



Ca' Foscari  
University  
of Venice

Department of Linguistics  
and Comparative Cultural Studies



Centro Studi  
sul  
Multilinguismo



Laboratorio Didattica  
delle Lingue Straniere

#### Who is this workshop for?

- Researchers in language education
- Language teachers
- Language teacher educators
- Language student teachers

The workshop is free,  
but seats are limited.

**Registration before 5<sup>th</sup>**

**March to <https://forms.gle/ibE9dt2BiYnuZXP77>**



# The psychology of language learners and teachers: Navigating affective factors in the plurilingual classroom

**10<sup>th</sup> March 2025, from 3.30 to 5.30 PM**

Sala B, Ca' Bernardo - Calle Bernardo, Dorsoduro 3199, Venice

#### Invited speaker

Dr. **Giulia Sulis**

Department of English Studies  
University of Graz

#### Facilitator

Prof. **Marcella Menegale**

Director of LaDiLS (Laboratorio di Didattica delle Lingue Straniere),  
Department of Linguistics and  
Comparative Cultural Studies, Ca' Foscari  
University of Venice

The psychology of language learning and teaching explores how individuals think, feel and act in relation to their language learning and teaching experiences. Emotions, attitudes and motivation, among other aspects, influence how learners approach language learning and how teachers facilitate

it. The first part of the seminar will examine the wellbeing of language learners and teachers, exploring key issues and theoretical concepts of language teacher wellbeing at different stages of their careers from an ecological perspective. Practical implications will also be presented on how to nurture their own wellbeing and facilitate the wellbeing of learners in the language classroom. The second part of the seminar will focus on affective factors in the plurilingual language classroom, discussing some findings from the recent ESPRIT project funded by the Austrian Science Fund (FWF) on how middle school learners feel about, reflect on and use the languages in their plurilingual repertoires. Practical implications will be discussed, in terms of how teachers can draw on learners' plurilingual resources to promote engagement, cultivate positive beliefs about plurilingualism and foster positive emotions towards plurilingualism.