

CONSULTATION PANCANADIENNE 2025

Pour accéder au sondage



ou rendez-vous au :

<https://fr.surveymonkey.com/r/acpiconsultation25>

CONSULTATION PANCANADIENNE 2025

Pour accéder au sondage



ou rendez-vous au :

<https://fr.surveymonkey.com/r/acpiconsultation25>

CONSULTATION PANCANADIENNE 2025

Pour accéder au sondage



ou rendez-vous au :

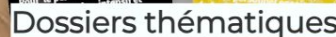
<https://fr.surveymonkey.com/r/acpiconsultation25>



**Nous reconnaissons que nous sommes sur les terres
des premiers peuples de l'ensemble de ce vaste pays que
nous appelons aujourd'hui le Canada.**

**Nous sommes reconnaissants du territoire sur lequel nous
nous rassemblons et rendons hommage aux générations
précédentes et à celles d'aujourd'hui qui ont été et le sont
encore les gardiens de ce territoire et qui ont accueilli les
nouveaux arrivants.**

**Ensemble, nous sommes tous des peuples des traités et
nous honorons notre responsabilité envers ce lieu que nous
appelons notre foyer, pour aujourd'hui et pour les
générations futures.**



**Learning should always feel
like watching Northern
Lights in Banff !**

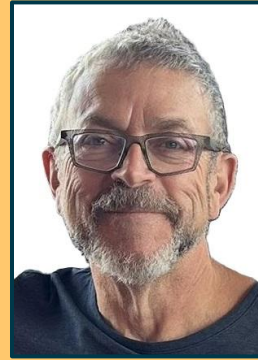


**Retrouver le plaisir d'apprendre :
alléger la relation émotive avec la
langue en contexte d'immersion.**



'J'adore madame, J'adore monsieur but I hate French.'

Rediscovering the Joy of Learning: Reducing the Emotional Weight of Language in Immersion



'J'adore madame, J'adore monsieur but I hate French.'



Déjà!





Daniel!



Reservation

Tour and Tasting

Get a behind-the-scenes view of our underground barrel cellar blasted from volcanic rock, which leads into a seated wine tasting with food expertly crafted by our culinary team.

Guests must be 19+ to join. Approx. 90 minutes.

Access is by reservation, with walk-ins welcomed when availability allows. This approach ensures every visit is personal, peaceful, and distinctly Mission Hill. [Hide](#)

Prepaid reservation for parties of 1 to 6

\$125 per person

[Book now](#)

Tristan

What can we learn from our learners?

0:50

2:33 à 4:33

5:22 7:20

8:43 9:22



A Difficult Relationship avec la langue française.

Why do some (many?) immersion learners/students feel emotionally overwhelmed in FI?

- L'importance attaché à l'orthographe: Proper and Correct Spelling is the NORM but it is highly unpredictable in French other unlike other languages with a closer relation oral code, written code.
(ex; Türkiye ✓ Français : mayonnaise ✓ Turc : ma yo nez: If I can read it, I can say it.
 - like English at times (ough, although, through, rough)
 - ex des linguistes: la lettre S et une nouveau mot
 - <https://youtu.be/5Y07Vg1ByA8?si=PtWpOaaxS33dKfYw&t=95>
- grammar overload. (le participe passé conjugué avec avoir)
- fear of being judged when speaking, anxiety about Speaking on the Stage
- traditionally grades have been tied to accuracy, not to meaning (linguistic criteria overshadow pragmatic criteria).
- Seems like we put way too much emphasis on the written code vs the oral code
- **"It is my responsibility to ensure it is done correctly." "I need to get it right."**
 - this emotional pressure blocks production and risk-taking.
 - under strict accuracy rules → everyone feels the tension. Never disappears.
- Grammar and Literature = normal French. (Sorry about my French.... I wish but...)



A fabulous relationship with my teacher and my peers.

When do most immersion learners/students feel emotionally engaged in FI?

“Madame Richardson is the closest person I know to Mother Teresa.”

FI is like family, we grow together, lifelong friendships.

Most of my peers are good scholars. A motivating learning environment but it also adds a lot of pressure to succeed.

I enjoy the learning environment but

‘I still hate French’ and hopefully will not need to speak it in real life. Really worried about making even one mistake.



What creates the emotional weight in immersion?

fear of making mistakes

perfectionism linked to grades

comparison with stronger peers

parents' expectations

fast-paced curriculum

lack of differentiation and student support for learning difficulties

cognitive overload (vocabulary + grammar + content, simultaneously)

cultural pressure about the French Language:

- 'elle est belle, on doit la protéger, elle est en danger'.



Esthétique
de la langue française



Research-indicate that :

- stress reduces language production / interaction
- positive emotions increase memory, confidence, and creativity
- risk-taking is essential for oral development, which remains our weakest area of proficiency





2

L'émotion d'apprendre

Une prise de risque



“Le bien-être de l'élève



Émotions contagieuses

Le pont enseignant-élève



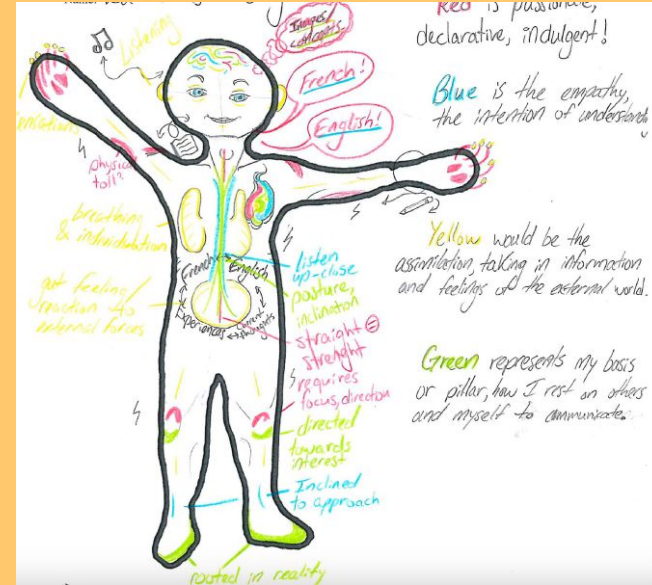
Les élèves d'enseignants
perçus comme **enthousiastes**
ont des résultats
systématiquement supérieurs.



From Stress to Success: Mindset Strategies

- In FI we must:
- ✓ Normalize mistakes: "Learning French = making mistakes every day is normal and necessary for progression to happen."
 - ✓ Replace "correcting" with "recasting, fine-tuning" and "growth feedback"
 - ✓ Celebrate progress, not perfection
 - ✓ Make oral participation low-risk: normalize speaking-oral interaction, provide sentence starters, provide visual supports
 - ✓ Invite plurilingualism and language identity:

Teach in French but please allow students to draw on English and other languages strategically



In FI and in all streams of French as an Additional Language Teachers Need to See their role as Emotional Architects, 'Pleasure Architects', Engagement Architects.

We need to make practical shifts that change the learning game, the learning climate:

Micro-shifts should remove embarrassment and increase willingness to speak.



shifting from...	to...
"Who has the right answer?"	"Let's share our ideas. Mistakes are welcome."
Individual pressure, on the spot	Predictable routines, 'les dyades' as the most common strategy
"No English"	Strategic L1 use for confidence, planning, and risk-taking
Traditional and constant correction	Strategic timing with feedback to improve in small doses: <i>la règle de 3 maximum</i>

● The Gym Class Analogy



Les élèves en action!

FI Needs to feel like going to the gym most of the time!

The best physical Education teachers establish routines that students learn quickly in order to reduce emotional pressure and get the action going.

Routine 1 – Le mariage oral (scaffolded learning)

- K20Learn unlimited strategies to generate the need to talk
- Madame, monsieur: qu'est-ce qu'on écoute aujourd'hui. De quoi est-ce qu'on va parler aujourd'hui
-

Result: students don't feel "on stage"

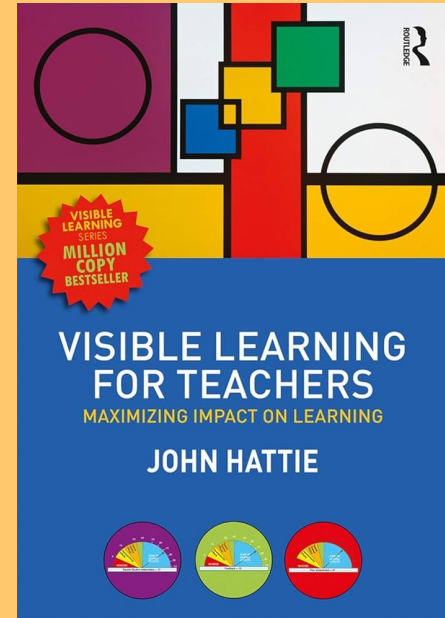


FI Needs to feel like going to the gym most of the time!

The best physical Education teachers establish routines that students learn quickly in order to reduce emotional pressure and get the action going.

Routine 2 – Visible success (John Hattie) Redefining success. Removing the marks to define FI success.

- **the CEFR as the progress tracker**,
where am I now, where have I been, next steps
- la patience to permit growth and acquisition. It is going to take time. They will progress at a different speed
- success is link to proficiency not towards behaviour
Result: success is defined by effort, risk-taking and is never linked to perfection

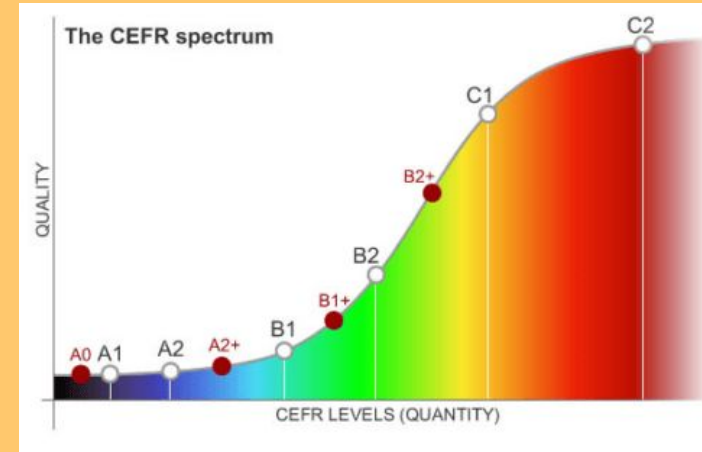
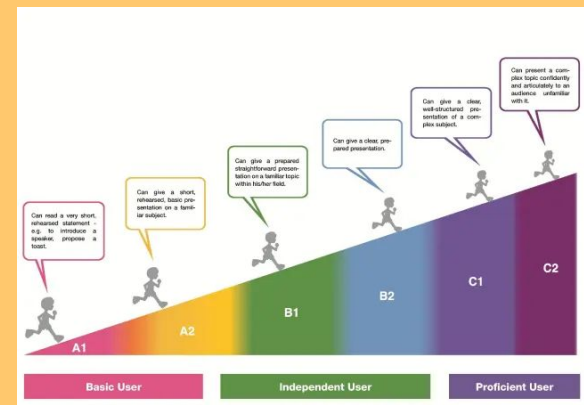


FI Needs to feel like going to the gym most of the time!

The best physical Education teachers establish routines that students learn quickly in order to reduce emotional pressure and get the action going.

Routine 2 – Visible success (John Hattie) Redefining success. Removing the marks to define FI success. Proficiency GPS.

- the CEFR as the progress tracker ,
where am I now, where have I been, next steps
 - la patience to permit growth and acquisition. It is going to take time. They will progress at a different speed
 - success is link to proficiency not towards behaviour
- Result:** success is defined by effort, risk-taking and is never linked to perfection



FI Needs to feel like going to the gym most of the time!

The best physical Education teachers establish routines that students learn quickly in order to reduce emotional pressure and get the action going.

Routine 3 — Having daily pleasure with oral interactions

the shorter, the better: oral interaction is the new norm and it is not link to grammar and language precision but mostly link to critical thinking

Result: laughter lowers stress and boosts participation



Key Messages to Bring Back Home

- Students need psychological safety in order to speak and take risks.
- “Errors = evidence of learning”—not failure.
- When joy increases, production and confidence increase.
- A relaxed brain learns more and remembers more, but mostly makes all of our learner speaks a lot more now and forever!



● Merci Beaucoup !



- [cousineaudenis@gmail.co](mailto:cousineaudenis@gmail.com)

m

- [dcousineau](#)

sur



@deniscousineau



Objectifs et descriptif !

Transformer une relation difficile avec la langue : vers une approche plus harmonieuse

L'apprentissage du français, perçu par de nombreux élèves comme une langue complexe et déroutante, peut engendrer stress et blocages émotionnels. L'orthographe capricieuse, les règles syntaxiques mystérieuses et les évaluations centrées sur la précision linguistique amplifient cette douleur. Cette réalité freine l'expression des idées et la confiance des apprenants.

Cet atelier propose une approche novatrice : guider les élèves vers une relation apaisée et motivante avec la langue. Pour y parvenir, nous devons sortir du dogme de la perfection linguistique dès les premières étapes de l'apprentissage. L'écoute, la prise de parole sans peur de l'erreur et l'écriture comme espace de créativité sont les clés pour bâtir cette confiance.

Les recherches significatives des linguistes ainsi que les avancées technologiques, notamment l'intelligence artificielle, redéfinissent les pratiques d'enseignement et d'apprentissage. En tant qu'enseignants, il est crucial d'accompagner cette transition en valorisant une approche communicative et bienveillante. L'objectif : privilégier une langue vivante et utile, où les erreurs deviennent des étapes naturelles du parcours d'apprentissage.

Nous discuterons de stratégies concrètes pour encourager les élèves à utiliser le français de façon authentique, en mettant l'accent sur l'oral, la reconnaissance des sons, et l'expression en contexte. Car une langue reste vivante tant qu'elle est parlée et partagée.

Rejoignez cet atelier pour réfléchir ensemble à des pratiques pédagogiques audacieuses et inclusives qui permettront à vos élèves de s'approprier le français avec confiance, plaisir et créativité.