





IATEFL LASIG PCE PROGRAMME FOR CARDIFF, 31 MARCH 2009:
Promoting Learner Autonomy: Processes and Practices

10.00-10.05	Anja Burkert, Leni Dam, Richard Pemberton: Starting the day: opening remarks	
10.05-10.30	Highlights of poster presentations	
		<p>Anja Burkert (Austria) <i>The European Portfolio for Student Teachers of Languages as a tool to promote teacher autonomy</i> This poster presents the EPOSTL as an instrument for reflection and self-assessment intended to be used in initial teacher education. By encouraging student teachers to reflect on didactic competences and to constantly monitor and evaluate their own progress the EPOSTL provides a valuable tool to foster teacher autonomy.</p>
	<p><i>Documentation from an autonomous classroom – important issues</i> Photos and learners’ statements will illustrate some of the basic principles involved when developing learner autonomy. Examples of learners’ logbooks will also be displayed.</p>	<p>Leni Dam (Denmark)</p> 
		<p>Chantal Dion (Canada) <i>Second language university writer’s autonomy: consciousness-raising tools for taking charge of one’s progress</i> My presentation reports on a second-language writing “self-assessment checklist” which helps French as a second language students to become better autonomous writers. Impact on the development of autonomy is assessed via content analysis of journals and portfolios.</p>
	<p><i>Supporting learner autonomy through independent study modules in a self-access centre</i> The SALC at Kanda University of International Studies offers a range of optional self-directed study modules. In this poster we demonstrate how our modules support our learners, and show examples of the modules, students’ reflective diaries and reports.</p>	<p>Jo Mynard & Katherine Thornton (Japan)</p> 
		<p>Richard Pemberton (UK) <i>Al principio: attempting to apply autonomy principles with UK children learning Spanish</i> Some 30% of UK primary schools provide no foreign language teaching, but have to do so starting in 2010. I report on initial challenges at one school where learners, teachers and steps towards autonomy are very much ‘at the beginning’.</p>
	<p><i>Establishing learner support in self-access: a case study of BCRC, Bangladesh</i> The British Council Resource Centre (BCRC) in Dhaka has established an Open Learning Centre and is promoting self-access language learning under a project called Encouraging Learner Autonomy (ELA). In this poster I report on our attempts to support self-access language learning in the Bangladeshi context.</p>	<p>Sarwat Reza (Bangladesh)</p> 

10.30-11.15		<p>Jodie Sakaguchi (Japan)</p> <p><i>Journals and class newsletters: stimulating reflection, communication, autonomy and change (workshop)</i></p> <p>The well-documented benefits of reflective journals are multiplied when comments from journals are shared through class newsletters or some other format. In this workshop we will examine samples of journals and newsletters, hear stories of how they have helped foster positive change, and experience the process first-hand to gain a deeper understanding of its complexity.</p>
11.15-11.30	Coffee break	First look at posters
11.30-12.00	<p>Pili Uceira Díez (Spain)</p> <p><i>Developing learner autonomy: My own experience in words and pictures</i></p> <p>This talk will provide practical examples of the way my secondary school students develop their autonomy in language learning within a classroom environment which promotes cooperative learning. Examples of practical tools, and a working procedure for project work including negotiation, planning, and (self)-assessment will be provided.</p>	
12.00-12.30		<p>Linda Khenoune (Algeria)</p> <p><i>Using diaries to promote learner autonomy</i></p> <p>With the adoption of the LMD system by some Algerian universities, learner autonomy has become a buzzword within the context of EFL teaching. More and more teachers are adopting different methodologies to help their learners learn how to learn. In my presentation, I report on how using diaries helped my students to keep a very critical eye on their learning strategy use, and how that has contributed to their self-reliance.</p>
12.30-12.45	Audience and presenters	Question and answer session
12.45-13.45	Lunch break	Second possibility for looking at posters
13.45-14.15	<p>Lienhard Legenhausen (Germany)</p> <p><i>Authentic communication in the autonomous classroom and its impact on linguistic competence</i></p> <p>Authenticity is one of the guiding principles of autonomous language learning. The talk will focus on the communicative dimension, i.e. when learners speak as themselves and actually 'mean what they say'. The talk will give examples of "authentic communication" and will show the linguistic outcomes of this approach.</p>	

14.15-14.45		<p>Alison Dickens (UK)</p> <p><i>The language café: using café culture to promote independence in language learning</i></p> <p>This session will present the outcomes of a European-funded project which has taken language learning outside the classroom by establishing self-managed groups of adult language learners wishing to gain language skills in an informal and social context.</p>
14.45-15.15	<p>Richard Smith and Peter Brown (UK)</p> <p><i>Developing an online community for teacher-learner autonomy</i></p> <p>What happens when MA ELT teacher learners return home and enter the 'real world' of teaching? This year we have been building an 'alumni community' online, re-engaging former students with a view to evaluating our practice from a more long-term perspective. In our presentation we will share lessons from our experience so far and draw together practical implications for similar projects.</p>	 
15.15-15.30	Audience and presenters	Question and answer session
15.30-15.45	Coffee break	Third possibility for looking at posters
15.45-16.15		<p>Annamaria Pinter (UK)</p> <p><i>Young learners and autonomy</i></p> <p>In this talk I will explore and justify a 'learning to learn' component in children's English as a second or foreign language classes and link these ideas to developing learner autonomy. I will consider a range of age groups and practical activities to be implemented in different language learning contexts. The principles behind these ideas will be applicable to all formal language learning contexts for children.</p>
16.15-16.45	<p>Mario Rinvoluceri (UK)</p> <p><i>Autonomy in story-listening</i></p> <p>In this session I hope to demonstrate that each person in my story audience will delete part of what I say, will distort parts of what I say, will generalise from my details and, finally will elaborate on what I say. These four behaviours are an inevitable and natural part of all listening and reading. They are an inalienable part of human autonomy.</p>	
16.45-17.00	Audience + speakers	Question and answer session
17.00-17.25	Audience + all presenters + organisers	Reflection/Small group discussion/Plenary: Summarising the outcome of the day
17.25-17.30	Organisers	Ending the day, closing remarks