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EMOTIONAL TURN IN SECOND LANGUAGE TEACHER EDUCATION: PROSPECTS AND POSSIBILITIES

Abstract

Following the sociocultural turn (e.g., Zembylas, 2005) in teacher emotion research and the broader and deepening interest in affect within adjacent fields of psychology (e.g., MacIntyre & Gregersen, 2016), second language acquisition (e.g., Gkonou & Mercer, 2016) sociolinguistics (e.g., Wee, 2017) and linguistic anthropology, I explore second language (L2) teacher emotions from a positive psychology and critical perspective. To illustrate the vibrant and burgeoning language teacher emotion research agenda, I elaborate on three recently published studies: De Costa, Rawal and Li (2018), Pereira (2018), and Wolff and De Costa (2017). I also provide an overview of the special issue of the Chinese Journal of Applied Linguistics (Mouton De Gruyter) on second language teacher emotions and argue how the second language teacher education research landscape can be enriched by a systematic investigation of teacher emotion labor. The presentation closes with a discussion of implications for pedagogy, policy and research.

Peter De Costa (PhD) is an Associate Professor in the Department of Linguistics and Languages at Michigan State University. His primary areas of research are identity and ideology in SLA. He is the author of *The Power of Identity and Ideology in Language Learning* (Springer, 2016). He also recently edited *Ethics in Applied Linguistics Research* (Routledge, 2016). His work has appeared in *AILA Review*, *Applied Linguistics Review*, *International Journal of Applied Linguistics*, *Language Learning*, *Language Policy*, *Language Teaching*, *Linguistics and Education*, *Research in the Teaching of English*, *System*, *TESOL Quarterly*, and *The Modern Language Journal*. He is the co-editor of *TESOL Quarterly*.

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