

<p>10:40-11:25</p>		<p>Marsha Appling-Nunez (Qatar University, Qatar) &amp; Melissa Van De Wege (Qatar University, Qatar)</p> <p><b><i>The next generation of autonomous instruction through Voice Threads (workshop)</i></b>          Learn to use VT to facilitate students' participation and encourage learner autonomy in university classrooms. Uses for intermediate to high-level students will be particularly highlighted.</p>	
<p><b>Coffee break</b></p>			
<p>12:00-13:05</p>		<p>Christian Ludwig (University of Koblenz, Germany) &amp; Ward Peeters (University of Antwerp)</p> <p><b><i>Fostering learner autonomy online - Facebook as a social learning</i></b>          Learner autonomy relies on social and responsible learners. Social network sites can encourage students to actively participate in their own learning and support both engagement and peer-to-peer communication.</p>	
<p>12:00-13:05</p>		<p>Ruby Vurdien (White Rose Language School, Spain)</p> <p><b><i>Social networking: developing intercultural competence and fostering autonomous learning</i></b>          This talk will report on how students from two different countries interacted on the social network platform Elgg to develop intercultural competence and how such activities can motivate them to manage learning independently.</p>	
<p><b>Lunch break</b></p>			
<p>14:05-14:50</p>		<p>Anja Burkert (University of Graz, Austria)</p> <p><b><i>Collaborative learning and the joint construction of meaning and understanding (Workshop)</i></b>          This workshop presents a small-scale study which investigated to what extent students in their peer-group interactions were using language as a means for thinking and learning together, according to Mercer's framework of exploratory talk.</p>	
<p>15:05-15:35</p>		<p>Helen Jackson (City of Glasgow College, UK)</p> <p><b><i>Can we do it? Yes we can.</i></b>          This talk will show how projects specifically designed for sector specific vocational English classes resulted in deeper learning and engaged, self-directed learners. The courses also better prepare the students for entry into the employment market.</p>	
<p>15:50-16:20</p>		<p>Diane Malcolm (Formerly: Arabian Gulf University, Bahrain, now retired)</p> <p><b><i>Teacher expectations, learner interpretations: assessing self-directed projects</i></b>          This presentation discusses how different teacher expectations and learner interpretations of what makes a "good" self-directed project affect their assessment, and counteract the autonomy promoting intention of this assignment.</p>	
<p>16:20-16:35</p>		<p>Leni Dam/Lienhard Legenhausen (LASIG coordinators)</p> <p><b><i>LASIG Open Forum: Members' opinions and ideas for the future as well as the latest news from the SIG</i></b>          The Open Forum this year will be a very short one (15 minutes) and will as usual be open to everyone interested in the running of LASIG. Before the conference members will be contacted and asked for their opinions and ideas for the future of the SIG. The result of this survey will be presented and discussed at the Open Forum.</p>	
<p><b>Coffee break</b></p>			
<p>17:10-17:40</p>		<p>Susan Dawson (Further Education institution, Manchester)</p> <p><b><i>EAP learners developing as practitioners of learning</i></b>          This talk looks at how teacher and learners implemented the principles of Exploratory Practice as part of a 10-week EAP course, the understandings that emerged and the implications of this sort of work for EAP practice.</p>	
<p>17:55-18:25</p>		<p>Mehtap Yavuzdogan (Istanbul Sehir University, Turkey)</p> <p><b><i>Teachers wanted! Spot the teacher in the classroom</i></b>          This presentation focuses on how to boost learner autonomy in the class with the presence of a teacher, which is a challenge in traditional teaching settings. It will illustrate the step-by-step procedures of two practical and motivating in-class activities.</p>	