

Contributors

Ali H. Al-Hoorie is an assistant professor at the English Language Institute, Education Sector, Royal Commission for Jubail and Yanbu, Saudi Arabia. He completed his PhD degree at the University of Nottingham under the supervision of Professors Zoltán Dörnyei and Norbert Schmitt. He also holds an MA in social science data analysis from Essex University. His research interests include motivation theory, research methodology and complexity. His publications have appeared in a number of journals including *Language Learning*, *The Modern Language Journal*, *Studies in Second Language Acquisition*, *ELT Journal*, *Language Teaching Research* and *Learning and Individual Differences*. He is also the co-author (with Phil Hiver) of the book *Research Methods for Complexity Theory in Applied Linguistics* (Multilingual Matters, 2020).

Mercè Bernaus is Emeritus Professor of the Autonomous University of Barcelona. She coordinated plurilingualism/culturalism projects at the European Centre for Modern Languages (ECML) such as ConBaT+ and Language Educator Awareness (LEA). The Council of Europe and the ECML published the materials produced by those projects. Recently, she is engaged in the ECML Training and Consultancy programme for member states. She has collaborated in workshops dealing with ‘Supporting Multilingual Classrooms’. Since 2007, she has been involved in the Pestalozzi programme of the Council of Europe. She does teacher training courses for teachers in Caucasian countries sponsored by the Council of Europe. She has published papers on multilingualism, and also on motivation and second language learning as a co-author with Robert C. Gardner.

Jorida Cila is a postdoctoral scholar in the Social and Political Psychology Lab at Ryerson University. Jorida’s research focuses on issues of culture and identity, and her dissertation research examined cultural influences on baby-naming choices and preferences among bicultural individuals. Some of her other work examines the consequences of ethnic names in mainstream cultural contexts and the influence of multiple social identifications on well-being among minorities. Jorida has also published on the topics of interfaith dating, language brokering, and culture and preferred mate attributes.

Jennifer Claro is a lecturer at the Kitami Institute of Technology in Hokkaido, Japan and a PhD candidate at the Ontario Institute for Studies in Education, University of Toronto. Her current research interests include L2 motivation, identification and identity, intercultural contact and Japanese culture, society and history.

Richard Clément is Emeritus Professor of psychology at the University of Ottawa. His current research interests include issues related to bilingualism, second language acquisition and identity change and adjustment in the acculturative process, topics on which he has published extensively in both French and English, in America, Asia and Europe. He is an elected fellow of both the Canadian and the American Psychological Associations as well as of the Royal Society of Canada. He has recently been made a Knight of the Order of the Academic Palms by the Republic of France.

Jean-Marc Dewaele is Professor of Applied Linguistics and Multilingualism at Birkbeck, University of London. He is a keen walker and karate-ka. He authored *Emotions in Multiple Languages* (Palgrave Macmillan, 2010) and co-authored *Raising Multilingual Children* (Multilingual Matters, 2017). He was president of the International Association of Multilingualism and former president of the European Second Language Association. He was General Editor of the *International Journal of Bilingual Education and Bilingualism* and is now General Editor of the *Journal of Multilingual and Multicultural Development*. He won the Equality and Diversity Research Award from the British Association for Counselling and Psychotherapy (2013) and the Robert Gardner Award for Excellence in Second Language and Bilingualism Research (2016) 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 and second language acquisition, and he is the author of over 25 books, including *Motivational Strategies in the Language Classroom* (Cambridge University Press, 2001), *Research Methods in Applied Linguistics* (Oxford University Press, 2007), *Motivating Learners, Motivating Teachers: Building Vision in the Language Classroom* (Cambridge University Press, 2014, with M. Kubanyiova), *The Psychology of The Language Learner Revisited* (Routledge, 2015, with S. Ryan) and *Motivational Currents in Language Learning: Frameworks for Focused Interventions* (Routledge, 2016, with A. Henry and C. Muir).

John Edwards was born in England, educated there and in Canada, and received his PhD from McGill University. He is a senior research professor at St Francis Xavier University (Antigonish), adjunct professor, graduate studies, at Dalhousie University (Halifax) and visiting professor at Minzu University (Beijing). His main research interest is with the establishment,

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Robert C. Gardner obtained his PhD in psychology from McGill University in 1960 under the direction of Wallace E. Lambert. He spent his last year of residency studying and working with John B. Carroll at the Graduate School of Education, Harvard University. He joined the Department of Psychology at the University of Western Ontario as a lecturer in 1961 and was promoted to assistant professor in 1962, associate professor in 1966 and professor in 1970. In July 2000, he was appointed professor emeritus of psychology at the University of Western Ontario, where he is continuing his research.

Howard Giles is Distinguished Research Professor of Communication at the University of California, Santa Barbara, USA. He is founding editor of the *Journal of Language and Social Psychology* and the *Journal of Asian Pacific Communication*. Giles was a past president of the International Communication Association and the International Association of Language and Social Psychology. His research interests encompass interpersonal and intergroup communication processes in intergenerational, police-civilian and other intergroup settings, and he is co-editor of the two-volume, *Oxford Encyclopedia of Intergroup Communication* (Oxford University Press, 2018).

Tammy Gregersen received her MA in education and PhD in linguistics in Chile, where she also began her academic career. She is currently teaching and researching at the American University of Sharjah where she also coordinates their masters in TESOL programme. She is the co-author, with Peter D. MacIntyre, of *Capitalizing on Language Learner Individuality* (Multilingual Matters, 2014) and *Optimizing Language Learners' Nonverbal Communication in the Language Classroom* (Multilingual Matters, 2017). She is also a co-editor with Peter D. MacIntyre and Sarah Mercer of *Positive Psychology in SLA* (Multilingual Matters, 2016) and *Innovations in Language Teacher Education* (Springer, 2017). She has published extensively in peer-reviewed journals and contributed several chapters in applied linguistics anthologies on individual differences, teacher education, language teaching methodology and non-verbal communication in language classrooms. Tammy is passionate

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Elaine K. Horwitz is Professor of Curriculum and Instruction at the University of Texas at Austin, USA. She is known for her pioneering research on language anxiety and beliefs about language learning. Her article, 'Preliminary evidence for the reliability and validity of a foreign language anxiety scale' was recently recognized in the 50th anniversary volume of the *TESOL Quarterly* as one of the most influential articles published in the journal during its 50-year history. She is the author of *Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching* (Pearson, 2012, 2nd edn) and co-editor of *Language Anxiety: From Theory and Practice to Classroom Implications* (Pearson, 1990).

Richard N. Lalonde is a professor of psychology at York University in Toronto. His MA and PhD supervisor was Bob Gardner at the University of Western Ontario. The majority of Richard's research has focused on issues of identity and culture that play out in the Canadian multicultural context. Bob Gardner mentored him to pursue ideas that had practical resonance and that fell out of the mainstream. Bob also demonstrated by example that teaching was just as important as research.

James P. Lantolf is the Greer Professor in Language Acquisition and Applied Linguistics, Emeritus at The Pennsylvania State University and is Director of the Center for Language Acquisition. He is also Changjiang (Yangtze River) Scholar in Applied Linguistics in the School of Foreign Studies at Xi'an JiaoTong University. He served as the co-editor of *Applied Linguistics*, is the founding editor of *Language and Sociocultural Theory* and received the Distinguished Scholarship and Service Award of the American Association for Applied Linguistics (2016). His research focuses on sociocultural theory and classroom second language development.

Diane Larsen-Freeman is Professor Emerita of Education and Linguistics, Research Scientist Emerita and former director of the English Language Institute at the University of Michigan. She is also Professor Emerita

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Chengchen Li is a lecturer in the School of Foreign Languages at Huazhong University of Science and Technology, China. She obtained her PhD at Xiamen University, Xiamen, China and was also an affiliate PhD student at Birkbeck, University of London, UK, sponsored by the China Scholarship Council (2017–2018). Her research interests include positive psychology of foreign language learning and foreign language teacher education.

Peter D. MacIntyre received his PhD in psychology from the University of Western Ontario (now Western University) in 1992 with Robert C. Gardner and is now a 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, dynamic systems and learning. The majority of Peter's research examines the psychology of communication, with a particular emphasis on second language acquisition and communication. He has published several books including *Capitalizing on Language Learners' Individuality* (Multilingual Matters, 2014), *Motivational Dynamics in Language Learning* (Multilingual Matters, 2015), *Positive Psychology in SLA* (Multilingual Matters, 2016) and *Optimizing Language Learners' Nonverbal Behavior* (Multilingual Matters, 2017).

Nicole Macmillan is a second-year graduate student at the University of Calgary, studying at the School of Applied Child Psychology. Her current research focuses on the emotional work of teachers, burnout and the connection to a lack of preparedness in the diverse classroom. Aside from educational psychology and burnout literature, Nicole's other research interests include positive psychology, emotion research, anxiety disorder research and eating disorder research, all primarily within child and adolescent populations.

Bonny Norton, FRSC, is Professor and Distinguished University Scholar in the Department of Language and Literacy Education, University of British Columbia. Her primary research interests are identity and language learning, critical literacy and international development. Recent publications include a 2017 special issue on language teacher identity (*Modern*

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Rebecca L. Oxford is Distinguished Scholar-Teacher/Professor Emerita, at the University of Maryland and holds degrees in languages and psychology. Of her 15 books, nine concern language learning, teaching and motivation. Best known are *Teaching and Researching Language Learning Strategies: Self-Regulation in Context* (Routledge, 2017); *Language Learning Strategies and Individual Learner Characteristics: Situating Strategy Use in Diverse Contexts* (Bloomsbury, 2018, with C.M. Amerstorfer); and *Language Learning Strategies: What Every Teacher Should Know* (Heinle, 1990). Six others involve peacebuilding and transformation: *Understanding Peace Cultures* (Information Age Publishing, 2014); *The Language of Peace: Communicating to Create Harmony* (Information Age Publishing, 2013); and *Peacebuilding in Language Education: Innovations in Theory and Practice* (Oxford, Olivero & Gregersen, forthcoming); and others. She has published approximately 260 articles and has presented research in 43 countries.

Jessica Ross received her Bachelor of Arts – Honours in psychology from Cape Breton University. She is currently pursuing her PhD in social psychology at the University of Waterloo. She is primarily interested in motivation, self-regulation and emotion, with a secondary interest in positive psychology and second language acquisition. The majority of Jessica's current research involves examining the concept of metamotivation, including individual differences and performance outcomes.

Sara Rubenfeld is a defence scientist with the Department of National Defence in Canada. Her work centres on culture and leadership and its relevance to operational and organizational dynamics within the Canadian Armed Forces. In particular, her research focuses on second language learning and use; intercultural competence; and sex- and gender-based misconduct. Sara completed a PhD in experimental psychology at the University of Ottawa under the supervision of Richard Clément. Her academic research examined the relationship between second language learning and intergroup dynamics.

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Paul F. Tremblay is an assistant professor at Western University (Canada) in the Psychology Department, where he teaches graduate courses in statistics, structural equation and multilevel modelling, and qualitative methods. Most of his current research involves collaborations with graduate students applying advanced modelling techniques to their own research, whether individual differences in psychology, education and second language learning, or health sciences.

Emilia Ushioda is a professor and director of the Centre for Applied Linguistics, University of Warwick, where she has been working since 2002. Emilia is internationally well-known for her work on motivation and autonomy in language learning, particularly for promoting qualitative approaches to researching motivation, and she has published widely in these areas. Recent books include *International Perspectives on Motivation: Language Learning and Professional Challenges* (Palgrave Macmillan, 2013), *Teaching and Researching Motivation* (Routledge, 2011 co-authored with Z. Dörnyei, 2011) and *Motivation, Language Identity and the L2 Self* (Multilingual Matters, 2009, co-edited with Z. Dörnyei). She has also co-edited, with Z. Dörnyei, a special issue of the *Modern Language Journal* (Fall 2017) on 'Beyond global English: Motivation to learn languages in a multicultural world'. Emilia is currently working on a monograph addressing ethical perspectives on language learning motivation research.

