

Transition(s) in and for language centres and language resource centres

During the 2022 Congress, which focused on the future of Language Centres (LCs) and Language Resource Centres (LRCs) and their place in the language policies of higher education institutions, the question of transition(s) was raised. The 2023 edition of the Ranacles Congress will therefore focus on this notion in all its complexity in language and culture didactics.

Transition is defined as the "passage from one state to another"¹ involving a before and an after, as well as a triggering event. Whether fluid or abrupt, transitions are a dynamic process which can be seen as a rupture and can be more or less acceptable. However, from a philosophical point of view, "transition is above all else the vision of other possibilities" (Chabot, 2015).

In the field of language didactics, it may be a question of looking at **pedagogical tools that favour a transition** towards new opportunities for language teaching and learning, possible **support** during the transition and in the teachers' **tinkering strategies** (following the example of what has been experienced at school, cf. Boudokhane-Lima et al., 2021) as well as by learners, with the development of new practices.

It will also be interesting to address **acceptance** (Tricot et al. 2003) and the **management of urgency** in the face of triggers that are experienced because of the temporality of the change and/or the gap between the characteristics of the previous situation and the situation to be accepted. This may concern situations where language learners are faced with geographic or technical obstacles. Recent publications address the consequences of **adaptations made necessary** by COVID pandemics on both course content and on teaching-learning modalities (de Céglié, 2021; Guillaume, 2021).

On the other hand, the question regarding the characteristics of the transition between teaching-learning situations before and after the pandemic has been less analysed. The focus should be on what emerged from this problem-solving situation which **generated practices that have become permanent** (resorting to using digital tools, for example). More generally, it could also be a question of studying **the evolution of teaching practices** imposed by institutional or ministerial decisions and directives (temporal and material organisation, public to be accommodated, creation of specific content, setting up of partnerships, etc.).

Towards the strengthening and emergence of teaching formats

The transition could be approached from the point of view of **pedagogical engineering** as a necessary adaptation to the evolution of curricula, to the constraints specific to the training offer or to the characteristics of learners/publics (workers, continuing education students, foreign students, etc.), to

¹ <https://www.cnrtl.fr/definition/TRANSITION>

new attendance policies at the university, to the organisation of learning activities and the impact on timetables and management of premises, etc. The result is a questioning of our values and representations in the face of triggers that upset our usual points of reference and also lead us to **broaden our classroom practices to promote learning**. These recommendations given by the teacher can be at the level of investment in the university environment (third places, resource centres, etc.) and the social environment (Grassin, 2020) and the use of complementary tools available (conversation workshops, surveys, etc.) which will widen the learning space.

Even though, this raises the question of **the porosity between the formal and the informal** (Babault et al., 2022), it also highlights the need to accompany learners in their use of digital technologies through "non-prescriptive" (Peraya and Peltier, 2020), "dispositive" (Caron, 2020) engineering in order to leave them a possible path for creative, inspired and agentive appropriation. The action of the language teacher is also part of a **transition between the academic world and the target world of work** with the development of professional action, both linguistically and pragmatically, by introducing the appropriate socio-language skills and the development of domain-specific knowledge and skills.

A transition towards the widening of learning practices

Approaching the notion of transition in relation to a didactics of languages and cultures anchored in its time necessarily means finding or examining practices which "widen the learning space to situations outside the classroom or which do not necessarily take place face to face with a teacher" (Babault et al., *ibid*).

This may involve **questioning the use of certain places** (third places at the university, language resource centres, homogenous environments, etc.) and/or certain digital tools (platforms, applications, etc.), whether or not they are initiated by the learner. In addition, it may also be interesting to discuss **the support for learning in relation to individualisation/differentiation** and the assistance that the institution can offer according to the pathways, projects and trajectories of learners "whose rhythms are increasingly individual and out of phase with each other" (Pierre & Sauquet, 2022, p.31).

We will also examine the **transition between languages** in the service of the plurilingual construction of individuals, with the integration of intercomprehension modules and the place given to the mother tongue as a mediating language in official texts.

Transition in language didactics with regard to the ecological transition

Considering the teaching and learning of languages and cultures within a changing society also means introducing lively questions within the pedagogical content, but also **in the format of the courses themselves**. This is how the **awareness of the challenges of the ecological transition**, desired by the Minister of Higher Education and Research, finds its place in language courses (through thematic teaching scenarios, for example), but also in the training offer as a full-fledged course sometimes

involving co-teaching between a teacher of a scientific discipline and a language teacher, enriching the course with communicative, cultural and socio-linguistic knowledge (e.g. INSA Lyon). The ecological transition is also leading everyone to **question teaching-learning methods**, with a rational use of paper documents and an increase in the use of digital technology. On this point, the experience of hybrid distance learning refers to both an environmental and societal responsibility. When seen as catalysts of transformation, digital tools can contribute directly to this **process of transforming practices** and developing learner-centred systems to which universities have committed themselves. However, it is important to identify the limits of these tools, beyond their representations, and to try to use them in a reasoned way.

This 2023 congress will therefore be an opportunity to address these transformative dynamics through the following four axes:

- **Axis 1:** To what extent is the changing work environment leading language (resource) centre teachers to reinforce/diversify their teaching formats and/or to make room for the emergence of other formats? How does the teaching in these fields fit in with the transition towards learner autonomy and professional life? How does the institution support teachers in their work as language trainers in the face of gradually changing needs?
- **Axis 2:** In what transition(s) are language learners in? Are these transitions on their own initiative or induced by the teacher's action(s)? Do they lead to a broadening of learning practices, linguistic enrichment and/or an approach to their socio-cultural environment?
- **Axis 3:** How do pedagogical and ecological issues give rise to transition(s) in language didactics, in terms of both course content and format? Have teachers and learners become co-actors in this pedagogical transition?
- **Axis 4:** This axis will welcome original proposals concerning transition(s) in the practices of Language Centres and Language Resource Centres.

Proposals for papers, in French or in English, may be submitted in one of the four areas and should take the form of a 250 to 300 word abstract (excluding bibliographical references) and be accompanied by 2 to 5 key words. They must be submitted on the Congress website before 15th of June 2023 <https://ranacles2023.sciencesconf.org/>

Registration for the Congress will open on the 1st of May 2023 and 4 RANACLES scholarships will be offered to participants who have not received funding at their institution and who meet the criteria described on the website.

References

- Boudokhane-Lima, F, Felio, C., Lheureux, F. et Kubiszewski, V., (2021).** “L’enseignement à distance durant la crise sanitaire de la Covid-19 : le faire face des enseignants en période de confinement “, *Revue française des sciences de l’information et de la communication* [En

- ligne], 22 | 2021, mis en ligne le 01 mai 2021, consulté le 05 mars 2023. URL : <http://journals.openedition.org/rfsic/11109> ; DOI : <https://doi.org/10.4000/rfsic.11109>
- Caron, P.-A. (2020).** "Ingénierie dispositive et enseignement à distance au temps de la COVID 19", *Distances et médiations des savoirs* [En ligne], 30 | 2020, mis en ligne le 25 juin 2020, consulté le 06 mars 2023. URL : <http://journals.openedition.org/dms/5211> ; DOI : <https://doi.org/10.4000/dms.5211>
- Coquilhat, J.-C. (2022).** « Discontinuité entre recherche et pratique en didactique des langues : une vulgarisation dangereuse ? », *Éclats* [En ligne], 2 | 2022, mis en ligne le 15 décembre 2022, consulté le 25 février 2023. URL : <https://preo.u-bourgogne.fr/eclats/index.php?id=264>
- De Ceglie A, Agostinelli S., Chollet A. et Pélissier C. (2021).** « La "pédagogie de crise" installe la transition numérique », actes de la 16^e Conférence internationale *EUTIC 2020 : Les Défis de la transition numérique*, Bruxelles, Belgique, 20-21 mai 2021.
- Grassin, J-F. (2020).** Dresser une cartographie d'événements informels d'apprentissage d'étudiants internationaux en séjour d'étude : une approche socio-spatiale de l'apprentissage des langues. *Le Français dans le monde. Recherches et applications, Mobilités contemporaines et médiations didactiques*, 68. ([hal-02382426](#))
- Guillaume, A. (dir.) (2021).** *Confinement et enseignement-apprentissage des langues - 1.* Confinement et langues : choc collectif et solutions, Les Langues Modernes n° 4/2021.
- Guichon, N., Grassin, J.-F., Mathian, H. et Cunty, C. (2022).** "Représentations du processus d'inscription dans le territoire des étudiants chinois pendant leur séjour en France". Louise Ouvrard; Catherine Brumelot. *Numérique et didactique des langues et cultures*, Editions des archives contemporaines, pp.1-22, 9782813004109. ([10.17184/eac.5760](#)). ([hal-03910563](#)) <https://hal.science/hal-03910563/>
- Guichon, N. (2015).** "Quelle transition numérique pour les étudiants internationaux ? ", *Alsic* [En ligne], Vol. 18, n° 1 | 2015, mis en ligne le 20 avril 2015, consulté le 25 février 2023. URL : <http://journals.openedition.org/alsic/2793> ; DOI : <https://doi.org/10.4000/alsic.2793>
- Peraya, D. & Peltier, C. (2020).** "Ingénierie pédagogique : vingt fois sur le métier remettons notre ouvrage...". *Distances et médiations des savoirs*, 29.
- Piaget, J. (1947).** La psychologie de l'intelligence (édition 2012.). Paris: Armand Colin.
- Pierre, P. & Sauquet, M. (2022).** *L'archipel humain - Vivre la rencontre interculturelle de Philippe Pierre* - Éditeur Mayer (Charles Léopold)/ECLM
- Tricot, A., Plégat-Soutjis, F., Camps, J.-F., Amiel A., Lutz, G. & Morcillo, A. (2003, April).** Utilité, utilisabilité, acceptabilité: interpréter les relations entre trois dimensions de l'évaluation des EIAH. In *Environnements Informatiques pour l'Apprentissage Humain 2003* (pp. 391-402). ATIEF; INRP.

"Sensibiliser et former aux enjeux de la transition écologique et du développement durable dans l'enseignement supérieur" de Jean Jouzel

<https://www.enseignementsup-recherche.gouv.fr/fr/remise-du-rapport-sensibiliser-et-former-aux-enjeux-de-la-transition-ecologique-et-du-developpement-83903>

Transition écologique : la ministre de l'Enseignement supérieur veut former tous les étudiants d'ici 2025

https://www.francetvinfo.fr/societe/education/transition-ecologique-la-ministre-de-l-enseignement-superieur-veut-former-tous-les-etudiants-d-ici-2025_5430004.html