1) institutional contexts / teaching settings of the FG members

class setting (mobile resources = mock SAC)

(Denyze)

Self-access centre SAC

(Giovanna, Anne, Isabelle)

Hybrid setting (SAC + class)

(Marido, Justine, Denyze, Anne, Isabelle)

Hybrid setting (SAC + distance)

(Isabelle, Anne)

language center aimed at the whole community (all students + new Staff members, PhD students etc.)

(Marido, Luisa)

language centre courses offered to various faculties - diverse levels of autonomy

(Martina, Aleksandra, Giovanna)

Students of other disciplines

(Anne, Giovanna,Martina, Isabelle, Justine, Aleksandra, Marido, Luisa, Denyze)

Modern Languages students

(Giovanna, Martina, Justine)

International students (Giovanna, Marido, Isabelle)

teacher trainees (BA, MA)

(Giovanna, Martina)

new staff members, Phd students

(Marido, Luisa)

2) research interests / topics of the FG members

Institutionnalisation of autonomisation

(Anne, Justine, Denyze)

Measuring autonomy development in learners

(Justine)

Assessing the effectiveness of a course on learners' autonomy development

(Justine, Anne)

Course design promoting autonomisation (LSP and remedial courses)

(Justine, Denyze)

Student autonomy / autonomisation

(Anne)

Difference between "language center" and "self-access centre (SAC)"

(Anne)

learner's trajectories in SACs / during self-directed learning time

(Justine)

learner's profiles and trajectories outside of formal learning

(Denyze)

Language learning advising

(Giovanna, Martina)

language learning advisors' self-perception

advising from a complexity perspective

advising and satisfaction of BPNs (Self-Determination Theory)

emotions and feelings in advising sessions

rel between learners' and students' autonomy

(Martina)

Teacher autonomy

(Martina, Denyze)

Learners' beliefs in lang learning and their evolution

(Anne, Denyze)

Relations between Autonomy development and specific tools (e-portfolios)

(Aleksandra)

Relations between Autonomy development and specific approaches (project- and problem-based learning)

(Aleksandra)

3) research methods of the FG members (instruments and data analysis procedures)

Discourse analysis

(Giovanna)

Interviews of students

(Anne, Justine, Giovanna, Denyze)

Content analysis of logbooks, interviews...)

(Anne, Giovanna, Justine, Denyze)

questionnaires

(Giovanna, Anne, Martina, Denyze)

Scoping literature review on informal lang learning

(Denyze)

Individual case studies o. autonomous learning (based on advising session recording + log books + self-assessment materials analysis)

(Martina)

Ethnographic approaches (meta-ana of observations / case studies on informal lang learning)

(Denyze)

Advising sessions recordings (content analysis)

(Martina)

pre-/post-tests

(Justine)

self-eval questionnaire of lang-learning autonomy degree for ENG

(Justine, Denyze)

4) counselling / advising practices

Open weekly drop-in sessions of the SAC students (french "permanences" / consultation hours: students can pop in any time after prior enrollment)

(Isabelle)

30min appointments at the SAC or online (students need to enroll before, but it is on a voluntary basis...)

(Anne)

Advising sessions (40 minutes) at the SAC and/or online; individual or tandem advising

(Giovanna)

In target lang

In target lang

In target lang

Additional offer for students in regular courses (but not in SAC <> by their regular teachers upon their consultation hours)

(Martina)

In target lang

In target lang

Advising sessions at the SAC and/or online open to all graduate and undergraduate students; no enrollment needed, but fixed schedule.

(Luisa & Maria Vittoria)

In target lang

Logbooks comments / annotations

(Anne, Isabelle, Justine, Giovanna, Marido, Denyze)

In target lang

In target lang

Open language advising sessions offered to first year students (still on their lang learning)

(Martina)

In target lang

Spontaneous individual advising during class time

(Denyze)

In target lang

Compulsory advising session within an ENG remedial class for 1st year students majoring in Applied Modern languages (= French "LEA")

(Justine)

In L2

Compulsory scheduled advising sessions for an elective class with credits (= French "UE Libre")

(Isabelle)

Compulsory advising sessions as part of the "English Autonomously Course" (held in-class, where 5h meet in groups)

(Martina)

In target lang

Compulsory advising sessions within a course of FLE (piloting)

(Giovanna)

In L2

In target lang

Open group advising sessions for distance learners scheduled on demand, offered to meet the expectations for evening

(Martina)

In target lang

Compulsory sessions with 25 students max. and we advise them one-on-one while they work

(Marido)

setting goals / objectives

INDIVIDUAL LEVEL : 2 prep sessions for 14 hour distance autonomy work: LANG LEARNER HISTORY; SELF-EVAL, PERSO NEEDS, PERSO WISHES

=> selection of 4-5 objectives accordingly

(Justine)

INDIVIDUAL LEVEL students select 2/3 objectives for the whole semester (LP) and negotiate one-to-one meeting with the teacher + logbook to write for regular follow-up + office hours

(Isabelle)

INDIVIDUAL LEVEL : use of the template based on 'Freedom to Learn' (Carl Rogers) asking the students to write a learning plan when to work on it, what to do to, material needed, which support need from the teacher, how to self-eval

(Giovanna)

INDIVIDUAL LEVEL : the first seminar (of a regular academic English class) clarifying group aims + letting Ss identify their personal focus/aim (based on their expectations) + motivating them to follow it during their individual work

(Martina)

INDIVIDUAL LEVEL : Each S negotiates 2 individual learning objectives (3 different skills) and designs a plan of action (i.e. what they will do and the evidence they will submit) for how to work on them. This is based on a portfolio, Dropbox+ promoted by me, material on Moodle and press). 40% of the final grade.

(Aleksandra)

INDIVIDUAL LEVEL - last 10 min in class to set their own goals for the their autonomy work time performed on a platform (can type keywords and yield lists of activities related to those goals)

(Marido)

CLASS-GROUP LEVEL : we negotiate collective learning objectives (e.g. be able to give a formal oral pres, requests to work on specific vocab theme / gram rule)

(Isabelle, Martina, Luisa and Maria Vittoria in elective classes)

dealing with feelings and affects

Avoiding whole class experience : small groups only (going from group to group to give personal feedback, answering questions) => to avoid students to be exposed to the whole class

(Marido, Isabelle, Justine)

Only recorded oral presentations at home (never in-class / in front of whole class) => to avoid shame, stress, anxiety

(Justine)

Being approachable

(Aleksandra, Justine)

Questionner, reflection in the classroom

(Giovanna)

Commenting on their feelings expressed in logbooks (e.g. encouraging them...)

(Anne, Isabelle, Giovanna, Aleksandra, Justine)

Working on emotions in class activities

(e.g. groups write guidelines on how to overcome nerves when presenting)

Anonymous questionnaire at the beginning of the semester to gauge students' readiness for LA (e.g. attitudes towards group work).

(Aleksandra)

teacher management of autonomous learning program/class

Using the hours allotted to groups to devise a program that leaves time for reading logbooks, meeting students in pairs - .. e.g for 24hrs given by university, seeing all the students together only 1h hrs, & 1h hrs in pairs, reserving 2hrs to read logbooks..)

Anne

Class limited to 15 students to ensure proper/intensive individual follow-up of each student

(Justine)

Having clear expectations (e.g. in relation to the evidence of learning to be submitted and structure of the e-portfolio) and communicating them in advance.

(Aleksandra, Isabelle)

Half of the evals are group evals

(Justine)

Individual reflections not corrected for accuracy to manage T workload. Feedback provided on the contents. Common mistakes may be drawn attention to in class.

(Aleksandra)

trying to plan realistically e.g. time limits for advising sessions

(XXX, Isabelle)

teacher promotion of autonomous learning program/class

(small) research projects, reports, publications

(XX)

offering workshops, teacher training

(Giovanna)

participation in pan-European / EU-funded projects: increasing visibility in your own university and beyond

(Aleksandra)

networking at all levels

(Martina)

expanding local networks

(Aleksandra)

Communicating about it both locally and beyond (presenting at conferences, publishing articles ...)

(Anne)

motivating the students to learn

Use of positive feedback and grounds in class. Part of the final exam is a presentation on a topic chosen by the student.

(Luisa & Maria Vittoria)

Providing students with options (e.g. choosing from texts on different topics), letting students talk and write about topics that are personal relevant to them.. (options - choice of topics and formats - e.g. oral / written text)

(Martina, Isabelle, Justine)

Giving very short activities to be able to change regularly, create surprise effect, avoid boredom

(Marido, Justine)

Asking the students to work in pairs for 1 oral task (on pronunciation) and letting them choose the subject of the podcast they will work on

(Anne)

Lots of positive feedback :)

(Aleksandra, Isabelle, Anne, Justine)

developing students' agency

Giving students a selection of tools, to help them improve their productions (esp. written) explaining them how to use the tools during collective sessions.

(Anne, Isabelle, Justine)

Using learner-centred and learning-centred activities: Ss are experts on their learning => e.g. observe how abstracts are written in your discipline

(Martina)

Reading / commenting logbooks every week to give advice / suggest activities and resources

+ Seeing them individually on 2 counseling sessions per semester + being available during the class if stuck on autonomy work

(Justine)

using the L2 authentically

From A2, all interaction with the teacher is in the target language

(Marido, [Justine], Isabelle)

getting students ready / willing to take charge own learning

The e-portfolio counts towards the final grade

+ The first reflection (where the students reflect on their experience as lang learners at school) leads to some of them signalling they have been unhappy with their language learning journey so far and being willing to take more responsibility for their learning in the project)

(Aleksandra, Isabelle, Justine, Anne)

Sharing personal autonomous learning journey - teacher as a model

(Martina)

The 14h autonomy work is imposed and the logbook is one evaluation of the course (= > no choice) + I explain that the autonomy work is an opportunity for them to focus on their personal needs/difficulties (vs mass learning in class)

(Justine, Isabelle 24h)

Providing choice; encouraging reflection; integrating students' learning experience outside the classroom in the classroom (e.g. having students report on these)

(Giovanna, Isabelle, Justine)

5) teaching practices

finding resources / activities / strategies

Discussing strategies in the classroom, inviting students to try new strategies

(Giovanna, Isabelle)

Suggesting resources from the self-access centre; asking them to share resources they use and to evaluate these

(Giovanna, Isabelle)

In class, giving Ss a chance to exchange tips on useful sources and ways to use them (this can be supported by the teacher) - class discussions e.g. on how to learn from watching films

(Martina, Isabelle)

Through keywords on our learning platform AND through exchange on the learning log filled by the students and commented by the teacher (this part mainly for strategies)

(Marido, Isabelle)

Teacher provides a list of useful resources (e.g. Quizlet, text editors). Students are encouraged to find their own through personal research or talking to peers.

(Aleksandra, [Justine **poorer**], Giovanna, Anne)

Resources collected by the CORALL project:

https:// corallprojectlsu.wixsite.com/ presentation/liaara

(Aleksandra)

Link

Suggesting resources from the self-access centre and asking them to share resources they use

(Luisa & Maria Vittoria)

monitoring one's own learning

Reading / commenting the learning logs of each student once a week (teacher side of monitoring learning)

(Marido, Giovanna but not every week)

Self-reflexivity paragraphs in the logbook after each autonomy work session about their progress, how the session went, if it was useful, if they liked it, if it was difficult

(Isabelle, Justine)

mid-term check point - points for continuous tasks + consultation with a teacher

(Martina)

Reflections (at least three: at the beginning, mid-term and with final submission); teacher feedback (after the initial and mid-term reflection) and peer feedback on selected activities. = Student-designed activities to measure their own progress (e.g. Quizlet, comparing self-written texts with feedback given by online tools (e.g. Grammarly).

(Aleksandra)

Students use a learning log to reflect on their performance (based also on language biography) and get individual and/or class feedback.

(Luisa & Maria Vittoria)

self-evaluating the results obtained

Asking them to record a 2/3 mn audio concl. of their logbooks in which they reflect on all the activities they had since the beginning of the year...

(Anne)

Final reflective text (obligatory in autonomous class, optional in regular classes)

(Martina, Justine, Isabelle)

self-assessment on the learning log

(Marido, Justine)

Interim test followed by self-evaluation of performance based on a form.

(Luisa)

Again, in reflections. Plus, students are required to suggest the grade they think they deserve for the e-portfolio project AND justify their self-assessment in relation to the assessment criteria communicated at the beginning of the semester.

(Aleksandra)

planning one's learning

Work on the e-portfolio split into 2 stages: 1) beginning of the term to mid-term + mid-term reflection;

2) mid-term to final submission (incl. final reflection and self-assessment).

This two-stage process enables students, to reflect on my feedback on their work in stage 1 (incl. evidence submitted) and modify their plan of action if necessary prior to final submission.

(Aleksandra)

During autonomy work prep sessions, students think about when and how often they'll work on their autonomy work + draft a tentative program for the 14 hours (for each objective, have to think about an amount of time & potential activities to do)

(Justine)

In autonomous learning class: Ss use a template to write their study plan - listing activities, resources and specifying time conditions. The plan is finalized during an advising session

(Martina, Giovanna)

In regular classes: asking Ss to identify their "Enlish learning time slots" and be realistic, e.g. Monday morning for continous tasks

(Martina)

Students decide for themselves I see them individually in January for a follow-up, using the logbook. Time to answer their questions. End of the year, assesment

Isabelle

Course syllabus designed by the teacher. At the beginning of the course Ss fill in "a language biography" form to plan their learning matching syllabus with learning styles, strengths and weaknesses.

(Luisa & Maria Vittoria)