

# NEQ 2021

ONLINE CONFERENCE  
FREE REGISTRATION

FRIDAY

18 JUNE 2021

8.30 am > 4.00 pm

## Contacts

Maud Ciekanski  
maud.ciekanski@univ-lorraine.fr

Dominique Macaire  
dominique.macaire@univ-lorraine.fr

Deborah Meunier  
dmeunier@uliege.be

# Autonomisation

NOTIONS IN QUESTIONS  
IN LANGUAGE TEACHING AND LEARNING

Organised by



- Research group *Didactique des Langues et sociolinguistique* of the ATILF Laboratory | <https://www.atilf.fr/recherche/equipes/didactique-des-langues-et-sociolinguistique/>
- Association des Chercheurs et Enseignants Didacticiens des Langues Étrangères (Acedle) | <http://acedle.org>



## FREE REGISTRATION

 <https://framaforms.org/inscriptions-journee-neq21-1607885554>




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-  Association des Chercheurs et Enseignants Didacticiens des Langues Étrangères (Acedle) : <http://acedle.org>
-  Research group *Didactique des Langues et sociolinguistique* of the ATILF Laboratory : <https://www.atilf.fr/recherche/equipes/didactique-des-langues-et-sociolinguistique/>

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-  Maud Ciekanski | [maud.ciekanski@univ-lorraine.fr](mailto:maud.ciekanski@univ-lorraine.fr)
-  Dominique Macaire | [dominique.macaire@univ-lorraine.fr](mailto:dominique.macaire@univ-lorraine.fr)
-  Deborah Meunier (Acedle) | [dmeunier@uliege.be](mailto:dmeunier@uliege.be)



The Notions in Questions Conference (NeQ) explores a concept and its relationship with language teaching and learning (LTL). NeQ 2021 deals with the notion of **autonomisation**, a transversal notion in the human and social sciences from an LTL perspective. Organised in Nancy, this conference is an opportunity to bring the pioneering definitions of autonomisation by Henri Holec (1979, 1988) and the *Centre de Recherches et d'Applications Pédagogiques en Langues* (Crapel) in line with current LTL issues, as well as societal and technological developments, which are transforming ways of learning and teaching languages. Since the publication of Yves Châlon's seminal article (1970) outlining a new pedagogy for language learning, recognising the learner as the agent of his or her own learning, the notion of autonomisation has become an umbrella concept covering multiple and often contradictory meanings, that depend on ideologies, educational dynamics and contexts. In what way do various autonomisation environments and projects foster a desire for autonomy? Does autonomisation differ from *self-education* (Tremblay, 2003) in the age of *apprenance* (Carré, 2005) and *learning in the wild* (Sauro and Zourou, 2019)?

In LTL, autonomisation refers to a process that is specific to the learner and supported by a set of mediations enabling them to develop agency, as well as by singular reflexivity based on their experience, leading to the appropriation of knowledge and the construction of their identity as a learner. It is about self-transformation *in* and *through* language learning. This autonomisation is built through *pouvoir apprendre* (material access to resources, including ICT, a particular role and skills) and *savoir apprendre* ((meta-)cognitive access to one's learning experience; expert knowledge enabling choices based on one's learning objectives). These mediations, which are, all at once, instrumental, discursive and social, aim to transform learning practices and representations, allowing the learner to take charge of their learning in a conscious and enlightened way as they progress. Learner autonomy is seen as a specific learning process that can be supported by dedicated resources. These resources offer dialogical and reflexive support in various forms: face-to-face advising sessions, i.e. pedagogical interactions which enable learners to take charge of their learning while developing their expertise (Ciekanski, 2011), in technologies, whether discursive (Paveau, 2006) or intellectual (Bourdieu and Passeron, 1970), or in portfolio-type systems such as the European Language Portfolio (ELP). Thus, autonomisation does not mean independence from the teacher, but rather a new relationship to learning, knowledge and languages through which the learner develops an expertise that enables him/her to (1) adapt his/her approach to language and culture learning and (2) to pursue it throughout his/her life. Autonomisation is, in this sense, a kind of journey and a voyage of appropriation (whose links with the notion of autonomy justify discussion).

The process of autonomisation will be studied in the light of three perspectives (*auto-nom-isation*), which will, in turn, serve as a guideline for the various research threads for this conference.

Research strand 1, *auto-* will open the discussion, in a holistic approach, and in relation to the issue of plurilingualism and its development in a globalised world of mobility. Although often reduced to cognitive strategies or learning approaches, the notion of autonomisation will herein be addressed in all its complexity and richness. What is the relationship between autonomy, plurilingualism and translinguistic experiences? The choice of languages and the way in which they are learned, echoing the singularity of learners' pathways, are questions that run through the work on autonomisation (Palfreyman and Smith, 2003). What transformations accompany autonomisation in these paths of plural experiences that strongly mobilise affects? What methodological perspectives should be used to apprehend them?

Research strand 2, *-nom-* will focus on the didactic, political and international issues linked to the concept of autonomisation, and in relation to the skills expected of language teachers. The notions of freedom and ethics are related to the notion of autonomisation and they resonate in the relationship to knowledge that learner autonomy shapes and configures. As Barbot (1998) and Barbot and Camatarri (1999) have pointed out, the spirit of the *Philosophie des Lumières* (Condorcet, Kant, Rousseau) and the perspectives provided by the *Bildungsroman* of the German *Sturm und Drang* (Goethe) help to promote educational projects supporting autonomisation. The political and civic significance of the concept in relation to European language and lifelong learning policies will be considered by pluralising the concept and discussing its diverse historical and cultural heritages and origins. What is the *nom* given to educational policy projects that autonomisation is part of today? Are these issues (still) supported by European policies? In what ways?

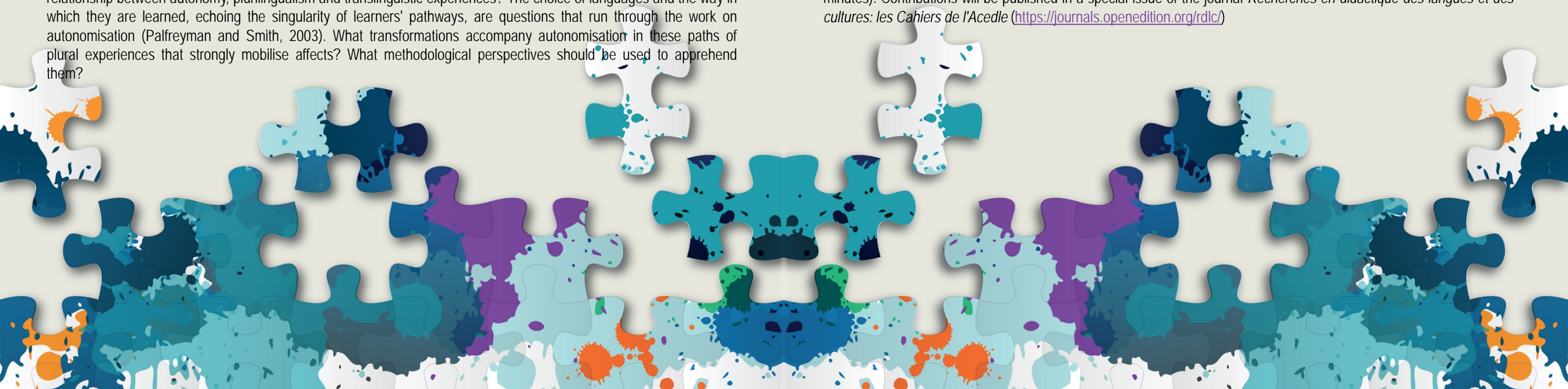
Research strand 3, also linked to *-nom-*, will shed light on another aspect of the issues of norms linked to autonomisation, by questioning the epistemological insights that allow us to analyse the process. These insights have evolved considerably since the pioneering work on cognitivism, socio-constructivism and emergentism. How can we rethink the resulting methodological approaches? What does it mean to learn a language today in the diversity of possible experiences (in formal and informal situations)? How can we rethink the practices and representations of mediation in the light of work on – among others – acquisition, neuroscience or sociodidactics?

Research strand 4, *-isation* underlines the processes of mediation as they relate to autonomisation and highlight the issues linked to the development of autonomisation from an engineering perspective. The focus will be on the link between autonomisation and technology with an attention to supporting the subjectivation of learning in autonomy, by questioning the actors and their skills with respect to learning environments. To what extent can the integration of technology in autonomous language teaching and learning practices promote the development of strategies and skills, both for the teacher and the learner? How do language resource centres, blended environments, etc. support learner autonomy? What conclusions can be drawn and what recommendations can be made? What new agenda for research can emerge?

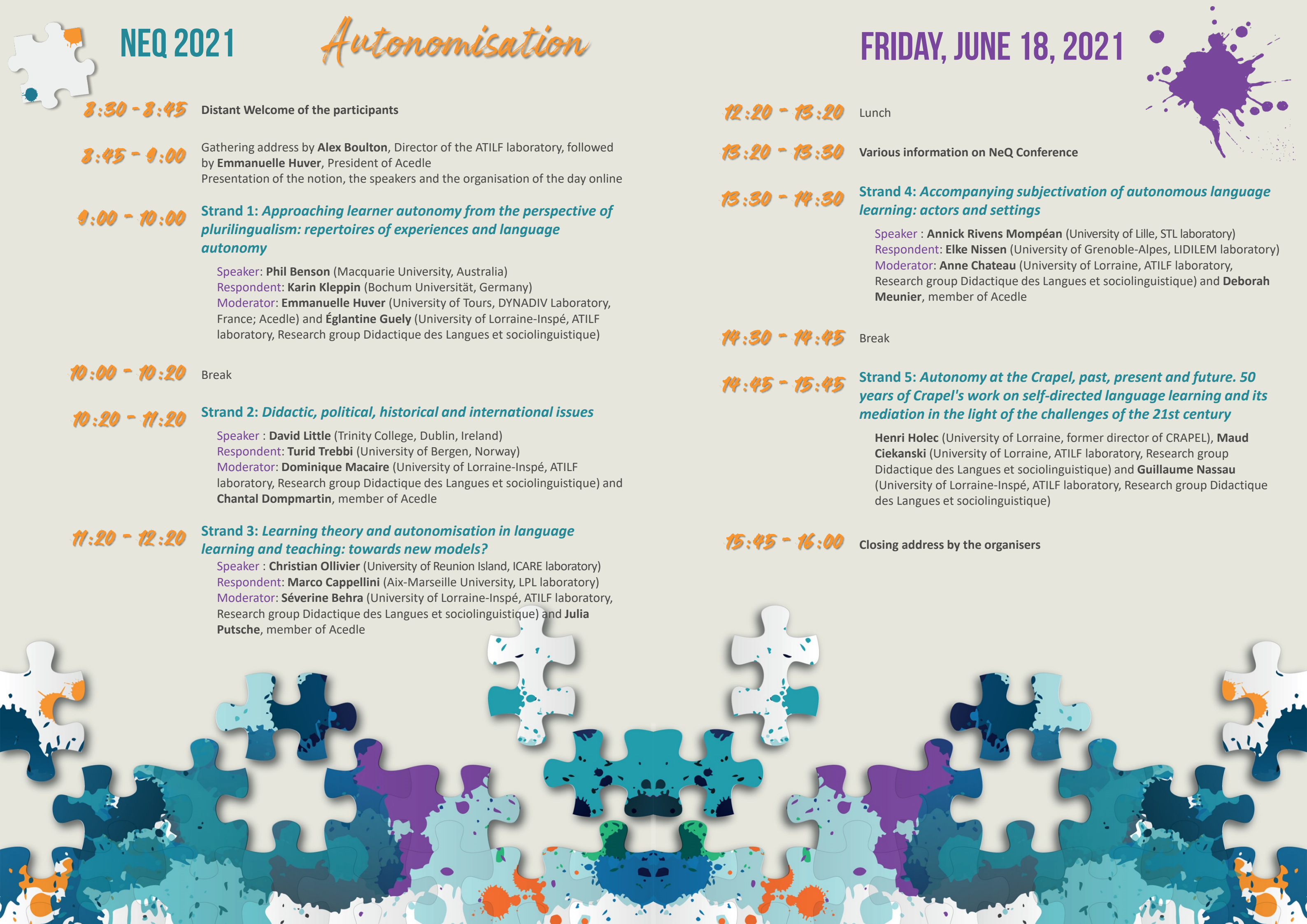
Research strand 5 will be devoted to the research conducted at the Crapel, both for its historical dimension and for its contribution to current scientific debates on the notions of autonomy and autonomisation.

The various presentations will shed light on the multiple folds of thought, perhaps even the unthought-of aspects of autonomisation in LTL, in the face of tomorrow's challenges, by weaving or confronting a variety of perspectives on the autonomous being, its actions and its mediations.

Like its previous editions, NeQ 2021 will be organised around a series of papers by specialist researchers in the field (40 minutes), followed by a response from another researcher (15 minutes) and then a discussion with the public (15 minutes). Contributions will be published in a special issue of the journal *Recherches en didactique des langues et des cultures: les Cahiers de l'Acedle* (<https://journals.openedition.org/rdlc/>)







NEQ 2021

# Autonomisation

FRIDAY, JUNE 18, 2021



8:30 - 8:45

Distant Welcome of the participants

8:45 - 9:00

Gathering address by **Alex Boulton**, Director of the ATILF laboratory, followed by **Emmanuelle Huver**, President of Acedle  
Presentation of the notion, the speakers and the organisation of the day online

9:00 - 10:00

**Strand 1: Approaching learner autonomy from the perspective of plurilingualism: repertoires of experiences and language autonomy**

**Speaker:** **Phil Benson** (Macquarie University, Australia)  
**Respondent:** **Karin Kleppin** (Bochum Universität, Germany)  
**Moderator:** **Emmanuelle Huver** (University of Tours, DYNADIV Laboratory, France; Acedle) and **Églantine Guely** (University of Lorraine-Inspé, ATILF laboratory, Research group Didactique des Langues et sociolinguistique)

10:00 - 10:20

Break

10:20 - 11:20

**Strand 2: Didactic, political, historical and international issues**

**Speaker :** **David Little** (Trinity College, Dublin, Ireland)  
**Respondent:** **Turid Trebbi** (University of Bergen, Norway)  
**Moderator:** **Dominique Macaire** (University of Lorraine-Inspé, ATILF laboratory, Research group Didactique des Langues et sociolinguistique) and **Chantal Domp martin**, member of Acedle

11:20 - 12:20

**Strand 3: Learning theory and autonomisation in language learning and teaching: towards new models?**

**Speaker :** **Christian Ollivier** (University of Reunion Island, ICARE laboratory)  
**Respondent:** **Marco Cappellini** (Aix-Marseille University, LPL laboratory)  
**Moderator:** **Séverine Behra** (University of Lorraine-Inspé, ATILF laboratory, Research group Didactique des Langues et sociolinguistique) and **Julia Putsche**, member of Acedle

12:20 - 13:20

Lunch

13:20 - 13:30

Various information on NeQ Conference

13:30 - 14:30

**Strand 4: Accompanying subjectivation of autonomous language learning: actors and settings**

**Speaker :** **Annick Rivens Mompéan** (University of Lille, STL laboratory)  
**Respondent:** **Elke Nissen** (University of Grenoble-Alpes, LIDILEM laboratory)  
**Moderator:** **Anne Chateau** (University of Lorraine, ATILF laboratory, Research group Didactique des Langues et sociolinguistique) and **Deborah Meunier**, member of Acedle

14:30 - 14:45

Break

14:45 - 15:45

**Strand 5: Autonomy at the Crapel, past, present and future. 50 years of Crapel's work on self-directed language learning and its mediation in the light of the challenges of the 21st century**

**Henri Holec** (University of Lorraine, former director of CRAPEL), **Maud Ciekanski** (University of Lorraine, ATILF laboratory, Research group Didactique des Langues et sociolinguistique) and **Guillaume Nassau** (University of Lorraine-Inspé, ATILF laboratory, Research group Didactique des Langues et sociolinguistique)

15:45 - 16:00

Closing address by the organisers