

PREPARING TO PROFILE THE

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Introduction

The Canadian Association of Second Language Teachers (CASLT), the Canadian Association of Immersion Teachers (CAIT) and the Canadian Teachers' Federation (CTF) are interested in French second language (FSL) teachers' needs, and issues affecting the delivery of FSL programs throughout Canada. The mandates of these associations include an emphasis on the professional development of all teachers (CTF), and, in the case of CASLT and CAIT, FSL teachers in particular. Current information on the profile and perceived needs of FSL teachers will enable the sponsoring associations to continue to provide informed and effective support to FSL teachers across Canada.

In 2004, the Canadian Teachers' Federation (CTF) conducted a survey of teachers in French minority language schools entitled *L'école en milieu minoritaire: Le personnel enseignant face au défi de l'enseignement en milieu minoritaire*. It was prompted by the difficulty in recruiting qualified teachers for French minority language schools across Canada. CTF wanted to discover the reasons underlying this problem, with specific reference to characteristics of the minority French language teaching context. In commissioning the present research, the sponsoring associations wished to build on the 2004 study.

The literature review done for that study (LeTouzé, 2004) was organized in two parts: the first described the challenges encountered in the teaching profession in general in the 21st century, in any context; the second focused on challenges particular to French minority language teaching in Canada. The first part of the 2004 literature review is equally relevant to the present study, summarizing challenges faced by all teachers in Canada: increasing workloads, meeting the needs of special needs children and those with behaviour problems, increasing violence in our schools, the growing heterogeneity of the student population, the effective incorporation of new technologies in teaching, and the preservice and inservice needs of teachers.

The major themes of Part 2 of the earlier literature review (LeTouzé, 2004) informed our presentation of literature relevant to the FSL teaching context, including issues of teacher supply and qualifications, and the importance of maintaining and fostering the development of the French language and culture. Like LeTouzé, we also allowed themes to emerge from the research literature we reviewed.

Teacher shortages in FSL education remain acute. In Alberta, for example, where the starting age is being lowered to grade 4 for second language instruction, community members may work under the supervision of a teacher to deliver the FSL program. Distance delivery of FSL to students in remote areas and in smaller schools is also in the planning stages. In Ontario, FSL is the teaching assignment for which a high number of temporary letters of approval are issued by the College of Teachers to members of the College

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without FSL teaching qualifications. FSL teachers often leave core French teaching to work in regular classrooms, seeking what they perceive as more reasonable workloads. Sometimes, they 'move up to' immersion classrooms for the same reason. At a time of teacher shortages, we need a better, more systematic understanding of the factors that contribute to FSL teacher satisfaction or dissatisfaction if we hope to retain FSL teachers in our schools and attract new recruits.

We are writing this literature review at an interesting time in the history of FSL education in Canada. In 2003, the federal government produced a document entitled *The Next Act: New momentum for Canada's linguistic duality*. It articulates a political commitment to "double the proportion of secondary school graduates with a functional knowledge of their second official language" (p. 27) by 2013. It has helped to create a sense of urgency to improve FSL program outcomes and implement a set of initiatives to realize this ambitious goal (Department of Canadian Heritage, 2004). This puts new pressure on provincial and territorial governments, school districts and perhaps most intensely, on FSL teachers.

Throughout this literature review the emphasis is on research - what we know, and what we need to find out through the proposed teacher survey. We concentrate on studies published in the last ten years, which, we have found, tend to confirm and elaborate on findings of research carried out in the 80s and 90s. In past overviews of research on FSL, relatively little attention was given to teachers. Even now, it is surprising how little research has been done on the characteristics and needs of FSL teachers.

One exception is a recently commissioned teacher survey by the Ontario Modern Language Teachers' Association (OMLTA). Mollica, Phillips, and Smith (2005) surveyed elementary core French teachers in 69 of 72 Ontario school boards, with the help of two professional elementary teachers' associations who distributed the questionnaires. Close to 1500 teachers responded. Most were full-time core French teachers, and although a full range of years of teaching experience was reflected in the sample, the largest number (about 30%) reported having more than 20 years of FSL teaching experience. The main focus of the survey was to find out if conditions were in place "to foster excellence in the FSL learning environment" (p. 8).

What emerged from the quantitative and qualitative analyses of the OMLTA survey is echoed in many of the studies that we review below. Core French teachers in Ontario elementary schools perceive that core French is underfunded, and that their own role in the school is often seen primarily as preparation time for other teachers in the school. They feel isolated and peripheral to the schools in which they teach. They usually teach in multiple classrooms, they are excluded from staff meetings, and they are given

double supervision responsibilities in cases where they work in different schools. They feel unsupported by parents, colleagues and administrators.

We will revisit these issues as they arise in the remaining sections of this literature review, bearing in mind, of course, that the proposed survey includes FSL teachers at elementary and secondary levels, and in all FSL program types – core French, intensive French, extended French and French immersion. Our literature review has been informed by the recent study of teachers in French minority language schools conducted by CTF (Gilbert, LeTouzé, Thériault, & Landry, 2004), by the OMLTA survey and by all the studies reviewed below. The themes that arose from the research literature we have reviewed fall into four broad categories reflected in the following headings:

1. Teacher qualifications and needs
2. Resources for FSL
3. Student diversity
4. FSL teaching context

Teacher Qualifications and Needs

Included in this section are issues relating to the linguistic qualifications of FSL teachers, their knowledge of language-teaching methodologies, and in the case of content-based programs (extended French and French immersion), their knowledge of subject matter to be taught in French. We also address their inservice needs.

i) Linguistic Qualifications of FSL Teachers

In 2001-02, the Edmonton Public School Board reviewed its core French and French immersion programs “to strengthen program success and increase student enrolments” (Evaluation Plus Inc., 2002a, p. 2). Interview or questionnaire data were collected from principals, teachers, students and parents. One outcome was a list of characteristics of successful FSL programs. It was clear that teacher proficiency in the target language was a key to program success. The school board determined that core French teachers must possess an intermediate or high level of French competency, and French immersion teachers need an advanced or superior level of proficiency. At that time, most responding principals reported that all their core French teachers had intermediate level language proficiency (p. 4), while some (25%) said levels were lower among the teachers. The teachers’ ratings (self-assessments) of their own proficiency spanned the entire scale, from Beginning to Superior.

New Brunswick core French and French immersion teachers are also expected to be very proficient in French (Rehorick, 2002). As of 2001, all FSL teachers in the Anglophone school districts of New Brunswick were required to demonstrate their competence in French by taking a test and being rated relative to the New Brunswick Second Language Proficiency Scale (New Brunswick Department of Education, 2001). In terms of overall linguistic proficiency, core FSL teachers must have a minimum rating of Advanced, and French immersion teachers must have a minimum rating of Superior in order to be eligible to teach French at their respective levels.

According to provincial policy documents, FSL teachers in all program types are required to instruct their classes entirely in French.

Research by Turnbull (1999) and others (e.g., Salvatori, in progress) suggests that FSL teachers may not always be confident of their French skills, and may not always teach in the target language. There is a clear need to support FSL teachers who are trying to develop and maintain their skills in the target language. In their narrative paper, Brogden, Bernier and Pitre (2005) concur that confidence is an issue and suggest that linguistic mentorship may be one means to encourage linguistic development and the formation of a positive linguistic identity.

Along with highly developed French language skills, the FSL teacher needs an up-to-date knowledge of developments in language teaching methodologies, and in content-based programs like immersion, of specialized content knowledge in subject matters taught in French. We address each of these in the two following subsections.

ii) Knowledge of Language-Teaching Methodologies

Most provincial/ territorial departments of education encourage communicative language teaching, following the recommendations of the CASLT-sponsored National Core French Study (Leblanc, 1990).

The goals of that study were “to substantially strengthen Core French so that higher proficiency levels are reached” (p. 2). The multidimensional curriculum was to be driven by the communicative/experiential syllabus. Yet in a survey of former grade 11 core French students no longer studying FSL in grade 12, the Atlantic Provinces Education Foundation (APEF) reported that respondents wanted “improved methods of teaching” with an emphasis on speaking, more relevant themes, and opportunities for out-of-classroom contact with French (APEF, 2003, p. 18). Research on core French teachers by Turnbull (1999), Calman and Daniel (1998), Lewis (1998) and others suggests that not all teachers embrace an experiential approach to the teaching of French. This underlines a need for continuing professional development to reinforce interactive, experiential pedagogical approaches.

In discussing the reasons for the success of intensive French in Newfoundland and Labrador, Germain and Netten (2004) elicited the characteristics required of the intensive French teacher. Principals, teachers and others associated with the program (in 23 grade 6 classes) specified: flexibility in adapting to a new FSL teaching context, enthusiasm, willingness to share ideas and work cooperatively with teaching colleagues, and the ability to implement a child-centred pedagogy.

In the case of content-based programs, in the Edmonton Public School Board’s immersion review, teachers reinforced the need for an interactive, experiential approach, and spoke of the need to integrate language and grammar instruction with content (Evaluation Plus Inc., 2002b, p. 4). Best practices in the Edmonton Public Schools included English and French language arts teachers working together to plan the language arts instruction for their students, to

encourage positive transfer between the languages. In one case, aspects of the health curriculum were integrated into French language arts to provide program flexibility across the English and French curricula.

iii) Specialized Content Knowledge for Subject-Matter Instruction

A case study of six Ontario boards with extended French programs (CPF, 2004b) found that it was rare to "have teachers who are specialists in both FSL and the subjects they teach in French" (p.47). The authors stated that knowledge of French was considered to be primary, and that it was expected that teachers would learn the course content of the subjects they teach in French on their own.

In the content-based programs (extended French and French immersion), it is seen as most important for teachers to have a high level of proficiency in French, and then to be knowledgeable about L2 teaching approaches. There is little in the current literature, apart from calls for more and better materials for subject-matter teaching, that addresses the issue of the teaching of specialized subjects in extended or immersion programs. The CPF (2004a) pan-Canadian report highlights the demand for FSL teachers with qualifications in math and science. The proposed survey should explore teachers' qualifications and needs in this neglected area.

iv) Inservice Needs of Teachers

In a study sponsored by CASLT, Turnbull (2000) surveyed 74 core French professional development teacher coordinators from all over Canada and interviewed elementary and secondary core French teachers from Alberta, Ontario and New Brunswick in order to assess the needs of core French teachers. Survey results indicated that workshops and in-service meetings were the most common professional activities available to core French teacher participants. Participants reported a need for additional resources, and information on assessment and evaluation, techniques for curriculum modification, student motivation and upgrading their French language skills (p.16). A remarkable 12.3% of secondary core French teachers surveyed specified that learning more about how to use technology was their greatest professional need.

In their immersion teacher survey, Day and Shapson (1996) included questions related to the continuing education of these teachers. They also found that workshop participation was the most frequent form of professional development: over 60% had taken such workshops. Other activities that teachers considered most important were collaborative planning or teaching in the school, district or province; workshops in the district or at a conference; mini-courses or intensive courses; and inservice related to implementing a new curriculum (p. 257). In most cases, except for workshops, under one-third of respondents had experienced those forms of inservice. They reported wanting more opportunities for contact among immersion teachers.

French immersion teachers in the Edmonton Public School board also indicated a need for more professional development opportunities that can work to "strengthen the

communication network among immersion teachers at both the school and district levels" (2002b, p.4). One possible response to this need is suggested by a recent case study conducted by Muhling (2004). Muhling describes the implementation and observation of a collaborative Professional Learning Community (PLC) involving 24 French immersion teachers from three different schools located within a large urban school board in Ontario. Muhling interviewed and administered questionnaires to eight of the teachers she had observed, to elicit their views and reflections on the process and development of their PLC. The participants reported that the collaboration among French immersion teachers in the same board created a great environment for resource sharing. Teachers said they felt a lot more motivated to take part in a professional development initiative that was school-based and that took place during school hours, and many revealed that they had benefited most when they themselves were called upon to share their knowledge with their colleagues by being a workshop presenter. Such an initiative can address the frustration felt by teachers who often have to plan and participate in PD workshops on their own time and using their own money. Until we have case studies of similar initiatives, we cannot generalize about the applicability of such a model to other settings.

Tibbs (in preparation) plans an alternative, 'virtual' approach to the PLC: she plans to establish a computer network among immersion teachers in schools that differ in size and rural/urban location. She will assess in what ways teachers come to feel better supported in their teaching through regular electronic interaction with their peers.

There is some discussion in recent surveys about the professional development available to FSL teachers through sponsoring associations and publications, and through other publications and local associations. Mollica et al. (2005, p. 10) report that 24% of their respondents belong to the OMLTA, but that membership in other associations such as CAIT or CASLT is "minimal." Just over 40% of respondents read professional journals, and under half attend some type of professional development conference (almost 30% attend the OMLTA spring conference).

Recent Alberta-based reviews of both core French and immersion programs document needs for inservice on L2 pedagogy, integration of technology, and regular meetings with colleagues to discuss teaching practices and challenges (Evaluation Plus Inc., 2002a; 2002b). The authors recommend that schools subscribe to relevant professional journals and provide consultant services to FSL teachers.

Questions of access to professional development, whether through workshops, conferences, publications, websites or electronic networks remain highly relevant to our survey and to the mandates of the sponsoring associations.

The next part of this article will be published in the May issue of *Réflexions*. This entire article and references is available at the CASLT website : www.caslt.org.

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FSL TEACHER

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The article is posted in its entirety on the CASLT website, www.caslt.org.*

2. Resources for FSL

In a study sponsored by CAIT and the Department of the Secretary of State, Day and Shapson (1996) distributed a survey to 2000 French immersion teachers (representing 17% of all immersion teachers in Canada in 1992) from over 600 Canadian schools across Canada in order to gather information on their characteristics and needs. The issue that ranked highest in importance¹ was the development of curriculum and resources appropriate for immersion students. Materials for subject-matter teaching needed to be conceptually complex, but linguistically accessible. Teachers reported the need to develop strategies to mediate between the materials and the learners (pp. 262-263).

More recently, an Alberta based study (Evaluation Plus Inc., 2002b, p.11) reported similar findings. Principals, teachers, students and parents in 12 schools of the Edmonton Public School Board were interviewed. Core French and French immersion teachers reported spending their own money on resources, and spending too much time locating and translating appropriate resources². They applauded the Board for making some elementary science materials available, but expressed concern about the lack of appropriate materials for most subject areas, including mathematics and even language arts. Library resources, especially above the grade 4 level, were generally found to be inadequate. Students found the few audio-visual and technical support resources used in the classroom hard to understand, and the interactive use of computer technology was virtually nonexistent at that time³.

The most recent annual *State of FSL education in Canada Report* (CPF, 2004b) included a focus on extended French. The six school boards surveyed reported a dearth of resources that were compatible with the (initially) relatively low level of students' proficiency in French for teaching subject-matter content that may be conceptually complex a situation that is equally applicable to French immersion.

It seems that including questions related to materials for all FSL programs in the proposed survey is justified. The available data suggest that for content-based FSL programs, materials and resources remain a problematic issue.

1. Tied for first in importance was teaching French language arts in immersion.
2. With respect to core French, the OMLTA survey (Mollica et al, 2005) reports that most respondents have program-specific resources and that some perceive that insufficient funds are allocated to buying new materials.
3. According to Mollica et al.(2005), lack of access to computer technology for student use remains an area of concern. Only 54% of the surveyed French teachers have access to a computer during French and even less, 40%, have access to French software.

3. Student Diversity

For this paper's purpose, we define diversity of students narrowly. For us, the issue of diversity focuses on students who are identified as having some form(s) of exceptionality or exceptionalities which teachers are legally required to take into account. In addition, we include students who may come to Ontario from another country where neither English nor French is not the primary language. Diagnostic assessment of such students' language skills in English might result in teachers making curricular modifications and/or accommodations for such students. In this paper, we focus on students with learning exceptionalities and students who are new to Ontario from other countries and how these contextual factors might influence principals to exempt these students from taking core French.

The need to accommodate diverse students may be seen as problematic, involving program adaptations, additional staff resources, and so on, it may also be seen as advantageous. In urban Canada, an increasing number of ethnically and linguistically diverse children are involved in FSL programs⁴. Little research has been done on this phenomenon in an FSL setting; but Swain and Lapkin (2005) review three studies that suggest that immigrant children fare well in French immersion programs⁵. One qualitative study (Dagenais & Day, 1998) found that immersion teacher interviewees "viewed trilingualism as a resource, not a 'handicap'" (p. 338). In a similar vein, in the CPF mini-study of extended French in six Ontario boards of education (CPF, 2004b), one board reported a majority of students from immigrant backgrounds in its extended French program. These students were seen as successful and advantaged in learning French.

In Calman and Daniel's (1998) review of the elementary core French program in the former North York Board of Education in southern Ontario, core French teachers raised concerns about having ESL students integrated into their classes. Concern about ESL students was more prevalent in the later grades where ESL students were said to have problems integrating, participating, completing work, writing and catching up to their peers' level of French. Some teachers reported that the ESL students were withdrawn from French, a practice that may be questioned, given that on test results reported in the study, ESL students' performance

4. Taylor (in press) presents statistics for an early immersion school in southern Ontario, outside the GTA, where 33 percent of the students are trilingual. The main languages spoken in the homes of those students are Arabic, Polish and Spanish.
5. This is not an issue confined to FSL, of course; urban schools are constantly adapting to a heterogeneous student body (e.g., Chow & Cummins, 2003).

did not differ significantly from that of the mainstream students.

At the secondary level, Mady (2002) also documented the fact that sometimes ESL students are excluded from taking core French an unfortunate situation in view of their generally high motivation to do so. The six FSL teachers she interviewed did identify a need for resources to address the needs of this group, however.

The topic of inclusion embraces not only immigrant students, but also students with special needs. Germain and Netten (2004) note that in two school boards involved in their longitudinal research on intensive French, not a single student (of close to 600) dropped out of the program over the three-year period of their study. The make-up of the classes was similar to that of any regular English class, and included children with special needs. The researchers found that such children learned French and that they gained confidence from doing so.

In the OMLTA survey, one third of respondents reported receiving support from resource teachers in special education in their core French classrooms. Most participating core French teachers reported providing accommodations for their special needs students, although short teaching periods made it difficult to do so.

Most immersion teachers (62 percent) surveyed by Day and Shapson (1996) reported not having access to bilingual or francophone learning assistance in their schools. Research findings reviewed in this section are in line with CPF's (2004a) national FSL stakeholder consultations that highlight a pan-Canadian need for teacher support to address the needs of students with exceptionalities.

It is clear that issues relating to inclusion are important as classrooms grow increasingly diverse: the needs of FSL teachers in all program types with respect to integrating special needs and ESL students merit assessment in our survey.

4. Teaching Context

The literature we could locate suggests that the issue of working conditions applies mainly to elementary core French. French immersion teachers, intensive and extended French teachers generally have their own classrooms, for example, while core French teachers are frequently itinerant. Since this is a multifaceted section, we have divided it into the following subsections: funds for FSL, space for FSL, status of FSL (including the marginalization issue).

Funds for FSL

In her study of the marginalization of elementary core French teachers in Ontario (to be discussed in greater detail below), Richards (2002) reported on material marginalization in FSL (see also issue 2 above). Although the federal government provides special funds earmarked

for FSL, the perception is that these funds are often absorbed by the school district or even the school, and rarely reach the classroom. This diversion of earmarked funds leaves the FSL program chronically under-resourced. Mollica et al (2005, p. 17) also state that school boards are under no obligation to dedicate earmarked funds to FSL, and that many of their respondents reported buying resources and supplies "with their personal funds."

With respect to immersion, the Edmonton Public School Board's immersion review (Evaluation Plus, Inc., 2002b, p. 12) identified a need for more funding in the areas of resources, professional development, cultural events and marketing.

Space for FSL

The issue of appropriate space for teaching FSL arises especially in the case of core French. Mollica et al (2005) found that just over one-third of responding core French teachers assigned to a school do have their own classroom. Just under half of the participating itinerant teachers have a classroom in one of their schools. Between 50 and 60 percent of responding itinerant teachers have access to carts for their materials. About one-fifth of the respondents teach in seven or more classrooms, while one quarter of the respondents reported empty, available classrooms in their schools (p. 14).

Richards (2002) suggests that the fact that the core French teacher is often without his/her own classroom indicates that French is not taken seriously. Without classrooms, teachers are denied privacy and control over the organization of their classes (e.g., seating, class rules, board space, place for materials, French milieu-bulletin boards, word walls, and so on). Mollica et al (2005, p. 14) summarize the situation this way: "The fact of a dedicated Core French classroom [is] a direct reflection of the importance placed on the program and its teachers by local school boards and administrators."

Status of FSL

In Positioning the elementary core French teacher: An investigation of workplace marginality, Richards (2002) interviewed 21 elementary core French teachers in Ontario to discover that the majority of them viewed themselves as marginalized. Richards ascertained that this marginalization was directly connected to the teaching subject itself French. Richards posited that the structure of French in short daily instructional periods (20-40 min.) positioned the French teacher as an outsider. The result of such short contact time decreased the quality of student-teacher rapport and increased the number of teacher-pupil contacts. This problem was compounded by the need to combat negative attitudes on the part of the school and larger community. Itinerant teachers reported experiencing extra stress because they might be in two schools each day and were often given supervision duties in each school (i.e., double supervision). Given these factors, the core French teacher was often not in a position to offer extra help to students. Moreover, he/she was

6. Mady (in preparation) is currently studying the achievement of ESL students, recently arrived from other countries, in special core French classes designed for them. Usually, such students are exempted from core French, and her research will help determine what is 'best practice' with respect to these students.

7. The annual CPF reports often refer to the need for transparency in the funding of FSL programs.

not treated as an integral part of school staff.

The teacher-participants also revealed that their students considered French to be one of the least important school subjects (see also APEF, 2003). This contributed sometimes to severe misbehaviour. Often, by grades 6, 7 and 8, students demonstrate blatant contempt for French and pride themselves on breaking core French teachers down. The participants also reported that principals and parents saw French as less important than other subject areas (see also Marshall, 2002).

Finally, through her 90-minute interviews Richards discovered that core French teachers often lack parental and administrative support. Parents often fail to attend parent-teacher interviews. This lack of parental contact was perceived to encourage students to misbehave and be less accountable.

Lack of administrative support was manifested in many ways, including: excluding core French from the planning process and cross-curricular opportunities; loss of French time for other subject needs; lack of administrative responsibility for misbehaving students; excluding core French teachers from school events, meetings; and creating a perception among core French teachers that their input was not valued.

Because core French teachers are often 'invisible' and not involved in interacting regularly with others in the school community, negative stereotypes may be formed about them and FSL in general. The Mollica et al (2005) Ontario-based study records similar perceptions, though it is difficult to determine how widespread they are in the sample. Some comments from respondents also indicate considerable satisfaction with their working conditions.

The status of FSL in a school or school system may vary as a function of program type. Thus, Germain and Netten (2004) report that persons they interviewed⁹ in two school boards housing intensive French in Newfoundland and Labrador claimed that FSL had a much higher profile than it had had before the implementation of intensive French: "On souligne que le français est désormais vu comme une matière importante." (p.397) Other program formats may accomplish the same thing. Marshall (in preparation), a grade 7 core French teacher in mid-northern Ontario, is implementing compact core French, delivered in 80-minute instructional periods over half the school year. This type of program requires creative timetabling on the part of the school, and puts core French on a par with the subject(s) that are back-to-back with it. French classes are scheduled according to best teaching practice, as opposed to accommodation of teacher preparation time or other subject demands. In addition, the core French teacher is an integral part of the school staff, as s/he must work collaboratively with other staff members to determine the subjects that will be back-to-back with it, as well as the changeover dates for the two sessions. Thus, communication with other staff

members regarding the needs of the core French program is encouraged. The longer instructional periods facilitate the implementation of pedagogical strategies more closely related to those suggested in the National Core French Study (Leblanc, 1990), and permit the core French teacher to develop greater student-teacher rapport¹⁰.

It is clear that marginalization issues discussed in this section¹¹ require further exploration with a wider, more representative sample of FSL teachers from across the country.

Conclusion

The goal of this literature review is to inform a national survey of FSL teachers in all FSL program types. This summary of past research profiling FSL teachers' characteristics and needs is valuable in designing the planned survey instrument. It provides a data-driven rationale for key questions to be addressed in the survey.

The literature review builds on a CTF-sponsored survey of French minority language teachers across Canada conducted in 2004. Taking the pulse of the FSL teacher in Canada in 2006 is a timely exercise; ideally the findings of our survey will contribute to realizing the federal government's goal of doubling the number of functionally bilingual young Canadians by 2013. Without an enthusiastic and competent corps of teachers FSL programs cannot be implemented successfully.

The main challenges faced by the FSL teacher in Canada as discussed in this paper are presented in the attached summary table (next page).



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8. Persons interviewed included Department of Education personnel, school board administrators, French consultants, teachers and principals in schools with intensive French, and others.

9. The claims made in the last part of this paragraph are from Pam Marshall, personal communication.

10. Many of the issues reviewed here are recurring themes whenever FSL teachers have the opportunity to discuss their working conditions. For example, in the case of core French teachers, all of the themes discussed above were raised in focus group sessions facilitated by CASLT (n.d.)

DRAFT Summary Table: Challenges faced by the FSL Teacher in Canada

General Challenges: Applicable to all FSL Teachers	<ul style="list-style-type: none"> • Meeting high expectations in terms of a high level of proficiency in French, excellence in teaching, and knowledge of experiential, interactive L2 teaching strategies /approaches • Need to integrate technology • Need for richer, appropriate library resources in French • Need for professional development tailored to specific FSL programs • Need for remedial assistance for special needs students in French • Need for inservice to address the integration of ESL students • Need for networking with other FSL teachers
Specific Challenges: Core French Teachers	<ul style="list-style-type: none"> • Under-allocation of funds to the core French program • Relatively low status of FSL; marginalization of the core French teacher • Lack of designated FSL classrooms • Lack of administrative support • Need to interact with multiple classes, sets of parents; sometimes need to interact with two school administrations and staffs • Additional supervision duties
Intensive French Teachers	<ul style="list-style-type: none"> • Need to collaborate with teaching colleagues and implement a child-centred pedagogy
Extended French and French Immersion Teachers	<ul style="list-style-type: none"> • Underfunding for materials and resources • Qualifications to teach content in the French language • Need to integrate language and content teaching • Need for conceptually complex and linguistically accessible materials; • Need for time to translate and adapt materials • Need to collaborate with English language teachers to maximize positive transfer of skills