

Emotions in Second/Foreign Language Education: Applications, Implications, and Impacts



Dear colleagues,

Emotions hold significant importance in educational settings, including language education. Students invest considerable time and effort in pursuing educational goals, which makes emotions prevalent in these contexts. Positive emotions like enjoyment, interest, hope, and pride, as well as negative emotions such as anger, anxiety, stress, and boredom, are commonly experienced.

Positive emotions contribute to students' learning outcomes and overall success, while negative emotions can hinder academic performance and well-being. Emotions also impact teachers, who aim to ignite passion and enthusiasm for learning. Inspiring excitement has motivational benefits, but failing to do so can lead to negative emotions and reduced participation.

Despite the importance of emotions in language education, their role has been somewhat overlooked. This special issue aims to explore the applications and impacts of emotions in second/foreign language teaching and learning. We welcome various research approaches, including qualitative and quantitative studies, to gather empirical data on this subject. Researchers are encouraged to utilize instruments such as questionnaires, interviews, and observations for data collection.

Keywords

Positive emotions; negative emotions; enjoyment; interest; hope; stress; boredom; apprehension; academic engagement; involvement; academic growth; language achievement; success, learning outcomes, EFL/ESL Classes

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