

Canterbury Christ Church University  
 Department of English and Language Studies  
**CUTTING EDGES: *Autonomy and Community in Language Learning, Teaching and Training***  
 Supported by the [AILA Research Network on Learner Autonomy](#)

**Friday 1<sup>st</sup> July 2011**

	<i>Rooms:</i>	<b>Lg16</b>	<b>Lg25</b>	<b>Lg46</b>	<b>Lg48</b>	<b>Lg21</b>
8.30-9.45	<i>Registration</i>					
9.45-10.00	<i>Welcome:</i> <b>Professor Adrian Holliday</b>					
10.00-11.00	<b>Plenary (Lg16)</b>	<b>David Palfreyman</b> <b>The Ecology of Autonomy</b>				
11.00-11.30	Tea and Coffee					
11.30-12.00	<b>Parallel Session 1</b>	<b>Ayesha Kamal</b> Social context and learner autonomy: Looking at a Kuwaiti context		<b>Sanchita Joshua</b> Intercultural bonds and learner autonomy in the undergraduate ESL classrooms in Kerala	<b>Zeinab Azimi &amp; Abbas Zare_ee</b> Fostering autonomy as one of the goals of teaching English	<b>Ana Inés Salvi &amp; Rekiyat (Gifty) Siyaka</b> Building a professional Community through collaborative reflection on autonomy
12.05-12.35	<b>Parallel Session 2</b>	<b>Phil Benson</b> The social and the individual in learner autonomy	<b>Liang Wang</b> Group autonomy and internet-mediated intercultural community building	<b>David Finn</b> Defining the Global Village: perspectives and impact of community-based learning for international students	<b>Sarah Clark</b> Developing autonomy in international students through Project-Based Learning	<b>Lucy Cooker</b> Defining learner autonomy: A new model for teachers, language advisors and learners
12.35-1.45	Lunch					
	<i>Rooms:</i>	<b>Lg16</b>	<b>Lg28</b>	<b>Lg46</b>	<b>Lg48</b>	<b>Lg21</b>
1.45-2.15	<b>Parallel Session 3</b>	<b>Christina Gkonou</b> A community-based approach to English language classroom anxiety	<b>Shobha Nandagopal</b> Augmenting independent learning through a cross curriculum e- learning language course	<b>Linda Weinberg</b> TELL, TBL and CLIL – aids to more autonomous language learning or just trendy buzz words?	<b>Anne Shine</b> Give students the tools to be confident peer reviewers	<b>Maria Giovanna Tassinari</b> A dynamic model for learner autonomy: raising awareness through self-assessment

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2.20-2.50	<i>Parallel Session 4</i>	<b>Martin Lamb</b> Autonomy in communities of practice: inbound and outbound trajectories	<b>Christine Rosalia</b> Fostering and sustaining learner autonomy in a peer online writing centre	<b>Kerstin Dofs &amp; Moira Hobbs</b> Trimming the edges of the learner-community interface: Latest research for developing learner autonomy at two NZ institutions	<b>Julia Molinari</b> On 'quality' in writing: how theories of autonomy, collaboration and interaction can support writing pedagogies	<b>Yusuf Torofdar</b> Autonomous learning and the role of L1 culture in a Saudi EFL classroom
2.50-3.15	Tea and Coffee					
3.15-3.45	<i>Parallel Session 5</i>	<b>Linda Murphy</b> Autonomy and community: a Language Learner's perspective	<b>Paul Hudson</b> Wearing the golden handcuffs – The English teaching community of Arabia	<b>Susann Schuster</b> Commitment in learning plans – A new theoretical approach to learner autonomy		<b>Sandra Michalska</b> Is autonomy in learners or does it come from teaching? An exploratory inquiry
3.45-4.45	<i>Plenary (Lg16)</i>	<b>Leo Van Lier</b> <b>Ecological Linguistics and Action-Based Teaching and Learning</b>				
4.45-4.50	<i>Closing remarks</i>					
5.00-6.00	Reception: <b>Lucy Cooker (AILA Research Network on Learner Autonomy – Sponsored by Cambridge University Press)</b>					
6.00-7.00	<i>Walks: Literary and Historical Canterbury</i> Meet Martin Hyde outside the conference building at 6.00					
7.00-10.30	<i>Conference Dinner (for those who have tickets): Meet at Ancient Raj, 25-26 North Lane, CT2 7EE at 7.00</i>					

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**Saturday 2<sup>nd</sup> July 2011**

	<i>Rooms:</i>	<b>Lg16</b>	<b>Lg25</b>	<b>Lg46</b>	<b>Lg48</b>	<b>Lg21</b>
8.30-9.00	<b>Registration</b>					
9.00-9.30	<b>Parallel Session 6</b>	<b>Nettie Amorati</b> Findings of teachers' perspectives on promoting peer collaboration through interaction in order to develop learner autonomy in a Keralite context	<b>Neil McBeath</b> Online collegial communities; virtuous or vicious	<b>Naziha Ali &amp; Sarah Rich</b> Taking matters into our own hands: teacher-initiated CPD communities in the UAE.	<b>Anna Czura</b> Language portfolio rejected? The impact of a portfolio on developing autonomy in adolescent learners	<b>Elaine Hau-hing Tang</b> Supporting first-year English teachers – mentorship and the wider collegial community: a Hong Kong qualitative case study
9.30-10.00	<b>Parallel Session 7</b>	<b>Maria Luisa Pérez Cavana</b> The 'Good Language Learner' and the European Language Portfolio (ELP)	<b>Carolyn Fuchs, Mirjam Hauck &amp; Andreas Müller-Hartmann</b> Promoting teacher and learner autonomy through e-literacy skills development in cross-institutional exchanges	<b>Coralyn Bradshaw</b> A primary teacher training pilot in Yemen: Developing teacher and learner autonomy	<b>Wendy Arnold</b> A longitudinal study of the effect of a graded reader scheme for young learners in Hong Kong	<b>Mahjabeen Zaheer</b> Community perspectives on learning, learning and training.
10.00-11.00	<b>Plenary (Lg16)</b>	<b>Barbara Sinclair</b> <b>Autonomy in Language Teacher Education: 'the Selfish Gene' vs. 'Community'</b>				
11.00-11.30	Tea and Coffee					
11.30-12.00	<b>Parallel Session 8</b>	<b>Michael McGarry &amp; Barbara Schmenk</b> Autonomy for sale? Learner autonomy, European educational idealism and neoliberal marketing of education	<b>Alice Chik</b> Autonomy and community in digital gameplay: Gamers as language learners and teachers	<b>Irasema Mora Pablo</b> The conflicts in ELT professional organizations: the native and non-native speaker debate	<b>Kevin Balchin, Ivon Michelle Jenam &amp; Nurwahidah Jamal</b> Classroom strategies for developing autonomous vocabulary learners	<b>Sandra Bayona</b> Hedging in trainee EFL teachers' academic written discourse: awareness and autonomy

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12.05-12.35	<i>Parallel Session 9</i>	<b>Adrian Holliday</b> Autonomy and community: discursal somersaults				
12.35-1.40	Lunch					
	<i>Rooms:</i>	<b>Lg16</b>	<b>Lg25</b>	<b>Lg46</b>	<b>Lg48</b>	<b>Lg21</b>
1.40-2.10	<i>Parallel Session 10</i>	<b>Najat Al Kalbani</b> Students' perceptions of learner autonomy	<b>Kevin Balchin, Lip Vi Teoh &amp; Seetal Manjit Singh</b> The influence of the activity type and of the teacher in promoting autonomous learning in the language classroom	<b>Antonella Percara</b> Communication of feedback in the teaching practicum: Helping student teachers to develop autonomy and enhance reflective thinking.	<b>Sebah Al-Ali</b> Utilizing technology to develop learner autonomy: Practical Tools	<b>Bill Sughrua</b> Submitting an 'alternative' academic article to mainstream TESOL journals: Autonomy and the TESOL writer/researcher.
2.15-2.45	<i>Parallel Session 11</i>	<b>Ruth Trinder</b> "The instructor should force us to speak": Teacher reliance vs. learner independence in a university setting	<b>Alex Ding</b> Intersubjective agency: autonomy, the Self and Others	<b>Antonella Percara &amp; Sandra Mercedes Bayona</b> Beginning teachers: Bridging the gap between theory and practice.	<b>Wan-lun Lee</b> Developing Learner Autonomy in EFL Non-English Majors: A Literature-focused, Cooperative Learning Project	<b>David Gardner &amp; Lindsay Miller</b> Multiple communities of self-access centre managers: Then and now
2.45-3.00	Tea and Coffee					
3.00-4.00	<i>Plenary (Lg16)</i>	<b>Charlotte Franson</b> <b>English as an Additional Language and the ELT Community: Transcending Boundaries</b>				
4.00-4.45	<i>Discussion Forum (Lg16)</i>					
4.45-6.00	<b>Book Raffle and Closing of Conference</b>					