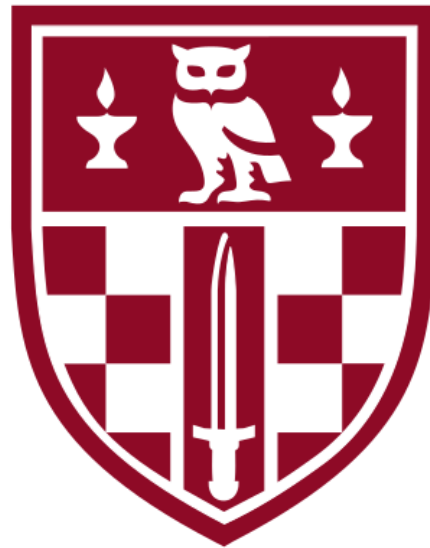


If classroom emotions were music, teachers
would be conductors and learners
would be members of the orchestra

Jean-Marc Dewaele, Birkbeck, University of London



Papers are freely downloadable from Researchgate & Academia.edu

Anecdote

- Arno Hintjens with **TC Matic** *Putain Putain* (1983)
- “Putain putain c'est vachement bien nous sommes quand même tous des Européens”
- <https://www.youtube.com/watch?v=Wbk0yV95DtU>

The metaphor

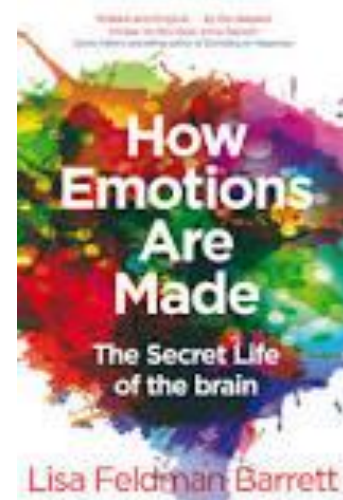


Feldman
Barrett
(2017)

Theory of **constructed** emotions => emotions are **not universal entities** but mere instances that people construct based on past emotional experiences & **predictions** created in their brains

Emotions have no unique fingerprint!!!!

individuals with high levels of **emotional intelligence** have learned more emotion words and constructed new emotional experiences and predictions => increased **emotional granularity**



L1 & LX users

“**native/non-native speaker**” has to be rejected because of the inherent ideological assumptions about the superiority of the former and the inferiority of the latter

L1/LX users: equal & complementary (Dewaele 2018)

Traditional dichotomy:	native speaker	non-native speaker
Cook’ s 2002 innovation:	native speaker	L2 user
Dewaele 2018	L1 user	LX user

variation in proficiency can exist within both L1(s) & LX(s) & **all** individuals can be multicompetent users of multiple languages

Emotion, SLA & multilingualism

- **Dewaele & Pavlenko (2002)** *Emotion vocabulary in interlanguage*
- **Dewaele (2005)** Investigating the psychological and the emotional dimensions in instructed language learning: Obstacles and possibilities. *The Modern Language Journal*
- **Dewaele (2011)** *Reflections on the emotional and psychological aspects of foreign language learning and use*. Special issue of *Anglistik*
- **MacIntyre, MacKinnon & Clément (2009)** “emotions are fundamentally important motivators”
- **MacIntyre, Dewaele, Macmillan & Li (to appear)** *The emotional underpinnings of Gardner’s Attitudes and Motivation Test Battery* : positive attitudes/motivation dimensions significantly linked with 10 positive emotions (PANAS)

STUDIES IN EMOTION AND SOCIAL INTERACTION
Second Series

General Editors: Keith Oatley, University of Toronto
Anthony Mannix, University of Amsterdam

Pavlenko

Emotions and Multilingualism

How do bilinguals experience emotions? Do they perceive and express emotions similarly or differently in their respective languages? Does the first language remain forever the language of the heart? What role do emotions play in second language learning and in language attrition? Why do some writers prefer to write in their second language?

In this provocative and ground-breaking book, Pavlenko challenges the monolingual bias of modern linguistics and psychology and uses the lens of bi- and multilingualism to offer a fresh perspective on the relationship between language and emotions. Bringing together insights from the fields of linguistics, neurolinguistics, psychology, anthropology, psychoanalysis, and literary theory, Pavlenko offers a unique and comprehensive introduction to this cross-disciplinary movement. This is a highly readable and thought-provoking book that draws on empirical data and first-hand accounts and offers invaluable advice for novice researchers. It will appeal to scholars and researchers across many disciplines.

Dr. Aneta Pavlenko is Associate Professor of TESOL at the College of Education, Temple University, Philadelphia. She is the author of many articles and co-editor of *Multilingualism*, *Second Language Learning and Gender* (2001), *Negotiation of Identities in Multilingual Context* (2004), and *Gender and English Language Learning* (2004).

CAMBRIDGE
UNIVERSITY PRESS



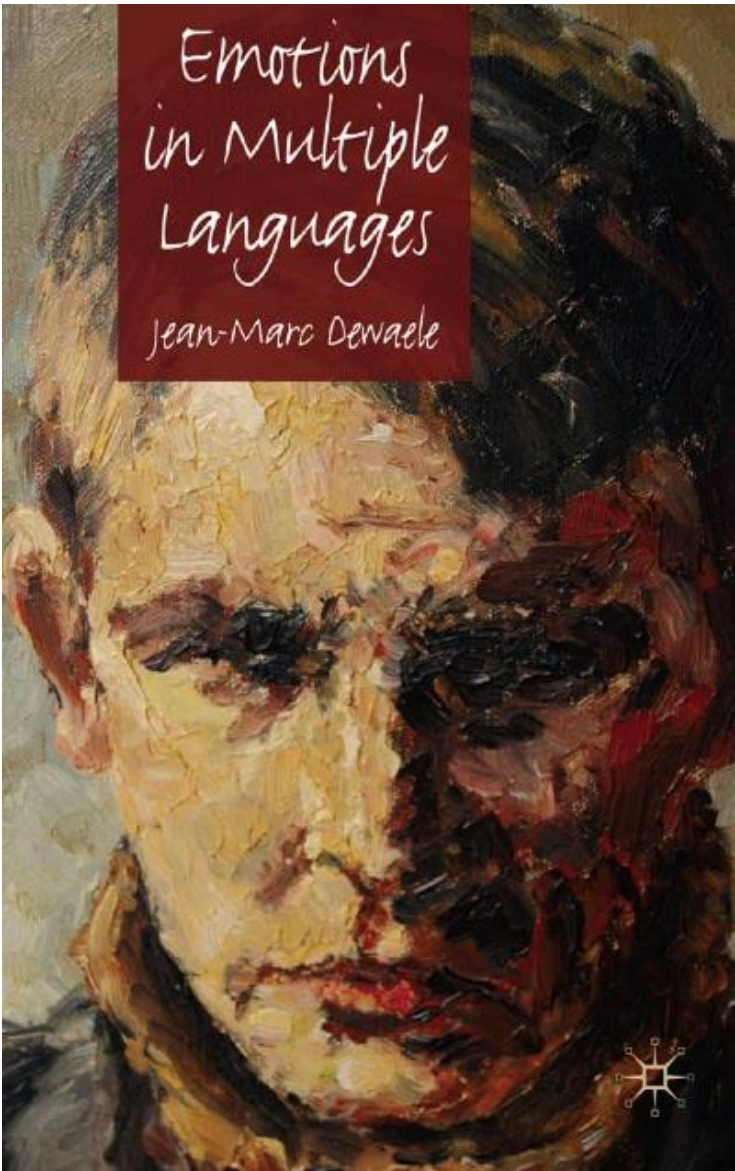
CAMBRIDGE

Emotions and Multilingualism

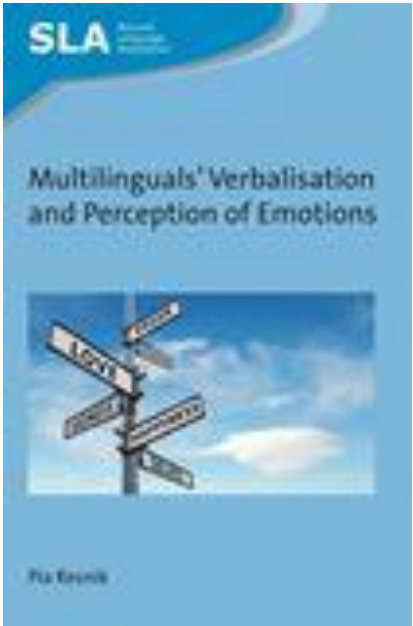


Aneta Pavlenko

2010, 2nd ed
in 2013 (pb)



2005



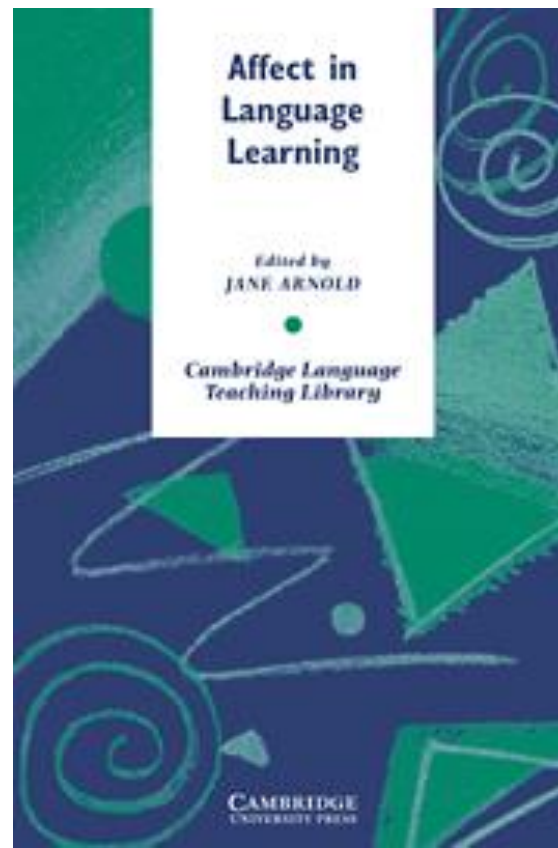
2018

Where was emotion research?

- “Ultimately, language learning is a matter of biology and chemistry, implemented in the brain.” **(Hulstijn, 2007: 200)**
- Emotions are the elephants in the room – poorly studied, poorly understood, seen as inferior to rational thought.” **(Swain, 2013: 11)**
- “Yes, there is an elephant in the room (...) We are also becoming aware that must also open up this increasingly crowded room and explore other spaces of language and emotional life.” **(Prior, 2019)**

Affect in language learning (1999)

This volume takes the position that the language learning experience will be much more effective when both **affect** and **cognition** are considered.



Growing interest in learner/teacher emotion

- Arnold & Fonseca Mora (Eds) (2011)** *Focus on Affect in Language Learning Anglistik*
- MacIntyre & Gregersen (Eds) (2014)** *Positive psychology in SLA Studies in Second Language Learning and Teaching*
- Berdal-Masuy & Pairon (Eds) (2015)** *Affects et acquisition des langues. Le langage et l'homme*
- MacIntyre, Gregersen & Mercer (Eds) (2016)** *Positive Psychology in SLA*
- Mercer & Kostoulas (Eds) (2017)** *Teacher Psychology in Second Language Acquisition*
- Dewaele (Ed) (2018)** *Emotions in SLA Studies Second Language Learning and Teaching*
- Rawal, De Costa & Li (Eds) (2018)** *Emotions in SL teaching: Theory, research and teacher education. Chinese Journal of Applied Linguistics*
- Dios Martínez Agudo (Ed.) (2018)** *Emotions in SL Teaching. Theory, Research & Teacher Education*

When elephants fly: The lift-off of emotion research in applied linguistics (Dewaele, 2019)

- *The Modern Language Journal*: 700 articles containing “emotion” (1917-2009) = 7.6 per year.
- Since 2010: 180 articles with “emotion” = 22.5 per year.
- Before 2010: heavy focus on negative emotions (anxiety)

Gkonou, Daubney & Dewaele 2017

SLA

SLA Second
Language
Acquisition

This book provides an overview of current theory, research and practice in the field of language anxiety and brings together a range of perspectives on this psychological construct in a single volume. Chapters in the volume are divided into three sections. Part 1 revisits language anxiety theory, showing that it can be viewed as a complex and dynamic construct and that it is linked to other psychological variables, such as the self and personality. In Part 2, a series of contextualised studies on language anxiety are presented, with a key feature of these studies being the diverse research designs which are applied in different instructional settings across the globe. Part 3 bridges theory and practice by presenting coping strategies and practice activities with a view to informing classroom practice and pedagogical interventions.

"In this excellent and much-needed collection, the authors bring inspiring theoretical and empirical insights to one of the most perplexing affective factors in language learning and teaching: language anxiety. It offers insightful and refreshing perspectives for research within diverse methodologies for contexts and participants across the globe!"

Ana Maria F. Barcelos, Federal University of Viçosa, Brazil

"Much of the current research in SLA and the neurosciences points to the strong influence of affective factors, such as anxiety, on the process of language learning. With chapters from important experts in the field, this book makes a valuable contribution to understanding the research and theoretical proposals regarding anxiety and also makes useful suggestions for reducing its influence in the classroom."

Jane Arnold, University of Seville, Spain

Christina Gkonou is Lecturer in TESOL and MA TESOL Programme Director in the Department of Language and Linguistics at the University of Essex, UK. Her research interests include language anxiety and emotions, and teacher education.

Mark Daubney is Adjunct Professor in the Department of Languages and Literatures at the School of Education and Social Sciences-Polytechnic Institute of Leiria, Portugal. His research interests are teacher education, and affective factors - especially anxiety and motivation - in classroom interaction.

Jean-Marc Dewaele is Professor in the Department of Applied Linguistics and Communication, Birkbeck, University of London, UK. His research interests include individual differences in multilingualism and emotion and he is President of the International Association of Multilingualism.

Cover image: © iStockphoto

Second Language Acquisition

Series Editors: David Singleton and Simone E. Pfenninger



Pbk ISBN: 978-1-78309-770-8

New Insights into Language Anxiety

Edited by Christina Gkonou, Mark
Daubney and Jean-Marc Dewaele

New Insights into Language Anxiety

Theory, Research and Educational Implications



Edited by Christina Gkonou, Mark Daubney
and Jean-Marc Dewaele

AM
MULTILINGUAL
MATTERS



Positive Psychology in SLA (MacIntyre, Gregersen & Mercer, 2016)

- => **Positive emotion** facilitates building of resources because positive emotion tends to broaden a person's perspective, opening individual to absorb TL (**Fredrickson, 2003, 2007**)
- => **Negative emotion**: opposite tendency, narrowing of focus + restriction of range of potential language input

Studies on specific emotions in FL classrooms

- Shame (Galmiche, 2017, 2018);
- Love & enjoyment (Pavelescu, 2016, Pavelescu & Petric, 2018);
- Achievement, epistemic, topic & social emotions (Pekrun et al 2002; Pinel & Albert, 2016, 2018);
- Anxiety & enjoyment (De Smet, Mettewie, Galand, Hiligsmann & Mensel, 2018a, b);
- Flow experiences in FL classroom (Dewaele & MacIntyre to appear)

Adopting a more holistic view on emotions in FL context

Dewaele & MacIntyre (2014) The two faces of Janus? Anxiety and Enjoyment in the Foreign Language Classroom



Foreign Language Enjoyment scale

- **Interest/Enjoyment** is one of 7 subscales of the *Intrinsic Motivation Inventory* (Ryan et al 1990)
- = **kernel** of new FLE scale: 7 items adapted to FL environment
- + extra items: dealing with FL mistakes in public, identity, improvement in FL use, pride in own performance, group membership, social environment & cohesiveness, attitudes towards the learning of the FL, presence of laughter, judgments about peers & teacher
 - 1) I can be creative
 - 2) I can laugh off embarrassing mistakes in the FL
 - 3) I don't get bored
 - 4) I enjoy it
 - 14) The peers are nice
 - 21) We laugh a lot

Defining Foreign language classroom anxiety (FLCA) & Enjoyment (FLE)

- FLCA: “the worry & negative emotion reaction aroused when learning a using a L2” (MacIntyre & Gardner 1991)
- “**Pleasure** can occur simply by performing an activity or completing an action, **enjoyment** takes on additional dimensions such as an **intellectual focus, heightened attention & optimal challenge**” (Boudreau, MacIntyre & Dewaele 2018: 153).

User-internal sources of FLCA

- **Lower levels of FLCA linked to:**
 - Knowledge of **more languages**, **higher frequency of use** of TL, stronger **socialization** in TL, use of TL with a larger **network** of interlocutors, higher level of **self-perceived proficiency** (Dewaele 2010)

Psychological factors:

- Higher **Trait Emotional Intelligence** (Dewaele Petrides & Furnham 2008)
- lower **Neuroticism**, higher **Extraversion & Psychoticism** (Dewaele 2013)
- Higher **Tolerance of Ambiguity** (Dewaele & Tsui 2013)
- Lower levels of **Perfectionism** (Gregersen & Horwitz, 2002; Dewaele, 2017)

External sources of FLCA

Macro- & micro Affective factors:

- **attitudes toward TL** (historical & political context: CLIL Dutch/English in Wallonia (De Smet et al 2018a, b)
- **attitudes toward language teacher & his/her practices** (Dewaele et al 2018)

Cultural context: JAPAN (King & Smith 2017): learners'

avoidance of talk = **social inhibition** => '*hazukashii*' ,
supported by unhelpful pedagogical practices

Obsession with “native speaker” model

Foreign Language Enjoyment & Anxiety

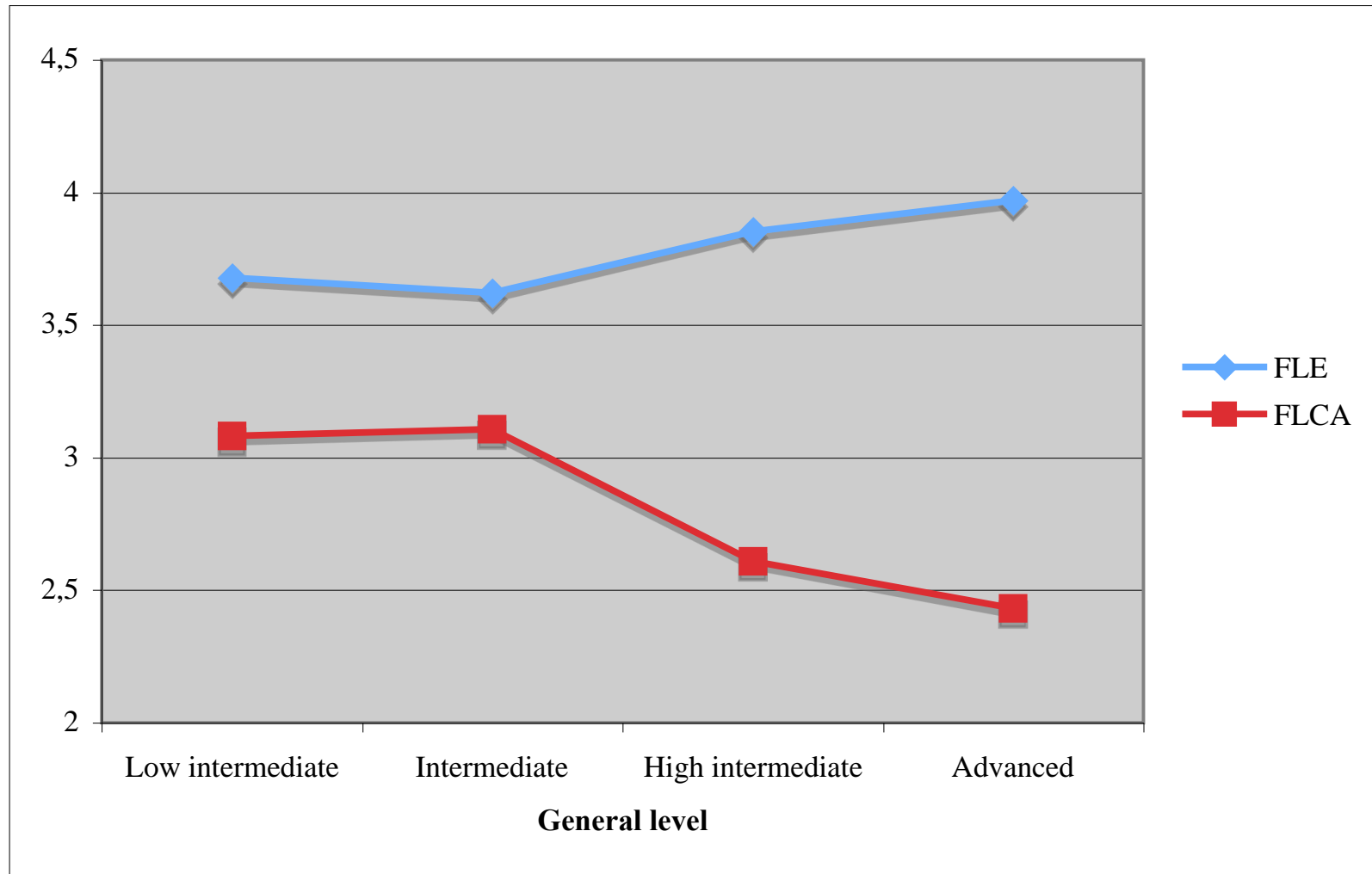
Dewaele & MacIntyre (2014)

- Online questionnaire, international sample of 1746 learners (age 11-75)
- Negative correlation between FLE & FLCA ($r = -.36$, $p < .0001$, $r^2 = 13\%$: small effect size => different dimensions!
- // Dewaele et al (2018); Dewaele & MacIntyre (to appear); Jiang & Dewaele (to appear); Li (2018)
- **Not a seesaw relationship**, pushing one down does not automatically push the other up

Effect of general level in FL on FLE & FLCA

(Dewaele & MacIntyre 2014)

$\eta^2 = .062$ & $\eta^2 = .099$



Main themes in feedback of 1076 participants on enjoyable episodes in FL class (Dewaele & MacIntyre 2014)

Theme	Frequency	%
Specific activities	441	41.0
Peer recognition	146	13.6
Other	141	13.1
Teacher recognition	116	10.8
Realisation of progress	108	10.0
Teacher skills	98	9.1
Authentic use of FL	26	2.4

Classroom activity:

debates, role plays,
making films, interviews, music...

- LE, female, 24: Es gracioso cuando tenemos que **hacer diálogos con los compañeros**, y más cuando uno el otro responde cosas equivocadas. o cuando en los diálogos una realmente imita a el personaje que le corresponde. ('It's nice when we have dialogues with our peers, and when the interlocutor answers something wrong, or when in the dialogues one can really imitate the corresponding character').

Classroom activity: Public speech (Dewaele et al 2016)

Simona, female, 22, Macedonian: We were supposed to have a 2-minute speech before our peers and our professor on a topic we chose. All of my peer's presentations were great and I really loved experiencing the feeling when I was talking before all of them. It was really special, even if **at first I was a bit nervous and felt my heart pounding, but it felt great standing there and expressing my opinion and knowing that all of the other students are listening to you with attention.**

Peer recognition

DX, male, 20: I was telling my fellow students about my 3 month stay in Cuba and I noticed that **they really enjoyed listening to what I have experienced**, so I kept talking and I felt quite proud of how fluent I can tell a story. I felt confident and enjoyed "showing off" my own skills.

Teacher recognition

MG, female, 16: I love it when I do a writing activity to the best of my ability, using time phrases and specialist vocabulary **and I get a great comment and mark**, it makes me feel like I'm good at a skill that enjoy, which makes me very happy.

Realisation of progress

CL, female, 24: When **I nailed the pronunciation** on a sentence I read out loud in my seminar group.

Effect of teacher & learner variables on FLE/FLCA (Dewaele, Saito, Witney & Dewaele 2018)

N = 189, London high school students (aged 12-18)

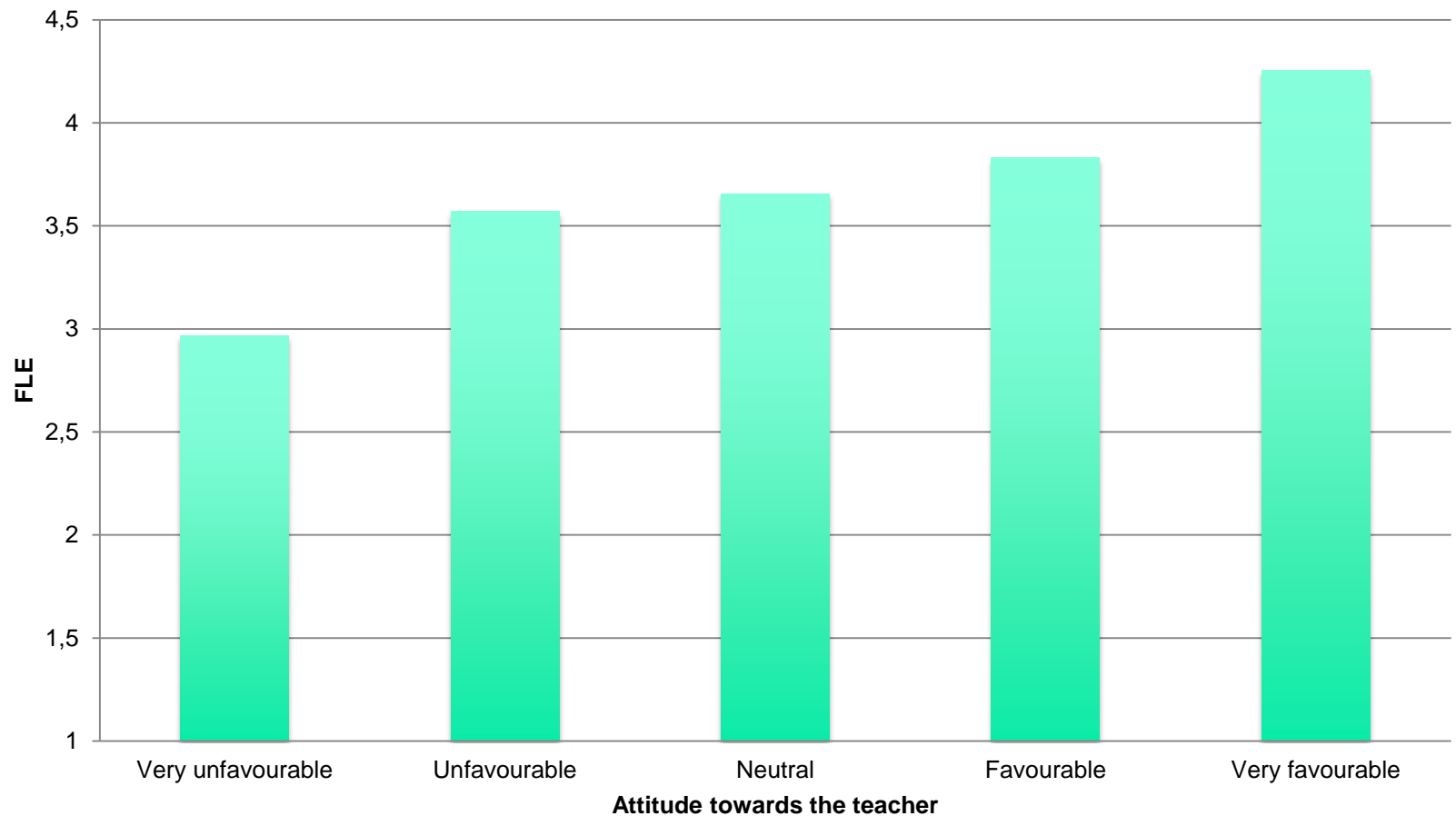
French FL (68%) + Spanish & German

High levels of FLE linked to positive attitudes towards FL, FL teacher, teacher's unpredictability, FL use in class, proportion of time spent on speaking, test results, relative standing & stage of development => **TEACHER!**

Lower levels FLCA linked to higher scores on attitudes towards FL, test results, relative standing, stage of development => **NOT TEACHER!**

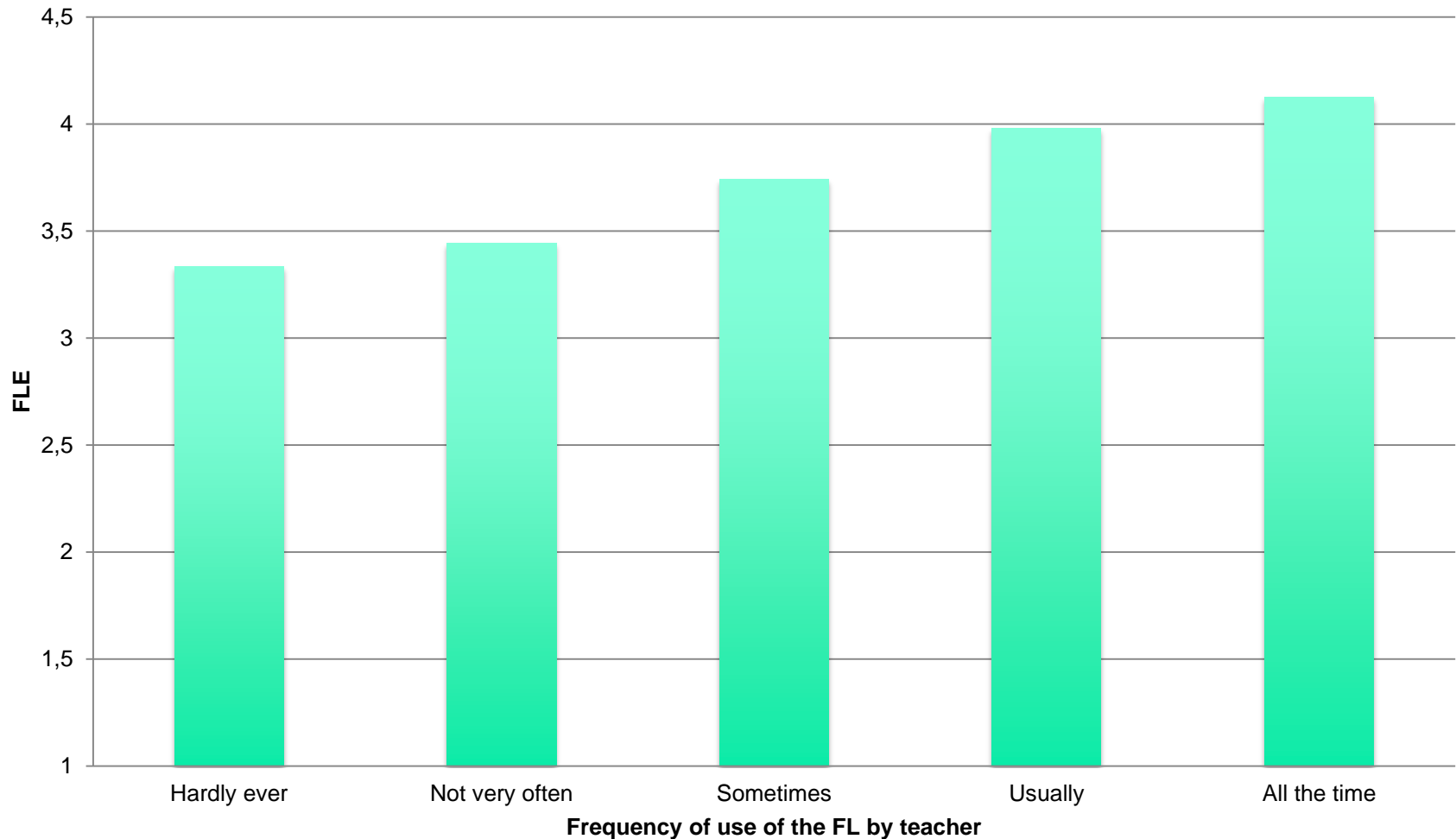
Effect of attitude towards teacher on FLE

FLE: $F = 16.7$, $p < .0001$, $\eta^2 = .27$ (Dewaele et al 2018)



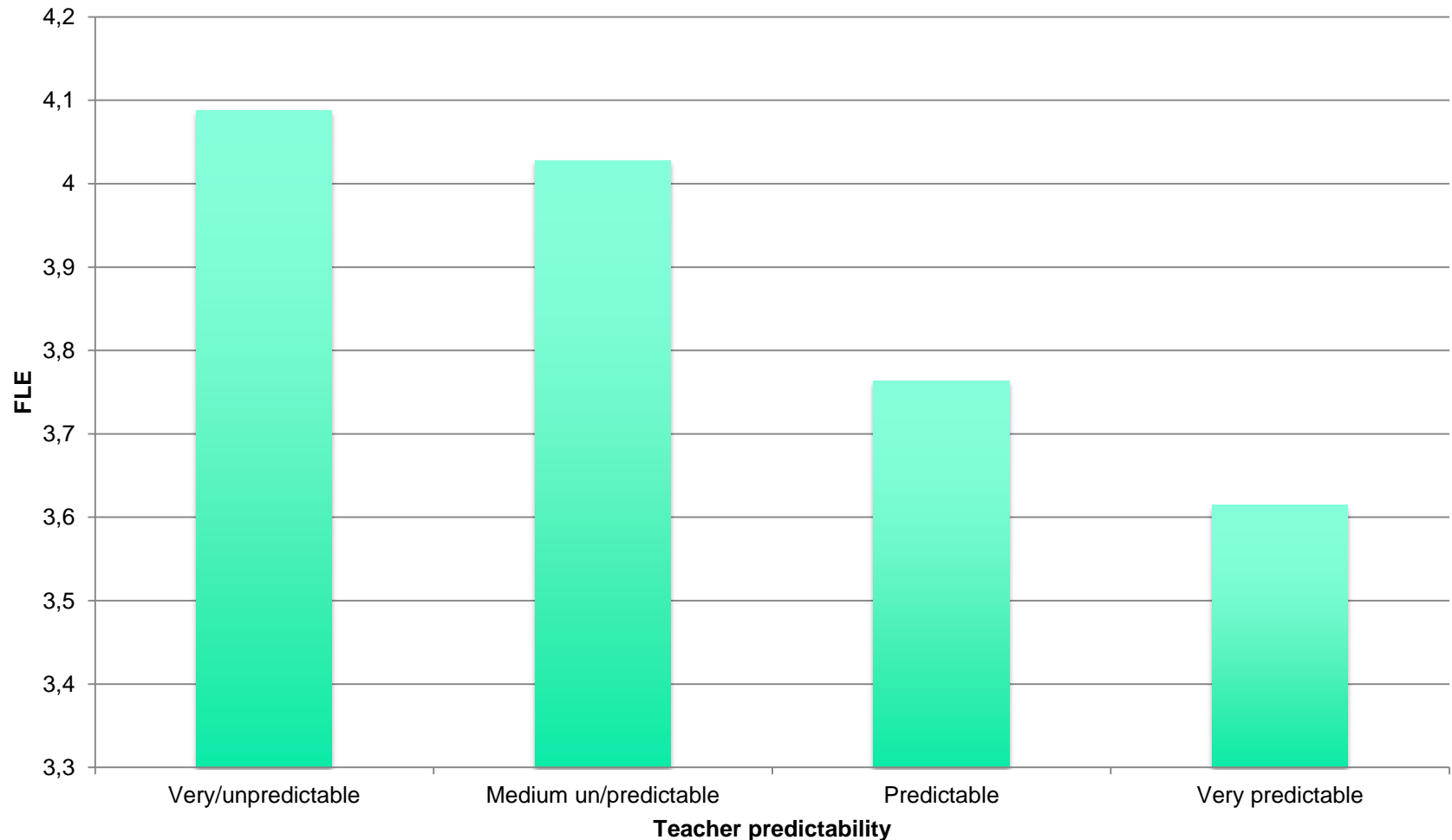
Effect frequency of teacher's use of FL on FLE

FLE: $F = 6.2$, $p < .0001$, $\eta^2 = .12$ (Dewaele et al 2018)



Effect of teacher predictability on FLE

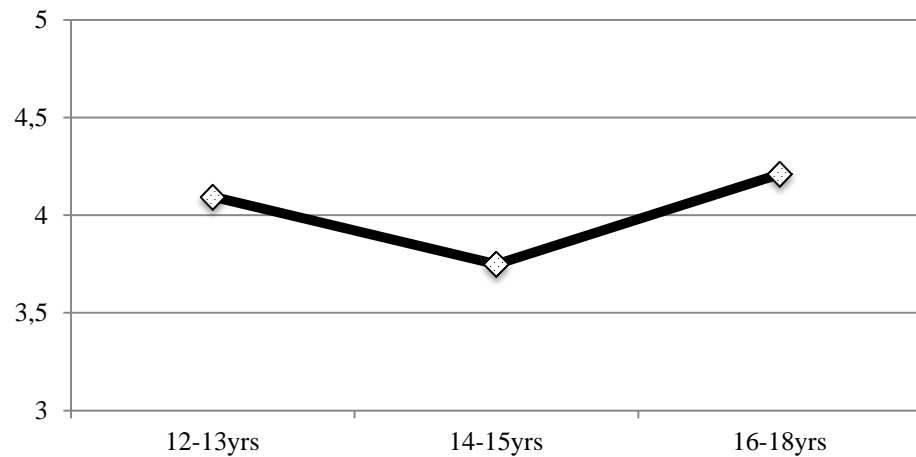
FLE: $F = 3.9$, $p < .001$, $\eta^2 = .06$ (Dewaele et al 2018)



Do FLE & FLCA change over time? (Dewaele & Dewaele 2017) pseudo-longitudinal design (Winner of *JESLA* best paper award)

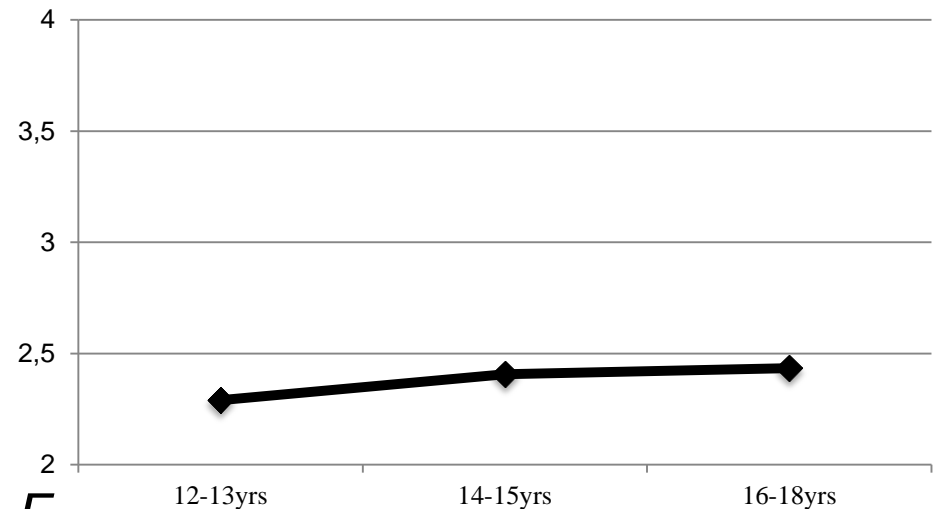


FLE



Repeated measures ANOVA: (2, 188) $F = 11.6$, $p < 0.0001$, $\eta^2 = .11$

FLCA



(2, 188) $F = 0.04$, $p = ns$

Dewaele & Dewaele (2017)

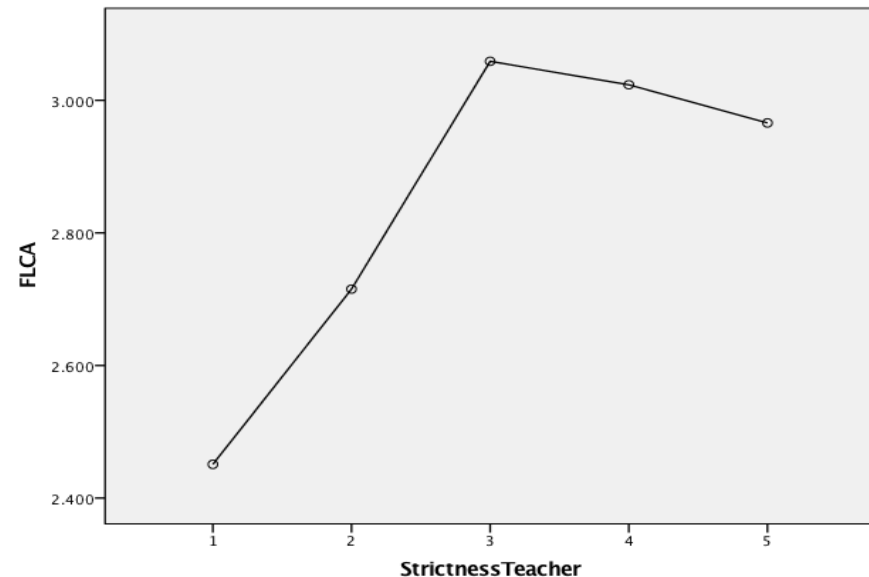
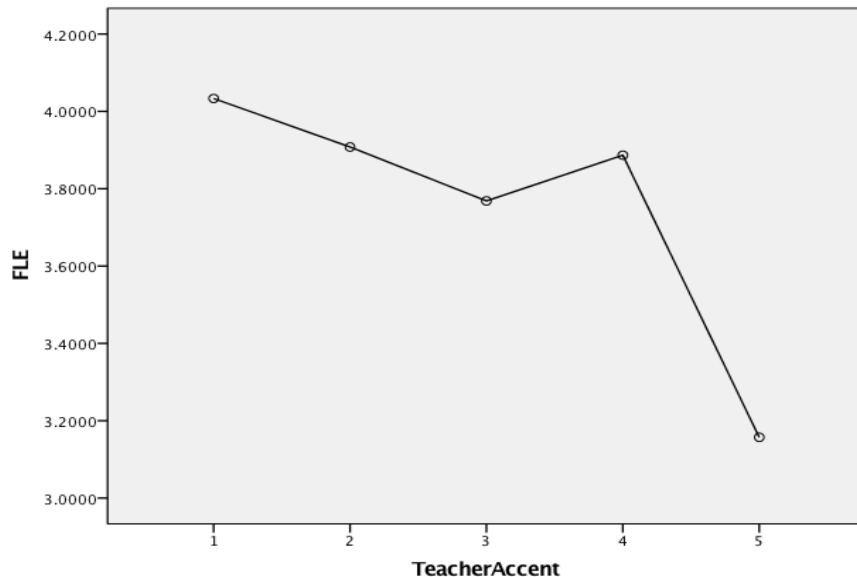
Sources of FLE & FLCA **vary** over time (**Dewaele & Dewaele 2017**) :

	FLE	FLCA
12-13yrs	Peers	Self
14-15yrs	Teacher	Self
16-18yrs	Teacher	Peers

Effect of teacher characteristics on FLE/FLCA

Dewaele, Magdalena Franco & Saito (2019)

- Predictors of FL Enjoyment & Anxiety
- 210 adult Spanish EFL learners
- Multiple regression FLE: **teachers' friendliness boosted FLE**, strength of **foreign accent depressed FLE (20% of variance)**
- More FLCA with younger teachers, very strict teachers & teachers who do not use the FL much in class **(8% of variance)**



The predictive power of multicultural personality traits, learner and teacher variables on foreign language enjoyment and anxiety (Dewaele & MacIntyre 2019)

Qualitative analysis of description of memorable enjoyable/ anxiety-provoking episode in FL class (463 responses)

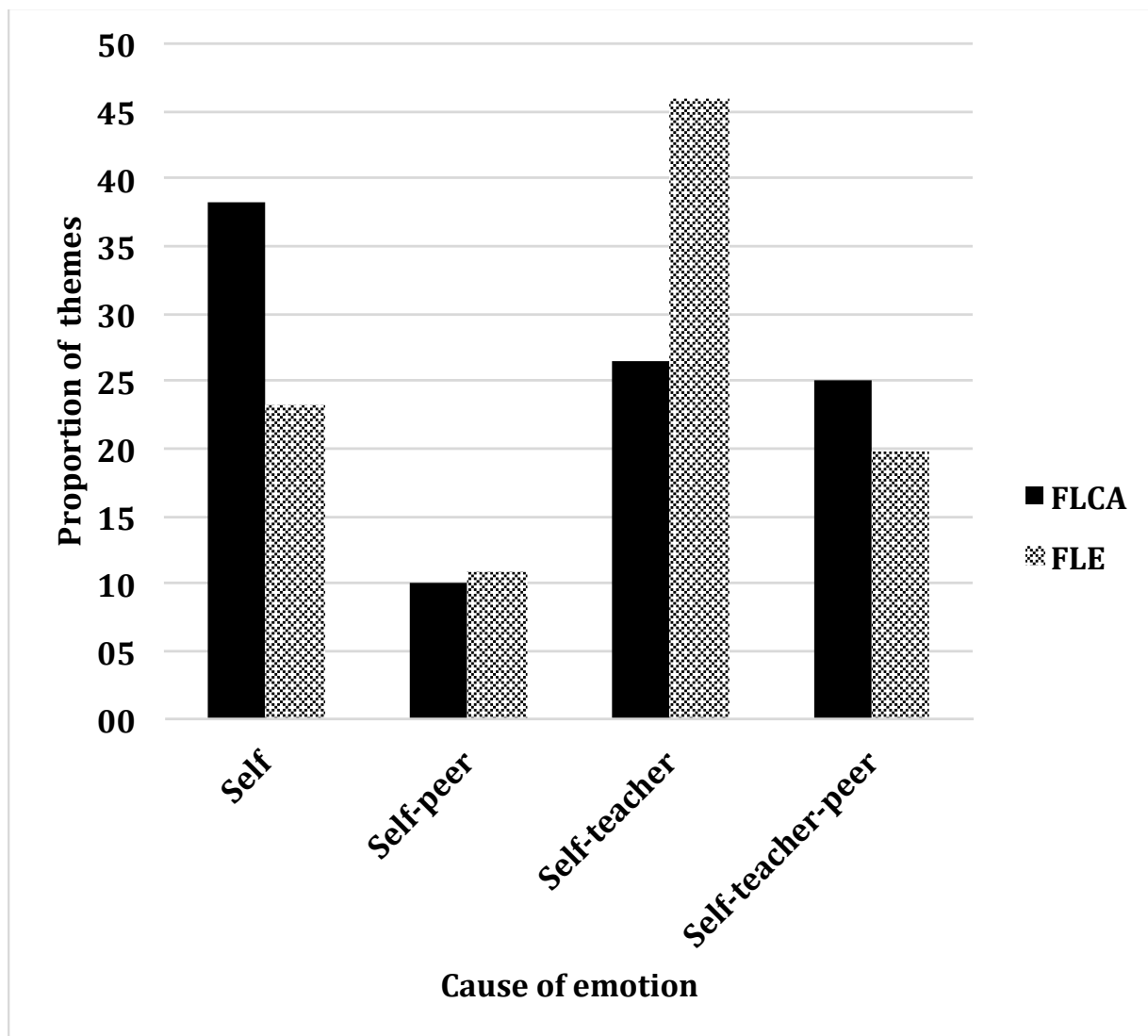


Figure 3: Proportion of categories in feedback about experiences of FLE and FLCA in class.

Overview: sources of **FL Enjoyment**

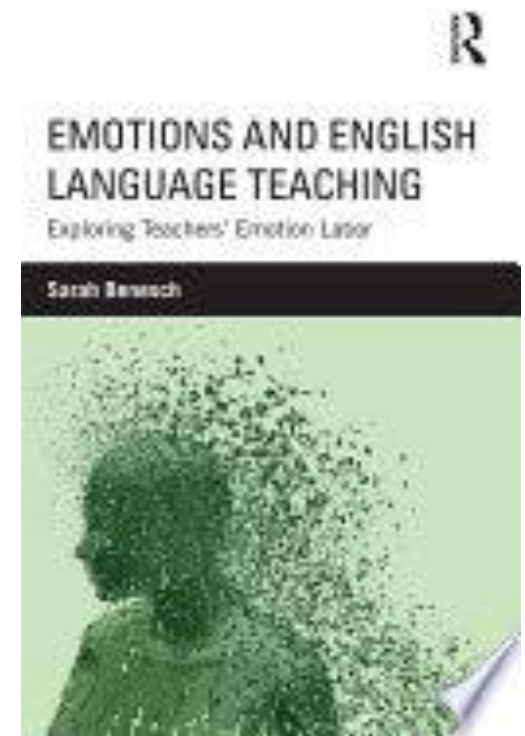
- Higher levels of FLE linked to:
 - **age, gender, education, multilingualism, FL level, proficiency** (Dewaele & MacIntyre, 2014)
 - Higher **Emotional Intelligence** (Li 2018)
 - **Attitude towards teacher, Cultural Empathy, FL test result, teacher's friendliness & joking, Social Initiative, attitude towards FL, relative standing in group** (Dewaele & MacIntyre, to appear, Dewaele et al 2019)
 - **Attitude towards FL** (especially if not English): Dewaele et al 2018, Dewaele & Nur, in progress.

FL teacher psychology

- Increasing interest (de Dios Martínez Agudo, 2018; Gkonou, Dewaele & King, 2019; Mercer, Oberdorfer & Saleem, 2016; Mercer, 2016; Mercer & Kostoulas, 2018; Rawal, P. De Costa & Wendy Li, 2018)
- Teachers stand in middle of whirlpool of learners' emotions
- Flexible **reed**, or **antenna** rather than unmovable **rock**
(Dewaele, Gkonou & Mercer 2018)

FL teacher psychology

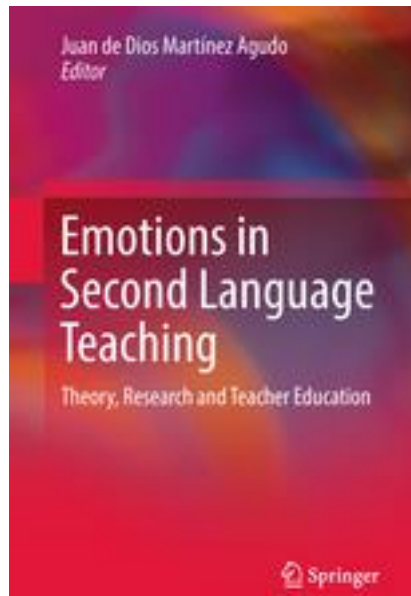
Benesch (2017)



- Teacher emotion should be interpreted as “contextual, cultural, overlapping & related to power”
- => How do they negotiate tension—theorized as **emotion labor**—between feeling & teachers’ professional training & experience, in particularly challenging areas of teaching: high-stakes literacy testing; responding to student writing; plagiarism; & attendance

FL teacher psychology

- Dominance of case studies:
 - Talbot & Mercer (2018) emotional well-being & strategies of 12 ESL/EFL tertiary-level teachers in-depth semi-structured interviews
 - Kostoulas & Lämmerer (to appear) Resilience in Language Teaching: Adaptive and Maladaptive Outcomes in Pre-service Teachers (N=2)



Emotions in SL teaching:
Theory, research & teacher
education 2018.4

Sources of variation in EFL teachers' scores

- Self-reports 513 EFL teachers (Dewaele & Mercer, 2018; Dewaele, Gkonou & Mercer, 2018; Dewaele, 2018, to appear)
- => high **Trait Emotional Intelligence**: more positive attitudes towards students, more creativity, better classroom management, stronger pedagogical skills & motivation, stronger love of English
- Level of **English proficiency** positively linked to self-reported creativity (Dewaele, Gkonou & Mercer 2018)
- **Longer experience**: more positive attitudes towards their students (Dewaele & Mercer 2018)
- **Female** teachers: more positive attitudes towards students (Dewaele & Mercer 2018)

Keys to beat FLCA & boost FLE

- Use **non-threatening techniques** (Borg 2006)
- Promote group **solidarity & trust** (Ewald 2007)
- Establish a good “**rapport**” (Borg 2006)
- **Radiate positive feeling** (Borg 2006)
- **Supportive emotional** environment (Arnold 1999, 2011; Dewaele 2011, 2015)
- Boost **hope & optimism, use humour** (Oxford 2017)

Pedagogical implications of emotion research

- **Emotions play a vital role in FL learning & teaching!**
- Teachers: **boost own & students' FLE + emotion regulation**
- FL classroom environments should be **adequately unpredictable, surprising & challenging** for students
- Teachers should **not be overly concerned about FLCA** as they do not appear to be the main cause of it

Some recent references

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