

“Affect, Well-being, and Autonomy in Language Learning & Teaching”

10:00 – 10:15 | Welcoming & Opening Remarks

Welcome to the LASIG Pre-Conference Events of the 55th IATEFL International Conference & Exhibition! To join the event virtually, please use the Zoom link that has been shared with you before the event day. You may explore more about the sessions watching the promotional videos by clicking the YouTube icons. For any technical queries, please contact esen.metin@outlook.com. Enjoy the sessions!

10:15 – 11:00 | Plenary

Sarah Mercer – University of Graz



A Compassion-based Pedagogy for Wellbeing in ELT

In this talk, we consider the role of compassion as one pathway to enhancing wellbeing in order to create the best conditions for effective and powerful learning in the language classroom.

Sarah Mercer is Professor of Foreign Language Teaching at the University of Graz, Austria, where she is Head of ELT methodology. Her research interests include all aspects of the psychology surrounding the foreign language learning and teaching experience. She is the author, co-author and co-editor of several books in this area including, ‘Exploring Psychology for Language Teachers’ (Winner of the IH Ben Warren Prize), ‘Engaging language learners in contemporary classrooms’ (ELTon Finalist 2021), and ‘Teacher Wellbeing’ (ELTon Finalist 2021). She is currently vice-president of the International Association for the Psychology of Language Learning (IAPLL), and co-editor of Multilingual Matters’ Psychology of Language Learning and Teaching book series.

11:00 – 11:15 | Coffee Break



11:15 – 11:45 | Follow-up on Plenary

Small-group discussions, Q&A, addressing open issues discussed after the plenary



11:45 – 12:45 | Workshop

Alena Hradilová
Masaryk University

Barbora Chovancová
Masaryk University



Community Building and Visual Representations as a Means to Curb Loneliness in Distance Learning

Being thrown into the deep end, participants will experience what it feels like to work in teams with strangers. Reflections and discussion will follow, and together, we will come up with tips on how to create environments in which students can flourish.

Alena Hradilová is responsible for pedagogy and studies at Masaryk University Language Centre. She is also in charge of internal teacher training (CPD). As an ESP teacher, she is based at the Language Centre’s Department at the Faculty of Law where she specializes in teaching English for law. Her academic experience covers mainly the use of videoconferencing technology in teaching ESP, ESP methodology and teaching soft skills. She holds a PhD in English linguistics.

Barbora Chovancová teaches English for Legal Purposes at Masaryk University Language Centre. She holds a PhD in English linguistics. Apart from her extensive experience in ESP teaching and teacher training, she has also been active in the area of designing and developing ELT materials, with student autonomy in mind. A book on Legal English, she wrote in Czech together with her colleagues, has just been published. Her latest professional interests include the language skill of mediation (from teaching to testing) as well as student well-being and motivation in both face-to-face and online environments.



12:45 – 13:45 | Lunch Break



Giovanna Tassinari
Free University of Berlin

13:45 – 14:30 | Workshop 

Lawrie Moore-Walter
Freelance



Exploring Autonomy and Affect

In this session, we'll look at four characteristics of autonomy: scaffolding, choice, collaboration, and reflection. Participants will explore how these areas can be optimized to support positive affect in our learners.

Giovanna Tassinari is Director of the Centre for Independent Language Learning at the Language Centre of the Freie Universität Berlin, Germany. She works as language advisor and as teacher trainer. Her research interests are learner autonomy, language advising, and emotion and feelings in language learning. She is co-editor of several books and author of articles and book chapters in German, English and French.

Lawrie Moore-Walter is a US American lecturer and teacher trainer who has been living in Austria since 1997. She teaches ESP and EAP at the University of Applied Sciences in Vienna. Lawrie's passion is teacher training and she is the Main Course Tutor for CELTA courses in Austria. She especially enjoys supporting new EFL teachers in creating learner-centered classes and empowering their learners..

14:30 – 14:45 | Coffee Break



14:45 – 15:15 | Talk 

Luis Xavier Pentón Herrera – University of Warsaw

Exploring the Effects of Social-emotional Learning in a Ninth-grade Newcomer Classroom: Emerging Findings from a Qualitative Case Study

In this presentation, I share emerging findings from a qualitative case study exploring the effects of social-emotional learning in a ninth-grade newcomer classroom in the United States.

Luis Xavier Pentón Herrera, Ph.D. served as the 38th President of Maryland TESOL in 2018-2019. He currently serves as Assistant Professor at the University of Warsaw, and as Coordinator of the Graduate TESOL Certificate at The George Washington University. In addition, he serves as the Social Responsibility Interest Section (SRIS) Co-Chair (2021-2022) at TESOL International Association. Dr. Pentón Herrera's current research projects include: exploring the language and literacy experiences of adolescent and adult Indigenous students from Latin America; exploring adolescent and adult students with limited or interrupted formal education (SLIFE); social-emotional learning (SEL), emotions, and well-being in language and literacy education; and autoethnography and storytelling. To learn more about Dr. Pentón Herrera, please visit his website <https://luispenton.com>.

 15:15 – 15:30 | Interactive Activity

Metin Esen – Sabancı University

Using Heron's Six Categories of Intervention in Tutoring to Foster Language Learners' Social Emotional Learning (SEL)

This workshop introduces Heron's Six Categories of Intervention, and how these could be used to help language learners make responsible decisions, which is one of the core competencies of SEL.



Metin Esen is an instructor of English at Sabancı University, School of Languages. He holds an MA in Curriculum and Instruction at Bilkent University, and DELTA Diploma by Cambridge University Assessment. He is also doing a PhD in English Language Teaching at Middle East Technical University. His interests are TEFL, EAP, professional development, teacher training, advising in language learning, and technology in language education.

15:30 – 16:15 | Talk & Interactive Activity 



Micòl Beseghi – University of Parma

Metaphors and Affective Aspects of Language Learning: A Study of Learner Diaries

Drawing on conceptual metaphor theory and focusing on diary writing, we will explore how language learners use metaphors to talk about themselves and their emotions.

Micòl Beseghi teaches English Language and Translation at the University of Parma, Italy, where she also works as a language advisor. She holds a PhD in Comparative Languages and Cultures from the University of Modena and Reggio Emilia. Her main research interests and publications include learner autonomy in foreign language learning, language advising and the role of emotions in language learning, the use of technology in the EFL classroom, the didactics of translation and audiovisual translation.



16:15 – 16:30 | Wrap-up & Closing Remarks