

La prise de risques linguistiques en langue seconde Ce qu'en disent nos programmes !

PFÉQ FLS — Primaire

« Prendre des risques » (FLS Base, p. 117 et FLS Immersion, p. 132)

« Participer activement en prenant des risques » (FLS base, p. 4 et FLS immersion, p.5)

PFÉQ FLS — Secondaire Cycle 1

« Qu'il s'agisse d'activités d'interaction, de lecture ou de production, l'élève est appelé à échanger en classe dans un climat qui lui donne le goût d'apprendre, de prendre des risques et de s'exprimer en français. » (FLS base et enrichi, p. 141)

« Adopte des attitudes qui favorisent la compréhension : accepter de ne pas tout comprendre, prendre des risques, persévérer, etc. » (FLS base et enrichi, p.162)

CYCLE 2

« Le climat de classe doit inciter l'élève à s'exprimer en français, lui donner le goût d'enrichir ses connaissances, l'encourager à prendre des risques et l'amener à réfléchir sur sa démarche et ses acquis » (FLS base, p. 9)

« On lui demande de communiquer en français dans la classe en tout temps avec le plus de précision possible, de prendre le risque de se tromper, d'accepter l'inconfort pouvant être ressenti dans de nouvelles situations de communication et de reconnaître qu'il faut répéter fréquemment les mêmes tâches pour s'améliorer en français. » (FLS base, p. 9)

« On lui demande de communiquer en français dans la classe en tout temps avec le plus de précision possible, d'accepter l'inconfort qu'il peut parfois ressentir dans de nouvelles situations de communication et de reconnaître qu'il faut prendre le risque de se tromper pour s'améliorer en français. » (FLS enrichi, p. 10)

« Il les encourage à faire preuve d'autonomie, à considérer l'erreur comme source d'apprentissage et à prendre des risques. » (FLS enrichi, p. 11)

Risk-Taking: It's in the program!

QEP- ESL Elementary Program

Cycle 1

“Right from the start, students learn to develop the cross-curricular competency To solve problems as they are faced with the big challenge of participating in an all English class, trying to figure out how the English language works and taking risks using the target language to communicate.” (ESL, p. 5)

“Among their classmates, students have very little fear of taking risks to express themselves.” (ESL, p. 6)

“Students take risks: they respond verbally and initiate messages, seldom using ready-made sentences.” (ESL, To communicate orally in English, p.12)

“They make regular use of the strategies use of prior knowledge, risk-taking, gesture and asking for help.” (ESL, To communicate orally in English, p.12)

“They reflect on their use of compensatory and learning strategies such as directed attention, use of prior knowledge, inferencing, physical response, risk-taking, gesture and asking for help.” (ESL, To communicate orally in English, p.12)

“They take risks and express needs and ideas in a simple manner, drawing upon their personal repertoire of words and short expressions.” (ESL, To communicate orally in English, p.12)

“Takes risks.” (ESL, To communicate orally in English, p.13)

“Supported by the teacher, students use the strategies directed attention, risk-taking, physical response, gesture, asking for help effectively, in appropriate situations.” (ESL, To communicate orally in English, p.13)

“Risk-taking (deciding to speak English only, experimenting with known language, attempting to integrate new language)” (ESL, Learning strategies, p.16)

QEP- ESL Elementary Program

Cycles 2 & 3

“The learning contexts for this competency require: opportunities to take risks as a learner.” (ESL, To interact orally in English, p. 354)

“They take more risks when expressing themselves..” (ESL, To interact orally in English, p. 354)

“They ask for help when experiencing difficulty, take risks in expressing ideas in English and persevere in producing this first draft.” (ESL, To write texts, p. 358)

“Risk-taking (daring to speak English only, experimenting with known language, attempting to integrate new language).” (ESL, Learning Strategies, p. 361)

Progression of Learning - Elementary Program

		Elementary					
		Cycle One		Cycle Two		Cycle Three	
		1	2	3	4	5	6
→	Student constructs knowledge with teacher guidance.						
★	Student applies knowledge by the end of the school year.						
	Student reinvests knowledge.						
Risk-taking		Risk-taking					
<ul style="list-style-type: none"> Uses words, strings of words and expressions to communicate only in English 	→ ¹	<ul style="list-style-type: none"> Dares to use functional language frequently used in class to speak only English, in spite of making errors 	→	★			
<ul style="list-style-type: none"> Experiments with known language 	→ ¹	<ul style="list-style-type: none"> Experiments with known language 	→	→	→	★	
<ul style="list-style-type: none"> Attempts to integrate new language 	→ ¹	<ul style="list-style-type: none"> Attempts to integrate new language 	→	→	→	→	

QEP- ESL SECONDARY Program

Cycle 1

“In an atmosphere of respect, students are encouraged to take risks and develop their creativity.” (ESL, Core Program, p. 583)

“In an atmosphere of trust and respect, they are willing to take risks and help each other learn and grow.” (ESL, Core Program, p. 585)

“They [teachers] are responsible for establishing and nurturing a positive learning environment; they encourage students to take risks, to interact in English and to work with others.” (ESL, Core Program, p. 586)

“When students take risks to communicate, they may make errors, which are a natural part of the language acquisition process.” (ESL, Core Program, p. 586)

“Students are encouraged to take risks—an essential step in the language acquisition process—in a classroom which nurtures trust and respect.” (ESL, Core Program, p. 590)

“As they interact, students take risks by experimenting with the language when they ask questions, give information, express ideas, thoughts and feelings, and share their point of view.” (ESL, Core Program, p. 590)

“By the end of Secondary Cycle One, students initiate, react to, maintain and end oral interaction with peers and the teacher. They take risks in their use of English.” (ESL, Core Program, p. 591)

“Students develop their knowledge and use of language conventions as they take risks...” (ESL, Core Program, p. 598)

“The teacher ensures that all students feel comfortable taking risks and are supported when errors occur.” (ESL, Core Program, p.598)

“Take risks (experiment with language without fear of making mistakes).” (ESL, Core Program, Learning strategies, p. 599)

“The EESL classroom is a supportive environment in which students work with others, feel comfortable taking risks...” (ESL, Enriched Program, p. 609)

When carrying out tasks... EESL students take risks and experiment with the English language. (ESL, Enriched Program, p. 610)

“The teacher is responsible for encouraging students to continuously take risks and experiment with the English language.” (ESL, Enriched Program, p. 610)

“Focus on accuracy should never discourage student risk-taking;” (ESL, Enriched Program, p. 610)

“Evaluation is to be seen in a positive light—it encourages risk-taking...” (ESL, Enriched Program, p. 610)

“Oral interaction takes place in an atmosphere of trust and respect that allows students to take risks.” (ESL, Enriched Program, p. 614)

“Takes risks.” (ESL, Enriched Program, p. 615)

“EESL students develop their knowledge and use of language conventions as they take risks...” (ESL, Enriched Program, p. 622)

“Focus on accuracy should never discourage student risk-taking;” (ESL, Enriched Program, p. 622)

“... the teacher needs to ensure that students always feel comfortable taking risks and are supported when errors occur.” (ESL, Enriched Program, p. 622)

“Take risks (experiment with language without fear of making mistakes)” (ESL, Enriched Program, p. 623)

QEP- ESL SECONDARY Programs

Cycle 2

“Students participate in maintaining this environment in order to be comfortable taking risks with the language and expressing personal views.” (ESL, Core Program, p.7)

“Teachers are responsible for establishing a positive learning environment that allows students to build accuracy in their language repertoire in a way that does not impede risk-taking.” (ESL, Core Program, p.8)

The student “Takes risks with language and ideas” (ESL, Core Program, p.8)

The teacher “Encourages risk-taking” (ESL, Core Program, p.8)

“They are more comfortable taking risks and use communication strategies with increasing autonomy.” (ESL, Core Program, p.14)

“When interacting, students take risks using language and expressing ideas, opinions and experiences.” (ESL, Core Program, p.15)

“They take risks with language and persevere, even when they make errors.”(ESL, Core Program, p.16)

“They also take more risks in expressing their ideas and viewpoints.” (ESL, Core Program, p.22)
 “They take risks when sharing their responses and keep an open mind to others’ responses.”
 (ESL, Core Program, p.25)

“They persevere, even when faced with challenges, and take risks with language.” (ESL, Core Program, p.32)

“Students develop their knowledge and use of language conventions when they take risks...”
 (ESL, Core Program, p.40)

“Take risks (experiment with language and ideas without fear of making errors)” (ESL, Core Program, p.43)

“Paying attention to accuracy does not discourage risk-taking; rather, teachers ensure that students feel supported when they take risks and make errors.” (ESL, Enriched Program, p.8)

“They take risks with language and in expressing their ideas, opinions and experiences.” (ESL, Enriched Program, p.15)

“... they make a conscious effort to take risks in sharing their viewpoints).” (ESL, Enriched Program, p.15)

“They take risks with language and in expressing their ideas.” (ESL, Enriched Program, p.16)

“They persevere in trying to understand texts, take risks when sharing their responses, and keep an open mind towards others’ responses.” (ESL, Enriched Program, p.25)

“...Students develop their knowledge and use of language conventions when they take risks...”
 (ESL, Enriched Program, p.40)

“Take risks (experiment with language and ideas without fear of making errors) “ (ESL, Enriched Program, p.43)

Progression of Learning at the Secondary Level

ESL Core Programs

D. Social/Affective Strategies Strategies used to learn with others and to control social and affective aspects of learning.		1	2	3	4	5
1. List of social/affective strategies						
1.1. Ask for help, repetition, clarification, confirmation a. Requests assistance, reiteration, precision and reinforcement	E					
1.2. Ask questions a. Asks for advice/feedback or correction to support learning			→	★		
1.3. Cooperate a. Works with others to achieve a common goal	E	★				
1.4. Develop cultural understanding a. Tries to communicate with someone who speaks English; learns about English-language cultures and practises English with others				→	→	→
1.5. Encourage and reward self and others a. Makes positive statements during a task and congratulates self and others upon completion		→	★			
1.6. Lower anxiety a. Reduces stress by reminding self of goals, progress made and resources available		→	★			
1.7. Take risks a. Pushes oneself to experiment with language and ideas without fear of making errors	E	→	★			

ESL Enriched Programs

D. Social/Affective Strategies Strategies used to learn with others and to control social and affective aspects of learning.		1	2	3	4	5
1. List of social/affective strategies						
1.1. Ask for help, repetition, clarification, confirmation a. Requests assistance, reiteration, precision and reinforcement	E					
1.2. Ask questions a. Asks for advice/feedback or correction to support learning				★		
1.3. Cooperate a. Works with others to achieve a common goal	E	★				
1.4. Develop cultural understanding a. Tries to communicate with someone who speaks English; learns about English-language cultures and practises English with others				→	★	
1.5. Encourage and reward self and others a. Makes positive statements during a task and congratulates self and others upon completion		→	★			
1.6. Lower anxiety a. Reduces stress by reminding self of goals, progress made and resources available		→	★			
1.7. Take risks a. Pushes oneself to experiment with language and ideas without fear of making errors	E	★				