



THE **SHORTAGE** OF FRENCH IMMERSION and French as a Second Language TEACHERS

Study Report



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This study was conducted on behalf of:

Association canadienne des
professionnels de l'immersion

acpi



in association with

caslt  acpls

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ABBREVIATIONS AND ACRONYMS

AB	Alberta
BC	British Columbia
ACPI	Canadian Association of Immersion Professionals
CAN	Canada
CASLT	Canadian Association of Second Language Teachers
CF	Core French
FI	French Immersion
FSL	French as a Second Language
FTE	Full-time equivalent
IF	Intensive French
MB	Manitoba
NB	New Brunswick
NL	Newfoundland and Labrador
NS	Nova Scotia
NT	Northwest Territories
NU	Nunavut
ON	Ontario
P/T	Provinces or territories
PE	Prince Edward Island
QC	Quebec
SK	Saskatchewan
YT	Yukon

SUMMARY

The Canadian Association of Immersion Professionals (ACPI) has taken the initiative to conduct this study in order to document and quantify the state of the French Immersion teacher shortage across Canada. The ACPI wishes to follow up on its 2017 Canada-wide consultation with 900 respondents who identified the shortage of qualified French Immersion (FI) teachers as a major issue in the country. Approximately 70% of respondents indicated that they were experiencing a shortage. The same finding was made for other French as a Second Language (FSL) programs by the Canadian Association of Second Language Teachers (CASLT) and the national FSL Consultation Table.

The online questionnaire survey

With financial support from the Department of Canadian Heritage and the collaboration of CASLT, ACPI conducted a study between December 2020 and August 2021. The study was based on a literature review, interviews, and an online questionnaire survey administered to principals of schools offering FI and FSL programs. The survey received responses from 934 schools in all provinces and territories in Canada. This sample represents approximately 26% of schools offering FI, which is quite significant, but only about 5% of schools offering other types of FSL programs in Canada. The survey collected data on the full-time equivalent (FTE) teachers who are on staff in the programs but are not qualified and on the FTEs that would have been required to provide the classes that were requested but not offered.

Survey findings

The survey results show that the shortage affects **42% of schools offering FI**. Depending on the method of calculation, the average shortage in these schools ranges from 0.5 to 1.6 FTE. Inferring these results to all FI schools (N=2,106) across Canada, the teacher shortage can be estimated to be **between 1,000 and 1,400 FTEs**, depending on the inference method chosen.

The survey also suggests that the shortage affects about **one-third of schools with other types of FSL programs**. Here, the average shortage would range from 0.8 FTE to 2.5 FTEs per school. If we infer this data to all English-language schools in Canada (N=10,630), less those offering immersion (N=2,106) to approximate the number of schools offering other FSL programs (N=8,524), we can estimate a teacher shortage of **between 7,000 and 8,000 FTEs**.

Conclusion

A survey such as this provides an interesting, but approximate, overview of the state of the shortage. A more accurate and up-to-date picture of the situation would require the use of administrative data compiled annually by school administrations and other entities such as professional bodies, registrars of teacher certification, faculties of education, etc.

Solving this nationwide problem will require the commitment and transformation of the ecosystem that includes school authorities, unions, associations, the College and Registrars of the teaching profession, faculties of education, professional education providers, ministries of education and, given its role in official languages, the Government of Canada.

The solutions will involve training, recruitment and development of FSL teachers, as well as the creation of conditions and supports that will promote their retention. First, however, we must ensure that we have a better understanding of the actual shortage in the various aspects of the profession and in the various parts of the country.

1 INTRODUCTION

The Canadian Association of Immersion Professionals (ACPI) has taken the initiative to conduct this study in order to document and quantify the state of the French Immersion teacher shortage across Canada. The ACPI wishes to follow up on its 2017 Canada-wide consultation with 900 respondents who identified the shortage of qualified French Immersion (FI) teachers as a major issue in the country. Approximately 70% of respondents indicated that they were experiencing a shortage.¹ The same finding was made for other French as a Second Language (FSL) programs by the Canadian Association of Second Language Teachers (CASLT) and the national FSL Consultation Table.

Several initiatives are underway to provide quick, innovative and sustainable solutions to this shortage, whether in terms of promoting the teaching profession, recruitment or retention. However, they cannot be based on conclusive data on the extent of the problem. There is no Canada-wide database that can quantify the current shortage or make projections for the coming years.

This study will document the current state of the teacher shortage, help target appropriate measures to address it, and subsequently measure the impact of initiatives undertaken. It is therefore fundamental to the recruitment and retention strategy for FI and FSL teachers.

The ACPI received financial support from the Department of Canadian Heritage to conduct this study.

At the outset of the project, ACPI invited the CASLT to participate in the study, which was then expanded to include all teachers in FI and other FSL programs.

Summary of methodology²

The study was conducted between December 2020 and August 2021. The study was based on a literature review, interviews, and an online questionnaire survey administered to principals of schools offering FI and FSL programs. The literature review identified the causes of the shortage as reported by stakeholders and identified available data sources. Interviews conducted throughout the study helped to clarify or validate the information obtained. The questionnaire survey was used to quantify the occurrence (is the shortage present or not?) and extent (how many staff are missing?) in the schools contacted.

Responses representing 934 schools were collected through the online survey. 547 of these schools offer FI programs, representing approximately one quarter of the 2,106 schools offering FI in Canada, a representative sample. It is more difficult to determine the representativeness of the sample of 462 schools offering other types of FSL programs because neither the number of such schools in Canada nor the number of schools offering only FSL programs other than FI is known. When compared to the total number of English-language schools in Canada (N=10,630), our sample would represent approximately 4% of the schools offering FSL programs in Canada.

The questions posed in our survey would require respondents to have access to specific school data for the 2020-2021 school year in terms of the number of classes offered, the number of classes requested but not offered, and the number of qualified full-time equivalent teachers. Given this difficulty, only responses from 689 schools (including 547 FI and 462 other FSL) were included in the analysis of the occurrence of the shortage and 475 schools (including 404 FI and 277 other FSL) in the analysis of the extent of the shortage.

¹ Canadian Association of Immersion Professionals. (2018). "Final report: Canada-wide consultation," *Immersion Journal*, Volume 40, Number 2, Spring 2018.

² The methodology is outlined in detail in [Appendix 6.1](#).

In order to fully understand the issue of teacher qualification in FI/FSL, this study examined the criteria and evaluation tools used by school administrations in this regard. The next section (2) reports our findings on this issue. The heart of the study is [Section 3](#), which presents the overview of the shortage across Canada based on the questionnaire survey. The analysis begins with schools offering FI programs (3.1), then moves to schools offering other FSL programs (3.2). This distinction allows for a more robust analysis of the case of immersion schools because of the greater representativeness of the sample in this category. In each of these sections, the analysis focuses in turn on the occurrence of the shortage and then on its extent. The report then summarizes how respondents to the study and the literature identify the causes of the shortage ([Section 4](#)). The report concludes with some policy options to better address the shortage ([Section 5](#)).

French Immersion (FI): a French as a Second Language program in which French is the language of communication and instruction; FI has variations depending on the year of entry, time commitment and intensity.

French as a Second Language (FSL): a variety of programs (Core French, Extended French, Intensive French, etc.) in which French is taught as one of several subjects or in which some non-French subjects are taught in French as part of a regular English program.

Definitions inspired by
Canadian Parents for French (2019-A).



2 QUALIFICATIONS OF FI/FSL TEACHERS

The shortage of FI/FSL teachers is intimately related to the qualifications of the staff available for the task. To understand the extent of the shortage, it is necessary to know what it means to be “qualified” in each of the schools or school systems, whether there are teachers in place who are not qualified, and how many qualified teachers are needed to meet the demand.

The online survey asked what qualifications their FI/FSL teachers require for employment (Q3) and what proficiency tests are used to assess them (Q4). Another question (Q7) was designed to quantify the number of staff in place who are not qualified: this will be discussed later (see Section 3).

2.1 Qualifications required

Three quarters (n=712) of the schools responded to the question about required qualifications (see Table 1). The vast majority (90%) required a teacher's certificate, which is the basic requirement in all school systems in Canada. Just over half (57%) of the schools responding to this question also require some level of French language proficiency as well as FI/FSL teaching qualifications (54%). One quarter of the schools accept French first language qualifications.

Table 1: Qualifications required for employment of FI/FSL teachers *in all schools*

Provinces/ territories	Schools (that answered Q3)	A teaching certificate		A predetermined level of French- language proficiency		FI/FSL teaching qualifications		French as a first language teaching qualifications		Other second language teaching qualifications	
		N	%	N	%	N	%	N	%	N	%
NL	91	81	89	80	88	54	59	8	9	6	7
N	17	15	88	14	82	11	65	2	12	2	12
PE	17	16	94	14	82	4	24	0	0	2	12
NB	35	29	83	30	86	11	31	4	11	2	6
QC	37	35	95	18	49	16	43	12	32	6	16
ON	243	209	86	93	38	173	71	107	44	15	6
MB	69	66	96	26	38	16	23	4	6	6	9
SK	51	49	96	34	67	14	27	5	10	4	8
AB	81	78	96	45	56	40	49	13	16	9	11
BC	61	56	92	46	75	36	59	13	21	5	8
YT	2	2	0	2	0	1	0	0	0	0	0
NU	4	4	0	0	0	4	0	0	0	0	0
NT	4	2	50	2	50	1	25	0	0	1	25
CAN	712	642	90	404	57	381	54	168	24	58	8

We disaggregated the data by schools (n=267) that had a shortage (see Table 2) and those (n=445) that did not (see Table 3). In both cases, approximately 90% of schools require teacher certification. Schools with a shortage appear to be less demanding in terms of French-language proficiency (51%) than those without (60%). The same is true for FI/FSL teaching qualifications: fewer schools in shortage situations (49%) require them than those without shortages (56%). In sum, it cannot be said that schools that are more demanding experience a greater shortage of qualified teachers.

Table 2: Qualifications required of FI/FSL teachers in schools *with a shortage*

Provinces/ territories	Schools (that answered Q3)	A teaching certificate		A predetermined level of French- language proficiency		FI/FSL teaching qualifications		French as a first language teaching qualifications		Other second language teaching qualifications	
		N	%	N	%	N	%	N	%	N	%
NL	27	21	78	22	81	19	70	2	7	2	7
N	4	4	100	2	50	2	50	1	25	2	50
PE	5	5	100	2	40	0	0	0	0	1	20
NB	16	14	88	16	100	2	13	1	6	0	0
QC	12	12	100	5	42	4	33	3	25	2	17
ON	106	91	86	29	27	65	61	56	53	5	5
MB	23	23	100	8	35	8	35	1	4	3	13
SK	23	22	96	17	74	7	30	2	9	2	9
AB	28	28	100	17	61	16	57	3	11	2	7
BC	20	20	100	14	70	8	40	1	5	1	5
YT	2	2	100	2	100	1	50	0	0	0	0
NU	0	0	0	0	0	0	0	0	0	0	0
NT	1	1	100	1	100	0	0	0	0	0	0
CAN	267	243	91	135	51	132	49	70	26	20	7

Table 3: Qualifications required of FI/FSL teachers in schools *without a shortage*

Provinces/ territories	Schools (that answered Q3)	A teaching certificate		A predetermined level of French- language proficiency		FI/FSL teaching qualifications		French as a first language teaching qualifications		Other second language teaching qualifications	
		N	%	N	%	N	%	N	%	N	%
NL	64	60	94	58	91	35	55	6	9	4	6
N	13	11	85	12	92	9	69	1	8	0	0
PE	12	11	92	12	100	4	33	0	0	1	8
NB	19	15	79	14	74	9	47	3	16	2	11
QC	25	23	92	13	52	12	48	9	36	4	16
ON	137	118	86	64	47	108	79	51	37	10	7
MB	46	43	93	18	39	8	17	3	7	3	7
SK	28	27	96	17	61	7	25	3	11	2	7
AB	53	50	94	28	53	24	45	10	19	7	13
BC	41	36	88	32	78	28	68	12	29	4	10
YT	0	0	0	0	0	0	0	0	0	0	0
NU	4	4	0	0	0	4	0	0	0	0	0
NT	3	1	33	1	33	1	33	0	0	1	33
CAN	445	399	90	269	60	249	56	98	22	38	9



2.2 Language tests used

Question 4 asked the schools to list the language tests used to judge the level of French proficiency of candidates for teaching positions. As shown in Table 4, among the standardized tests, DELF and DALF are the most frequently mentioned (258 times), 19 of which specify level B2. They are far ahead of the *Language Proficiency Evaluation* (40 times) or the *Test de certification en français écrit pour l'enseignement* (TECFÉE) (29 Times). However, other language tests such as in-house tests (52 times), an oral test (125 times) or a written test (49 times) are often mentioned (see Table 5).

Table 4: Standardized language tests³ reported by respondents

Provinces/territories	DELF/DALF	TECFÉE	Language Proficiency Evaluation	EUJ	TEF	Other
NL	97	0	0	0	0	0
N	7	1	5	1	0	0
PE	5	0	7	0	0	0
NB	2	1	23	0	0	0
QC	9	26	0	1	0	2
ON	63	0	0	3	0	0
MB	1	0	0	0	1	2
SK	2	0	2	0	6	3
AB	40	1	1	0	0	1
BC	30	0	0	0	0	0
YT	0	0	2	0	0	0
NU	0	0	0	0	0	0
NT	2	0	0	0	0	0
CAN	258	29	40	5	7	8

³ Main tests used:

TECFÉE: Test de certification en français écrit pour l'enseignement (administered by the Centre d'évaluation du rendement en français (CÉFRANC))

DELF: Diplôme d'études en langue française (beginner and intermediate levels)

DELF B2: Result attributed to an "independent user" (A2: elementary, C2: experienced)

DALF: Diplôme approfondi de langue française (advanced levels)

Language Proficiency Evaluation or French Proficiency Interview (New Brunswick, Nova Scotia, Prince Edward Island)

EUJ: Épreuve uniforme de français (Quebec)

TEF Canada: Test d'évaluation de français

Table 5: Other language tests reported by respondents

Provinces/territories	In-house test	Writing/ Written test	Interview/ Oral test	Reading
NL	0	0	1	0
N	3	2	4	0
PE	0	1	1	0
NB	0	0	3	0
QC	0	1	0	0
ON	41	30	49	1
MB	0	4	14	0
SK	2	3	16	0
AB	5	3	14	0
BC	1	5	22	0
YT	0	0	0	0
NU	0	0	0	0
NT	0	0	1	0
CAN	52	49	125	1



3 OVERVIEW OF THE SHORTAGE IN CANADA

The survey asked principals of schools offering FI/FSL programs to comment on whether or not there was a teacher shortage in their school⁴ and to quantify the extent of the shortage, if any, by providing the number of classes offered, the number of teachers teaching those classes, and the proportion of those teachers who were qualified.⁵ The following section (3.1) discusses data for schools offering FI and the next (3.2) discusses data for schools offering other FSL programs. In each section, the analysis discusses the occurrence of the shortage and then looks at the extent of the shortage.

3.1 Schools offering FI

It is interesting to look at schools offering FI because this component of our sample (n=547) is fairly representative (26%, see Table 13) of all schools in this category. It should be noted, however, that schools categorized as FI may also simultaneously offer other FSL programs.

3.1.1 The occurrence of shortages in schools offering FI

Table 6 shows that 42% (229/547) of the FI schools that responded to the questions on the occurrence of shortages do in fact have shortages. It can be noted that the provinces of New Brunswick, Ontario and even Quebec, which have a large FI enrolment, are highly shortage-prone. In the case of Nunavut, the legal framework of the territory does not allow for either French or English immersion programs, given the priority given to Inuit language instruction.

42% of immersion schools surveyed report a shortage of teachers

Detailed analysis of FI schools with shortages (see Table 7) indicates that the occurrence is more frequent in elementary schools (preschool-8) than in secondary schools (9-12). One explanation for this is that, for a variety of reasons, Canada has a much higher enrolment at the elementary level (82%) than at the secondary level (18%).⁶

The survey also provided data on the geolocation of respondents. The survey found that half (51%) of FI schools in rural areas are affected by the shortages, while schools in urban areas are slightly less affected (40%).

⁴ See the questionnaire (Appendix 6.4) for questions 8, 9, 10 and, if applicable, the comments page.

⁵ *Ibid*, questions 5, 6, 7 and 8.1.

⁶ Canadian Association of Immersion Professionals. (2018). "Final report: Canada-wide consultation," *Immersion Journal*, Volume 40, Number 2, Spring 2018; Canadian Parents for French. (2018). *The State of French Second Language Education in Canada 2018*; Canadian Parents for French. (2019). *French as a Second Language Enrolment Statistics, 2014-2015 to 2018-2019*.

Table 6: French Immersion schools with a shortage

Provinces/territories	FI Schools		
	All (n)	With shortage (n)	With shortage (%)
NL	60	20	33
N	14	4	29
PE	16	5	31
NB	30	15	50
QC	29	11	38
ON	174	87	50
MB	61	23	38
SK	43	19	44
AB	67	25	37
BC	48	17	35
YT	2	2	100
NU	N/A	N/A	N/A
NT	3	1	33
CAN	547	229	42

Table 7: French Immersion schools with a shortage, by level taught

Provinces/territories	FI Schools N	FI schools with a shortage				
		All (n)	Preschool to Grade 8	Grades 9 to 12	Mixed	Unknown
NL	60	20	16	1	3	0
N	14	4	3	1	0	0
PE	16	5	5	0	0	0
NB	30	15	11	1	3	0
QC	29	11	11	0	0	0
ON	174	87	45	5	3	34
MB	61	23	15	5	3	0
SK	43	19	14	2	3	0
AB	67	25	14	8	3	0
BC	48	17	11	2	4	0
YT	2	2	2	0	0	0
NU	N/A	N/A	N/A	N/A	N/A	N/A
NT	3	1	1	0	0	0
CAN	547	229	148	25	22	34

3.1.2 The extent of the shortage in FI schools

This section analyzes the extent of the shortage in the survey sample and then offers an inference to what the situation might be in the overall FI school population given these results.

Survey questions 5, 6, 7, and 8.1 are used to develop a statistical formula $[(Y - i) + Z (Y/X)]$ that quantifies the shortage based on the number of FI classes offered (X), the number of full-time equivalent (FTE) teachers in those classes (Y), the number of those teachers who are qualified (i), and the number of classes that are requested but not offered (Z). For the purposes of this analysis, only FI schools in the sample that provided valid responses to these questions were included.

Table 8 presents the data selected for the calculation of the shortage in FI schools under two scenarios: 1) for all FI schools in the valid sample; and 2) only for FI schools in the valid sample that report a shortage.

Table 8: Extent of shortage in schools with FI programs, Canada

School types	Schools	X (number of classes in 20-21)	Y (FTE)	i (Qualified FTE)	Z (classes requested but not offered)	Y/X (ratio of FTE by class)	Shortage (Y - i) + Z (Y/X)	Average shortage by school
All FI schools	404	5,311	3,868	3,709	64	0.7	205	0.51
Only FI schools with a shortage	132	1,411	1,100	941	64	0.8	209	1.58

3.1.2.1 All FI schools in the valid sample

Three quarters (404/547) of the FI schools in our sample correctly answered the questions (5, 6, 7, and 8.1) that allow us to calculate the extent of the shortage. In 2020-2021, these schools report 5,311 classes offering FI programs, under the responsibility of 3,868 FTE teachers. The teacher-to-classroom ratio is 0.7 FTE. The vast majority (3,709), or 96%, of these staff are considered qualified. According to respondents, 64 FI classes were requested but not offered.

Adding the FTEs of unqualified teachers ($Y - i = 159$ FTEs) to the FTEs that would have been required to provide the classes requested but not offered [$Z (Y/X) = 45$], the result is a shortage of approximately 205 FTEs. Relative to the total number of schools in the calculation sample, this represents an average shortage of 0.51 FTEs per school.

3.1.2.2 Only the FI schools in the valid sample with a shortage

For the purposes of the inference that follows, it is also interesting to apply the calculation of the extent of the shortage to only those schools that had a shortage. In Table 8, there are 132 FI schools that responded to the questions (5, 6, 7, and 8.1) and reported a shortage. These schools with a shortage have a lower share of staff considered qualified (86%) and a higher average shortage per school of 1.58 FTE.

3.1.2.3 Inference to FI schools in Canada

The results obtained in our sample can therefore be inferred Canada-wide under two scenarios:

- 1) Applying the coefficient 0.51, which represents the average shortage per school obtained for all FI schools in the sample, to all FI schools in Canada (N=2,106),⁷ yields an overall estimate of **a shortage of 1,074 FTEs**.
- 2) Alternatively, the coefficient of 1.58, which represents the average shortage for only those FI schools with a shortage, can be applied to 42% of the 2,106 FI schools in Canada, where 42% is the share of our total FI sample that reported experiencing the shortage. This results in a **shortage of 1,398 FTEs**.

The shortage of qualified teachers in FI schools in Canada is approximately 1,000 to 1,400 FTEs

These estimates suggest that the shortage of qualified teachers in FI schools in Canada is approximately 1,000 to 1,400 FTEs.



⁷ See

Table 14: English-language and French Immersion schools by province and territory

3.2 Other FSL schools

An alternative category is “other FSL schools,” which includes schools that offer multiple FSL programs, including immersion, but excludes schools that offer only immersion. This is the best way to capture the reality of FSL programs in our sample. There are 462 such schools, which would represent approximately 4% of the 10,630 English-language schools in Canada (see [Table 13](#)).

3.2.1 The occurrence of shortages in other FSL schools

[Table 9](#) shows that approximately 36% (167/462) of the schools with FSL programs reported a shortage of teachers.

36% of schools surveyed that offer FSL programs report a shortage of teachers

Table 9: Other FSL schools with a shortage by province and territory

Provinces/territories	Other FSL schools	... with a shortage	
	n	n	%
NL	71	22	31
N	16	4	25
PE	15	5	33
NB	31	14	45
QC	20	6	32
ON	180	71	39
MB	21	9	43
SK	20	7	35
AB	37	15	41
BC	43	12	28
YT	1	1	100
NU	4	0	0
NT	3	1	33
CAN	462	167	36

3.2.2 The extent of the shortage in other FSL schools

Table 10 presents the data selected for the calculation of the shortage in other FSL schools under two scenarios: 1) for all other FSL schools in the valid sample; and 2) only for other FSL schools in the valid sample with a shortage. The shortage was calculated using the statistical formula $[(Y - i) + Z (Y/X)]$.⁸

Table 10: Extent of shortage in schools with other FSL programs

School types	Schools	X (number of classes in 20-21)	Y (FTE)	i (Qualified FTE)	Z (classes requested but not offered)	Y/X (ratio of FTE by class)	Shortage (Y - i) + Z (Y/X)	Average shortage by school
All other FSL schools	289	4,706	2,327	2,153	124	0.5	236	0.82
Only other FSL schools with a shortage	95	1,302	732	565	124	0.6	238	2.51

3.2.2.1 All other FSL schools in the valid sample

About two-thirds (289/462) of the schools offering other FSL programs correctly answered the questions (5, 6, 7, and 8.1) allowing us to calculate the extent of the shortage. In 2020-2021, these schools report 4,706 classes offering other FSL programs, under the responsibility of 2,327 FTE teachers. The teacher-to-classroom ratio is 0.5 FTE. The vast majority (2,153), or 93%, of these staff are considered qualified. According to respondents, 124 FSL classes were requested but not offered or cancelled due to shortages or other reasons.

Adding the FTEs of unqualified teachers ($Y - i = 174$ FTEs) to the FTEs that would have been required to provide the classes requested but not offered [$Z (Y/X) = 62$], the result is a shortage of 236 FTEs. Relative to the total number of schools in the calculation sample, this represents an average shortage of 0.82 FTE per school.

3.2.2.2 Only other FSL schools in the valid sample with a shortage

For the purposes of the inference that follows, it is also interesting to apply the calculation of the extent of the shortage to only those schools that had a shortage. In Table 10, there are 95 other FSL schools that answered the questions (5, 6, 7, and 8.1) and reported a shortage. These schools with a shortage have a lower share of staff considered qualified (77%) and a higher average shortage per school of 2.51 FTEs.

3.2.2.3 Inference to other FSL schools in Canada

Again, the results obtained in our sample can be inferred Canada-wide under two scenarios:

⁸ In the formula $[(Y - i) + Z (Y/X)]$, X is the number of classes offered in 2020-2021, Y is the number of full-time equivalent (FTE) staff, i is the number of teachers who are deemed qualified, and Z is the number of classes requested but not offered.

- 1) We do not know the number of schools in Canada that offer only FSL programs other than immersion. For the purposes of this estimate, we assume that the number of English-language schools in Canada (N=10,630) less those offering immersion (N=2,106) can be used as a base to approximate the number of schools offering other FSL programs (N=8,524). Applying the coefficient from the average shortage per school (0.82) obtained for the other FSL schools in the sample (see Table 10) to this number yields an overall estimated shortage of 6,990 FTEs.
- 2) We can also multiply the coefficient of 2.51, which represents the average shortage of only the other FSL schools with a shortage, to 36% of these 8,524 other FSL schools in Canada, where 36% is the share of our total sample that reported experiencing the shortage (see Table 9). This results in a shortage of 7,703 FTEs.

In Canada, therefore, the shortage of teachers in FSL programs (other than immersion) is approximately 7,000 to 8,000 full-time equivalents.

These estimates suggest that the shortage of qualified teachers in schools offering other FSL programs in Canada is approximately 7,000 to 8,000 FTEs.



3.3 Summary

The above analysis can be summarized as follows.

FI schools. For FI schools, the survey data represents about 26% of the Canadian workforce, which is quite significant.

- 42% of FI schools report a shortage situation (occurrence).
- Of the FI schools that provided more specific data on the extent of the shortage (n=404), there was an average shortage of 0.5 FTE per school. If only those schools with a shortage were included, the average shortage would be 1.58 FTE per school.
- 96% of FI teachers in all of these schools are considered qualified, 86% are considered qualified in schools with a shortage.
- If these results are inferred to all FI schools (N=2,106) across Canada, the shortage of teachers can be estimated to be between 1,000 and 1,400 FTEs, depending on the inference method chosen.

Other FSL schools. In contrast, the number of schools offering other types of FSL programs (which may include FI) that responded to our survey is more limited: 462, or about 5% of this category of schools in Canada.

- Approximately one-third of the schools surveyed have a teacher shortage.
- Among the schools that provided more specific data on the extent of the shortage (n=289), there was an average shortage of 0.82 FTE per school. If only those schools with a shortage were included, the average shortage would be 2.51 FTEs per school.
- 93% of FSL teachers in all of these schools are considered qualified, 77% are considered qualified in FSL schools with a shortage.
- In order to infer these results across Canada, it is necessary to estimate the number of schools offering other FSL programs. We used the number of English-language schools in Canada (N=10,630) less those offering immersion (N=2,106) as a base to approximate the number of schools offering other FSL programs (N=8,524). Inferring our results to this total, we can estimate the teacher shortage to be between 7,000 and 8,000 FTEs, depending on the inference method chosen.



4 CAUSES OF THE SHORTAGE

The literature review identified several causes that would explain the problem of teacher shortages in FI/FSL. These causes would affect the recruitment or retention of staff. Some of these causes were also identified in the responses to the open-ended questions in the questionnaire survey. The following is a summary of the main causes that emerged from these sources. A few statements from the responses are presented in the bullets.

4.1 Increased enrolment in French Immersion

The cause of the shortage that is most often cited in the literature is the increase in participation in FI programs.⁹ According to data published by Canadian Heritage,¹⁰ this increase is indeed remarkable since enrolment in Canada outside Quebec has risen from 283,000 in 1998 to 478,000 in 2019, an increase of almost 40% in 20 years (see

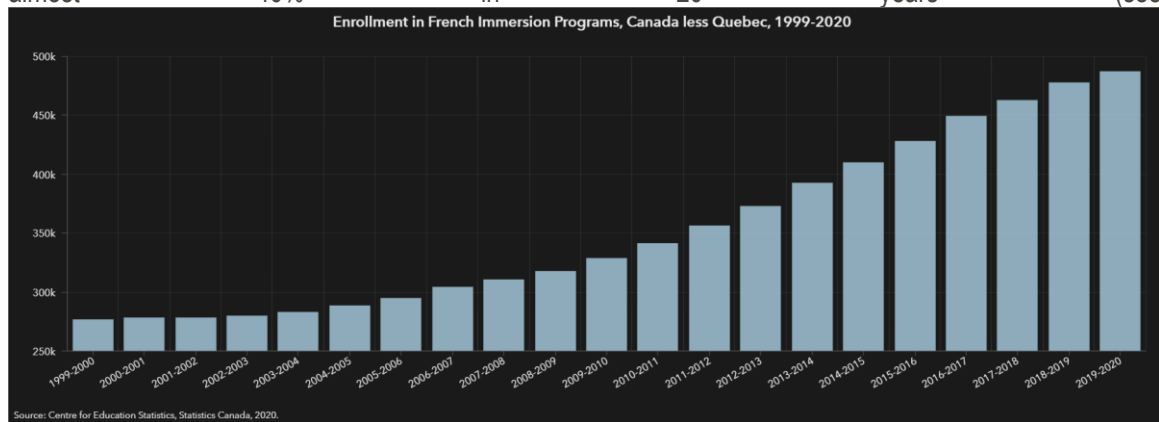


Table 11).

⁹ ACPI (2018). *Op. cit.*; Nadeau, J. (2020). Pénurie d'enseignants: une situation « loin d'être idéale » au CSSDM, *Le Devoir*, article published on 2020-09-10.

¹⁰ Canada. Canadian Heritage. (2021). *Official-Language Minority Communities Dashboard*. Ottawa: Research Team, Official Languages Branch. Web page.

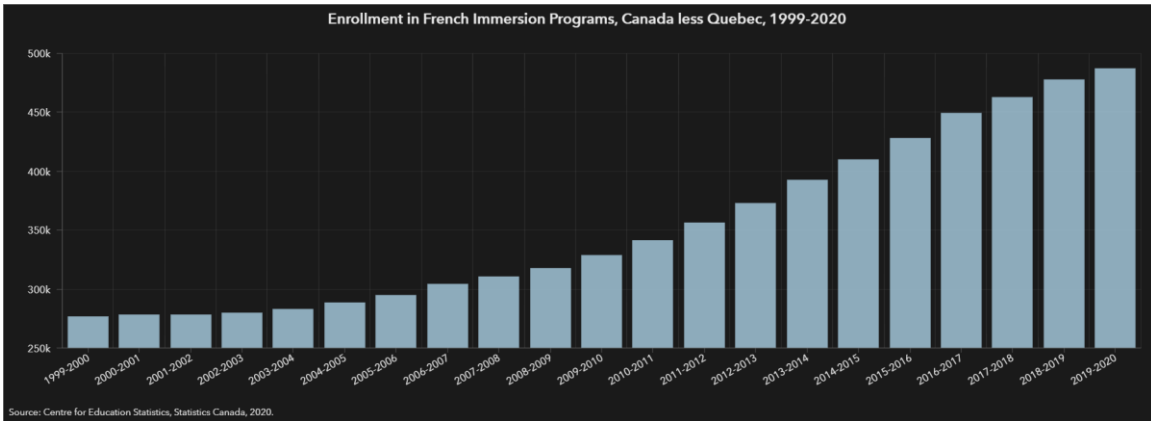


Table 11: Enrollment in French Immersion Programs, Canada less Quebec, 1999-2020

It is interesting to note, however, that in parallel with this growth in FI enrolment, the number of students enrolled in FSL education programs outside Quebec has declined significantly. In 1991, 2.1 million students were enrolled in these programs, while in 2019, only 1.7 million students were enrolled (see

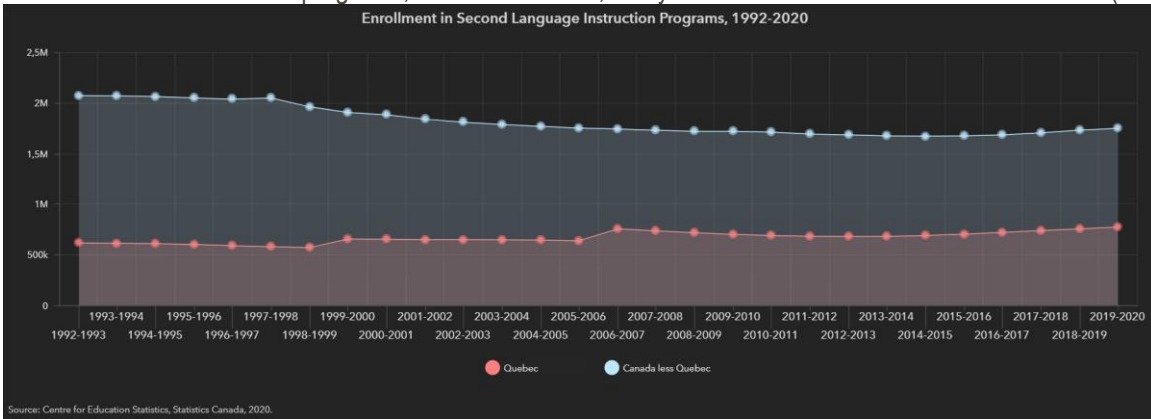


Table 12).

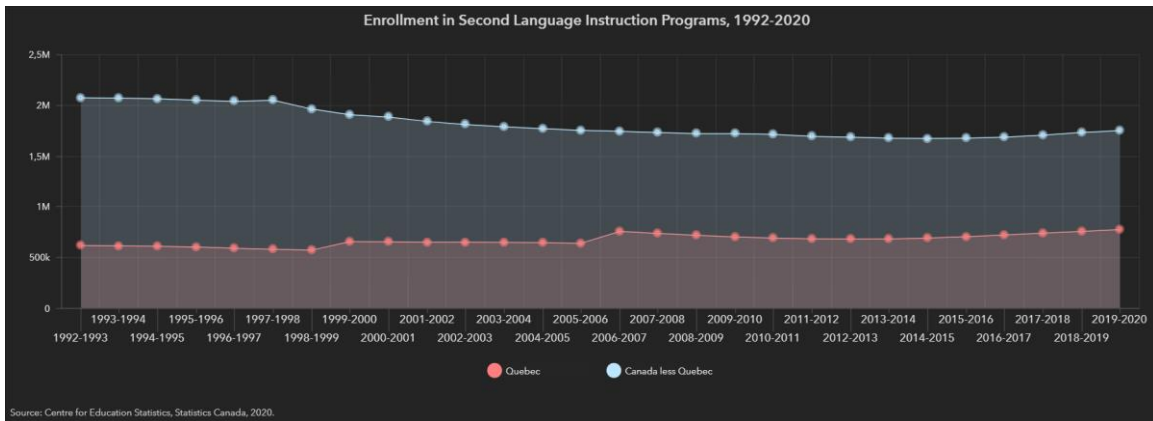


Table 12: Enrollment in Second Language Instruction Programs, Canada and Quebec, 1992-2020.

Participants in our survey also report high demand for FI, insufficient numbers of classes offered, wait lists, lack of willingness on the part of administrations, and difficulty in recruiting teachers to fill vacancies.

4.2 Location of schools

The availability of qualified IF/FSL teachers is not the same across Canada. Rural and remote areas have more difficulty recruiting and retaining teachers.¹¹ Some of the people consulted mentioned the higher cost of living in certain regions and others the feeling of isolation and homesickness, given that the staff often come from other regions, particularly Quebec. One study noted that a proportion of teachers in Canada

“There is a lack of willingness to open more classes for the program even when the numbers are there.”

“We never have enough applicants to the Board to sustain the growing number of families that choose French Immersion programs.”

“It has been difficult to find qualified teachers to teach in rural settings.”

“We cannot compete with the larger school divisions.”

from Quebec expressed a desire to “go back home.”¹²

4.3 The Cultural Context

Most FI/FSL teachers work in a cultural context where French is not very present and where there are few opportunities to hear, read or speak French.¹³ According to a consultation conducted by ACPI, approximately half of the immersion teachers are native

¹¹ Canada. House of Commons Canada (2018). *French as a Second Language Learning Programs in Western Canada: Enhancing availability*; Report of the Standing Committee on Official Languages; Canada; Masson, M. et al. (2019). *Accessing opportunity: A study on challenges in French-as-a-second-language education teacher supply and demand in Canada*. Study conducted by Canadian Parents for French for the Office of the Commissioner of Official Languages.

¹² Dalley, P., R. Gani and J. Lebel. (2019). *Teacher dropout in Canada: a literature review*. Ottawa: Canadian Teachers' Federation.

¹³ ACPI (2018). *Op. cit.*

French speakers¹⁴ and are therefore at risk of feeling isolated from francophone cultural environments, and some sources mention the low motivation of students regarding FI/FSL.¹⁵

4.4 Working conditions and the undervaluation of teachers

Another ACPI survey mentions the difficult working conditions of FI teachers: work overload, difficulty in managing the increasing demands of the workplace and parents and the resulting stress, and the precariousness of positions.¹⁶ The teaching resources in this discipline are not as available as in English-language programs, so staff must either rely on materials of questionable quality or build them from scratch. This problem is most acute at the secondary level, in FI and for struggling students.

There is certainly a more general tendency for the teachers to drop out in the first few years of teaching.¹⁷ In Ontario, for example, the College of Teachers reports an attrition rate of 26% in the first five years of employment.¹⁸ In Quebec, one source reports a 20% dropout rate during the same period.¹⁹

Among FI/FSL teachers, a lack of recognition of their role or a weak sense of belonging to a community of practice in FI/FSL hinders their retention.²⁰ Some studies report lack of respect, unfair treatment compared to other professionals, isolation in the workplace and the perception that they are not qualified.²¹

Respondents to our survey noted that, despite the high demand, FI/FSL teachers are rarely treated as coveted or even as “real teachers” by school or school board administrations.²² They are often offered “crumbs of a contract,” with loads spread over several schools, with no opportunity for professional development, motivating many to move to the English side.

“French teachers often leave to teach on the English side for easy access to resources and professional development.”

“Lack of support from district superintendent down to principals makes it very discouraging to be a French teacher.”

“Absolute lack of consistency between schools and teachers, no overall program aims.”

“Every French teacher creates their own program and chooses materials. [It’s] completely loosey-goosey.”

¹⁴ ACPI (2018). *Op. cit.*

¹⁵ Lapkin, S., A. MacFarlane, L. Vandergrift. (2006). *Teaching French as a second language in Canada: Teachers' perspectives – Research report*. Ottawa: Canadian Teachers' Federation, Canadian Association of Second Language Teachers and Canadian Association of Immersion Teachers; ___ (2019). *Immersion française : les écoles peinent à recruter des enseignants qualifiés*, *Radio-Canada*, article published on 2015-04-22 and updated on 2019-06-18.

¹⁶ ACPI (2018). *Op. cit.*

¹⁷ Dalley, P., R. Gani and J. Lebel. *Op. cit.*

¹⁸ Branch, S. (2019). *Des fonds pour freiner la pénurie d'enseignants francophones*, *Le Droit*, article published on 2019-05-14.

¹⁹ Lamontagne, K. (2020). *La suppléance a eu raison de plusieurs enseignants québécois, qui filent vers le Canada anglais*, *Le Journal de Québec*, article published and updated on 2020-01-19.

²⁰ ACPI (2018). *Op. cit.*; Gaumont, M.-F. (2016). *Rapport préliminaire – Sondage pancanadien*. Canadian Association of Immersion Professionals. Ottawa. Unpublished document.

²¹ Gaumont (2016), *Ibid.*; Masson, M. et al. (2019). *Op. cit.*

²² Depending on the province or territory, school boards are also known as districts, divisions, commissions, authorities, regional centres or school service centres.

Other comments referred to the lack of resources for FSL teaching and the lack of support staff who could communicate in French, resulting in a significant lack of consistency between schools, teachers and programs.

4.5 Administrative challenges

Some of the literature notes the difficulties that staff face with English-language school administrations.²³ The latter are said to be unfamiliar with the challenges and realities of FI/FSL programs, which is reflected, for example, in timetables and access to resources.²⁴ Professional development offered by school boards is often provided in English only.²⁵

In our survey, the comments made by principals shed light on the views of administrations. They say they are completely overwhelmed by the situation and that their recruitment efforts are often unsuccessful, or that the applications they receive do not meet the requirements of the positions advertised. Principals describe a serious situation that not only prevents them from meeting the growing demand, but also forces them to cancel programs and close classes due to a lack of qualified staff. Other jurisdictions are choosing instead to hire unqualified staff in order to maintain the supply in place.

Another aspect of the problem is the severe shortage of qualified support staff and substitutes for short- and long-term replacements. This situation is particularly problematic because these support or substitute staff are called upon to compensate for the shortage of qualified teachers.

The difficulty of organizing schedules around staff capable of teaching French was also mentioned, as well as the difficulty of managing the extra workload that class planning entails for the latter. One principal explained that they had to ask FSL teachers to use their preparation time to replace their colleagues and then find a way to compensate them later.

“Over the last 10 years I’ve had significant concerns with some of the FSL teachers that have been hired by my district.”

“I am very tired of taking people off the street to teach French.”

“It’s also important to note that we have a huge shortage of teachers on call.”

“Because of the current shortage of FI teachers it is common to have a Non-Certified person teaching in FI, or to have a Certified teacher who does not speak French.”

“We are not meeting the target proficiency with our immersion students so we need to have a critical look at what we are doing and part of that is the staffing.”

“Level of qualified teachers is questionable, in some cases it’s just a person who speaks some French and can fill the position or there is no one. The standard is certainly not being met.”

²³ Lapkin, S., A. MacFarlane, L. Vandergrift (2006). *Op. cit.*

²⁴ Masson, M. et al. (2019). *Op. cit.*; ACPI (2018). *Op. cit.*

²⁵ ACPI (2018). *Op. cit.*

4.6 Shortage of teachers in Quebec

Although half of the FI/FSL teachers in Canada today are native English speakers,²⁶ Quebec still seems to be a major source of personnel for other P/Ts.²⁷ For example, one journalist reported that the Ontario College of Teachers had over 4,400 Quebec-trained teachers in 2019.²⁸ Quebec is now experiencing a teacher shortage, so it is providing fewer teachers to other provinces and territories. Some estimate that Quebec will be short 3,000 teachers by 2023.²⁹

4.7 Lack of teacher qualifications

FI/FSL teachers are unique. Their qualifications are not limited to a teaching certificate or licence, but include second language teaching skills, advanced French language skills, and familiarity with the educational systems of the provinces and territories to which they will be assigned.³⁰ This requires that faculties of education provide appropriate pre-service training, and that these faculties or other institutions also provide in-service training or professional development to enhance and maintain the skills of existing staff, or of internationally trained candidates. In turn, school authorities are called upon to match new teachers with experienced mentors.

Professional development is a challenge: “Another recurring situation is that it appears difficult to get teachers interested in improving their language skills. Many say they know just enough to be functional, which is enough for them. Others claim that they do not have enough time [...]. Still others do not know where they will be assigned in the next school year.”³¹ “On the one hand, [teachers] are required to engage in ongoing language development and, on the other, they are expected to demonstrate [...] native language proficiency, a standard that ideologically precludes any kind of continued language learning.”³²

“Often new hires are not experienced teachers.”

“The pedagogy of FSL is missing from preparing teachers to deliver an FI program. Teachers should have a certain level of proficiency, and also training in second language pedagogy.”

“All of the new teachers seem to really struggle with the language. It is a real concern. The level of French instruction is going to drop.”

“Just because we have French-speaking teachers in all of our classrooms, this does not mean that they are all great teachers. Several have no training in the grade levels they are teaching.”

“Our school fills positions by accepting teachers who are not qualified in the public system. Their training may include a lot of language, but not teacher training, or teacher training but not in languages.”

Respondents to our survey who have teachers who meet the requirements say they are “privileged,” as many report that their FI/FSL teachers have very low levels of French, lack knowledge of second language

²⁶ ACPI (2018), *Op. cit.*

²⁷ Leblanc, D. (2020). Pénurie d'enseignants: des postes comblés à la toute dernière minute, *Le Droit*, article published on 2020-08-25 and updated on 2020-08-26.

²⁸ Lamontagne (2020). *Op. cit.*

²⁹ Brochu, T. (2019). Les libéraux s'inquiètent de la pénurie d'enseignants, *La Tribune*, article published on 2019-03-10.

³⁰ Lapkin, S., A. MacFarlane, L. Vandergrift (2006). *Op. cit.*

³¹ ACPI (2018), *Op. cit.*

³² Canadian Parents for French. (2018). *The State of French Second Language Education in Canada 2018*.

pedagogy, and sometimes find themselves teaching at levels for which they are not qualified. Some mentioned unqualified staff who take on an FI/FSL teaching assignment one year may be considered qualified the next year based on their experience.



5 CONCLUSION

At the end of this study, it is appropriate to draw some lessons and point to strategic avenues to explore in order to alleviate the shortage problem that is at the forefront of our concerns.

The survey we conducted provides an approximate overview of the state of the shortage in the spring of 2021. The approximation is based on voluntary survey information, which is partly subjective, at a given time and in a given context. The methodological effort made to ensure the validity of the responses allows us to believe that the picture is relatively accurate for the shortage situation in FI programs, but less so for other FSL programs.

A more accurate and up-to-date picture of the shortage situation would require the use of administrative data compiled annually by school administrations and other agencies such as professional bodies, registrars of teaching licenses, faculties of education, etc. At present, such data is not available. At present, these data are not universally available and inaccessible, and the variables used are not standardized. The associations that commissioned this survey are following other ongoing initiatives to gather this data in order to produce an up-to-date picture of the situation.

This survey shows that there is a teacher shortage of between 1,000 and 1,400 FTEs in schools offering FI programs and between 7,000 and 8,000 FTEs in schools offering other types of FSL programs. In practical terms, this shortage translates into unqualified staff in the classroom, a lack of substitute staff to fill in for temporary absences of existing staff, and wait lists for programs that cannot be offered.

The study noted (see [Section 4.1](#)) a recurring decline in FSL program enrolment over the past 20 years, which may be partly attributable to teacher shortages. On the other hand, FI has seen enrolment growth of about 2% per year, a trend that can only increase the pressure on the school system and thus the impact of the teacher shortage.

How can we address this growing problem? First, it is important to note that solving a problem as complex as the one studied here requires the commitment and transformation of an ecosystem. Although education is administered at the provincial/territorial level, there is no doubt that the training and circulation of FI and FSL teachers is Canada-wide.

This ecosystem includes not only school authorities, but also unions, associations, colleges and registrars of the teaching profession, faculties of education, professional development providers, ministries of education and, given its role in official languages, the Government of Canada.

The solutions will involve training, recruitment and development of the FI and FSL teaching profession, as well as the creation of conditions and supports that will promote retention. First, however, we must ensure that we have a better understanding of the exact situation of the shortage in the various aspects of the profession and in the various parts of the country.

6 APPENDICES

6.1 Methodology

The methodological design of this study evolved over the course of the study, between December 2020 and August 2021. Initially, the intention was to conduct a questionnaire survey, but an exploratory stage was introduced in order to first assess the available data sources and choose the most appropriate method to quantify the shortage. The study was thus deployed in two stages: the exploration of sources and the questionnaire survey.

6.1.1 Exploration of sources

Between December 2020 and May 2021, the first stage consisted of exploring the sources of data, based on a literature review (see bibliography in [Section 6.3](#)) and interviews with representatives of school boards and ministries of education, experts in FI/FSL and at meetings of the national FSL Consultation Table (see list of people consulted in [Section 6.2](#)).

It quickly became apparent that there are numerous studies and reflections that proclaim the existence of a shortage and document it with anecdotal evidence or various approximations. The study then turned to the research for reliable administrative data. However, in reviewing the available sources, both national and provincial/territorial, it was found that there is little accessible and standardized data on the number of classes in schools offering FI/FSL programs, the number of teachers in place, their level of qualification, etc. Existing data are scattered across various institutions, mainly school boards or schools and sometimes ministries, but also the College of Teachers (Ontario) or teacher certification offices, etc. In addition to their dispersion, the main difficulty observed is that the variables are not standardized and can hardly be added up on a Canadian scale.

Building a reliable database from these multiple sources would have required more resources than were available to this study. It was therefore decided to return to a questionnaire-based study.

This exploration did, however, provide an understanding of the general context in which FI/FSL teaching is evolving. Among the lessons learned were:

- Some of the actual demand for FI/FSL classes is obscured by wait lists and admission lotteries for these programs, data sources that are not accessible.
- Administrators and teacher professional associations generally consider an individual with a teaching certificate or licence and a teaching load in FI/FSL to be qualified. However, many sources have indicated that unqualified teachers fill many FI/FSL teaching positions. Formally, this component of the shortage is difficult to quantify.
- The most up-to-date information on the demand for and supply of FI/FSL programs and the number of teachers assigned to them is available from school principals.

This step also identified the key variables for calculating the extent of the shortage:

- Required teacher qualifications
- The number of FTE qualified teachers
- The number of FTE unqualified teachers
- The ratio of FTE teachers per class
- The number of classes offered
- The number of classes requested but not offered (including classes that were never offered and those that were cancelled)

Finally, this exercise identified a list of causes attributed to the shortage (see [Section 4](#)) and identified different ways of estimating the number of classes and teacher FTEs, but not the shortage itself.

6.1.2 Principal questionnaire survey

Informed by this first step, the collection of key data related to the shortage was therefore carried out through an online questionnaire survey addressed to principals of schools offering FI and FSL programs. This survey provides an overview of the shortage in 2020-2021, a year affected by the pandemic.

6.1.2.1 Target population

There is no official list of all Canadian schools offering FI and FSL programs (see [Section 6.1.2.4 Survey limitations](#) and [Table](#)).

To construct the sample for this survey, we used a list of email addresses of 1,731 FI schools compiled by ACPI and added a list of 1,433 schools offering FSL programs compiled by CASLT. These lists were also compiled from email and phone calls with school boards and ministries and from web searches. A total of 3,164 emails inviting participation in the survey were sent to the targeted school principals, but a very large number of these were bounced around and did not reach their target. Therefore, we decided to open up the intended sample by inviting the school community associated with FI/FSL through targeted emails and social media posts with ads. School boards were informed of the process and, when required, permission was requested of them to administer the survey in their schools.

In the end, 895 questionnaires were received, including several duplicates and a few questionnaires completed by school boards (n=4) that covered multiple schools. Thus, 934 schools are represented in our data, which corresponds to approximately 9% of the 10,630 English-language schools in Canada. Of this total, 547 schools offer an FI program, corresponding to 26% of the 2,106 schools offering FI in Canada, and 462 schools offer other FSL programs, corresponding to 4% of the 10,630 English-language schools in Canada.

Not all of the surveys selected were fully completed and some did not provide all of the responses required to determine the extent of the shortage. Comments left by respondents indicate that they did not have access to all of the data.

From the data collected, it was possible to conduct two types of analysis: an analysis of the occurrence of the shortage, which determines the number of schools affected, and an analysis of the extent of the shortage, which determines the number of FTE teachers lacking. The sample for the occurrence analysis is 547 FI schools and 462 schools offering other FSL programs, while the sample for the analysis of the extent is 404 FI schools and 277 schools offering other FSL programs (see [Table 13](#)). In this table, the percentage refers to the total of FI or other FSL schools across the P/T or Canada.

Table 13: Description of the sample taken³³

Provinces/territories	All FI/FSL schools		Valid sample for the analysis of the occurrence of the shortage				Valid sample for analysis of the extent of the shortage			
	n	% N	FI (n)	FI (% N)	Other FSL (n)	Other FSL (% N)	FI (n)	FI (% N)	Other FSL (n)	Other FSL (% N)
NL	110	43	60	85	71	28	44	62	45	18
N	23	7	14	10	16	5	7	5	7	2
PE	18	29	16	55	15	24	14	48	13	21
NB	49	24	30	24	31	15	23	18	23	11
QC	53	95	29	52	20	36	18	32	9	16
ON	336	8	174	18	180	4	125	13	95	2
MB	79	12	61	45	21	3	44	33	16	2
SK	68	9	43	56	20	3	42	55	7	1
AB	102	5	67	30	37	2	46	21	23	1
BC	84	5	48	17	43	3	37	13	32	2
YT	3	10	2	67	1	3	2	67	1	3
NU	4	100	N/A	N/A	4	100	N/A	N/A	4	100
NT	5	11	3	30	3	6	2	20	2	4
CAN	934	9	547	26	462	4	404	19	277	3

6.1.2.2 Survey period

The online questionnaire survey was administered between February 22, 2021 and March 31, 2021.

6.1.2.3 The questionnaire

The questionnaire is included in [Appendix 6.4](#). The survey questions provide a statistical formula $[(Y - i) + Z(Y/X)]$ that quantifies the extent of the shortage based on the number of FI/FSL classes offered (X), the number of full-time equivalent teachers in those classes (Y), the number of those teachers who are qualified (i), and

³³ In order to calculate the percentage that each category of school represents, in the case of all FI/FSL schools and other FSL schools, we had to use the total of all English-language schools in Canada (N=10,630), which likely minimizes the representativeness of our sample since not all of them offer FI/FSL programs. In the case of FI schools (N=2,106), we had more detailed data on the number of FI schools in Canada.

the number of classes that are requested but not offered (Z). The responses reflect the 2020-2021 school year. The following four questions were used to calculate the extent of the shortage:

Q5. For each program and grade level offered in your school, please indicate the number of existing classes³⁴ offered this year (2020-2021).

Q6. For each program and level offered in your school, please indicate the number of full-time equivalents providing this instruction.

Q7. For each program and level offered in your school, please indicate the number of these full-time equivalents³⁵ (counted in your response to the previous question) who are staff considered qualified³⁶ to teach in the program(s) for which they are responsible.

Q8. Are there any students interested in these French Immersion or FSL courses/programs who could not be admitted this year (2020-2021) due to lack of qualified teachers to offer these courses/programs?

Q8.1 Since you answered yes, please provide your estimate of the number of additional classes you would have needed to meet this demand for each program and level offered.

To document the context of the responses, the questionnaire also asks for the criteria used by their school board or school to establish that a person is qualified to teach FI or FSL (Q3), as well as the French proficiency tests used or accepted in their school or school board (Q4).

Other questions, which are not used in the calculation of the extent of the shortage, do provide evidence of the occurrence of the shortage in the schools. This is the case for questions 8, 9, 9.1, 10 and 10.1. Questions 11 and 11.1 address the specific impact of the pandemic situation on the shortage.

Finally, a section open to respondent comments provided qualitative information useful to the study.

6.1.2.4 Survey limitations

The questionnaire survey has several limitations.

Population definition. There is no official list of English-language schools for all of Canada. From province to territory, lists vary, are more or less accessible, complete or up to date. It is not known how many of these schools teach FI/FSL programs. The research team established populations (N) for each P/T from the directories found online. This approximation affects the validity of the inference proposed in this study. The populations shown in [Tableau 14](#) were selected.

The calculation of the extent of the shortage of teachers is constructed as follows: $(Y - i) + Z (Y/X)$, where:

- *X: number of FI/FSL classes offered,*
- *Y: number of full-time equivalent teachers in those classes,*
- *i: number of such staff who are qualified,*
- *Z: number of classes requested but not offered.*

³⁴ The class is defined as a group of students attending (as a group) a French Immersion or FSL course.

³⁵ A full-time equivalent (FTE) is the number of hours in the normal workload of a full-time employee. The actual value of FTE may vary from one school authority to another, but it is an indicator for comparison. FTE is distinct from the count of nominal people working in a given unit, as not all of them are necessarily full-time.

³⁶ Teachers are considered qualified if they meet the criteria of their school board or school.

Table 14: English-language and French Immersion schools by province and territory

Province/territory	Number of English-language schools	Number of FI schools
NL	254	71
N	349	144
PE	62	29
NB	206	125
QC	56	56
ON	4,427	956
MB	666	135
SK	763	77
AB	2,232	224
BC	1,533	276
YT	31	3
NU	4	N/A
NT	47	10
CAN	10,630	2,106

Sample definition. The survey did not target all English-language schools, but initially targeted most (n=1,731) immersion schools and then 1,433 schools offering other FSL programs, based on lists compiled by ACPI and CASLT. The intended respondents were principals, but in some cases the questionnaires were completed by other people. As a result, some schools were covered by more than one completed questionnaire. The team therefore had to check the consistency of the duplicate responses and select the most reliable data, such as that from the principal. In other cases, school boards responded on behalf of all their schools. In these cases, the team clarified the meaning of the responses and requested additional information. Overall, several issues were corrected through email or telephone contact (where contact information was provided). Several responses had to be discarded, reducing the sample size.

Question complexity. To compensate for the lack of administrative data, several questions (5, 6, 7, 8.1, 9.1, and 10.1) were asked in the form of data tables to be completed. To answer these questions, the schools were required to collect administrative data. Several respondents skipped these questions and others made errors in transcribing data from table to table. In obvious cases, it was possible to move the data back into the correct boxes or to correct the data by contacting the respondents (if they had left their contact information). In addition, some concepts such as “full-time equivalent” (FTE) were misunderstood by some respondents who gave the number of nominal people involved, regardless of their workload (part-time or full-time). Where possible, these incorrect responses were corrected, otherwise they were not counted in the calculation of these questions.

Program delineation. The questionnaire treated the various FI and FSL programs as mutually exclusive categories, whereas in reality, teachers are often involved in more than one program. Respondents should have split FTEs accordingly, but often failed to do so because of the complexity of the task. For example, several responses indicated core French classes, but did not assign any teachers to them. From the comments, we understand that these classes are often staffed by generalist staff, staff from other programs such as FI, or even staff who travel between schools. Similar confusion sometimes occurred with respect to grade levels (Preschool-12), even though a “multi-grade” box had been provided for this purpose.



6.2 People consulted during the study

Marcie Adey, Department of Canadian Heritage

Sarah Anthony, Newfoundland and Labrador English School District

Kassy Assié, Manitoba Department of Education

Gillian Blackmore, Newfoundland and Labrador English School District

Marlène Boudreault, English Montreal School Board (EMSB), Quebec

David A. Butt, Newfoundland and Labrador English School District

Fanny Cazaux, Centre de leadership et d'évaluation (CLÉ)

Hanca Chang, Ontario Ministry of Education

Mary Chisholm, Nova Scotia Department of Education and Early Childhood Development

Martin Durand, Department of Canadian Heritage

Guillaume Guitard-Lortie, Department of Canadian Heritage

Elizabeth Hoerath, University of French Ontario

René Hurtubise, Prince Edward Island Department of Education and Lifelong Learning

Mélanie Kerridge, Ministère de l'Éducation, Quebec

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Martine St-Louis, Nunavut Department of Education

Mary-Ann Zauhar-Hiscock, Canadian School Boards Association (CSBA)

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6.4 The questionnaire

*** Sélectionner votre langue de préférence. / Select your preferred language.**

Français

English



Hello,

On behalf of the Association canadienne des professionnels de l'immersion and the Canadian Association of Second Language Teachers, thank you for taking the time to complete this questionnaire!

The data collected will be used to quantify the current shortage* of French immersion and French as a second language teachers. By answering this questionnaire, you will help us better understand the problem and develop strategies adapted to your reality in order to solve it.

Since some of the answers may require some time on your part to search through your records, you can answer the questionnaire in parts: each time you move on to the next question, your answers are automatically recorded in the system — and you can still come back to them if necessary. However, you will not be able to make any changes once you have submitted the questionnaire by clicking on "Submit".

Please note that the responses will be processed statistically and organized by province or territory. The anonymity of the schools responding to the questionnaire will be respected.

Please do not hesitate to contact us if necessary. We are happy to provide any necessary guidance and answer any questions you may have. You have until March 19th to participate. Together, let's #measuretheshortage.

Contact us:

Socius recherche et conseils
virginie.cimon@socius.ca | socius.ca | +1 (819) 205-7459

***Shortage: the lack of qualified French immersion and French as a Second Language (FSL) teachers that prevents a school from fully meeting demand.**

1. Please provide your postal code to help us determine where your school is located.

2. Please indicate the name of your school to ensure the reliability of the data. Note: This information will remain confidential.

3. What criteria are place within your school or school board* to determine whether an individual is qualified to teach French Immersion or FSL programs? (You may check more than one answer.)

- A teaching certificate
- A pre-determined level of proficiency in the French language
- Immersion or FSL teaching qualifications
- Qualifications in teaching French as a first language
- Qualifications in teaching other second languages
- Other:

*School Board: depending on the province or territory, school boards may also be referred to as "school district", "school division", "regional centre" or "school service centre".

4. What French proficiency tests* are used/accepted in your school or school board?

*Several tests are commonly used in Canada to determine the French proficiency level of teachers (e.g. CÉFRAN, DELF / DALF, TECFÉE, OPI, EUF - Épreuve uniforme de français)

5. For each course* or program and each level offered at your school, please indicate the number of existing classes* being offered this year (2020-2021). There is no need to indicate "0" in the other boxes.

	French Immersion	Core French	Intensive French	Other*
Junior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Course: a unit of a French immersion or FSL program.**

***Class: a group of students attending a French immersion or FSL course.**

***"Other" category: includes all FSL programs offered that differ from the three most common models and classes, and that include more than one FSL program. Examples include: Extended French, Pre-Intensive and Post-Intensive French, French as a Language of Instruction, Upgraded French, French as an Additional Language, Integrated French, FLORA, etc.**

6. For each course or program and each level offered at your school, please indicate the number of full-time equivalent* teachers who provide this instruction. There is no need to indicate "0" in the other boxes.

	French Immersion	Core French	Intensive French	Other
Junior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

*Full-time equivalent (FTE): the number of hours worked in the normal workload of a full-time employee.

7. For each course or program and each level offered at your school, please indicate the number of full-time equivalent teachers who are considered qualified* to teach in the program(s) for which they are responsible. There is no need to indicate "0" in the other boxes.

	French Immersion	Core French	Intensive French	Other
Junior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

***Qualified: Teachers are considered qualified if they meet the criteria in effect in your school board or school.**

8. Are there any students interested in these French Immersion or FSL courses/programs who could not be admitted this year (2020-2021) due to a lack of qualified teachers to offer these courses/programs?

Yes

No

8.1. Since you answered yes, indicate your estimate of the number of additional classes you would need to meet this demand for each of the programs and levels offered. There is no need to indicate "0" in the other boxes.

	French Immersion	Core French	Intensive French	Other
Junior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9. Have any French Immersion or FSL courses or programs been cancelled in the past three years (2017-18, 2018-19, 2019-20) due to a lack of qualified teachers to offer these courses or programs?

Yes

No

9.1. Since you answered yes, indicate your estimate of the number of classes that were cancelled for each of the programs and levels offered during these three years. There is no need to indicate "0" in the other boxes.

	French Immersion	Core French	Intensive French	Other
Junior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Senior Kindergarten	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
12	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multi-level	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

10. Have you received an application this year (2020-2021) for French Immersion or FSL courses/programs that your school does not currently offer?

Yes

No

10.1. Since you have answered yes, indicate the courses or programs requested.

	French Immersion	Core French	Intensive French	Other
Junior Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior Kindergarten	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Are there any French Immersion or FSL courses/programs that have been cancelled this year due to COVID-19?

Yes

No

11.1. Since you answered yes, what are the reasons (Check all that apply):

- Lack of teaching staff
- Insufficient number of students
- Insufficient funding
- Lack of physical space
- Challenge of switching to remote or hybrid mode
- Other:

(FR) La présente étude se penche aussi sur les causes de la pénurie du personnel enseignant en immersion française et en FLS. Si vous êtes intéressés à être consulté dans cette partie de l'étude, vous pouvez écrire votre nom et votre adresse courriel et nous communiquerons avec vous.

(ENG) This study also examines the causes of the shortage of French Immersion and FSL teachers. If you are interested in being consulted in this part of the study, please provide your email address and we will contact you.

Nom / Name

Adresse courriel / Email

Commentaires, questions ou précisions sur le sondage (facultatif) / Additional comments, questions or concerns on the survey (optional):

Nous vous remercions de votre contribution à cette étude!
Thank you for your contribution to this study!