

# TESOL SYMPOSIUM REGISTRATION FORM

A TESOL Symposium on Learner Autonomy



## Register and pay online

[www.tesol.org/symposia](http://www.tesol.org/symposia)



## Register by fax

Fax to:  
+1 703-836-7864



## Register by mail

Sent to:  
700 South Washington Street, Ste 200  
Alexandria, Virginia 22314 USA

**Registration fees** (includes program fees, materials, and refreshment breaks).

Pre-registration Fee (Register by October 30, 2008)	On-site Registration Fee (Pay on site in cash—space available basis)
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**Registration Fee** \$30 USD (or €20 Euro)      \$45 USD (or €30 Euro)

The pre-registration deadline is **October 30, 2008**.

## A. Complete Contact Information

(Required of All Registrants. \*Please Print Clearly.)

1. First Name \_\_\_\_\_

2. Last Name (Family Name) \_\_\_\_\_

3. TESOL Member # (if available) \_\_\_\_\_

4. Institution (for badge) \_\_\_\_\_

5. Complete Mailing Address \_\_\_\_\_  
\_\_\_\_\_

6. City \_\_\_\_\_ 7. State / Province \_\_\_\_\_

8. Country \_\_\_\_\_ 9. Postal Code \_\_\_\_\_

10. Phone Number \_\_\_\_\_

11. E-mail \_\_\_\_\_

## B. Pre-registration Options

All pre-registrations must be received by **October 30, 2008**. Please be sure to provide complete contact information. The pre-registration fee is \$30 USD.

Choose **one** of the three pre-registration options below:

### 1. Register and pay online using TESOL's secure online registration system.

See registration details for this symposium on TESOL's Web site at: [www.tesol.org/symposia](http://www.tesol.org/symposia). Click on "TESOL Symposium on Learner Autonomy," then "Register Online: Secure Online Registration." After you have successfully completed the registration process, you will receive a receipt/confirmation of payment e-mail from TESOL.

### 2. Register by mailing or faxing this form to TESOL.

Make sure to provide complete contact information (above) and the following payment information:

Method of Payment:

- Check or international money order (payable to TESOL; using a U.S. Bank and in U.S. dollars)  
 Wire transfer: contact TESOL at [pharris@tesol.org](mailto:pharris@tesol.org) for details.  
 Master Card     VISA     AMEX

Card No. \_\_\_\_\_

Expiration Date \_\_\_\_\_

Signature \_\_\_\_\_

Print name (as shown on card) \_\_\_\_\_

Daytime phone \_\_\_\_\_

### 3. Register by e-mailing TESOL and paying on-site.

TESOL prefers that you pay in advance using TESOL's secure online registration system (see Option 1, above). However, you may also pre-register by e-mail, then pay on site in cash:

1. Pre-register by e-mail by contacting [edprograms@tesol.org](mailto:edprograms@tesol.org). In your e-mail, make sure to provide your complete name (indicate your first/given and last/family names), title, organization, phone number, e-mail and mailing addresses (including city, state/province, country, and postal code) and clearly state that you are "pre-registering by e-mail for the TESOL symposium in Spain." TESOL will send you an e-mail confirming that space is available for you.
2. Pay the pre-registration fee of \$30 USD (or €20 Euro) in cash when you arrive on-site at the symposium on November 8. Please prepare the exact payment amount in advance.

If you have any questions about registration, please contact TESOL at [edprograms@tesol.org](mailto:edprograms@tesol.org) or +1-703-518-2528. For updates about this program see [www.tesol.org/symposia](http://www.tesol.org/symposia). Please note that all participants must directly register for this event with Teachers of English to Speakers of Other Languages, Inc. (TESOL).

#### Registration Terms

Registrations will be accepted on a space-available basis. Registration is limited to 200 participants.

#### Refund Policy

Requests for refunds of registration fees must be received by TESOL in writing by October 30, 2008. Contact: e-mail [edprograms@tesol.org](mailto:edprograms@tesol.org); fax +1-703-836-7864; phone +1-703-518-2528

#### Special Services

Please inform TESOL at the time of registration if you require special services or assistance.



Teachers of English to Speakers of Other Languages, Inc.  
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TEL: 703-518-2514 • FAX: 703-836-7864 • [edprograms@tesol.org](mailto:edprograms@tesol.org)

Teachers of English to Speakers  
of Other Languages, Inc.

# Learner Autonomy:

## What Does the Future Hold?

Faculty of Languages, University of Sevilla,  
Sevilla, Spain • November 8, 2008

### OVERVIEW

From technological developments to the fundamental objectives behind the Council of Europe's Common European Framework, learner autonomy is a key issue in English language teaching (ELT). Although learner autonomy has received a great deal of attention from researchers and policy makers, 2008 presents an opportunity to pause and reflect on what has been achieved and, based on that experience, to explore the areas in the field of learner autonomy that ELT professionals need to research and develop in the future.

This one-day symposium will provide an opportunity for ELT professionals to learn from and interact with leading professionals in the field on the important topic of learner autonomy.

TESOL's affiliate, TESOL-SPAIN, chose the theme for this symposium.

### SYMPOSIUM SCHEDULE

November 8, 2008

10:00 am–11:00 am

Check in/Tea and Coffee and Networking

11:00 am–11:15 am

Welcome and Opening Remarks

(General Session: Room 201 - Aula Magna)

**Shelley Wong**, 2008-2009 President, Teachers of English to Speakers of Other Languages, Inc.

**Hilary Plass**, President, TESOL-SPAIN

11:15 am–1:45 pm

Featured Speakers: Introductory Presentations  
(General Session: Room 201 - Aula Magna)

Autonomy In and Out of Class

**Phil Benson**

How Do We Recognize an Autonomous Classroom?—Revisited

**Leni Dam**

Arguments for Learner Autonomy - Analysing Linguistic Developments

**Lienhard Legenhausen**

1:45 pm–3:45 pm

Lunch (On Your Own)

3:45 pm–5:30 pm

Featured Speakers: Concurrent Discussions

Autonomy In and Out of Class (Room 201)

**Phil Benson**

How Do We Recognize an Autonomous Classroom?—Revisited (Room 203)

**Leni Dam**

Arguments for Learner Autonomy - Analysing Linguistic Developments (Room 103)

**Lienhard Legenhausen**

5:30 pm–6:30 pm

Closing Session, Questions & Comments  
(General Session: Room 201 - Aula Magna)

**Rosa Manchón**

# LOCATION

Faculty of Languages  
University of Sevilla  
c/ San Fernando, 4  
41004 Sevilla, Spain  
<http://www.siff.us.es/index.php>

The Faculty of Languages (Facultad de Filología), University of Sevilla, is located in the center of Sevilla. The historic building can be accessed from two streets, San Fernando and Palos de la Frontera. If you use the Palos de la Frontera entrance, the symposium registration area will be immediately visible as you come in. If you use the San Fernando entrance, you will need to walk straight through the building and interior courtyards until you come to the registration area.

# LODGING

The symposium site is within walking distance of numerous hotels and hostels. A selection is listed below. Participants should contact the hotels directly for rates, availability, and reservations.

## Doña Maria

Don Remondo, 19  
Tel: 954224990  
<http://www.hdmaria.com/>

## Hotel Alcazar

Menendez Pelayo, 10  
Tel: 954412011  
<http://www.hotelalcazar.com/>

## Leonardo Da Vinci

Avenida de la Costitucion, 20  
Tel: 954226141  
[http://www.grupo-piramide.com/index\\_archivos/Page403.htm](http://www.grupo-piramide.com/index_archivos/Page403.htm)

## Fernando III

San Jose, 21  
Tel: 954217307  
<http://www.fernando3.com/>

## Hotel Murillo

Lope de Rueda, 7  
Tel: 954216095  
<http://www.hotelmurillo.com/>

## Hostal Callejon del Aqua

Coral del Rey, 23  
Tel: 954 21 91 89  
<http://www.callejondelagua.es/>

# DIRECTIONS

**From the Airport:** Regular bus service is available, which takes approximately 30 minutes to the center of the city and the university area. A taxi will take approximately 15 minutes.

**From the central railway station:** Bus and taxi service is available, but the university is only a 20-minute walk.

## Teachers of English to Speakers of Other Languages, Inc. (TESOL)

*Incorporated in 1966, Teachers of English to Speakers of Other Languages, Inc. (TESOL) is a global association for English language teaching professionals headquartered in Alexandria, Virginia, USA. TESOL encompasses a network of approximately 60,000 educators worldwide, consisting of more than 14,000 individual members and an additional 45,000 educators within the 100 plus TESOL affiliate associations. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.*

TESOL's affiliate, **TESOL-SPAIN**, chose the theme for this symposium.

# SPEAKERS

## *Autonomy In and Out of Class*

Although a great deal of research has been done on classroom language learning, relatively little research has been done on language learning outside the classroom. The aim of this presentation, therefore, is both to reassert the fundamental relevance of the world of learning beyond the classroom to the idea of autonomy and to address certain problems that arise in the conceptualisation of this world. The presentation will address three central questions:

1. How can we conceptualize learning beyond the classroom in its own terms (without, for example, using the term classroom)?
2. How can we conceptualize learning beyond the classroom independently of particular settings and modes of practice?
3. How can we best describe the relationship between the classroom and the world beyond the classroom?

I will argue that, in the 21st century, second language learning increasingly tends to straddle the divide between institutionalised education and daily life, such that the development of autonomy is best understood as an outcome of relationships between learning in and out of the classroom, rather than engagement in one or the other.

**Phil Benson** is a professor in the English Department at the Hong Kong Institute of Education. He has published widely on the subject of autonomy, including the book *Teaching and Researching Autonomy in Language Learning* (Pearson, 2001) and a recent article in *Language Teaching* (vol. 40, no. 1). His current research interests include language learning histories (he is co-editor with David Nunan of the recent collection, *Learners' Stories: Difference and Diversity in Language Learning*, Cambridge University Press, 2005), popular culture and language learning, and language teacher education.

## *How Do We Recognize an Autonomous Classroom?—Revisited*

In 1994 my article “How Do We Recognize an Autonomous Classroom?” appeared in *Die Neueren Sprachen*. It was based on my own teaching experience of developing learner autonomy. Since then, I have supported many teachers in developing learner autonomy in their classes via workshops, talks, in-service teacher training courses, and so on. While trying to help these teachers to integrate the concept of learner autonomy into their teaching and learning, and consequently into their classrooms, I have realized that, although some of the tools mentioned in my original article seem less important today, many of the principles are still valid. This presentation will give an overview of what I see as important issues in today's autonomous classroom.

**Leni Dam** took the first steps toward developing learner autonomy in language teaching and learning in her own classes in 1973, at the

secondary school level in Denmark. These early experiences have informed her subsequent writing, lectures, and workshops as well as her research. Her post as educational adviser at University College, Copenhagen, which she took in 1979, has provided new insights into learner autonomy and excellent opportunities for implementing its principles in teacher education. In 2004 she was awarded an honorary doctorate in pedagogy from Karlstad University, Sweden.

## *Arguments for Learner Autonomy: Analysing Linguistic Developments*

Today we see too little learner autonomy in our classrooms. We need to recognize the necessity of intensifying our efforts to disseminate the basic principles of learner autonomy and to encourage their implementation in foreign language classrooms. One strategy is to provide empirical evidence to convince practitioners and educational authorities that autonomous language learners are highly successful when pursuing core objectives such as communicative competence. This presentation will report on a longitudinal study of the linguistic development of autonomous language learners.

**Lienhard Legenhausen** is a professor of language pedagogy and applied linguistics at the University of Münster, Germany. Together with Leni Dam he carried out the research project Language Acquisition in an Autonomous Learning Environment (LAALE), which systematically followed the linguistic development of an “autonomous class” over a period of 4 years. His publications include “Language Acquisition Without Grammar Instruction?—The Evidence From an Autonomous Classroom,” *Revista Canaria de Estudios Ingleses*, 38 (1999).

## Closing Session

**Rosa Manchón** is an associate professor in applied linguistics at the University of Murcia, Spain. Her research interests include the sociocognitive dimension of second language acquisition, particularly second language writing processes, and research methods. She has published extensively both nationally and internationally, and her publications have appeared in journals such as *Communication and Cognition*, *Learning and Instruction*, *Journal of Second Language Writing*, *Language Learning*, and *Modern Language Journal*. She serves on the editorial board of the *Journal of Second Language Writing* and the AILA Applied Linguistics Book Series (published by John Benjamins).