

IATEFL LASIG PCE PROGRAMME

Queen's 1, Harrogate International Centre, Harrogate, 1 April 2014

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| 08.00- 09.45 | PCE registration desk opens - collect your badge | |
| 10.00 | Welcome | |
| 10.10-10.40 |  <p style="text-align: center;">First plenary</p> <p>First plenary Emma Crawley (UK): <i>How we created Self-Organised Learning Environments (SOLE)</i> SOLEs are Self-Organised Learning Environments where children take charge of their own learning using the Internet, mostly in unsupervised, informal groups. Based on Sugata Mitra's 'hole in the wall' and subsequent experiments, the speaker and Sugata carried out various tests and experiments to evolve a method for how SOLEs are conducted. In her talk, Emma Crawley describes how the methodology of SOLEs was implemented and tested in a primary school in Gateshead.</p> | |
| 10.40-11.10 |  <p style="text-align: center;">Second plenary</p> <p>Harry Kuchah (Cameroon/UK): <i>Learner autonomy: a strategy for survival in large language classes</i> How does a teacher survive in classrooms with 200 students and temperatures above 45°C? How does he develop literacy when fewer than 10% of the learners can afford the prescribed textbooks? How does he organise group work when less than half the class fits into the classroom? How does he motivate learners to take control of their own learning? This talk will give an answer.</p> | |
| 11.10-11.30 |  <p>Cem Balçıklanli/Kemal Sinan Özmen (Turkey): <i>English Corner for EFL Learners: Augmenting Possibilities and Diversifying Access</i> The talk looks at the experiences of Turkish EFL university students' participation in an "English corner" and describes the setting's advantages for developing learner autonomy.</p> |  |
| 11.30 | Coffee Break | |
| 12.00-12.15 |  <p>Marcella Menegale/Luciana Favaro (Italy): <i>Technology and Language Learner Autonomy: 5 tools to implement Nunan's 5 levels</i> The presentation discusses how some technological solutions can be used to promote language learner autonomy and provides practical examples for the language classroom.</p> |  |
| 12.15-12.30 |  <p>Natalia Aleksandrovna Puzanova (Russia): <i>Self-organized learning environment for university students</i> This talk addresses the question of how students can be encouraged to participate in the creation of self-organised learning environments. The results of a project will be presented.</p> | |
| 12.30-12.45 |  <p>Marsha Appling-Nunez/Lilian Olarinko (Qatar): <i>Reaching out to all students in a group learning environment via VoiceThread</i> This talk discusses the many advantages of VoiceThreads in developing learner autonomy and elucidates how they encourage all students' active participation in the learning process.</p> |  |
| 12.45-13.00 | Questions to the three presenters | |
| 13.00 | Lunch Break | |
| 14.00-14.15 |  <p>Djalal Tebib (Algeria): <i>Fostering Learner Autonomy in a Writing Centre: A Metacognitive Perspective</i> This presentation reports on a study where learners' autonomy and writing skills were developed in an out-of-classroom setting – a writing centre - through metacognitive training.</p> | |
| 14.15-14.30 | <p>Ilse Born-Lechleitner (Austria): <i>Creating a learner community through peer feedback</i> This talk investigates the role of peer-feedback in creating a learner community and its role in supporting students in autonomously preparing oral reports in tertiary education.</p> |  |
| 14.30-14.45 |  <p>Susana Nicolas (Spain): <i>Developing Learner Autonomy in a CLIL framework</i> The talk explores how learning materials can be designed to encourage learners to develop autonomy in the CLIL framework and reports on students' increasing autonomy.</p> | |
| 14.45-15.00 | Questions to the three presenters | |
| 15.15 | Coffee Break | |
| 15.30-16.30 | Workshop | |
| | <p><i>How can the development of language learner autonomy be supported both inside and outside the classroom i.e. in different learning spaces?</i> During the workshop, participants will be given the opportunity to develop their own plans of action in focus groups related to the PCE talks.</p> | |
| 16.30-16.45 | Follow-up of workshop | |
| 16.45-17.30 | Evaluation of the day and ideas for next year's PCE. Winding-up. | |