

LIVRET D'ACCUEIL WELCOME BROCHURE

**Comment
favoriser
la motivation
et l'autonomie
dans le cadre de
l'enseignement
des LVE ?**

**Fostering
Language
Learning
Motivation
and Autonomy
through the
Curriculum**



BIENVENUE ! WELCOME!

Dear colleagues, dear students,

Welcome to UPEC-Inspé and to this special one-day European teacher training seminar on the topic of developing students' motivation and autonomy through the language curriculum. As teachers, we know how challenging it can be to get our students motivated to learn the language we teach and to take on greater personal responsibility for their learning as they mature and progress through the educational system.

Given the demands placed on teachers to cover the prescribed curriculum and prepare their students for standardized tests, we can sometimes have the impression that there isn't much time left over to address students' motivational needs or implement teaching strategies that enable students to become more autonomous and self-directed learners.

The question that interests us today is how the dual goals of meeting curricular expectations and of developing student motivation and autonomy can be brought together in ways that are mutually beneficial. We hope today's seminar will provide some inspiring 'food for thought' and ideas for action on how these aims can not only be achieved, but can actually help sustain and strengthen one another.

We wish you an enjoyable day full of stimulating activity and discussion. Thank you for being part of today's event!

Chers collègues, chers étudiants,

Bienvenue à l'UPEC-Inspé et à cette journée d'études et de formation sur le thème « Comment favoriser la motivation et l'autonomie dans le cadre de l'enseignement des langues vivantes ». En tant qu'enseignants, nous savons à quel point il peut être difficile de motiver nos élèves à apprendre la langue que nous enseignons et à assumer une plus grande responsabilité personnelle dans leur apprentissage au fur et à mesure qu'ils progressent dans le système éducatif.

Compte tenu des contraintes liées aux programmes et à la préparation des élèves aux évaluations de fin de cycle, nous pouvons parfois avoir l'impression qu'il ne reste plus beaucoup de temps pour répondre aux besoins de motivation des élèves ou mettre en œuvre des stratégies pédagogiques qui favorisent leur autonomie.

La question qui nous intéresse aujourd’hui est de savoir comment susciter la motivation et soutenir l’autonomie des élèves tout en tenant compte des exigences du programme. Nous espérons que cette journée fournira des pistes de réflexion et d’activités pratiques sur la manière dont ces objectifs peuvent non seulement être atteints, mais peuvent aussi se soutenir et se renforcer mutuellement.

Nous vous souhaitons une journée agréable, pleine d’activités et de discussions stimulantes. Merci de votre présence et de votre participation !

Au nom du comité d’organisation,

Stephen Scott BREWER et Anne-Laure Dubrac

ABSTRACTS FOR THE TALKS AND WORKSHOPS

Language learner autonomy and plurilingualism: agency, identity and the world outside the classroom (9h15-10h15)

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.

Présence et distance de l'enseignant.e en classe : une aide à la construction de l'autonomie de l'élève (10h15-10h45)

Nathalie Carminatti, Inspé-UPEC, Lirtes GER

La problématique de la présence en classe renvoie à celle d'intention. En didactique clinique il est question du « déjà-là décisionnel » de l'enseignant. L'intention est définie comme une « tension vers un but, la direction vers un objet » (Carnus, 2001, p.103). La distance renvoie à la proxémie définie par E.T. Hall (1971) comme « l'ensemble des observations et des théories que l'Homme fait de l'espace en tant que produit culturel spécifique ». Nous tenterons d'appréhender ces deux notions pour entrevoir une construction de l'autonomie de l'élève en classe.

Encourager l'interaction et la collaboration en classe de langue (11h15-12h30 grp B / 15h30-16h45 grp A)

Anja BURKERT, Université de Graz, Autriche

En tant qu'enseignant/e au niveau universitaire, 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.

Meeting curricular goals while developing language learner autonomy (14h-15h)

Leni DAM, former secondary teacher Karlslunde Skole, Denmark, pedagogical advisor

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.

ATELIER 1

What learners think and say – from feedback to autonomy and motivation

Annamaria PINTER, University of Warwick
atelier cycles 3 et 4 (1er degré et collège) / **salle i2-220**

11h15-12h30 groupe A1
15h30-16h45 groupe B1

In this workshop I will focus on developing autonomy and motivation with primary and secondary level students. I will briefly explore the 'children's voices' and 'children's rights' movements and link these principles to autonomous ways of working. I will demonstrate some hands-on activities, which can be adopted and adapted for use in any classroom to suit learners of different ages. The workshop participants will have the chance to experience these activities and reflect on them in discussion. The activities will fit with any curricular guidelines or textbook content that teachers are currently following.

ATELIER 2

Changement de salle pour l'atelier 2 : l'atelier aura lieu en salle i3-106 et non i1-239 comme indiqué dans le programme

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

Lis Pölzleitner, University College of Teacher Education, Styria (Austria)
atelier lycée (2nd degré supérieur) / **salle i3-106**

11h15-12h30 groupe A2
15h30-16h45 groupe B2

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 life-long language competences AND succeed in their final exams.

I will show concrete examples from my classrooms. 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 and help the learners meet the curriculum requirements?

LES INTERVENANTS / THE SPEAKERS & WORKSHOP LEADERS:

David Little is a Fellow Emeritus of Trinity College Dublin. His principal research interests are the theory and practice of learner autonomy in second language education, the management of linguistic diversity in schools and classrooms, and the use of the Common European Framework of Reference for Languages to support the design of second language curricula, teaching and assessment. He wrote one of the preliminary studies for the Common European Framework, played a leading role in the development and implementation of the European Language Portfolio, and has been a member of several Council of Europe expert groups. *Language Learner Autonomy: Theory, Practice and Research*, by David Little, Leni Dam and Lienhard Legenhausen, was published by Multilingual Matters in 2017; *Engaging with Linguistic Diversity: A Study of Educational Inclusion in an Irish Primary School*, by David Little and Déirdre Kirwan, was published by Bloomsbury Academic in 2019.

Nathalie Carminatti est maitresse de Conférences en sciences de l'éducation et de la formation, HDR. Ses objets de recherche s'articulent dans les pratiques d'enseignement et d'apprentissage. Elle emprunte à Hall, la notion de « proxémie », à Freud celle de « l'inconscient » et à Lacan le concept de « petit autre » et « grand Autre ». Ses travaux s'ancrent dans le cadre théorique de la didactique clinique (Terrisse & Carnus, 2009 ; Carnus & Terrisse, 2013) qui se situe dans une double filiation : celle de la didactique de l'Éducation Physique et Sportive (EPS) (Mérand & Marsenach, 1987 ; Amade-Escot, 1998) et celle de la clinique d'orientation psychanalytique en sciences de l'éducation (Beillerot, Blanchard-Laville & Mosconi, 1996).

Leni Dam works as a freelance pedagogical adviser with pre- and in-service language teachers. For more than three decades she taught English to young teenagers at Karlslunde Skole, Denmark and it was during this time that she developed the approach to autonomous language learning for which she is internationally renowned. In 1995, she published a description of her classroom practice in Authentik's series of short books on language learner autonomy: *Learner Autonomy 3: From Theory to Classroom Practice*, which appeared in German translation last year. In 2004, she received an honorary doctorate in pedagogy from Karlstad University, Sweden in recognition of her innovative work in language teaching. She is one of the founders of

the Nordic Workshops on Developing Learner Autonomy, which have been held regularly since the 1980s, and for many years she was a committee member of IATEFL's Learner Autonomy Special Interest Group. In 2017, together with David Little and Lienhard Legenhausen, she published *Language Learner Autonomy: Theory, Practice and Research (Multilingual Matters)*.

Anja Burkert is a teacher of English and French at the University of Graz, Austria. She holds a Ph.D. in language teaching methodology and is especially interested in the promotion of learner autonomy among her students and the use of English for academic purposes. She obtained a teaching award from her university in 2010. From 2008 till 2021, she was a committee member of the LASIG of IATEFL, where she served as PCE, LASIG showcase and local events organiser.

Annamaria Pinter is Reader at the Department of Applied Linguistics, University of Warwick, UK. She is the author of *Teaching Young Language Learners Oxford Handbooks for Language Teachers*, Oxford University Press (2nd edition, 2017) and *Children Learning Second Languages*, Palgrave Macmillan (2011). She is also an editor of an e-book series entitled *Teaching English to Young Learners* by Candlin and Mynard, and a joint editor of a book series *Early Language Learning in School Contexts* by Multilingual Matters. She has published extensively in ELT/ Applied Linguistics journals and has given numerous plenary talks worldwide. Her research interests include all aspects of second and foreign language learning in childhood, language learner autonomy and participatory research methods with children, including child-led research.

Lis Pölzleitner teaches English at secondary school in Austria as well as methodology classes and in-service seminars at the University of Graz and the University College of Teacher Education, Styria. Her main areas of interest are extensive reading, brain-friendly language teaching, creative approaches to teaching writing, cognitive-communicative grammar and the use of technology in language teaching.

DEJEUNER / LUNCH

Il y a 6 restaurants et boulangeries près du Campus centre ouverts le samedi où vous pouvez déjeuner. Ils se trouvent tous à 5 minutes à pied dans le même couloir commercial (Allée Parmentier). On vous expliquera comment y aller.



PAUL

Sandwichs environ 9€



BOULANGERIE

Sandwichs environ 9€



RESTAURANT ASIATIQUE

Plats à environ 10-12€



MEISTER

Burgers, Salades ou Kebap à environ 11€



PIZZERIA

PIZZA à environ 9€



COFFEE TIME

Burgers, Salades ou Bagels à environ 9-11€

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- Le Rectorat de l'Académie de Créteil

LIEU

Université Paris-Est Créteil
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