVS, 31.7% had a DCS and 22.8% had a university education. In 2012, the GRFEP stipulated whereas that "the majority of teachers concerned had never received any initial university training" (p.8) - translation. We can see, therefore, that since 2006, the number of students with a high school diploma or a DVS decreased by 11.8%, those with a DCS also decreased by 8.0% while students who had completed a university education had increased by 19.5%.

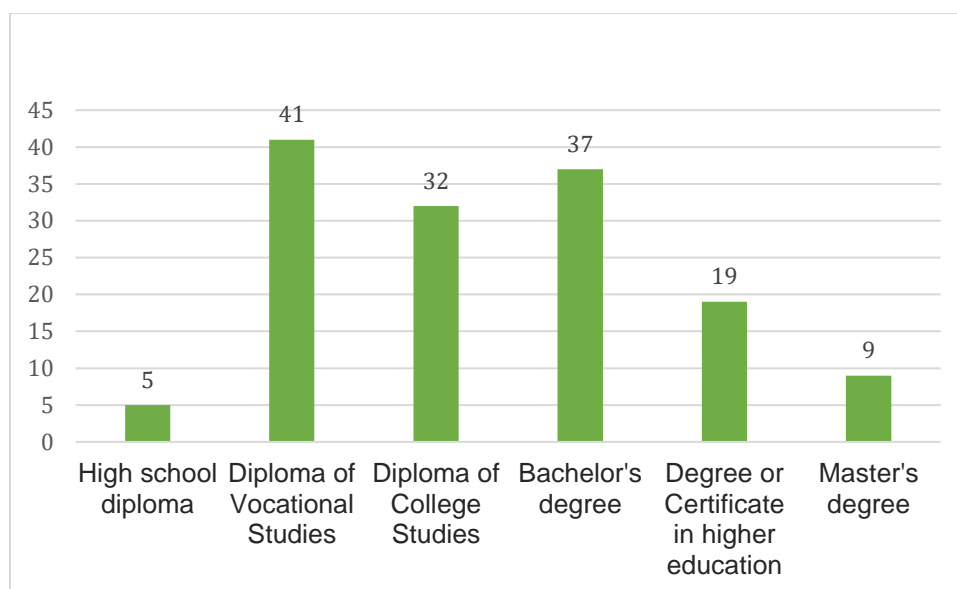


Figure 4. Highest level of education completed ( $n = 135$ )

The Regulation respecting teaching licences published by the ministère de l'Éducation du Loisir et du Sport (MELS, 2015) indicates that vocational education teachers must have a Diploma of Vocational Studies in the subject they are teaching to be able to obtain a Bachelor of Vocational Education and a contract (or permanency) in a Quebec school board. We asked the students how they had obtained their DVS and discovered that among the respondents, 78 (57.8%) did their DVD in a vocational training centre, while 24 (17.8%) obtained it by the recognition of previously acquired competencies (RAC) process. In addition, it should be noted that 33 (24.4%) mentioned that they did not have a DVS. Figure 5 illustrates the distribution of answers.

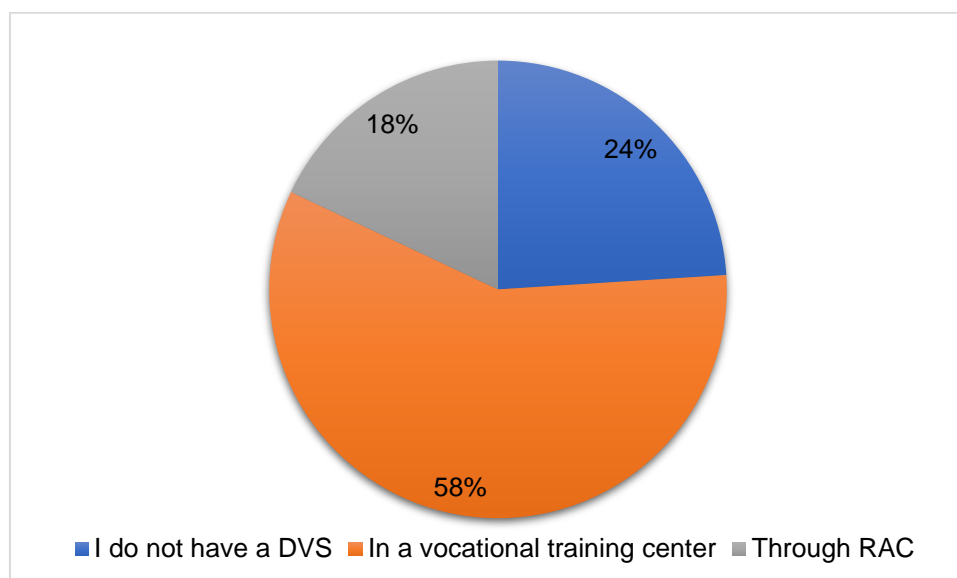


Figure 5. How did you obtain your DVS?

For respondents who have not yet obtained their DVS, they will be required to go through the recognition of previously acquired competencies process before the end of the BVE program. As mentioned, these respondents are completing their BVE, while they are transitioning

between their trade and teaching, at an average age of 45.9. This is an additional activity while they are already balancing family, work and education.

### 3.1.3. Socio-professional characteristics

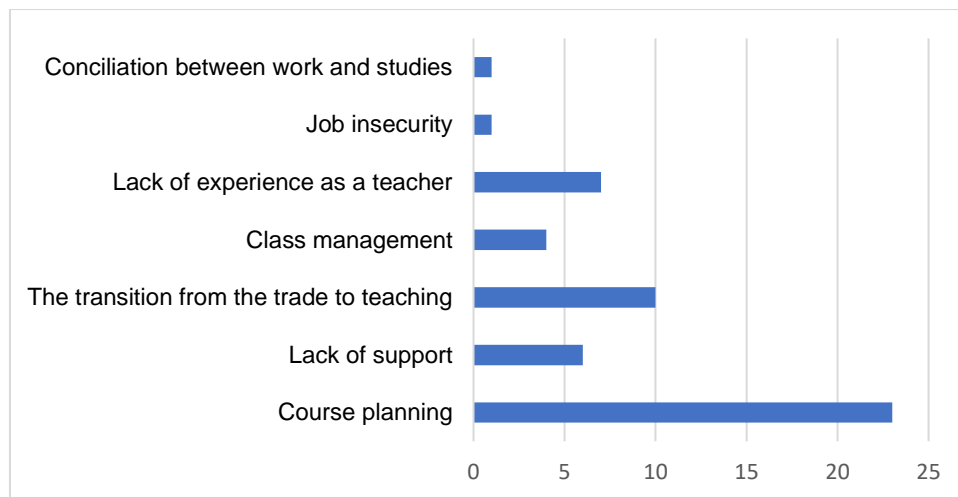
Vocational education teachers are hired based on their expertise in the trade (Balleux, 2006; Deschenaux and Roussel, 2010). As this survey indicates, some students are working in their trade and teaching during their BVE. Among the respondents, the average number of years of experience in the trade was 15.8 with a standard deviation of 8.8. In addition, 26.1% of respondents had fewer than 10 years experience vs. 40% of respondents in 2006 (Balleux, 2006).

Among respondents, 67 (47.2%) worked in their trade an average of 15.8 hours per week with a standard deviation of 11.8 while they taught and studied. The standard deviation here means that some of the respondents only worked a few hours while the others worked more. In comparison, in 2012, the GRFEP indicated that 32.2% of students surveyed had another job and worked 26.1 hours per week on average. This difference could be explained by the fact that some of the students surveyed by the GRFEP had not yet started teaching when they were registered in the BVE program.

For years, job insecurity has been a significant challenge in vocational training (Caron and St-Aubin, 1997; Balleux, 2006) with 96.8% of individuals having an insecure employment status in 2003. In the English school boards, obtaining two fulltime consecutive contracts, as well as complying with certain conditions, lead to automatic permanency (Quebec Provincial Association of Teachers (QPAT), 2019). In this respect, among the respondents of our survey, 71.8% had an insecure status while 27.5% had a permanent job (compared to 24.3% for the French sector in 2006). More specifically, the 2003 survey conducted within the French programs showed that 77 (54.2%) were on contract, 39 (27.5%) had permanency, 25 (17.6%) were teaching at an hourly rate and 1 (0.7%) was not teaching at the time of answering the survey. In addition, they were teaching an average of 24.0 hours per week, with a standard deviation of 8.8 and they had been teaching for 6.9 years on average with a standard deviation of 5.2. In 2012, the GRFEP indicated that 18.7% of respondents did not have a teaching assignment while those who were teaching had been in the position for an average of 3.4 years and 82.1% of the latter were at an hourly rate. Therefore, we note that fewer students who answered the survey are in an insecure employment situation vs. past data.

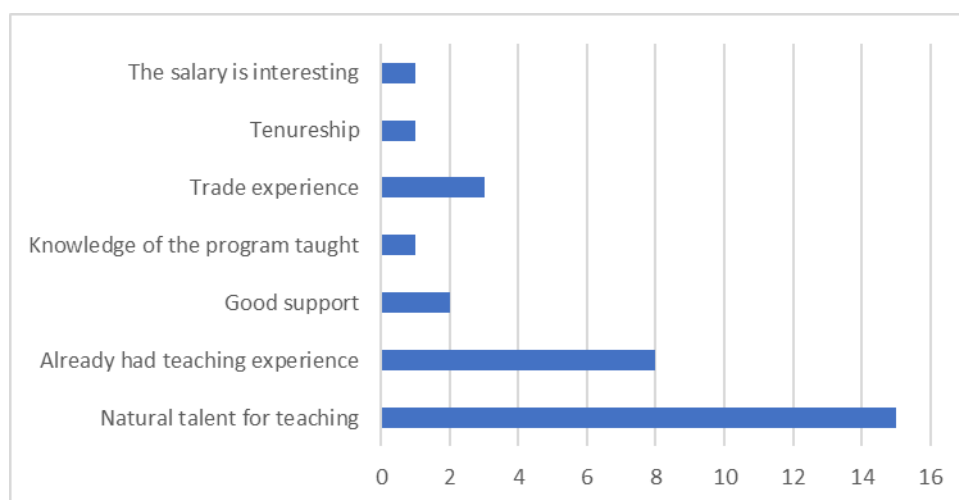
We wanted to know the respondents' perception regarding the difficulty of transitioning between practising their trade and teaching. Our respondents were very divided on this question. Of the respondents, 65 (46.1%) found the transition difficult or very difficult whereas 76 (53.9%) perceived it as being easy or very easy. Their responses to follow-up questions helped us to better understand their level of comfort when transitioning from the trade to teaching. As shown in Figure 6, among the respondents who found the transition difficult or very difficult, they specified that it was the organization and planning of the course that were a challenge (23 answers), and that the reality of the transition between practising the trade and teaching was also a challenge (10 answers).





*Figure 6. Reasons explaining why the transition was difficult or very difficult*

For the respondents who found the transition easy or very easy, Figure 7 shows that those respondents indicated that they have a natural talent for teaching (15 answers) and that this helped with the transition. Also, some mentioned that they already had teaching experience (8 answers).



*Figure 7. Reasons explaining why the transition was easy or very easy*

We also asked why the respondents had originally chosen their trade. Here, the respondents could choose more than one answer to explain their decision to choose their trade. This is why we talk about frequency of answers here and not percentages. As indicated in Figure 8 below, the principal reasons why students originally chose their trade were because of their passion for the trade (88 answers) and because it best matched their strengths, qualities and aptitudes (42 answers).

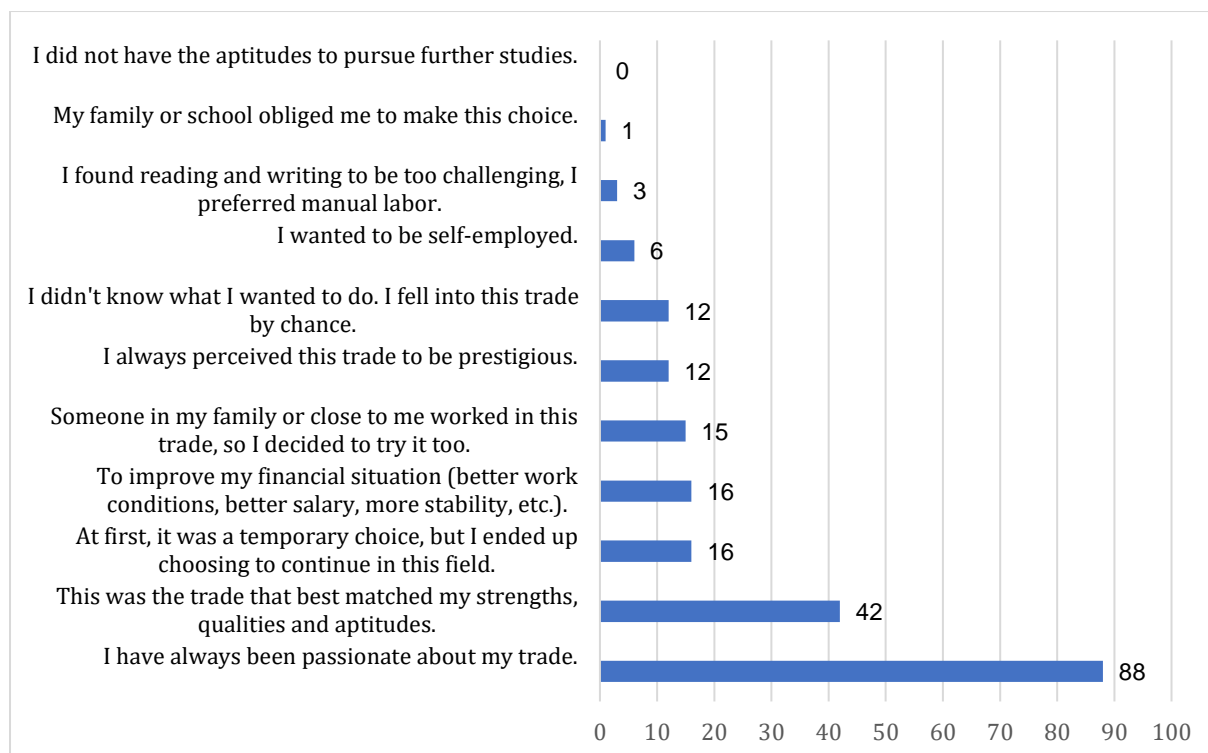


Figure 8. Reasons for choosing the original trade

Past research has allowed us to confirm that the vast majority of teachers are already teaching when they enroll in the BVE program (Balleux, 2006; Deschenaux et Roussel, 2010). Here, there is a significant variation versus these studies completed among Francophone BVE students. Furthermore, the Balleux study (2006) mentions that the average teaching experience was 2 years and 4 months (standard deviation: 3 years and 4 months). This number climbed to 3.4 years in 2009-2010 (GRFEP). In our study, the average teaching experience was 6.9 years (standard deviation: 5.2). It is true that according to the Regulation respecting teaching licences (2017), to obtain provisional teaching authorization, the teacher must, among other things, have accumulated 3 training credits in initiation to vocational training teaching. This would mean, therefore, that the teacher would also accumulate teaching years while starting on his or her training path. It is therefore possible to put forward the hypothesis that this regulation has had an impact on these numbers.

As for the reasons leading to a transition to teaching, the most common answers were wanting to share their passion for the trade (64 respondents) and because they were always passionate about teaching (59 respondents). These answers, as well as the other answers presented in Figure 9 show a variance versus the Francophone students who in 2006 answered that they felt that they had covered all aspects of the trade and were looking for new challenges and experiences (n=121) (Balleux, p. 39 - translation) and that their passion for the trade was leading them to explore other dimensions (n=86) (*Ibid* - translation). Furthermore, in this same survey, Balleux (2006) also asked the students why they had chosen teaching and the students mentioned that teaching illustrates the need to share and transfer one's knowledge (n=211), and teaching offers more advantageous working conditions (n=74) (*Ibid* - translation).

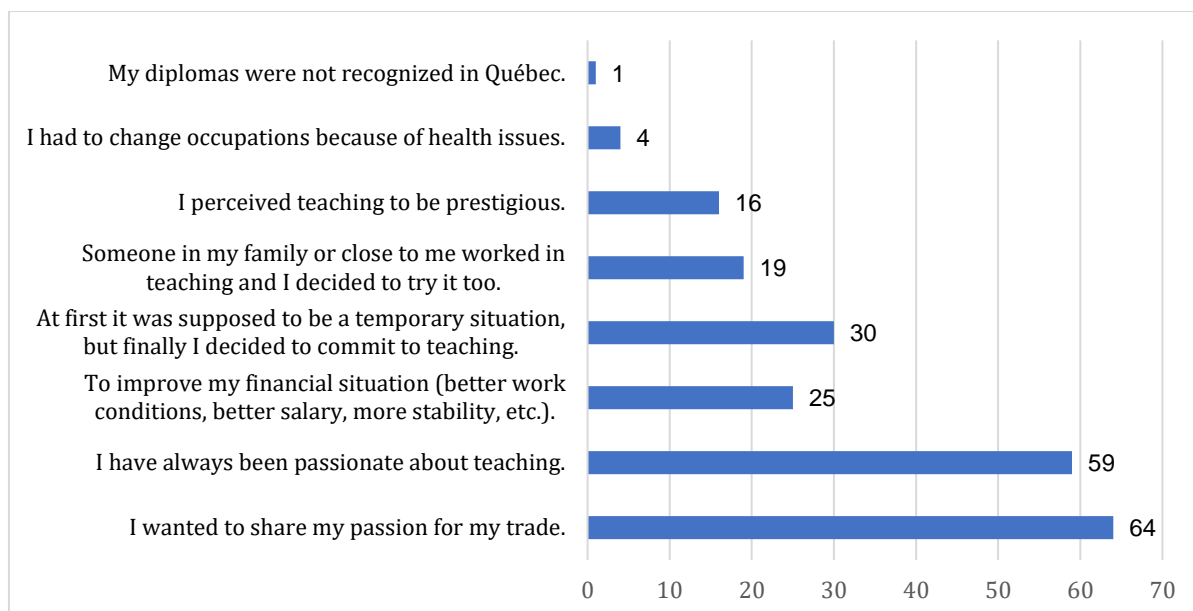


Figure 9. Reasons for choosing teaching

### 3.2. UNIVERSITY STUDIES

The students are enrolled in university because this path is imposed by the MEES in order to obtain a provisional teaching authorization, and eventually a teaching diploma (permanent licence) (GRFEP, 2012). We still asked the students to validate the reason why they enrolled in the BVE. In this case, they could choose more than one answer. The most common reasons (Figure 10) were maintaining their provisional teaching authorization (105 answers) and developing teaching competencies (94 answers).

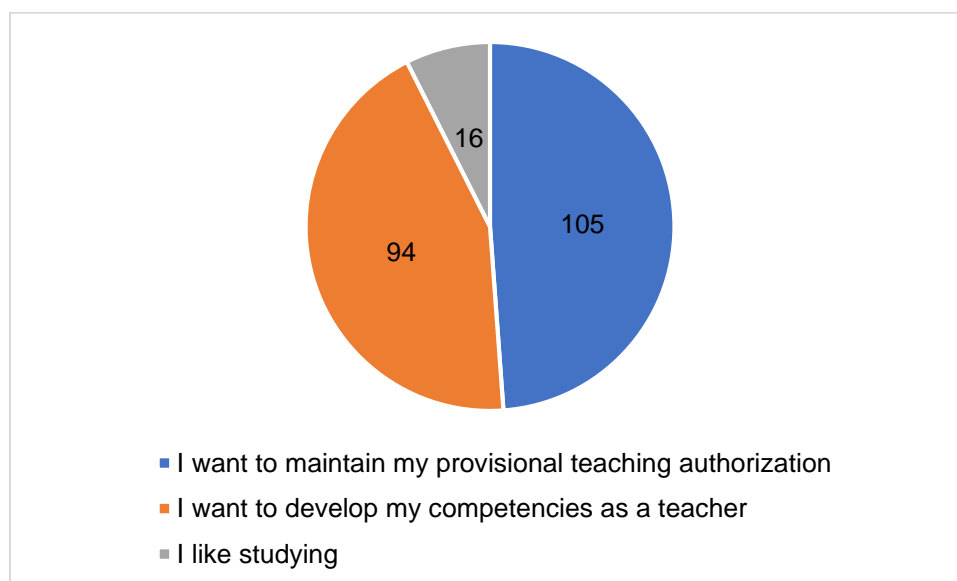
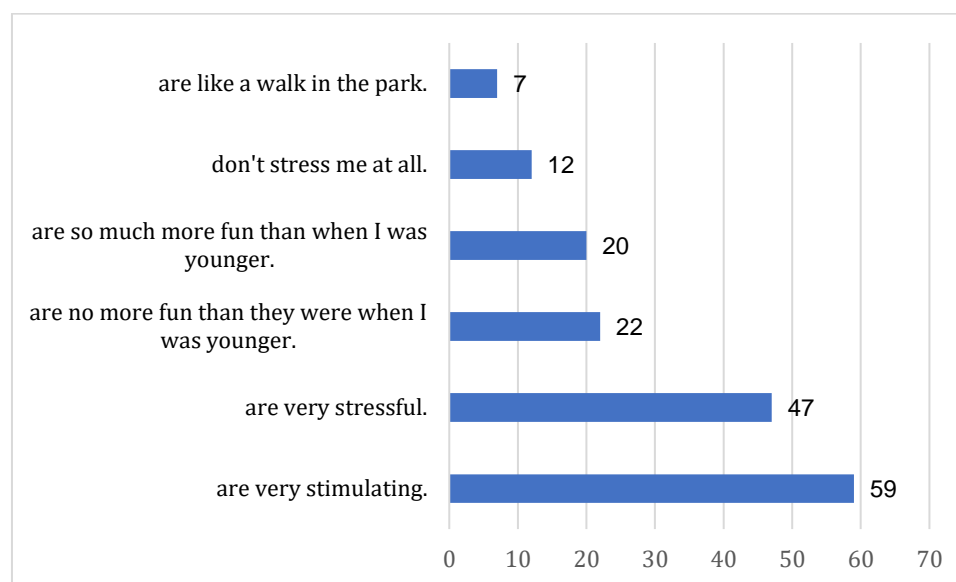


Figure 10. Reasons students enrolled in the BVE

We know that the majority of BVE students had not foreseen completing university studies (Balleux, 2006). Curious to learn about their perception of the university process, we therefore asked them to tell us what they thought about their university education experience. Figure 11 summarizes the respondents' answers; respondents were able to give more than one answer to this question. Close to half of the students (59 respondents) answered that their university studies were very stimulating while an almost equally large number (42 respondents) mentioned that these same studies were a source of stress.



*Figure 11. University studies...*

Among the respondents who answered "other" to this question, what we were able to interpret was that some didn't find their university studies to be adapted to the reality of teachers who teach fulltime and have families to manage during their studies (11 answers), or that these studies were very demanding time-wise (10 answers), while others found that certain activities weren't relevant (7 answers) and required a lot of work (6 answers).

Perception regarding university studies is an interesting indicator of motivation. The GRFEP (2012) mentioned that the reasons for persevering that seemed to pose a challenge for students were "the duration of the studies", "reconciling work and studies", "reconciling personal life and studies" and finally "the time to pursue studies" (p.42 - translation). We wanted to understand the motivation level of students regarding their university studies. We asked them to tell us which elements represented a challenge during their bachelor's degree. We summarized the details in Table 1. The elements that the respondents considered as not difficult included 1) maintaining relationships with others (86.2%), passing the courses (84.6%) and developing efficient work habits (76.7%). In addition, understanding the material (59.5%), concentrating (55.7%) and completing the program (54.6%) were also part of the elements identified as not posing a challenge.

Among the elements that seemed to pose a challenge, were finding a balance between family and studies (71.5%), finding time for studies (62.5%) and finding a balance between work and studies (58.3%). Remaining motivated also seemed to be a challenge for 53.1% of

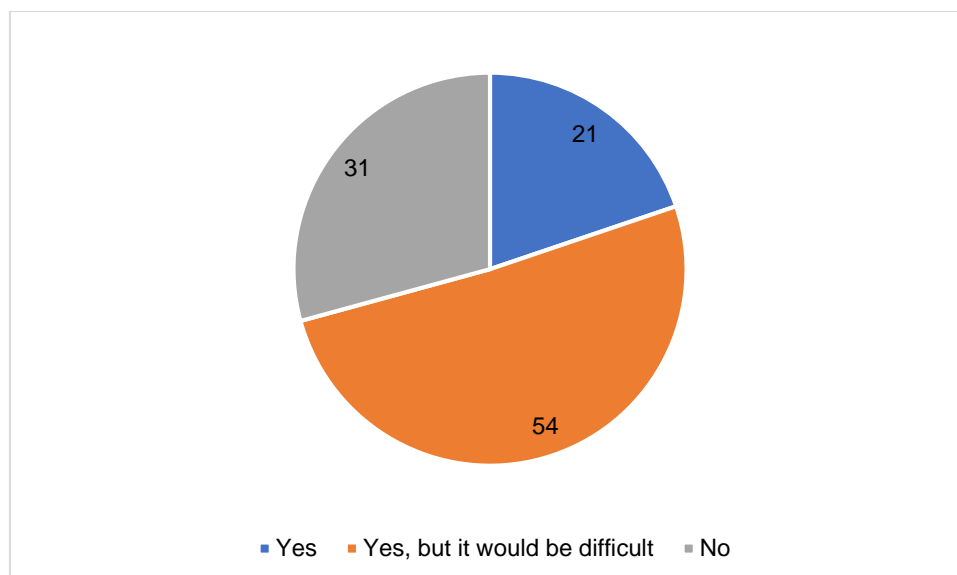
respondents and finally time and energy management were challenging (52.7%). We also note that these elements have not evolved much since 2011 (GREFP, 2012).

*Table 1. Elements students found difficult during their university studies*

<b>No, this is not difficult</b>	<b>Responses</b>
Maintaining good relationships with others	86.2%
Passing my classes	84.6%
Developing efficient work habits	76.7%
Understanding everything	59.5%
Staying concentrated during class	55.7%
Finishing the program	54.6%
<b>Yes, this is difficult</b>	<b>Responses</b>
Finding a balance between family life and school	71.5%
Finding time for my studies	62.9%
Finding a balance between work and school	58.3%
Staying motivated	53.1%
Managing my energy	52.7%
Managing my time efficiently	52.7%

### **3.3. REQUIREMENTS OF THE QUALITY OF THE LANGUAGE OF INSTRUCTION**

We asked the respondents what language they normally take their courses in at the BVE. Among the respondents taking the program in English, we asked them if they would be able to take their courses in French and as shown in Figure 12, 21 (19.8%) stated that they would be able to, 54 (50.9%) said that they would be able to but with difficulty and 31 (29.3%) stated that they would not be able to take their courses in French.



*Figure 12. Would you be able to take your courses in French?*

One of the requirements of the MEES to obtain a Bachelor of Vocational Education is the successful completion of the English Exam for Teacher Certification (EETC), which meets the requirements of the quality of the language of instruction. This exam must be successfully completed before having obtained 90 credits in the BVE and eventually, to obtain their teaching diploma (permanent licence). To learn more about the respondents' perception regarding this requirement, we asked a few questions about language and the ministerial requirements.

Then, we wanted to know how many respondents had taken and passed the EETC. This exam consists of two parts, i.e. grammar and composition. Also, among the respondents, 100 (78.7%) had not tried this exam, 17 (13.4%) had tried it and passed, 8 (6.3%) had tried at least once, but had failed one part of the exam, 1 (0.8%) tried it and failed both parts and 1 student (0.8%) didn't know that the exam existed.

Knowing that a number of respondents have not yet tried the exam, and that this requirement must be met before the respondent has attained 90 credits, we have cross-referenced the data from various phases of the BVE with the test-taking data. We have noted that 7 respondents in Phases IV and V have not tried the exam yet and that 4 respondents in these same phases have tried it but failed one or both parts of the exam. These students could find themselves in a precarious situation as this exam must be passed before 90 credits have been attained.

Université de Sherbrooke offers language courses for the language of instruction, in this case English, because we know that a number of students have difficulty passing the EETC. We wanted to know the respondents' opinion regarding these courses. When we asked whether they had taken these courses, 71 (55.9%) stated that they had not taken them, but planned on doing so, 30 (23.6%) had taken the courses, and 25 (19.7%) didn't feel the need to take the courses.

### 3.4. SOCIO-AFFECTIVE CHARACTERISTICS

As mentioned earlier, the level of education of students has been evolving since 2006. While 33.7% of respondents have obtained a high school diploma or DVS and 23% have obtained a DCS, 42.3% of respondents have also completed university studies.

“The conjunction of short studies and practising a trade for a number of years, makes it possible to postulate that some of these individuals likely have a relationship with knowledge that is marked by valuing practice, concrete problem resolution and, conversely, rejecting or idealizing, if not distancing from scholarly knowledge and university culture. In all cases, this raises the question of the nature of the relationship that these teachers have with knowledge. Is it possible that some of them who experienced learning or behaviour difficulties in school have a conflicting relationship with knowledge, for example, due to their academic history?” (Beaucher, 2010, p. 65 - translation)

We, therefore, wanted to learn more about the disorders that students might have whether diagnosed or not. So, we asked a few questions on this subject.

*Table 2. Diagnosed learning disorders*

Have you been diagnosed with one of the following?	Number of students diagnosed
Dyslexia	8
Attention deficit disorder	6
Dyscalculia	1
Dysorthography	1

At the same time, 16 (12.7%) respondents believed that they had one or more of these disorders, but that these disorders had never been diagnosed. Two of the respondents diagnosed said that they were benefiting from adaptive measures during their studies at the university. Four believed that they would need adaptive measures, such as study or concentration techniques, especially for the EETC.

Regarding grades in high school, 56 (45.2%) stated that their grades were average, while 51 (41.1%) had grades that were above average and 17 (13.7%) had grades that were below average. In addition, 10 respondents had to repeat a grade in elementary school and 14 respondents had to repeat a grade in high school.

### 3.5. THE EDUCATION EXPERIENCE AT UNIVERSITÉ DE SHERBROOKE

Université de Sherbrooke, a French university led by a Francophone team of professors, is the only institution offering the BVE in English in Quebec. We asked the respondents what their satisfaction level was regarding the courses offered at Université de Sherbrooke. Among

the respondents, 54 (42.9%) said that they were somewhat satisfied, 37 (29.1%) said they were very satisfied, 26 (20.5%) said they were somewhat dissatisfied and 10 (7.9%) said that they were not at all satisfied. This data can be compared with GRFEP research data from 2009-2010 including all universities offering the BVE program, which showed that 11.0% of active students found the quality of the BVE to be excellent, 31.1% found it very good and 39.9% found it quite good.

In recent years, the Université de Sherbrooke was in survival mode regarding English-speaking students. Very few resources were granted to translate documents and implement services for this group of students. To the question “Would you suggest any improvements to the program?”, four main themes emerged. The following presents these four themes as well as the answers mentioned by the great majority of respondents.

Theme one: an improvement to the program (52 respondents), including the quality of the content, harmonization, the annual course offering and the cost of the training. Theme two: the teachers in the English component of the program (24 respondents); mainly the competency of the teachers (teaching strategies and knowledge of the content), the quality of their English and the need to increase the sharing of information when one course is given to two different groups in the same semester. Theme three: the courses (28 respondents), where the students would like to see more professional relevance and better content (regarding quality, language and clarity). Theme four: was related to elements for which only the MEES regulates (17 respondents), i.e. the number of credits connected to the program of study and the number of credits granted in recognition of previously acquired competencies (for teachers already teaching). One respondent mentioned that he would like to see the EETC replaced by an English course. The last theme connected to this question was translation (20 respondents), which includes the quality and harmonization of the translation as well as the translation of all the tools, i.e. the program website and the Moodle remote teaching platform.

We asked what themes the students would like to see taught during Phase V of the BVE. We can see that the most popular among the respondents were mental health, teaching to diverse learners, educational psychology and foundations of adult learning. Other proposals were also made in the “other” section of this question, i.e.; leadership, class management, motivation, English (in preparation for the EETC), information and communications technology and online education. It should be noted that some of these themes are part of the course offerings, however, not on a regular basis.





*Figure 13. What themes would you like to see taught at the BVE?*

The survey ends with a section providing the students with an opportunity to share any other comment that they consider relevant with respect to the Université, their university experience or any other subject of their preference. The students appreciated having the opportunity to speak out. They think that the program needs to be revamped with respect to content and translation of documents. They would like to have more course choices, access to distance learning or have the training centres closer to where they live. They mentioned that they needed to have an English resource to support them while completing their BVE. Some found that certain instructors lacked professionalism, while others greatly appreciated the team in place.

### **3.6. A FEW MORE DETAILED MEASURES OF ASSOCIATIONS**

#### **3.6.1. Age variable**

As previously mentioned, we discovered that the average age of the respondents was 45.9. We were then curious to see the associations between this fact and other variables of our survey.

We wanted to check the possible relationship between age and how the respondents obtained their Diploma of Vocational Studies (DVS) (Figure 14), i.e. by the educational pathway or by recognition of previously acquired competencies. Verification of the likelihood factor ( $L^2 = 16.613$  (8);  $p=0.034$ ;) allowed us to discover a relationship ( $p < 0.005$ ) between these two variables and Cramer's V ( $V=0.241$ ;  $p=0.046$ ;  $p < 0.001$ ) enabled us to see that this relationship was moderate with an underrepresentation in the 51 to 60-year-old age group in the category of people who had taken their courses in a vocational training centre.

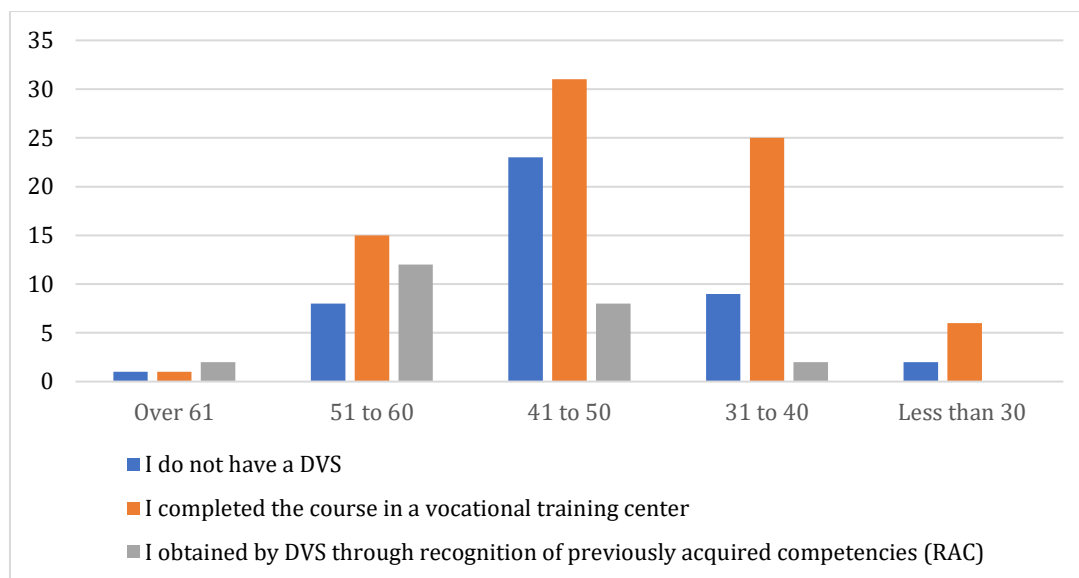


Figure 14. Age group and how students obtained their DVS: (n=135)

We then cross-tabulated the variable “BVE Phase” with the variable “How did you obtain your DVS?” (to identify, among those who had not yet obtained their DVS, where they were in the process). We were able to see that among those who didn’t have their DVS yet, 2 respondents were at Phase V of their BVE and 29 were in the first three phases of their BVE (7 in Phase I, 17 in Phase II, 5 in Phase III). As having a DVS in the subject taught is a requirement for obtaining tenure in a school board, these students will have to add the process of obtaining a DVS (by recognition of previously acquired competencies) to their already challenging workload.

Regarding the age of respondents and the possible link with learning disorder diagnoses, we were able to discover a moderate association with an overrepresentation of respondents 30 years of age and younger who said that they had been diagnosed with a learning disorder and no respondents 41-50 years of age had received this type of diagnosis ( $L^2 = 15.112$  (4);  $p < 0.05$ ;  $p = 0.004$ ) ( $V = 0.335$ ;  $p < 0.05$ ;  $p = 0.007$ ). The systematic evaluation of students with learning or adjustment disorders is a relatively recent practice in Quebec school organization. Therefore, a number of adults, in school or not, do not know that their difficulties are related to a learning disorder.

### 3.6.2. Mother tongue variable

When we cross-tabulated the “mother tongue” variable and “diagnosis of learning disorders” variable, we discovered a moderate association, with an overrepresentation of those with French as their mother tongue and who said that they had been diagnosed with a learning disorder ( $L^2 = 9.152$  (2);  $p < 0.05$ ) ( $V = 0.332$ ;  $p = 0.001$ ).

When we cross-tabulated the “mother tongue” and “difficulty during high school” variables, we noticed a moderate association between the variables. In fact, there was an overrepresentation of those with English as their mother tongue who had experienced difficulties during high school, and an underrepresentation of those whose mother tongue was neither French nor English and who had experienced difficulties during high school ( $L^2=6.544$  (2);  $p < 0.05$ ;  $p=0,038$ ) ( $V=0.229$ ;  $p = 0.039$ ).

### 3.6.3. Nationality variable

A moderate association was shown when the “nationality” and “BVE phase” variables were cross-tabulated. More specifically, Table 3 shows that there was an overrepresentation of “other nationalities” in Phase I of the training program. ( $L^2=12.987$  (5);  $p < 0.05$ ;  $p=0.024$ ) ( $V=0.341$ ;  $p < 0.05$ ;  $p = 0.009$ ). This information may be compared to the Étudiants internationaux inscrits dans le réseau universitaire [International Students Enrolled in the University Network] (MEESRS, 2013) report that indicates a 48.3% increase in the number of students in Quebec universities between 2006 and 2013.

*Table 3. What is your nationality? and What phase of the BVE are you in? (n=133)*

Phase		Nationality		
		Other	Canadian	Total
Phase I	Respondents	6	11	17
	Standardized Residual	3.8	-3.8	
Phase II	Respondents	5	67	72
	Standardized Residual	-1.2	1.2	
Phase III	Respondents	2	22	24
	Standardized Residual	-0.3	0.3	
Phase IV	Respondents	0	2	2
	Standardized Residual	-0.5	0.5	
Phase V	Respondents	0	15	15
	Standardized Residual	-1.4	1.4	
Phase VI	Respondents	0	3	3
	Standardized Residual	-0.6	0.6	
Total	Respondents	13	120	133

#### 3.6.4. Education variable

At first sight, this study allowed us to discover a polarity regarding the education level of students. While 33.7% of students had either a Diploma of Vocational Studies or a high school diploma, the others, i.e. 66.0% of students had a Diploma of College Studies. In order to determine the impact of the level of education on the education route in the BVE, we cross-tabulated variables that allowed us to make some interesting discoveries.

Cross-tabulation between the “education” and “training sector” variables allowed us to discover a strong association between the two. In effect, there was an overrepresentation of students who had obtained a BAC in Sector 01 – Administration, commerce, and computer technology, as well as of students who had obtained a DCS in Sector 19 – Health ( $L^2=91.715$  (60);  $p=0.05$ ) ( $V=0.401$ ;  $p < 0.05$ ;  $p=0.017$ ). This link was confirmed by the fact that many health sector teachers have a Diploma of Collegial Studies.

There was a moderate link between the education level of students and the phase (of BVE) that they were in. An overrepresentation was noted in students with a master’s degree who were in Phase I ( $d = -0.233$ ;  $et = 0.067$ ;  $p=0.001$ ). Although this link was weak, it will be interesting to see if this trend towards a higher education level will continue in the years to come. A number of students mentioned that they had chosen to become a teacher because their diplomas weren’t recognized in Quebec.

The research project team wanted to explore the perception of the difficulties of the students enrolled in the BVE. This study allowed us to validate the strong link ( $L^2=19.366$  (5);  $p=0.005$ ;  $p=0.002$ ) ( $V=0.405$ ;  $p < 0.005$ ;  $p=0.002$ ) that existed between the education level of students and the perception of the difficulties during their high school education path. We discovered an overrepresentation regarding the perception of difficulties in high school for students with a DVS, whereas, there was an underrepresentation of students with a BAC who mentioned having had any difficulties in high school.

## 4. DISCUSSION OF THE RESULTS

The key objective of this research was to document the portrait of the characteristics of English-speaking BVE students to better understand their reality and in doing so, be able to offer a program better suited to their needs. With a 35.9% participation rate of students enrolled in the English BVE program, we can say that the answers obtained are generalizable to all English-speaking BVE students. In addition, we can compare these results with the GRFEP results in 2012 as well as with the Rapport d’évaluation ciblée [Targeted Assessment Report] presented by the BVE team in 2018, in order to better understand the uniqueness of this group of students. Nonetheless, we believe that the length of the survey was a significant limitation in this study. Some surveys were not completed, and we think that quite a few students chose not to complete the questionnaire noting the number of questions to answer.

#### **4.1. A UNIQUE GROUP OF STUDENTS WITHIN THE BACHELOR OF VOCATIONAL EDUCATION (BVE)**

First, the portrait of students drawn from this research has led us to identify the particularities of this group of students. Since the research in the past 20 years was centred on Francophone students, we can now better understand the characteristics of English-speaking students. Hence, we now know that they are 45.9 years of age on average, whereas the Francophone students surveyed in 2009-2010 were 39.9 years of age. Also, we have been able to discover that 27.2% of students are allophones, 75.0% are married or in a common law union and 63.0% have dependent children. These personal characteristics not only distinguish them from Francophone students surveyed in the past but allow us to more accurately understand their reality.

Likewise, faced with a double professional and personal challenge, we can understand that their reasons for pursuing their vocational education training are above all administrative, wanting to maintain their provisional teaching authorization. This authorization usually allows them to obtain better working conditions as teachers than if they didn't have it. They need a sense of job security to be able to explore new avenues. Accordingly, this reason should not be viewed as going against the training received, but as a sign that family-work-education balance is a true challenge. It should also be noted that an intrinsic reason, i.e. to develop their teaching competencies, follows closely in the answers obtained.

Another characteristic that seems to distinguish the group of English-speaking students is in terms of education prior to enrolment in the BVE. The most recent numbers for Francophone students (Balleux, 2006) show us that 22.8% of students have a university diploma whereas the percentage in this research is 42.3% for English-speaking students. Also knowing that 27.2% of the students are allophones, we wonder whether non-recognition of foreign diplomas may partially explain this situation. In addition, these students with high school, college or university diplomas all share the same classroom with the same training. This is, therefore, an important element to take into account when teaching to these heterogeneous groups.

Lastly, English-speaking students also differ based on the number of years of teaching experience. On average, the students surveyed have 6.9 years of teaching experience. This raises two questions. Did they draw their training from the BVE, or did they teach for a number of years before starting their university training? As integration support varies from one centre to another (Gagnon and Rousseau, 2010), these new teachers sometimes find themselves in survival mode in front of a group of students, dealing with working in their trade, their new teaching profession and their new student status (GRFEP, 2012). If they were teaching for a number of years without teacher training, we certainly understand the transition challenges that some of them experienced.

Future studies involving Francophone students could help us to determine whether some of these trends are also occurring in the French-speaking component of the BVE.

## **4.2. SHARED SPECIFICITIES AMONG BVE STUDENTS**

Although English-speaking students have some unique characteristics, some of their needs are the same as for Francophone students. Adequate mastery of the language of instruction is a challenge for all BVE students. Although the English-speaking students consider themselves to be at an intermediate level for English (reading and writing), in the fall of 2018, 20 students out of 24 who tried the EETC, failed it. It is important to recall that this test guarantees teachers' mastery of the language of instruction. Mastery of the language of instruction does not appear to have been achieved by English-speaking students any more than it has been achieved by Francophone students.

Another element that the students' answers revealed is their desire that the teacher training, although necessary, should only cover what is essential, without, in their opinion, unnecessarily detouring off to educational science theories. This is a point of view that is shared by vocational education students, regardless of language spoken or university attended. Deschenaux and Roussel (2010) reported the same ambivalent position faced with university culture where "A strong pragmatic current transcends their remarks. If they agree on the relative usefulness of educational psychology courses, the respondents expressed reservations about the cumbersomeness of the university education process, while questioning the relevance of courses that are more general in scope, even theoretical (p. 103) - translation". This particularity is, therefore, just as important to consider when teaching in a university teaching program. To appreciate more theoretical content, it is essential to help them understand its value and usefulness in class. Finally, both Francophone and English-speaking BVE students share a common challenge of balancing work, family and studies. These elements should be at the heart of discussions between mentors, cooperating teachers, teachers and students and the focus of everyone's concern.

## **4.3. RECOMMENDATIONS TO ENHANCE THE QUALITY OF THE TRAINING EXPERIENCE**

In completing this report presenting the unprecedented portrait of a unique group of students, we wish to propose a few recommendations in order to offer a training program that better corresponds to the characteristics and needs of the students. These recommendations are already in place through the awarding of grants to enhance the quality of teaching in the language of minorities and are consistent with those of the Rapport d'évaluation périodique [Periodic Assessment Report] (2018) that recommends considering "the translation of pedagogical documents and the reception arrangements of English-speaking students" (p.63) - translation.

First, we agree on the importance of taking an adaptive approach and not a translation approach. In fact, English-speaking students differ from Francophone students on certain elements, such as the language spoken at home, which is neither French nor English for close to one third of the students and a higher education level. These elements are relevant when the courses are given by bilingual teachers who work with both Francophone and English-speaking students. However, the English-speaking group of students also share characteristics that are common with all vocational education students, i.e. the desire for a university education that is more practical than theoretical. This element becomes relevant when teachers who are not familiar with the university program are hired, because this is a

characteristic that is not seen as much in other teaching training. Then, we highlight the uniqueness in the cultural heterogeneity of the English-speaking and allophone students. This group of students differs with respect to language from a Francophone group that is more homogenous. It is, therefore, necessary to reflect on the needs of students who are English-speaking and allophone at birth, as well as the particularities of their culture in the planning and evolution of the BVE. For this, the collection of additional information from these students is essential.

In summary, if the primary focus of the team in charge of the vocational education program at Université de Sherbrooke, i.e. to model the English-speaking component on the Francophone component, was the best decision to take in 2008, we can see that it is now important to question the intricacies of this program to ensure a quality training experience for English-speaking students. We are starting the logical continuation of this initial orientation: adaptation to the characteristics and needs of this unique group of students.

## **ANNEXES**



## Annex A : Student Survey

### Bachelor of Vocational Education Student Survey

#### Socio-Demographic Profile

\* 1. What is your gender ?

☐ Female

☐ Male

☐ Other (please specify)

\* 2. What is your birth date (year) ? (Please write the year you were born)

\* 3. Where do you live (city or county)?

\* 4. What is your nationality?

☐ Canadian

☐ Other (please specify)

\* 5. How long have you been living in Québec? (Please enter the number of years.)

\* 6. What was your mother's nationality at birth?

☐ Canadian

☐ Other (please specify)

7. What was your father's nationality at birth?

☐ Canadian

☐ Other (please specify)

\* 8. With regards to language

Choose language

What is your mother tongue?

What language do you mainly use at home?

In what language do you teach?

\* 9. What is your marital status:

- ☐ Single (including widowed, separated or divorced)
- ☐ Married (or in common-law union)

\* 10. Do you have any dependant children (that you support financially)?

- ☐ Yes
- ☐ No

11. How many children do you support?

\* 12. What is the highest level of education you have completed?

- |   |   |
|---|---|
| <input type="radio"/> Diploma of Vocational Studies | <input type="radio"/> Degree or Certificate in higher education |
| <input type="radio"/> High School diploma           | <input type="radio"/> Master's degree                           |
| <input type="radio"/> College diploma               | <input type="radio"/> Doctorate                                 |
| <input type="radio"/> Bachelor's degree             |   |

\* 13. How did you obtain your Diploma of Vocational Studies?

- |   |  |
|---|--|
| <input type="radio"/> I do not have a DVS.                                    | <input type="radio"/> I obtained my DVS through recognition of previously acquired competencies (RAC). |
| <input type="radio"/> I completed the course in a vocational training center. |  |

14. In approximately what year did you obtain your Diploma of Vocational Studies?

- |   |   |
|---|---|
| <input type="radio"/> Before 1980           | <input type="radio"/> Between 2001 and 2010 |
| <input type="radio"/> Between 1981 and 1990 | <input type="radio"/> After 2011            |
| <input type="radio"/> Between 1991 and 2000 |   |

\* 15. What phase of the Bachelor's Degree in Vocational Education are you in?

- |                                 |                                |
|---------------------------------|--------------------------------|
| <input type="radio"/> Phase I   | <input type="radio"/> Phase IV |
| <input type="radio"/> Phase II  | <input type="radio"/> Phase V  |
| <input type="radio"/> Phase III | <input type="radio"/> Phase VI |

Socio-professional Profile

\* 16. Why did you originally choose **your trade**?

- |  |   |
|--|---|
| <input type="checkbox"/> I have always been passionate about my trade.   | <input type="checkbox"/> To improve my financial situation (better work conditions, better salary, more stability, etc.). |
| <input type="checkbox"/> At first, it was a temporary choice, but I ended up choosing to continue in this field. | <input type="checkbox"/> I perceived this trade to be prestigious.  |
| <input type="checkbox"/> Someone in my family or close to me worked in this trade, so I decided to try it too.   | <input type="checkbox"/> I wanted to be self-employed.  |
| <input type="checkbox"/> I did not have the aptitudes to pursue further studies.                                 | <input type="checkbox"/> My family or school obliged me to make this choice.  |
| <input type="checkbox"/> This was the trade that best matched my strengths, qualities and aptitudes.             | <input type="checkbox"/> I didn't know what I wanted to do. I fell into this trade by chance.                             |
| <input type="checkbox"/> Reading and writing were too challenging, I preferred manual labor.                     |   |
| <input type="checkbox"/> Other (please specify)  |   |

\* 17. How many **years** of experience did you have in your trade before you began teaching?

\* 18. Why did you choose **teaching**?

- |   |   |
|---|---|
| <input type="checkbox"/> I have always been passionate about teaching.  | <input type="checkbox"/> I perceived teaching to be prestigious.                |
| <input type="checkbox"/> At first it was supposed to be a temporary situation, but finally I decided to commit to teaching. | <input type="checkbox"/> My diplomas were not recognized in Québec.             |
| <input type="checkbox"/> Someone in my family or close to me worked in teaching and I decided to try it too.                | <input type="checkbox"/> I had to change occupations because of health issues . |
| <input type="checkbox"/> To improve my financial situation (better work conditions, better salary, more stability, etc.).   | <input type="checkbox"/> I wanted to share my passion for my trade.             |
| <input type="checkbox"/> Other (please specify)   |   |

\* 19. What is your job status?

- |  |   |
|--|---|
| <input type="radio"/> I am paid an hourly rate | <input type="radio"/> I am tenured                |
| <input type="radio"/> I have a contract        | <input type="radio"/> I am not teaching right now |

\* 20. How many hours per week (on average) do you normally teach? (If you have not started teaching, please write 0.)

\* 21. What school board do you teach for? (If you are not teaching at this time, please write the school board you wish to teach at.)

\* 22. What vocational training program do you teach ? (If you are not teaching at this time, please write the name of the program in which you wish to teach.)

\* 23. How many **years of experience** do you have in teaching? (If you have not started teaching, please write 0.)

\* 24. Are you working in your trade while you study?

☐ Yes

☐ No



25. How many hours per week (on average) do you work in your trade?

\* 26. How is/was the transition from the trade to teaching?

☐ Very difficult

☐ Easy

☐ Difficult

☐ Very easy

Please explain your answer

Academic Characteristics

\* 27. University studies... (Check all that apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> make me nervous.                              | <input type="checkbox"/> don't stress me at all.                            |
| <input type="checkbox"/> are very stimulating.                         | <input type="checkbox"/> are no more fun than they were when I was younger. |
| <input type="checkbox"/> are so much more fun than when I was younger. | <input type="checkbox"/> are like a walk in the park.                       |
| <input type="checkbox"/> are very stressful.                           |   |
| <input type="checkbox"/> Other (please specify)                        |   |

\* 28. Why are you doing your bachelor's degree? (Check all that apply.)

- |  |  |
|--|--|
| <input type="checkbox"/> I like studying.  | <input type="checkbox"/> I want to develop my competencies as a teacher. |
| <input type="checkbox"/> I want to maintain my provisional teaching authorization. |  |
| <input type="checkbox"/> Other (please specify)                                    |  |

\* 29. How are your grades in comparison to other students in your university classes?

- |   |   |
|---|---|
| <input type="radio"/> My grades are below average | <input type="radio"/> My grades are above average |
| <input type="radio"/> My grades are average       |   |

\* 30. During a regular week, how many hours do you spend doing university work in addition to the time spent at university?

- |   |                                     |
|---|-------------------------------------|
| <input type="radio"/> None              | <input type="radio"/> 3 to 5 hours  |
| <input type="radio"/> Less than an hour | <input type="radio"/> 6 to 10 hours |
| <input type="radio"/> 1 to 2 hours      |                                     |

\* 31. While completing your bachelor's degree, do you find any of the following elements difficult?

	Yes, this is difficult	No, this is not difficult
Staying motivated	<input type="radio"/>	<input type="radio"/>
Passing my classes	<input type="radio"/>	<input type="radio"/>
Finishing the program	<input type="radio"/>	<input type="radio"/>
Staying concentrated during class	<input type="radio"/>	<input type="radio"/>
Developing efficient work habits	<input type="radio"/>	<input type="radio"/>
Understanding everything	<input type="radio"/>	<input type="radio"/>
Managing my time efficiently	<input type="radio"/>	<input type="radio"/>
Managing my energy	<input type="radio"/>	<input type="radio"/>
Maintaining good relationships with others	<input type="radio"/>	<input type="radio"/>
Finding a balance between work and school	<input type="radio"/>	<input type="radio"/>
Finding a balance between family life and school	<input type="radio"/>	<input type="radio"/>
Finding time for my studies	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* 32. How comfortable are you when it comes to...

	I don't understand the question	Very uncomfortable	Uncomfortable	Comfortable	Very comfortable
understanding what needs to be taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
developing strategies to deal with inappropriate behaviors when they occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cooperating with school staff and partners in the community in pursuing the educational objectives of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapting to the needs and characteristics of students with learning disabilities, social maladjustment or handicaps.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking into account prerequisites when planning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understanding your strengths and limitations as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
participating in developing and implementing individualized education plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
making links between the trade and workplace health and safety when planning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
avoiding discrimination when interacting with students, parents or colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicating ideas orally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	I don't understand the question	Very uncomfortable	Uncomfortable	Comfortable	Very comfortable
using on-going evaluations to help all students identify their strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
asking students questions and providing them with feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicating ideas in writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
establishing links with the students' culture while planning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrating information and communications technologies (ICT) in the planning and delivery activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
detecting teaching and learning problems that arise during activities and using appropriate resources to remedy them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
designing tools to evaluation student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cooperating with other members of the teaching team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
providing students with feedback regarding their progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
working to improve your oral and written language skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taking measures to develop your competencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
involving students in setting standards for the smooth running of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about the Bachelor of Vocational Education

\* 33. How satisfied are you with the courses offered in the BVE at the Université de Sherbrooke?

- ☐ Not at all satisfied ☐ Somewhat satisfied  
☐ Somewhat unsatisfied ☐ Very satisfied

\* 34. What are the Université de Sherbrooke's strengths?

\* 35. Would you suggest any improvements to the program?

- ☐ No  
☐ Yes (please specify)

\* 36. What new themes would you like to see taught as part of the BVE at the Université de Sherbrooke?

- |  |   |
|--|---|
| <input type="checkbox"/> Foundations of adult learning                       | <input type="checkbox"/> Teaching to allophone students         |
| <input type="checkbox"/> Philosophy of education                             | <input type="checkbox"/> Educational psychology                 |
| <input type="checkbox"/> Multicultural education                             | <input type="checkbox"/> Ethics                                 |
| <input type="checkbox"/> Mental Health Issues in vocational training centers | <input type="checkbox"/> Health and safety                      |
| <input type="checkbox"/> Writingskills                                       | <input type="checkbox"/> Teaching for Inclusion (special needs) |
| <input type="checkbox"/> Teaching to diverse learners                        |   |

Other (please specify)

\* 37. What are the specific needs of the **English-speaking students** taking the BVE at the Université de Sherbrooke?

\* 38. What language do you take your classes in?

- ☐ French ☐ Both
- ☐ English

\* 39. Would you be able to take some of your classes in French?

- ☐ No ☐ Yes
- ☐ Yes, but it would be difficult for me.



\* 40. Have you taken the mandatory English Exam for Teacher Certification?

- |   |   |
|---|---|
| <input type="radio"/> I am not aware of this exam.  | <input type="radio"/> Yes, but I failed one of the two parts. |
| <input type="radio"/> No, not yet.                  | <input type="radio"/> Yes, and I passed.                      |
| <input type="radio"/> Yes, but I failed both parts. |   |

\* 41. How would you describe your experience when taking the exam?

☐ It was very difficult.

☐ It was easy.

☐ It was difficult.

☐ It was very easy.

☐ It was neither difficult nor easy.

\* 42. Have you taken any of the language courses offered by the Université de Sherbrooke?

☐ Yes

☐ No, because I don't plan on taking the exam.

☐ No, but I do plan on registering.

☐ No, because I do not feel the need to take these courses.

43. Did the course(s) help you for your exam?

☐ Yes

☐ No

Why? Please explain your answer.

\* 44. What is your level of proficiency in **English**?

	Beginner	Intermediate	Advanced
Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 45. What is your level of proficiency in **French**?

	Beginner	Intermediate	Advanced
Spoken	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Socio-Affective Characteristics

46. In a normal week, how often do you drink alcohol (4-5 ounces of wine, 10 ounces of beer or 1 1/2 ounces of hard liquor) or take drugs?

- |  |  |
|--|--|
| <input type="radio"/> None, I do not drink alcohol or take drugs | <input type="radio"/> Three times a week                                 |
| <input type="radio"/> Once a week                                | <input type="radio"/> Four to five times a week                          |
| <input type="radio"/> Twice a week (or on weekends)              | <input type="radio"/> Almost every day (6 times or more during the week) |

\* 47. Have you been diagnosed with one of the following?

	Yes	No
Dyslexia	<input type="radio"/>	<input type="radio"/>
Attention deficit disorder	<input type="radio"/>	<input type="radio"/>
Autism	<input type="radio"/>	<input type="radio"/>
Dyscalculia	<input type="radio"/>	<input type="radio"/>
Dysorthography	<input type="radio"/>	<input type="radio"/>
Dyspraxia	<input type="radio"/>	<input type="radio"/>
Dysphasia	<input type="radio"/>	<input type="radio"/>

Other (please specify)

\* 48. Do you believe that you may have one of the disorders mentioned in the previous question but were never diagnosed?

☐

Yes

☐

No

49. Which disorder(s) do you think you might have?

50. Do you currently use any adaptive measures to help you while completing the bachelor's degree?

☐ Yes

☐ NO

51. Do you believe you would need adaptive measures (or more measures) to help you succeed?

☐ Yes

☐ No

52. If so, what adaptive measures would help you?

Bachelor of Vocational Education  
Student Survey

\* 53. How were your grades in high school?

- ☐ Below average ☐ Above average  
☐ Average

54. Have you ever had to repeat a grade...

- ☐ in elementary school?  
☐ in high school?  
☐ No, I have never repeated a grade.

\* 55. Were you ever part of a special needs class?

	No	Yes, one year	Yes, more than one year
During elementary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

56. Have you ever had an educational plan to help you succeed in school?

	Yes	No	I don't know
During elementary school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



\* 57. Do the following elements describe your experience in high school?

	Yes	No
I had learning disabilities.	<input type="radio"/>	<input type="radio"/>
I passed without having to work very hard.	<input type="radio"/>	<input type="radio"/>
I had to work harder than others to pass.	<input type="radio"/>	<input type="radio"/>
I was a perfect student. I worked hard and had perfect behavior.	<input type="radio"/>	<input type="radio"/>
I had behavioral issues.	<input type="radio"/>	<input type="radio"/>
I found all kinds of strategies to pass without having to work very hard.	<input type="radio"/>	<input type="radio"/>
Often, I did not consider myself to be a good student.	<input type="radio"/>	<input type="radio"/>
I find that my high school years went pretty well.	<input type="radio"/>	<input type="radio"/>
I had difficulties concentrating on the tasks to be performed.	<input type="radio"/>	<input type="radio"/>
I was motivated and interested in school.	<input type="radio"/>	<input type="radio"/>
I loved going to school, especially to see my friends and for the social life.	<input type="radio"/>	<input type="radio"/>

Other (please specify)

58. Thank you for taking the time to respond to our survey. Please add any additional comments here.

## **Annex B : List of Sectors**

### **Vocational Training List of Sectors**

<b>Sector Number</b>	<b>Sector name</b>
01	Administration, Commerce and Computer Technology
02	Agriculture and Fisheries
03	Food and Tourism
04	Arts
05	Woodworking and Furniture Making
06	Chemistry and Biology
07	Buildings and Public Works
08	Land Use Planning and the Environment
09	Electrotechnology
10	Motorized Equipment Maintenance
11	Mechanical Manufacturing
12	Forestry and Pulp and Paper
13	Communications and Documentation
14	Maintenance Mechanics
15	Mining and Site Operations
16	Metallurgical Technology
17	Transportation
18	Fashion, Leather and Textiles
19	Health Services
20	Social, Educational and Legal Services
21	Beauty Care

Source: Carte des enseignements: Les programmes de formation professionnelle et de formation technique (Année scolaire 2018-2019), Direction de l'adéquation formation-emploi.

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