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## Questionnaire du sondage (anglais)

ACPI – Canada-wide Consultation - Introduction to the survey

PLEASE NOTE – If you work in French immersion as a teacher, a resource teacher, an education consultant, a coach, a special education teacher, a remedial teacher, a member of management/school administration, a consultant, a college or university professor, or as a representative of a department of education: this survey is intended for YOU!

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Hello,

The ACPI team is proud to count you among its community of French immersion members and professionals working in French immersion programs offered across the country.

This online survey is the start of a broad pan-Canadian consultation that has the following aims:

- to get to know you,
- to identify your needs,
- and to better support you in your everyday teaching practices.

It will only take 15 to 20 minutes to complete the survey but your contribution is of the utmost importance. Your responses to this survey will help us reach out to our members and to provincial and territorial stakeholders in order to:

- create their profiles,
- identify their challenges,
- and target specific issues in French immersion in Canada.

This consultation is a major project that will certainly allow us to surpass ourselves and to maximize the contributions ACPI can make to your daily professional work!

Your participation allows us to keep moving forward and to foster continued growth! Rest assured that your answers will be kept strictly confidential.

Thank you for taking a moment to answer our questions. In recognition, prizes will be awarded in a random draw amongst those who have provided their email address at the end of the survey!

Lesley Doell, President

Chantal Bourbonnais, Director General

Language and culture

1. What is your mother tongue?
  - French
  - English
  - Aboriginal
  - Arabic
  - Bengali
  - Cantonese
  - Chinese
  - Creole
  - Greek
  - Hindi
  - Italian
  - Mandarin
  - Persian
  - Polish
  - Portuguese
  - Punjabi
  - Spanish
  - Tagalog
  - Other
2. What is the last degree you received?
  - Diploma of College Studies
  - Bachelor Degree
  - Masters Degree
  - Doctorate Degree
  - Other (please identify)
3. What is your language of schooling in the context of your post-secondary studies in education?
  - French
  - English
  - Bilingual (French and English )
  - Other (please identify)
4. What is your self-assessment of your language skills in oral French/conversation?
  - Very limited
  - Limited
  - Fluent
  - Very fluent
5. What is your self-assessment of your language skills in French comprehension/reading?
  - Very limited
  - Limited
  - Fluent
  - Very fluent
6. What is your self-assessment of your language skills in written French/essay writing ?
  - Very limited
  - Limited
  - Fluent

- Very fluent
7. If you had to identify yourself with a linguistic group, would you say that you are mainly:
- Acadian
  - Anglophone
  - Bicultural
  - Bilingual French dominant
  - Bilingual English dominant
  - French Canadian
  - Francophone (e.g., francophone Yukoner)
  - Francophile
  - Francophone
  - Francophone from another country
  - Quebecker
8. In the last three (3) months, how often did you choose French-language cultural products (for example, film, song, reading, theater, magazine, artist's web page, etc.)
- Every day
  - One to five times a week
  - One to five times a month
  - One to five times a year
  - Never
9. What would you say if you were offered the chance to improve your French language skills?
- Yes, I would like to improve my French skills.
  - I might consider improving my French skills.
  - No, I'm not interested in improving my French skills.

#### Skills development – No

10. You answered the previous question in the negative. What are your reasons for not wishing to improve your French skills? (check all answers that apply to your situation)
- I am perfectly fluent in French as it is my first language.
  - I am already fluent in French and my skills are up-to-date.
  - I don't have access to an interesting professional development opportunity.
  - I don't have enough time.
  - I have already participated in all professional development opportunities offered in my area.
  - Nothing motivates me to do so at this time.
  - My employer does not recognize professional development activities.
  - Other (please specify)

#### Skills development – Yes

11. If you had the chance, what aspect of your language skills would you like to improve?
- Oral French and conversation
  - Written French and editing
  - French comprehension and reading skills

#### Context, needs and resources

12. How would you rate the availability of teaching resources specifically related to French immersion?

- Available
- Available enough
- Limited availability
- Not available

13. What is your overall perception of the quality of teaching resources presently available that are specifically related to French immersion?

- Very high
- High enough
- Quite poor
- Very poor

14. What are the 3 types of professional resources for French immersion that you would most need? Please prioritize your choices from first to third in importance.

First in importance

Second in importance

Third in importance

- Related to children in difficulty
- Related to a specific subject matter (mathematics, social studies, etc.)
- Related to the development of specific skills
- Related to identity building
- Related to the integration of immigrant students
- Related to authentic experiences with the francophone community
- Related to professional reading
- Other (Please specify)

15. What format do you prefer for a course, for professional development or for training?

- Being present (in a class or a group)
- Online
- Other (Please specify)

16. In the list below, check the 3 ways you prefer to deepen your practice as a French immersion professional? Please prioritize your choices from first to third in importance.

First in importance

Second in importance

Third in importance

- Twinning activities (peer coaching, exchanges, mentoring)
- Professional development activities (conferences, meetings, educational forums)
- Practical workshops in my community
- Articles and readings
- University courses (physically present or online)
- Professional development and refresher training (language skills or other elements)
- Professional Portfolio
- Other (Please specify)

17. To what extent do you agree with the following statement? "I have access to enough information and resources to support me in my French immersion professional roles."

- Agree
- Somewhat agree

- Little agreement
  - Disagree
18. To what extent do you agree with the following statement? "I feel that I am part of a French immersion professional network."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree
19. To what extent do you agree with the following statement? "I am well aware of research results and pedagogical progress in the area of French immersion."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree
20. To what extent do you agree with the following statement? "I have access to opportunities for sharing best practices with a view to enhancing French immersion pedagogy in Canada."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree
21. To what extent do you agree with the following statement? "As a French immersion professional, I generally feel supported by my colleagues."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree
22. To what extent do you agree with the following statement? "As a French immersion professional, I generally feel that my superior supports me."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree
23. To what extent do you agree with the following statement? "As a French immersion professional, I generally feel that I am supported by the parents or by the community."
- Agree
  - Somewhat agree
  - Little agreement
  - Disagree

#### Challenges and issues

24. What are the challenges you regularly face in your everyday professional life? (check all answers that apply to your situation)
- Difficulty managing the increasing demands of the work environment

- Lack of resources and tools to address the unique challenges of the immersion context
- Lack of time
- Lack of certification for immersion professionals
- Students' lack of confidence with respect to developing their French skills
- Lack of technological tools
- Few opportunities to develop your skills or to exchange best practices
- Little guidance or support from your school board
- Little recognition from the community and the parents
- Little value attached to the acquisition of French
- Rare authentic experiences with the Francophone community
- Other (please specify)

25. According to you, what are the key issues in French immersion? (check all answers that apply)

- Welcoming immigrant populations
- Difficulty in developing a distinct French immersion teacher identity
- Management of immersion programs by Anglophone school boards
- Growing assimilation threats
- Departments of education more concerned about French schools than about immersion programs
- Teachers' language level skills and cultural competence
- Lack of teachers
- Lack of current research on immersion pedagogy and its unique elements
- Perception that the French immersion program is being diluted in the high schools
- Few post-secondary immersion programs
- Other (please specify)

26. According to you, what are the 3 main problems experienced at work that concern you for the future of French immersion? Please prioritize them from one to three according to their importance.

First importance

Second importance

Third importance

- Limited access to quality resources in French
- Relaxation of criteria for admission to French immersion programs
- Language skills of certain professional immersion colleagues
- Rapid growth of immersion programs
- Inequality between the English program and the immersion program (class composition, collaboration, field trips, etc.)
- Perception of elitism connected to the French immersion program
- Student loss of language skills maintenance after high school (post-secondary offerings, activities in French, training sessions, summer jobs, etc.)
- Lack of confidence and of a sense of competence in French on the part of students from immersion programs
- Other (please specify)

27. What are the 3 main strengths of today's immersion programs that reassure you for the future? Please prioritize them from one to three according to their importance.

### First importance

### Second importance

### Third importance

- Increasing value of bilingualism in Canadian families will lead to a high demand for immersion programs.
- Some organizations, such as ACPI, help bring together all immersion professionals to enrich their skills.
- Growing demand for collaboration projects and for French exchanges
- Relevant research being carried out in French immersion
- Production and distribution of innovative tools to support teaching and the acquisition of French in immersion
- French immersion programs increasingly adapted to student reality
- French immersion programs respond to the education requirements of the 21<sup>st</sup> century.
- International recognition of Canadian expertise in immersion

### ACPI

28. How did you first hear about ACPI?

- Conference
- Promotional email
- Promotional flyer (postcard, brochure, etc.)
- Newsletter (ACPI bulletin)
- Kiosk or presence of the team at an event
- Social media (Facebook and Twitter)
- Initial training program
- Advertising (radio, newspapers, online)
- Website
- Referred by a friend, a colleague or a member of the family
- I don't know ACPI
- Other (please specify)

29. Are you an ACPI member?

- YES. I am a member and I receive the Journal de l'immersion, printed three (3) times per year.
- I DON'T KNOW. I think I'm a member but I don't receive or no longer receive the Journal de l'immersion, printed three (3) times a year.
- NO. I am not a member.

### ACPI's contribution

30. Why is it that you are not a member of ACPI?

- I have access to all the resources without having to be a member
- I forgot to renew my membership
- I didn't know it was possible to become a member
- I am new to the profession
- The membership fee of \$45/year or \$65/2years is too high
- The minimal benefits of membership
- My school board doesn't pay my membership
- Other (please specify)

31. What are the 3 main factors that could encourage you to become an ACPI member?  
Please prioritize from first to third in importance

First in importance

Second in importance

Third in importance

- Increase the number of benefits offered to members
- Offer me multiple discounts (for example, when purchasing books, attending a conference, registering for a professional development session, etc.)
- Offer me a two or five year membership at a preferential rate
- Provide better services
- Organize more local events
- Publish the Journal de l'immersion more often
- I don't know
- Other (please specify)

32. In your opinion, what are the 3 main roles ACPI plays today? Please prioritize from first to third in importance.

First in importance

Second in importance

Third in importance

- Create opportunities for exchanges and for get-togethers with the country's Francophones
- Facilitate recruitment and job searches for French immersion professionals
- Provide grants to support French immersion-related projects and research funding
- Guide immersion pedagogy in the country
- Produce teaching resources
- Offer training opportunities, skills development and an annual conference
- Publish an immersion journal and information bulletins
- Other (please specify)

33. In your opinion, what are the 3 main roles ACPI should play in the future? Please prioritize from first to third in importance.

First in importance

Second in importance

Third in importance

- Create opportunities for exchanges and for gatherings with the country's Francophones
- Facilitate recruitment and job searching for French immersion professionals
- Provide grants to support French immersion-related projects and to fund research
- Influence immersion pedagogy in the country
- Produce pedagogical resources
- Offer opportunities for training, developing competencies, and an annual conference
- Publish an immersion journal and information bulletins
- Other (please specify)

34. What ACPI services or tools do you use in your activities as immersion professionals?  
(check all answers that apply)

- Activities bank (worksheets designed by and for immersion classes)
- Capsules Orales
- Contest (Immersion clip)

- Annual conference
  - Forums (for new teachers, pedagogical, for administrators)
  - ACPI Summer Institute
  - Journal de l'immersion
  - Journées ACPI-Ici
  - Mentoring Program (intergenerational and intercultural)
  - Reference tool for oral and written skills (Référentiels de compétences orales et à l'écrit)
  - Information on the Diplôme d'études en langue française (DELF) and on the symposium
  - Virtual directory of ACPI's pedagogical resources
35. If you had any advice to give to ACPI to ensure it remains relevant, what would it be?
- Increase online services, remote support and virtual exchange opportunities
  - Increase opportunities for exchanging ideas with provincial/territorial immersion decision-making players (departments of education, unions, professional associations, etc.)
  - Increase efforts to encourage post-secondary institutions to develop course offerings adapted to students coming from French immersion
  - Increase the supply of resources to support immersion (methods and tools)
  - Increase the frequency of dissemination of knowledge and research about immersion
  - Increase the professional development opportunities for immersion professionals
  - Other (please specify)
36. Do you have any other comments to share with us about ACPI?

#### Profile of Respondents

37. In what province or territory is your workplace located?
38. What is your gender??
- Woman
  - Man
  - Other (please specify)
39. To what age group do you belong?
- 20 and under
  - 21 to 30
  - 31 to 40
  - 41 to 50
  - 51 to 60
  - 61 and over
40. For how many years have you been working in the teaching profession?
- 0 to 4 years
  - 5 to 9 years
  - 10 to 14 years
  - 15 to 19 years
  - 20 to 24 years
  - 25 to 29 years
  - 30 years and more
41. What type of immersion professional are you?
- Coach
  - Guidance counsellor

- Consultant
- Special education teacher
- Elementary/primary teacher
- High school teacher
- Resource teacher
- Management/school administration
- Remedial teacher
- College or university professor
- Ministerial representative
- Other (please specify)

#### Perceptions of teaching

42. As a teacher (or as teachers), in what specific subject areas would you need tools?  
(check all answers that apply)

- Arts (visual arts, music, dance, theatre, etc.)
- Physical education and health
- Ethics and religion
- French comprehension/reading
- French comprehension/oral
- Written French
- Geography
- History
- Mathematics
- Sciences (chemistry, physics, biology, etc.)
- Technology and computer science
- All these responses
- None of these responses
- Other (please specify)

43. As a teacher, what are the 3 types of tools you would need the most in order to support you in the classroom? Please prioritize your choices from first to third in importance.

First in importance

Second in importance

Third in importance

- In support of my profession
- For my students
- To diversify my teaching
- For classroom management
- For the evaluation of learning
- To inspire me to provide authentic learning
- To allow my class to network with other classes
- To enrich the subjects taught
- To interact with parents
- To manage my emotions
- To integrate technologies in the classroom
- Other (please specify)

44. Do you use technology in your teaching? (for example, tablets, applications, Internet, etc.)

- YES
- NO

45. Do you have the impression that it is difficult to fill teaching positions in your workplace?

- YES
- NO

Difficulty in recruitment factor

46. . To what factor in particular do you attribute the difficulty in filling positions in your workplace?

- Exodus of workers to a larger city
- Lack of qualified teachers
- Lack of experienced candidates
- New teachers leaving the profession
- Rather negative reputation of our school/school board
- Other (please specify)

Thank you for your participation

We thank you for having taken the time to respond to our questionnaire. Your contribution is extremely important and will directly contribute to the production and dissemination of knowledge with a view to improving French immersion in Canada.

Follow our news feed in the coming weeks. We will soon begin a cross-country tour that will bring us to a site near you!

We look forward to welcoming you to that event!

Lesley Doell, President

Chantal Bourbonnais, Director General

