

## Humanizing Language Teaching in a Fast-Changing World (Workshop)

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### BIOGRAPHY:

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María Cass has been a teacher and a teacher trainer for many years. She currently works at the School of Foreign Languages of the University of Colima. She holds a B.Phil-Ed and an M.Ed both from the University of Exeter in the UK. She also holds a PhD from the University of Southampton. She is interested in language teaching and learning, material design, social emotional learning, professional identity development, and autonomous learning.

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### ABSTRACT

In this interactive workshop, language teachers will experience a variety of social and emotional learning strategies designed to integrate seamlessly into language classes. These strategies are grounded in the concept of creating a “prepared” learning atmosphere—one that extends beyond the physical classroom to include teacher language, task design, and classroom interactions. Participants will explore the intentional use of routines, games, icebreakers, and attention getters, as well as ways to provide meaningful choices, promote student voice, and foster mindfulness. Ultimately, the workshop aims to equip teachers with accessible, enjoyable, and effective tools to create language classrooms that are not only productive, but also supportive, human-centered, and responsive to today’s learners.

### KEYWORDS:

Social-emotional learning; strategies; support and center; language-learning

## SUMMARY:

We are currently living in tumultuous times. Beyond the lingering effects of a worldwide pandemic, we are witnessing technological advancement at an unprecedented pace, while hostility, apathy, climate-related disasters, and different forms of violence increasingly shape our daily realities. These overlapping challenges have a direct impact on our classrooms and on the emotional and cognitive readiness of our students. Consequently, language teachers are no longer facing only the traditional demands of teaching linguistic structures, skills, and communicative competence. We are also required to respond to heightened levels of instability, personal stress, and uncertainty that deeply affect how students engage with learning.

In this context, students are struggling not only with the “expected” challenges of learning a new language and adapting to rapidly evolving technologies, but also with more complex issues related to their identities, relationships, sense of belonging, and roles within their communities and digital spaces. These factors can significantly influence motivation, attention, participation, and overall language development. For this reason, language classrooms must move beyond purely academic goals and intentionally foster environments that support students’ social and emotional well-being. When students feel safe, valued, and emotionally regulated, learning becomes more meaningful, sustainable, and effective.

Social and emotional learning (SEL), however, should not be understood as a separate program, an additional curriculum, or an “extra” component that competes with language objectives. Instead, SEL can and should be embedded naturally within everyday classroom practices. This requires teachers to adopt practical, flexible strategies that align with language learning goals while nurturing emotional awareness, self-regulation, collaboration, and resilience.

In this active workshop, language teachers will experience a range of social and emotional learning strategies designed to integrate seamlessly into language classes. These strategies are connected to the idea of creating a “prepared” learning atmosphere—one that extends beyond the physical classroom to include teacher language, task design, and classroom interactions. Participants will explore the intentional use of routines, games, ice-breakers, and attention getters, as well as ways to offer meaningful choices, promote student voice, and encourage mindfulness. Ultimately, the workshop aims to equip teachers with accessible, enjoyable, and effective tools to create language classrooms that are not only productive but also supportive, human-centered, and responsive to today’s learners.

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**2. Summary** (in English and Spanish, 150 words), containing the following aspects:

- Introduction:** This section describes the context where the research was carried out, the reason why the research was carried out, and the importance of the study.
- Purpose:** Here the writer states and explains the research objectives, intentions, questions, or hypothesis.
- Research method:** In this part, the author mentions and justifies the research approach and method that were selected, briefly describes the subjects, the context, and the research procedures, as well as the instruments that were used for the data collection.
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- Literature review:** It presents the main terms, concepts, theoretical claims or principles, models, etc. analyzing and discussing the ideas presented by the main authors who have studied the topics related to the research or study presented. The references should not be more than 10 years after their publication, except from those classical research works.
- Research methodology:** It describes the research approach: qualitative, quantitative, or mixed methods.
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  - Describe the **data type** (describe and justify the data base, universe, or sample, etc.)
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- Main limitations of the study** (related to the geographical or institutional context, or knowledge area and the research process).

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**i) Main implications and impact of the research.** Describe the main benefits of the research and the possible applications of the proposal.

## Topics for the articles:

Topics of the articles should be recent and relevant for the academic community and should address one of the following research lines.

1. Language learning and teaching theories
2. Language professional competencies
3. Language teaching approaches and methods
4. Alternative language learning and teaching theories
5. Curriculum design: design of language programs
6. Design, selection, and adaptation of language teaching materials and activities
7. Language learning evaluation
8. Language and culture
9. Human values in language teaching
10. Personal development and growth in language professionals
11. Research and professional development
12. Educational technology in languages

## Format:

- Title using Arial font, size 14
- Text using Arial font, size 12
- Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.
- Spaces: 1.5
- No indented paragraphs

## Length of the articles:

- 8 to 15 pages containing text (from 3000 to 5000 words approximately)
- Containing 20 to 40 references (using the American Psychological Association APA format)

**Languages:** The articles can be written in English or Spanish.

The editorial process includes a review by a strict pair of “blind” reviewers and using Plagius software to verify that ethical standards are respected and that there is no plagiarism in any of the documents. Then, authors are advised to verify the submissions including the call elements and format in advance.

The evaluation of submissions starts in the editorial process, which may end in declining submissions if they do not match the call and format requirements. When the editorial board accepts a submission, it continues to the double-blind peer review process as the final evaluation with the following results:

- a) Accept Submission or Accept Submission with Modifications
- b) Revisions Required or Resubmit for Review
- c) Decline Submission

It is important to mention that if a blind reviewer declines the article or essay, it will not be accepted.

The proposals are uploaded to the platform in Word format without the authors’ names.

The proposals need to be sent with an attached Word file containing a 100-word authors’ biodata.

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