

Critical Emotioning and Critical Thinking: Improving Second/Foreign Language Learning

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Title of the song: Emotions



Assessment of language of Emotions before the language of thinking

- Teachers and researchers ignore the importance of emotions in second language learning.
- Critical emotioning comes before critical thinking.
- This essay on “critical emotioning” is a first step in highlighting the importance and primacy of emotions in second language learning.
- I will present a methodology for critical emotioning.

What are Emotions? What does CE do? Where did CE come from?

- Emotions are not simple feelings that sweep over us. Emotions are unconscious complex experiences that include images, feelings, bodily reactions, thoughts, judgments, and action tendencies.
- The methodology of critical emotionining will provide learners with the clarity of feelings and thoughts that will make them better language learners.
- Critical emotioning concept maps are based upon the critical thinking maps framework developed by Zandvakili, et al (2019).

Methodology of Critical Emotioning(CE) :

A four-step process

- 1) Identifying the emotions in a classroom with the Emotional Climate Scale(ECS);
- 2) Learning about and applying concept maps,
- 3) Applying the language of critical thinking (WH questions)
- 4) Critical emotioning is the application of critical thinking to emotions,

What is Emotional Climate Scale (ECS)?



Negative emotions:

anger

sadness

anxiety

loneliness



The Emotional Climate Scale (ECS) applies a 7 point Likert scale to assess the following emotions of the students in the school settings.



Positive emotions:

calmness

excitement

happiness

hope

Identifying through ESC

STAGE I: Emotional Climate in the Classroom

- The critical emotioning begins with identifying emotions in the English language classroom using ECS.
- The ECS was used to study the emotional responses of minority and majority elementary school students to different settings within their schools.
- Specifically, in English Language classes, minority children are more excited, angry and lonely than their white peers.

STAGE II: The Concept Maps

- The idea of concept maps originated at Cornell University in 1984 by Bill Trochem and a doctoral student, Dorothy Torre, and by Novak and Gowin the same year.
- Concept maps are a form of visual or picture thinking with great educational potential.
- Concept maps are a portal into visual thinking. When we understand something, we say that we “see” it.

STAGE III: Critical Thinking Concept Map

- Zandvakili, et al were the first to examine the development of patterns of critical thinking through 3CA model by applying the critical thinking questions to a concept map.
- Critical thinking is defined as applying the questions of “what, when, how, who, where, and why” .
- Critical thinking questions were identified by Aristotle as the dispositions necessary to take virtuous actions.

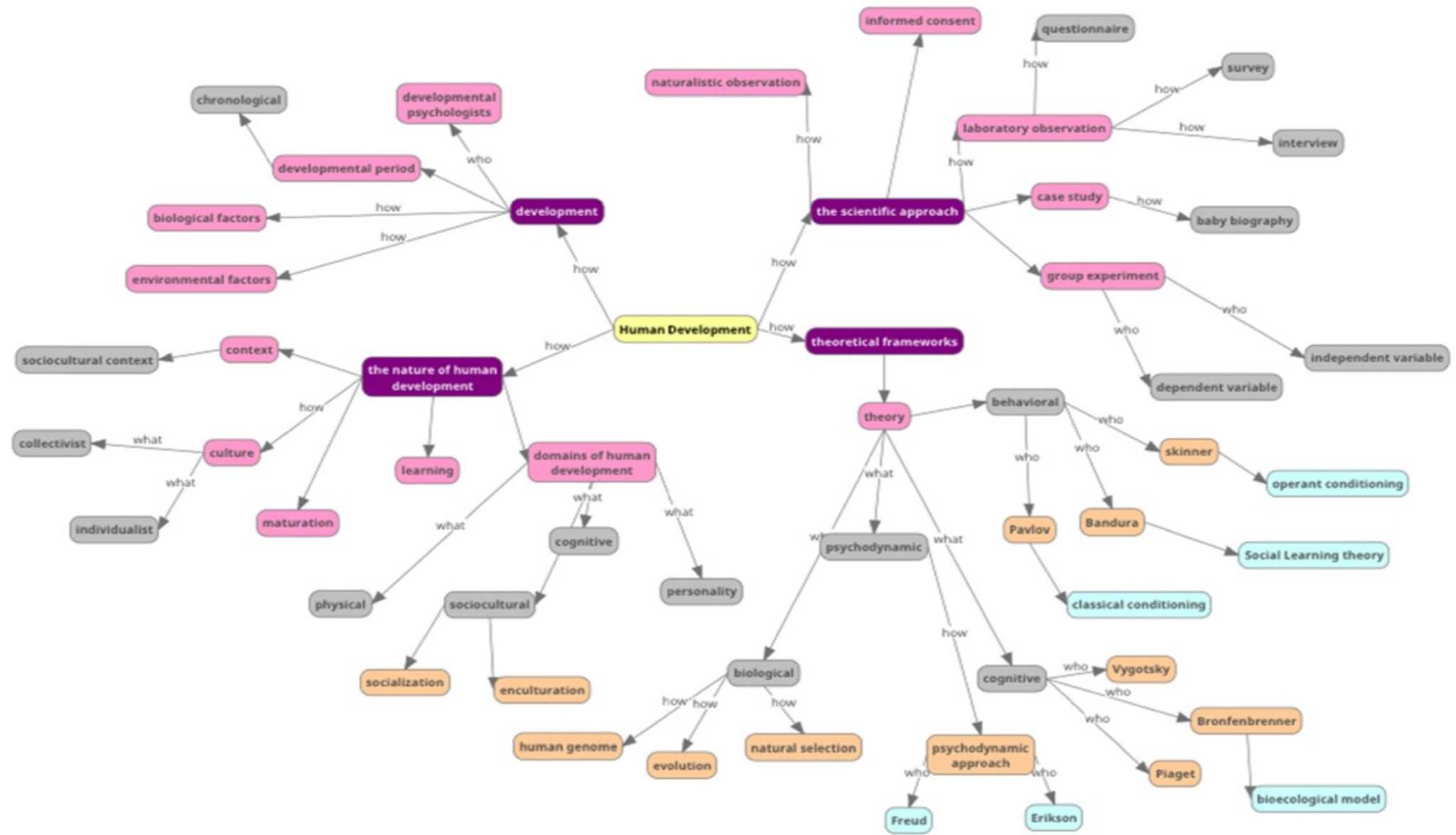
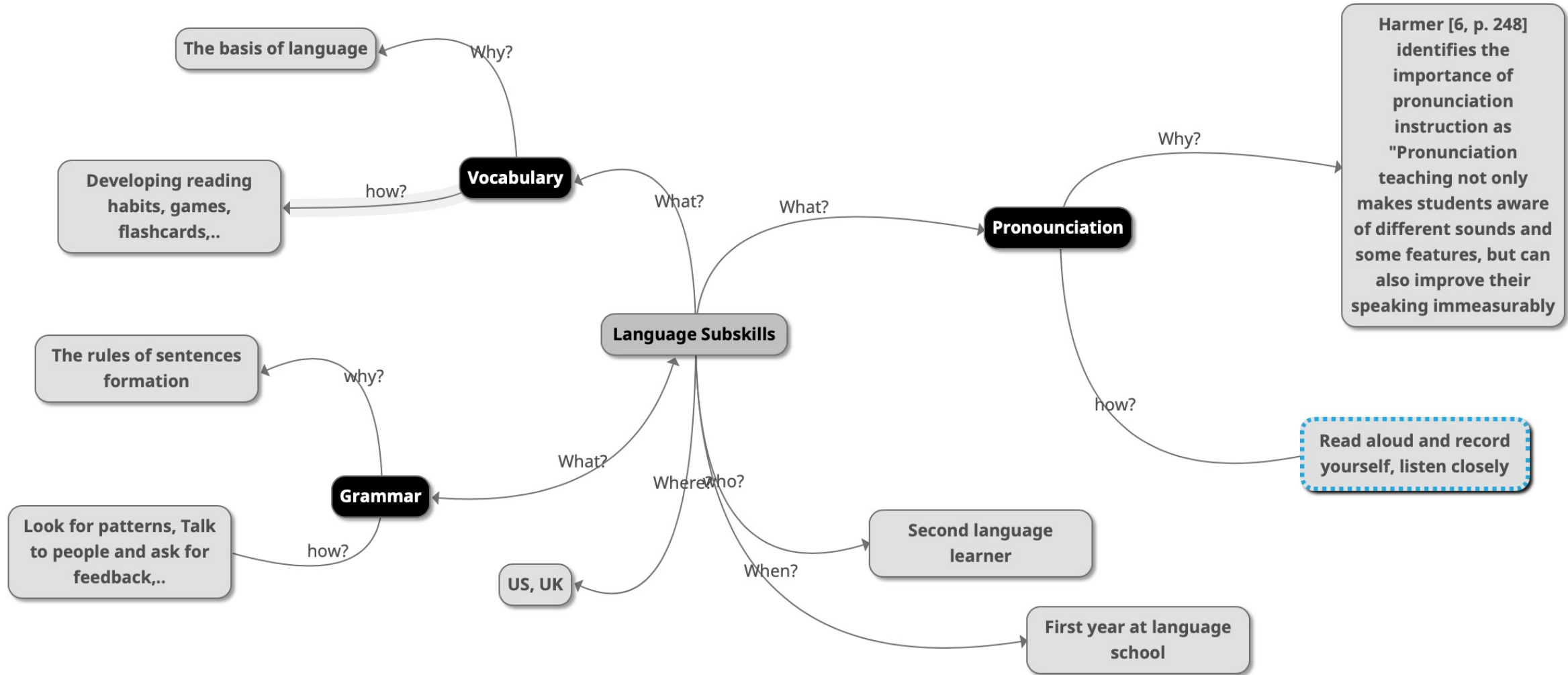


Figure 1. A concept map with critical thinking links

A Critical thinking concept map about language subskills



STAGE IV: The Application of Critical Thinking questions to Emotions

- Critical emotioning is the application of the critical thinking questions: “what, who, when, where, why, and how” to emotions.
- Critical emotioning concept maps are the graphical representation of individual emotions that are important tools in improving the achievement of second language learning.
- The student will be able to see and share their graphic feelings with their fellow students.

Psychology of Critical Emotioning

- Converting unconscious feelings to conscious feelings
- Analyzing feelings/emotions
- Applying critical thinking
- Critical thinking questions are a bridge over troubled waters (The Negative emotions)
- Catharsis (Freudian concept) occurs as you see and share the picture of your feelings
- Consequently, you feel better, you think better, you learn better, you see the world of second language and culture differently.

Psychology of Critical Emotioning (CE)

- (CE) methodology activates the student's agency and empowers their identity (they are the agent of change)
- It is Catharsis (Lifting the burden off student's shoulders and releasing the self)
- Exploring the new-found freedom
- Now students can connect with a new language and culture in the language world



Conclusion

- Thinking is the handmaiden of the emotions is the way that David Hume put it three hundred years ago,so understanding emotions is a requirement for clear thinking.
- CE is a humane and therapeutic process (Humanistic Approach)
- The lens of critical thinking is a powerful tool to understand the formal curriculum and the interapersonal and interpersonal relations of the classrooms.

Suggestions for future research

The critical emotioning methodology can be applied along with critical thinking models in different areas of education and classroom settings such as:

- Second/Foreign Language Learning
- Counselling
- STEM
- Arts
- business, etc.

Because this is a theoretical model with only a pilot study, Please feel free to apply and change this method to fit your individual needs or purposes.