

Self-Assessment

Most FSL teachers in Canada learned French as a second language,⁹ meaning they have invested considerable time and effort to develop proficiency in French to levels strong enough to consider FSL teaching as a career. As such, their personal perspective on their abilities in using the French language can complement assessment ratings conducted by others.

A self-assessment tool serves several purposes and can complement the proficiency evaluation conducted using a rubric. For example, self-assessment:

- compels applicants to think about the different French language skills needed for teaching and to reflect on their level of proficiency in those skills.
- provides an important perspective on the applicant's evaluation of their own proficiency and confidence as French speakers.
- serves as a prompt for discussion during an interview or during the development of language development plans after hiring.
- can provide a comparison between the expected language skills needed for a job as communicated on the district website, and an applicant's confidence in pursuing an application.
- results, when aggregated results from several applicants, can inform professional learning opportunities designed to support French-language development.

Using a Self-Assessment

The self-assessment in this Toolkit is based on the work of Faez and Karas (2021)¹⁰. Applicants' self-assessment results of their language proficiency offer important assessment information and offers several potential benefits:

- Results of self-assessment can improve credibility of decision-making when coupled with language assessment results obtained during an interview or elsewhere;
- Conversely, discrepancies between results on self-assessments and other proficiency assessments, (e.g., external assessments or those conducted during an interview), can prompt evaluators to (re)consider the relative weighting of both assessment types in meeting their assessment goals; and,
- Self-assessment results can be used along with other assessment results to inform language development plans.

9 Bayliss, D. & Vignola, M.-J. (2007). Training Non-native Second Language Teachers: The Case of Anglophone FSL Teacher Candidates. *The Canadian Modern Language Review*, 63(3), 371-398.

10 For details, see Karas, M., & Faez, F. (2021). Self-efficacy of English language teachers in Ontario: The impact of language proficiency, teaching qualifications, linguistic identity, and teaching experience. *The Canadian Modern Language Review*, 77(2), 110-128.

Teachers' Self-Rating of Oral Language Skills needed in FSL classrooms

LANGUAGE SKILL FOR TEACHING FSL	LEVEL 1 WITH LITTLE CONFIDENCE	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5 WITH MUCH CONFIDENCE
I can use French as the medium of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French for a wide range of classroom functions (e.g., giving instructions, motivating students, resolving conflicts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to provide spoken feedback in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to provide written feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can model French typically used by francophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to re-explain ideas using simpler/different vocabulary based on students' understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose written or oral learning materials that my students will understand independently or with appropriate support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use/appreciate students' knowledge of other languages to help them understand French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know enough about French-Canadian culture to integrate this knowledge into curriculum (e.g., Franco-ontarian, Acadian).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use French to communicate with French-speaking colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Auto-évaluation des compétences linguistiques orales nécessaires pour les enseignants de classes FLS

COMPÉTENCES LINGUISTIQUES POUR L'ENSEIGNEMENT DU FLS	NIVEAU 1 PEU DE CONFIANCE	NIVEAU 2	NIVEAU 3	NIVEAU 4	NIVEAU 5 BEAUCOUP DE CONFIANCE
Je peux utiliser le français comme langue d'enseignement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour toutes les fonctions d'une salle de classe (p.ex. : donner des instructions, résolution de conflits, motiver les élèves).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour donner de la rétroaction à l'oral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour donner de la rétroaction à l'écrit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux modéliser le français typiquement utilisé par les francophones.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je sais comment reformuler des idées et/ou des propos avec un vocabulaire plus simple accessible au niveau des élèves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux choisir des ressources pédagogiques (écrites ou orales) que mes élèves comprendront de manière autonome ou avec un soutien approprié.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux apprécier/utiliser les connaissances linguistiques de mes élèves afin de les aider à comprendre le français.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je connais suffisamment la culture franco-canadienne locale (p.ex. : Franco-Ontarienne, Fransaskoise, etc.) pour intégrer ces connaissances dans le programme d'études.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Je peux utiliser le français pour communiquer avec mes collègues qui parlent français.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>