

Preface

The relationship between language, cognition and affect has long intrigued scholars from various fields. Thus far, many complex and even contrary approaches to these relationships have been proposed, however, with no clear consensus, in spite of the impressive body of research generated in this area.

The general purpose of the present volume is to enrich the discussion on the association of the three influential constructs of language, cognition and affect, guided by the assumption that language has the power of integrating cognition and affect—a basis strongly revealed in the process of language acquisition. It has been established that the individual's cognitive development is closely linked to language, which informs the structure and function of the human mind (Bloom and Keil 2001). Concurrently, its use cannot occur without expressing various affective states (e.g., Wierzbicka 1999). For this reason, language is placed among the basic cognitive and emotional processes.

The role of language in cognition cannot be underestimated due to its unquestionable dependence on thought (e.g., Danziger and Ward 2010). Language has been found to influence mental functions by playing a role in perception and cognition. Originally conceptualized as an abstract, intellectual process, cognition was long ago separated from emotions, seen as psychosomatic states responsible for bodily events. Thus, due to the superiority of thinking to feeling, cognitive processes, such as memory, problem solving and attention became the primary functions pertaining to the processing of information, implementing knowledge and changing preferences. In this way, affect, designating the experience of feelings or emotions, became the Cinderella of mental functions for some time. However, contemporary science has recognized that affect significantly contributes to both sensory and cognitive processing (Lewis 2005; Scherer 2000). Hence, the function of emotions is revealed in language, which in this way becomes their carrier via words originating from affect (Kövecses 2000). Cognition and emotion are, therefore, now said to denote the two poles between which linguistic action is situated (Apelt and Heinke 1997). Language is thus a representation of the individual's cognitive and affective states, which is especially interesting in the case of

applied linguistics and second-language acquisition, where the functioning of affect has only lately been acknowledged, and the research is still limited.

The major task of this book is to investigate cognition and affect in foreign language, scrutinized from the point of view of applied linguistics. We hope to broaden the perspective on the individual's cognitive and affective experiences in second-language acquisition by increasing our understanding of the three capacities engaged in human development, i.e. language, cognition, and affect. As such, it will be possible to gain greater insight into the role of each in the formation of a new identity of a language learner, evolving through the process of overcoming the influences of the native language and cultural patterns.

This volume is a collection of papers contributed by international researchers, most of whom are of Polish background. Among them, there are experienced as well as novice applied linguists, each sharing a passion for examining phenomena in their enduring quest for understanding the world and the self. This volume is a means for sharing their unique research with a larger audience.

The book is divided into three parts. The first, *Language*, though the shortest, is a reference point for the study of cognition and affect examined in language processes, as revealed in the subsequent parts. It opens with an article by Jolanta Szymańska on the diverse linguistic features of language that stem from gender. Specifically, she discusses the distribution of hedges in academic texts related to the gender of the writer, postulating that hedges, as indicators of the writer's stance, should reveal characteristics of particular writing styles in academic discourse. The next target analyzed within this framework is the language viewed from the perspective of translation. In Anna Urban's paper translation is seen as a decision-making process whereby the translator may be forced to choose between loyalty to the author and to the editor/publisher. Then, specific language-internal mechanisms allowing for playful toying with the forms and meanings of words are the object of a study by Magdalena Adamczyk. Her analysis of linguistic humor in TV news headlines brings forth a wider issue concerning the extent to which headline humor on the one hand entertains the audience by making news more appealing (infotainment), and on the other discourages the viewership, unnecessarily contaminating broadcast information ('infotamination').

Part II, entitled *Cognition*, deals with cognitions about oral and written language. The opening chapter by Marcin Jaroszek focuses on communicative competence, viewed as a spontaneous allocation of power in the negotiation of meaning in culturally bound social practice. The author dissects the development of relexicalization, i.e. a series of responses to the interlocutor's utterances, void of the use of discourse markers, in advanced bilinguals. The analysis of spoken language, yet at the beginner level, is the focus of the study by Alexander Kapranov, who argues that the study is a broad context of L2 acquisition that facilitates speech fluency in L2 in cognitively demanding speech production tasks (e.g., free recall), but does not have an impact upon less cognitively taxing tasks, such as story generation tasks.

The development of written language in advanced bilinguals is the subject of the chapter by Katarzyna Molek-Kozakowska, who argues that academic texts may be used to reaffirm or resist dominant cultural meanings. Thanks to cognitive strategies of information processing, critical literacy can be pursued in academic contexts. Vesna Bagarić Medve and Višnja Pavičić Takač also devote their paper to the analysis of written language. However, they explore the ways in which foreign language learners use cohesion and coherence in their written production. Ultimately, they prove that foreign language learners' compositions are characterised by dominant and ineffective use of simple cohesive devices.

The next chapter by Mirosław Pawlak and Elżbieta Tomczyk opens a set of papers on teaching and learning various grammatical forms, the English passive voice being the first of them. The authors posit that instruction in the form of corrective feedback contributes to the development of implicit knowledge. Moreover, the input-providing and output-inducing moves appear to be equally effective. The process of acquisition of the English article system becomes the focal point of the next paper by Artur Świątek, which proposes that the sequence of acquisition of articles in an L2 mostly reflects the L1 natural order of article acquisition.

Cognitions about language are further explored by Mariusz Kamiński, who postulates that the potential of dictionaries as useful pedagogical tools is not fully exploited. The author shows that the main reasons for this fact may be attributed to cognitive barriers, such as lack of sufficient skills on the part of the user, and/or difficulties with the accessibility of lexical items and explanations of meaning in EFL dictionaries. This article is an outline of improvements that have been made by pedagogical lexicography to bridge this gap. Another cognitive factor mediating access to language and learning resources is the socio-economic status of the learner. Its role is scrutinized by Joanna Rokita-Jaskow, who, in the last paper of the section proposes that socio-economic status is critical to parental strategies used to support their children's L2 learning, as well as to parental involvement.

The last segment of this volume, Part III (*Affect*), is dedicated to the interplay of language and affect. It starts with the presentation of cultural conceptualisations of the emotions of pride and shame in Ukrainian and Polish cultures. The author, Anna Niżegorodcew, argues that in order to build up an intercultural community of non-native English-as-a-Lingua-Franca users, both sides need to become aware of the underlying values of their partners' cultures, as revealed by their cultural conceptualisations of emotions.

Emotions viewed as conscious feelings accompanying the language acquisition process are the focal point of the chapter by Liliana Piasecka. She provides evidence that positive emotions are associated with high evaluation of the student's own language performance, successful communication and the sense of achievement. They boost motivation and help to sustain a positive self-image. Negative feelings, on the other hand, are related to failure, low grades and poor language performance.

Self-esteem is one of the affective factors critical to successful language development. Its role in the field of Second Language Acquisition is examined in the next chapter by Agnieszka Habrat. Her paper shows self-esteem to be one of the most important determinants of success in language learning, at least in the area of oral communication. Another affective factor analyzed for the purpose of this volume is language anxiety; more specifically: listening anxiety, depicted in the following article by Małgorzata Baran-Łucarz, who endeavors to demonstrate that it is a serious obstacle that hinders successful foreign language listening, and at the same time decreases the student's perceived level of pronunciation. Task motivation in L3 comprehension and production is the subject of the chapter by Teresa Maria Włosowicz, where it is argued that task motivation is increased with satisfaction with one's language performance. Nevertheless, too high a sense of self-efficacy with a given task may decrease curiosity and thus motivation of this type.

The next paper, by Aleksandra Wach, is devoted to teachers' beliefs about English-as-a-Foreign-Language grammar learning and teaching. The results of her research prove that teachers' and teacher-trainees' beliefs reveal their strong alignment with the traditional, rule-based, explicit teaching of grammar. Yet at the same time, a considerable appreciation for certain elements of the communicative approach toward grammar instruction can also be identified.

The last chapter, by Mirosława Podhajecka, focuses on the examination of self-study books, a popular nineteenth and twentieth-century category of EFL materials intended for self-instruction. In this overview of traditional language materials the contemporary reader may reflect on erstwhile language teaching, bearing in mind, however, that self-instruction is intricately individual and depends on a range of cognitive as well as affective factors.

Although affect, cognition and language are frequent topics of numerous publications, their interconnection is still an under-researched area. This volume may therefore be considered useful and stimulating food for thought for scholars, students and teachers, and may become a useful source found not only in the university or college library, but also in the home of every individual with an open and inquisitive mind. It is our hope that the present volume will offer constructive and inspiring insights into a fuller understanding of the language processes, revealing the impact of cognition and affect, as seen from the applied linguistic perspective.

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