

**26th Congress of the
French National Association of Language Centres in Higher Education
(*Rassemblement National des Centres de Langues de l'Enseignement Supérieur*)
RANACLES in STRASBOURG**

***Evaluation and the development of language
learner autonomy: practices and challenges***

Thursday, November 22 to Saturday, November 24, 2018

Context

During the annual RANACLES congress, teachers and researchers involved in higher education language centres meet to share their innovations and latest research in this area.

In 2018, the Université de Strasbourg will host the 26th congress, thereby granting the opportunity to review the Language Resource Centres (LRC) after a quarter century of activity. Designed with a view to providing learners access to lifelong language learning, the LRCs seek to encourage learner autonomy (Albero & Poteaux, 2010 ; Poteaux, 2014).

Jointly organized by the *Department of Languages for Specialists of Non-language Disciplines* (Lansad) and the *Language didactics* (Didactique des langues) team of the research unit *Linguistics, Languages, Speech* (Linguistique, Langues, Parole – LiLPa), this congress calls for participation and collaborative reflection that will lead to the theorisation of practices in the field.

Evaluation and autonomisation

Although evaluation is an old theme, oft revisited, it takes on a new dimension when questioning its place in the LRC. While the long term goal of LRCs is students' language autonomy, it is also, in the shorter term, their learner autonomy (Germain & Netten, 2004: 58). The fundamental role that evaluation plays in the learning process is today a subject of consensus and scholars such as Little, Dam & Legenhausen (2017) go so far as to declare it "the hinge on which learner autonomy turns".

However, the ways in which evaluation is construed in different teaching and learning contexts reveals contrasting realities and can, when imposed by the institution, go against the very principles of autonomy, from both an ideological and a formal point of view. To paraphrase Holec (1991: 45): learner autonomy implies actively taking charge of all the constituent elements of learning, from how it is defined, managed and carried out to how it is assessed.

Therefore, the effects of assessment practices on the learning, motivation and self-confidence of the learner can be counterproductive when such evaluation is exclusively summative (Musial *et al.*, 2012). In contrast, it would seem that the implication of the learner in an assessment process with a strong formative dimension, through practices such as co-assessment or self-assessment, contributes to counteracting these effects (Huver & Springer, 2011).

Establishing such autonomy-supportive practices is nonetheless rare in both our societies and in our education systems. The challenge for this congress is thus to identify such initiatives in language centres, to evaluate their relevance with regards to the objectives set by the educational institutions and the missions embraced by the professionals in the field and to give them a solid theoretical base.

Format of the congress

In terms of organisation, the flipped classroom has inspired this congress. It is hoped that delegates will be fully involved in the emergence of new knowledge. A single plenary will set the scene for the parallel ongoing workshops on the six themes defined below. A *grand témoin* will participate in each of the workshops and, as a group, the *grands témoins* will undertake to summarise the outcomes during the final morning of the congress.

In order to move our reflection forward as a joint endeavour in each of these thematic areas, we propose that the greater part of participants' contributions be shared in advance, enabling a maximum amount of time during the congress to be consecrated to discussion and exchanges between participants. For this to succeed:

- participants will be asked to submit long proposals, which will be made available online as of September;
- three 1.5 hour non-consecutive sessions will be scheduled for each workshop, ideally hosting 10 to 20 participants;
- during each 1.5 hour session, three speakers will give a very short (10 to 15 minute) presentation of their practices, experiments or research, using a mind map, poster, concise handout, 2-3 diagrams or images, or any other succinct support;
- the 45-60 minutes remaining in each session will be devoted to debate and discussions on the questions raised by the presentations.

Each *grand témoin* will attend one of the six three-session workshops for the duration of the congress. Like all participants s/he will participate in the work of the delegates present. Saturday morning, the *grands témoins* will have the task of summarising the discussions, debates and progress made on the six themes, bringing critical light to bear, through their own theoretical postures and in dialogue with the rest of the participants.

Workshop themes

The main subject of the congress will be examined through the prism of the following themes:

- Co-evaluation: who and why?
- Evaluation of teaching / learning centres or courses targeting autonomy
- Self-assessment in language centres
- Tools, evaluation and autonomy
- Institutional evaluation and certification in an autonomy approach to learning
- Games, gaming and evaluation

References

- Albero, B., & Poteaux, N. (2010). *Enjeux et dilemmes de l'autonomie : une expérience d'autoformation à l'université. Une étude de cas*. Paris : Les Éditions de la MSH.
- Germain, C., & Netten, J. (2004). Facteurs de développement de l'autonomie langagière en FLE / FLS. *Alsic*, 7 [en ligne]. <https://alsic.revues.org/2280> (consulté le 12 novembre 2017).
- Holec, H. (1991). Autonomie de l'apprenant : de l'enseignement à l'apprentissage. *Éducation permanente*, 107, 1-5.
- Huver, E., & Springer, C. (2011). *L'évaluation en langues. Nouveaux enjeux et perspectives*. Didier : Paris.
- Little, D., Dam, L., & Legenhausen, L. (2017). *Language Learner Autonomy: Theory, Practice and Research*. Bristol : Multilingual Matters.
- Musial, M., Pradère, F., & Tricot, A. (2012). *Comment concevoir un enseignement ?* Bruxelles : De Boeck.
- Poteaux, N. (2014). Les langues étrangères pour tous à l'université : regard sur une expérience (1991-2013). *Les dossiers des sciences de l'éducation*, 32, 17-32. DOI : 10.4000/dse.644

Grands témoins

Sophie Bailly	Université de Lorraine
Yves Bardière	Université de Grenoble
Jérôme Eneau	Université Rennes 2
Emmanuelle Huver	Université de Tours
Nicole Poteaux	Université de Strasbourg
Richard Smith	University of Warwick
Turid Trebbi	Universitetet i Bergen

Calendar

- Call for proposals: **in progress**
- Deadline for submission: **June 14, 2018**
- Notification of participants: **August 17, 2018**
- Registration opens: **September 3, 2018 (early bird rates); September 15, 2018 (normal rates)**

Review committee (incomplete list)

Pia Acker, U. de Strasbourg	Nicola Macré, U. de Lille
Anne Bandry, U. de Strasbourg	Elke Nissen, U. Grenoble Alpes
Peggy Candas, U. de Strasbourg	Justine Paris, U. de Lorraine
Marco Cappellini, Aix-Marseille U.	Catherine Paulin, U. de Strasbourg
Catherine Chabert, Cardiff U.	Elodie Oursel, U. Paris 8
Anne Chateau, U. de Lorraine	Cristina Perez Guillot, U. Pol. de Valencia
Catherine Felce, U. de Strasbourg	Nicole Poteaux, U. de Strasbourg
Elisabeth Gay, U. de Strasbourg	Julia Putsche, U. de Strasbourg
Gwen Cressman, U. de Strasbourg	Annick Rivens Mompean, U. de Lille
Johann Fischer, U. Göttingen	Laurent Rouveyrol, U. Nice Sophia Antipolis
Pierre Frath, U. de Reims Champagne-Ardenne	Cédric Sarré, Sorbonne Université
Elsa Grassy, U. de Strasbourg	Laurence Schmoll, U. de Strasbourg
Eglantine Guély-Costa, U. Tec. Federal Do Paraná	Geoffrey Sockett, U. Paris Descartes
Nicolas Guichon, U. Lyon 2	Giovanna Tassinari, Freie U. Berlin
Alice Henderson, U. Savoie Mont-Blanc	Denyze Toffoli, U. de Strasbourg
Lyndon Higgs, U. de Strasbourg	Julia Consuelo Zabala Delgado, U. Pol. de Valencia
Maxime Leroy, U. de Haute-Alsace	
David Little, Trinity College Dublin	
Jean-Paul Meyer, U. de Strasbourg	

Submission of proposals

Proposals to communicate can be submitted in French, German or English, in the form of a long summary of 2 to 3 pages or 1500 words ($\pm 20\%$) via SciencesConf (<https://ranacles-2018.sciencesconf.org>).

You will be asked to respect the following norms:

- Anonymous file: no names or institutional affiliations must appear
 - Replace all references to your own publications by "author"
 - Replace all references to your institution by "institution"
 - Render anonymous any information susceptible to identify you
- Title of the communication, key-words (5 maximum) and bibliography using [APA](#) format (5 references maximum)
- Font and text style: Times 12; 1.5 line spacing; 2.5 margins; right and left justified

You will also be asked to indicate your preferences regarding the following elements:

Theme¹ (will be used to determine workshop):

- Co-evaluation: who and why?
- Evaluation of teaching / learning centres or courses targeting autonomy
- Self-assessment in language centres
- Tools, evaluation and autonomy
- Institutional evaluation and certification in an autonomy approach to learning
- Games, gaming and evaluation

Type of communication¹ (non-exhaustive list):

- Empirical research
- Theorisation
- Presentation of a course or learning set-up
- Description of teaching practices
- Synthesis
- Other (Please specify:)

Type of presentation document to be used during the workshop¹ (non-exhaustive list):

- Data samples
- Poster
- Mind map
- Illustration (slide)
- Filmed extract
- Audio recording
- Other (Please specify:)

Post-congress publication

A publication of short contributions, in the form of proceedings, will be made available at the Congress, in an e-book type format.

A call for proposals for the publication of articles that have been reworked as a result of discussion and exchanges during the congress will be organised shortly after.

¹ Tick the appropriate box.