



Contribution ID: 141

Type: In-person interactive poster session

Brain-based emotion-involved activities enhancing agency and autonomy

Sunday 18 May 2025 11:05 (1 minute)

TITLE

Brain-based emotion-involved activities enhancing agency and autonomy

RELEVANT SIG

Mind, Brain, and Education

FORMAT

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

Short English description

KEYWORDS

epistemic emotions
brain-based TEFL
learner agency and autonomy
classroom activities

First-time presenter?

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ABSTRACT

Emotions shape how learners engage with material and retain information. While positive emotions like enjoyment are widely recognized, epistemic emotions such as curiosity and surprise—central to deeper thinking and knowledge exploration—remain underexplored in foreign language education. This presentation begins by reviewing the theoretical underpinnings of emotions in foreign language education, drawing on psychological concepts (emotionally enhanced memory) and neuroscientific insights (amygdala's role in learning).

Multinational hypotheses on emotion and the cutting-edge Free Energy Principle will provide a robust framework for understanding how epistemic emotion drives learning. The practical component introduces classroom activities designed to align with PanSIG 2025's theme of agency and autonomy. Activities include Challenger's Reading Circle, where learners create self-generated quizzes to enhance curiosity and agency, and P4ELT Discussions, which empower learners to democratically select and discuss topics of authentic interest. Additionally, Peekers and Word Bingo supports autonomy by allowing students to choose vocabulary words and lead parts of the game, fostering decision-making and engagement. Treasure Hunting encourages collaborative problem-solving and creative clue design, enabling learners to navigate tasks independently. These activities exemplify how fostering epistemic emotions enhances agency, autonomy, and engagement. Educators will gain actionable strategies to create emotionally resonant, learner-centered environments.

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Session Classification: Sunday Posters

Track Classification: Mind, Brain, and Education