

JPLL



JOURNAL FOR THE PSYCHOLOGY OF LANGUAGE LEARNING

Volume 5, Issue 1, 2023

ISSN 2642-7001

In This Issue....

Research Articles

Tamas Kiss & Austin Pack

A Dynamic Network Analysis of an L2 Motivation System: The Role of Central Relational Links

Ali H. Al-Hoorie & Phil Hiver

Priming Motivation in a Second Language: A Preregistered Report

Brian J. Birdsell

Exercising Before Learning Enhances Long-Term Memory for Foreign Language Vocabulary and Improves Mood

Yusuke Sato

Interactions Among Declarative and Procedural Memory Systems, Different Linguistic Structures, and the Efficacy of Different Corrective Feedback Types

Theoretical Article

Fakieh Alrabai & Jean-Marc Dewaele

Transforming the EMPATHICS Model Into a Workable E4MC Model of Language Learner Well-Being

Editorial

This issue is the first of our tenure as editors. We would like to take the opportunity to thank our predecessors – Phil Hiver, Shaofeng Li, and Ali Al-Hoorie – for their excellent stewardship and great work in consolidating the journal as a major venue for scholarship on the psychology of language learning and teaching. As the papers in the current volume attest, ours is not only a vibrant field, but one which lends itself to the application of innovative methodologies.

The current issue features four empirical studies, two on motivation and two on memory, plus one theoretical article. The first two empirical studies investigated L2 motivation from innovative perspectives. In the first paper, **Kiss** and **Pack** employ dynamic network analysis to investigate the role of central relational links within the motivational system of English for Academic Purposes learners at a university in China. The authors show how relational links are best understood as central relational nodes that function as hubs that give structure and stability to the network, and which enable the flow of information between clusters of factors within the L2 motivation system. Reflecting on the findings, the authors suggest that the same central relational nodes are present in the motivational systems of most learners, and that in particular sociocultural and educational contexts, motivation is generally predictable. They suggest that this can enable practitioners to make assessments about motivational factors that play significant roles in the motivation networks of their students.

The second empirical paper similarly focuses on motivation. In a preregistered report, **Al-Hoorie** and **Hiver** describe an experimental study the aim of which was to examine the effects of L2 motivation primes in an instructed setting. As the authors point out, there has been little systematic research examining the role played by the unconscious in L2 psychology and, in particular, the effects of motivational primes on language learners' motivation. Making use of a within-subject experimental design, the paper reports on the effects of motivational primes in an instructed setting, with participants recruited from five post-secondary institutions in South Korea. While the study offered no evidence of an effect on motivation connected to the use of motivational primes, by addressing conceptual and methodological questions, the study paves the way for future research examining the effects of motivational interventions that include the use of primes.

The third and the fourth papers are investigating the relationship between memory mechanisms and L2 learning. The third paper by **Birdsell** reports on a within-subject study that investigated the effect that a preceding period of exercise has on learning English phrasal verbs, and on a student's mood. The study examined effects in two different learning conditions: a sedentary condition (sitting and reading) and an exercise condition (treadmill walking). Results showed that while exercise did not improve short-term memory of phrasal verbs, it had a positive effect on the long-term memory and on mood. In an important but rarely researched area, the study supports the view that exercise can enhance the encoding of new information into long-term memory, and that it can improve students' perceptions of well-being.

The final empirical paper similarly reports on a study examining memory. It too was also carried out in a Japanese context. Here, **Sato** presents findings from a study that investigated the interactions among different cognitive abilities, linguistic structures, and corrective feedback types. Like Birdsell's paper, the targets were English verbs, in this case regular and irregular past tense forms. The study participants were divided into recast, explicit correction, and metalinguistic prompt groups. Their linguistic performance was measured using an untimed grammaticality (UG) judgment task and an elicited imitation (EI) task. Results revealed how procedural memory significantly predicted UG post-test scores for regular past tense forms in the metalinguistic prompt group, while declarative memory significantly

predicted EI post-test scores for irregular past tense forms in the recast group. Reflecting on the findings, Sato concludes that the results are consistent with the prediction that learning regular past tense forms involves procedural memory, whereas learning irregular past tense forms is related to declarative memory.

Regular readers of the journal will know that, in addition to cutting-edge empirical research on the role that psychological factors play in L2 learning and teaching, the journal also welcomes submissions that are theoretical or conceptual in nature, and which enhance the understanding of psychological processes. The current issue is rounded off with a conceptual piece by **Alrabai** and **Dewaele**, who offer a critical analysis of Rebecca Oxford's EMPATHICS model of language learner well-being. Suggesting that the model is acronym-driven rather than theory-based, Alrabai and Dewaele argue that a limited number of dimensions lie at the heart of Oxford's model, and that other dimensions are theoretically interrelated. They propose a revised, streamlined model of language learner well-being, arguing that this would facilitate construct operationalization, and could lead to the development of validated instruments.

Finally, we just cannot wait to announce the exciting news of the three forthcoming special issues lining up for publication with the JPLL. They will feature interesting themes (a) on *intuition*, to be guest edited by Richard Pinner and Richard J. Sampson; (b) on *flow* guest edited by Katalin Piniel and Ágnes Albert; and (c) on *language teacher motivation* guest edited by Dávid Smid and Sarah Mercer. Last but not the least, we would like to thank all the JPLL reviewers for their devotion of time and efforts that are essential to the continued growth of the journal.

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