



Considering Emotions in Critical English Language Teaching: Theories and Praxis

Sarah Benesch

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Groundbreaking in the ways it makes new connections among emotion, critical theory, and pedagogy, this book explores the role of students' and teachers' emotions in college instruction, illuminating key literacy and identity issues faced by immigrant students learning English in postsecondary institutions. Offering a rich blend of, and interplay between, theory and practice, it asks:

- How have emotions and affect been theorized from a critical perspective, and how might these theories be applied to English language teaching and learning?
- What do complex and shifting emotions, such as hope, disappointment, indignation, and compassion, have to do with English language teaching and learning in the neoliberal context in public universities?
- How might attention to emotions lead to deeper understanding of classroom interactions and more satisfying educational experiences for English language teachers and students?

These questions are addressed not just theoretically, but also practically with examples from college classes of assigned readings, student writing, and classroom talk in which various emotions came into play. Thought-provoking, accessible, and useful, this is a must-read book for scholars, students, and teachers in the field of English language teaching.

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