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Type: **Research-oriented Oral Face-to-face presentation**

## **Lived emotional experiences - What can they tell us about our students and our teaching?**

*Saturday 17 May 2025 16:20 (25 minutes)*

### **TITLE**

Lived emotional experiences - What can they tell us about our students and

### **RELEVANT SIG**

College and University Educators (CUE)

### **FORMAT**

Research-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

### **Short English description**

### **KEYWORDS**

psychology  
emotions  
pedagogy

### **First-time presenter?**

### **ABSTRACT**

Though definitions of emotions and their processes are not yet agreed upon, more modern conceptualizations take a more social constructivist perspective of these phenomena. And by doing so, the notion of *perezhivanie* as introduced by Lev Vygotsky (1994) in his works in the early 20th century has taken a more focal role in social psychology circles and has even made its way into language education research (Lantolf & Swain, 2020; Ng, 2024). Most commonly, *perezhivanie* is translated as “emotional lived experiences”. These experiences, social roles, understandings, and influences from the world around us lead to a complex web of connectedness. This presentation sets out to understand how the notion of *perezhivanie* can be seen and influences students’ future emotional understandings in the language classroom. This qualitative study examines interviews with

two Japanese university students taking compulsory English classes to understand how their lived emotional experiences inside the classroom have influenced their perceptions of English language education. Findings suggest that students' previous learning experiences influence how they perceive their language education and the potential emotions that may carry into these learning environments. By better understanding student experiences, we may be able to better address them through professional and pedagogical actions.

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