

Favoriser l'apprentissage autonome en langues étrangères à travers les programmes

Samedi 16 mai 2020 de 9h à 17h30

Campus centre, UPEC

Amphi 3 ; salles i1-323, i3-106 ; i3-112 ; i3-120

Thème et problématique :

Savoir prendre en charge son apprentissage d'une nouvelle langue devient une compétence importante aujourd'hui pour l'élève – futur jeune citoyen – qui doit pouvoir s'adapter aux conditions sociétales changeantes qui l'entourent. Les enseignants de langues peuvent parfois avoir l'impression de ne pas disposer du temps nécessaire pour aider leurs élèves à développer leur capacité d'autonomie, dans un contexte tout à la fois de limitation du volume horaire d'enseignement mis à leur disposition ainsi que de prégnance des programmes et des recommandations officielles.

Ce colloque proposera un cadre de réflexion dont l'ambition est de dépasser la contradiction résultant, d'une part, des contraintes institutionnelles et, d'autre part, du nécessaire soutien de l'autonomie des élèves. Il montrera comment ces deux objectifs se complètent et se renforcent mutuellement. Des ateliers pratiques fourniront également des démarches, des techniques et des activités que les enseignants peuvent utiliser avec leurs élèves pour favoriser leur apprentissage autonome en classe et en dehors du contexte scolaire.

Les intervenants :

Conférenciers pléniers :

- David LITTLE, Professeur émérite, Trinity College Dublin
- Leni DAM, ancienne coordinatrice du 'Learner Autonomy Special Interest Group' (LASIG)
- Anja BURKERT, Université de Graz (Autriche)

Animateurs d'ateliers :

- Annamaria PINTER, Professeur, Université de Warwick (UK)
- Gail ELLIS, formatrice, ancienne directrice du 'Young Learners Centre', British Council, Paris
- Elisabeth PÖLZLEITNER, Institut pédagogique de Styrie (Autriche)
- Christian LUDWIG, Freie Universität Berlin (Allemagne)

Programme

- 8h45–9h15 Accueil
- 9h15–10h Conférence plénière 1: **Plurilingualism and language learner autonomy: agency, identity and the world outside the classroom**
David Little, Professeur Emérite, Trinity College Dublin
- 10h10-10h45 Conférence plénière 2: **Encourager l'interaction et la collaboration dans les salles de classe de langue**
Anja Burkert, Université de Graz, Autriche
- 10h45-11h10 Pause-café
- 11h10-11h45 Session Questions et réponses I
- 11h45-12h45 **Ateliers** (séance 1)
1^{er} degré: (A) Annamaria Pinter, Université de Warwick (UK)
(B) Gail Ellis, formatrice, ancienne directrice du 'Young Learners Centre',
British Council, Paris
2nd degré: (A) Elisabeth Pölzleitner, Institut pédagogique de Styrie (Autriche)
(B) Christian Ludwig, Université De Bielefeld (Allemagne)
- 12h45-14h DEJEUNER
- 14h10-14h55 Conférence plénière 3: **Meeting curricular goals while developing language learner autonomy**
Leni Dam, ancienne coordinatrice 'Learner Autonomy Special Interest Group' (IATEFL)
- 15h-15h30 Session Questions et réponses II
- 15h30-16h Pause-café
- 16h-17h **Ateliers**
(séance 2 permettant aux participants d'assister à l'autre atelier du même degré)
- 17h-17h30 Clôture de la journée

Résumés:

Conférence plénière 1 9h15-10h

Plurilingualism and language learner autonomy: agency, identity and the world outside the classroom

David Little, Trinity College Dublin

The *Common European Framework of Reference for Languages* advocates a “plurilingual approach” to language education, defining plurilingualism as “a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact”. One of the defining characteristics of plurilinguals is that they can use their various languages autonomously in their life outside the classroom, which implies a close connection between the plurilingual approach and language learner autonomy. My presentation will explore this connection with particular reference to agency, identity and the importance of engaging learners in target language use that takes them beyond the immediate context of learning. It will conclude by briefly considering the implications of the argument for curriculum and course design.

Conférence plénière 2: 10h10-10h45

Encourager l’interaction et la collaboration dans les salles de classe de langue

Anja Burkert, Université de Graz (Autriche)

En tant qu’enseignant/e de langue, on est confronté/e à un grand nombre de contraintes qui, à première vue, sembleraient exclure le développement de l’autonomie dans les apprentissages. Néanmoins, si nous instaurons quelques procédés pour favoriser l’autonomie, nous pouvons obtenir des résultats significatifs. Dans ma présentation, je voudrais montrer précisément comment il est possible, malgré un curriculum strict, de mettre en place un groupe de travail dans une salle de classe où chaque apprenant est activement impliqué dans son apprentissage.

Conférence plénière 3 14h10-14h55

Meeting curricular goals while developing language learner autonomy

Leni Dam, University College, Copenhagen (Danemark)

When working with teachers who want to foster the autonomy of their students, the question I am most frequently asked is whether or not the development of learner autonomy is compatible with curricular goals. My talk will provide concrete examples to show how it is possible to combine the achievement of pre-determined institutional curricular goals with the development of language learner autonomy working with students at all levels, from beginners to advanced.

Ateliers

2 séances de 11h45 à 12h45 et de 16h-17h
permettant aux participants d'assister aux 2 ateliers pour le degré qui les intéresse

1^{er} degré:

Gail Ellis, ancienne directrice du 'Young Learners Centre', British Council, Paris

Promoting autonomy in Primary English Language Teaching

This session will explore the link between learning to learn and learner autonomy. I will demonstrate how the 'plan-do-review' model of reflection can be applied in age-appropriate ways to provide both teachers and learners with concrete procedures and techniques to develop learning strategies. Learners are guided to reflect on their learning in order to become aware of their preferences and gradually take on more responsibility for their learning.

Annamaria Pinter, Université de Warwick (UK)

There's always a way to promote agency: Towards learner autonomy with children

In this workshop I will start with a reflective activity devoted to exploring 'conceptions of children and childhood'. Only by examining our own conceptions and beliefs, can we begin to try to match our actions with our beliefs. Based on my own beliefs and in an attempt to support learner autonomy with children, I will focus on introducing workshop activities that promote children's choices and agency in language classrooms. I will demonstrate four generic activities, which can be easily adapted/ adjusted to suit learners of different ages. These activities will also fit with any curricular guidelines or textbook content that teachers are currently following.

2nd degré:

Christian Ludwig, Freie Universität Berlin (Allemagne)

Fostering foreign language learner autonomy with the textbook

Foreign language learner autonomy may not be an explicit curricular objective but is vital when supporting students in becoming more independent and life-long learners. Although textbooks are widely believed to hinder the development of learner autonomy for various reasons, they are (still) often used in foreign language classrooms. Taking this conundrum as a starting point, this workshop aims to explore the benefits and constraints related to using the textbook in foreign language classrooms. The first part reviews some of the major tenets of learner autonomy, particularly focusing on the role of the teacher and materials in the autonomy classroom. The main part of the workshop then gives participants the opportunity to look at an example of a textbook based on the ideas of foreign language learner autonomy as well as analyse textbooks currently used in French classrooms. To conclude, selected strategies for fostering learner autonomy with the textbook are discussed. Participants are required to bring a textbook they currently work with to the workshop.

Elisabeth Pölzleitner, Institut pédagogique de Styrie (Autriche)

Why puppets on a string don't learn well... and how we can change this

Learner autonomy is more than a new trend. It actually has a strong influence on efficient processing in human brains. In this workshop, we will explore how elements of autonomous learning and choice can easily be integrated in regular school settings, and thus help the learners build lifelong language competences *and* succeed in their final exams.

I will share concrete examples from my teaching in secondary schools as well as tertiary education.

The following topics will be discussed: How does autonomy influence brain activity and learning? How can elements of autonomy and choice be integrated in regular classrooms?

Practical examples: choice of topics; choice of resources; choice of products; learning paths and scaffolding; pace and flexible timing; self-assessment.