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PLENARISTA	BIODATA	RESUMEN PLENARIA	TITULO PONENCIA EN INGLÉS	TITULO PONENCIA EN ESPAÑOL
<p data-bbox="163 440 380 467">Christina Gkonou</p> 	<p data-bbox="457 375 982 1057">Dr Christina Gkonou is Associate Professor of TESOL and MA TESOL Programme Leader in the Department of Language and Linguistics at the University of Essex, UK. She is also Deputy Director of Education in the same Department. She convenes postgraduate modules on teacher education and development, and on psychological aspects surrounding the foreign language learning and teaching experience. She is co-editor of New Directions in Language Learning Psychology (with Sarah Mercer and Dietmar Tatzl), New Insights into Language Anxiety: Theory, Research and Educational Implications (with Jean-Marc Dewaele and Mark Daubney), and The Emotional Rollercoaster of Language Teaching (with Jean-Marc Dewaele and Jim King). She is also co-author of MYE: Managing Your Emotions Questionnaire (with Rebecca L. Oxford) and has published a number of research articles in international, peer-reviewed journals. She is currently co-authoring a book (with Kate Brierton) for Cambridge University Press on The Flourishing School: Cultivating wellbeing for teachers and leaders, which will be out in spring 2022.</p>	<p data-bbox="1008 375 1491 922">Language learning is an emotionally laden experience due to shifts to learners' identities and a number of face-threatening situations that might occur in language classrooms (Dewaele, 2010; Gkonou, Daubney, & Dewaele, 2017; Gregersen & MacIntyre, 2014; Oxford, 2017). In this talk, I discuss emotions pertaining to classroom language learning and ways of better understanding our learners' emotions, for example by considering self-reported experiences of emotions gathered through scenario-based tools such as the Managing Your Emotions for Language Learning questionnaire (MYE; Gkonou & Oxford, 2017). I also reflect on the usefulness of differentiated instruction to cater for the affective needs of individual learners and on strategies for helping our learners to become autonomous, both emotionally and academically.</p>	<p data-bbox="1516 375 1726 456">Managing emotions for learner autonomy</p>	<p data-bbox="1768 375 1969 483">El manejo de las emociones para la autonomía del aprendiz.</p>

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<p data-bbox="205 431 338 459">Jo Mynard</p> 	<p data-bbox="457 367 989 1049">Dr. Jo Mynard is a Professor, Director of the Self-Access Learning Center (SALC), and Director of the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies in Japan. She has an M.Phil. in Applied Linguistics from Trinity College, University of Dublin, Ireland and an Ed.D. in TEFL from the University of Exeter, UK. At KUIS, she advises language learners and oversees research and the general direction of the SALC. She also teaches undergraduate and graduate courses on Learner Autonomy, Effective Language Learning, and Individual Differences (the psychology of language learning). She has co-edited and co-authored several books on learner autonomy and advising and has published over 100 scholarly works. She is one of the founding editors of Studies in Self-Access Learning Journal and the Journal for the Psychology of Language Learning. She is particularly interested in research related to advising, self-directed language learning, language learning beyond the classroom / self-access language learning, and the social and affective dimensions of language learning. https://kandaeli.academia.edu/JoMynard</p>	<p data-bbox="1014 367 1579 1511">In this talk, I will explore ways in which we might support our learners by providing the conditions for them to thrive in self-access or self-directed language learning (SDLL) environments. Using self-determination theory (SDT) as a framework (Deci & Ryan, 1987; Ryan & Deci, 2017), I will explore various ways in which we can enhance students' autonomous motivation through supporting their basic psychological needs of autonomy, competence, and relatedness in out-of-class contexts (Mynard & Shelton-Strong, 2019, forthcoming). I will share examples, underpinned by theory, where learners are taking charge of their language learning, for example, in casual social learning spaces, in student-led group activities, and through following self-directed learning plans. I will explore the role that teachers and learning advisors have in facilitating the process of developing autonomy through the powerful use of dialogue (Kato & Mynard, 2016). I will finish by looking at some ways of researching the process, and some ways in which we might all expand the meaningful learning opportunities available to our students.</p> <p data-bbox="1014 971 1579 1240">Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behavior. <i>Journal of Personality and Social Psychology</i>, 53(6), 1024-1037. doi:10.1037/0022-3514.53.6.1024 Kato, S., & Mynard, J. (2016). <i>Reflective dialogue: Advising in language learning</i>. New York, NY: Routledge. Mynard, J., & Shelton-Strong, S. J. (2019). Drawing on self-determination theory in order to investigate the autonomy-supportive nature of a self-access centre. LASIG Blog. https://lasigblog.wordpress.com/2019/03/21/83/ Mynard, J., & Shelton-Strong, S. J. (forthcoming). Investigating the autonomy-supportive nature of a self-access environment: A self determination theory approach. In J. Mynard, M. Tamala, & W. Peeters (Eds.), <i>Supporting learners and educators in developing language learner autonomy</i>. Hong Kong: Candlin & Mynard.</p> <p data-bbox="1014 1435 1579 1511">Ryan, R. M., & Deci, E. L. (2017). Self-determination theory: Basic psychological needs in motivation,</p>	<p data-bbox="1604 367 1782 553">Outside-class language learning environments: How can we help learners to thrive?</p>	<p data-bbox="1808 367 1980 610">Entornos de aprendizaje de lenguas fuera de la clase: ¿Cómo podemos ayudar a los estudiantes a progresar?</p>

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		development, and wellness. New York, NY: Guilford Press.		
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<p>María de Lourdes Cuéllar Valcárcel</p> 	<p>Egresada de la Maestría en Entornos Virtuales de Aprendizaje por la Universidad de Panamá. Estudió chino en el Instituto de Lenguas de Beijing y ha tomado diversos cursos de actualización y formación docente tanto en China como en México. Es Trabajadora Social y desde 1989 participa en la corriente Humanismo Universalista donde se ha especializado en temas como humanismo, no violencia, y desarrollo humano. Desde el año 2004 y hasta la fecha se desempeña como profesora y asesora de chino en la ENALLT, de la UNAM. Cuenta con el Diplomado Formación de Asesores de Centros de Autoacceso y es profesora de tiempo completo.</p>	<p>¿Cómo se registra el pensar? Para aprender hay que pensar, pero el pensamiento no es, como muchas veces se cree, una actividad meramente intelectual. El pensar es intrínseco a lo humano, lo cual está constituido por el entrelazamiento de por lo menos dos factores: lo emocional y lo racional (Maturana 2003). El acto de pensar empieza cuando surge un interés por algo que capta mi atención. Está vinculado con la experiencia humana y produce en nosotros un registro interno, una sensación, una emoción. El pensar nos permite abstraernos del torrente cotidiano, relacionar datos, crear nuevas conexiones neuronales, abrir interrogantes, etc., y, si es coherente, nos permite aprender sin límite.</p> <p>En esta conferencia-taller, dentro del marco del Método Estructural Dinámico desarrollado por el Centro Mundial de Estudios Humanistas (Silo 1975, León 2014, Pompei 2008) vamos a explorar los registros del pensar a través de ejercicios muy breves que nos servirán para reflexionar sobre algunos aspectos del pensar. 1) cómo tengo registro de él, cómo se produce, cuáles son sus mecanismos y cómo se puede direccionar intencionadamente hacia un pensar coherente; 2) cómo es que atender a los registros y mecanismos del pensar nos puede llevar al aprendizaje significativo del que nos habla Ausubel; y 3) qué relación tiene el pensar coherente (experiencia personal, abstracta y cargada de emotividad) con la autonomía. Si la autonomía es considerada como la capacidad de autorregular los propios pensamientos, las acciones e interacciones del aprendizaje y, como competencia y afinidad con otros, un apoyo a la motivación intrínseca, (Oxford 2017), entonces vale la pena detenerse un poco en el paso previo. Puedo autorregular mis pensamientos si aprendo a atender a los registros de mi propio pensar, y esto, consecuentemente, me permitirá desarrollar una actitud atenta a mi proceso de aprendizaje, ejercitarme</p>	<p>The experience of thinking in autonomous learning</p>	<p>La experiencia del pensar en el aprendizaje autónomo</p>


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		en seleccionar mejor mis intereses y profundizar en mi propósito.		
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<p data-bbox="151 461 394 488">Katherine Thornton</p> 	<p data-bbox="464 399 982 915">I have an MA in TESOL from the University of Leeds, UK and am currently an Associate Professor and Learning Adviser at Otemon Gakuin University, Osaka, Japan. I have worked in the field of self-access language learning for more than 10 years, currently as the Director of a new self-access centre that I established at Otemon Gakuin University in 2013, and previously as a learning adviser under Dr. Jo Mynard at Kanda University of International Studies from 2008. I direct a small team in all aspects of running the self-access centre and design and deliver self-directed learning and EFL study abroad preparation courses. I have published extensively on my research interests of self-access learning, learner identities and learner beliefs, including articles in System and Studies in Self-Access Learning Journal, of which I am also a regular editor.</p>	<p data-bbox="1008 399 1585 1490">While self-access centres have long supported the learning of multiple languages, and encouraged interaction between people of different cultures, the recent multilingual turn in second language acquisition (May, 2014) provides an opportunity for self-access practitioners, and educators more generally, to critically re-examine the linguistic practices of their learning environments and the role of language policy in shaping these spaces. These examinations should be framed by new understandings of the nature of multilingualism, the role of linguistic repertoire in identity construction, and how concepts such as translanguaging (Creese & Blackledge, 2010; Garcia & Li Wei, 2014) can support language learning, while ensuring the preservation of the unique environment of a self-access centre for target language interaction. In this presentation, I will draw on my own and others' investigations into language policy in self-access spaces to discuss to what extent self-access is being informed by the multilingual turn, and how it may influence self-access practice in the future. I propose that the intentional reflective dialogue (Kato, 2012) of advising sessions, and other measures employed to foster learner autonomy, both inside and beyond the classroom, can play a vital role in supporting learners to make informed linguistic choices.</p> <p data-bbox="1008 1114 1585 1219">Creese, A., & Blackledge, A. (2010). Translanguaging in the bilingual classroom: A pedagogy for learning and teaching? <i>Modern Language Journal</i>, 94(1), 103–115. https://doi.org/10.1111/j.1540-4781.2009.00986.x</p> <p data-bbox="1008 1222 1585 1300">Garcia, O., & Li W. (2014). <i>Translanguaging: Language, bilingualism and education</i>. Basingstoke, UK: Palgrave.</p> <p data-bbox="1008 1304 1585 1409">Kato, S. (2012). Professional development for learning advisors: Facilitating the intentional reflective dialogue. <i>Studies in Self-Access Learning Journal</i>, 3, 74–92.</p> <p data-bbox="1008 1412 1585 1490">May, S. (2014) (Ed.) <i>The multilingual turn: Implications for SLA, TESOL and bilingual education</i>. New York, NY: Routledge.</p>	<p data-bbox="1610 399 1791 613">Language policy and multilingual practices in self-access environments: what role for learner autonomy?</p>	<p data-bbox="1816 399 1976 667">Política lingüística y prácticas multilingües en entornos de auto-acceso: ¿qué papel tiene la autonomía del alumno?</p>

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<p>Lourdes Ortega</p> 	<p>Lourdes Ortega es profesora en la Universidad de Georgetown, USA. Sus principales áreas de investigación son la adquisición de segundas lenguas, el meta-análisis, las teorías del uso, y el multilingüismo y justicia social. Sus trabajos han aparecido en revistas como Applied Linguistics, CALICO Journal, Language Learning, Language Learning and Technology, Modern Language Journal, and System. Entre sus libros destacan Understanding Second Language Acquisition (Routledge, 2009), Complexity Theory and Language Development (Benjamins, 2017, Zhao-Hong Han, co-editora), y The Cambridge Handbook of Bilingualism (CUP, 2019, Annick De Houwer, co-editora). También es Editora General de la revista Language Learning y miembro de los consejos editoriales de varias revistas académicas.</p>	<p>Learner-centeredness, autonomy, independence, and agency are key goals in contemporary language teaching and learning. In a nutshell, most educators and researchers agree that language teaching and learning should be agentive. In addition, a key cornerstone of contemporary professional practice is an understanding of language as a functional tool jointly constructed through social action. Therefore, the hope is that language education affords language students better access to a multilingual repertoire that opens up agentive choices for self-expression and communication. In this talk, I consider how language educators can best support agentive learning in pursuit of multilingual repertoires of agentive language choice. I suggest ways to do so over three areas of professional practice: the balance between form and meaning in (self)instruction, the role of authentic materials and native speaker models, and strategies that boost student agency and motivation. The ability to support agentive language learning and teaching has never been more important for language educators, but learner-centeredness, autonomy, independence, and agency will be complicated by the various geopolitical conditions that different students experience: (a) when the humanistic values that traditionally justified world language study are in crisis, (b) when according to the United Nations (2019) 3.5 per cent of the world's population (approximately 272 million people) live in a country other than their original one, many of them leading multilingual lives by force as much as by choice, and (c) when the dominance of English seems unstoppable, offering valuable capital to multilinguals but also aggravating deep inequities and threatening linguistic diversity.</p>	<p>Supporting Agentive Language Learning and Teaching in the 21st Century</p>	<p>Apoyar el aprendizaje y la enseñanza activos de lenguas en el siglo XXI</p>

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<p>Anja Burkert</p> 	<p>Anja Burkert es maestra de inglés y francés en la Universidad de Graz en Austria. Tiene un doctorado en metodología de la enseñanza de idiomas y un interés particular en el desarrollo del aprendizaje independiente y el uso del inglés con fines académicos. En el 2010 obtuvo un premio a la docencia y en el 2008 se volvió miembro de la Asociación Internacional de Profesores de Inglés Como Lengua Extranjera o IATEFL por sus siglas en inglés y actualmente está a cargo de los eventos de la LASIG o Learner Autonomy Special Interest Group.</p>	<p>As a teacher at university level, I am confronted with a great number of constraints which would seem to rule out the possibility of developing learner autonomy. Strict curricula, highly formalized exams, time pressure, and deeply entrenched expectations about (university) teaching and learning are among the most obvious factors which appear to contradict the establishment of an autonomous learning environment. However, by introducing a few small changes to my university classroom, I managed to achieve quite significant results. In my talk, I will first outline my personal understanding of the concept of learner autonomy and discuss the aspects which I implemented in my own teaching context. I will then briefly present a few small-scale studies which I have conducted over the years to learn more about my students' progress towards becoming autonomous learners. Finally, I will comment on how I attempted to put into practice aspects of a pedagogy for autonomy also in my online classes.</p>	<p>Learner autonomy in the university classroom: exploring opportunities and experiencing limits</p>	<p>La autonomía del estudiante en el aula universitaria: explorando oportunidades y descubriendo limitantes</p>