

BCATML/BCTF Core French Teacher Survey

The complete data set is available online:

http://www.edudata.educ.ubc.ca/exampleproject/BCTF_frenchsurvey/BCTF_form.php

Workload – Core French

Question 04b): What percentage of your workload is devoted to core French?

Elementary School

Responses	Number	Percentage
100%	7	2%
50-60%	12	3.4%
30-40%	29	8.4%
20%	31	8.9%
10-15%	110	31.7%
6-9%	47	13.6%
5%	80	23.1%
0-4%	31	9%

Middle School

Responses	Number	Percentage
100%	7	12.30%
25%	6	10.50%
20%	8	14%
15%	12	21.10%
10%	16	28.10%
5%	8	14%

Secondary School

Responses	Number	Percentage
100%	37	45.7%
80%	6	7.4%
75%	8	9.9%
70%	5	6.2%
50%	13	16%
40%	7	8.6%
25%	5	6.2%

Workload – General Subjects

Question 04a): What percentage of your workload is devoted to general classroom subjects?

Elementary School

Responses	Number	Percentage
100%	90	26%
90-96%	94	27.1%
80-85%	45	13%
70-75%	27	7.8%
60%	12	3.5%
50%	10	2.9%
20-40%	19	5.5%
0	43	12.40%
n/a	6	1.70%

Middle School

Responses	Number	Percentage
100%	12	18.50%
80-85%	15	23.1%
70%	10	15.4%
60%	6	9.2%
50%	5	7.7%
0	12	18.5%
n/a	5	7.7%

Secondary School

Responses	Number	Percentage
100	14	16.5%
0	65	76.5%
n/a	6	7.1%

Number of Core French Classes

Question 06a): How many different core French classes do you teach?

Elementary School

Responses	Number	Percentage
1	241	61.2%
2 TO 3	94	23.9%
4 TO 6	43	10.9%
7 TO 10	16	4.1%

Middle School

Responses	Number	Percentage
1	36	37.5%
2 TO 3	43	44.8%
4 TO 6	10	10.4%
7 TO 10	7	7.3%

Secondary School

Responses	Number	Percentage
1	11	10.3%
2 TO 3	37	34.6%
4 TO 6	41	38.3%
7 TO 10	18	16.8%

Delivery Model

Question 07): Which statement best describes how core French is delivered in your school?

Elementary School

Responses	Number	Percentage
EACH TEACHER DELIVERS CORE FRENCH TO HIS/HER HOME ROOM CLASS	144	36.8%
MOST TEACHERS DELIVER CORE FRENCH TO THEIR HOME ROOM CLASS	81	20.7%
ONE OR MORE TEACHERS IS/ARE CONSIDERED THE SCHOOL FRENCH SPECIALIST(S)	53	13.6%
ONE OR MORE TEACHER(S) PLATOON(S) OR SHARE(S) THE SCHOOL'S CORE FRENCH CLASSES	46	11.8%
AN ITINERANT TEACHER DELIVERS CORE FRENCH DURING HOME ROOM TEACHER'S PREP TIME	36	9.2%
OTHER (PLEASE SPECIFY BELOW)	31	7.9%

Middle School

Responses	Number	Percentage
MOST TEACHERS DELIVER CORE FRENCH TO THEIR HOME ROOM CLASS	33	34%
ONE OR MORE TEACHER(S) PLATOON(S) OR SHARE(S) THE SCHOOL'S CORE FRENCH CLASSES	29	29.9%
ONE OR MORE TEACHERS IS/ARE CONSIDERED THE SCHOOL FRENCH SPECIALIST(S)	23	23.7%
OTHER (PLEASE SPECIFY BELOW)	12	12.4%

Secondary School

Responses	Number	Percentage
ONE OR MORE TEACHERS IS/ARE CONSIDERED THE SCHOOL FRENCH SPECIALIST(S)	85	81%
OTHER (PLEASE SPECIFY BELOW)	8	7.6%
EACH TEACHER DELIVERS CORE FRENCH TO HIS/HER HOME ROOM CLASS	7	6.7%
ONE OR MORE TEACHER(S) PLATOON(S) OR SHARE(S) THE SCHOOL'S CORE FRENCH CLASSES	5	4.8%

Instructional Time

Question 08a): How many minutes per week of instructional time in core French do students receive?

Elementary School

Responses	Number	Percentage
100 TO 119 MINUTES PER WEEK	30	7.80%
80 TO 99 MINUTES PER WEEK	134	34.80%
60 TO 79 MINUTES PER WEEK	82	21.30%
40 TO 59 MINUTES PER WEEK	103	26.80%
LESS THAN 40 MINUTES PER WEEK	27	7%
OTHER (PLEASE SPECIFY BELOW)	9	2.30%

Middle School

Responses	Number	Percentage
160 TO 179 MINUTES PER WEEK	9	11.10%
120 TO 139 MINUTES PER WEEK	18	22.20%
100 TO 119 MINUTES PER WEEK	7	8.60%
80 TO 99 MINUTES PER WEEK	29	35.80%
60 TO 79 MINUTES PER WEEK	11	13.60%
40 TO 59 MINUTES PER WEEK	7	8.60%

Secondary School

Responses	Number	Percentage
MORE THAN 180 MINUTES PER WEEK	52	52.5%
160 TO 179 MINUTES PER WEEK	20	20.2%
140 TO 159 MINUTES PER WEEK	7	7.1%
80 TO 99 MINUTES PER WEEK	6	6.1%
OTHER	14	14.1%

Timetable

Question 08b): Please indicate the timetable system used at your school?

Elementary School

Responses	Number	Percentage
REGULAR 5 DAYS PER WEEK	364	93.3%
OTHER (PLEASE SPECIFY BELOW)	21	5.4%

Middle School

Responses	Number	Percentage
REGULAR 5 DAYS PER WEEK	47	50%
DAY 1 / DAY 2 SYSTEM	24	25.5%
OTHER (PLEASE SPECIFY BELOW)	15	16%
8 BLOCK SYSTEM	8	8.5%

Secondary School

Responses	Number	Percentage
SEMESTER SYSTEM	53	51%
DAY 1 / DAY 2 SYSTEM	24	23.1%
8 BLOCK SYSTEM	17	16.3%
OTHER (PLEASE SPECIFY BELOW)	10	9.6%

Availability of Space for Teaching

Question 11): Please evaluate the availability of classrooms dedicated only to core French teaching

Elementary School

Responses	Number	Percentage
ALWAYS AVAILABLE	41	10.3%
USUALLY AVAILABLE	20	5%
SOMETIMES AVAILABLE	25	6.3%
RARELY AVAILABLE	14	3.5%
UNAVAILABLE	298	74.9%

Middle School

Responses	Number	Percentage
ALWAYS AVAILABLE	16	16.3%
USUALLY AVAILABLE	11	11.2%
SOMETIMES AVAILABLE	5	5.1%
RARELY AVAILABLE	6	6.1%
UNAVAILABLE	60	61.2%

Secondary School

Responses	Number	Percentage
ALWAYS AVAILABLE	56	53.8%
USUALLY AVAILABLE	35	33.7%
SOMETIMES AVAILABLE	13	12.5%

Availability of Space for Preparation

Question 12): Please evaluate the availability for space for lesson preparation for core French.

Elementary School

Responses	Number	Percentage
ALWAYS AVAILABLE	112	28.3%
USUALLY AVAILABLE	74	18.7%
SOMETIMES AVAILABLE	55	13.9%
RARELY AVAILABLE	43	10.9%
UNAVAILABLE	112	28.3%

Middle School

Responses	Number	Percentage
ALWAYS AVAILABLE	38	38.8%
USUALLY AVAILABLE	25	25.5%
SOMETIMES AVAILABLE	14	14.3%
RARELY AVAILABLE	9	9.2%
UNAVAILABLE	12	12.2%

Secondary School

Responses	Number	Percentage
ALWAYS AVAILABLE	56	51.4%
USUALLY AVAILABLE	32	29.4%
SOMETIMES AVAILABLE	13	11.9%
RARELY AVAILABLE	8	7.3%

Consultant Support

Question 14): Please evaluate the availability of space for consultants (or other resource persons) for core French.

Elementary School

Responses	Number	Percentage
ALWAYS AVAILABLE	38	9.6%
USUALLY AVAILABLE	80	20.2%
SOMETIMES AVAILABLE	104	26.2%
RARELY AVAILABLE	86	21.7%
UNAVAILABLE	89	22.4%

Middle School

Responses	Number	Percentage
ALWAYS AVAILABLE	9	9.2%
USUALLY AVAILABLE	19	19.4%
SOMETIMES AVAILABLE	29	29.6%
RARELY AVAILABLE	26	26.5%
UNAVAILABLE	15	15.3%

Secondary School

Responses	Number	Percentage
ALWAYS AVAILABLE	17	15.5%
USUALLY AVAILABLE	22	20%
SOMETIMES AVAILABLE	24	21.8%
RARELY AVAILABLE	26	23.6%
UNAVAILABLE	21	19.1%

Administrator Support

Question 15): Please evaluate the degree to which your school administrator is supportive of your FSL program.

Elementary School

Responses	Number	Percentage
VERY SUPPORTIVE	168	42.4%
SOMEWHAT SUPPORTIVE	132	33.3%
SLIGHTLY SUPPORTIVE	63	15.9%
NOT AT ALL SUPPORTIVE	12	3%
NOT APPLICABLE	21	5.3%

Middle School

Responses	Number	Percentage
VERY SUPPORTIVE	42	43.3%
SOMEWHAT SUPPORTIVE	32	33%
SLIGHTLY SUPPORTIVE	18	18.6%
NOT AT ALL SUPPORTIVE	5	5.2%

Secondary School

Responses	Number	Percentage
VERY SUPPORTIVE	61	56.5%
SOMEWHAT SUPPORTIVE	32	29.6%
SLIGHTLY SUPPORTIVE	15	13.9%

Parental Support

Question 16): Please evaluate the degree to which parents of your students are supportive of your FSL program.

Elementary School

Responses	Number	Percentage
VERY SUPPORTIVE	74	18.5%
SOMEWHAT SUPPORTIVE	155	38.8%
SLIGHTLY SUPPORTIVE	117	29.3%
NOT AT ALL SUPPORTIVE	14	3.5%
NOT APPLICABLE	39	9.8%

Middle School

Responses	Number	Percentage
VERY SUPPORTIVE	13	13.7%
SOMEWHAT SUPPORTIVE	33	34.7%
SLIGHTLY SUPPORTIVE	39	41.1%
NOT AT ALL SUPPORTIVE	10	10.5%

Secondary School

Responses	Number	Percentage
VERY SUPPORTIVE	30	28.3%
SOMEWHAT SUPPORTIVE	48	45.3%
SLIGHTLY SUPPORTIVE	28	26.4%

Collegial Support

Question 17): Please evaluate the degree to which your teaching colleagues are supportive of your FSL program.

Elementary School

Responses	Number	Percentage
VERY SUPPORTIVE	152	38.1%
SOMEWHAT SUPPORTIVE	142	35.6%
SLIGHTLY SUPPORTIVE	66	16.5%
NOT AT ALL SUPPORTIVE	9	2.3%
NOT APPLICABLE	30	7.5%

Middle School

Responses	Number	Percentage
SOMEWHAT SUPPORTIVE	43	44.8%
VERY SUPPORTIVE	32	33.3%
SLIGHTLY SUPPORTIVE	16	16.7%
NOT AT ALL SUPPORTIVE	5	5.2%

Secondary School

Responses	Number	Percentage
VERY SUPPORTIVE	43	41%
SOMEWHAT SUPPORTIVE	45	42.9%
SLIGHTLY SUPPORTIVE	17	16.2%

Community Support

Question 18): Please evaluate the degree to which the community in which you teach is supportive of your FSL program.

Elementary School

Responses	Number	Percentage
VERY SUPPORTIVE	56	14.1%
SOMEWHAT SUPPORTIVE	150	37.8%
SLIGHTLY SUPPORTIVE	115	29%
NOT AT ALL SUPPORTIVE	16	4%
NOT APPLICABLE	60	15.1%

Middle School

Responses	Number	Percentage
VERY SUPPORTIVE	11	11.7%
SOMEWHAT SUPPORTIVE	38	40.4%
SLIGHTLY SUPPORTIVE	33	35.1%
NOT AT ALL SUPPORTIVE	12	12.8%

Secondary School

Responses	Number	Percentage
VERY SUPPORTIVE	14	12.7%
SOMEWHAT SUPPORTIVE	46	41.8%
SLIGHTLY SUPPORTIVE	37	33.6%
NOT AT ALL SUPPORTIVE	6	5.5%
NOT APPLICABLE	7	6.4%

Student Support

Question 19): Please evaluate the degree to which your students are supportive of your FSL program.

Elementary School

Responses	Number	Percentage
VERY SUPPORTIVE	126	31.7%
SOMEWHAT SUPPORTIVE	159	39.9%
SLIGHTLY SUPPORTIVE	86	21.6%
NOT AT ALL SUPPORTIVE	13	3.3%
NOT APPLICABLE	14	3.5%

Middle School

Responses	Number	Percentage
VERY SUPPORTIVE	18	18.6%
SOMEWHAT SUPPORTIVE	33	34%
SLIGHTLY SUPPORTIVE	40	41.2%
NOT AT ALL SUPPORTIVE	6	6.2%

Secondary School

Responses	Number	Percentage
VERY SUPPORTIVE	14	13.1%
SOMEWHAT SUPPORTIVE	62	57.9%
SLIGHTLY SUPPORTIVE	31	29%

Size of School District

Question 21): Approximately how many secondary schools are there in your school district?

Elementary

Responses	Number	Percentage
15 OR MORE	44	11.1%
10 TO 14	33	8.3%
5 TO 9	181	45.5%
FEWER THAN 5	140	35.2%

Middle School

Responses	Number	Percentage
10 TO 14	8	8.2%
5 TO 9	43	44.3%
FEWER THAN 5	46	47.4%

Secondary School

Responses	Number	Percentage
15 OR MORE	17	15.6%
10 TO 14	11	10.1%
5 TO 9	40	36.7%
FEWER THAN 5	41	37.6%

Quality of Teaching Materials

Question 23): Please evaluate the quality of teaching materials for meeting your program needs.

Elementary School

Responses	Number	Percentage
EXCELLENT	54	13.8%
GOOD	131	33.4%
ADEQUATE	146	37.2%
POOR	43	11%
VERY POOR	18	4.6%

Middle School

Responses	Number	Percentage
EXCELLENT	10	10.1%
GOOD	30	30.3%
ADEQUATE	28	28.3%
POOR	22	22.2%
VERY POOR	9	9.1%

Secondary School

Responses	Number	Percentage
EXCELLENT	17	15.7%
GOOD	45	41.7%
ADEQUATE	39	36.1%
POOR	7	6.5%

Participation in Local Workshops

Question 25): Please indicate to what extent you take part in local workshops (i.e., school/board organized subject-specific ProD days).

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	101	25.6%
TAKE PART ONCE A YEAR	63	15.9%
TAKE PART EVERY 2 YEARS	52	13.2%
TAKE PART EVERY 3 YEARS OR MORE	71	18%
DO NOT TAKE PART	44	11.1%
NOT AVAILABLE	64	16.2%

Middle School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	24	24.7%
TAKE PART ONCE A YEAR	25	25.8%
TAKE PART EVERY 2 YEARS	13	13.4%
TAKE PART EVERY 3 YEARS OR MORE	16	16.5%
DO NOT TAKE PART	7	7.2%
NOT AVAILABLE	12	12.4%

Secondary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	38	34.9%
TAKE PART ONCE A YEAR	28	25.7%
TAKE PART EVERY 2 YEARS	16	14.7%
TAKE PART EVERY 3 YEARS OR MORE	5	4.6%
DO NOT TAKE PART	5	4.6%
NOT AVAILABLE	17	15.6%

Participation in Provincial/National Conferences

Question 26): Please indicate to what extent you take part in provincial/national conferences (that is, provincial language association conferences).

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	9	2.3%
TAKE PART ONCE A YEAR	33	8.3%
TAKE PART EVERY 2 YEARS	21	5.3%
TAKE PART EVERY 3 YEARS OR MORE	34	8.5%
DO NOT TAKE PART	280	70.2%
NOT AVAILABLE	22	5.5%

Middle School

Responses	Number	Percentage
TAKE PART ONCE A YEAR	19	20.7%
TAKE PART EVERY 3 YEARS OR MORE	12	13%
DO NOT TAKE PART	56	60.9%
NOT AVAILABLE	5	5.4%

Secondary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	5	4.60%
TAKE PART ONCE A YEAR	43	39.40%
TAKE PART EVERY 2 YEARS	12	11%
TAKE PART EVERY 3 YEARS OR MORE	16	14.70%
DO NOT TAKE PART	27	24.80%
NOT AVAILABLE	6	5.50%

Participation in ProD via Electronic Media

Question 27): Please indicate to what extent you take part in ProD via electronic media.

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	15	3.8%
TAKE PART ONCE A YEAR	21	5.3%
TAKE PART EVERY 3 YEARS OR MORE	16	4%
DO NOT TAKE PART	250	63.1%
NOT AVAILABLE	94	23.7%

Middle School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	6	6.3%
TAKE PART ONCE A YEAR	6	6.3%
DO NOT TAKE PART	65	67.7%
NOT AVAILABLE	19	19.8%

Secondary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	10	9.1%
TAKE PART ONCE A YEAR	9	8.2%
TAKE PART EVERY 3 YEARS OR MORE	5	4.5%
DO NOT TAKE PART	60	54.5%
NOT AVAILABLE	26	23.6%

Participation in Reading Articles

Question 28): Please indicate how often you read articles concerning the teaching of French.

Elementary School

Responses	Number	Percentage
MORE THAN ONCE A YEAR	89	22.70%
ONCE A YEAR	67	17.10%
EVERY 3 YEARS OR MORE	53	13.50%
DO NOT READ ARTICLES	142	36.20%
NOT AVAILABLE	41	10.50%

Middle School

Responses	Number	Percentage
MORE THAN ONCE A YEAR	34	34.70%
ONCE A YEAR	21	21.40%
EVERY 3 YEARS OR MORE	7	7.10%
DO NOT READ ARTICLES	28	28.60%
NOT AVAILABLE	8	8.20%

Secondary School

Responses	Number	Percentage
MORE THAN ONCE A YEAR	71	65.7%
ONCE A YEAR	19	17.6%
EVERY 3 YEARS OR MORE	11	10.2%
DO NOT READ ARTICLES	7	6.5%

Participation in Collegial Discussions and/or Collaboration

Question 29): Please indicate to what extent you take part in discussions and/or collaboration with colleagues.

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	119	30.1%
TAKE PART ONCE A YEAR	67	17%
TAKE PART EVERY 3 YEARS OR MORE	44	11.1%
DO NOT TAKE PART	102	25.8%
NOT AVAILABLE	63	15.9%

Middle School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	47	47.5%
TAKE PART ONCE A YEAR	17	17.2%
TAKE PART EVERY 3 YEARS OR MORE	10	10.1%
DO NOT TAKE PART	15	15.2%
NOT AVAILABLE	10	10.1%

Secondary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	73	66.4%
TAKE PART ONCE A YEAR	17	15.5%
TAKE PART EVERY 3 YEARS OR MORE	6	5.5%
DO NOT TAKE PART	6	5.5%
NOT AVAILABLE	8	7.3%

Participation in Upgrading Language Skills

Question 30): Please indicate to what extent you take part in upgrading French language skills.

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	67	16.90%
TAKE PART ONCE A YEAR	55	13.90%
TAKE PART EVERY 3 YEARS OR MORE	89	22.40%
DO NOT TAKE PART	143	36%
NOT AVAILABLE	43	10.80%

Middle School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	26	27.40%
TAKE PART ONCE A YEAR	11	11.60%
TAKE PART EVERY 3 YEARS OR MORE	27	28.40%
DO NOT TAKE PART	31	32.60%

Secondary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	34	32.1%
TAKE PART ONCE A YEAR	15	14.2%
TAKE PART EVERY 3 YEARS OR MORE	29	27.4%
DO NOT TAKE PART	28	26.4%

Participation in University Courses

Question 31): Please indicate to what extent you take part in university courses in second language methodology.

Elementary School

Responses	Number	Percentage
TAKE PART MORE THAN ONCE A YEAR	13	3.30%
TAKE PART ONCE A YEAR	13	3.30%
TAKE PART EVERY 3 YEARS OR MORE	42	10.60%
DO NOT TAKE PART	283	71.60%
NOT AVAILABLE	44	11.10%

Middle School

Responses	Number	Percentage
TAKE PART EVERY 3 YEARS OR MORE	16	17.40%
DO NOT TAKE PART	64	69.60%
NOT AVAILABLE	12	13%

Secondary School

Responses	Number	Percentage
TAKE PART EVERY 3 YEARS OR MORE	23	21.30%
TAKE PART ONCE A YEAR	8	7.40%
DO NOT TAKE PART	64	59.30%
NOT AVAILABLE	13	12%

Access of Professional Development (prioritized)

Question 33): What would make professional development (ProD) more accessible to you. Please check ALL that apply.

Elementary School

Responses	Number	Percentage
FUNDING	218	23.9%
OFFERING PROD DURING SCHOOL HOURS	215	23.6%
RELEVANT TOPICS	180	19.8%
AVAILABILITY OF TEACHERS-ON-CALL	144	15.8%
OTHER (PLEASE SPECIFY BELOW)	86	9.4%
SHORTER PROD SESSIONS	58	6.4%
N/A	10	1.1%

Middle School

Responses	Number	Percentage
RELEVANT TOPICS	55	24.9%
FUNDING	54	24.4%
OFFERING PROD DURING SCHOOL HOURS	45	20.4%
AVAILABILITY OF TEACHERS-ON-CALL	34	15.4%
OTHER (PLEASE SPECIFY BELOW)	20	9%
SHORTER PROD SESSIONS	13	5.9%

Secondary School

Responses	Number	Percentage
RELEVANT TOPICS	67	27.3%
FUNDING	61	24.9%
OFFERING PROD DURING SCHOOL HOURS	43	17.6%
AVAILABILITY OF TEACHERS-ON-CALL	42	17.1%
OTHER (PLEASE SPECIFY BELOW)	19	7.8%
SHORTER PROD SESSIONS	13	5.3%

Most Helpful Form of ProD (prioritized)

Question 34): What type of core French professional development (ProD) do you find the most helpful? Please check ALL that apply.

Elementary School

Responses	Number	Percentage
LOCAL WORKSHOPS (I.E., SCHOOL/BOARD ORGANIZED SUBJECT-SPECIFIC PROD DAYS)	332	35.5%
DISCUSSIONS AND/OR COLLABORATION WITH COLLEAGUES	203	21.7%
UPGRADING FRENCH LANGUAGE SKILLS	153	16.4%
PROVINCIAL/NATIONAL CONFERENCES (I.E., PROVINCIAL LANGUAGE ASSOCIATION CONFERENCES)	66	7.1%
READING ARTICLES CONCERNING THE TEACHING OF FRENCH	61	6.5%
PROD VIA ELECTRONIC MEDIA	53	5.7%
UNIVERSITY COURSES IN SECOND LANGUAGE METHODOLOGY	30	3.2%
OTHER (PLEASE SPECIFY BELOW)	19	2%
NONE OF THE ABOVE	9	1%
N/A	9	1%

Middle School

Responses	Number	Percentage
LOCAL WORKSHOPS (I.E., SCHOOL/BOARD ORGANIZED SUBJECT-SPECIFIC PROD DAYS)	85	29.1%
DISCUSSIONS AND/OR COLLABORATION WITH COLLEAGUES	69	23.6%
UPGRADING FRENCH LANGUAGE SKILLS	48	16.4%
PROVINCIAL/NATIONAL CONFERENCES (I.E., PROVINCIAL LANGUAGE ASSOCIATION CONFERENCES)	30	10.3%
READING ARTICLES CONCERNING THE TEACHING OF FRENCH	21	7.2%
PROD VIA ELECTRONIC MEDIA	20	6.8%
UNIVERSITY COURSES IN SECOND LANGUAGE METHODOLOGY	19	6.5%

Question 34): What type of core French professional development (ProD) do you find the most helpful? Please check ALL that apply.

Secondary School

Responses	Number	Percentage
LOCAL WORKSHOPS (I.E., SCHOOL/BOARD ORGANIZED SUBJECT-SPECIFIC PROD DAYS)	83	24.1%
DISCUSSIONS AND/OR COLLABORATION WITH COLLEAGUES	74	21.4%
PROVINCIAL/NATIONAL CONFERENCES (I.E., PROVINCIAL LANGUAGE ASSOCIATION CONFERENCES)	63	18.3%
UPGRADING FRENCH LANGUAGE SKILLS	50	14.5%
READING ARTICLES CONCERNING THE TEACHING OF FRENCH	36	10.4%
PROD VIA ELECTRONIC MEDIA	19	5.5%
UNIVERSITY COURSES IN SECOND LANGUAGE METHODOLOGY	15	4.3%
OTHER (PLEASE SPECIFY BELOW)	5	1.4%

Provincial/National Association Membership

Question 35a): Are you a member of BCATML/CASLT?

Elementary School

Responses	Number	Percentage
YES	20	5.1%
NO	374	94.9%

Middle School

Responses	Number	Percentage
YES	7	7.1%
NO	92	92.9%

Secondary School

Responses	Number	Percentage
YES	62	56.4%
NO	48	43.6%

Gender

Question 36): Are you female/male?

Elementary School

Responses	Number	Percentage
FEMALE	340	85.4%
MALE	58	14.6%

Middle School

Responses	Number	Percentage
FEMALE	75	75.8%
MALE	24	24.2%

Secondary School

Responses	Number	Percentage
FEMALE	95	86.4%
MALE	15	13.6%

General Teaching Experience

Question 37): How long have you been teaching?

Elementary School

Responses	Number	Percentage
20 YEARS OR MORE	140	35.3%
10 TO 19 YEARS	111	28%
4 TO 9 YEARS	91	22.9%
3 YEARS OR LESS	55	13.9%

Middle School

Responses	Number	Percentage
20 YEARS OR MORE	15	15.2%
10 TO 19 YEARS	26	26.3%
4 TO 9 YEARS	42	42.4%
3 YEARS OR LESS	16	16.2%

Secondary School

Responses	Number	Percentage
20 YEARS OR MORE	27	24.5%
10 TO 19 YEARS	50	45.5%
4 TO 9 YEARS	23	20.9%
3 YEARS OR LESS	10	9.1%

Core French Teaching Experience

Question 37B): How long have you been teaching core French?

Elementary School

Responses	Number	Percentage
MORE THAN 10 YEARS	144	36.5%
3 YEARS OR LESS	140	35.5%
4 TO 10 YEARS	110	27.9%

Middle School

Responses	Number	Percentage
MORE THAN 10 YEARS	20	20.2%
4 TO 10 YEARS	40	40.4%
3 YEARS OR LESS	39	39.4%

Secondary School

Responses	Number	Percentage
MORE THAN 10 YEARS	59	53.6%
4 TO 10 YEARS	32	29.1%
3 YEARS OR LESS	19	17.3%

University Coursework

Question 38): Please indicate which of the following programs you have completed at university. Please check ALL that apply.

Elementary School

Responses	Number	Percentage
COURSE(S) IN FRENCH LANGUAGE OR LITERATURE	122	15.2%
COURSE(S) IN FSL METHODOLOGY	104	13%
BED	292	36.4%
PDP	140	17.5%
DIPLOMA IN EDUCATION	60	7.5%
OTHER (SPECIFY BELOW)	84	10.5%

Middle School

Responses	Number	Percentage
COURSE(S) IN FRENCH LANGUAGE OR LITERATURE	39	17.8%
COURSE(S) IN FSL METHODOLOGY	34	15.5%
BED	77	35.2%
PDP	37	16.9%
DIPLOMA IN EDUCATION	12	5.5%
OTHER (SPECIFY BELOW)	20	9.1%

Secondary School

Responses	Number	Percentage
COURSE(S) IN FRENCH LANGUAGE OR LITERATURE	75	24.6%
COURSE(S) IN FSL METHODOLOGY	64	21%
BED	70	23%
PDP	43	14.1%
DIPLOMA IN EDUCATION	23	7.5%
OTHER (SPECIFY BELOW)	30	9.8%

Prior Experiences

Question 39): What other experiences have prepared you to teach core French? Check ALL that apply (4 possible answers).

Elementary School

Responses	Number	Percentage
A. CORE FRENCH STUDENT (SPECIFY BELOW)	222	34.9%
D. LEARNING FRENCH THROUGH TRAVEL OR INTERPERSONAL CONNECTIONS	160	25.2%
E. OTHER (SPECIFY BELOW)	116	18.2%
C. SUMMER FRENCH IMMERSION EXPERIENCE(S) (SPECIFY BELOW)	110	17.3%
B. IMMERSION STUDENT (SPECIFY BELOW)	28	4.4%

Middle School

Responses	Number	Percentage
A. CORE FRENCH STUDENT (SPECIFY BELOW)	58	31.5%
D. LEARNING FRENCH THROUGH TRAVEL OR INTERPERSONAL CONNECTIONS	39	21.2%
C. SUMMER FRENCH IMMERSION EXPERIENCE(S) (SPECIFY BELOW)	35	19%
E. OTHER (SPECIFY BELOW)	26	14.1%
B. IMMERSION STUDENT (SPECIFY BELOW)	18	9.8%
A. CORE FRENCH STUDENT	8	4.3%

Secondary School

Responses	Number	Percentage
D. LEARNING FRENCH THROUGH TRAVEL OR INTERPERSONAL CONNECTIONS	69	31.2%
A. CORE FRENCH STUDENT (SPECIFY BELOW)	58	26.2%
C. SUMMER FRENCH IMMERSION EXPERIENCE(S) (SPECIFY BELOW)	49	22.2%
E. OTHER (SPECIFY BELOW)	25	11.3%
B. IMMERSION STUDENT (SPECIFY BELOW)	20	9%

Academic Background

Question 39a): Please specify highest grade level completed (in core French).

Elementary School

Responses	Number	Percentage
BA FRENCH	5	1.3%
2+ YRS UNIV	10	2.5%
1ST YR UNIV	46	11.6%
GR12	105	26.4%
GR11	33	8.3%
GR10	16	4%
GR9 OR BELOW	7	1.8%
N/A	176	44.2%

Middle School

Responses	Number	Percentage
BA FRENCH	3	3.3%
2+ YRS UNIV	6	6.6%
1 ST YR UNIV	15	16.5%
GR12	23	25.3%
GR11	7	7.7%
GR10	4	4.4%
GR9 OR BELOW	2	2.2%
N/A	40	44%

Secondary School

Responses	Number	Percentage
BA FRENCH	5	4.8%
2+ YRS UNIV	7	6.7%
1ST YR UNIV	9	8.6%
GR12	32	30.5%
N/A	52	49.5%

Summer Immersion Experience

Question 39c): Please indicate if you have attended one or more summer immersion experience(s).

Elementary School

Responses	Number	Percentage
YES	112	28.5%

Middle School

Responses	Number	Percentage
YES	33	33.7%

Secondary School

Responses	Number	Percentage
YES	52	48.1%

Language Background

Question 40): What is your mother tongue?

Elementary School

Responses	Number	Percentage
ENGLISH	347	88.3%
FRENCH	9	2.3%
OTHER	37	9.4%

Middle School

Responses	Number	Percentage
ENGLISH	90	93.8%
OTHER	6	6.3%

Secondary School

Responses	Number	Percentage
ENGLISH	68	63%
FRENCH	21	19.4%
OTHER	19	17.6%

Perceived Ease of Modelling Correct Spoken French

Question 41): How would you rate the ease of modelling correct spoken French for students?

Elementary School

Responses	Number	Percentage
VERY EASY	72	18.2%
QUITE EASY	140	35.4%
POSSIBLE	109	27.5%
QUITE DIFFICULT	42	10.6%
VERY DIFFICULT	33	8.3%

Middle School

Responses	Number	Percentage
VERY EASY	23	23.2%
QUITE EASY	27	27.3%
POSSIBLE	33	33.3%
QUITE DIFFICULT	8	8.1%
VERY DIFFICULT	8	8.1%

Secondary School

Responses	Number	Percentage
VERY EASY	61	56.5%
QUITE EASY	39	36.1%
POSSIBLE	8	7.4%

Perceived Ease of Correcting Written Work in French

Question 42): How would you rate the ease of correcting student written work in French?

Elementary School

Responses	Number	Percentage
VERY EASY	82	20.7%
QUITE EASY	143	36%
POSSIBLE	112	28.2%
QUITE DIFFICULT	40	10.1%
VERY DIFFICULT	20	5%

Middle School

Responses	Number	Percentage
VERY EASY	25	25.3%
QUITE EASY	32	32.3%
POSSIBLE	25	25.3%
QUITE DIFFICULT	10	10.1%
VERY DIFFICULT	7	7.1%

Secondary School

Responses	Number	Percentage
VERY EASY	63	60%
QUITE EASY	37	35.2%
POSSIBLE	5	4.8%

Perceived Ease of Ordering in French

Question 43): How would you rate the ease of ordering in French on the telephone?

Elementary School

Responses	Number	Percentage
VERY EASY	38	9.6%
QUITE EASY	6	1.5%
EASY	47	11.9%
POSSIBLE	119	30.1%
QUITE DIFFICULT	89	22.5%
VERY DIFFICULT	97	24.5%

Middle School

Responses	Number	Percentage
VERY EASY	16	16.3%
EASY	15	15.3%
POSSIBLE	33	33.7%
QUITE DIFFICULT	19	19.4%
VERY DIFFICULT	15	15.3%

Secondary School

Responses	Number	Percentage
VERY EASY	47	43.5%
EASY	39	36.1%
POSSIBLE	22	20.4%

Perceived Ease of Conversing in French

Question 44): How would you rate the ease of conversing with a French visitor?

Elementary School

Responses	Number	Percentage
VERY EASY	35	8.9%
EASY	48	12.2%
POSSIBLE	123	31.3%
QUITE DIFFICULT	90	22.9%
VERY DIFFICULT	97	24.7%

Middle School

Responses	Number	Percentage
VERY EASY	13	13.4%
EASY	15	15.5%
POSSIBLE	33	34%
QUITE DIFFICULT	15	15.5%
VERY DIFFICULT	21	21.6%

Secondary School

Responses	Number	Percentage
VERY EASY	51	47.7%
EASY	36	33.6%
POSSIBLE	20	18.7%

Perceived Ease of Writing an Email in French

Question 45): How would you rate the ease of writing an email in French to a colleague?

Elementary School

Responses	Number	Percentage
VERY EASY	29	7.3%
QUITE EASY	5	1.3%
EASY	39	9.8%
POSSIBLE	118	29.8%
QUITE DIFFICULT	88	22.2%
VERY DIFFICULT	117	29.5%

Middle School

Responses	Number	Percentage
VERY EASY	13	13.4%
EASY	14	14.4%
POSSIBLE	37	38.1%
QUITE DIFFICULT	15	15.5%
VERY DIFFICULT	18	18.6%

Secondary School

Responses	Number	Percentage
VERY EASY	53	51%
EASY	32	30.8%
POSSIBLE	19	18.3%

Perceived Ease of Reading in French

Question 46): How would you rate the ease of reading an article in a French magazine?

Elementary School

Responses	Number	Percentage
VERY EASY	32	8%
QUITE EASY	5	1.3%
EASY	42	10.6%
POSSIBLE	124	31.2%
QUITE DIFFICULT	92	23.1%
VERY DIFFICULT	103	25.9%

Middle School

Responses	Number	Percentage
VERY EASY	14	14.3%
EASY	18	18.4%
POSSIBLE	39	39.8%
QUITE DIFFICULT	11	11.2%
VERY DIFFICULT	16	16.3%

Secondary School

Responses	Number	Percentage
VERY EASY	51	47.2%
EASY	40	37%
POSSIBLE	12	11.1%
QUITE DIFFICULT	5	4.6%

Challenges of Teaching Core French-Elementary

Question 47): What are the challenges you face in teaching core French?

Comments were read by the author and one other reader (BCATML member). They were categorized according to themes. Those themes were prioritized according to number of comments, and a representative sample was included under each category.

Lack of confidence or competence in French

Another challenge is that many teachers don't have enough French to provide a meaningful core French experience for their students. As a student teacher, I observed several otherwise wonderful intermediate teachers who had execrable accents and tortured syntax. Moreover, some of my fellow student teachers with no French whatsoever were expected to teach core French during their practica. It's one thing to teach PE without being much of a basketball player; you can do other things in PE. It's quite another to attempt to teach French when you don't speak the language!

NO prior experience – I am a beginner teacher who did practicum experiences in primary grades with no intermediate French practice, yet French instruction part of first term certain position

I am always corrected by any student who is French that is in my class and it becomes very apparent that I am "doing my best" but not that fluent in French".

With little use of conversational French since high school, I have forgotten most of it. I teach basic greetings, vocabulary words, date, etc. to get by teaching Grade 5. A higher level would be very difficult.

I am a non-French speaking teacher who needs help pronouncing all words that I encounter.

Keeping up my knowledge of vocabulary and grammar, *le & la*, etc.

I have never received any instruction in core French. As a Grade 5 teacher, one year we were told that French was now to be taught and that's how I came to have to teach French. Do I do a great job - you've got to be kidding! How can any teacher who has not had a French background but is expected to teach French along with 11 other subjects do other than the job.

Inability to speak fluent French in class instructions, etc. so if a French person comes to class I am somewhat embarrassed

I have to teach myself before I can teach my kids as I am not fluent in French. It is hard to correct students when I am unsure of language.

I wish I were more fluent in French. I feel quite comfortable teaching it to my Gr. 5/6 students. Being prepared for each lesson is a challenge. I can spend as much time preparing as I do teaching.

Cannot read French or understand any part of the language but am expected to teach grade 5 French.

Due to lack of confidence in my ability, I don't enjoy teaching French which must have an impact on the way I present the information to the students.

How to cover all of the curriculum that the government and the school district say I should be able to. It will never happen in my lifetime.

I need to improve my French language skill so that I can be more comfortable talking to my students and not have to think so hard about if what I am saying is right!

My lack of knowledge as I go back to Fr. 12 for my training. Lack of support from a coordinator. Lack of inservice

I don't speak French or have an adequate base of knowledge in FSL to justify teaching it. It was not my choice to teach it but there wasn't anyone on the staff who would willingly teach it. The principal gave me no other choices.

Core French should either be taught properly at elementary school or not at all. At this point I vote not at all. Unless we have FSL specialist and a classroom to devote to French with the amount of class time necessary, it should not happen.

Insufficient time

Time...I have so many other aspects of the curriculum to cover that it is difficult to find time to fit French in.

Everything else seems to take priority and French is the subject that always suffers.

(French offered only 2 times/week for 45 minutes each time because of school district also offering First Nations language class at the same time. I feel that any language should be taught a minimum of 3 or 4 times/week for a minimum of 30 minutes each class.

Teachers need to agree to more time for French (rather than just as one period of prep).

Making time to teach French to my own class.

Time in the day - French is the first thing left out.

Making sure that the students get at least two 35 minute blocks a week.

Infrequency of French instruction: 2 times/week = minimal progression by average students.

Planning time - we have a limited time for planning and, frankly, sometimes French prep slips to the bottom of the list.

It is hard to keep up my conversational skills, so how am I supposed to be able to do the same for my students when I only see them for 75 minutes a week.

The time limit is a factor. The students do not get French often enough to have continuity. There are often big gaps between lessons due to the limited time they receive French. They often forget what they have learned in the previous lesson so repetition is key. This limits the amount of material that can be covered.

Time availability - I have less than 4 hrs per week in order to teach half of the Grade 7 Language Arts program, the Grade 7 Health and Career Education program and the Grade 7 French program. There is not enough time to squeeze it all in.

Insufficient valuing by students /community / staff

Having administration and staff recognize core French as a "real" class rather than as prep time and easily cancelled.

French is not seen as an urgent subject area in most parts of BC, like it might be in other parts of Canada.

Managing behavior of students who are not interested in learning French. This is a challenge that varies from year to year depending on the student population.

Firstly, there is not much value placed on teaching elementary French well. But if French is taught with ability and enthusiasm, students often lose interest in French before they even reach high school. As a French teacher in BC, people assume I am only teaching French until I get "something better".

Attitude of other teachers and principal regarding French; no one is outright hostile but most are completely indifferent and disinterested.

There is a lack of dedication toward French needs at the board level, a lack of qualified personnel to help teachers who need help and a lack of qualified personnel to actually teach French. French is being taught by people who do not know the language, cannot speak it or pronounce words properly. They teach because they are required to do so by the school district.

There is sometimes resistance or a negative attitude or poor parent support transferred to the occasional student.

Overcoming previous negative French experiences of the students.

Parents don't really care about French instruction, which is transferred to their children.

Trying to teach a comprehensive French program that will be beneficial in future years (and encourage students to remain in French) when what they've learned in the past has been limited - numbers, games, and little that will help them actually express themselves in the language. This becomes significantly more difficult when principals explicitly state that French is "a throw-away subject" and neither families nor school personnel want it to be done properly. They just want their prep time and for students to have fun.

Core French is not a priority in this community. French Immersion is the "in" thing.

Lack of consistency in teaching

No continuity/consistency in curriculum from year to year: keep having to do the same topics/concepts every year as many untrained classroom teachers do not seem to follow any kind of plan.

There is little prescribed PLOs for my Grade 5 students and none for my Grade 4 students so French is often pushed aside for other subjects that need finishing up.

Not having specific units that need to be taught in each grade; often have to check with students or past teachers to see what has been previously taught.

Seems like students learn same thing every year because no real set of outcomes for each grade.

Teachers in the same school don't collaborate or use similar resources that can be built upon in the next year. They simply make up their own curriculum and consequently, it's very difficult to determine what students already know, what they're going to be learning next year, etc.

Challenge of itinerant French delivery

I find teaching FSL exhausting, at times, because it requires constant energy. Classes come and go so quickly, and there is no "down" time.

Acquiring materials that will work for my job as a travelling French teacher. Some materials are definitely designed for a classroom teacher and need to be modified for my use.

Itinerant status: need a room again, transitions, set-up, clean-up, follow-up with 180 students. There is inefficiency due to scattered resources/supplies.

With school closures and over-crowding at remaining schools we are losing our French classrooms and going back to the cart. I still have a classroom (I moved schools last year because I had lost the classroom at my other school due to over-crowding). I feel it is so important that if I have to lose a classroom again, I will go back to immersion.

It's usually a prep assignment and often only part-time so it is not an attractive position for a teacher who wants to teach full-time. I would love to continue but my assignment is reducing every year. The prep teacher gets no classroom, just goes around from room to room so no chance to have French lesson materials on the walls, e.g., posters, displays. She only has the material she can push on a trolley. Only has the techno equipment she can push around to each classroom every 45 minutes (no going up or down stairs). I have 225 students twice a week each.

Need for inservice, collegial sharing

Collegiality is missing on my staff. We never get together to talk about French and I don't think the other teachers teach it on a weekly basis.

Not being able to discuss FSL with colleagues as if it were a secret in case someone would discover it is not taught well (or at all!!) in the elementary levels the way it should be.

Having no local network of French teachers with whom to share ideas.

With all the additional pressures and demands on teachers it is almost impossible to take the time one would like to improve one's teaching of FSL, since this is a discipline that requires much more time and energy to learn/improve than most others; for example, if I am required to teach a Social Studies course that is new to me, I need only open a few books to at least get a good start on things. If I have to teach upper level FSL after having been away from it for a bit, I really need to spend a week or two immersing myself once again in the language, and I cannot do that without great expense living in this province.

A lack of collaboration with colleagues; isolation in a small northern community so Francophone cultural aspect is more difficult to teach.

Hearing of/having time to attend local workshops that will assist me in my French lesson prep. and teaching.

Availability of resources teachers to mentor and/or learn from.

Trying to stay motivated and keep French vibrant and alive is difficult when there is a lack of contact with other core French teachers and a declining enrollment at our school.

Lack of in-school assistance from a more experienced core French teacher.

Too much of my French class is using English to explain

I want to go to Quebec on the teacher exchange program but it is difficult when there are no childcare opportunities for me and its a long time to be away.

Addressing the needs of diverse learners

Teaching French to ESL/ESD students.

Special Needs students - I have seven students on IEP's this year and they struggle with learning a second language.

Meeting the needs of a diverse group is often challenging. Just like all other areas and subjects, students come into French with a diverse background and differing levels of French. Challenging students while not intimidating others is a fine balance.

It is difficult teaching students who do not have English as a first language.

Having to teach French to all students, e.g., students with learning challenges, complete ESL students, etc. no exemptions.

Need for more / better / different resources

I need something that tells me week by week and month by month what to teach and how to teach it.

Finding authentic experiences that are relevant to the students (likely they will use again).

The program available at our school is not user-friendly for non-specialist teachers.

Having access to very simple French videos (most are too difficult for this level).

Materials that are relevant and inspire students to learn a second language as a viable form of communication.

Challenges of Teaching Core French- Middle Years

Question 47): What are the challenges you face in teaching core French?

Lack of confidence or competence in French

Living in an English community, without the daily ability to speak French with native or truly fluent French speakers. It means I can speak, read, write, and model French easily for my students, but I get tongue-tied and have a hard time understanding a Francophone speaker or understanding much of what is spoken in French television programs. This can certainly rock one's confidence when one is considered a "French specialist" at school!

I do not know how to speak or write in French. I have only basic knowledge of vocabulary and forms so it is difficult for me to 'wing it' during a French lesson. I do not have resources at my school that seem user friendly for English speakers. I do not feel qualified to teach French to my students.

My abilities - this is not my area of expertise and it was not my choice to teach it.

Insufficient time

Our school has cut our French 8 program in half. I'm sorry that my students lost half a year of exposure to the language. Trying to decide what is most beneficial to them in a half-year time frame is challenging.

I teach French at the end of the day. The students are tired and so am I. The students have an Explorations class just prior to French. Sometimes the Explorations classes run late and students arrive at different times. It takes effort and energy to get them into "the zone".

Instruction time cutbacks: the Grade 8 program is now only half a year.

Only 1 x 40 minute block a week devoted to French per class.

Trying to keep the French classes in the weekly schedule: they seem to be the first to be put on the back burner when something else comes up.

Low or inconsistent start after elementary school; leading to attrition in secondary French programs

The middle school model in our district is terrible. ANYONE can teach French. It is really hit or miss. Some Grade 6 & 7 teachers in my school have next to no ability to teach French. A few came from French immersion but are not trained to teach French. This is the last year that my school will have a French specialist at the Grade 8 level. Some middle schools teach French as an "exploratory" which means twice a week for only part of the year. The Grade 9 teachers now face the challenges that Grade 8 teachers used to face in Grade 9 at junior high. I am heartsick to see the watering down and destruction of French in our district. Students are so jaded from poor teaching in middle school that they are opting to take Spanish at secondary school. So those secondary French programs are dying!!

The frustration that it is mandatory in elementary school and yet many students switch to another language in high school.

Many early years teachers are either not teaching French or so limited that students come to Grade 8 with no background knowledge which requires me to start at the bare basics.

Students coming into Grade 8 with VERY different backgrounds in French.

Students have such a broad range of experiences in French. Some students are quite strong whereas many still can't count to 10 in French (and they're in Grade 7).

Negative student attitude; lack of valuing of core French

Student attitude: getting past the 'why bother?' Overcoming the notion that success in French is unimportant as compared to other core subjects such as Math, Science and Humanities.

Encouraging the students to respect French culture. They often arrive in class very biased.

Students in this school are mostly from a background where Punjabi is their mother tongue and English is a second language so French is a third language and many are not interested in learning a third language

Fostering a positive attitude as many come with preconceived, negative attitudes from home.

Too many students have parents who are somewhat 'bigoted' towards French, and therefore do not support their child if "he/she is not going to university anyway!"

Fighting against the negative sentiments of the students, teachers and community towards learning French.

At middle school it is difficult to get them to do homework in all their core subjects. They are so focused on social stuff, very little energy goes into learning. French doesn't seem relevant to them. They see little use in learning it.

Need for inservice, collegial sharing

Having not many Pro-D activities or French meetings to get ideas from other teachers. I'd like to know what other teachers are doing in their classroom. How are they teaching French?

Finding the time to converse in French and co-plan with peers.

We need to agree on what is necessary to be ready for the next level (high school) in terms of student level of skill.

Challenges of Teaching Core French-Secondary

Question 47): What are the challenges you face in teaching core French?

Articulation with earlier grades

Addressing the different levels of students at the same time (keeping the strong ones from getting bored and keeping the weak ones from failing and feeling like they should drop French).

Grade 8 Core French - lots of students who will not continue & many who will - motivation is very different!

No elementary French is taught so when they arrive at the Grade 8 level. Some students are brilliant, others have no knowledge. A French specialist at the younger years is needed.

Curriculum is very general & therefore students' background knowledge is very diverse.

Elementary FSL delivery is inconsistent and students arriving at secondary level show great disparity in levels/experiences.

Keeping the kids motivated to continue in French; starting with "turning them on" to French 8 when a lot have had negative elementary school French experiences.

The elementary level does not put great emphasis on teaching French, which by the time students get to Grade 8, they are already behind.

Kids are unequally prepared from elementary schools: if teacher is qualified and interested, kids are ready for secondary school; if teacher has inadequate training or no interest, French time is replaced by other activities

Lack of preparedness of students entering the high school. There has been an alarming and steady erosion of skills of students entering Grade 8 due to the lack of Core French specialists in our district at the elementary school level. We try to teach communicatively, using communicative resources, yet our students entering Grade 8 have had very little exposure to French. This creates a situation where there is a high rate of attrition in our program, especially at the junior French level.

Attrition

Encouraging Grade 8 students to continue on with French classes (Grade 9 upward).

French 11 no longer being a requirement for entry to university.

Grade 12 students chose Math/Science courses and can't fit French 12 into their timetable.

Many students no longer need French 11 to complete post-secondary schooling and so drop out of the French program.

Enrolment at our school for French 12 has declined to 12 students and we will not be offering it for 2007/08!!!

Maintaining competence in French

Keeping the spoken French I know. One of the few places I speak French is in the classroom.

I learned French in the old grammatical system and I have to be careful in not falling back into the targets of that system (grammar vs. communication).

Lack of experience teaching French 12. I'm in a small school so it's rarely offered; I've taught it 3 times.

Marking the higher level work and feeling confident enough to speak with immersion colleagues.

Having the personal time and money to continue improving my French skills.

Resources

Finding excellent Grade 11 and 12 resources.

Finding a commercial program that does not require so much adaptations and additions.

Access to supplementary materials (games, puzzles, crosswords, authentic documents, etc).

Working on incorporating more technology into FSL program- lack of availability of available computer resources.

Having enough resources to draw from, particularly in multimedia, movies/videos, classroom activities that are appropriate and up to date.

Resources that are at the appropriate level, particularly for Grade 8 as the texts are often too difficult. Finding a text that has enough spoken exercises.

Need for inservice, collegial sharing, support

Many people think that if French is not taught the way the learned it (or more appropriately, didn't learn it) then it's not being taught. Perhaps some ProD for administrators on what to expect from their Languages department would be useful.

Lack of unity within my department on appropriate methods and techniques for teaching French, and even on French pronunciation, grammar, and spelling.

Few pro-d opportunities exist at the local level.

not enough collaboration with other french teachers, especially as a first year teacher

Being in a small isolated school district with no colleague to share with. The lack of a District resource person who can tape authentic AV resources. No district language coordinator or no one is in charge. Hard to get support for elementary teachers so when their students are coming into grade 8 they are not ready to start Grade 8 French.