AUTONOMY IN LANGUAGE LEARNING: experience, actors, resources

Multilingual Centre Bolzano and Multimedia Language Centre Merano

Trevi Centre Bolzano, 1 – 2 December 2017

Programme

Friday 1 December

10 am -7 pm: Participant registration: Multilingual Centre, Trevi Centre, via Cappuccini 28, Bolzano

10.30 am: Guided tour of the Multimedia Language Centre, piazza della Rena 10, Merano (arrival by own transport or public transport)

2.30 pm: Guided tour of the Multilingual Centre, Trevi Centre, via Cappuccini 28, Bolzano

4 - 7 pm – Centro Trevi, room +1

4- 4.30 pm	Opening remarks
4.30- 5.30 pm	***"Giù la maschera: una riflessione su ruoli e identità dell'autoapprendimento"*** *(Off with the mask: A reflection on roles and identity in self-directed language learning)* Marina Mozzon McPherson (University of Hull, Great Britain)
5.30- 6.30 pm	***Live: experiences of the Bolzano and Merano resource centres***
6.30- 7 pm	Debate and drink

Saturday 2 December

9 am- 4.30 pm - Parallel sessions

Session 1 *Best practices – Experiences of self-access language centres: Spaces, resources, roles, actors, links with institutions* Anna Dal Negro, Anikó Brandt *Room +1*		**Session 2** *Language learning advising and other forms of learning support* Maria Giovanna Tassinari, Emmanuelle Carette *Rooms 0.1 and 0.2*		**Session 3** *Autonomous learning in the classroom: Workshop for teachers* Marcella Menegale, Stefania Cavagnoli *Room colonna*	
9.00 - 9.20	*Introduction to the session* Anna Dal Negro (UZH and ETH Zürich) and Anikó Brandt (University of Bremen)	9.00-9.15	Introduction to the session Maria Giovanna Tassinari (Free University of Berlin) and Emmanuelle Carette (University of Lorraine, Nancy)	9.00-10.40	Marcella Menegale (Ca' Foscari University of Venice) **Autonomous learning within the classroom** There are many approaches which set the student at the centre of the learning process, and all of these approaches specify, as one of their principal goals, the development of autonomy in language learning. However, even in modern-day schools, a number of limitations continue to hamper the development of learner autonomy. The objective of this workshop, is to create a joint description of the characteristics which an autonomous student should have, and how the teacher can establish a didactic approach which helps students to become more responsible and aware
	Part one: resource centres	9.15-10.00	Introduction of participants and their projects • Elena Bonetto, Oscar Vallazza (Libera Università di Bolzano) C*onsulenza linguistica / Esperienze di apprendimento autonomo al Centro Linguistico dell'Università di Bolzano* • Maria Teresa Zanola, Maria Luisa Maggioni, Luisa Sartirana (Università Cattolica del Sacro Cuore, Milano) *Il consulente linguistico: un ritorno al futuro?* • Mariana Bisset, Barbara Gödeke (Università di Padova) *Language advising: a learning experience for both learners and advisors*		
9.20 - 9.40	Maria Teresa Zanola, Luisa Sartirana, Maria Vittoria Lo Presti (Università Cattolica del Sacro Cuore, Milan) *A virtual resource centre for independent learning*				
9.40 - 10.00	Katherine Ackerley, Mariana Bisset, Valentina Napolitano (University of Padova) *Promoting autonomous language learning at the University of Padova Language Centre*				

			• Renata Cavosi Silbernagl, Laura Cont (Centro Multilingue Bolzano e Mediateca Merano) *Sprachlernberatung am Multisprachzentrum Bozen und an der Sprachenmediathek Meran* • Barbara Gantner (Centro Multilingue Bolzano) *Zielgruppen* • Adriano Murelli, Rosanna Pedretti (Universität Freiburg) *Consulenza linguistica e autovalutazione degli apprendenti* • Roberta Brüllman, Giuliana Santoro (Hochschule Luzern) *Materiale di accompagnamento per l'apprendimento autonomo dei discenti* • Barbora Chovancová, Alena Hradilová (Masaryk University Brno) *English autonomously: The thrill of counselling* • Francesca Mantovano (Bolzano) *Il Malort come luogo di consulenza e apprendimento linguistico* • Barbara Benetti (Bolzano) *Das Geheimnis der erfolgreichen Lerngruppe*		of what they are learning, from setting goals to choosing materials and activities both in and outside the classroom. By doing so, the workshop aims to open up reflections on potential avenues to explore and take a fresh look at didactic practices.
10.00-10.20	Robin Breit (University of Bonn) *Field report on accompanied autonomous foreign language learning at the language learning centre of the Rheinischen-Friedrich-Wilhelms University of Bonn*	10.00-10.40	Division into work groups: sharing of experiences, reflections and discussion Work groups: - Language advising in self-access learning settings		

10.20-10.40	Discussion		- Advisors and advisee interchange - Supporting autonomy in institutional contexts: Approaches - Supporting autonomy in informal contexts		
10.40-11.15	Break and presentation of Leena Karlsson (University of Helsinki) workshop: *A workshop on autobiographical writing, language counselling and autonomy* *Foyer piano 0*				
	Second part: specific themes				
11.15-11.35	Cesare Zanca (University of Siena) *Authentic online materials and learners' needs: how corpus linguistics methodology can help improve autonomy and discovery in language learning*	11.15-12.15	Work groups part two: sharing results, discussion, reflection and preparation for plenary conclusion session. - Guiding principles of experience - Shared features and differences - Ideas for the future - Questions and requests	11.15-13.00	Stefania Cavagnoli (University of Roma 2) **The critical friend: The role of scientific counselling in learning paths and plurilingual acquisition in compulsory education.** The workshop will base on experiences in South Tyrol, using the data and results of a project which involved schools, school management and teachers, in the form of a "critical friend". As defined by Costa/Kallik, a "critical friend" is a "trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. (…)" (Costa/Kallik 1993, p. 123). We will be looking at difficulties, but also at positive aspects of these experiences, with a particular focus on the role of external and internal counselling, which can modify problematic relations in some educational contexts.
11.35-11.55	Cristina Boscolo, Dietmar Unterkofler (Free University of Bolzano) *Language tandem DE-IT: Ich kann, was du…*				
11.55-12.15	Isabella Stefanutti (University of Bath) *To what extent does a foreign language peer learning scheme increase the intercultural competence of non-specialist language students?*				
12.15-13.00	Discussion and conclusion	12.15-13.00	Discussion and conclusion		

1-2pm	Lunch break *foyer piano 0*
2-3.30 *Room+1*	Leena Karlsson (University of Helsinki) - *Fighting language (classroom) anxiety and writing fears through sharing stories. A workshop on autobiographical writing, language counselling and autonomy*
3.30-3.45	Coffee break *foyer piano 0*
3.45-4.30 *Room+1*	Discussion, future scenarios and conclusion. Possible themes: • A network and agenda for self-access language centres • The role of digital technology and self-access language centres • Staff: Training and development • Language advising / counselling and other forms of learning support