

# Contents

**List of figures — IX**

**List of tables — XV**

Francisco José Cantero Serena, Dolors Font-Rotchés

**Introduction: Affective language and prosody as a key — 1**

## **Section A: Approaches to learning and teaching prosody**

Antonio Hidalgo Navarro

**1 On the functional map of intonation in Spanish Foreign Language (SFL) teaching: is there a place for emotion? — 11**

Xose A. Padilla

**2 The effect of emotions on melodic patterns. A focus on Spanish learning — 41**

M. Carmen Fonseca-Mora, Analí Fernández-Corbacho

**3 Affect and emotional prosody in the foreign language classroom — 61**

## **Section B: Affectivity and prosody**

Shaohua Sun, Pernelle Lorette, Cristina Herrero

**4 Melodic cues of acted emotional speech in LX Spanish spoken by Chinese L1 speakers — 79**

Tianshu Zhao, Dolors Font-Rotchés

**5 Emotion and melodic features of emphasis in Spanish produced by Chinese speakers — 105**

Laura Martorell

**6 Melodic features of emphatic intonation in Spanish spoken by Swedish speakers — 131**

Kata Baditzné Pálvölgyi

- 7 The prosody of word stress realization as a possible sign of insecurity in the spontaneous speech of Hungarian learners of Spanish — 157**

Sara Recio-Pineda, Alicia Sola

- 8 Catalan early readers prosodic characterization of a *wh-question*: traits of affectation — 175**

## Section C: Emotional status of L2 learners

Muzakki Bashori, Roeland van Hout, Helmer Strik, Catia Cucchiarini

- 9 Foreign language speaking anxiety and automatic speech recognition-based practice — 213**

Antonio Fernández-García

- 10 Facilitating oral skills and willingness to communicate in the L2 classroom: towards a music-and-emotion-mediated learning — 229**

Ana Martín-Mateo, Irini Mavrou

- 11 Feeling lonely in a new country: The emotional discourse of migrant learners of Spanish — 251**

## Section D: Cross-cultural affective conditioning factors in L2 learning

María-Carmen Sánchez-Vizcaíno

- 12 Music videos for fostering awareness of democratic culture in foreign language learning — 275**

Javier Sánchez-Mesas

- 13 Intercultural climate in university segregated classrooms: Language, emotions, and gender dynamics in Qatar's higher education settings — 295**

Xiaoting Shi, Yusong Gao, Xiaomei Ma

**14 Chinese EFL learners’ cognition of colour and colour-related  
emotional expressions in the case of red and blue — 317**

Francisco José Cantero Serena, Dolors Font-Rotchés

**Conclusions — 341**

**Index — 347**