

UNIVERSITÄT
DUISBURG
ESSEN

Offen im Denken



Technische
Universität
Braunschweig

LASIG '18



Learner Autonomy Special Interest Group

Note: If not indicated differently, the sessions take place in the *Glaspavillon*

- **8:30 – 9:30** Registration + Coffee & Tea
- **9:30 – 9:45** Welcome Notes
- **9:45 – 10:35** Plenary: *Leni Dam & Birgitta Berger*
COMBINING MONTESSORI PRINCIPLES AND LANGUAGE LEARNER AUTONOMY
- **10:35 – 10:50** Poster Presenters Present their Posters
- **10:50 – 11:20** Coffee & Tea Time and Looking at Posters
- **11:20 - 12:50** Parallel Talks: Parallel Sessions (3 per Slot; 20 min + 5 min Questions)

TERTIARY SECTOR/TEACHER EDUCATION (Room 1: R12 V01 D85)	DEVOLPING LA WITH YOUNG LEARNERS (Room 2: R12 V01 D93)	DEVELOPING LEARNER AUTONOMY THROUGH EXTENSIVE READING AND THE USE OF LITERARY PORTFOLIOS (Room 3:R12 R03 A81)	REFORMING THE FOREIGN LANGUAGUE CLASSROOM (Room 4: R12 R04 B81)
<p>Vazquez, Borja Manzano/ Manuel Jiménez Raya Empowering student teachers and learners to take ownership of teaching and learning</p> <p>Khenoune, Linda What Do our Students' Narratives Say about their Autonomy in English Language Learning?</p> <p>Burger, Claudia Continuing teacher education upside down: A project on digital literacies in TEFL and student empowerment</p>	<p>Ellis, Gail Supporting children's agency in the English language classroom</p> <p>Roos, Jana Bringing English into the classroom - young learners' language environments as a resource for EFL learning</p> <p>Sussex, Maria Perceptions on cultural identity: Negotiating culture, language and the self in the primary foreign language classroom</p>	<p>Bakker, Henk The effect of autonomous extensive reading on Dutch learners' reading comprehension</p> <p>Kolb, Annika Extensive reading in primary EFL - can story apps do the trick?</p> <p>Matz, Frauke / Siepmann, Phillip Everyone has a story to tell – Fostering students' autonomy through literary portfolios</p>	<p>Scrimmes, Jessica Oral Language skills and vocabulary enrichment for children 0-4 years, in a multilingual Montessori environment.</p> <p>Soltyska, Anna Is increasing students' autonomy an effective means to reduce cheating in the foreign language classroom?</p> <p>Jones, Rodger Dale Empowering Learners and Challenging Teachers: Teacher and Learner Responses to Videogame-Discourse in the 10th Grade EFL Classroom</p>

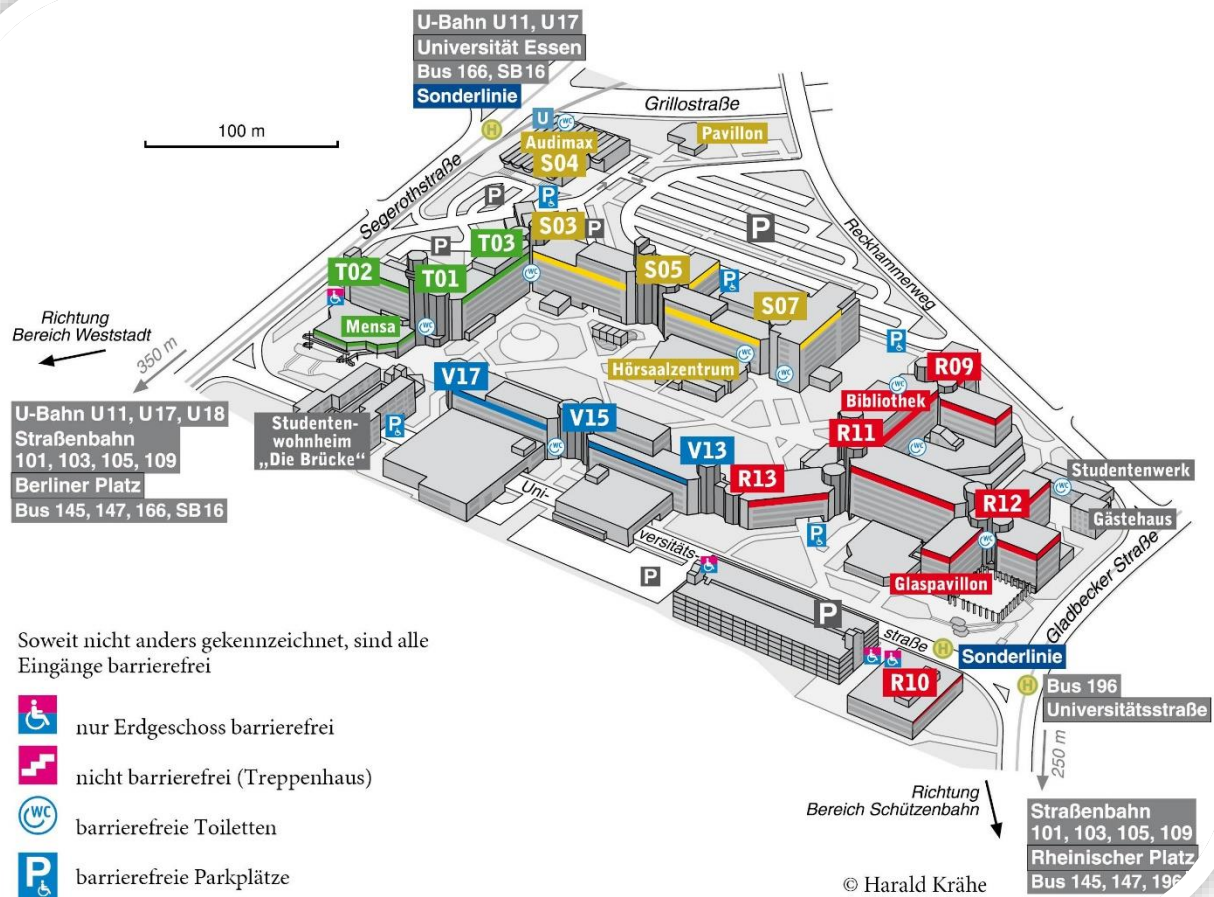
- **12:50 – 13:50** Lunch
- **13:50 - 14:30** **Reforming the Foreign Language Classroom - A Panel Discussion**
Annika Albrecht; Leni Dam; Gail Ellis; Sabine Kreutzer; Susanne Quandt
- **14:30 – 16:00** **Parallel Workshops & Symposium**

<p>Susanne Quandt <i>(Room 1: R12 V01 D85)</i></p> <p>Using logbooks and developing criteria for feedback and assessment</p>	<p>Diana Dimitrov <i>(Room 2: R12 V01 D93)</i></p> <p>The role of the language guide in an autonomous Montessori classroom setting</p>	<p>Annika Albrecht & Carmen Becker (Room 3: R12 R03 A81)</p> <p>Symposium: Projects Contributions: Glaser, K.; Grabber, A.; Abdullah, T</p>	<p>Sabine Kreutzer <i>(Room 4: R12 R04 B81)</i></p> <p>It is no longer school, it is life: language learning at a German Dalton school.</p>	<p>Materials for the autonomous language learning classroom (CASINO)</p> <p>Introduction by Timothy Phillips, Leni Dam and Birgitta Berger followed by discussions.</p>
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- **16:00 – 16:30** Coffee & Tea Time and Looking at Posters
- **16:30 - 17:30** Where to Go from Here: Exchange of Ideas and Forming Networks
- **17:30 - 18:00** Evaluation and Outlook to the Braunschweig Event 2019
- **18:00** End of Event

Poster

- ➔ **Filomena Castillo Merchán**
"Research question: 'To what extent do my vocabulary methods help students develop vocabulary learning strategies in writing an essay?'"
- ➔ **Isabelle Govert**
"Learner Autonomy with Language Plans"
- ➔ **Jennifer Kraftschik**
"When I make mistakes, I correct them myself' - Student-centered correction as a means of autonomous learning"
- ➔ **Julia Reckermann & Katja Heim**
"What do teachers say about the use of open tasks in an inclusive English classroom?"
- ➔ **Michaela Dambeck**
"Language Learner Autonomy in the Montessori Classroom"
- ➔ **Richard Bauer**
"Expanding and implementing Montessori – principles. Steps towards an autonomous learning circulatory system."



Directions

By public transportation

From Essen Hauptbahnhof (main train station) take tram number 101 in the direction of "Germaniaplatz" (Borbeck) or tram number 105 in the direction of "Unterstraße" (Frintrop). Get off at the second stop: "Rheinischer Platz." Follow the signs for "Universität" and exit the station onto Gladbecker Straße. Walk north on Gladbecker Straße for one block, cross Universitätsstraße and you will find yourself in front of building R12, which has red columns in front of it and the cafeteria "Café Rosso" on its ground floor.

By car

Set your navigation system for "Universitätsstraße 12, 45141 Essen" or for the intersection of Universitätsstraße and Gladbecker Straße in Essen. From Autobahn A52, take exit number 28 ("Essen-Rüttenscheid") and go north on B224, following the signs for "Zentrum" and "Universität." From Autobahn A40, take exit number 23 and go north, following the signs for "Universität."

- ➔ Signs for "Universität" will lead you to the intersection of Gladbecker Straße and Universitätsstraße or to the intersection of Segerothstraße and Universitätsstraße. Take Universitätsstraße and enter the parking garage on the south side of the street, about 100 meters from the intersection of Universitätsstraße and Gladbecker Straße. Once you have parked your vehicle, exit the parking garage, cross Universitätsstraße and veer to the building on the right, which is marked R12 and which has red columns in front of it and the cafeteria "Café Rosso" on the ground floor. We are located on the fourth floor of building R12.

