

The Affective Dimension in Second Language Acquisition

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The Affective Dimension in Second Language Acquisition

Edited by
**Danuta Gabryś-Barker and
Joanna Bielska**

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Introduction

Affectivity is at the core of everything we do in and with our lives. Thus, its development is also central to learning/acquisition and important for educational contexts. This volume consists of articles on various issues relating to affectivity, broadly understood, in the context of second/foreign language acquisition and learning. The studies presented in this volume consider the different contexts of language learning and different types of participants in this process. Most of them look at a formal instruction context, others look beyond the classroom and even report, interestingly, on the authors' own affectivity and its involvement in learning experiences. The articles included in the volume demonstrate a variety of research methods currently being used in SLA research. The research reported on makes use of quantitative but also importantly qualitative research methods and tools, such as learner (teacher) autobiographical narratives and retrospection (questionnaires, diaries). Affectivity is discussed here in relation to learners but also to teachers in their own professional contexts of teaching foreign languages. In the majority of cases, affectivity is explored in the case of bilinguals, but there are also articles which focus on multilingual language users and their affectivity as an evolving factor.

The volume consists of four parts, each of which discusses different aspects of affectivity in language learning contexts. The articles in the first part of the volume focus on individual learner differences in respect of affectivity, such as self-identity, self-esteem and self-efficacy. The second part of the book elaborates on affectivity in the context of language learning on the level of motivation, attitudes and learning experiences reported in the empirical studies discussed. The articles included in the third part demonstrate how affectivity is expressed in various contexts of FL use, for example ways of expressing emotions in L1 versus L2 or emotive lexis in research texts. The fourth and last part of the volume discusses affectivity in different educational contexts, such as CLIL (Content and Language Integrated Learning) classrooms, e-learning or teacher training.

The proposed volume is targeted at a wide range of readers. It is relevant to applied linguists working in the area of second language acquisition. Also practising foreign language teachers, as well as pre-service teachers, may find