



## The Learner Autonomy Special Interest Group Day

Thursday April 8 2010 Harrogate

### I. The Practice of Learner Autonomy

**10.40-11.40 Student-centred feedback techniques (workshop) Jane Nolan and Elizabeth Poynter, Leeds Metropolitan University, UK** This session will outline the process and the outcomes of a project to investigate and improve response to tutor feedback on students' formal writing on university English for Academic Purposes (EAP) courses, and invite participants to experiment with some of the tools and techniques used.



**11.40-12.15 Coffee break**

**12.15-13.00 Can I, should I, destabilize my learners' sense of self? Martin Lamb, University of Leeds, UK** There's been much written in recent years about the links between learner identity and the development of autonomous language learning behaviour. In my presentation I will be asking how far teachers can or should get involved in constructing 'L2 identities' for those in their charge.



**13.00-14.00 Lunch break**

### II. Tools for Promoting Learner Autonomy

**14.00-14.45 Learning portfolios – Are they really helpful? Ece Betil Arpacioğlu and Azra Nihal Bingol, Ozyegin University, Turkey** In our presentation, we aim to evaluate the differences between teachers' and students' perspectives on Learning Portfolios and offer ways to improve Learning Portfolios to maximise their effectiveness.



**14.45-15.00 Coffee break**

**15.00-15.30 Before and after Twitter: Personal learning environments Graham Stanley, British Council, Barcelona, Spain** A Personal Learning Environment (PLE) is a system that helps people take control of and manage their own learning. I'll be looking at how Twitter (<http://twitter.com>) and other social networking tools can be used by teachers for professional development and by learners to manage their own learning and to communicate with others in the process.



### III. What is Learner Autonomy Anyway?

**16.05-16.35 Autonomy at all costs: A tale of a disabled learner Andy Gao, Hong Kong Institute of Education, Hong Kong** This presentation reports on how a disabled Chinese learner learned English against all odds after China reopened its gate to the world. The learner's story reveals how autonomous learning could be constructed and sustained on the Chinese mainland.



**16.35-17.05 How autonomous are our students? Anja Burkert, Graz University, Austria** I will report on the findings of a qualitative study carried out with first semester students at tertiary level to find out how autonomous they are in their language learning. I will also discuss the pedagogical implications of these findings.



**17.05-17.20 Coffee break**

### IV. Learner Autonomy and Plurilingualism

**17.20-17.50 From language learner autonomy to the promotion of plurilingual competences Marcella Menegale, University of Venice, Italy** In my ongoing PhD research project I have been investigating to what extent autonomy is part of both teachers' action and young students' learning, both in a conscious and unconscious way. The most remarkable findings on out-of-class and in-class language learning will be highlighted in order to outline some practical tools to be used in class.



**17.50-18.05 Break**

### V. Ways Ahead?

**18.05-18.50 Open Forum/Business Meeting with Leni Dam & Lienhard Legenhausen** After a free drink in the break, participants (both presenters and organisers) will have the chance for active discussions about future steps for the development of learner autonomy, including ideas for the LA SIG! The business meeting will include a brief review of the SIG's current activities and plans. A free raffle will end the day.



**The LA SIG Open Forum is generously sponsored by Authentik, Clarity & Pearson Longman ELT.**