

PH LUZERN UNIVERSITY OF TEACHER EDUCATION



Symposium – Socially and Emotionally Responsive Language Education

Convened by the University of Teacher Education Lucerne in collaboration with the University of Oslo, the University of Inland Norway, the Lucerne University of Applied Sciences and Arts, and the University of Basel

13-14 November 2025

Lucerne, Switzerland, Pfistergasse 20

INN University of
Inland Norway



University
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A cooperation between
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While the intersection of language education and social justice has received increasing scholarly attention, the links between language education and well-being remain comparatively underexplored (Lau & Shea, 2022; Seidl, 2021). Even less is known about the interrelations between social justice and well-being—and how this complex relationship is shaped and mediated through language education.

The Symposium on Socially and Emotionally Responsive Language Education addresses these crucial issues in an international context. It explores how language education can respond to both global and local challenges by fostering socially just (Piller, 2016) and emotionally supportive learning environment (Zhou, & Liu, 2024).

This two-day symposium offers a platform for researchers, students, educators, practitioners, and policymakers to critically engage with the nexus of social justice and well-being in language education. A Report from the COIL (collaborative online international learning) project will be presented by the SOELE research team. Participants will be invited to discuss practical ways of implementing the SOELE model across diverse contexts worldwide.

The following **plenary speakers** will address various dimensions of social and linguistic justice, well-being, and their significance in language education:

- ▶ Cláudia Hilsdorf Rocha (University of Campinas, Brazil)
- ▶ Adnan Yilmaz (University of Stirling, UK)
- ▶ Lorena Córdova Hernández (Universidad Autónoma Benito Juárez de Oaxaca, Mexico)
- ▶ Yue Zhou (University of Birmingham, UK)
- ▶ Leslie Werden (Morningside University, US)

Panels and workshops:

The following **invited speakers and facilitators** will offer in-depth panels and workshops focusing on the COIL approach in higher education, practical strategies for implementing socially and emotionally responsive pedagogy, and insights from multilingual, transnational, and decolonial perspectives:

- ▶ Ruberval Franco Maciel (State University of Mato Grosso do Sul - UEMS/CNPq)

- ▶ Angelo Martins Junior (University of Birmingham, UK)
- ▶ Early Researchers and Students
- ▶ The SOELE Research Team

We warmly invite you to join this dialogue and contribute to shaping a more socially just and emotionally responsive future for language education. A detailed program will be available by 29 September 2025.

Participation & Registration:

Please note that spaces are limited. The participation fee of 120 CHF includes catering for the two-day event.

Register by **26 September 2025** via email: isb@phlu.ch

Organizing Committee and SOELE Research Team:

- ▶ Edina Krompák, Gustav Arnold, Stephan Meyer, Patricia Schubiger (University of Teacher Education Lucerne)
- ▶ Haley de Korne, Magdalena Madany-Saá (University of Oslo)
- ▶ Kristin Vold Lexander (University of Inland Norway)

References

- ▶ Lau, W. S., & Shea, M. (2022). Empowering English learners in the classroom through culturally responsive social-emotional teaching practices. *Journal of Multilingual and Multicultural Development*, 45(7), 2880–2897. <https://doi.org/10.1080/01434632.2022.2078337>
- ▶ Piller, I. (2016). *Linguistic Diversity and Social Justice: An Introduction to Applied Sociolinguistics*. Oxford University Press. <https://doi.org/10.1093/acprof:oso/9780199937240.001.0001>
- ▶ Seidl, E. (2021). From Culturally to Emotionally Responsive Teaching in International Higher Education. In K. Budzińska & O. Majchrzak (Eds.), *Positive Psychology in Second and Foreign Language Education. Second Language Learning and Teaching*. Springer, Cham. https://doi.org/10.1007/978-3-030-64444-4_3
- ▶ Zhou, Y., & Liu, Y. (2024). A “positive” turn in heritage language education: Multilingual children's voices on language learner well-being, *System*, 125, <https://doi.org/10.1016/j.system.2024.103446>.