

Contributors

Editors

Mohammad N. Karimi is a Professor of Applied Linguistics affiliated with the department of Foreign Languages, Kharazmi University, Tehran, Iran, where he teaches graduate and post-graduate courses including Second Language Acquisition, Critique of Language Teaching Issues, Psycholinguistics/Psychology of Language Learning, among others. His main areas of interest and research include cognitive aspects of language learning and teaching, second language teacher education/development, teacher cognition, learner beliefs and psychology of language learning/teaching. He has published on these areas in well-accredited journals such as *System*, *Applied Linguistics*, *Innovations in Language Learning and Teaching*, *Language Teaching Research*, *Language Awareness*, *Modern Language Journal*, *Journal of Neurolinguistics*, *Journal of Psycholinguistic Research*, *Assessing Writing*, *Current Psychology*, *Contemporary Educational Psychology*, *Thinking Skills and Creativity*, *Computers and Composition*, *Second Language Teacher Education*, *Discourse Processes*, *Reading Psychology*, *Middle School Journal*, *Journal of Education for Teaching*, among others. He serves on the editorial board of a number of local and international journals.

Luis Javier Pentón Herrera is an award-winning Spanish and English educator and a best-selling author. In 2024, he was selected as the 2024 TESOL Teacher of the Year, awarded by the TESOL International Association and National Geographic Learning. He is a Professor (Profesor uczelni, in Polish) at Akademia Ekonomiczno-Humanistyczna w Warszawie, Poland, Co-Editor of the *Contemporary Perspectives on Learning Environments* book series (IAP), Co-Editor of *Tapestry: A Multimedia Journal for Teachers and English Learners* and Associate Editor of *Language Teacher Education Research*. Further, he is a Fulbright and English Language Specialist with the U.S. Department of State. Previously, he served as the 38th President of Maryland TESOL from 2018 to 2019, and earned the rank of Sergeant while serving in the United States Marine Corps (USMC). Two of his professional accolades include the '30 Up and Coming Emerging Leaders in TESOL', awarded by TESOL

International Association in 2016, and the J. Estill Alexander Future Leader in Literacy Award, awarded by the Association of Literacy Educators and Researchers (ALER) in 2018 when his dissertation was chosen as ALER's 2018 Outstanding Dissertation of the Year. Dr Pentón Herrera's current teaching and research projects are situated at the intersection of identity, emotions and well-being in language and literacy education, social-emotional learning (SEL), autoethnography and storytelling, refugee education and language weaponization. His books can be found in the University of Michigan Press, Routledge, Springer, Brill, De Gruyter, TESOL Press, Bucharest University Press and Rowman & Littlefield. Originally from La Habana, Cuba, Dr Pentón Herrera enjoys creative writing, playing with his two doggies, Virgo and Maui, and running in his free time.

Behzad Mansouri holds a PhD in Curriculum and Instruction with an interdisciplinary specialization in teacher education, applied linguistics, research methodology and programme evaluation from the University of Alabama, Tuscaloosa. He is mainly interested in conducting programme evaluations and researching language teacher emotions, identity and agency. His research has appeared in scholarly outlets such as the *Journal of Moral Education*, *Asia-Pacific Education Researcher*, *TESL-EJ*, *Pedagogy, Culture and Society*, *System*, *Current Psychology* and the *TESOL Encyclopedia of ELT*, etc. He also serves on the editorial board of a number of journals in language education. Dr Mansouri has also guest edited a special issue on Advances in Research on Teacher Cognition for *TESL-EJ*. Currently, he is a Program Evaluator and Research Specialist at Lakeshore Foundation, an internationally recognized non-profit organization with the mission of promoting advocacy and inclusion for individuals with disabilities. He implements needs assessment, advocacy evaluation and designs evidence-based programmes in support of enhancing community engagement for individuals with disabilities.

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Anna Becker is an Assistant Professor and Marie Skłodowska-Curie Fellow in the Department of Linguistics at the Polish Academy of Sciences. She received her PhD in Education and a Diploma of Advanced Studies in higher education and educational technology from the University of Fribourg, Switzerland. Her research focuses on research-practice relationships, multilingualism in schools and society, identity, migration and power. Anna serves as managing editor of *European Education* and advisory board member of the *Comparative Education Review* and is a consultant for the European Cooperation in Science & Technology for international student mobility.

Eduardo Castro is a Learning Advisor and Lecturer at Kanda University of International Studies in Japan and a PhD candidate at the University of Jyväskylä in Finland. He holds an MSc in Applied Linguistics from the Federal University of Viçosa in Brazil. His research interests focus on the psychology of language learning and teaching, with a particular emphasis on the role of emotions in language education. He has published in journals such as *System* and *Language Teaching Research*. He also serves as an associate editor for *Studies in Self-Access Learning Journal* and co-editor of the reflective column in *Relay Journal*.

Alice Chik is an Associate Professor and Director of Research Training in the School of Education, Faculty of Arts, Macquarie University, Sydney, Australia. Her primary area of research examines language learning and multilingual literacies in urban and digital environments. She is especially interested in exploring how language learners construct and direct their autonomous learning in informal contexts.

James Coda (he/him/his) is an Assistant Professor of ESL and world language education in the Department of Theory and Practice in Teacher Education in the College of Education, Health, and Human Sciences at the University of Tennessee, Knoxville. His research interests include LGBTQIA+ issues in language education, queer theories and pedagogies and LGBTQIA+ teacher identity.

Peter I. De Costa is a Professor in the Department of Linguistics, Languages & Cultures and the Department of Teacher Education at Michigan State University, where he directs the Master's in TESOL programme in the College of Arts & Letters. He is also the English as a Second Language (ESL) graduate director in the College of Education. As a critical applied linguist, his research areas include emotions, identity, ideology and ethics in language learning, language teaching and language policy. In addition, his ecologically and social justice-oriented work looks at the intersection between second language acquisition (SLA), second language teacher education (SLTE) and language policy. He is the co-editor of *TESOL Quarterly* and the President of the American Association for Applied Linguistics.

Liv Halaas Detwiler (she/her) is a doctoral candidate in world language teacher education in the Department of Theory and Practice in Teacher Education at the University of Tennessee Knoxville. Her research interests include (language) teacher reflective practice, culturally relevant pedagogy, multimodal input and L2 interaction and engagement.

Mikel Gartziaarena is an Assistant Professor in the Department of Didactics of Language and Literature at the Faculty of Education, Philosophy and Anthropology, University of the Basque Country (UPV/EHU). He is a member of the Donostia Research Group in Education and

Multilingualism (DREAM). His main research interests include teachers' beliefs and attitudes about multilingualism, multilingual language teaching approaches and the linguistic elements in the revitalization and use of minority languages.

Artzai Gaspar is a PhD candidate in the Department of Educational Sciences at the Faculty of Education, Philosophy and Anthropology, University of the Basque Country (UPV/EHU). He is a member of the Donostia Research group on Education and Multilingualism (DREAM). His main research interests include the didactics of the academic language, pedagogical translanguaging practices, the development of metalinguistic awareness and the sociolinguistics of the European minority languages.

Julia Goetze is an Assistant Professor of German and Second Language Acquisition at the University of Wisconsin – Madison. Her research focuses on language teacher psychologies and their role in student learning in instructed educational settings. Within that scope, her work explores language teachers' emotional complexity in language classrooms and its links to teacher well-being, beliefs, motivations and classroom behaviors. She is especially interested in examining these interconnections in language classrooms that integrate traditional approaches to language teaching with critical and social justice-focused pedagogies.

Ruth Harman is a Professor in the Department of Language and Literacy Education at the University of Georgia. Her research and teaching focus on issues related to immigration, multilingual education and youth civic engagement. Over the past two decades, she has used performance and improvisation in her work with teachers, youth and community members to interrogate and disrupt normative minoritizing discourses. She has published in three overlapping areas related to this focus: critical systemic functional linguistics (SFL), critical performative pedagogy (CPP) and youth participatory action research.

Takaaki Hiratsuka is a Professor of Applied Linguistics at Ryukoku University in Kyoto, Japan. His recent book publications include: *Narrative Inquiry into Language Teacher Identity: ALTs in the JET Program* (2022, Routledge), *Team Teachers in Japan: Beliefs, Identities, and Emotions* (2023, Routledge) and *Native-Speakerism and Trans-Speakerism: Entering a New Era* (2024, Cambridge University Press).

Agnieszka Kaldonek-Crnjaković is an Assistant Professor at the Institute of English Studies (Faculty of Modern Languages, University of Warsaw), where she heads the Department of Applied Linguistics and Translation Studies and teaches courses related to her research interests, including teaching languages to students with special educational needs. She is the founder and coordinator of the faculty research group

Neurodiversity in Language Education. Before joining academia in 2018, she worked as a foreign/second language teacher and special needs teacher in Croatia, Poland and the UK.

Ufuk Keleş completed his PhD in Curriculum and Instruction at the University of Alabama, USA, on a Fulbright grant. Before, he was an English instructor in Turkey for 15 years. His research interests include transnational socialization, social justice in ELT, multicultural education, humanizing applied linguistics research, language teacher education, critical discourse analysis, autoethnography and qualitative educational research. He has published in international journals, including *Teaching and Teacher Education*, *Applied Linguistics Review*, *Pedagogy, Culture, and Society*, *Language Teaching Research*, *Language Teaching* and *Qualitative Research*, among others. Currently, he works at Bahçeşehir University's ELT Department as an assistant professor. He is married with a son.

Marzieh Khazraie is a doctoral student in the Department of Foreign Languages, Kharazmi University, Tehran, Iran. Her main areas of interest include L2 pragmatics and second language teacher education and emotion research. Her papers have appeared in international journals such as *Language Teaching Research*, *Journal of Pragmatics*, etc.

Pamela Kimario is a doctoral student in the Department of Language and Literacy Education at the University of Georgia. Her research areas encompass bilingual education, second language acquisition, immigration and education and the literary practices of African immigrants. She is particularly focused on exploring the multilingualism and cultural practices of African immigrants within their hybridized environment. Pamela's research interests extend to qualitative research methodologies including critical methodologies, culturally sustaining pedagogy and participatory action research, with a primary goal of advocating for minoritized students to ensure equitable educational opportunities.

Shuang Fu is a doctoral candidate in the Language and Literacy Education Department at the University of Georgia. Her research focuses on developing more equitable learning opportunities for racially, linguistically and socioeconomically minoritized students. Shuang specializes in critical educational policy analysis, youth participatory action research and culturally sustaining pedagogy. She examines how language education policies and language ideologies inform teachers' pedagogies in ways that both challenge and create affordances for multicultural and multilingual education.

Sarah Mason has taught English in Japan for more than 20 years. She is a doctoral candidate in the Macquarie School of Education at Macquarie University, Australia. She has a particular interest in the field

of language teacher identity. Her research interests also include language teaching and emotions, language teacher professional development and well being. Her most recent publications appear in *JALT Journal*, *Language Teaching Research Quarterly*, and *Sexuality and Culture*.

Elizabeth W. Mutunga teaches English Language Arts and supports Swahili-speaking students at Emergence Academy, an immigrants-only school in Springfield, Massachusetts. With a Master's in TESOL from the University of Georgia, she served as a Graduate Teaching Assistant, led organizations and mentored youths. Her interests revolve around immigration, multilingualism, multiculturalism and social justice, particularly focusing on language acquisition and identity formation within immigrant communities.

Mostafa Nazari is a Postdoctoral Fellow at the Department of English and Communication, The Hong Kong Polytechnic University. Mostafa's areas of research are language teacher emotion, language teacher identities, action research and technology in teacher education.

Jacob Rieker is Assistant Research Professor and Researcher in English for Specific Purposes and English as a Medium of Instruction in the Department of Applied Linguistics at The Pennsylvania State University, USA. His research engages Vygotskian sociocultural theory primarily in the contexts of second language teacher education and English as a medium of instruction to both document and promote teacher and faculty development.

Eva Seidl is a Lecturer of German as L1 and LX at the Centre of Language, Plurilingualism and Didactics and at the Department of Translation Studies, both at the University of Graz (Austria), where she is also engaged in language teacher education and professional development. Her main areas of research focus on the topics of Scholarship of Teaching and Learning (SoTL) and Translation- and Interpreting-oriented Language Learning and Teaching (TILLT).

Juyoung Song's research interests encompass language learning within social contexts, with a particular focus on language ideology, identity and emotion. She has conducted research on language teacher emotions from various perspectives, including emotions experienced by language teachers across contexts such as ESL, EFL, online language teaching, social media, heritage language education, Korean as a second language teaching and language teacher education. She has theorized non-native English speaking teachers' (NNESTs) emotional experiences, particularly their feelings of anxiety, in relation to social structures and power dynamics in language teaching, exploring how these experiences impact English teaching.

Zia Tajeddin is Professor of Applied Linguistics at Tarbiat Modares University, Iran. His areas of research include teacher education, L2 pragmatics and EIL/ELF pedagogy. He is the co-editor of the book series *Studies in Language Teacher Education* (Springer) and the journals *Applied Pragmatics* (John Benjamins) and *Second Language Teacher Education* (University of Toronto Press). His published books include *Lessons from Good Language Teachers* (Cambridge University Press, 2020), *Pragmatics Pedagogy in English as an International Language* (Routledge, 2021), *Teacher Reflection: Policies, Practices and Impacts* (Multilingual Matters, 2022), *Language Education Programs: Perspectives on Policies and Practices* (Springer, 2023) and *Language Teacher Identity Tensions: Nexus of Agency, Emotion, and Investment* (Routledge, 2024).

Maedeh Valamohammadi is a PhD candidate in Applied Linguistics at Tarbiat Modares University, Iran. Her main areas of research include teacher emotion, teacher agency and EIL/ELF pedagogy.

Nerea Villabona is an Assistant Professor in the Department of Didactics of Language and Literature at the Faculty of Education and Sport, University of the Basque Country (UPV/EHU). She is a member of the Donostia Research group in Education and Multilingualism (DREAM). Her main research interests include translanguaging practices and the integration of content and language in CLIL contexts, as well as stakeholders' beliefs and attitudes toward language learning in multilingual settings.

Bedrettin Yazan is Associate Professor in the Department of Bicultural-Bilingual Studies at the University of Texas at San Antonio. He has experience teaching English in Türkiye and preparing teachers to work with English language learners in the US. His research focuses on language teacher learning and identity, collaboration between ESL and content teachers, language policy and planning and world Englishes. Methodologically he is interested in critical autoethnography, narrative inquiry and qualitative case study.

