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Can Emo-Sensory Intelligence Inform L2 Instruction?

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Abstract

Following the introduction of intelligence by psychologists, a number of theories of intelligence, including intelligence quotient (IQ), emotional quotient (EQ), and sensory quotient (SQ) have been proposed to illuminate different facets of human abilities. One of the new types of intelligence which may emerge out of the combination of EQ and SQ is emo-sensory quotient (ESQ). It is defined as the ability of an individual to recognize sense-induced emotions, label, monitor, and manage them to guide one's behavior. ESQ, as one of the major dimensions of emo-sensory language education (ESLE), seems to be of high relevance to second language (L2) instruction. Given the interactive nature of sense and emotion (technically called as emotioncy) and their effect on cognition, it seems that ESQ can inform L2 instruction. In this regard, it is hypothesized that there are some stages of ESLE including emo-sensory awareness, emo-sensory preferences, and emo-sensory management that can impact learning/teaching practices. To plan for effective instruction, in the first place, teachers, materials developers, administrators, and policymakers are expected to be well aware of the interplay between emotions and senses. Second, they are required to know about the emo-sensory preferences of the learners, and finally they are to manage their classes or design the textbooks in light of the acquired emo-sensory

information. In the end, it is my hope that the newly-proposed concept of emo-sensory intelligence can open up new horizons for researchers and practitioners to come up with a number of ideas related to foreign/second language learning and teaching.

Keywords: Emo-Sensory Intelligence; Emo-Sensory Language Education; ESQ; Emotioncy