Language Acts and Worldmaking Debates

Debate 1 Academic Session 2018/19: Communicating Emotions in a Foreign Language with Jean-Marc Dewaele, Professor in Applied Linguistics and Multilingualism, Birkbeck College, University of London

7th November, 6–7.30pm, Room UG04 (Upper Ground Floor), University of Westminster, 309 Regent Street, London W1B 2UW

Chair: Professor Debra Kelly, Modern Languages, School of Humanities, University of Westminster

The *Debate* begins with an overview by Jean-Marc Dewaele of the recent surge of interest in the field of emotion and multilingualism. His focus is on the development of sociopragmatic and sociocultural competence, and more specifically on the communication of emotion by first and foreign language users as well as the effect of emotional acculturation to a new language and culture. The effects of age on acquisition and of type of foreign language instruction are considered, together with the effects of current language use on language preferences for the communication of emotion including declarations of love and swearing in the foreign language.

Professor Jean-Marc Dewaele and his daughter Livia won the 2017 prize for best paper in the *Journal of the European Second Language Association* with the contribution: 'The dynamic interactions in Foreign Language Classroom Anxiety and Foreign Language Enjoyment of pupils aged 12 to 18. A pseudo-longitudinal investigation' (Dewaele, J.-M. & Dewaele, L., 2017). He won the Equality and Diversity Research Award (2013) from the *British Association for Counselling and Psychotherapy* and the Robert C. Gardner Award for Excellence in Second Language and Bilingualism Research (2016) from the International Association of Language and Social Psychology. He holds a special commendation from the Birkbeck Public Engagement and Research Impact committee in the category 'Engaged Practice' for a project 'Raising awareness about multilingualism in psychotherapy' (2018) with Dr Beverley Costa. Jean-Marc is former president of the International Association of Multilingualism and the European Second Language Association. He is Editor of the *International Journal of Bilingual Education and Bilingualism.* Of particular reference for the *Debate* are, for example, Dewaele, J.-M. (2013). *Emotions in Multiple Languages.* Basingstoke: Palgrave Macmillan, 2nd ed., and Dewaele, J.-M. & Salomidou, L. (2017), 'Loving a partner in a foreign language' *Journal of Pragmatics.*

A drinks reception will take place following the Debate in the Modern Languages Social Space, Upper Fourth Floor, Regent Street from 7:30–8pm

Sign up for this event here**:** https://www.eventbrite.co.uk/Communicating Emotions in a Foreign Language

Debates Series **2018/2019:**

Debate 1: 7 Nov 2018 Communicating Emotions in a Foreign Language (Westminster)

Debate 2 13th February 2019 Theme: TBC (King's College London)

Debate 3 13th March 2019 Theme: Gender and Modern Languages in Schools (Westminster)

Debate 4 1st May 2019 Theme: Gender, Modern Languages and Technology (King's)

Debate 5 June 2019 Date, Theme, Venue TBC

Language Acts and Worldmaking Debates

Traversing Traditions, Opening Opportunities

The *Language Acts and Worldmaking* round-table *Debates Series* was conceived by Cristina Ros i Solé (Goldsmiths, University of London) for *Language Acts and Worldmaking*, an Arts and Humanities Research Council Open World Research Initiative project (OWRI), to foster a dialogue on the connections, divergences and identities of well-established traditions in Modern Languages and Language Education. As a major element of the project's *Language Transitions* strand led by Debra Kelly (Westminster) and Ana de Medeiros (King's College London), the series focuses in particular on the synergies and fissures between Language Education across educational sectors and the humanities, as well as seeking to investigate new openings and possibilities for the future. This is a three-year programme of debates which began in the academic year 2017/18, culminating in a collective publication and a series of associated papers. The *Debates* take place at *Language Acts and Worldmaking* universities and collaborating institutions.

We have defined 'Language Transitions' as 'border zones of learning' between stages that often become more of an hindrance than a stepping stone for so many language learners, whatever their level. The aim in the *Debates* is therefore to establish connections and create new directions for existing provision and for educational sectors in order to discuss how to foster dialogue, create smoother transitions and re-energise the field by examining current concerns and pedagogies in the field. Each *Debate* addresses a different aspect of these transitions and emphasises the benefits and challenges of traversing educational terrains and traditions to enrich and widen the experience of Modern, Community and World Languages.

The *Debates* adopt various formats, including short presentations and Q&A sessions, position papers and responses to these papers, panel and round table discussions with prominent experts, policy makers, academics and teachers.

All papers and responses are recorded and posted on-line on the *Language Acts and Worldmaking* website and blog: www.languageacts.org. This is the virtual home for posting information on the latest news and developments in the Debates Series, and the place where all the information about this series is archived.

Debates Series 2017/2018:

Debate 1: 4 Oct 17, Language Education Activism (King's College London)

Debate 2: 15 Nov 17, Modern Languages—A Discipline (still) in Search of an Identity? (University of Westminster)

Debate 3: 14 Feb 18, Should second language acquisition and language teaching be aligned and how? (King's College London)

Debate 4: 21 Mar 18, Has the digital world revolutionised language pedagogy? (King's College London)

Debate 5: 25 Apr 18, Interculturality and Creativity in Language Education (King's C