

彭剑娥主要成果

著作

1. Peng, J. (2025). *Willingness to communicate in a second language*. Cambridge: Cambridge University Press.
2. Peng, J. (2014). *Willingness to communicate in the Chinese EFL university classroom: An ecological perspective*. Bristol: Multilingual Matters.
3. 彭剑娥、许宏晨 (2025). 应用语言学研究中的 Q 方法案例分析. 北京: 外语教学与研究出版社.
4. 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.

期刊论文

1. Peng, J.* & MacIntyre, P. D. (2025). Directional or reciprocal? A random intercept cross-lagged panel analysis of the relationships between emotions, motivation, willingness to communicate, and L2 achievement. *Learning and Individual Differences*, 118, 102638. <https://doi.org/10.1016/j.lindif.2025.102638> (SSCI)
2. Peng, J., & Liang, W.* (2025). Willingness to communicate with artificial intelligence (AI)? Insights from tracking EFL learners' perceived acceptance and chat output. *Computer Assisted Language Learning*. <https://doi.org/10.1080/09588221.2025.2486147> (SSCI)
3. Zhou, Q., & Peng, J.* (2025). Profiling mediating factors in CSL learners' willingness to communicate and talk realisation: An observation-enhanced repeated Q methodology study. *Journal of Multilingual and Multicultural Development*, <https://doi.org/10.1080/01434632.2025.2566372> (SSCI)
4. Jiang, Y. & Peng, J.* (2025). Exploring the relationships between learners' engagement, autonomy, and academic performance in an English language MOOC. *Computer Assisted Language Learning*, 38(1-2), 71–96 (SSCI)
5. Zheng, Y., Jiang, Y., & Peng, J.* (2025). Exploring rhetorical relations in multimodal discourse analysis of LMOOCs for English learning on a Chinese MOOC platform. *Sage Open*. <https://doi.org/10.1177/21582440251348288> (SSCI)
6. Ding, X., Liu, Y., & Peng, J.* (2025). Straddling burnout and resilience: A Q methodology study among high school EFL teachers. *Journal of Multilingual and Multicultural Development*, 46(2), 485–502. <https://doi.org/10.1080/01434632.2023.2193171> (SSCI, A&HCI)
7. Zeng, Y., Liu, Y., & Peng, J.* (2024). Noticing the unnoticed: Teacher self-efficacy as a mediator between school context and teacher burnout in developing regions. *Revista de Psicodidáctica*. <https://doi.org/10.1016/j.psicoe.2024.02.002> (SSCI)
8. Peng, J.* & Wu, L. (2024). Motivational profiles of Chinese university students majoring in Spanish: A comparative study. *Journal of Multilingual and Multicultural Development*, 45(6), 1938–1955. <https://doi.org/10.1080/01434632.2022.2035740> (SSCI, A&HCI)
9. 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*, 45(8), 3109–3126. (SSCI, A&HCI)
10. Lin, Z., & Peng, J.* (2024). Review of the book *Willingness to Communicate, Multilingualism and Interactions in Community Contexts*, Alastair Henry, Peter D. MacIntyre. Multilingual Matters, Bristol (2024). *System*, 122, Article 103279. <https://doi.org/10.1016/j.system.2024.103279> (SSCI)

11. Hao, Z., Fang, F.* & **Peng, J.** (2024). The integration of AI technology and critical thinking in English major education in China: Opportunities, challenges, and future prospects. *Digital Applied Linguistics*, 1, 2256. <https://doi.org/10.29140/dal.v1.2256>
12. Deng, F., & **Peng, J.*** (2023). Sustaining short-term exchange students' willingness to communicate in second language in multilingual classrooms. *RELC Journal*, 53(3), 683–696. <https://doi.org/10.1177/00336882211035590> (SSCI)
13. Zhang, Q., Liu, Y., & **Peng, J.*** (2023). Unpacking EFL teachers' agency enacted in nested ecosystems in developing regions of Southern China. *Learning, Culture and Social Interaction*, 43, 100775. <https://doi.org/10.1016/j.lcsi.2023.100775> (SSCI)
14. Hejazi, S. Y., Sadoughi, M., & **Peng, J.*** (2023). The structural relationship between teacher support and willingness to communicate: The mediation of L2 anxiety and the moderation of growth language mindset. *Journal of Psycholinguistic Research*. <https://doi.org/10.1007/s10936-023-10026-9> (SSCI, A&HCI)
15. Peng, W., Liu, Y., & **Peng, J.*** (2023). Feeling and acting in classroom teaching: The relationships between teachers' emotional labor, commitment, and well-being. *System*, 116, 103093. <https://doi.org/10.1016/j.system.2023.103093> (SSCI)
16. Mao, Y., & **Peng, J.*** (2023). Exploring Chinese university students' learning strategy use in English-medium instruction courses. *The Asia-Pacific Education Researcher*. <https://doi.org/10.1007/s40299-023-00720-6> (SSCI)
17. **Peng, J.***, & Jiang, Y. (2023). Book review. Phil Hiver, Ali H. Al-Hoorie, and Sarah Mercer (Eds): Student Engagement in the Language Classroom. Multilingual Matters, 2021. *Applied Linguistics*, 44(5), 943–946. <https://doi.org/10.1093/applin/amab014>
18. **Peng, J.** (2023). Language MOOCs in China: The perspectives of teachers and learners. *The New Horizon in Higher Education*, 1(1), 1–18.
19. Xie, X.*, & **Peng, J.** (2023). Book review. English-medium instruction practices in higher education: International perspectives. Jim McKinley and Nicola Galloway (Eds.). London, New York, Dublin: Bloomsbury Academic, 2022. Pp. Xxi + 279. *TESOL Quarterly*. <https://doi.org/10.1002/tesq.3225> (SSCI)
20. Shen, X., Shen, X., & **Peng, J.*** (2023). Digital Storytelling: A Literacy-Building Tool to Promote Willingness to Communicate in a Second Language. *RELC Journal*. <https://doi.org/10.1177/00336882231157461> (SSCI)
21. **Peng, J.***, & Wang, Z. (2022). The predictive roles of enjoyment, anxiety, willingness to communicate on students' performance in English public speaking classes. *IRAL - International Review of Applied Linguistics in Language Teaching*. <https://doi.org/10.1515/iral-2022-0162> (SSCI)
22. **Peng, J.***, & Jiang, Y. (2022). Mining opinions on LMOOCs: Sentiment and content analyses of Chinese students' comments in discussion forums. *System*, 109, Article 102879. <https://doi.org/10.1016/j.system.2022.102879> (SSCI)
23. Zheng, Y., & **Peng, J.*** (2022). ELAN (EUDICO Linguistic Annotator). *RELC Journal*. <https://doi.org/10.1177/00336882221089052> (SSCI)
24. **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
25. **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). <https://doi.org/10.3390/su13105637> (SSCI)
26. **Peng, J.***, & Zheng, Y. (2021). Metadiscourse and voice construction in discussion sections in

- BA theses by Chinese university students majoring in English. *Sage Open*, 11(2).
<https://doi.org/10.1177/2158244021100887> (SSCI)
27. **Peng, J.*** (2020). Teacher interaction strategies and situated willingness to communicate. *ELT Journal*, 74(3), 307–317. <https://doi.org/10.1093/elt/ccaa012> (SSCI, A&HCI)
 28. **Peng, J.** (2020). Ecological pulls and pushes on women academics' pursuits of research in China. *Frontiers of Education in China*, 15(2), 222–249.
<https://doi.org/10.1007/s11516-020-0011-y> (SCOPUS)
 29. **Peng, J.*** (2019). The roles of multimodal pedagogic effects and classroom environment in willingness to communicate in English. *System*, 82, 161–173. <https://doi.org/10.1016/j.system.2019.04.006> (SSCI)
 30. **Peng, J.*** (2019). Understanding willingness to communicate as embedded in classroom multimodal affordances: Evidence from interdisciplinary perspectives. *Linguistics and Education*, 51, 59–68. <https://doi.org/10.1016/j.linged.2019.04.006> (SSCI, A&HCI)
 31. **Peng, J.***, & Gao, X. (2019). Understanding TEFL academics' research motivation and its relations with research productivity. *Sage Open*, 9(3). <https://doi.org/10.1177/2158244019866295> (SSCI)
 32. **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.
<https://doi.org/10.1016/j.jeap.2018.11.001> (SSCI, A&HCI)
 33. **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. <https://doi.org/10.1002/tesq.298> (SSCI, A&HCI)
 34. **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. <https://doi.org/10.1007/s40299-014-0195-0> (SSCI)
 35. **Peng, J.*** (2013). The challenge of measuring willingness to communicate in EFL contexts. *The Asia-Pacific Education Researcher*, 22(3), 281–291. <https://doi.org/10.1007/s40299-012-0053-x> (SSCI)
 36. **Peng, J.*** (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System*, 40(2), 203–213. <https://doi.org/10.1016/j.system.2012.02.002> (SSCI)
 37. **Peng, J.*** (2011). Changes in language learning beliefs during a transition to tertiary study: The mediation of classroom affordances. *System*, 39(3), 314–324.
<https://doi.org/10.1016/j.system.2011.07.004> (SSCI)
 38. **Peng, J.***, & Woodrow, L. (2010). Willingness to communicate in English: A model in Chinese EFL classroom context. *Language Learning*, 60(4), 834–876. <https://doi.org/10.1111/j.1467-9922.2010.00576.x> (SSCI, A&HCI)
 39. **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.
 40. **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.
 41. 彭剑娥、蒋媛兰、郑宇婷. (2025). 外语慕课的多模态教学语篇分析：修辞结构理论视角与学习者视角. *语言学研究*, 27, 52–66. (CSSCI 集刊)
 42. 韦晓保、彭剑娥*、秦丽莉、杨连瑞. (2024). 课堂环境、二语坚毅与英语学业成绩的关系——学业情绪的中介作用. *现代外语*, 47(1), 89–100. (CSSCI)
 43. 蒋媛兰、彭剑娥. (2024). 大数据视角下外语慕课讨论区评论的对比研究——基于情感

分析和内容分析. 浙江外国语学院学报, (3), 26–34.

44. 彭剑娥. (2024). 语言学理论投射课堂教学的突破与创新: 《英语教师课堂话语的互动性研究: 系统功能语言学视角》评介. 西安外国语大学学报, 32(1), 76–77, 123. (CSSCI 扩展版)
45. 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. (CSSCI)
46. 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)
47. 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)
48. 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)

邀约章节

49. 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.
50. 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.
51. 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.
52. 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.
52. 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.

主持的主要科研项目

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| 2019—2025 | 主持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), 20 万元(已结项)。 |
| 2014—2017 | 主持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), 20 万元(已结项)。 |
| 2013—2016 | 主持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), 10 万元(已结项)。 |
| 2012—2014 | 主持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)(已结项)。 |
| 2012—2015 | 主持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), 5 万元(已结项)。 |

奖励、荣誉

- 2020–2024** 斯坦福全球前 2% 顶尖科学家“年度影响力”榜单
- 2020–2024** 爱思唯尔外国语言文学“中国高被引学者”
- 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)
- 2019** 广东省妇女第十三次代表大会代表
- 2018–2026** 汕头大学“卓越人才计划”拔尖人才
- 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)
- 2016** 汕头市第 14 批优秀拔尖人才
- 2015** 汕头市优秀教师
- 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