

# JPLL



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*"That Was Amazing!": A Two-Study Perspective on Language Classroom Experiences Through the Lens of Psychological Flow*

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*Beyond the Boundaries of the Self: Applying Relational Theory Towards an Understanding of the Teacher-Student Relationship as a Driver of Motivation in Foreign Language Learning*

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*The Effects of Effort Feedback and L2 Task Attributions on Task Engagement and Performance*

## Editorial

This issue features seven empirical studies. The first of these is a study by **Shachter, Kangas, Sweller, and Stewart** using a combination of direct physiological and indirect self-report data to assess the impact of affective states on foreign language speaking performance of post-secondary L2 learners in Japan. This study is among the first in the field to employ Fitbit smartwatches as a tool to unobtrusively collect heart rate (HR) response data from students while they are engaged in collaborative L2 speaking tasks. The data elicitation and analysis methods showcased in this project illustrate how advances in wearable technology can further our understanding of how affective states unfold in L2 classroom environments.

The second paper, by **Fukuda**, reports a study developing a data collection tool for self-regulated learning (SRL) of foreign language learners in a self-study setting. There is growing interest in SRL and L2 learners' strategic learning capacity, but very few studies venture outside the more conventional instructed settings and examine these issues in self-study contexts—a setting where most, if not all, L2 learning must by necessity be strategically self-regulated. The psychometric tests reported in this study provide an intriguing look at the underlying components of SRL in learning contexts where students themselves are the ones who determine what is learned, when, where, how, why, and with whom.

The third paper, by **Jacobs and Morgan**, reports a rigorous two-study sequence examining which L2 classroom activities and tasks are likely to generate psychological flow. Using multiple samples of post-secondary L2 learners of Spanish, French, Italian, and German the authors propose and test a novel category coding scheme designed to evaluate the potential for L2 classroom activities to generate flow. Across both studies, their data showed that language learning activities described by the participants as student-centered, open-ended, authentic, and non-competitive were most likely to generate flow.

The fourth paper, by **Moskowitz, Dewaele, and Resnik**, proposes an novel analytical framing of individual differences in language learning using relational theory. Relational theory shifts focus away from seeing variation in L2 learning behavior and attainment as an individual, private endeavor to a relational process in which students and instructors are in a partnership. They report qualitative data as part of larger project demonstrating the importance of the teacher-student relationship to influence and motivate students positively and negatively.

The fifth paper, by **Coppinger and Sheridan** looks at the concept of L2 accent anxiety. Accent, they argue, is one of the most salient aspects of L2 speech, and the emotional ramifications of learners' beliefs and strivings in this domain warrant further study. Their data show that the majority of the students did not believe attaining a native-sounding accent was essential to language learning, but that students had at some point in their classroom L2 learning felt embarrassed or worried about their accents. The data-driven observations they present build on the large body of work in foreign language classroom and speaking anxiety and push this scholarship in new, more focused directions.

The sixth paper, by **Dumančić, Martinović, and Burić**, is a diary study of the emotions L2 teachers experience in their place of work and during their interactions with language learners. If teaching is an inherently emotional undertaking, then it stands to reason that L2 teachers' classroom emotions and their emotion regulation capacity have a substantial impact on the nature and quality of their classroom instruction. This study investigates the links between L2 teacher emotions and their classroom teaching while also documenting, along the way, the regulatory practices L2 teachers' engaged in when dealing with pleasant and unpleasant classroom emotions.

The seventh paper, by **Nematizadeh**, adopts a complex dynamic systems lens to investigate the interconnectedness of the cognitive and linguistic factors underlying second language willingness to communicate (WTC). Rather than a specific focus on the dynamics of change, this study uses the idiodynamic method to investigate paired linguistic and cognitive factors using a speech production perspective. The contribution of this study are the strong links made between an established L2 individual difference factor (WTC) and domains of speech processing and production that are less-often studied in the psychology of language learning.

The issue is rounded off by one work-in-progress report. The work-in-progress report, by **Yamazaki**, explores the concept of L2 task attributions. In L2 instructed settings, where learners' are engaged in a sequence of learning tasks, students' perceptions of their ongoing success and the ascribed reasons for their relative success or failure are meaningful precursors of their subsequent task performance and L2 learning outcomes. Given the important link between L2 attributions, engagement, and performance at the task-level, knowing how L2 learners form task attributions can help practitioners intervene in that process to prevent the formation of maladaptive attributions and promote more adaptive ones. This ongoing study uses a quasi-experimental design to test the effect of effort feedback and students L2 task attributions on their task engagement and performance.

Regular readers of the journal will know that, in addition to cutting edge empirical research regarding the role that psychological factors play in additional language learning and teaching, we welcome submissions that are theoretical or conceptual in nature, and which enhance our understanding of the psychological processes related to language learning and teaching—including all cognitive and non-cognitive processes.

This issue is the last of our tenure as we hand over the editorial reins to the incoming team of editors: Kata Csizer, Alastair Henry, and Edward Wen. This is an exciting new juncture for the journal, and we and the entire IAPLL board are genuinely grateful to the new editorial team for their willingness to serve in this important capacity. The call for 2023 special issue proposals has already gone out, and with their new vision for the coming years the profile of the journal will continue to rise. Finally, we thank the JPLL reviewers for their ongoing efforts and acknowledge that they remain instrumental to our mission of publishing high-quality work in the journal.

***JPLL Editors – Phil Hiver, Shaofeng Li, & Ali Al-Hoorie***