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Sociocultural Influences on Young Japanese English Learners: The Impact of Parents' Beliefs on Learning Motivation

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The Role of the L2 Learning Environment in Shaping Individual Learner Factors and Language Achievement: A Comparison Study of Danish and Spanish Learners of L2 English

Editorial

This issue features four empirical articles which report on factors that affect practices in the language classroom. In the first two articles, complex dynamic systems theory (CDST) is used to examine situated practices. In the second two articles, factors that affect language learning are examined as individual differences. In the article by **Mitsugi, Hiromori, Yoshimura, and Kirimura**, 45 university students in Japan were divided into groups for work on L2 tasks. Different leadership roles were assigned. In half of the groups, leadership roles were stipulated by the teacher. In the other half, leadership roles emerged through spontaneous interaction. Findings showed that while group-level motivational trajectories differed between group types, behaviour supporting effective group work was more frequently observed in the groups with assigned leaders. The article by **Stewart and Reinders** reports on an analysis of the first author's implementation of active learning in an English language course in Japan. Here, Kostoulas and Lämmerer's (2018) teacher resilience model was used to map the changes that took place in the author's teacher resilience system. Findings show how the teacher resilience system was affected by a series of antecedents, and how these factors contributed to dynamic processes of re-configuration in the direction of adaptive adjustment. Moving beyond the immediate context of the language classroom, **Tanaka and Takeuchi's** article examines the relationships between parents' attitudes and children's motivation. In this study, also from Japan, the authors used structural equation modelling to elucidate the causal relationship between parents' attitudes and children's motivation for learning English. Findings showed that parents' involvement in their children's language learning positively impacted the children's perceived L2 competence and their interest in other countries. Interestingly, while parents believed that their involvement was autonomy-supportive, their children did not always view this in the same way. Finally, **Cadierno, Hansen, and Muñoz** report on a study examining how differences in societal contexts can affect psychological factors relevant to language learning. Surveying learners of English in Denmark and Spain, the authors show how the societal context differently influenced foreign language classroom anxiety (FCLA). Findings also revealed how, in the two contexts, FLCA, competence beliefs, motivation, and attitudes towards learning English had differing impacts on students' proficiency.

We would like to take this opportunity to express our gratitude to the reviewers for their continuous dedication as they remain essential to our goal of publishing high-quality content in the journal.

Finally, let us share some exciting news. The highly anticipated PLL5 conference to be held in Madrid, Spain is around the corner (May 2024). It is expected that it will foster valuable collaborations that we look forward to seeing reflected in future submissions to the journal. Last but not least, as we pass the editorial baton to the incoming team of editors, this issue marks the conclusion of our term. This transition signifies an exciting new chapter for the journal, and we, along with the entire IAPLL board, genuinely thank the new editorial team for their dedication to assuming this important role.

Kata Csizér, Alastair Henry, Dávid Smid, and Edward Wen

Reference

Kostoulas, A., & Lämmerer, A. (2018). Making the transition into teacher education: Resilience as a process of growth. In S. Mercer & A. Kostoulas (Eds.), *Language teacher psychology* (pp. 247–263). Multilingual Matters.