



PSYCHOLOGY OF LANGUAGE LEARNING AND TEACHING

Series Editor: **Sarah Mercer** (University of Graz, Austria) and **Stephen Ryan** (Waseda University, Japan)

This international, interdisciplinary book series explores the exciting, emerging field of Psychology of Language Learning and Teaching. It is a series that aims to bring together works which address a diverse range of psychological constructs from a multitude of empirical and theoretical perspectives, but always with a clear focus on their applications within the domain of language learning and teaching.

The field is one that integrates various areas of research that have been traditionally discussed as distinct entities, such as motivation, identity, beliefs, strategies and self-regulation, and it also explores other less familiar concepts for a language education audience, such as emotions, the self and positive psychology approaches.

In theoretical terms, the new field represents a dynamic interface between psychology and foreign language education and books in the series draw on work from diverse branches of psychology, while remaining determinedly focused on their pedagogic value.

In methodological terms, sociocultural and complexity perspectives have drawn attention to the relationships between individuals and their social worlds, leading to a field now marked by methodological pluralism. In view of this, books encompassing quantitative, qualitative and mixed methods studies are all welcomed.

New proposals for the series are welcomed and should be written according to the guidance here. Please send to: [Laura Longworth, Commissioning Editor, Multilingual Matters](mailto:laura@multilingual-matters.com)

PUBLISHED BOOKS

THE EMOTIONAL ROLLERCOASTER OF LANGUAGE TEACHING

Edited by **Christina Gkonou, Jean-Marc Dewaele and Jim King**



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Summary
 This book focuses on the emotional complexity of language teaching and how the diverse emotions that teachers experience while teaching are shaped and function. The book is based on the premise that teaching is not just about the transmission of academic knowledge but also about inspiring students, building rapport with them, creating relationships based on empathy and trust, being patient and most importantly controlling their own emotions and being able to influence students' emotions in a positive way. The book covers a range of emotion-related topics, both positive and negative emotions which are relevant to language teaching including emotional labour, burnout, emotion regulation, resilience, emotional intelligence and wellbeing among others. These topics are studied within a wide range of contexts such as teacher education programmes, tertiary education, CLIL and action research settings, and primary and secondary schools across different countries. The book will appeal to any student, researcher, teacher or policymaker who is interested in research on the psychological aspects of foreign language teaching.

Reviews
This volume provides fascinating insights into the complexity of emotions shaping language teachers' classroom practice, experiences and working lives. The editors have brought together a rich range of theoretical and empirical perspectives spanning a diversity of professional contexts. The book will be of value to all those concerned with understanding or researching the emotional dimension of language teaching.
 Emma Ushioda, University of Warwick, UK

This timely anthology explores the fundamental role of emotions in the professional lives and everyday practices of language teachers. Drawing on a wide range of theoretical, methodological and classroom-based approaches, the chapters open up new dimensions in our knowledge of the complexity and salience of language teacher emotions within and across multiple contexts.
 Cynthia J. White, Massey University, New Zealand

A timely collection that advances new directions for investigating and reflecting on emotions in language education. Bringing various strands of contemporary emotion research to bear on diverse educational contexts across the globe, it provides essential insights into the effective realities that shape teachers' professional practices and impact their personal wellbeing.
 Matthew T. Prior, Arizona State University, USA

Author Biographies

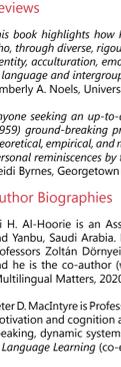
Christina Gkonou is Senior Lecturer in TESOL, University of Essex, UK. Her research interests include psychology for language learning and teaching, teacher professional identities, language anxiety and teacher education. She is co-editor (with Mark Daubney and Jean-Marc Dewaele) of *New Insights into Language Anxiety* (Multilingual Matters, 2017).

Jean-Marc Dewaele is Professor in Applied Linguistics and Multilingualism, Birkbeck, University of London, UK. He has been working in the field for close to 30 years and has published extensively on multilingualism and emotion. He is General Editor of the *Journal of Multilingual and Multicultural Development*.

Jim King is based at the University of Leicester, UK where he directs postgraduate courses in Applied Linguistics and TESOL. His research interests centre around psychological aspects of foreign language education, with a particular focus on learner silence. He is co-editor (with Seiko Harumi) of *East Asian Perspectives on Silence in English Language Education* (Multilingual Matters, 2020).

EXPLORING LANGUAGE TEACHER EFFICACY IN JAPAN

Gene Thompson



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Summary
 This book examines language teacher efficacy beliefs, focusing on the individual and collective beliefs of Japanese high school teachers. It discusses personal and collective dimensions of language teacher efficacy related to personal second language (L2) capability, instructional L2 efficacy and collective capability towards the classroom. The book provides a detailed discussion about the ways in which these beliefs developed and situates the findings within the wider field of teacher efficacy research. It helps further understanding of factors that may influence teacher self-efficacy and suggests new directions for research to explore in future studies. It will appeal to postgraduates and researchers with an interest in language teacher cognition, the psychology of language teaching and those in the wider fields of self-efficacy, teacher efficacy and teacher agency. It is also of use to those with an interest in the high school English education system in Japan, as well as researchers investigating similar contexts.

Reviews
Gene Thompson deserves great credit for this thoughtful and illuminating exploration of language teacher efficacy (LTE) beliefs in Japan. Strengths of the volume include Thompson's deep engagement with and theorizing from the literature, his awareness of how to investigate LTE beliefs in a principled way, and his clear, insightful and engaging research reports that centre around psychological aspects of foreign language education, with Mark Wyatt, Khorat University, UAE

Offering a thorough picture of teacher self-efficacy from a language teaching perspective, Gene Thompson's book represents a much-needed work in applied linguistics. Although the volume focuses on the Japanese context, most of the discussions have worldwide implications and will be a source of inspiration for researchers interested in language teacher self-efficacy.
 Shahab Moradkhani, Razi University, Iran

This is a significant and timely contribution to the contemporary research literature on English education in Japan. Thompson's extensive training experience and deep knowledge of the Japanese context are reflected in the high quality of research displayed in this volume. It is a highly recommended read, not only for researchers and teacher educators in Japan, but for anyone else across the world interested in similar issues regarding language teaching and learning.
 Gregory Paul Glasgow, Kanda University of International Studies, Japan

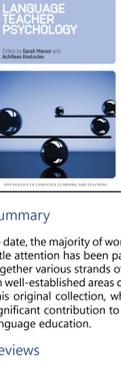
Author Biography

Gene Thompson is an Associate Professor at Rikkyo University, Japan where he carries out research on learner and teacher cognitions, self-efficacy, English medium instruction and teaching English as an international language. He has spent over 15 years working at Japanese schools in the area of language education and has significant experience carrying out language teacher workshops for secondary school teachers in Japan.

CONTEMPORARY LANGUAGE MOTIVATION THEORY

60 Years Since Gardner and Lambert (1959)

Edited by **Ali H. Al-Hoorie and Peter D. MacIntyre**



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Summary
 This book brings together contributions from the leaders of the language learning motivation field. The varied chapters demonstrate how Gardner's work remains integral to a diverse range of contemporary theoretical issues underlying the psychology of language, even today, 60 years after the publication of Gardner and Lambert's seminal 1959 paper. The book covers a wide selection of topics related to applied linguistics, second language acquisition, social psychology, sociology, methodology and historical issues. The book advances thinking on cutting-edge topics in these diverse areas, providing a wealth of information for both students and established scholars that show the continuing and future importance of Gardner and Lambert's ideas.

Reviews
This book highlights how Robert Gardner's seminal work has influenced the research of an array of scholars who, through diverse, rigorous methods, have developed their own important lines of inquiry on topics such as identity, acculturation, emotions, and well-being, culminating in a unique perspective on the social psychology of language and intergroup relations.
 Kimberly A. Noels, University of Alberta, Canada

Anyone seeking an up-to-date assessment of sixty years of motivation research since Gardner and Lambert's (1959) ground-breaking proposal for a social-educational model will find in this volume a treasure trove of theoretical, empirical, and methodological insights, made all the richer by critical, dialogic engagement alongside personal reminiscences by top researchers in the field.
 Heidi Byrnes, Georgetown University, USA

Author Biographies

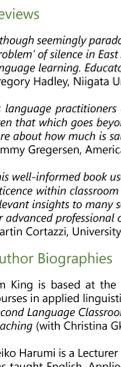
Ali H. Al-Hoorie is an Assistant Professor at the English Language Institute, Royal Commission for Jubail and Yanbu, Saudi Arabia. He completed his PhD at the University of Nottingham under the supervision of Professor Zoltán Dörnyei and he has since published his publications in a number of journals, and he is the co-author (with Phil Hiver) of *Research Methods for Complexity Theory in Applied Linguistics* (Multilingual Matters, 2020).

Peter D. MacIntyre is Professor of Psychology at Cape Breton University, Canada. His research examines emotion, motivation and cognition across a variety of types of behavior, including interpersonal communication, public speaking, dynamic systems, and learning. He has published several books, including *Motivational Dynamics in Language Learning* (co-edited with Zoltán Dörnyei and Alastair Henry).

VISUALISING MULTILINGUAL LIVES

More Than Words

Edited by **Paula Kalaja and Silvia Melo-Pfeifer**



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Summary
 This book brings together empirical studies from around the world to help readers gain a better understanding of multilinguals, ranging from small children to elderly people, and their lives. The chapters focus on the multilingual subjects' identities and the ways in which they are discursively and/or visually constructed, and are split into sections looking specifically at the multilingual self, the multilingual learner and multilingual teacher education. The studies draw on rich visual data, which is analysed for content and/or form and often complemented with other types of data, to investigate how multilinguals make sense of their use and knowledge of more than one language in their specific context. The topic of multilingualism is addressed as subjectively experienced and the book unites the current multilingual, narrative and visual turns in Applied Linguistics. It will be of interest to students and researchers working in the areas of language learning and teaching, teacher education, research into multilingualism, as well as those interested in using visual methods and narratives as a means of academic research.

Reviews
Narrative turns and visual turns. This book will have your head spinning. Filled with innovative methods for studying the multilingual nature and complexity of learner-teacher interactions with more conventional methods too, this starting collection looks to the future in applied language studies research.
 Gary Barkhuizen, University of Auckland, New Zealand

A path-breaking book for multilingual classrooms in the 21st century! The 15 chapters, expertly edited by Kalaja and Melo-Pfeifer, offer cutting-edge research on multilingual subjects and a range of truly innovative pedagogies for teachers. This book will inspire researchers investigating the role of visual literacies in multilingual education and will foster in teachers the experience of being committed to a deeper understanding of the multilingual lives of newcomer students and multilingual learners worldwide. This volume is bound to become a major reference in the fields of language education and teacher education.
 Christine Hélot, University of Strasbourg, France

Author Biographies

Paula Kalaja is Professor Emerita in the Department of Language and Communication Studies at the University of Jyväskylä, Finland. Her research interests lie in visual methodologies and foreign language learning and teaching, with a particular interest in beliefs, motivation and identities. She has published widely in the field and is co-author (with Ana Maria F. Barcelos, Mari Aro and Maria Ruohotie-Lyhty) of *Beliefs, Agency and Identity in Foreign Language Learning and Teaching* (Palgrave, 2016).

Silvia Melo-Pfeifer is Professor in the Department of Education at the University of Hamburg, Germany. She is also a member of CIDTFF (Research Centre 'Didactics and Technology in Education of Teachers') at the University of Aveiro, Portugal. Her research interests include plurilingual and intercultural (online) interaction, pluralistic approaches to languages and cultures, and heritage language education.

LANGUAGE TEACHER PSYCHOLOGY

Edited by **Sarah Mercer and Achilles Kostoulas**



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Summary
 To date, the majority of work in language learning psychology has focused on the learner. In contrast, relatively little attention has been paid to teacher psychology. This volume seeks to redress the imbalance by bringing together various studies of research in the psychology of language teaching. It consists of 19 contributions. It offers a collection of current research into the complex and ambiguous issue of silence in language education. This original collection, which covers a multitude of theoretical and methodological perspectives, makes a significant contribution to the emerging field of language teacher psychology as a domain of inquiry within language education.

Reviews
This book convincingly establishes a new field of enquiry, showing that language teacher psychology – though frequently neglected – really matters! Sarah Mercer and Achilles Kostoulas have assembled a rich array of expert contributions, uniting hitherto disparate areas in a coherent, ground-breaking collection. The book will inspire new research and action for teacher well-being and learner achievement.
 Richard Smith, the University of Warwick, UK

In contrast to the study of learners, the study of teachers in the field of second language acquisition has been noticeably rare. In this masterful collection of recent research, Mercer and Kostoulas draw together a compelling rationale for attention to teachers as central players in language learning. The chapters in the book are compulsory reading for anyone wishing to gain deeper insights into language teacher psychology.
 Anne Burns, University of New South Wales, Australia

The chapters in this book have succeeded in laying out a rich, colorful and textured landscape of research into language teachers. With its diverse conceptual frameworks and innovative methodologies, the book is bound to become a primary reference for anyone wishing to orient themselves in this terrain and/or contribute to it.
 Maggie Kubanyova, University of Leeds, UK

Author Biographies

Sarah Mercer is the Head of the ELT Research and Methodology section at the University of Graz, Austria. She is co-editor of *Positive Psychology in SLA* (with Peter MacIntyre and Tammy Grøgersen) and *Multiple Perspectives of the Self in SLA* (with Marion Williams).

Achilles Kostoulas taught English in schools in Greece before moving into language teacher education. He completed a PhD at the University of Manchester, UK and now works in the Department of English Studies at the University of Graz, Austria.

FORTHCOMING TITLES 2020

EAST ASIAN PERSPECTIVES ON SILENCE IN ENGLISH LANGUAGE EDUCATION

Edited by **Jim King and Seiko Harumi**



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Summary
 Silence is a key pedagogical issue in language education. Seen by some as a space for thinking and reflection during the learning process, for others silence represents a threat, inhibiting target language interaction which is so vital during second language acquisition. This book eschews stereotypes and generalisations about why so many learners from East Asia seem either silent or unable to speak in English by providing a state-of-the-art account of current research into the complex and ambiguous issue of silence in language education. The innovative research included in this volume focuses on silence both as a barrier to successful learning and as a resource that may in some cases facilitate language acquisition. The book offers a fresh perspective on ways to facilitate classroom interaction while also embracing silence and it touches on key pedagogical concepts such as teacher cognition, the role of task features, classroom interactional approaches, pedagogical intervention and socialisation, willingness to communicate, as well as psychological and sociocultural factors. Each of the book's chapters include self-reflection and discussion tasks, as well as annotated bibliographies for further reading.

Reviews
Although seemingly paradoxical, King and Harumi have much to say about silence. This edited work unlocks the hidden potential of East Asian English language classrooms, and shows teachers how to leverage it for better foreign language learning. Editors are certain of the value of this book to be a valuable resource.
 Gregory Hatley, Niigata University, Japan

As language practitioners and researchers we are behoved to consider the entire communication process – even that which goes beyond words – to include its absence. This volume is a must-read for those of us who care about how much is said when nothing is said.
 Tammy Grøgersen, American University of Sharjah, United Arab Emirates

This well-informed book uses a healthy variety of research methods to present a multi-layered picture of learner retention within classroom interaction, and sociocultural and psychological features of learning. It offers highly relevant insights to many school and university classrooms around the world and should be on the reading lists for advanced professional or Masters courses in ELT, applied linguistics, and classroom research methods.
 Martin Cortazzi, University of Warwick, UK

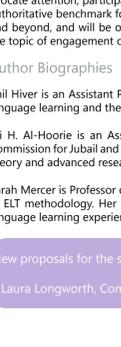
Author Biographies

Jim King is based at the University of Leicester where he directs the institution's campus-based Masters courses in applied linguistics and English language teaching. His books include the monograph *Silence in the Second Language Classroom* (Palgrave, 2013) and the edited volume *The Emotional Rollercoaster of Language Teaching* (with Christina Gkonou and Jean-Marc Dewaele, Multilingual Matters, 2020).

Seiko Harumi is a Lecturer in Japanese and Applied Linguistics (Education) at SOAS, University of London. She has taught English, Applied Linguistics and Japanese in Japan and currently teaches in the United Kingdom. Her academic interests lie in classroom discourse, pragmatics, learner-centred reflective approaches in L2 learning and language pedagogy.

THE COMPLEXITY OF IDENTITY AND INTERACTION IN LANGUAGE EDUCATION

Edited by **Nathaniel Rudolph, Ali Foad Selvi and Bedrettin Yazan**



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Summary
 This book addresses two critical calls pertaining to language education. Firstly, for attention to be paid to the various psychological factors of interest in SLA. Examples include: anxiety, fear, self-esteem, social identities, the need to attend to contextualizations of and approaches to manifestations of (in)equity in the socio-historical contexts in which they occur. Collectively, the chapters envision classrooms and educational institutions as sites both shaping and shaped by larger (trans)communal negotiations of being and belonging, in which individuals affirm and/or problematize essentialized and idealized nativeness and community membership. The volume, comprised of chapters contributed by a diverse array of researcher-practitioners living, working and/or studying around the globe, is intended to inform, empower and inspire stakeholders in language education to explore, question, challenge, and ultimately critically and practically transform the communities in which they live, work and/or study.

Review
As labels for people and practices proliferate in contemporary scholarship with sometimes inconsistent conceptualizations, this book brings these theories to bear on situated interactions. It transcends disciplinary boundaries by drawing from the wealth of available scholarly resources for interpretation. Thus it provides much-needed clarity on the way these conceptualizations play out for different educational outcomes.
 Suresh Canagarajah, Pennsylvania State University, USA

Author Biographies
 Nathaniel Rudolph is an Associate Professor of Sociolinguistics and Language Education at Kindai University in Higashiosaka, Japan. His research interests include translingual practice, critical approaches to language teacher and learner identity, and (in)equity in (and beyond) language education.

Ali Foad Selvi is an Assistant Professor and Chair of the Teaching English as a Foreign Language Program at Middle East Technical University, Northern Cyprus Campus. His research interests include Global Englishes and its implications for language learning and teaching.

Bedrettin Yazan is an Assistant Professor of Educational Linguistics at the University of Alabama, USA. His research interests include language teacher learning and identity, language policy and planning, World Englishes, and collaboration between ESL and content-area teachers.

DYNAMICS OF A SOCIAL LANGUAGE LEARNING COMMUNITY

Beliefs, Membership and Identity

Edited by **Jo Mynard, Michael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson and Phillip Law**

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Summary
 This book provides an in-depth exploration of psychological phenomena affecting language learning within a learning space. Drawing on the authors' work remains integral to a diverse range of contemporary theoretical practice and learner beliefs, in conjunction with other individual difference factors, it uncovers perceptions and assumptions that language learners have of the space and how they affect their relationship with it and the people within it. Readers will gain a greater understanding of how psychological phenomena shape a space and how a learning space can contribute to a wider learning ecology. This book will appeal to researchers interested in language learning beyond the classroom and psychological aspects of language acquisition, as well as to practitioners and professionals who are supporting learners outside the classroom.

Reviews
A compelling example of spaces transformed into places for learning through the interaction of individuals whose complex identities shape their choices and actions. This is an invaluable resource for educators, administrators and researchers committed to creating and exploring innovative environments that support classroom practice by fostering out-of-class learning experiences and a deeper understanding of the multilingual lives of learners.
 Garold Murray, Freelance Language Consultant, Japan

This book goes beyond a collection of research papers related to self-access or self-directed learning spaces – it will be a useful guide for those interested in enhancing or transforming their learning spaces into a social learning community. It provides the reader with a complete and comprehensive presentation of social learning spaces dynamics and the diversity of phenomena that emerge within these environments.
 Aedelia Patricia Ceval, National Autonomous University of Mexico, Mexico

It is refreshing to see a book on language learners and their experiences that actually takes the learners' voices as the starting point. This book gives fascinating insights into the psychological realities of the language learning journey and provides us with important directions for future practice and research.
 Hayo Reinders, Anaheim University, USA

Author Biographies

The authors are all researchers working at Kanda University of International Studies, Japan. The research team is led by Jo Mynard, Professor and Director of the Self Access Learning Center. The co-authors, Michael Burke, Daniel Hooper, Bethan Kushida, Phoebe Lyon, Ross Sampson and Phillip Law, are all lecturers within the English Language Institute at the university.

DIRECTED MOTIVATIONAL CURRENTS AND LANGUAGE EDUCATION

Exploring Implications for Pedagogy

Christine Mui

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Summary
 Directed motivational currents (DMCs) are goal-directed motivational surges in pursuit of a much-desired personal outcome. This book introduces the reader to cutting-edge theory and research in second language learner motivation and presents empirical research which investigates DMCs in the context of language learning. The studies explore the wider relevance of DMC theory from participants recruited worldwide, answering questions such as how many (and which) participants reported having experienced DMCs and what emerged as common triggers initiating such experiences. The studies also discuss the pedagogical implications of DMCs, raising the question of whether it is possible to design learning environments that specifically, and effectively, facilitate DMCs in such a way that it may be able to purposefully facilitate a group-DMC within learners in a second language classroom. The book's accessible writing style makes it suitable for researchers and students who are interested in second language learning as well as teacher and trainer teachers who are looking for classroom inspiration.

Review
Motivational currents are intriguing phenomena – once you've experienced one you'll never forget it. This book shows how these surges of motivational energy can be harnessed in the language classroom to boost learning. The author's findings leave no doubt about the potential value of DMCs in the language learning process. This is SLA research at its most scholarly and most applied!
 Zoltán Dörnyei, University of Nottingham, UK

Author Biography

Christine Mui is an Assistant Professor in Second Language Acquisition at the University of Nottingham, UK. Her research interests include language learner motivation, the self in language learning, language learner psychology, language learner narratives and narrative identity.

COMPLEXITY PERSPECTIVES ON RESEARCHING LANGUAGE LEARNER AND TEACHER PSYCHOLOGY

Edited by **Richard J. Sampson and Richard S. Pinner**

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Summary
 This edited volume brings together both established and emerging researcher voices from around the world to illustrate how complexity perspectives might contribute to new ways of researching and understanding the psychology of language learners and teachers in situated educational contexts. Chapter authors discuss their own perspectives on researching within a complexity paradigm, exemplified by concrete and original examples from their research histories. Moreover, chapters explore research approaches to a variety of learner and teacher psychological factors of interest in SLA. Examples include: anxiety, fear, self-esteem, social identities and group-level motivation, cognition and metacognition, emotions and emotion regulation strategies, learner reticence and silence, motivation, self-concept and willingness to communicate.

Reviews
Complex Dynamic Systems Theory (CDST) connects practice and research in ways that are abundantly illustrated in this excellent volume. The authors' first-person accounts make CDST accessible and show its relevance. The volume is sure to inspire practitioner-researchers to use the ecological approach afforded by CDST to investigate and make sense of the lived realities of their own classrooms.
 Diane Larsen-Freeman, Professor Emerita, University of Michigan, USA