

**IATEFL LASIG PCE PROGRAMME FOR HARROGATE, 7th April 2010:
Learner Autonomy and Current trends in Language Teaching and Learning**

10.00-10.15	Welcome and highlights of poster presentations	
		<p>Irina Hawker [Romania] <i>Cognitive engagement in CLIL lessons and collaborative autonomy</i> Within a neo-Vygotskian theoretical framework this study investigates patterns in the cognitive architecture of CLIL classroom conversations. It particularly focuses on students' cognitive engagement generated by the dynamics of collaborative learning under a content driven and discovery-oriented learning arrangement.</p>
	<p>Rubena St. Louis [Venezuela] <i>Designing materials with ICT tools: a step toward student autonomy</i> ICT is providing both teachers and students with new options for learning ranging from software for personalization of learning, to social networks which allow students to personalize and share what they have learnt. This interactive wiki poster will show participants the way in which these free online sites and tools are used in material design.</p>	
		<p>Irena Subic Jelocnic [Slovenia] <i>Logbooks and portfolios: What works for us?</i> Tools for introducing learner autonomy in a traditional classroom can be the use of logbooks and portfolios. The presentation will show the development of logbook writing practice from humble or even reluctant beginnings to extensive and varied records of learning in and outside the classroom.</p>
	<p>Latsouck Gueye [Senegal] <i>Building independent and life-long learners in Senegal</i> Using Radio News Headlines in class, the presentation will show ways of building independent and life-long learners within the constraints often facing ESL/EFL classrooms in Senegal, such as lack of materials and large classes.</p>	
Learner Autonomy and Content and Language Integrated Learning		
10.15-10.45		<p>Dieter Wolff [Germany] <i>CLIL and Learner Autonomy (LA): relating two educational concepts</i> CLIL is a product of the idea of fusion. In my paper I will deal with different trends in CLIL, some more language- and others more content-based. Then I will look at the relationship between learner autonomy and CLIL and show, on the basis of data from a CLIL classroom, what opportunities CLIL offers to enhance learner autonomy.</p>
10.45-11.00	Coffeek: First look at posters	
11.00-11.30	<p>Do Coyle [UK] <i>The Dialogic Zone: CLIL potential and Learner Autonomy</i> Using classroom examples, this session considers how CLIL contexts can promote co-constructed learner autonomy. Learner-teacher collaborative inquiry focuses on dialogic processes which analyse CLIL 'learning moments' within and between schools. The potential of this 'dialogic zone', will be explored.</p>	
11.30-11.50		<p>Laura Schlobies [Germany] <i>Enhancing Learner Autonomy in the CLIL classroom: a blended learning approach</i> While CLIL provides new opportunities for language learning, the challenge remains of how to enable learners to make best use of them. This talk will report on the use of a wiki project in biology/English CLIL classes, aiming at enriching and enhancing the CLIL classroom with autonomous and collaborative classroom external eLearning activities.</p>
11.50-12.10	Question and answer session	

12.10-12.55	<p>Mike Nix [Japan] <i>Moving beyond process and content: autonomy as deconstruction</i> This workshop explores the development of learner autonomy and academic literacy in self-directed research in English by undergraduate students. Is it helpful for students to distinguish between engaging with content and developing processes of academic literacy? Or does students' resistance to this help us deconstruct the content/process dichotomy, and better locate the development of autonomy as knowledge (co-)construction?</p> 
12.55-13.40	Lunch break: Second possibility for looking at posters
Learner Autonomy and Technology Enhanced Language Learning	
13.40-14.00	<p>Xiaoli Jiang [China] <i>Technology enhanced language learning for promoting LA: practices in China</i> This paper presents an overview of practices of TELL for promoting learner autonomy in mainland China. By analyzing the advantage and disadvantage of various practices, this paper expects to provide implications for other researchers or teachers who wish to apply technology in English education for promoting learner autonomy.</p> 
14.00-14.20	 <p>Janaina Cardoso [Brazil] <i>Learners creating their own virtual language learning environment</i> Technology does not guarantee autonomy or learning; however, it may be used as an excellent resource. This talk will present the result of a project being developed by university language learners in which they developed their own virtual learning environment.</p>
14.20-14.40	Group discussions + questions and answers
14.40-15.25	<p>Ann Foreman [Spain] <i>Practical ways to encourage learner autonomy: web-based tasks with real outcomes</i> When students are motivated to stretch themselves in order to achieve something tangible and relevant to their lives, they are well on their way towards learner autonomy. In this session we'll be looking at designing tasks that engage students, get them thinking creatively, plus give them the satisfaction of publishing and sharing the results of their work on the internet.</p> 
15.25-15.40	Coffee break: Third possibility for looking at posters
Learner Autonomy, TELL and Open Learning Scenarios at primary level	
15.40-16.10	 <p>Richard Pemberton (UK) <i>Using technology to support learner choice and control at beginner level: evidence from a primary school</i> Children and beginners are often said to be not 'ready' for language learner autonomy. In this talk I will report on the successes and failures of a brief project, involving several technologies, which aimed to support choice and control for beginner learners of Spanish at a British primary school.</p>
16.10-16.30	<p>Katja Heim (Germany) <i>"Learners thrive when they can explore their learning environment": open learning scenarios in primary English teaching</i> This talk is concerned with research on primary English teaching in Germany with a focus on students' work in open learning scenarios. Those scenarios were partly created by making use of technology. The results are promising in that the majority of students thrived when they could explore their learning environment.</p> 
16.30-17.30	Reflection, discussion, question and answer, evaluation, closing remarks.