

Emotions in Second Language Teaching. Theory, Research and Teacher Education. Juan de Dios Martínez Agudo (ed.) (2018). Cham (Switzerland): Springer. ISBN: 978-3-319-75438-3, 445 páginas

Daniel Madrid
University of Granada

It seems that, within the field of teaching foreign languages, the world of emotions has not been given the importance it has and in some cases it has even been underestimated. However, with the studies on the teachers' wellbeing and the importance of affective factors in ELT, it seems that the situation is changing. One of the examples that demonstrates this change of paradigm is the magnificent book edited by Juan de Dios Martínez and in which authors of international prestige have made brilliant contributions.

In this work, it is shown that good teaching is a process full of emotions where teachers connect with each other and with students, and this relationship depends to a large extent on the success or failure of the teaching and learning processes of any subject in general and of languages in particular. There is no doubt that the emotional climate of classes is related to the motivation of teachers and students, and largely determines the results of learning.

his book, edited by Dr. Juan de Dios Martínez Agudo, Associate Professor of EFL Teacher Education, Spain, begins to fill this gap in the literature on teaching and learning foreign languages by giving to emotions in teaching the importance they really have. As Dr. Martínez Agudo indicates, teachers' emotions are in the epicenter of education and they often condition the students' results.

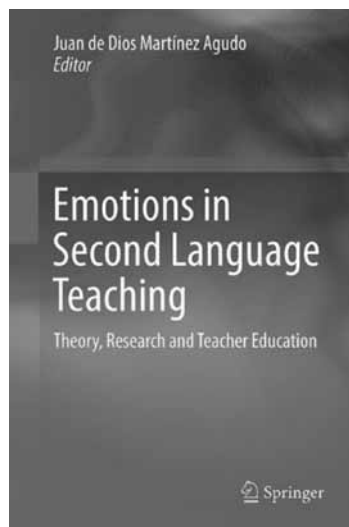
The book presents 23 different chapters that remind us of the importance of emotional and affective factors in L2 teachers' classroom performance. The book establishes specific links between the emotions of L2 teachers, the pedagogy that is applied in class and teacher training. Adopting an eclectic approach to research in L2, Dr. Martínez Agudo takes as his center of attention the world of teacher emotions.

The book begins with a contextualization of the teacher and the investigation of emotion within language teaching pedagogy, pointing out the limitations of a purely cognitive approach to language teaching.

Part II of the book presents several chapters on some current L2 emotions and provides information on the emotional nature of L2 teaching and especially the psychological and sociological perspectives of the teacher's emotions and how L2 teachers can manage them.

Part III includes several chapters that examine the relationship between L2 teachers' personal beliefs, their emotions and how they can be managed.

Part IV provides chapters on what the editor calls the multidimensional nature of teacher



emotions in the context of L2 teaching. Several chapters are directly related to reflective teaching and to the authors' classroom work. It deals with the emotional nature of reflection and how we should examine it to give meaning to our teaching practice.

Part V includes chapters on the emotionality associated with the L2 teacher's verbal discourse and non-verbal communication, the role of silence and the subjectivity of the emotional climate in the L2 classroom.

The last part of the book, part VI, examines how L2 teaching education can foster emotional competence in L2 teachers in different contexts. To develop all these ideas, the book includes the contribution of authors who are figures of great prestige and international relevance.

In my opinion, the content of this book is a valuable source for researchers, teachers, educators, and administrators interested in increasing their awareness of the role of emotions in the teaching and learning of L2. This excellent volume not only reminds us of the importance of emotional factors in the teaching and learning of languages from diverse perspectives and varied classroom contexts, but also that in ELT the teachers are not only English teachers, but also emotional human beings who are often deeply affected by their relationships with their students. This book also reminds us that emotions affect the teaching of L2 through various affective interactions and if this were not so, classes would be (and unfortunately sometimes they are) sterile and boring experiences.

I am sure that this volume will stimulate the sensibility and appreciation of the importance of affective factors among L2 teachers, teacher educators, researchers and all those who are passionate about their practice.