

## GOING BEYOND THE TASK

### Engaging higher education students in the foreign language teaching-learning process

#### Introductory Note

Nowadays, studies in the neurosciences and a general understanding of the affective domain within scientific discourse itself, demonstrate that *affect* is not opposed to *cognition*, rather it completes or explains it. Several scientific works have focused on the role played by emotional indicators in learning; the use of an additional language always involves the management of the emotions of *otherness* within the student's *self*. Hence, our current pedagogical paradigm must now integrate an affective dimension as an object of reflection in the methodology of foreign language teaching.

Teaching-learning in the 21<sup>st</sup> century demands that we consider the variable *emotion* whether mediated by software, learning platforms, social networks, the various information and communication technologies (ICT) or in classroom work. This being the case, we should urgently reflect on didactic approaches that articulate cognitive and emotional variables; which, of course, takes us far "beyond the task".

Much recent research in the area of foreign language didactics within Higher Education institutions (HEIs) has focussed on aspects of learning that relate to the modalities, the quality and the nature of teaching-learning within teaching-learning; broadly speaking, the challenge of engaging foreign language students in the HEI classroom.

This volume includes contributions, in various languages, questioning the complex issues raised by the teaching-learning process for foreign languages in HEIs around the world. The papers, both theoretical and case studies, take into account the various key themes: methodological approaches (including pre-TBL, neurolinguistics and other approaches focused on affect and emotion); classroom management (including interaction patterns and new modes and modalities of motivating learners); and identity and intercultural citizenship (including representations of the target language and its associated communities and their cultures, the (de)construction of intercultural citizenship and the management of affect and emotion within identity).