

Book reviews

EMOTIONS IN SECOND LANGUAGE TEACHING: THEORY, RESEARCH AND TEACHER EDUCATION

Juan de Dios Martinez Agudo (Ed.)

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Language teachers – like their colleagues in general education – are emotionally invested in their practice and in their students. Only in the last decade, however, has teacher emotionality in second language education (L2) received attention in applied linguistics or TESOL teacher education research. *Emotions in second language teaching: Theory, research and teacher education* is an edited volume that presents current research in emotionality in L2 education, covering a wide range of approaches and perspectives. Divided into six parts, each focussing on a different aspect of teacher emotion, it is aimed at L2 teachers, L2 teacher educators, researchers and administrators who seek an increasing awareness of the role of emotions in L2 teaching and learning. In framing the 23 chapters that comprise this volume, editor Juan de Dios Martinez Agudo suggests that applied linguistics may currently be experiencing an ‘affective turn’, just as it has experienced cognitive, social and critical ontological turns over the past 40 years. This idea is echoed by many of the well-known scholars in this collection of empirical and conceptual contributions that also features a list of recommended readings, questions for reflection and discussion and a biography of the author at the end of each chapter.

In Part I, Cynthia J White and Yueting Xu add to the introduction’s mapping of the field of emotion research in L2 teaching. White examines the main theoretical frameworks used in applied linguistics and TESOL research over the past 30 years in areas as diverse as multilingualism, anxiety in language learning and the influence of positive emotions. In her examination of research of the role of positive emotions in the classroom she

contends that they may even be the motivational key to a learner's imagined future ideal self. Xu's methodological review of second language empirical research is also a call for new research methodologies to be used in teacher emotion research. She argues for a greater use of mixed methods approaches, but acknowledges that this will require both sophisticated research designs and the engagement of researchers with an extensive and balanced knowledge of methodologies. Both Xu and White identify gaps in current research, and White in particular notes the difficulties in converting the knowledge gained in research into L2 teacher emotion into classroom practice.

The three contributions in Part II offer a diverse range of perspectives in their examination of language teacher emotions. There is a case study of two mathematics teachers using English as a medium of instruction, one in Nepal and the other in China. A contribution from Rebecca L. Oxford and Lourdes Cuéllar examines the various theories on emotion that have emerged from psychology before describing their narrative research of a Chinese language teacher at a Mexican university. A third chapter proposes a psychological framework that investigates teacher emotions in an education reform context. All three contributions indicate areas for future research that examines the links between teacher agency and teachers' emotions regarding reforms and contexts, including the introduction of high-stakes testing.

In Part III, the personal factors associated with SLA teachers' emotions are examined. The connections between teacher beliefs and teacher emotions are the topic of Ana Maria F. Barcelos' and Marie Ruohotie-Lyhty's contribution. They contend that emotions and beliefs are co-constructed concepts and that language teacher education is a process in which their inter-relatedness helps build L2 teacher identity. Jean-Marc Dewaele, Christina Gkonou and Sarah Mercer use the metaphor of an orchestra with teachers as conductors to examine the way teachers manage their own emotions and how this links to their classroom practice. Their analysis of more than 500 EFL/ESL teachers reveals that emotional intelligence (EI) training can improve the performance and the wellbeing of trainee teachers. In the reflection and discussion questions at the end of both chapters, the importance of teachers becoming emotionally literate is highlighted.

There are eight different contributions in Part IV, which focuses on teachers' emotional responses to challenges in their teaching contexts. Four chapters discuss different aspects of

teacher professional learning and the role emotions play in this. Topics include teachers' emotional responses to acquiring practical knowledge; to selecting and adapting materials for the classroom; to integrating information and communications technology (ICT) into the classroom and when assessing and evaluating students. These chapters present research, either qualitative or mixed methods in approach, that documents these often self-reported challenges, which include time constraints, gaps in knowledge, technical glitches and professional pressures that teachers face when learning a new skill, technology or process. The final four chapters of Section IV describe and analyse teacher responses to their own demotivation and stress, their challenges regarding professional relationships at schools and in engaging with students, particularly when using the *Pluriliteracies for Teaching and Learning* model. The section's longest chapter is devoted to the emotional challenges faced by teachers in their assessment of L2 students with suspected additional learning disabilities and difficulties. This chapter highlights the many similarities between the "error profiles of L2 learners and children with learning disabilities" (P.228).

Parts V and VI focus on L2 teacher education from initial teacher training through to more formal ongoing professional development. In Part V, the lack of focus on teacher emotion in teacher training programs is highlighted. This section also discusses teachers' often negative emotional responses to student silence in the classroom, and a third chapter reports on a study into the increasingly topical area of non-native speaking (NNS) teachers of university English preparation courses, and how they perceive their language competence and their relationships with their native-speaking (NS) colleagues. This chapter by Arthur McNeill examines a number of different models of collaboration between NNS and NS teachers and calls for increased studies to identify factors that both undermine and enhance collaboration. The final section in the book, Part VI, concentrates on ongoing language teacher professional development, teacher practicums, the development of emotional competence in the classroom and the role of emotions in the development of language teachers' professional identities. In these final two chapters, the target audience is teacher educators and there is a strong emphasis on ways in which teacher learning, in all its manifestations, would benefit from increased targeted research into the role that emotion plays in both the classroom and the staffroom.

The book's multidisciplinary approach links second language pedagogy, teacher education and emotions and includes chapters from a range of well-known scholars. Importantly for teachers, this edited volume has contributions written by scholars who have classroom and teacher training experience. In their assessment of the centrality of teachers' emotions to their classrooms, they also discuss student emotions, how emotion impacts ongoing teacher professional development and their professional identities. There is more focus on the adult sector, with considerable research from the university and English as a foreign language sectors. However, there is still enough focus on the schools sector to make this book applicable to language teachers and teacher educators working in all sectors, globally. While this book begins by highlighting the lack of research into language teacher emotions, it goes a considerable way to address this scarcity.

References

- De Dios Martinez Agudo, K. (Ed). (2018). *Emotions in Second Language Teaching: Theory, research and teacher education*. Cham, Switzerland: Springer.