

SOUNDS LIKE A THEM PROBLEM, NOT A ME PROBLEM: PERCEIVED RESPONSIBILITIES FOR THE LANGUAGE PROFICIENCY OF FRENCH IMMERSION TEACHERS



NATIONAL TABLE FOR FRENCH AS A SECOND LANGUAGE (NTFSL)

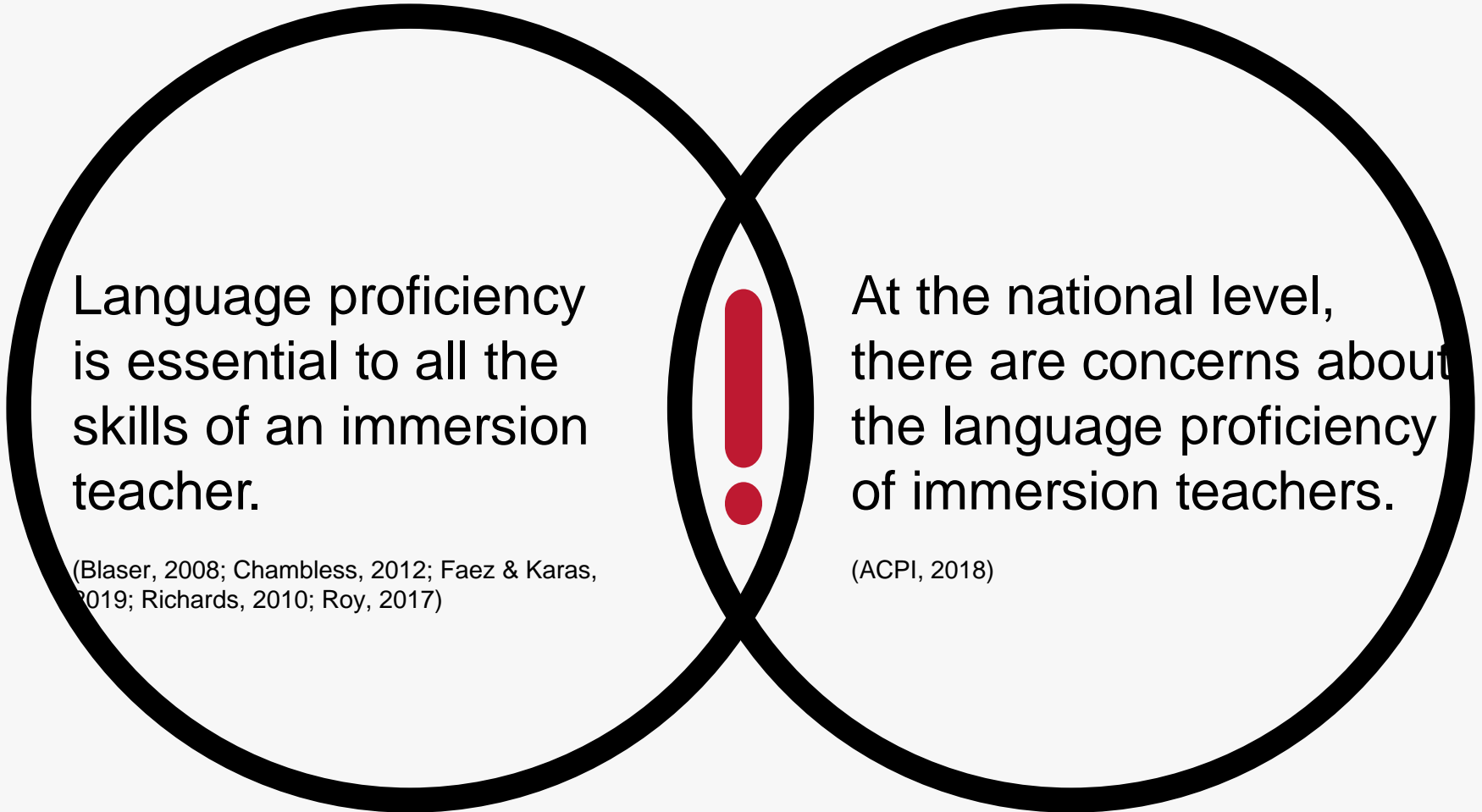
Sarah Fedoration



WHAT DOES THE RESEARCH SAY?

- The teacher's level of language proficiency is essential because language and content are taught simultaneously.
(Blaser, 2008; Chambless, 2012; Faez & Karas, 2019; Richards, 2010; Roy, 2017)
- A teacher's level of language proficiency has an impact on his or her sense of self-efficacy.
(Chacòn, 2005; Nayernia & Babayan, 2019)
- Continuous development of language proficiency is important for all language teachers.
(Fortune, 2012; Fraga-Canadas, 2010; Nugroho, 2018; Peyton, 1997)

RESEARCH GAP



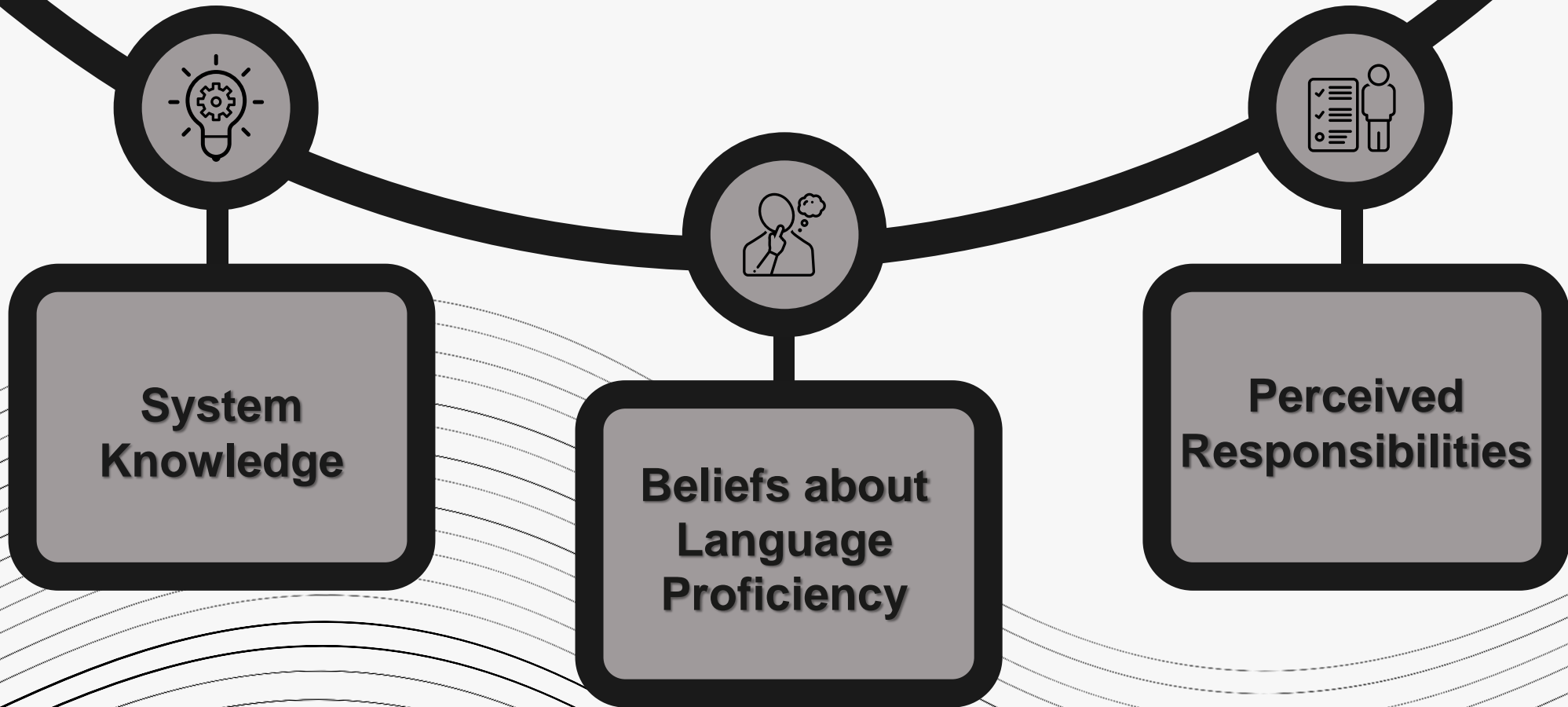
Language proficiency
is essential to all the
skills of an immersion
teacher.

(Blaser, 2008; Chambless, 2012; Faez & Karas,
2019; Richards, 2010; Roy, 2017)

At the national level,
there are concerns about
the language proficiency
of immersion teachers.

(ACPI, 2018)

MY STUDY



THE CONTEXT



WHERE?

An urban
school
division



WHO?

Leaders and
teachers

(n = 34 leaders,
n = 128 teachers)

THE SYSTEM

Leaders' and immersion teachers' understanding of language proficiency in the education system



WHAT DO THE DATA SUGGEST?

It is necessary to develop a common understanding of the requirements for language proficiency.

WHY?



University



Certification



Hiring
Practices



Supervision and
Evaluation

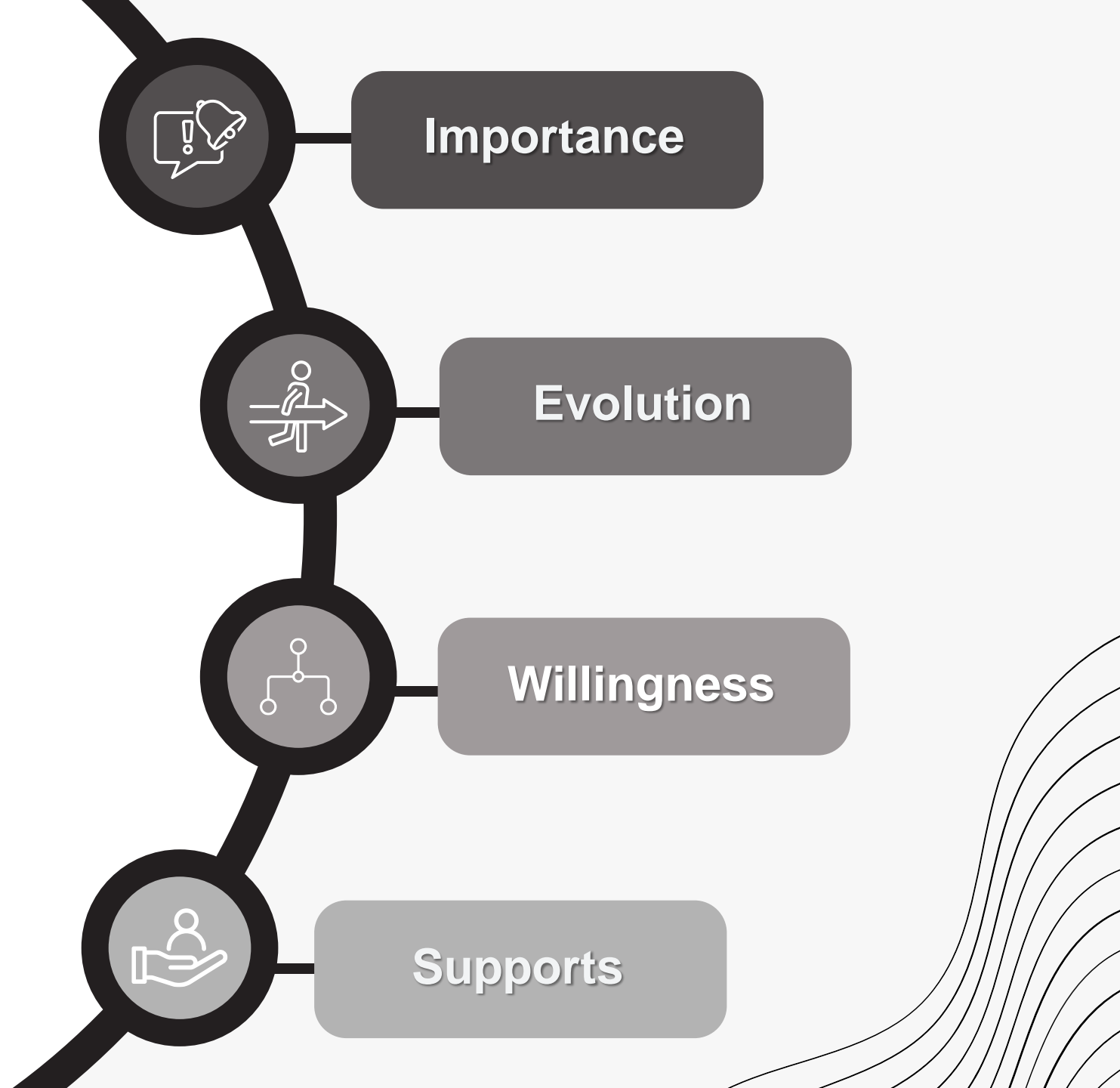
THE CONSEQUENCES

Its absence...

- creates ambiguity, variability and confusion.
- create assumptions.
- responsibility for language proficiency is “dealt with” by someone else.

BELIEFS



of leaders and French immersion teachers about language proficiency



WHAT DO THE DATA SUGGEST?

Leaders and teachers have different perceptions of teachers' language proficiency and its ongoing development.

IMPORTANCE OF LANGUAGE PROFICIENCY

ITEM		
	% LEADERS	% TEACHERS
Importance of language proficiency		
Strongly agree	65	54
Agree	29	39
	94%	93%



60% OF TEACHERS

would consider
participating if the
opportunities were...

FREE

ADAPTED TO THEIR NEEDS

DURING WORK HOURS





TEACHER PERCEPTION OF THE EVOLUTION OF THEIR LANGUAGE PROFICIENCY



53 % of teachers
feel that their
language
proficiency has
diminished or
stagnated.

ONGOING
DEVELOPMENT OF
LANGUAGE
PROFICIENCY

ITEM		
	% LEADERS	% TEACHERS
Expected outside school hours		
Strongly agree	21	20
Agree	62	15
	83%	35%

PERCEIVED RESPONSABILITIES

Perceived responsibility for the
language proficiency of
French immersion teachers
within the scope of their roles



Leaders



Teachers



WHAT **LEADERS** **SAID**

SUPERVISION & EVALUATION



“

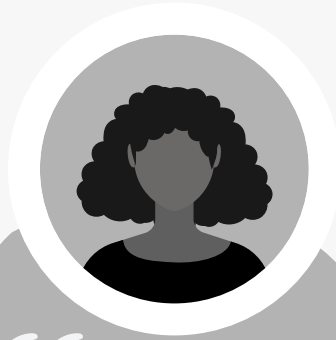
If there is a deficiency, it is my responsibility to involve others and document plans for improvement.

”

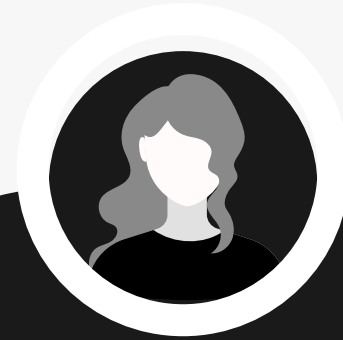
SUPERVISION & EVALUATION




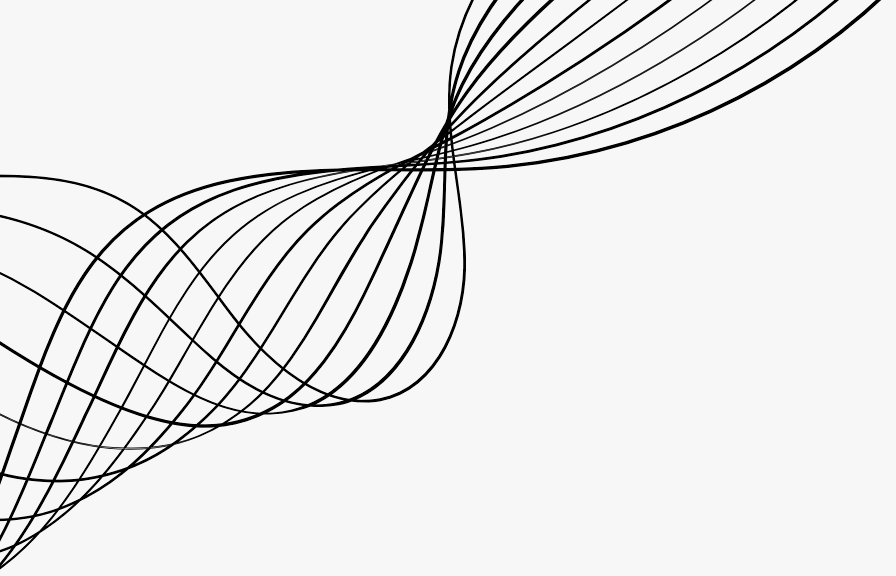
“LP is not part of the TQS so I feel it is not part of my responsibility.”



“I would hope they are vetted before coming to me.”



“Sounds like a them problem, not a me problem.”



WHAT TEACHERS SAID

Everest
Cantu

Remy
Marsh

MAINTAIN & IMPROVE



“ I have no responsibilities beyond speaking in French to my students. ”



“ I try to immerse myself in FR contexts outside the classroom - participate in a FR choir because it helps me immerse myself in FR outside school hours. ”

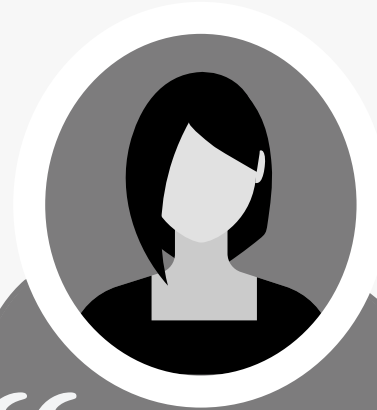
TEACHING PRACTICES



“

Adapting TLP to the level of students, accessing resources at appropriate levels, learning subject-specific vocabulary, always speaking in French, ensuring the accuracy of oral and written language, and being a language role model.

”



“

We should always be mindful that we are language models and hold ourselves to a high standard.

”

NO RESPONSIBILITY



“

My responsibilities are subject specific and therefore language proficiency is not my responsibility.

”

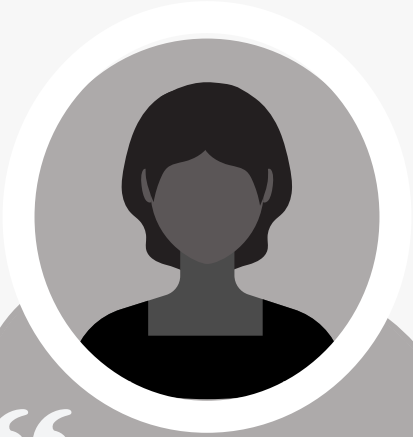


“

Responsibility for my language proficiency does not fall on me.

”

OBSTACLES



“

At the end of the day, I am so tired that I have no desire to do more work to practice my language skills.

”

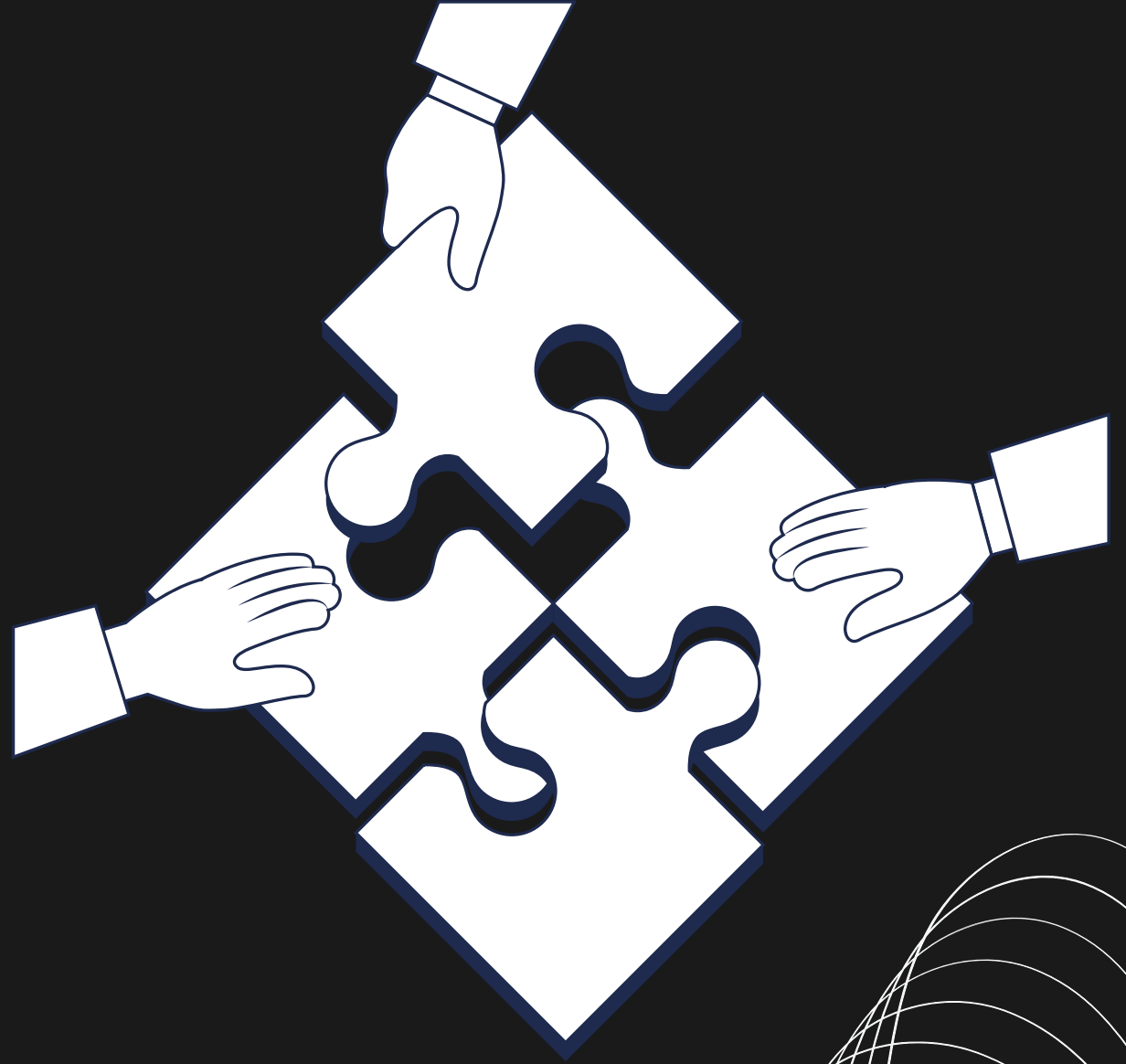


“

I have too much work as a teacher to make it [language proficiency] a priority.

”

CONCLUSIONS



We need to ensure that language proficiency requirements are consistent at every level of the education system, and that the target is clear to all.

As language proficiency evolves, teachers need opportunities to continue developing their language skills.

Because of the vital role played by language proficiency, we need to see it as a shared responsibility that is articulated and implemented consistently throughout the system.

**Thank
you!**

