

# **The Interplay of Cognition and Emotion in the English Language Classroom**

A book edited by Rahma Al-Mahrooqi & Christopher Denman  
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## *Call for Contributions*

### **Overview**

Cognition and emotion are vital components of any learning and play essential roles in the acquisition of a second or foreign language. Cognitive approaches to language learning acknowledge the active and reasoned mental activity required to successfully acquire a second or foreign language. From this perspective, language learning can be conceived of as a process involving the deliberate and rational use of learning strategies, including as they relate to learners' active engagement in thinking, abstraction, motivation, reflection and so on.

Affective aspects are also acknowledged from cognitive approaches as being central to the language learning process. However, it has been with the growing popularity of humanistic and critical approaches to language acquisition that the individuality of learners, and how classroom emotion occurs within socio-political and historical contexts, has really come to the fore. As a result, the extent and impact of both positive and negative emotion within English language classrooms is now attracting an increasing amount of investigative attention. Emotions, such as enjoyment, joy, hope, pride, anger, frustration, and shame, are now explicitly acknowledged for their role in influencing a wide variety of learner and teacher factors, including those, like motivation, perceptions, and beliefs, that have been traditionally associated with cognitive approaches.

While every successful classroom is a setting of heightened cognitive activity and emotional labor, their expression and interplay can assume quite complex dimensions in second and foreign language settings. This complexity is informed by a number of personal and social factors, and can be associated with the central role Western cultural values and beliefs are assumed to play in ESL/EFL, power relations between target language groups and L2 learners and users, and learner orientations to native English speakers. In addition, cultural expectations of the most effective approaches to language learning, and of appropriate and inappropriate forms of emotional expression when learning and communicating in English, are important considerations teachers and students in ELT contexts need to take into account.

As this indicates, despite a traditional tendency for cognitive approaches to value the rational over the emotional, the interplay between these aspects of language learning

needs to be explicitly acknowledged. This point is encapsulated by Carl Jung's contention that, "We should not pretend to understand the world only by the intellect; we apprehend it just as much by feeling. Therefore, the judgment of the intellect is, at best, only the half of truth, and must, if it be honest, also come to an understanding of its inadequacy."

This book seeks to examine the interaction between cognition and emotion in English language learning, including the ways in which emotions manifest in the ESL/EFL classroom, and the influence they have on student and teacher cognition, classroom engagement, student-student and student-teacher exchanges, the success of language acquisition and so on. The influence on this interaction of teacher and learner variables, including gender, socio-cultural background, personality type, and previous learning experience, in addition to classroom-specific and socio-cultural factors, is also a key theme that will be developed in the book.

## **Topics**

Book chapters may focus on the following topics:

- The interplay between teacher/learner cognition and emotion in the English language classroom
- Language learner identity construction
- The English language classroom as a setting of emotional labor
- The impact of positive and negative emotions on the development of learners' English proficiency
- Valence, object focus, and activation in English language learning/teaching
- English language learner emotion and cognition
- Affective variables in language acquisition (motivation, self-confidence, anxiety etc.)
- Fear of failure
- Linguistic aptitude and performance
- Student and teacher perceptions of language and effective language learning
- Learner aptitude and emotion
- The activating potential of negative learner emotions
- Cultural conflict between teacher and student beliefs about the place of cognition and emotion in the English language classroom
- Strategies for integrating emotions into teaching methodologies in English language classrooms
- Student strategies for managing emotional responses
- Emotional responses, academic achievement and personal development
- The place of social and cultural expression in the English language classroom
- Teaching the cultural and linguistic elements of emotional expression
- Negative emotions as a learning tool in the English language classroom

- Ways of creating time and space for emotional expression
- Emotional intelligence and English language teaching and learning
- Teacher job satisfaction and burnout
- Acculturation
- Learner personality and emotion
- Critical thinking in English language learning
- Creativity and emotion in English language learning
- Learner orientations to English
- Fossilization, error making etc.
- Strategies for internalizing language
- Any other topic authors believe is relevant to the book theme.

### **Chapter guidelines**

- Original, previously unpublished work
- Chapter length from 7,000-10,000 words (including abstract and references, but excluding appendices)
- APA 6<sup>th</sup> edition formatting and referencing style must be used
- Chapters can be research-based, position papers, reports on applications of new approaches and methods in classroom teaching etc.

### **Submission procedures**

1. Contributors are invited to submit on or before June 30, 2019, a 200-300 word abstract of their proposed chapter. For research-based papers, abstracts should adhere to the following structure: purpose, methodology, results, implications/significance. For position papers or classroom reports, the abstract should include context/issue, suggested courses of action, and implications/significance. All abstracts must contain a list of 5-7 keywords.
2. Contributors will be notified of the status of their abstract proposals by July 15, 2019.
3. Full papers meeting the above guidelines must be submitted by September 29, 2019.
4. All submitted papers will be reviewed by the editors and external reviewers by December 20, 2019.
5. Authors of accepted papers may be requested to make changes (major or minor) and to resubmit by February 28, 2020.
6. It is anticipated that the book will be published in summer 2020.
7. Inquiries and abstract submissions (in Word document) can be forwarded electronically to Dr. Christopher Denman at [denman@squ.edu.om](mailto:denman@squ.edu.om), with Dr. Rahma Al-Mahrooqi copied at [mrahma@squ.edu.om](mailto:mrahma@squ.edu.om).

**Publication information:**

Dr. Rahma Al-Mahrooqi is the Deputy Vice-Chancellor for Postgraduate Studies and Research, Sultan Qaboos University. Dr. Christopher Denman is a researcher in the Office of the Deputy Vice-Chancellor for Postgraduate Studies and Research. The editors have produced a number of books concerned with various aspects of education, both within Oman and internationally. In preparation for the current volume, they have been in contact with several publishers who have expressed interest in the book. The completed book proposal, including tentative table of contents and chapter abstracts, will be submitted to targeted publishers in July 2019 when the full list of accepted abstracts is confirmed. Examples of some of the books the editors have previously published include:

**C. Denman & R. Al-Mahrooqi** (Eds.). (2019). *Handbook of research on curriculum reform initiatives in English education*. Hershey, PA: IGI Global. ISBN: 9781522558460

**R. Al-Mahrooqi & C. Denman** (Eds.). (2018). *English education in Oman: Current scenarios and future trajectories*. Singapore: Springer. ISBN: 978-981-13-0264-0

**R. Al-Mahrooqi**, C. Coombe, F. Al-Maamari & V. Thakur (Eds.). (2017). *Revisiting EFL assessment: Critical perspectives*. Singapore: Springer. ISBN: 978-3-319-32599-6

**R. Al-Mahrooqi & C. Denman** (Eds.). (2016). *Bridging the gap between education and employment: English language instruction in EFL contexts*. Berne: Peter Lang. ISBN: 978-3-0343-1681-1