

AILA Research Network Application 2017

Emotion and Creativity in Language Education (ECLE)

ReN outline

The ECLE network comprises researchers from different disciplines who share a common interest in investigating affective/emotional aspects of language learning and teaching. Members draw on different methodological (qualitative and quantitative) and epistemological (pedagogical, socio-linguistic and psychological) paradigms to understand emotional factors which play a role in motivating or demotivating learners of foreign and/or second languages. We are especially, though not exclusively, oriented towards exploring the impact of creativity in learning and teaching to develop interdisciplinary and multi-modal engagement with language(s). Our working languages are English and/or French.

The aim of the network is to provide a forum for presenting our work and building synergies across our different fields. We envisage three dominant overlapping strands of focus:

- *Creativity and learning*: taking risks, the role of the teacher in encouraging a deeper affective engagement, integrating an arts-based approach to language learning.
- *Contexts of learning*: understanding broad or individual socio-affective variables which shape learning, both at the macro- and micro-levels.
- *Classroom innovations*: teaching 'differently' (e.g. through drama, literature, wordplay, voice), using ludic approaches to promote learning, the challenges of creating a relaxing

'safe' environment with alternative pedagogy, sensitising students to emotional lexis (e.g. through corpus data or translation).

Why this ReN?

Research into the emotional aspects of language learning has gathered momentum in recent years. From the affect variable which has long been established in positivist psychological orientations the more recent turn to emotions has drawn on other fields within the sociological paradigm such as identity theory, cultural and postcolonial studies. At the same time, creativity has become a buzzword in applied linguistics and other fields as the vitality of novelty and intersubjectivity is recognised as a stimulating and multifaceted driver. Network members, drawing on different epistemologies, conceive of research into emotions for different but complementary aims. On one hand, we wish to investigate the usefulness and impact of emotions in the language classroom, both from the learner's and teacher's perspectives, to promote engagement and report on pedagogical innovation. On the other hand, we wish to draw on developments in cognitive psychology and neuroscience to identify factors which potentially support or thwart emotional engagement in cross-linguistic interactions, both in the classroom and in other multilingual settings, including digital encounters. Our objective will be to expand the interdisciplinary nature of emotions research by applying insights from different fields to learning and teaching. Recent publications (e.g. Alain Corbin's *L'histoire des émotions*, 2016, and Margaret Wetherell's *Affect and Emotion: A New Social Science Understanding*, 2012) point to the cultural and disciplinary specificity of identifying and categorising emotions; we believe that the different cultural sensitivities and disciplinary backgrounds of the network members will enrich our investigations and make a fruitful contribution to the scholarly field of emotion and creativity in language learning.

ReN background

- 2011 a group of us met at a conference in Cyprus (“Emotion, Cognition, Communication”) organised by Fabienne Baidier (University of Cyprus) [<http://www.fabiennebaidier.com/research/ecc/ECC-program.pdf>] and decided to form a contact group meeting annually.
- 2012 a group of Belgian researchers (from Namur, Brussels, Liège, Louvain-la-Neuve) met to look for ways to fund a European network and applied to Belgium’s FNRS (Fonds National de la Recherche Scientifique)
- 2013, 2014, 2015, 2016: the contact group “Affects and Language Acquisition” (financed by the FNRS), met annually at the Université Catholique de Louvain-la-Neuve, hosted by Françoise Masuy
- 2014/15: joint publications showcasing the work of the contact group:
 - Baidier, F. & Cislaru, G. (Eds.) (2014) *Linguistic Approaches to Emotion in Context*. Amsterdam: John Benjamins.
 - *Le Langage et l’Homme* L.1 (2015) *Apprentissage, enseignement et affects*. Special issue edited by and introduced by Baidier, F., Cislaru, G. & Coffey, S.
 - *Le Langage et l’Homme* L.2 (2015) *Affects et enseignement des langues*. Special issue edited by and introduced by Berdal-Masuy, F. & Pairon, J.
- 2017 International conference “Emotissage-Emolearning” held at Louvain-la-Neuve [<https://sites.uclouvain.be/emotissage/programme/>] Proceedings of the symposium to be published by Presses Universitaires de Louvain (PUL) in March 2018
- 2017 Application to form an AILA ReN

Programme of activities

2017-18 Preparation of conference proceedings (following the 2017 conference)

2018 (February) Network group meeting following a conference co-organised by network member Isabelle Puozzo at the Haute Ecole Pédagogique Lausanne (*Innovation et recherche: métamorphose de la formation enseignante?*). Members will constitute a panel and will have a post-conference meeting.

2018 (June) Network group meeting following the INPRA18 conference (8th International Conference on Intercultural Pragmatics & Communication) to be held at the University of Cyprus, organised by network member Fabienne Baider. Members will constitute a panel and will have a post-conference meeting

2019 Network meeting (location TBC, possibly London or Paris) to plan our symposium for AILA 2020 in Groningen

2020 AILA Groningen

Contact

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Current members

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