

Contributors

Mark Daubney is a teacher, teacher trainer and researcher at the School of Education and Social Sciences, Leiria Polytechnic Institute, Portugal. Presently, he is an adjunct professor in the Department of Languages and Literatures at the same institution, where he is the coordinator of the English Department and the Chinese-Portuguese-English Studies first-degree course. His research interests broadly focus on teacher training and the influence of affective factors on classroom interaction, especially the interface between emotions, such as anxiety and motivation, and teacher identity. His PhD was a longitudinal study of anxiety experienced by trainee teachers on their teaching English as a foreign language (TEFL) practicum.

Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He does research on individual differences in psycholinguistic, sociolinguistic, pragmatic, psychological and emotional aspects of second language acquisition and multilingualism. He is the author of a monograph, *Emotions in Multiple Languages*, published in 2010 (2nd edn in 2013). He is president of the International Association of Multilingualism, Convenor of the AILA Research Network, Multilingualism, and former president of the European Second Language Association. He is General Editor of the *International Journal of Bilingual Education and Bilingualism*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert C. Gardner Award for Excellence in Second Language and Bilingualism Research from the International Association of Language and Social Psychology.

Zoltán Dörnyei is Professor of Psycholinguistics at the School of English, University of Nottingham. He has published extensively on various aspects of language learner characteristics, second language acquisition and language teaching methodology, and he is the author of over 20 books, including *The Psychology of Second Language Acquisition* (2009, Oxford University Press), *Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom* (2014, Cambridge University Press, with M. Kubanyiova), *The Psychology of The Language Learner Revisited* (2015, Routledge, with

S. Ryan) and *Motivational Currents in Language Learning: Frameworks for Focused Interventions* (2016, Routledge, with A. Henry and C. Muir).

Christina Gkonou is Lecturer in teaching English to speakers of other languages (TESOL) and MA TESOL Programme Leader at the Department of Language and Linguistics, University of Essex, UK. She convenes postgraduate modules on teacher training and education and the psychology of language learning and teaching. Her main research interests are in all areas of the psychology of learners and teachers, but more specifically in language anxiety and emotions, teacher identity and agency and emotion-regulation strategies for language learning. She is the co-editor of *New Directions in Language Learning Psychology* (2016, with Sarah Mercer and Dietmar Tatzl).

Tammy Gregersen received her MA in Education and PhD in Linguistics in Chile, where she also began her teaching and researching career. She is currently a professor of TESOL and teacher educator at the University of Northern Iowa (USA). She is the co-author, with Peter MacIntyre, of *Capitalizing on Language Learners' Individuality*, and co-editor with Peter and Sarah Mercer of *Positive Psychology in SLA* (both published by Multilingual Matters). She is currently working on two other titles, one on nonverbal communication in the language classroom and the other on innovations in teacher education. She has published extensively in peer-reviewed journals and contributed several chapters to applied linguistics anthologies on individual differences, teacher education, language teaching methodology and nonverbal communication in language classrooms. Tammy is passionate about traveling, and has presented at conferences and taught in graduate programmes across the globe.

Elaine K. Horwitz is Professor of Curriculum and Instruction at the University of Texas at Austin, United States. She teaches courses in second language acquisition, language teaching methodology, language testing and programme evaluation and second language research methods. She is well-known for her pioneering research on language anxiety and beliefs about language learning. She is the author of *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching* and co-editor of *Language Anxiety: From Theory and Practice to Classroom Implications*.

Jim King is Lecturer in Education at the School of Education, University of Leicester, UK. Before gaining his PhD in Applied Linguistics from the University of Nottingham, Jim taught in various higher education, English as a foreign language (EFL) and English for academic purposes (EAP) contexts around the world, including spells in Japan, Australia, Poland, Hungary and Italy. His research interests focus on the issue of silence in education

and on psychological aspects of second language learning and teaching. His publications include the 2013 monograph *Silence in the Second Language Classroom* and the 2015 edited volume *The Dynamic Interplay between Context and the Language Learner*, both published by Palgrave Macmillan.

Peter MacIntyre received his PhD in psychology from the University of Western Ontario (now Western University) in 1992 with R.C. Gardner and is now a Full Professor of Psychology at Cape Breton University. His research examines emotion, motivation and cognition across a variety of types of behaviour, including interpersonal communication, public speaking and learning. The majority of Peter's research examines the psychology of communication, with a particular emphasis on second language acquisition and communication. He is co-author of both *Capitalizing on Language Learners' Individuality* and *Optimizing Language Learners' Nonverbal Behavior: From Tenet to Technique* with Tammy Gregersen, co-editor of *Positive Psychology in SLA* (with Tammy Gregersen and Sarah Mercer) and co-editor of *Motivational Dynamics in Language Learning* with Zoltán Dörnyei and Alastair Henry.

Tucker Olson is a research assistant at the University of Northern Iowa, where he studies Spanish and global studies. He recently began serving as a primary literacy volunteer for the Peace Corps in the Dominican Republic, along the Haitian border. He plans to continue his academic interests in Hispanic linguistics, with an emphasis on queer sociolinguistics in transnational contexts.

Rebecca L. Oxford holds a doctorate and a master's degree in educational psychology and two degrees in languages. One of her greatest interests is how psychology and language learning intertwine (as in her chapter in this book), and other interests are strategic self-regulation, spirituality in education and the intersection of peace communication and positive psychology. She led language teacher education programmes and taught graduate courses for several decades at the University of Alabama and the University of Maryland. At these institutions, she received multiple awards for teaching and had numerous opportunities to mentor younger faculty members and doctoral students in research and publication. At the University of Maryland, she received the most prestigious faculty honour, the Distinguished Scholar-Teacher Award. She received a lifetime achievement award from Heinle & Heinle publishers stating that her research on learning strategies changed the way the world teaches languages. Having retired from the University of Maryland, she is currently teaching again at the University of Alabama and continues to mentor other scholars. She has presented her research in more than 40 countries, published more than a dozen books with several more

underway, co-edited three book series and eight journal special issues and authored approximately 250 articles and chapters.

Fernando D. Rubio-Alcalá is a professor of applied linguistics at the University of Huelva, Spain. He holds a PhD in Language Anxiety and his main area of research interest focuses on foreign language teaching and learning, especially affective factors, and plurilingual education. He has authored numerous scholarly texts such as *Anxiety and Language Learning* (2004; in Spanish), *Self-Esteem and Foreign Language Learning* (2007; Cambridge Scholars Publishing) and 'Self-Esteem and Self-Concept in Foreign Language Learning' (2014; in S. Mercer and M. Williams; *Multilingual Matters*). He has been a plenary speaker at many academic events in Europe, North America and South America.

Erdi Şimşek is a PhD candidate at the University of Nottingham, UK, under the supervision of Professor Zoltán Dörnyei. He holds an MA in Applied Linguistics from the University of Nottingham, with his dissertation entitled *Insights into Situated Classroom Anxiety*. His current research interests include foreign language anxiety; second language (L2) persona, vision and mental imagery; stage fright and narrative identity.

Lesley Smith currently teaches English language courses at the University of Notre Dame, Indiana. Prior to this, she worked as an assistant language teacher at the Université de Technologie de Troyes, France, before going on to complete a postgraduate degree in TESOL from the University of Leicester, UK. She is particularly interested in social anxiety in adult English language learners and group dynamics in L2 and general education contexts.

Zsuzsa Tóth is a senior lecturer at the Institute of English and American Studies, Pázmány Péter Catholic University, Hungary. She is an EFL instructor and teacher trainer. She holds a PhD in Language Pedagogy (Eötvös Loránd University, Budapest) and an MSc in Applied Linguistics (University of Edinburgh). Her professional interests include individual differences in L2 learning, teacher education issues and EFL teaching methodology. Her main research area is the study of foreign language anxiety. She has authored the book *Foreign Language Anxiety and the Advanced Language Learner* (Cambridge Scholars, 2010).