



**Grande Prairie
Public School
Division**

AP 213 Appendix A: Staffing for Specialized Second Language Teaching Positions

Guidelines, Processes, Interview Questions

- French Immersion
- Late Entry Immersion
- French as a Second Language (Core French)

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APPENDIX 1

Considerations For Interviewing Of Prospective French Second Language Staff

1. One of the most significant areas to consider when interviewing prospective French Second language candidates is their philosophy of second language learning. During the interview process, ask them to talk about their assumptions with respect to learning a second language in an immersion or a Core French Context.

The candidate's assumptions should include the following:

- All students have the ability to learn a second language provided they are given the time and support to do so. French is NOT an elitist program for only the top academic students.
- Learners learn their second language much like they learn their first language. As a result, they must actively participate (action-oriented approach) in language rich activities that are meaningful to them. Language should not be used as an end in itself, but as a way to interact with others and accomplish tasks.
- Learners have to be given many opportunities to communicate. Priority should be given to the message before the form.
- Learners may have to hear and say a new word or sentence structure many times (18-25 is suggested in research) BEFORE including it in their repertoire.
- Learners need to be exposed to different French speakers so they may become familiar with different voices, accents, sentence structures, vocabulary and cultural contexts.
- Learners must be exposed to a variety of authentic learning situations.
- Language learning occurs best when a variety of strategies are used in the classroom and the school.
- Individuals working with students MUST possess strong second language skills and must be able to effectively communicate in order to teach students.

2. Ask candidates to describe their approach to second language teaching in a French setting.

The candidates responses regarding their teaching MUST correspond with the assumptions made about second language learning. For example, if the candidate states that learners require several exposures to a word or sentence before incorporating it into his/her repertoire, then the planned learning environment MUST reflect this need.

3. What is the candidate's understanding of and training in second language teaching methodology?

Second language teachers must contribute to the students' French language development (skills) while teaching content (knowledge). Be sure you have a solid demonstration of the candidate's understanding of the pedagogical approach used in second language instruction.

In an immersion context, strategic planned language teaching must occur in ALL subject areas at ALL grade levels taught throughout the French Immersion program.

4. What are the candidate's French language proficiency skills?

Because French immersion teachers serve as models for students, they should have an excellent command of the language in which they will be teaching (French or English) and working knowledge of the other language. (Since all second language teachers are first and foremost teachers of the French language, it is imperative that those hiring clearly know the candidate's French language proficiency (oral comprehension, oral production, written comprehension and written production). The candidate must possess stronger language proficiency skills than those of the students they will be teaching. The language proficiency and expertise expected of the candidate must align with the grade level and subject area to be taught. For example, a Core French teacher teaching in an elementary school does not require the same level of French language proficiency nor the expertise to teach other subjects in the target language as a secondary French Immersion teacher would require. **In order to assess the overall French proficiency levels of the candidate, there MUST be a bilingual interviewer with excellent native or native-like French language skills as part of the interview panel.

5. What is the candidate's area of expertise or specialization?

While second language teachers must have excellent French language skills and second language teaching methodologies, teachers must also be able to teach the knowledge, skills and attitudes in their required areas of study. It is important to remember that the candidate's subject-specific language proficiency will most likely be enhanced if he/she developed their subject expertise in French. For example, a French-speaking biology teacher who studied biology in English may not have the language required to teach the concepts and vocabulary in French to his/her students.

6. Does the candidate possess additional skills or have a clearly defined strength in a passion area?

Since successful second language programs often have availability of other curricular and extracurricular offerings, it is of benefit to the students, school and program, to hire individuals who may have additional skills in areas such as academic support, music, drama, physical education. In dual-track schools, it is also of benefit to hire fully bilingual individuals who may, if required, teach a subject area with relative ease in both languages. This may help facilitate the scheduling of a quality French program for all students within the school.

7. What are the candidate's previous work experiences?

Successful second language teaching experience is highly valued. One cannot assume that candidates who have had experiences teaching French as a first language will automatically be successful teaching in French Immersion or Core French contexts where French is the second language of instruction. Careful attention must be given to previous work experience contexts.

8. What is the candidate's understanding of the challenges of teaching in French and how does he/she intend to cope with these challenges?

Candidates should be aware of the challenges that may exist in teaching a second language:

- Resources (books, assessment tools, videos, posters, audio recordings, computer programs, human resources) may not be as readily available as in English.

- Services in the French language (tours, field trips, guest speakers) are not always available in French.
- Parent volunteers with French language proficiency may not be as numerous as in the English program.
- School communication, depending on the school context (French Immersion vs. Dual-track) may need to be in English. If the candidate is not highly proficient in English, he/she may require additional supports with communication, parent/teacher interviews etc...

9. What is the candidate's understanding of the target clientele for the various second language programs?

Depending on the structure of the program, teachers may find they are working with a wide range of students. Some students may be highly motivated to learn a second language while others may feel forced to learn a second language. Having a clear understanding of each program and how it is structured will assist with deeper understanding of the target clientele.

10. What is the candidate's potential contribution to the success of the school?

Determine how the candidate might contribute in the following areas:

- assisting with the extra-curricular programs
- promoting the French programs in the school, Division and community
- representing the school on committees at the Division, provincial and national level
- assuming leadership for a particular area
- promoting the French culture in the school, Division and community

11. Ask the candidate how he/she addresses students who exhibit social problems in his/her classroom and during other school activities.

No school or program (including second language programs) can ignore the social and psychological needs of the socially marginalized student. Does the candidate speak about early intervention in the case of these students?

12. What are the candidate's long term and short term career plans?

Recruitment and retention of second language teachers is a major challenge for many school jurisdictions. The shortage of these highly specialized individuals makes it easier for them to move around. In order to address this, the interviewer should be able to clearly explain the school and Division vision for French language programming and provide an overview of all support systems available as well as the strategies in place to support teachers.

In GPPSD, interviewers should speak to candidates about the following supports:

- Mentorship program, Beginning Teachers` Conference, French Language Resource Center, Division French Coordinator, Instructional Coaches

13. What are the candidate's lifelong goals for maintaining and/or improving his/her French language proficiency?

A candidate without a clear plan for maintaining or improving his/her proficiency raises immediate red flags. Since Alberta is an English speaking province, French teachers may express a need to immerse themselves in a rich French environment in order to maintain a high level of French language proficiency. Administrators need to be familiar with bursaries,

professional development opportunities, technology leadership training, personal development courses etc...) and should share this information with newly recruited teachers.

14. What is the candidate's written language proficiency? (the oral competencies can be determined by conducting at least part of the interview in French)

The candidate should be expected to answer a written interview question in French. A member of the interview panel may be asked to assist in the assessment of the written response if the administrator is not bilingual. Samples of written interview questions are provided below.

These questions may be given to the candidate to complete approximately 30 minutes prior to the formal interview or following the formal interview process. The candidate should not complete the written questions in front of the interview panel.

« Que feriez-vous afin d'encourager l'apprenant en langue seconde de continuer son développement langagier? Que faites-vous concrètement pour continuer votre propre développement langagier? «

« Décrivez l'approche que vous utiliseriez pour enseigner la culture dans un programme de langue seconde?

FORM 213-1 Candidate Check List

LAST NAME: _____ FIRST NAME: _____

DATE OF INTERVIEW: _____

NAMES OF INTERVIEWERS/POSITION:

_____	_____
_____	_____
_____	_____

Language Acquisition Process:

First language: _____

Grew up bilingually: Yes No Other

Second language courses:

- High school courses in French: _____
- Post-secondary courses in French: _____

Immersion courses:

- K-12 School _____ years
- Post-secondary _____ years

Study or Work abroad: Where: _____ How long: _____

Second Language Methodology and/or Theory Course Work

Yes No

Courses:

DELFD/DALF

Yes No

Level: A1 A2 B1 B2 C1 C2

Other Language Credentials: _____

Language Proficiency Levels: _____

FORM 213-2 Division Expected Language Proficiency Levels

Name of Candidate: _____

Date: _____

DIVISION EXPECTED PROFICIENCY LEVELS

LEVEL 1 Lack of proficiency

- Speech is halting.
- Vocabulary is very basic, repetitive and error laden.
- Several grammatical errors although some simple sentences are correct.
- Accent, pronunciation and intonation are poor.

LEVEL 2 Core French Elementary Only (Level A2 or higher)

- Speech is generally hesitant.
- Message is communicated with much repetition and rephrasing.
- Grammar is generally correct however there are still errors.
- Is able to hold basic conversations but cannot discuss topic requiring specialized vocabulary.
- Errors in pronunciation and accent do not interfere with comprehension.

LEVEL 3 Core French Secondary or Lower (Level B1 or higher)

- Can connect phrases in a simple way in order to describe experiences, events, dreams, hopes and ambitions.
- Can provide explanations and opinions.
- Can write simple connected text on topics that are familiar or of personal interest.
- Pronunciation is clear though not native like.

LEVEL 4 French Immersion Elementary or Lower (Level B2 or higher)

- Can understand extended speech and follow lines of argument provided the topic is reasonably familiar.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers possible.
- Can present clear, detailed descriptions on a wide range of subjects related to a field of interest.
- Can write, clear, detailed text on a wide range of subjects related to interests.

LEVEL 5 French Immersion Secondary or Lower (Level C1 or higher)

- Speech and writing are fluent and primarily free of grammatical errors.
- Speech is equivalent to that of a native speaker.
- Vocabulary is broad and level of language is always appropriate to the audience.

Potential hires should be required to:

- ✓ -demonstrate sound pedagogical practices
- ✓ -demonstrate oral proficiency (part or all of the interview should take place in French)
- ✓ -demonstrate written proficiency (for immersion candidates only)
- ✓ -have some training in the linguistic acquisition process

***The candidate may have a DELF certificate*

The following questions are to be added to our base Division questions around community, assessment practices etc. to provide a stronger picture of the candidate's suitability as a French teacher.

FORM 213-3 Interview Questions for French Second Language Teacher (Core French, French Immersion)

Name of Candidate: _____ Date: _____

1. What is your knowledge of the pedagogy and methodology of teaching French as a second language?

Quelles connaissances avez-vous sur la pédagogie et la méthodologie de l'enseignement du français en tant que langue seconde? Pouvez-vous les expliquer?

**Candidate responses should include some or all of the following:

- active learning strategies

2. What do you know about the goals of the French program? What is your philosophy with respect to learning a second language?

Que savez-vous sur les buts/objectifs du programme de français? Quelle est votre philosophie sur l'apprentissage d'une langue seconde/du français en immersion?

Check those that apply:

- All students have the ability to learn a second language provided they are given the time and support to do so. French is NOT an elitist program for only the top academic students.
- Learners learn their second language much like they learn their first language. As a result, they must actively participate in language rich activities that are meaningful to them.
- Learners have to be given many opportunities to communicate. Priority should be given to the message before the form.
- Learners may have to hear and say a new word or sentence structure many times (18-25 is suggested in research) BEFORE including it in the repertoire.
- Learners need to be exposed to different French speakers so they may become familiar with different voices, accents, sentence structures, vocabulary and cultural contexts.
- Learners must be exposed to a variety of authentic learning situations.
- Language learning occurs best when a variety of strategies are used in the classroom and the school.

- Individuals working with students **MUST** possess strong second language skills and must be able to effectively communicate in order to teach students.
- Other: _____
-
-
-

3. Do you think that French Language education is for everyone? Why?

Pensez-vous que l'éducation française est pour tout le monde? Pourquoi?

4. What do you do to reflect a positive attitude towards French language programs?

Comment présentez/démontrez-vous une attitude positive dans l'enseignement du français?

5. How would you teach the French culture in your classroom? Please provide some concrete examples.

Comment enseigneriez-vous la culture francophone/française dans vos cours? Pouvez-vous nous donner des exemples concrets.

6. How do you assess your students with their oral French? With their written French?

Comment évaluez-vous les compétences orales et écrites de vos élèves?

7. How do you see your role with parents? How can they help your students if they don't speak French?

Comment percevez-vous votre rôle vis-à-vis des parents? Comment peuvent-ils aider vos élèves s'ils ne parlent pas français?

8. What do you do to professionally develop yourself in learning more about teaching strategies in French?

Que faites-vous professionnellement pour apprendre de nouvelles stratégies d'enseignement en français?

FORM 213-4 Questions Specific to French Immersion

- 1. How do you deal with a student who constantly speaks English in your class? Is it possible to only speak French in French Immersion?**
Que feriez-vous si vous aviez un élève qui parlait constamment en anglais dans votre classe? Est-il possible de parler uniquement en français en classe d'immersion française?

- 2. Our school Division practices inclusion therefore any classroom could have a wide range of student abilities. Please provide examples of how you differentiated for students of different abilities in your French Immersion class?**
Notre conseil scolaire est inclusif. Pouvez-vous nous donner des exemples concrets de comment vous différencier l'enseignement pour vos élèves en immersion?

- 3. What role do you think the administration should have in providing a good quality French Immersion program?**
Quel est, selon vous, le rôle de l'administration afin de promouvoir un programme de qualité en immersion?

GENERAL TEACHER INTERVIEW QUESTIONS

NAME: _____

DATE: _____

I. INTRODUCTION

- a. Describe Position –

II. GENERAL

- a. Describe the qualifications that you think prepare you for this position.

- b. If we talked to your references, what would they tell us is a professional strength? What would they say should be an area of professional growth?

- c. When you start a new teaching position, what specific actions do you take to develop relationships with your students?

- d. What kinds of things have you done in the past to help students who were struggling with **MOTIVATION** in ?? classes?

III. SUBJECT-SPECIFIC

- a. Tell us a little of what you know of the Alberta curriculum for ???.

- b.** How do you evaluate student progress in ?? classes? Communicate progress to students? To parents?

- c.** What role does your planning play in motivating/fostering ??? in your students? In the ultimate success of students in your class? What is success?

- d.** What does LEARNING look like in your class? What evidence will we see when we walk into your classroom? What characteristics did your students display in previous assignments/student teaching?

- e.** If we asked parents of previous students, how would they describe your classes?

- f.** How would ex-students describe the atmosphere in your class?

g. What types of classroom management issues are most common in the classroom?

h. What are the rules re: student behaviour in your classroom? How do you develop/communicate them to students?

i. What gives you the most satisfaction as a teacher?