

Assessment and the Development of Language Learner Autonomy in the Teaching and Learning of Foreign Languages in Higher Education

Call for contributions

This call for proposals targets contributions to the publication of one or more volumes in applied linguistics, in French, entitled "*Évaluation(s) et autonomisation dans l'enseignement-apprentissage des langues étrangères à l'université.*"

Although assessment is an old theme, revisited in different ways by various research traditions in linguistics, it remains a recurring preoccupation. While the goal of language teaching and learning is primarily students' *language* autonomy, it is also their *learner* autonomy (Germain & Netten, 2004: 58). 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. There is now some consensus on the role that assessment can play in the learning process and researchers 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 assessment is construed in different teaching and learning contexts reveals contrasting realities and can, when imposed by an institution, go against the very principles of autonomy, from both an ideological and a formal point of view. The effects of assessment practices on learning, motivation and learner self-confidence can be counterproductive, especially when such assessment 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 our education systems.

The challenge is therefore to reflect on the articulation between assessment (in all its forms) and the development of autonomy, the term "and" being understood in both its conjunctive and disjunctive sense (Bardière, 2018). The publication will only accept contributions relating to this articulation. Articles involving empirical experimentation would be particularly welcome. In addition to research articles, we are also considering a section of shorter contributions presenting practices that explore this articulation.

The project is to publish a reference book in French, consisting of previously unpublished contributions. We are, however, open to proposals in other languages (in particular German and English). Accepted contributions will be translated into French.

Commitment to close collaboration between the author and the editorial team will be required from the moment of submission, in order to ensure the quality of any translations. More than a collection of articles, this volume aims to be a truly collaborative work where differing approaches and points of view come into dialogue and highlight guiding principles, bridges, disagreements or ruptures. With these objectives of dialogue and cohesion in mind, cross-references between authors will be required during the editorial process and may require some revising of texts.

This publication is both the result and an extension of a process initiated some years ago in the Pôle Lansad of the Faculty of Languages in Strasbourg. Researchers who have accompanied this process have already agreed to deepen their reflection on the assessment/autonomy relationship in this monograph: Sophie Bailly (University of Lorraine), Yves Bardière (University of Grenoble Alpes), Jérôme Eneau (University of Rennes 2), Emmanuelle Huver (University of Tours), David Little (Trinity College Dublin), Nicole Poteaux (University of Strasbourg) and Turid Trebbi (University of Bergen).

Submission procedure and provisional timetable

We propose a 3-step procedure.

1. Submission of a 10-line draft to the publication team by September 30, 2019. In the case of initial writing in a language other than French, specify which one and indicate to what extent the author will be able to participate in the translation (full support; collaboration with a student/translator colleague; thorough final proofreading and verification of the French translation; other).
Send proposals to: lansad-publis@unistra.fr
2. Reply within 15 days, indicating the extent of alignment (total / partial / non aligned) of the contribution proposal with the ambitions of the publication.
 - a. In event of a request for clarification or reorientation by the publication team, the revised draft contribution of 10 lines may be resubmitted within 15 days.
 - b. New reply from the publication team within 15 days.
3. Contribution of between 5000 and 6000 words (excluding bibliography) and submission to the scientific committee within 3 months. Committee response within 2 months (contribution accepted / contribution accepted with request for changes / major changes requested and resubmission / contribution refused)
Exchanges with the scientific committee and/or the editorial committee as needed.

Publication of the book in 2021.

Bibliography

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- 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).
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- Musial, M., Pradère, F., & Tricot, A. (2012). *Comment concevoir un enseignement ?* Bruxelles : De Boeck.

Scientific committee (subject to modification)

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