

Kim–Sarah Schick & Natascha Mizelle

Linguistic Risk–Taking: Exploring the Perspective of Future Language Educators

Abstract

This article relates linguistic risk-taking (LRT) to the context of future language educators. LRT refers to language learners stepping beyond their comfort zones by using a target language in challenging communicative situations—experiences that can lead to personal growth, enjoyment and a sense of accomplishment. While LRT has been recognized as a valuable element in language learning, its role among teacher trainees remains underexplored. Yet, this group is uniquely positioned to influence LRT in their future classrooms, acting as practitioners and role models for their future students. Raising awareness among teacher candidates about the educational and emotional benefits of LRT is important. Choosing a participatory approach, a survey of 81 university students training to become English teachers was conducted. The results reveal insights into their perceptions and preferences of LRT, particularly for tailoring the Canadian LRT initiative to their needs (Slavkov & Séror, 2019) within their learning context.

Diese Studie untersucht *Linguistic Risk-Taking (LRT)* erstmalig im Kontext zukünftiger Sprachlehrkräfte. *LRT* bezeichnet das Verlassen der Komfortzone durch Sprachlernende, indem sie die Zielsprache in sprachlich und kommunikativ anspruchsvollen Situationen anwenden—Erfahrungen, die zu persönlichem Wachstum, Freude und Erfolgserlebnissen führen können. Die Rolle von *LRT* bei Lehramtsstudierenden ist bislang empirisch kaum erforscht. Diese Zielgruppe wird als Vorbild einer positiven *LRT*-Kultur in ihren zukünftigen Klassenzimmern fungieren. Es ist daher wichtig, bei Lehramtsstudierenden ein Bewusstsein für die pädagogischen und emotionalen Vorteile von *LRT* zu schaffen. Im Rahmen eines partizipativen Forschungsansatzes wurde eine Umfrage unter Lehramtsstudierenden im Fach Englisch (n=81) durchgeführt. Die Ergebnisse liefern Einblicke in ihre Wahrnehmung und Präferenzen bzgl. *LRT*, u.a. auch hinsichtlich der kontextsensiblen Anpassung der kanadischen *LRT-Initiative* (Slavkov & Séror, 2019) an ihre Bedürfnisse.

Keywords

linguistic risk-taking, risk-taking, foreign language confidence, language educators, teacher education

Linguistic Risk-Taking (LRT), Fremdsprachenunterricht, sprachliche Risikobereitschaft, Lehrer*innenbildung

1. Introduction

This article explores Linguistic Risk-Taking (LRT) which refers to how learners can derive a sense of pride and enjoyment from using a new language in situations in which



they need to step out of their comfort zones to overcome linguistic and communicative challenges (Slavkov, 2023a, pp. 38–39). Linguistic risk-taking can promote general well-being and result in increased learning outcomes (Slavkov, 2023a, pp. 51, 53). However, LRT had remained a largely underexplored dimension in applied linguistics and language teaching research and practice until it was foregrounded by a Canadian initiative within the bilingual context of the University of Ottawa (Slavkov & Séror, 2019). As part of this initiative, an LRT Passport and a *Linguistic Risk* app were developed (Slavkov & Séror, 2019; Slavkov, 2023a; Slavkov, 2026). This article presents first results of an ongoing research project that intends to build on an international research collaboration with the LRT initiative at the University of Ottawa through the adaptation of the LRT initiative including the passport and the app to the context of future language educators (university students/teacher trainees) in Germany.

Fostering linguistic risk-taking is not only about enhancing language skills but also about supporting the holistic development of future educators—boosting their foreign language confidence and overall well-being. As future teachers, they will eventually design and implement classroom practices and, by practicing LRT themselves¹, they will become role models who can demonstrate to their future students that engaging in linguistic risk-taking is a beneficial part of language learning. It is thus worthwhile to explore how future language educators' LRT practice and their awareness of the importance of LRT in language learning will carry over into their teaching practice. Future English teachers serve a dual role: most of them as learners of the language and all of them as future facilitators of language learning. While exploring and addressing this dual role is the overarching aim of our LRT project and initiative, the article and pilot study at hand explores prospective language educators in their role as language learners regarding their own LRT experience in their learning contexts.

However, research on LRT among future language educators is limited. An LRT initiative for our teacher trainees should be participatory, taking into consideration their perspective on LRT within their own language learning journey. To our knowledge, no study has elicited the perspective of future foreign language teachers regarding LRT. The studies conducted with university students in Ottawa (Slavkov & Séror, 2019; Séror & Slavkov, 2019; Slavkov, 2020; Griffiths & Slavkov, 2021; Rhéaume et al., 2021; Roodi & Slavkov, 2022; Slavkov, 2023a; Slavkov, 2026) offer valuable insights for our research context, yet they focus on a different learning environment as Ottawa is a bilingual environment and the L2 (French/English) is used widely on campus and beyond. The study by MacDonald and Thompson (2019) needs to be taken into account for our research purpose as it focuses on the context of *English as a foreign language* at Kanda University of International Studies in Japan. However, to our knowledge, no

¹ Language teachers can for example share their own LRT experiences from outside of the classroom with their learners and elaborate on how they felt during those experiences.

study so far focuses specifically on participants that are future foreign language educators.

To address the research gap in LRT within teacher training programs, we conducted a student survey with future English language educators ($n = 81$) in Germany. The survey elicited the pre-service teachers' perspectives regarding their own LRT experience as well as their views and wishes for the pedagogical guidance an LRT initiative should entail. Our research aims to identify good practices for integrating LRT into teacher training curricula in Germany. The goal is to provide evidence-based recommendations for the design of an LRT tool (app/passport) and its pedagogical guidance within an LRT initiative, employing a participatory approach in which the stakeholders (teacher trainees) themselves play an active role in shaping the initiative. The survey results presented in this article constitute a first step towards these research efforts.

2. Theoretical Background

2.1 Linguistic Risk-Taking and Foreign Language Confidence

A linguistic risk is operationalized as an authentic, autonomous communicative act where learners are compelled to move beyond their linguistic and cultural comfort zones by engaging in the use of the target language (Slavkov & Séror, 2019, p. 254; Griffiths & Slavkov, 2021, p. 129; Slavkov, 2023a, p. 35). All four language skills—reading, writing, speaking and listening—entail varying degrees of risk potential, though spoken interactions are generally perceived as involving a higher degree of risk (Slavkov & Séror, 2019, p. 257; Griffiths & Slavkov, 2021, p. 129).

Risk-taking requires “a situation where an individual has to make a decision involving choice between alternatives of different desirability; the outcome of the choice is uncertain; there is a possibility of failure” (Beebe, 1983, p. 39). Such decisions may involve experimenting with unfamiliar or complex linguistic structures or engaging with input that exceeds the learner's current level of proficiency (Beebe, 1983, pp. 46–47, 60). Language learners are exposed to various potential failures, such as producing errors, being misunderstood, or experiencing breakdowns in communication. These linguistic and communicative setbacks can result in negative judgments based on language norms, including perceptions of diminished intelligence or likability, unfavorable comparisons with peers, social discomfort, and, in some cases, perceived threats to the learner's identity or self-concept (Beebe, 1983, pp. 44–45, 60; Slavkov, 2023a, p. 33).

Language learners may be reluctant to make such choices, particularly in situations that appear to exceed their linguistic competence. As such, LRT inherently encompasses elements of anxiety and discomfort (Beebe, 1983, pp. 44–45; Slavkov, 2023a, p. 33, 38). Nevertheless, engagement in LRT is essential, as it facilitates linguistic problem-solving and contributes to the development of greater competence and confidence in using the target language and interacting with its speakers and communities across var-

ious linguistic domains. It also enhances language exposure and offers authentic opportunities for practice (Slavkov & Séror, 2019, pp. 259–260; Griffiths & Slavkov, 2021, pp. 128–129, 132). Crucially, engaging in LRT can evoke feelings of empowerment, pride, enjoyment, and success. This dual nature—encompassing both potential challenges and positive affective outcomes—is central to its pedagogical value. The LRT initiative seeks to reframe linguistic risks as opportunities for enjoyment and growth, while helping the learner to minimize their emphasis on failure and to make failure an acceptable/inherent part of learning (Griffiths & Slavkov, 2021, p. 140; Slavkov, 2023a, p. 38). LRT can serve as a tool for raising awareness and managing both practice opportunities and emotional experiences in language learning (Slavkov, 2023a, pp. 38–39, 52). For a more detailed analysis of the LRT construct that also relates LRT to contributions of authors beyond the Canadian research group, please refer to other articles in this issue (e.g., Cajka & Vetter, 2026; Schick et al., 2026).

For our research context, we propose examining LRT by drawing on Liu's (2025) nuanced model of foreign language² confidence. To our knowledge, this model has not been related to LRT. It addresses many constructs that have been related to LRT, e.g., language anxiety³ and integrates many of the constructs that LRT aims to promote. Furthermore, it closely aligns with the intended outcomes we envision for an LRT initiative among our target group of future language educators: building perceived competence, reducing language anxiety, enhancing language enjoyment, and fostering both linguistic security and a sense of professional ownership. The model comprises three key dimensions: foreign language competence, linguistic security and linguistic ownership (Fig. 1). Foreign language competence is conceptualized as EFL learners' belief in their overall ability to use English effectively for communication and meaning making, rather than in isolated language skills. Linguistic security pertains to learners' awareness of the diverse varieties of English and their comfort in using their own variety within both professional and broader communicative settings. Linguistic ownership refers to the degree to which learners identify with the English language, take pride in using it, and feel a personal connection to it, regardless of their linguistic background (Liu, 2025, p. 296).

² We acknowledge that English is not always a foreign language for future language educators in Germany, but can also be L1, L2, L3 or Lx. This is why we chose to include a question on this in our survey (see Fig. 3).

³ LRT has been related to more well-known constructs like language anxiety and willingness to communicate (for further elaboration see e.g., Slavkov & Séror, 2019, pp. 255–257; Sadoughi & Hejazi, 2024). Exploring them here goes beyond the scope of this article, in which we chose foreign language confidence (Liu, 2025) as the theoretical foundation besides LRT.

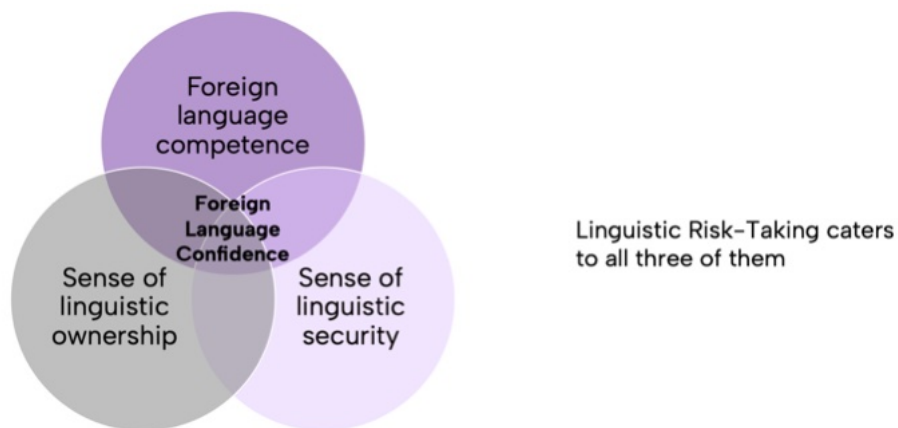


Fig. 1: Foreign language confidence based on Liu (2025, p. 296)

This conceptualization of foreign language confidence is relevant to our research, because it frames confidence as both dynamic and developable—qualities that can be achieved through LRT. The model views learners as active in the construction of foreign language confidence. It reflects both cognitive and affective perspectives on language learning and language use—the latter offering potential regarding emotion management as part of learners’ constructing foreign language confidence. Liu’s (2025) model is context dependent, responding to shifts in perceived proficiency and emotions such as anxiety, discomfort or enjoyment and pride. This aligns well with LRT’s potential dual role—not only as an individual experience but also as a pedagogical application that aims at showing learners’ paths to managing their emotions and to experiencing language enjoyment (Slavkov, 2023a, pp. 38–39, 52). Finally, this model acknowledges the diverse sociolinguistic realities of EFL learners and thus to learning and teaching English to speakers of other languages (TESOL). Both our future language educators and their future students in schools are speakers and learners of English with diverse linguistic backgrounds.

2.2 The Linguistic Risk-Taking Initiative at the University of Ottawa

Two tools, the Linguistic Risk-Taking Passport and the *Linguistic Risk* app, are at the heart of the LRT initiative, which was developed for the bilingual French-English university campus of the University of Ottawa, Canada (uOttawa). The LRT passport is a booklet in the style of a travel passport that lists approximately 80 linguistic risks. Examples include sending an email to a professor, ordering food on campus or doing a job interview in the L2. While it is introduced in university language classes (e.g., Rhéaume et al., 2021), its primary purpose is to encourage autonomous engagement with the target language beyond the classroom walls, as university students independently complete listed or individually proposed risks. Each risk can also be rated for its risk potential (high/medium/low) in the passport (Slavkov & Séror, 2019, pp. 260–264; Slavkov,

2023a, pp. 34–37). The LRT passport has also been launched as a digital app called *Linguistic Risk* for members of the campus of the University of Ottawa (uOttawa; Slavkov, 2026), thus incorporating gamification features (e.g., achievement levels, virtual trophies) and digital media into the initiative (Slavkov, 2026). Since most risk-activity takes place in real life, the app is not a virtual reality app but rather scaffolds experiential and authentic language use and learning. The app allows advanced/in depth sharing of experiences and perspectives by enabling users to rate their anxiety and enjoyment levels for completed risks and to comment on them. In addition, it provides automated progress tracking with individualized graphs and charts (e.g., number of risks taken, risk repetition frequency, risks taken sorted by theme or skill), which has the pedagogical function of promoting learner autonomy. To ensure ongoing encouragement and engagement, the app allows goal setting (i.e., lets users select risks, due date and set reminders), shows trending risks and offers a feature that suggests a random risk.

Many examples highlight the adaptability potential of the LRT initiative to different learning contexts (MacDonald & Thompson, 2019; Cajka et al., 2023; European Centre for Modern Languages of the Council of Europe, 2025; Slavkov, 2020, p. 64; Slavkov, 2023a, p. 52; OLBI & LEARN, 2023; SPEAQ & LEARN, 2023). In this regard, our aim is to contribute to the field by examining the adaptability of the LRT initiative in the context of prospective foreign language educators in Germany.

2.3 The University of Cologne and the Linguistic Risk-Taking Initiative

With approximately 46.000 students, the University Cologne is the largest in-person university in Germany. The target group for this initiative, teacher trainees, represent the largest percentage of students studying in the arts and humanities at the University of Cologne. The study at hand was conducted in the Department of English II, where all students are preparing for careers as teachers, including special needs, elementary school and secondary education. As future educators, these teacher trainees will serve as role models who can demonstrate to their future students that engaging in LRT is both an important and beneficial part of language learning. This underscores the need to foster LRT awareness and practice within this target group.

All classes in the Department of English II are taught in the target language, yet German is dominant both on campus and in the wider community. LRT is therefore of particular interest in contexts like Germany, where the prevalence of German can stand in the way of authentic communicative situations and may create additional challenges for engaging in risk-taking. Beyond the classroom, natural English-speaking environments and opportunities are scarce, even though there is significant potential in the dominance of English in digital media, pop culture and similar domains. In this context, LRT can serve as a tool by raising students' awareness of the existing opportunities for practice around them.

Griffith & Slavkov (2021, p. 129) and Slavkov (2023a, p. 32) emphasize the importance of authentic settings in which the target language is used during LRT. Such

settings exist on bilingual campuses such as the one of the University of Ottawa. In Cologne, however, a predominantly German-speaking environment, identifying opportunities for authentic LRT outside of the classroom poses more of a challenge for pre-service teachers. This challenge would be amplified if all LRT opportunities were required to be encounters in which German was not the more convenient option for the speakers. Within the University of Cologne, LRT opportunities also arise in the English language classrooms, as all English classes are taught in the target language. However, even in those classes both teachers and students are usually proficient in German, with German as the L1 for many. It is therefore important that English interactions in these classroom scenarios are implemented in a way that allows all participants to experience these L2 interactions as natural and spontaneous through habituation and a positive classroom atmosphere. An LRT initiative can contribute to this implementation. When students and teachers alike have fewer opportunities for authentic English interactions outside the classroom, LRT becomes a critical strategy for ensuring that English is used as a living, functional language outside of the classroom beyond it being an academic subject. For our research purposes, we therefore refine the definition of LRT as follows:

Linguistic risks are autonomous meaningful communicative acts where learners are pushed out of their linguistic and cultural comfort zone, both within and beyond the language classroom, in settings that require either authentic use of the target language in real-life situations or convincingly modeled representations of real-life communicative situations or experiences.

3. The Study

3.1 Research Objective and Research Questions

The present study is embedded in a larger ongoing study on LRT at the University Cologne in collaboration with the LRT initiative at the University of Ottawa in which we seek to

- Make the *Linguistic Risk* app accessible for our students at the University of Cologne
- Develop the LRT initiative for a higher education teacher training program and an environment in which English is not spoken widely outside the classroom
- Implement and validate the LRT initiative in our context

For the preparatory study at hand, we conducted a student-survey following a participatory approach in designing an LRT initiative and aiming to answer the following research questions:

RQ1: What are the perspectives on LRT of university students pursuing a career in English language teaching in Germany?

RQ2: What are these university students' perspectives on how they can be pedagogically supported in a higher education context to engage with the target language (English) through LRT?

3.2 Methodology

3.2.1 Research Instrument: Student Survey

We used a pilot survey as a first step to take into account the student perspective in developing an LRT initiative. The survey attempted

- to capture what they perceive as risky
- to find out what risks they could imagine engaging in
- to identify factors that might encourage risk-taking
- and to learn in what ways the students would like to be supported.

The survey comprised 24 questions in total. Of these, eight gathered demographic information. The remaining 16 focused on perspectives on linguistic risks and included 69 items to be rated on a 6-point Likert scale or ranked in order of preference, along with three open-ended questions for more detailed responses. Demographic questions collected background information, e.g., their age, study program or linguistic background (years of learning English, other family languages).

The majority of the questions were Matrix-questions with 6-point Likert scales to measure agreement, perceptions (e.g., perceived riskiness), attitudes or behaviors (e.g., usage of L2 skills) across multiple items. We chose a 6-point Likert scale to remove the neutral midpoint thus encouraging respondents toward expressing either agreement or disagreement. Some ranking questions asked respondents to rank items in order of preference (e.g., communities in which to reflect on LRT experience). Three questions were open-ended for richer insights into potential risks to an LRT tool (passport/app), e.g., allowing students to suggest linguistic risks they would like to take in the future.

The survey was conducted in four bachelor's courses and one master's course in summer 2024. Participation was voluntary and anonymous. At the beginning of the survey, students were provided with information about the research project, including how the survey data would be used, stored and processed, so that students could individually make an informed decision about giving their consent by participating in the survey.

3.2.2 Participants

Of all participants ($n = 82$), approximately 80% were female and the median age was 22. One participant was excluded from analysis for not completing the demographic questions, so that the final analysis was based on the answers of 81 participants.

Within the cohort, 35.8% were studying to be elementary school, 40.7% secondary school teachers, and 23.5% special needs education teachers. This distribution closely

reflects that of our department overall, where 40% of students are pursuing a degree as elementary school teachers (bachelor’s 27% / master’s 13%), 41% a degree as secondary school teachers (bachelor’s 30% / master’s 10%) and 19% a degree as special needs teachers (bachelor’s 12% / master’s 7%; University of Cologne, 2023, p. 6).

91.25% of the survey participants had studied English for more than ten years (Fig. 2), with the vast majority learning it as a foreign language rather than acquiring it in the family or in early childhood as a first or second language (Fig. 3). In addition, one third of the cohort reported having another family language besides German (Fig. 4).

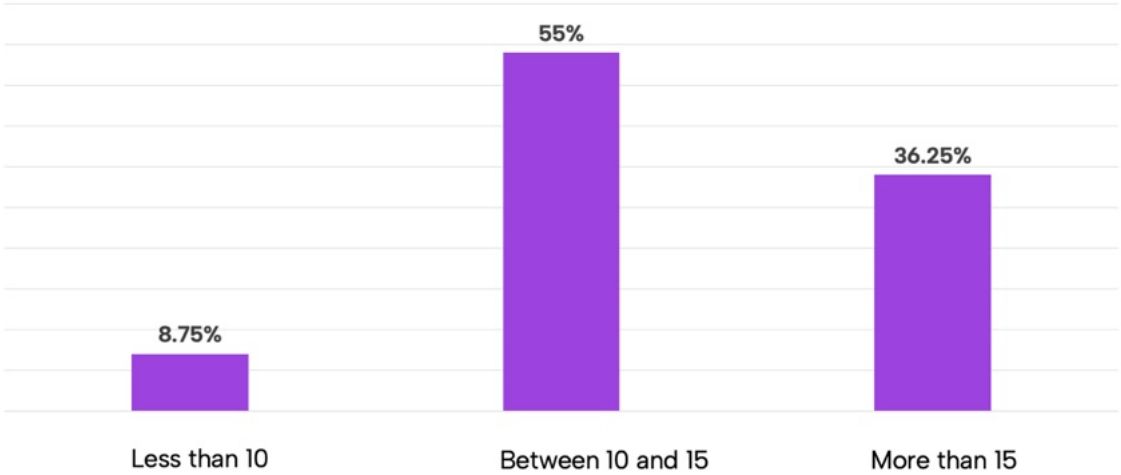


Fig. 2: Years of studying English (percentage)

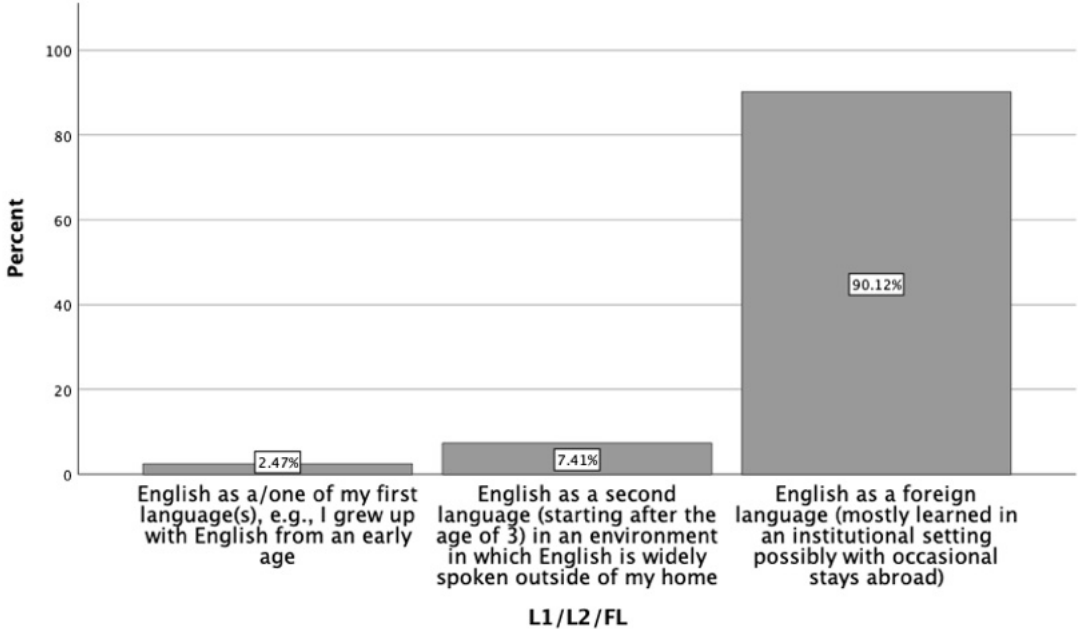


Fig. 3: Learning context percentage within cohort (percentage)

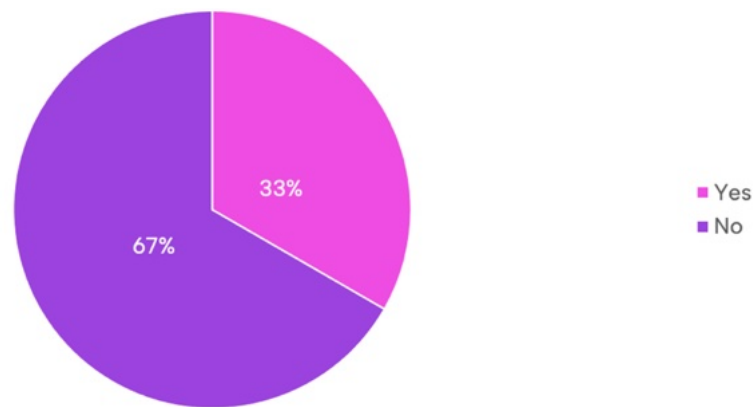


Fig. 4: other family languages besides German (percentage)

3.3 Results (Descriptive Statistics)

3.3.1 Survey Items Relating to RQ1

RQ1: What is the perspective on LRT of university students pursuing a career in English language teaching in Germany?

Many students reported using their receptive skills (listening, reading) almost daily, but indicated less frequent use of their productive skills (Fig. 5). The survey did not specify whether this referred to use within or outside the university. When asked which skills they most wanted to improve in an additional question, over half of the students selected speaking, while 23% chose all skills equally (18% writing / 5% listening / 2% reading comprehension). Based on these findings, we suggest that LRT for teacher trainees should prioritize productive skills, especially speaking.

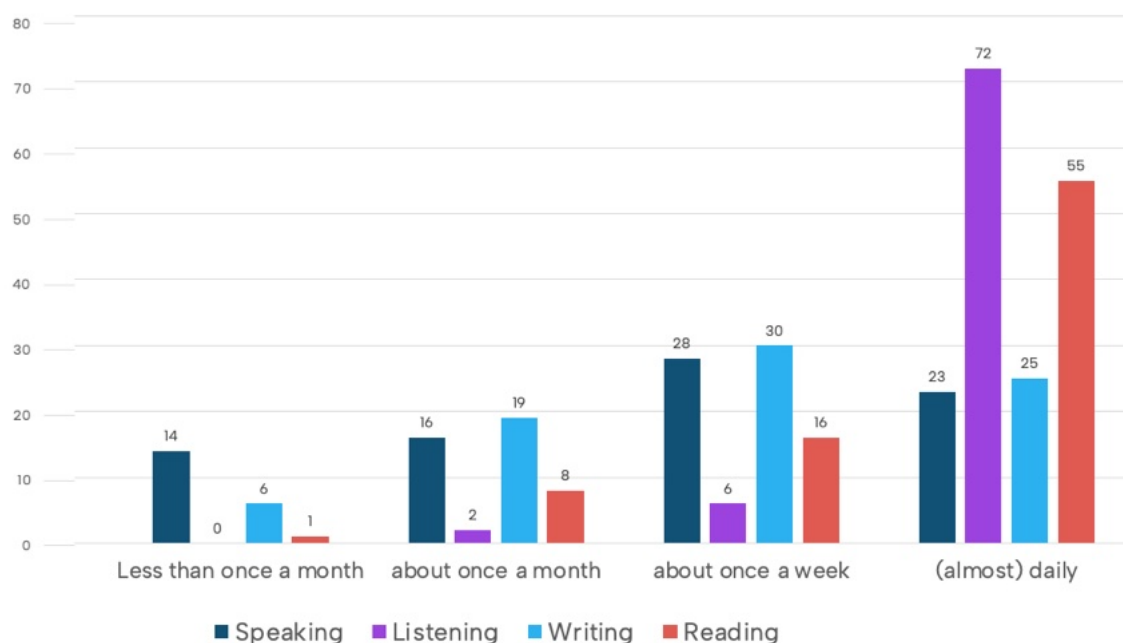


Fig. 5: Frequency of English usage (raw count)

We asked participants whether they generally feel comfortable and confident using English. The data shows a slight skew to the left, indicating that students feel less at ease in academic contexts compared to everyday situations outside the university, where they appear more confident and comfortable (Fig. 6). This seems to suggest a need to promote LRT within academic contexts, as confidence in these settings is central to developing their professional identities as future English teachers. This finding may also underscore a difference between the Canadian LRT initiative and our German teacher trainee context, where LRT in an academic context may play a special role given the expectations for professional English proficiency in teaching careers. In the master's cohort in particular, we would have liked to see a growth in comfort within an academic context over the course of their studies; however, the data does not seem to indicate such growth. This finding tentatively suggests that targeted LRT could help address this gap and better support students as they prepare to enter their professional careers.

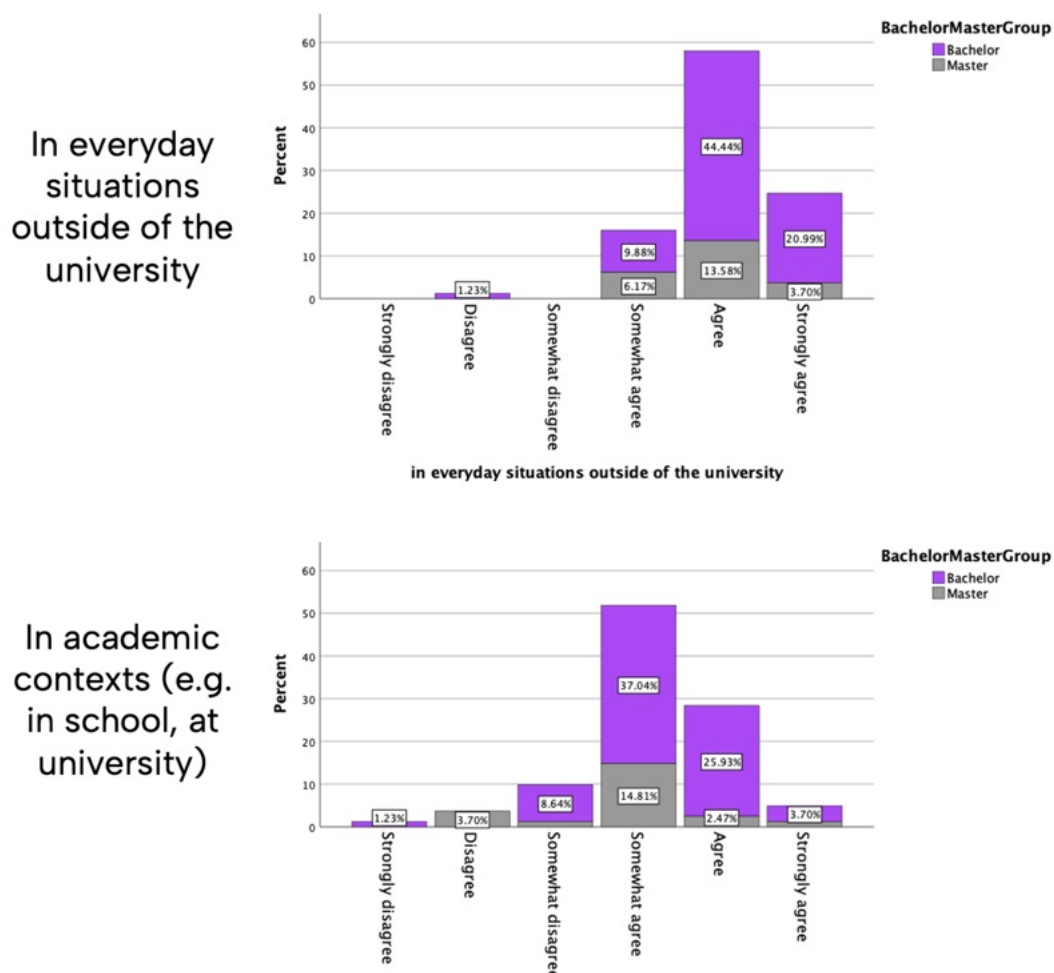


Fig. 6: Comfort of English usage (percentage)

Building on the general question about overall comfort, another survey item asked about students' level of comfort using English in specific situations and with particular

interlocutors (Fig. 7). Once again, the data (overall) suggests that the cohort feels relatively comfortable, with the blue-to-green bars in the graph representing levels of comfort and the red-to-yellow bars representing perceived risk. Students reported the greatest comfort when using English with another person they know who is also studying to be an English teacher. By contrast, they felt least comfortable when interacting with someone whose English they perceived as better than their own or when required to speak in front of a group. These results could point to a potential need to support students' foreign language confidence in this regard, as their future profession as English teachers will require them to be comfortable speaking in front of different groups and to feel confident in their English skills in different contexts. It is possible that social desirability might have influenced the overall high levels of reported comfort, since future teachers would be expected to feel comfortable using English. Future research with rephrased questions may yield clearer insights. At the same time, these responses align with other findings from our survey (see e.g., Fig. 12, on preferred communities for discussing LRT experiences).

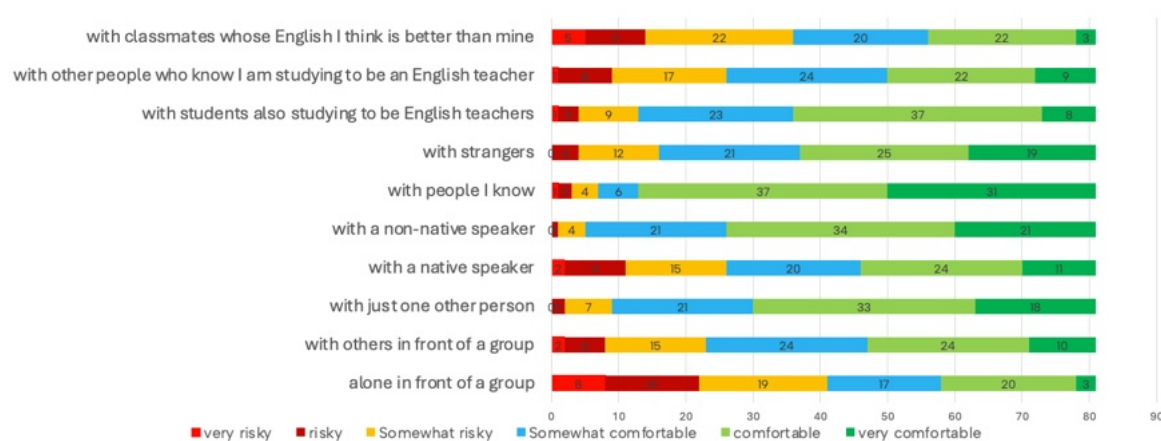


Fig. 7: Level of comfort when using English specified (raw count)

In another survey item, students were asked to rate the extent to which certain factors present barriers to using English (Fig. 8). Anxiety stemming from negative experience and interacting with native speakers do not appear to constitute major barriers. This may be explained by their many years of language study, which may have helped them overcome possible past negative experiences. In contrast, the fear of making mistakes, limited vocabulary and self-consciousness about pronunciation and accent emerged as potential barriers. The survey data suggests a certain degree of insecurity that could be addressed in an LRT initiative, because future English teachers are generally expected to demonstrate a broad vocabulary and accurate pronunciation in the target language. Against this background, engaging in LRT would be of particular importance, as LRT experiences can help build a resilient linguistic identity. By continuously challenging

themselves to use English despite potential errors or misunderstandings, pre-service teachers can learn to view language learning as an evolving process rather than a series of failures.

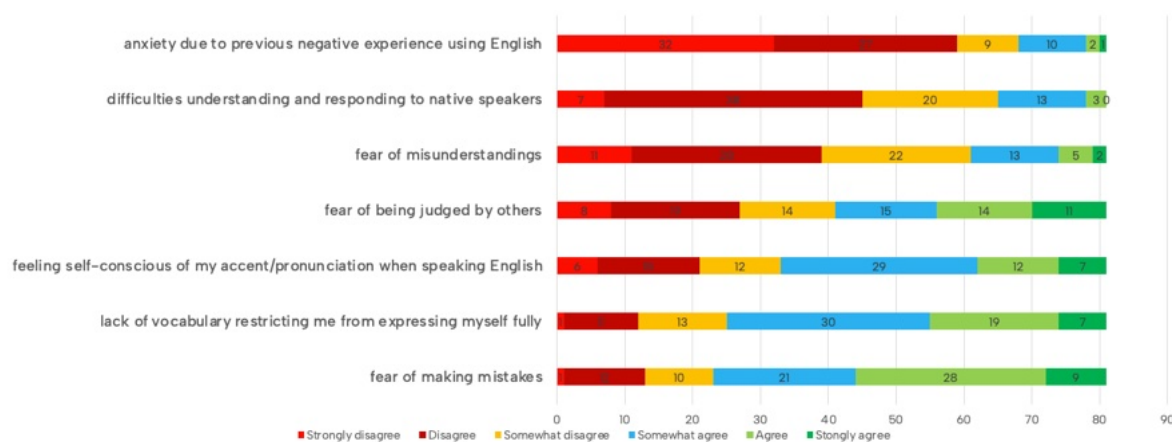


Fig. 8: Barriers to using English (raw count)

The open-ended questions invited students to suggest linguistic risks they envisioned taking. Their responses were categorized by skill (listening, reading, speaking, writing) and theme (e.g., academic, off campus) and then subsequently compared to the Canadian LRT passport and app. This process led to the integration of our students' risk-suggestions into a pilot version of the LRT passport, adapted specifically to our university and teacher trainee context in Germany. The passport is freely accessible online and included in the appendix of this article (appendix, LRT University of Cologne website).

3.3.2 Survey Items Relating to RQ2

We now turn to survey items addressing Research Question 2: What are university students' perspectives on how they can be pedagogically supported in a higher education context to engage with the target language (English) through LRT?

One survey question asked students to indicate their level of agreement regarding the role of external encouragement as well as opportunities to use English (Fig. 9). Overall agreement across all items of this question was high, suggesting both a need for more external encouragement to use English and supporting the view that LRT is not self-driven (Slavkov, 2023b). Notably, students expressed strong agreement with the wish for more opportunities to use English (item 5) and the perception that such opportunities are lacking (item 6), while also admitting that they do not always take advantage of existing opportunities (item 1). The responses further indicate that while students generally seem to desire encouragement and opportunities to use English, their hesitation on item 4 (instructors should be more insistent on English being spoken in class) indicates that too much insistence from instructors might be perceived as undue pressure rather than support. These findings suggest that the challenge for an LRT initiative is to

strike a balance between encouragement and pressure. Taken together, the responses underline the importance of well-planned and thought-out pedagogical guidance for LRT.

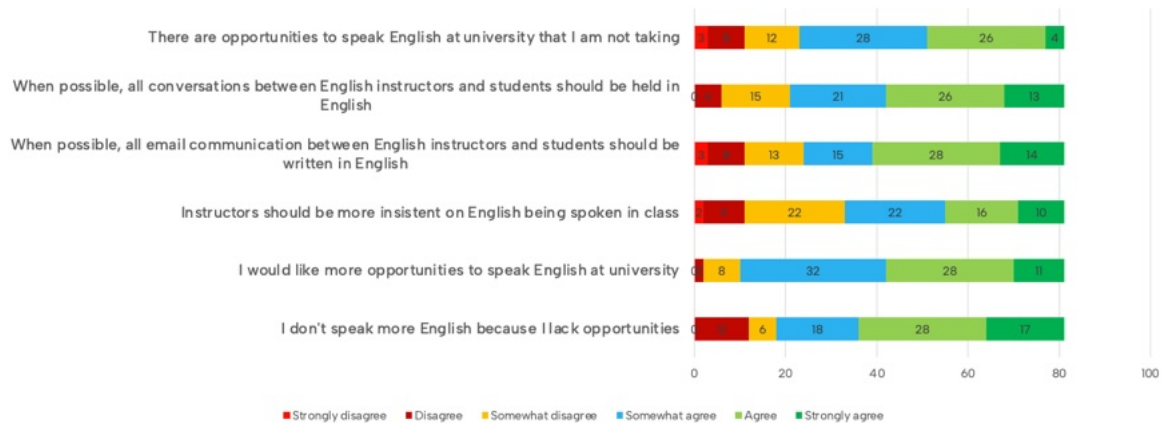


Fig. 9: External encouragement and practice opportunities (raw count)

Another survey question asked which factors would inspire students to take linguistic risks (Fig. 10). We focused on three: access to the app, opportunities to reflect with classmates and instructors, and observing role models taking risks. The results suggest that students would like access to the *Linguistic Risk* app and opportunities to discuss LRT with classmates and instructors. With respect to role models, peers appear more influential than external role models such as influencers.

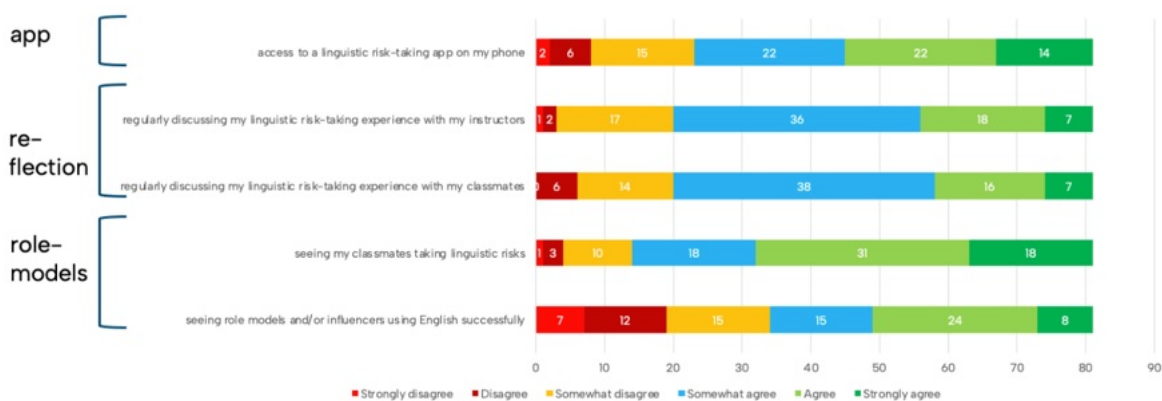


Fig. 10: factors that would inspire taking linguistic risks (raw count)

Students were furthermore asked to rank settings for discussing their LRT experiences from most to least comfortable (Fig. 11). The figure shows the number of students who selected each setting as their most comfortable. Only students' first choice rankings are shown in Fig. 11 to highlight their strongest preferences. Subsequent ranks are not dis-

played. A large majority (74 out of 81 students) prefer informal settings with lower levels of commitment⁴. Settings that were more formal and required greater commitment tended to rank lower in the students' preferences.

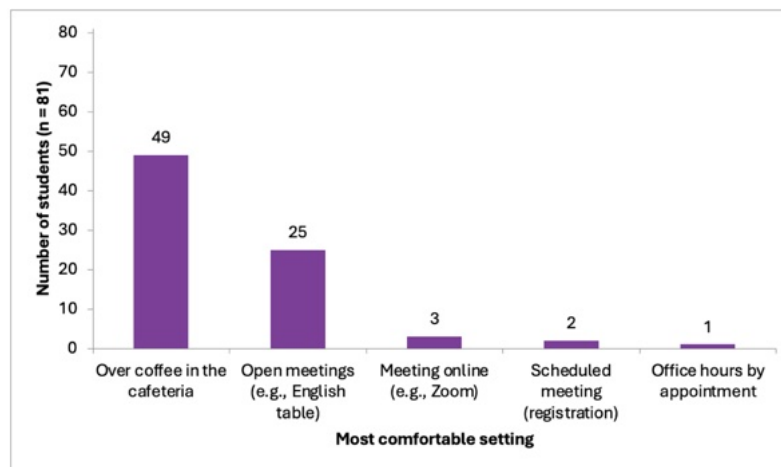


Fig. 11: Number of students who ranked each setting as their *most comfortable* for discussing LRT experiences (raw count, $n = 81$).

In addition to ranking preferred settings, students were also asked to rank the communities in which they would most prefer to discuss their LRT experiences (Fig. 12). The figure shows the number of students who ranked each community as their most preferred. Their preferences again point towards familiarity and relatability—primarily peers—as well as autonomy, such as choosing group members.

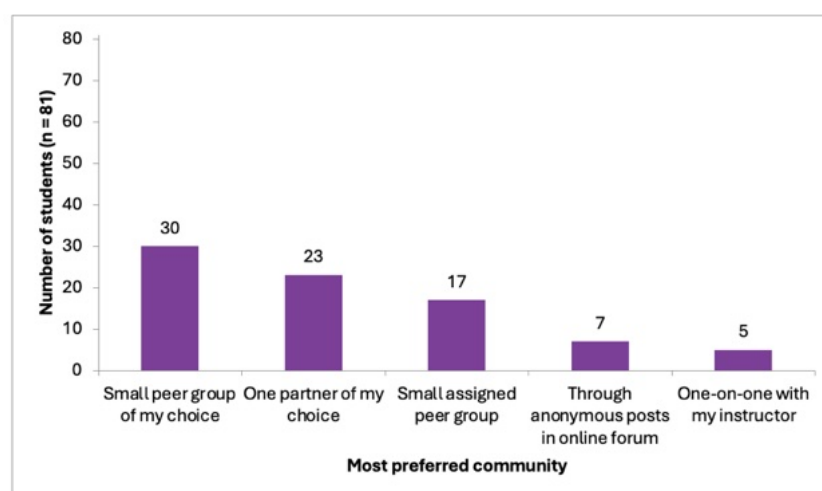


Fig. 12: Number of students who ranked each community as their most preferred for discussing LRT experiences (raw count, $n = 81$)

⁴ The English table is an extracurricular activity offered at our department which takes place over coffee in the cafeteria.

Students were asked whether they would use a Linguistic Risk-Taking app to improve their English skills (Fig. 13). As this was a hypothetical question—since none of the students had had access to or been introduced to the *Linguistic Risk* app—the responses should be interpreted with caution. Nevertheless, the majority of students expressed some level of agreement, which is a promising result, as it suggests a general interest and openness towards the idea of integrating such a tool into an LRT initiative.

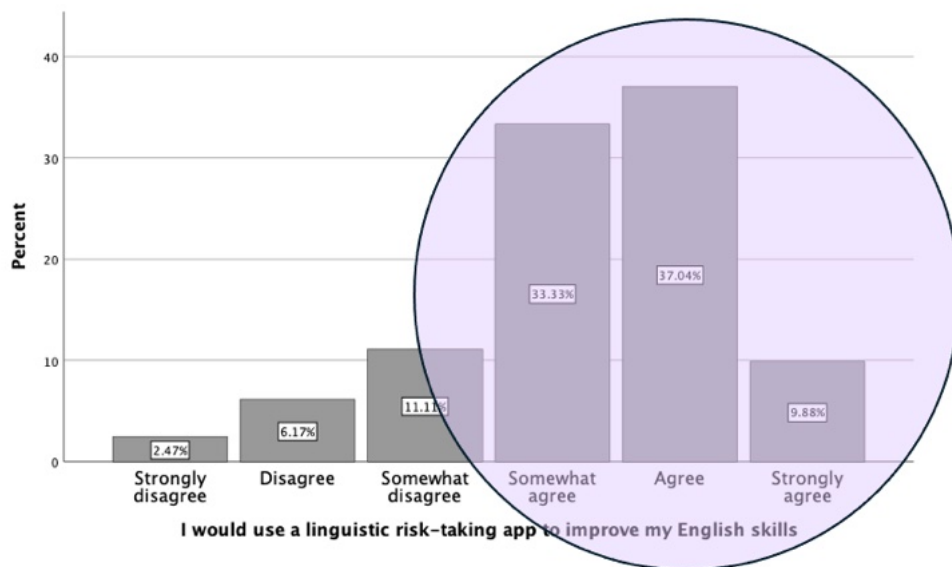


Fig. 13: Potential usage of *Linguistic Risk* app to improve English skills (percentage)

Another survey item asked about specific app features and whether students would find them useful and motivating (Fig. 14). The high levels of agreement regarding regularly suggested challenges, different achievement levels, progress tracking, virtual recognition and rewards, options for collaboration, the option to create a profile as well as an appealing interface seem to suggest that their preferences align with the current design of the *Linguistic Risk* app. The ideas of sharing progress on social media and of an avatar appear to be the less well received.

The aim of the question was to elicit initial insights into learners' perceptions of key features of the *Linguistic Risk* app. Future research will be necessary to capture more nuanced feedback, once students have direct access to the app and can form impressions based on actual rather than hypothetical use.

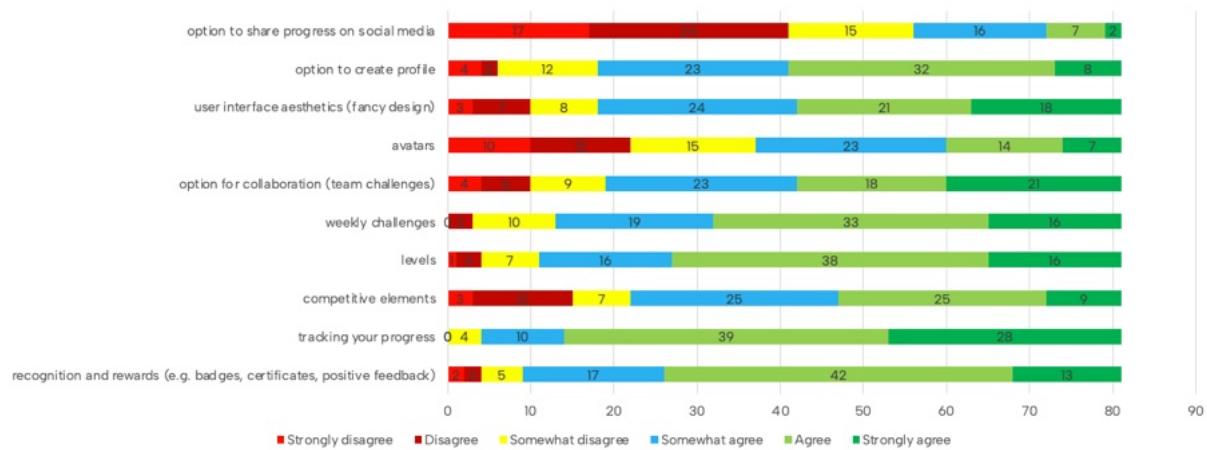


Fig. 14: Potential motivating features of a *Linguistic Risk* app

4. Discussion

The survey aimed to attempt an answer to the following research questions:

RQ1: What is the perspective on LRT of university students pursuing a career in English language teaching in Germany?

RQ2: What are these university students' perspectives on how they can be pedagogically supported in a higher education context to engage with the target language (English) through LRT?

With regard to the first research question, the results seem to confirm that future language educators perceive a lack of opportunities to use English, while concurrently acknowledging that existing opportunities are not fully taken advantage of. This highlights the need to raise awareness both of available practice opportunities and of the importance of LRT itself. Productive skills and the use of the target language in academic contexts seem to be perceived as riskier than receptive skills or informal contexts. These findings, together with the risks suggested by the students in the open-ended questions, informed the adaptation of the LRT passport for our university and teacher trainee context. The resulting pilot version of the LRT passport for future language educators at the Department of English II (appendix, LRT University of Cologne website), constitutes a key outcome of this survey.

With respect to the second research question, the results suggest that most respondents would welcome: 1. access to an LRT app, 2. opportunities to reflect on their LRT experience with instructors and peers, and 3. modeling of LRT—especially through peers. At the same time, the data reveals a particular challenge for an LRT initiative in our university context, namely the need to carefully navigate contradictory needs, wishes and preferences:

On the one hand, students expressed a desire for autonomy and showed hesitance toward external insistence on target language use. They tend to prefer settings with low

levels of commitment as well as familiar, self-chosen communities for LRT reflection. The challenge for an LRT initiative will be to meet these expectations while balancing these preferences with the understanding that LRT is not primarily a self-driven process (Slavkov, 2023b).

The results need to be interpreted carefully, as our cohort included more bachelor's than master's students. Future research could investigate differences in perceptions of LRT and support preferences depending on students' stage of study (bachelor's vs. master's degree) and could be conducted with larger cohorts. Some survey items would benefit from rephrasing to reduce the influence of social desirability bias in the respondents' answers, and follow-up questions could allow for more in-depth exploration of key issues (e.g., why students are not taking full advantage of available opportunities to use the target language). A mixed-methods approach could complement the largely quantitative data of our survey with qualitative data, e.g., through semi-structured interviews with a subset of participants. A first step in this direction has already been taken by Schulz (2025), whose as-yet unpublished bachelor's thesis explored students' perspectives through semi-structured interviews ($n = 6$) revealing interesting insights into their own LRT experience and the extent to which this could carry over into their future teaching practice. In terms of establishing and developing an LRT initiative at our institution, a study by Rhéaume et al. (2021) provides particularly relevant guidance. It suggests practical ways to incorporate a growth language mindset and goal setting by promoting the ideal L2 self. Building on their findings can serve as a strong foundation for designing an LRT initiative tailored to our institution.

5. Conclusion

Our survey offers initial insights into teacher trainees' perceptions of LRT and their preferences regarding an LRT initiative. It allowed us to adapt the LRT passport to the foreign-language learning and teacher-trainee context at our university. This is an important first step that follow-up studies can build on in implementing and validating an LRT initiative both at our institution and in language education programs across the world.

For future educators, embracing linguistic risk-taking models a positive attitude toward language use and learning. This not only has the potential to strengthen their own language learning and foreign language confidence but can also equip them with strategies to encourage similar behaviors in their future classrooms. In this way, the benefits of LRT can potentially extend beyond individual learning to teaching practice. By discovering language enjoyment and a sense of accomplishment through LRT, future language educators can boost both academic and emotional well-being and strengthen foreign language confidence. This confidence is advantageous, as it not only supports language development but also has the potential to transfer to their professional lives, better preparing them for their future teaching roles.

Acknowledgements

We would like to thank all students who participated in our survey and shared their perspectives on LRT with us. Their contributions have informed both the academic and practical outcomes of this pilot study—specifically, the design of a prototype Linguistic Risk-Taking Passport (and, prospectively, the *Linguistic Risk* app) for future English educators and this scientific publication.

We are also grateful for the transatlantic collaboration with the Official Language and Bilingualism Institute of the University of Ottawa and Prof. Nikolay Slavkov, whose support has been instrumental in advancing our LRT research efforts. These research efforts were also made possible through ‘initial seed funding’ from the faculty of arts and humanities of the University of Cologne.

References

- Beebe, Leslie M. (1983). Risk-taking and the language learner. In Herbert W. Seliger & Michael H. Long (Eds.), *Classroom oriented research in second language acquisition*. Newbury House, pp. 39–66.
- Cajka, Stefanie, & Vetter, Eva (2026). Linguistic Risk-Taking for Minoritized Languages: A Reflection on Relevant Considerations. *k:ON - Kölner Online Journal für Lehrer*innenbildung*, SH 6/2026, pp. 58–73
<https://doi.org/10.18716/ojs/kON/2026.s6.3>
- Cajka, Stefanie, Vetter, Eva, Griffiths, Ed, & Slavkov, Nikolay (2023). "10 Linguistic risk-taking and informal language learning in Canada and Austria". In Denyze Toffoli, Geoffrey Sockett, & Meryl Kusyk (Eds.), *Language Learning and Leisure: Informal Language Learning in the Digital Age*. De Gruyter, pp. 207–238.
<https://doi.org/10.1515/9783110752441-010>
- Department of English II (2025a). *Linguistic Risk-Taking passport of the University of Cologne*. LRT, Department of English II, University of Cologne.
<https://anglistik2.phil-fak.uni-koeln.de/forschung/forschungsprojekte/linguistic-risk-taking>
- Department of English II (2025b). *Linguistic Risk-Taking (LRT)*. University of Cologne.
<https://anglistik2.phil-fak.uni-koeln.de/forschung/forschungsprojekte/linguistic-risk-taking>
- European Centre for Modern Languages of the Council of Europe (2025). *The Secret Agent's Handbook of Language Challenges (European Day of Languages)*. European Centre for Modern Languages of the Council of Europe.
<https://edl.ecml.at/Portals/33/documents/language-challenge/EDL-language-challenge-handbook-EN.pdf>
- Goethe Institut, Council of Europe, & European Centre for Modern Languages (n.d.). *Das ETS Sprachen-Challenge Handbuch*. <https://edl.ecml.at/de/Activities/Language-challenge>

- Griffiths, Ed, & Slavkov, Nikolay (2021). Linguistic Risk-Taking: A Bridge Between the Classroom and the Outside World. *Canadian Journal of Applied Linguistics*, 24(2), pp. 127–158. <https://doi.org/10.37213/cjal.2021.31308>
- Liu, Guangxiang L. (2025). Revisiting and measuring foreign language confidence from a World Englishes perspective: Scale development and validation. *International Journal of Applied Linguistics*, pp. 291–307. <https://doi.org/10.1111/ijal.12618>
- MacDonald, Ewen, & Thompson, Nicholas (2019). The adaptation of a linguistic risk-taking passport initiative: A summary of a research project in progress. *Relay Journal*, 2(2), pp. 415–436. <https://doi.org/10.37237/relay/020216>
- OLBI (Official Languages and Bilingualism Institute), & LEARN (2023). *Linguistic Risk-Taking Passport. Family Passport for Elementary*. https://drive.google.com/file/d/19XrFfz15RNexnkGSr9Ka5lq8_rdoNS25/view [03.03.2025]
- Rhéaume, Martine, Slavkov, Nikolay, & Séror Jérémie (2021). Linguistic risk-taking in second language learning: The case of French at a Canadian bilingual institution. *Foreign Language Annals*, 54(4), pp. 1214–1237. <https://doi.org/10.1111/flan.12561>
- Roodi, Farhad, & Slavkov, Nikolay (2022). Gamification in L2 teaching and learning: Linguistic risk-taking at play. *CAHIERS DE L'ILOB/OLBI JOURNAL*, 12(2022), pp. 185–205. <https://doi.org/10.18192/olbij.v12i1.6000>
- Sadoughi, Majid, & Hejazi, S. Yahya (2024). Growth language mindset and willingness to communicate: Contributions of linguistic risk taking and learning experience. *Acta Psychologica*, 248, pp. 1–9. <https://doi.org/10.1016/j.actpsy.2024.104367>
- Schick, Kim, Mizelle, Natasha, & Rohde, Andreas (2026). The pedagogical potential of healthy linguistic risk-taking for promoting well-being. *k:ON – Kölner Online Journal für Lehrer*innenbildung*, SH 6/2026, pp. 1–26. <https://doi.org/10.18716/ojs/kON/2026.s6.1>
- Schulz, Tabea (2025). The Influence of Linguistic Risk-Taking (LRT) on Building English Language Confidence and Developing Awareness of LRT's Pedagogical Significance. Exploring the Perspectives of University Students Pursuing a Career in Language Teaching. Unveröffentlichte Bachelorarbeit an der Universität zu Köln.
- Séror, Jérémie, & Slavkov, Nikolay (2019). Soutenir la prise de risques linguistiques chez l'apprenant langagier. *Journal de l'immersion*, 41(1), pp. 9–13.
- Slavkov, Nikolay (2020). Where the Magic Happens: Fostering Language Learning, Bilingualism and Multilingualism through Linguistic Risk-Taking. In Thomas Tinnfeld (Ed.), *The Magic of Language: Productivity in Linguistics and Language Teaching*. Saarland University of Applied Sciences Press, pp. 47–69.
- Slavkov, Nikolay (2023a). Linguistic Risk-Taking: A New Pedagogical Approach and a Research Program. *Canadian Journal of Applied Linguistics*, 26(2), pp. 32–59. <https://doi.org/10.37213/cjal.2023.33038>
- Slavkov, Nikolay (2023b, May 13-14). Learner Engagement and Language Teaching in the 21st Century: A Perspective from Canada. 2023 ICC Languages Conference,

- Belgrade, Serbia [Conference presentation video]. YouTube. <https://www.youtube.com/watch?v=38wAtCgQtG0>
- Slavkov, Nikolay (2026). The Linguistic Risk-Taking Initiative: Conception and Validation of a Digital Tool. *k:ON – Kölner Online Journal für Lehrer*innenbildung*, SH 6/2026, pp. 27–57. <https://doi.org/10.18716/ojs/kON/2026.s6.2>
- Slavkov, Nikolay, & Séror, Jérémie (2019). The development of the linguistic risk-taking initiative at the University of Ottawa. *The Canadian Modern Language Review*, 75(3), pp. 254–271. <https://doi.org/10.3138/cmlr.2018-0202>
- SPEAQ (Société pour le perfectionnement de l'enseignement de l'anglais, langue seconde au Québec) & LEARN. (2023). *Implementation Guide*. <https://drive.google.com/file/d/1fwvfuMd6VaXvSxQuRr0MKXi2jgKs6KFn/view> [03.03.2025]
- University of Cologne. (2023, August 28). Studierende (intern) Fälle – WiSe 2023/24 [PDF]. *Berichtswesen – Universität xxx*. p. 6, [06.04.2025].
- uOttawa (n.d.). *Linguistic Risk-Taking Initiative*. <https://www.uottawa.ca/about-us/official-languages-bilingualism-institute/ccerbal/research-groups/linguistic-risk>

About the Authors

Dr. Kim-Sarah Schick is a Senior Researcher in English Language Teaching and Applied Linguistics at the Department of English II at the University of Cologne, Germany. She leads a research project on Linguistic Risk-Taking (LRT), which builds on the Canadian LRT initiative by extending it to the context of teacher education in Germany.

Email: kschick1@uni-koeln.de

Natascha Mizelle is a Senior Lecturer at the Department of English II at the University of Cologne, Germany. She founded the Language Table – an extracurricular initiative offered within the department – and co-leads a research project on Linguistic Risk-Taking and Well-Being among prospective English teachers with Kim Schick.

Email: nmizelle@uni-koeln.de

Appendix: Linguistic Risk-Taking Passport for Future English Educators

(Kim Schick & Natascha Mizelle, Linguistic Risk-Taking Project, Department of English II, University of Cologne, Version January 2026)



PASSPORT

University of Cologne
DEPARTMENT OF ENGLISH II

Last Name: _____

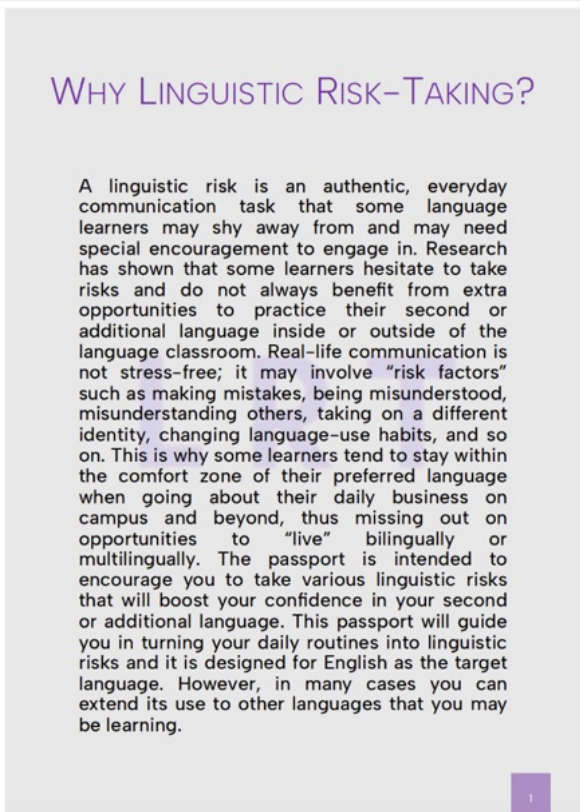
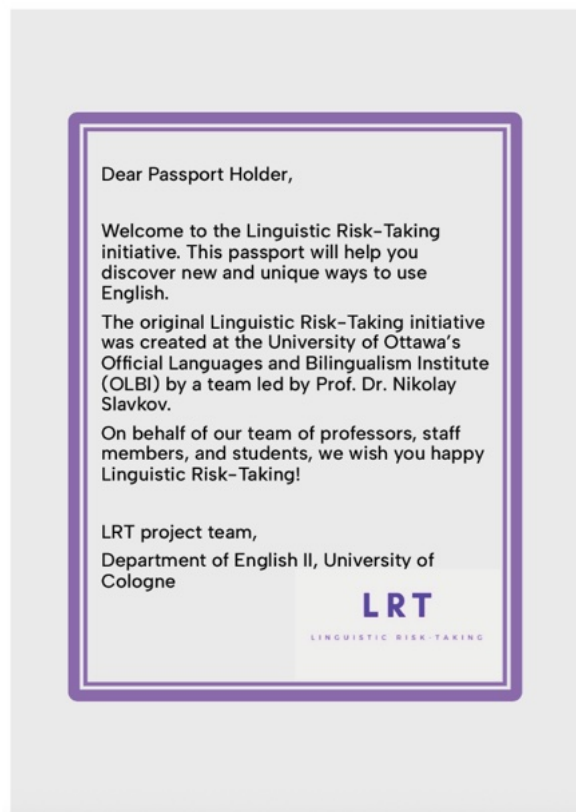
First Name: _____

Email address (@mail.uni-koeln.de): _____

Study program: _____

Number of semesters: _____
 Bachelor Master

LRT
LINGUISTIC RISK-TAKING



RULES OF ENGAGEMENT

It's simple and it's fun:

- Take as many risks as possible from the list included in this passport.
- Give yourself a check mark (✓) for each risk taken:
 - Most risks can be repeated up to three times (see number of checkboxes by each risk).
 - Risks can be taken in any order you like.
 - You do not need to undertake all risks listed.
 - Each time you undertake a risk, indicate whether you thought the level of risk was Low (L), Medium (M), or High (H) by circling the corresponding letter next to the checkbox.
- Feel free to use the blank passport pages provided at the end to propose additional risks.



LINGUISTIC RISKS

Most risks can be repeated up to three times (see number of checkboxes by each risk); no particular order is required; please rate each risk as Low (L), Medium (M), or High (H) each time you undertake it.

Example 1: I read the rules of engagement of the linguistic risk-taking passport. L M H
 L M H
 L M H

Example 2: I talked about the linguistic risk-taking passport with a friend. L M H
 L M H
 L M H

Comments:



Academic

- I submitted a class assignment or a paper in English. L M H
 L M H
 L M H
- I studied for an exam in English. L M H
 L M H
 L M H
- I took an exam in English. L M H
 L M H
 L M H
- I participated in class discussions in English. L M H
 L M H
 L M H
- I gave an oral presentation to the whole class in English. L M H
 L M H
 L M H


Comments:



Academic

- I contributed to a plenary discussion held in English in a class taught in a lecture hall. L M H
 L M H
 L M H
- I wrote an academic text without using AI or any translation tool. L M H
 L M H
 L M H
- I used phraseology from an academic text I read and used it in my own writing. L M H
 L M H
 L M H
- I participated in a survey in English. L M H
 L M H
 L M H
- I went to my instructor to seek advice on improving my English skills. L M H
 L M H
 L M H

Comments:



Academic

11. I asked my instructor / professor for feedback on something I produced. L M H
 L M H
 L M H

12. I used English in a setting in which I will be graded based on my linguistic skills. L M H
 L M H
 L M H


13. I made a contribution in class although I felt unsure about my statement. L M H
 L M H
 L M H

14. I made a contribution in class about a topic I feel strongly about. L M H
 L M H
 L M H

15. I made a contribution in class although my opinion deviated from those expressed by others. L M H
 L M H
 L M H

Comments:

6



Academic

16. I deliberately joined a group with more fluent English speakers for group work. L M H
 L M H
 L M H

17. I sent an email to a university professor in English. L M H
 L M H
 L M H


18. I spoke English in a class that was not a language class. L M H
 L M H
 L M H

19. I asked for clarification / repetition / elaboration of something in class. L M H
 L M H
 L M H

20. I admitted that I didn't know the answer to a question in a class held in English. L M H
 L M H
 L M H

Comments:

7



Academic

21. I used English during group work in class. L M H
 L M H
 L M H

22. I shared my experiences of taking linguistic risks with a fellow student. L M H
 L M H
 L M H

23. I shared my experience of taking linguistic risks with an instructor. L M H
 L M H
 L M H

24. I made an agreement with my professor / instructor to be more insistent on English being spoken in class. L M H
 L M H
 L M H

25. I made an agreement with classmates to be insistent on English being spoken in class. L M H
 L M H
 L M H

Comments:

8



Spoken interactions

26. I left a voicemail in English. L M H
 L M H
 L M H

27. I told a friend about the linguistic risk-taking passport in English. L M H
 L M H
 L M H


28. I spoke to a loved one in English. L M H
 L M H
 L M H

29. I spoke English to a friend with whom I normally speak German or another language. L M H
 L M H
 L M H

30. I spoke English with my friend. L M H
 L M H
 L M H

Comments:

9



Spoken interactions

31. I made a phone call in English. L M H
 L M H
 L M H

32. I used English at work. L M H
 L M H
 L M H


33. I helped someone who does not speak English by translating for them L M H
 L M H
 L M H

34. I had a job interview in English. L M H
 L M H
 L M H

35. I used English when traveling abroad. L M H
 L M H
 L M H

Comments:

10



Spoken interactions

36. I spoke to my siblings in English. L M H
 L M H
 L M H

37. I spoke to a flight attendant in English. L M H
 L M H
 L M H

38. I initiated a conversation with a stranger who knew English. L M H
 L M H
 L M H

39. I spoke with a classmate in English. L M H
 L M H
 L M H

40. I spoke English all day. L M H
 L M H
 L M H

Comments:

11



Spoken interactions

41. I stopped someone and asked for directions in English. L M H
 L M H
 L M H

42. I had an emotional conversation in English. L M H
 L M H
 L M H

43. I had a discussion on a controversial topic in English. L M H
 L M H
 L M H

44. I helped a tourist by giving directions in English. L M H
 L M H
 L M H

45. I asked someone to tell me about their day in English. L M H
 L M H
 L M H

Comments:

12



Spoken interactions

46. I had a conversation with a native speaker. L M H
 L M H
 L M H

47. I thanked someone in English for holding the door for me. L M H
 L M H
 L M H

48. I complimented a stranger in English. L M H
 L M H
 L M H

49. I attended an English-speaking networking event. L M H
 L M H
 L M H

50. I babysat or tutored someone in English. L M H
 L M H
 L M H

Comments:

13



Writing

51. I prepared a resume or a cover letter in English. L M H
 L M H
 L M H

52. I sent a text message in English. L M H
 L M H
 L M H


53. I made a social media post in English. L M H
 L M H
 L M H

54. I participated in an online forum / discussion board in English. L M H
 L M H
 L M H

55. I wrote a journal entry in English. L M H
 L M H
 L M H

Comments:

14



Writing

56. I wrote a story in English. L M H
 L M H
 L M H

57. I wrote a short book review in English (on social media). L M H
 L M H
 L M H


58. I wrote a summary of a news article in English. L M H
 L M H
 L M H

59. I wrote a to-do list in English. L M H
 L M H
 L M H

60. I wrote my own song lyrics in English. L M H
 L M H
 L M H

Comments:

15



Writing

61. I wrote a poem in English. L M H
 L M H
 L M H

62. I wrote a thank-you note to a loved one in English. L M H
 L M H
 L M H

63. I wrote a review for a product or service in English. L M H
 L M H
 L M H

Comments:

16



Reading

64. I read a book or magazine in English. L M H
 L M H
 L M H

65. I read a news article in English. L M H
 L M H
 L M H


66. I read and followed a recipe in English. L M H
 L M H
 L M H

67. I read and followed instructions in English. L M H
 L M H
 L M H

68. I read a newsletter in English. L M H
 L M H
 L M H

Comments:

17



Reading

69. I read into a topic I am interested in using English websites / sources. L M H
 L M H
 L M H

70. I read a novel in English. L M H
 L M H
 L M H


71. I read a short book review in English on social media. L M H
 L M H
 L M H

72. I received a bilingual email and read the English part. L M H
 L M H
 L M H

73. I used a dictionary, an online corpus, or another source to look up 10 new words in English. L M H
 L M H
 L M H

Comments:

18



Listening

74. I listened to five songs sung in English. L M H
 L M H
 L M H

75. I listened to five songs sung in English and explained the lyrics / meaning to someone afterwards. L M H
 L M H
 L M H


76. I subscribed/listened to a podcast episode in English. L M H
 L M H
 L M H

77. I created a playlist with favorite songs in English. L M H
 L M H
 L M H

78. I took an audio tour or a guided tour in English. L M H
 L M H
 L M H

Comments:

19



Listening

79. I signed up for a webinar in English. L M H
 L M H
 L M H

80. I listened to a radio station in English. L M H
 L M H
 L M H


81. I listened to a House of Commons / Congress debate. L M H
 L M H
 L M H

82. I listened to a press conference in English. L M H
 L M H
 L M H

83. I listened to a newscast in English. L M H
 L M H
 L M H

Comments:

20



Listening

84. I listened to a TED talk in English. L M H
 L M H
 L M H

85. I listened to a variety show in English. L M H
 L M H
 L M H


86. I listened to an episode of a web series in English. L M H
 L M H
 L M H

87. I listened to a political podcast in English. L M H
 L M H
 L M H

88. I listened to an audiobook in English. L M H
 L M H
 L M H

Comments:

21



Leisure

89. I participated in an English-language quiz night. L M H

90. I spoke to a stranger in English during a night out. L M H


91. I went to karaoke and sang a song in English. L M H

92. I watched a movie or show at home in English with subtitles. L M H

93. I watched a movie or show at home in English without subtitles. L M H

Comments:

22



Leisure

94. I saw a film at a movie theater in English. L M H

95. I watched a documentary in English. L M H


96. I watched a YouTube video in English. L M H

97. I played a board game in English. L M H

98. I played Scrabble in English without a dictionary. L M H

Comments:

23



Leisure

99. I played trivia or a word game in English. L M H

100. I participated in an English-only fun event (e.g. collaborating with the *Fachschaft*). L M H


101. I initiated an English-only fun event (e.g. collaborating with the *Fachschaft*). L M H

102. I participated in an international exchange setting. L M H

103. I watched my favorite sport on TV in English. L M H

Comments:

24



Leisure

104. I went to see a play in English. L M H


105. I listened to a short film in English. L M H

106. I watched five TikTok videos in English. L M H

107. I watched a video about a science topic in English. L M H

Comments:

25



Technology

108. I downloaded and used a smartphone app in English. L M H
 L M H
 L M H

109. I used Google apps in English. L M H
 L M H
 L M H


110. I switched the language of my smartphone / tablet to English for one day. L M H
 L M H
 L M H

111. I switched the language of my smartphone / tablet to English for one week. L M H
 L M H
 L M H

112. I switched the language of my smartphone / tablet to English permanently. L M H
 L M H
 L M H

Comments:

26



Technology

113. I switched the language of my computer to English for one day. L M H
 L M H
 L M H

114. I switched the language of my computer to English for one week. L M H
 L M H
 L M H


115. I switched the language of my computer to English permanently. L M H
 L M H
 L M H

116. I used a self-checkout machine in English. L M H
 L M H
 L M H

117. I used an English-only chatbot or AI assistant to practice conversations. L M H
 L M H
 L M H

Comments:

27



Daily life

118. I ordered pizza on the phone or online in English. L M H
 L M H
 L M H

119. I ordered my food from the drive-through in English. L M H
 L M H
 L M H


120. I bought a bus ticket or made other travel arrangements in English. L M H
 L M H
 L M H

121. I applied for a visa in English. L M H
 L M H
 L M H

122. I filled out a form in English. L M H
 L M H
 L M H

Comments:

28



Daily life

123. I activated a new credit / debit card using English. L M H
 L M H
 L M H

124. I made an appointment in English. L M H
 L M H
 L M H

125. I asked for service in English at a museum, government building, or community center. L M H
 L M H
 L M H

126. I used Google Maps or GPS in English. L M H
 L M H
 L M H

Comments:

29

PROPOSE YOUR OWN RISKS

Use these blank pages to describe additional risks that you may have undertaken (optional). Please rate each risk as Low (L), Medium (M), or High (H).

_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H
_____	<input type="checkbox"/> L M H

34

LINGUISTIC RISK-TAKER PROFILE

I am eager to use my second language everywhere on campus and beyond!

Yes, I may have an accent but that's what makes me unique!

I am not a native speaker of this language and I am okay with that!

I am not afraid of making errors; they are natural and normal in language use.

35

SELF-ASSESSMENT

After having completed the passport...

- I am more comfortable speaking English with strangers.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- I am more comfortable speaking English with people I know.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- Overall, I am more comfortable taking risks in English.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- I am more likely to communicate in English outside of the classroom.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- I am inspired to use English more often.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- My confidence in English has improved.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- This passport has helped me discover new opportunities for practicing English.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- Overall, this experience had a positive impact on my English skills.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

36

SELF-ASSESSMENT

After having completed the passport...

- Reflection of LRT has led to me to recognize that failure, anxiety, discomfort and stress are a natural part of language use and language learning.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- This realization will translate into my feeling more empathy toward my future students' learning experiences.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- Due to our reflection of LRT, I see taking linguistic risks as empowering, making me proud and contributing to language enjoyment.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- This realization will lead me to reflect on LRT with my future students and to show them paths toward language enjoyment.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- As a language educator, I plan to implement LRT in my future language classroom.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree
- I believe LRT can contribute to language learner well-being.
Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree

37

