著作

1. **Peng, J.** (2014). *Willingness to communicate in the Chinese EFL university classroom: An ecological perspective*. Bristol: Multilingual Matters.

2. 彭剑娥 (2019). 生态系统视域下高校外语教师的国际发表研究. 广州：中山大学出版社.

代表论文

3. **Peng, J.**, & Jiang, Y. (2022). Mining opinions on LMOOCs: Sentiment and content analyses of Chinese students' comments in discussion forums. *System*. doi.org/10.1016/j.system.2022.102879 (SSCI)

4. Shen, X., Hao, C., & **Peng, J.*** (2022). Promoting EFL learners' willingness to communicate through transmediation in a digital storytelling workshop. *Journal of Multilingual and Multicultural Development*, 1–18. doi.org/10.1080/01434632.2022.2086257 (SSCI)

5. **Peng, J.**, & Wu, L. (2022). Motivational profiles of Chinese university students majoring in Spanish: A comparative study. *Journal of Multilingual and Multicultural Development*, 1–18. doi:10.1080/01434632.2022.2035740 (SSCI)

6. Zheng, Y., & P **Peng, J.*** (2022). ELAN (EUDICO Linguistic Annotator). *RELC Journal*, 1–6. doi.org/10.1177/00336882221089052 (SSCI)

7. **Peng, J.** (2022). Book review. L. Woodrow (2019). *Doing a master's dissertation in TESOL and applied linguistics*. London & New York: Routledge. 243(e-copy) ISBN: 978-0-429-50406-8. *University of Sydney Journal of TESOL*, 193–199

8. Deng, F., & **Peng, J.*** (2021). Sustaining short-term exchange students' willingness to communicate in second language in multilingual classrooms. *RELC Journal*. doi:10.1177/00336882211035590 (SSCI)

9. **Peng, J.**, & Xie, X.* (2021). English-medium instruction as a pedagogical strategy for the sustainable development of EFL learners in the Chinese context: A meta-analysis of its effectiveness. *Sustainability, 13*(10). doi:10.3390/su13105637 (SSCI)

10. **Peng, J.**, & Zheng, Y. (2021). Metadiscourse and voice development in discussion sections in English majors' BA theses. *Sage Open, 11*(2). doi:10.1177/2158244021100887 (SSCI)

11. **Peng, J.**, & Jiang, Y. (2021). Book review. Phil Hiver, Ali H. Al-Hoorie, and Sarah Mercer (Eds): Student Engagement in the Language Classroom. Multilingual Matters, 2021. *Applied Linguistics*. Advance online publication. doi.org/10.1093/applin/amab014 (SSCI)

12. **Peng, J.** (2020). Teacher interaction strategies and situated willingness to communicate. *ELT Journal*, *74*(3), 307–317. (SSCI, A&HCI)

13. **Peng, J.** (2020). Ecological pulls and pushes on women academics' pursuits of research in China. *Frontiers of Education in China*, *15*(2), 222–249. (SCOPUS)

14. **Peng, J.** (2019). The roles of multimodal pedagogic effects and classroom environment in willingness to communicate in English. *System, 82,* 161–173. (SSCI)

15. **Peng, J.** (2019). Understanding willingness to communicate as embedded in classroom multimodal affordances: Evidence from interdisciplinary perspectives. *Linguistics and Education, 51*, 59–68. (SSCI, A&HCI)

16. **Peng, J.**, & Gao, X. (2019). Understanding TEFL academics' research motivation and its relations with research productivity. *Sage Open, 9*(3), 1–13. (SSCI)

17. **Peng, J.** (2019). Authorial voice constructed in citation in literature reviews of doctoral theses: Variations across training contexts. *Journal of English for Academic Purposes, 37*, 11–21. (SSCI, A&HC)

18. **Peng, J.**, Zhang, L., & Chen, Y. (2017). The mediation of multimodal affordances on willingness to communicate in the English as a foreign language classroom. *TESOL Quarterly, 51*(2), 302–331. (SSCI, A&HC)

19. **Peng, J.** (2015). L2 motivational self system, attitudes, and affect as predictors of L2 WTC: An imagined community perspective. *The Asia-Pacific Education Researcher, 24*(2), 433–443. (SSCI)

20. **Peng, J.** (2013). The challenge of measuring willingness to communicate in EFL contexts. *The Asia-Pacific Education Researcher, 22*(3), 281–291. (SSCI)

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24. **Peng, J**. (2007). Willingness to communicate in an L2 and integrative motivation among college students in an intensive English language program in China. *University of Sydney Papers in TESOL, 2,* 33–59.

25. **Peng, J.** (2007). Willingness to communicate in a L2 in the EFL Classroom: Rich descriptions from the Chinese university students. *Review of Applied Linguistics in China, 3*, 30–59.

26. 彭剑娥 (2021). 高校双语教学政策与实践思考 (“高校语言政策”多人谈栏目).

语言战略研究, (2), 74–75. (北大核心)

27. **彭剑娥** (2017). 基于 SSCI 的近十年语言学学科国际研究的可视化分析. 中国外语教育, *10*(1), 80–90. (CSSCI 集刊)

28. **彭剑娥** 汤敬谦 (2017). 我国大陆高校外语教师国际学术论文发表的现状与趋势——基于 2000-2014 年 SSCI 与 A&HCI 论文的分析. 语言教育, *5*(2), 2–8, 15.

29. **彭剑娥** (2015). 二语动机自我系统、国际姿态及努力程度关系的结构方程模型研究. 外语教学理论与实践,1, 12–18,81. (CSSCI)

30. **彭剑娥** (2015). 外语教师发展研究的生态学视角，语言教育，*3*(4)，37–42.

31. **彭剑娥** (2008).文化视角下大学生英语交际意愿的实证研究. 语言教学与研究, 6, 30–36. (CSSCI)

<u>邀约章节</u>

32. **Peng, J.** (2022). Willingness to communicate. In S. Li, P. Hiver & M. Papi (Eds.), *The Routledge handbook of second language acquisition and individual differences* (pp. 159–171). London: Routledge.

33. **Peng, J.** (2020). Willing silence and silent willingness to communicate (WTC) in the Chinese EFL classroom: A dynamic systems perspective. In J. King & S. Harumi (Eds.), *East Asian perspectives on silence in English language education* (pp. 144–166)*.* Bristol: Multilingual Matters.

34. **Peng, J.** (2015). The context-sensitivity of self-concept and willingness to communicate in the Chinese EFL classroom: A case study. In J. King (Ed.), *The dynamic interplay between context and the language learner* (pp. 84–103). Basingstoke: Palgrave Macmillan.

35. **Peng, J.** (2007). Willingness to communicate in the Chinese EFL classroom: A cultural perspective. In J. Liu (Ed.) *English language teaching: New approaches, perspectives, and standards* (pp. 250–269). London: Continuum.

36. **彭剑娥** (2016). 教师研究的生态学视角.《外语教师教育重点问题研究》（徐浩主编），北京：外语教学与研究出版社.

<u>主持的科研项目</u>

1. 国家社科基金一般项目"大数据背景下外语慕课多模态语篇分析及评价研究"（19BYY197）（在研）。
2. 国家社科基金一般项目"高校外语教师国际学术论文发表的现状与影响因素研究"（14BYY067）（已结题）。
3. 教育部人文社科规划项目"外语课堂多模态因素对交际意愿的影响研究"（13YJA740041）（已结题）。
4. 广东省教育厅教育科学项目"英文影视与大学英语课堂教学的整合研究"

（2011TJK335）（已结题）。

5. 汕头大学新文科建设项目"突发公共卫生事件应急语言人才的培养机制研究"（2020，在研）。

6. 汕头大学科研启动经费项目"多模态教学环境下英语交际意愿的动态发展"（STF12021）（已结题）。

7. 汕头市重点科技计划项目"大学生课堂上英语交际意愿的研究"（汕府科[2007]76号）（已结题）。

<u>获奖</u>

2020	第八届高等学校科学研究优秀成果奖(人文社会科学), 二等奖（唯一）
2019	2019年山西省教学成果奖二等奖（排名第三）
2017	广东省第七届哲学社会科学优秀成果奖著作类三等奖（唯一）
2015	李嘉诚基金会卓越教学奖
2013	广东省2010－2011年度哲学社会科学优秀成果奖论文类一等奖（排名第一）
2006－2009	The University of Sydney International Research Scholarship (USIRS)
2008	Outstanding Research Student Award (2008), the Faculty of Education and Social Work, the University of Sydney