

# IAPLL Newsletter



## First IAPLL Doctoral School held in Graz

From 4–7 December 2025, the University of Graz in Austria hosted the first-ever IAPLL Doctoral School, with 28 PhD student participants and nine experts. Designed as an intensive space for learning, reflection, and connection, the programme featured plenary talks, interactive workshops, consultation sessions, and PhD presentations. Just as importantly, it sparked countless conversations in hallways, over coffee, and during festive excursions to Graz's Christmas markets.

Participants were encouraged to step back from their day-to-day doctoral routines, revisit their research with fresh perspectives, and receive personalised feedback from peers and experts.

We extend our sincere gratitude to our panel of experts (Elouise Botes, Kata Csizér, Ulla Fürstenberg, Hassan Khajavy, Sarah Mercer, Pia Resnik, Deborah Azaryad Shechter, Jasrael Stokes, and Nathan Thomas) whose insight, and supportive engagement shaped the spirit of the event.



Doctoral School Participants

The Doctoral School was truly global in reach, welcoming PhD students who travelled from all over the world to join our growing research community. Their enthusiasm and contributions made the event as intellectually stimulating as it was personally meaningful. IAPLL hopes to host similar events in the future!



Socialising over some Glühwein

In this newsletter  
you can expect:

Travel award  
winners

Festive word  
search

Introducing the  
new SDT SIG

Research  
spotlight

Interview with  
Aneta Pavlenko

Association  
updates



## Doctoral School: What did our participants think?



"The IAPLL doctoral school in Graz was an absolute highlight of my PhD journey so far. I enjoyed every single second of it: thought-provoking plenary sessions and workshops, presentations of doctoral students and discussions in the coffee breaks, feeling part of the warm and welcoming community of researchers passionate about the psychology of language learning"

Iryna Bazhutkina  
University of Antwerp/Groningen

"The aspect I cherish most about the Doctoral School, however, is the sense of community that we PhD students felt. A group of strangers from around the world quickly became a group of supporters that connected through conversations on shared experiences and visits to the Christmas markets after the official programme"

Julian Schrowangen  
Paderborn University

"As a PhD student immersed in writing and data analysis, it was refreshing and motivating to be surrounded by such a supportive community. The opportunity to share my research, receive insightful feedback, and engage in rich discussions was rewarding. I left with many valuable questions and ideas to explore further"

Burcu Uzunoner Aydin  
Norwegian University of Science and Technology



"The IAPPL Doctoral School was a unique opportunity for me to meet with old and new colleagues, to feel part of this welcoming community. I received valuable feedback on my PhD thesis and was inspired by the presentations by peers and experts. I'm definitely going back with new ideas, friends and inspiration"

Sara Jaaksola  
University of Turku

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## PLL6 Travel Award Winners!

The IAPLL awards committee would like to extend a warm congratulations to the seven winners of our PLL6 travel awards. Each winner will receive a contribution to assist with travel and conference costs.

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### *Our Award Winners*

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**ELIN BERG**  
*University of Agder  
Norway*

Elin Maria Berg is a PhD candidate at the University of Agder, Norway. She teaches English didactics and has a background in secondary school English teaching. She is interested in language learning processes, feedback, and learner engagement. Her dissertation explores interactions between individual and contextual factors for written feedback engagement.

PLL6 Presentation: *Individual and Contextual Factors for Written Feedback Engagement: Insights from Secondary Students in L1, L2, and L3 Learner Contexts*

Eduardo Castro is a doctoral researcher at the University of Jyväskylä, Finland. He holds an MSc in Applied Linguistics from the Federal University of Viçosa, Brazil. His research focuses on emotions in language education, with publications in System and Language Teaching Research.

PLL6 Presentations: *Navigating Emotional Labour in Language Teaching: A Longitudinal Study with In-Service Teachers in Brazil & Emotion Regulation In, For, and Beyond Language Learning: A Practitioners' Perspective on Learner Engagement with a CLIL Course in Japan*



**EDUARDO CASTRO**  
*University of Jyväskylä  
Finland*



**LE THANH HA**  
*Foreign Trade University  
Ho Chi Minh City Campus  
Vietnam*

Le Thanh Ha is an English lecturer at Foreign Trade University, Ho Chi Minh City Campus, Vietnam. She holds an M.Ed. from the University of Hull, UK, and is a final-year PhD candidate at ULIS-VNU. Her research interests include teacher professional development, language and identity, and student engagement.

PLL6 Presentation: *The Interplay of Vietnamese EFL Teacher Emotions and Identity in Uncertain Time: A Narrative Inquiry*

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## Our Award Winners



**MISEONG KIM**  
*Independent Research  
Republic of Korea*

Miseong Kim is a researcher in second language education focusing on learners' emotions, task motivation and engagement, and L2 writing. She earned her PhD at Florida State University and has over a decade of secondary teaching experience in Korea. Her work examines metacognitive instruction, feedback, CAF indices, and functional adequacy.

PLL6 Presentation: *The Effects of Task Conditions on Emotions, Engagement, and L2 Writing Performance in Secondary Classrooms: A Control-Value Theory Perspective*

Rasha Halat has 30 years of experience in different roles within the education sector. Currently an Assistant Professor at the Lebanese International University, she has also served as a senior consultant for several organizations across the MENA region. Her expertise includes SEL, curriculum design, e-content writing, and teacher professional development.

PLL6 Presentation: *Tools That Work: Building Belonging and Emotional Skills in Today's Classrooms*



**RASHA HALAT**  
*Lebanese International University  
Lebanon*



**ADELINA SÁNCHEZ  
CENTENO**  
*National University of Río Cuarto  
Argentina*

Adelina Sánchez Centeno is an EFL assistant professor at the National University of Río Cuarto, Argentina. Her research areas focus on teacher and student wellbeing. She is the founder of Elevate Education to Empower®, a consultancy dedicated to applying the principles of Positive Education to foster sustained flourishing in educational settings.

PLL6 Presentations: *New high school, new challenges, old resources? How the implementation of Positive Education affected EFL teachers' well-being & well-being in community: Thriving in collaborative work and learning spaces*

Muhammad Shahbaz, a life-long learner and social change-maker, is an applied linguistic scholar from Pakistan whose research focuses on Second Language Acquisition, Motivation, Emotions, and Individual Differences. He integrates perspectives from Psychology and Education to address real-world challenges related to English language learning and teaching in Pakistan and beyond.

PLL6 Presentation: *Learner Emotions, Classroom Environment and Willingness to Communicate: An Exploration of ESL Classes at Tertiary Level*



**MUHAMMAD SHAHBAZ**  
*GC Women University Sialkot  
Pakistan*



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## A word from our President

Dear IAPLL-ers,

So, we are fast approaching the end of this calendar year and what a busy year it has been. The association has grown considerably in membership, our website and resources have been enhanced, the newsletter has grown and taken on an exciting new look, we have secured NGO status to assure the sustainable future of the association, we have grown in terms of the number of SIGs, there have been various events online including roundtables, early career events, and SIG events, we have held our first doctoral school, and we are looking ahead to a highlight in our events calendar, namely, our international conference, next year to be held in China.

We hope you have had the opportunity to join in many events, and we hope that you may be inspired to hold and organise your own events to keep us growing as a community. We all owe a huge debt of gratitude to the many members of the board and SIG committees who have been so active in keeping the association moving forward. Our success depends on the actions of all members, and I am extremely grateful to the inspiring commitment of the team who work tirelessly behind the scenes in volunteer roles to ensure IAPLL remains a professional, vibrant, and inclusive space – thank you on behalf of all of us for your hard work and commitment!



Sarah Mercer, IAPLL President

As well as looking back, a new year is also a chance to look ahead, make plans, set goals, and focus on one's personal priorities, whatever they may be. It is perhaps a time to think of how we would like to be in community with others, and we hope you will find connection with others in ways which inspire and uplift you, and indeed, we hope your IAPLL friends and community will play a key role for you next year. We are stronger together and can achieve much more when we support and help each other.

Alongside the transition to a new year, there are various other festivals and celebrations coming up in the next months in a number of countries and cultures, and we wish you all much joy and happiness as well as quality time with your loved ones. We hope you have a chance to savour the things we are grateful for and that give us meaning and purpose.

With gratitude for your continuing IAPLL support and with optimism for the coming year,

### Remember to follow IAPLL on social media!

[Facebook](#)



[BlueSky](#)



[LinkedIn](#)



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# Upcoming Conferences

Get your abstracts ready - submission deadlines for the following conferences are fast approaching!



## **AALA**

Asian Association for  
Language Assessment  
23 - 25 August 2026  
Penang, Malaysia  
Submission Deadline:  
**28 February 2026**

## **EARLI**

European Association for  
Research on Learning &  
Instruction  
10 - 12 August 2026  
Zurich, Switzerland  
Submission Deadline:  
**31 January 2026**

## **IAM L3**

International Conference on  
Third Language Acquisition  
and Multilingualism  
3 - 5 September 2026  
Poznan, Poland  
Submission Deadline:  
**16 January 2026**

## **AsiaTEFL**

Asia TEFL International  
Conference  
29 - 31 May 2026  
Xi'an, China  
Submission Deadline:  
**31 December 2025**

## **ECER**

European Conference on  
Educational Research  
17 - 21 August 2026  
Tampere, Finland  
Submission Deadline:  
**31 January 2025**

## **ICMME**

International Conference on  
Multilingualism and  
Multilingual Education  
28 - 29 May 2026  
Navoi, Uzbekistan  
Submission Deadline:  
**30 March 2025**

## **BAAL**

British Association for  
Applied Linguistics  
1-3 September 2026  
Birmingham, UK  
Submission Deadline:  
**6 March 2026**

## **EuroCALL**

European Association for  
Computer-Assisted  
Language Learning  
8 - 11 September 2026  
Belfast, Northern Ireland, UK  
Submission Deadline:  
**To be announced**

## **J-SLA**

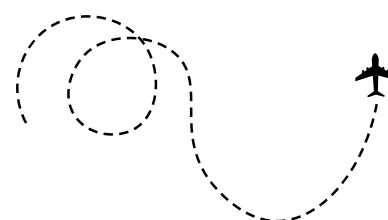
International Conference of  
the Japan Second Language  
Association  
4 -5 July 2026  
Tsu, Japan  
Submission Deadline:  
**31 March 2025**

## **COM**

Conference on  
Multilingualism  
27 - 29 May 2026  
Toulouse, France  
Submission Deadline:  
**15 January 2026**

## **SLTED**

Second Language Teacher  
Education Conference  
9 - 11 September 2026  
Edinburgh, UK  
Submission Deadline:  
**2 March 2026**



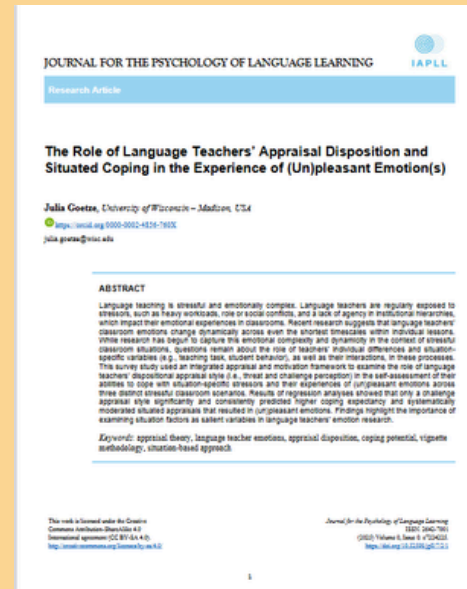




## Research Spotlight

The Co-Editors-in-Chief of the Journal for the Psychology of Language Learning (JPLL) are delighted to announce the release of its inaugural Online First publication.

Julia Goetze's paper, titled The Role of Language Teachers' Appraisal Disposition and Situated Coping in the Experience of (Un)pleasant Emotion(s), contributes to growing discussions of the complexity and dynamicity of language teachers' emotions in the classroom. Drawing on cognitive appraisal theory, motivation psychology, and vignette methodology, the study explores how teachers' individual appraisal dispositions and the specific features of classroom situations shape their emotional experiences.



In a survey of 254 language teachers, participants rated their tendency to appraise stressful classroom situations as either positive challenges or negative threats and reported their appraisals and emotions across three vignettes. Regression analyses revealed that teachers who tended to view challenges as opportunities for growth showed higher coping appraisals across all vignettes. Moreover, interactions between teachers' appraisal dispositions and their situation-specific appraisals were systematically linked to emotional outcomes.

A particularly noteworthy finding concerns the situated nature of emotions. The characteristics of the vignettes and teachers' situation-specific goals, such as who was present, the type of task, or performance demands, appeared to play a critical role in shaping emotional experiences. These results underscore the need for more situation-specific research on teacher emotions and point to practical implications for language teacher education, including using vignettes and guided reflections to help teachers recognize and regulate emotion–appraisal links in their professional practice.

Richard S Pinner, Richard J Sampson, Dávid Smid, Giulia Sulis  
JPLL Co-Editors-in-Chief

# New Special Interest Group: Self-Determination Theory

The Self-Determination Theory (SDT) SIG invites members of the IAPLL community - researchers, doctoral and master's students, and practitioners across all educational levels - to join a growing space dedicated to exploring the role of motivation, autonomy, competence, and relatedness in language learning.

The SDT SIG aims to bring together colleagues who apply SDT in empirical research, classroom practice, programme development, or teacher education. Our goal is to create a supportive and intellectually stimulating network where members can:

- share ongoing projects and recent publications,
- discuss methodological and practical challenges,
- exchange ideas about integrating SDT into language learning and teaching,
- contribute to joint initiatives such as symposia, reading groups, or collaborative writing.

Whether you are new to SDT or an experienced researcher, you are warmly welcome to participate. To become a member of the SDT SIG, please register your SIG membership online.

The SIG is launched under the leadership of Abigail Parrish (Chair), Kimberly Noels (Vice-Chair), Jo Mynard (Secretary), and Yuka Kono (Graduate Student Coordinator). The SIG committee also includes William S. Davis, W.L. Quint Oga-Baldwin, Merilyn Meristo, and Ali Dincer. The SIG committee is looking forward to hosting events and connecting with the IAPLL community in 2026.

The SDT SIG committee is already planning their first online event for June 2026 (to be hosted in collaboration with RILAE, Kanda University of International Studies). In the meantime, if you would like to get involved, propose ideas, or receive updates, please contact the secretary, Jo ([jomynard@gmail.com](mailto:jomynard@gmail.com)), the grad student co-ordinator, Yuka ([yuka.kono@fuji.waseda.jp](mailto:yuka.kono@fuji.waseda.jp)) or the newsletter editors, Merilyn ([merilyn.meristo@tlu.ee](mailto:merilyn.meristo@tlu.ee)) and Ali ([ali.dincer@omu.edu.tr](mailto:ali.dincer@omu.edu.tr)).





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## Self-Determination Theory SIG Committee



*Chair:* Dr. Abigail Parrish is a lecturer in languages education at the University of Sheffield, UK. Her work focuses on motivation to learn a language in schools, drawing on her former career as a Modern Foreign Languages teacher. Abigail is the language learning editor of the Center for Self-Determination Theory.

*Vice-Chair:* Prof. Kimberly Noels is a Professor in the Department of Psychology at the University of Alberta, Canada. Her research interests rest at the intersection of cultural and social psychology, applied and sociolinguistics, and communication science, particularly as these disciplines pertain to intercultural relations and communication. Kim has worked with SDT and language learning for more than two decades.



*Secretary:* Prof. Jo Mynard is Director of the Self-Access Learning Center (SALC), and Director of the Research Institute for Learner Autonomy Education (RILAE) at Kanda University of International Studies in Chiba, Japan. Her work focuses on advising, self-directed language learning, language learning beyond the classroom / self-access language learning, and the social and affective dimensions of language learning.

*Graduate Student Coordinator:* Yuka Kono is a PhD Student at Waseda University, Japan, currently working on Causality Orientations Theory, a mini-theory of Self-Determination Theory. Her current research investigates the impact of learners' motivational patterns (causality orientations) on their perceptions of teacher motivational practices. It further explores how their perceptions influence their basic psychological needs, self-efficacy, engagement, and academic (English) performance.



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# Special Interest Groups

## TBLT

This SIG examines the role of psychology of Task-Based Language Teaching (TBLT) by integrating and extending language learner psychology research and TBLT research, and aims to create opportunities for collaboration between researchers and practitioners in language education.

## MOTIVATION

Motivation is one of the most active areas of PLL. This SIG aims to bring together researchers interested in motivation and arrange regular online meetings.

## RESEARCH METHODS

This SIG seeks to support, improve, and advance the methodological knowledge and capacity of IAPLL members. By doing so, we hope to also improve our individual and collective capacity to produce new and valuable knowledge about the psychology of language learning through workshops, consulting, and more generally, to provide a space/platform for discussions and networking as they pertain to research methods.

## POSITIVE PSYCHOLOGY

This SIG fosters discussion, exploration, and interest in ideas pertaining to positive psychology and language learning and teaching from a global and multilingual perspective.



## EMOTIONS

This SIG seeks to provide a platform to present research ideas and findings, and provide a space for members to ask and answer methodological and theoretical questions on the topic of emotions.

## SELF-DETERMINATION THEORY

The SIG aims to bring together colleagues who apply SDT in empirical research, classroom practice, programme development, or teacher education. Our goal is to create an intellectually stimulating network where members can share ongoing projects, exchange ideas about integrating SDT into language learning and teaching, contribute to joint initiatives such as symposia, reading groups, or collaborative writing.



## A FEW THINGS TO REMEMBER

- Standard membership of IAPLL includes access to two Special Interest Groups (SIGs)
- Membership of additional SIGs is \$5 per SIG
- SIG events are sent out via regular IAPLL emails
- SIG events are predominantly online and can be accessed from anywhere
- **Register your SIG membership online!**



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## Interview with Aneta Pavlenko

Aneta Pavlenko is a leading scholar in bilingualism and applied linguistics, internationally recognised for her influential work on multilingualism, language and emotions, language learning, and the bilingual mind. She has served as President of the American Association for Applied Linguistics (AAAL; 2014-2015) and has been a prominent voice in advancing socio-cognitive and interdisciplinary approaches to language research. She was awarded with the 2023 AAAL Distinguished Scholarship and Service Award and it was a privilege to be able to ask her some questions about her work!

**Throughout your career so far, you have explored emotions and language from various angles. What drew you first to the study of emotions in the context of multilingualism, and how has your thinking evolved over time?**

What got me interested in emotions was a contradiction I faced as a graduate student. As a Russian-speaking refugee in the USA, I had witnessed and experienced numerous cross-cultural misunderstandings involving emotions. But as a doctoral student at Cornell, I was taught that emotions were universal – at the time, Paul Ekman's theory of basic emotions was all the rage. The clash inspired my dissertation that explored cross-linguistic variation in interpretation of emotional experiences, my subsequent research and eventually my first book, *Emotions and multilingualism* (2005). As time went by, my thinking and emotion research in psychology converged on the view of emotions as a situated subjective process, shaped by individual goals and needs and an interplay of autobiographical, informational, and contextual factors. Lisa Feldman Barrett's brilliant book *How emotions are made: The secret life of the brain* (2017) offers a great introduction to this view.

**You have written about the emotional and linguistic challenges faced by migrants when navigating new linguistic and cultural worlds. What do their experiences reveal about the role of emotion in these processes?**



One of the things they reveal is that a language learned later in life does not necessarily engage affect in the same way or to the same extent as one's native or primary language. The difference between affective processing in L1 and L2 inspired a flood of research on the so-called 'foreign language effect' and a consensus that decision-making in L2 is more rational. While this is indeed the case with artificial tasks, in the real world L2 speakers operate at a significant disadvantage because they can't easily detect implicit dangers and subtle threats in their less emotional language. I see this time and again in police interviews where L2 speakers, unfamiliar with the phrase 'You have the right to remain silent' (which signals that you are a suspect), agree to waive their rights and talk to the police, when the rational choice is to remain silent and ask for an attorney.

**Much of your recent work addresses the question of linguistic justice. How do you define linguistic justice, and why is it such an important issue?**

My focus is on procedural justice in the criminal justice system, more specifically on language access, that is language support for defendants, victims and witnesses with Limited English Proficiency (LEP). Today, it is no longer guaranteed because Trump's executive order of March 1, 2025, rescinded federal support. [Cont.]

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Without language access, LEP speakers are effectively denied the protection of our laws. To give you a real-life example, recently I testified in an appeal case of a Mexican immigrant who was tried without an interpreter and sentenced to life in prison. The appeal was heard by the same judge who presided over the original trial. The judge had trouble understanding why the defendant who spent several years in the USA, went shopping, and talked to the mailman would have needed an interpreter. I did my best to explain that LEP speakers function well in familiar social contexts but do not have sufficient English to process complex sentences and legal language and meaningfully participate in their own defense (the mailman doesn't speak legalese). My analysis of the trial transcripts revealed that the defendant used a vocabulary of 230+ words (which is approximately 1 or 2% of that of a native speaker of English), failed to understand many questions posed to him, displayed confusion and stated explicitly that he didn't speak English well. Still, we were all surprised when the judge decided to overturn his own conviction (this almost never happens!) and to grant a new trial. The fact that this defendant will now get a new trial, where he would be heard, is my proudest professional accomplishment to date.

**How can scholars in the field of the psychology of language learning contribute to larger conversations about linguistic rights and inclusion?**

I can't speak for the whole field, where there are many conversations going on, but in my own neck of the woods there are numerous opportunities to contribute, not only to conversations but to courtroom arguments and policy-making initiatives. For starters, there is very little research on legal literacy and L2 processing of legal language. To make evidence-based arguments in court, we need more data on what different populations know about their legal rights and how they process information about these rights in different languages (L1 vs L2) and modalities (oral/written). We also need better insights into decision-making, which means that studies need to move beyond artificial laboratory tasks towards situations that reflect real-life challenges faced by L2 speakers, including police interviews. [Cont.]

Lastly, despite our long-standing preoccupation with social justice, diversity, and inclusion, there have been no studies of prison ESL programs. In the USA, LEP speakers constitute 10% of all adults in federal correctional facilities and their very livelihood depends on their ability to communicate their needs, yet these L2 learners are forgotten and left behind by the academic establishment.



**You have never shied away from disagreeing publicly with colleagues on concepts such as superdiversity and the claim that multilingualism is a recent phenomenon. Would you recommend young researchers to be equally combative?**

This is a fascinating question that raises two issues rarely addressed in academia: When is it acceptable to disagree? Who is allowed to disagree? As a doctoral student, I was put off by the rancorous nature of Chomskian linguistics with its perpetual schisms and acrimonious debates ('my theory is better than your theory!'). In the field of bilingualism, on the other hand, two articles made an indelible impression on me: François Grosjean's *Neurolinguists, beware! The bilingual is not two monolinguals in one person* (1989) and Michel Paradis' *Language lateralization in bilinguals: enough already!* (1990). Both argued against unfounded assumptions and nonsensical beliefs and were supremely effective in shutting down simplistic lines of research and ushering new agendas. [Cont.]

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I have always looked up to this work as the golden standard of disagreement and consider myself very lucky to count François and Michel among my early informal mentors (it was a delight to see Michel at my talk in Montreal in 2024!) But here is an interesting twist: as far as I am aware, neither they nor any of my other male colleagues were ever asked about being 'combative' because disagreements among male scholars are par for the course. It is women who draw attention for being 'combative' or 'aggressive' while men expressing similar opinions are confident, assertive and decisive. So my first advice to young female scholars is to always remember that gender bias is still alive and well in academia. As to debates, my advice to young researchers is to pick your battles. Debates along the lines of 'my theory/terminology is better than yours' are often protracted and ultimately pointless but when you encounter flawed assumptions and fallacious beliefs and have solid data to support your arguments, don't be afraid to disagree.

**Looking ahead, what do you hope future generations of researchers in the field of the psychology of language learning will take forward from your work? Which research areas hold great promise, from your point of view?**

My hope is that future generations will go beyond agendas established today in ways that display both daring and a sense of responsibility to people beyond academia. The research programs I am most excited about are ones that inform practice and policy and the books and articles I most enjoy reading are ones written in clear and accessible language, not in turgid academese. The elephant in the room is obviously AI and one promising agenda involves similarities and differences between human and machine language learning: how do emotions and autobiographical memory make us different from machines?

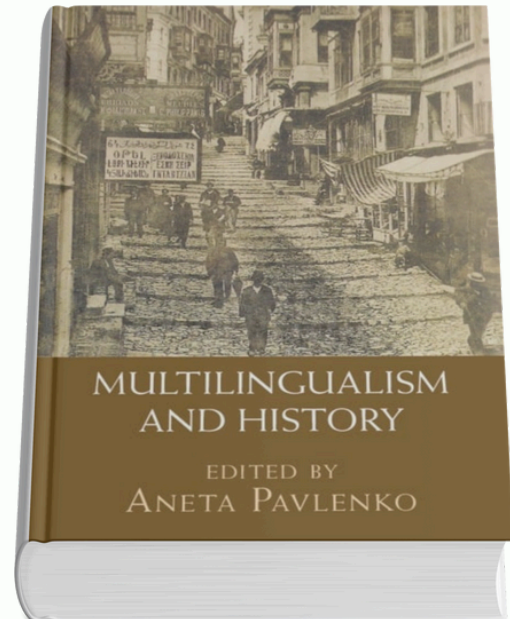
## Upcoming Events

### **IAPLL Roundtable Discussion**

When: March 2026.

Where: Link to be shared soon

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Readers interested in Aneta Pavlenko's work on multilingualism are encouraged to seek out *Multilingualism and History*, published by Cambridge University Press. The volume recently received an honorable mention at the Modern Language Association's book awards.

This volume offers the first comprehensive look at multilingualism across millennia, with fifteen accessible chapters covering contexts from ancient Rome and Egypt, to medieval London and Jerusalem, from Russian, Ottoman and Austro-Hungarian empires to modern Norway, Ukraine, and Spain. Contributions from prominent historians, classicists, and sociolinguists challenge traditional language histories. The volume highlights multilingualism as historically normal, examines shifts toward monolingualism, and exposes today's tensions between celebrating diversity and policing language use.

*Thank you for reading!*

We hope you enjoyed this newsletter for IAPLL! For any suggestions, concerns, or thoughts about the content, please feel free to reach out to the Editorial Team!

*Elouise + Pia*

# PSYCHOLOGY OF LANGUAGE LEARNING

## WORD SEARCH

As the year comes to a close, challenge yourself with this word search puzzle on research in the psychology of language learning! Answers can be found at the bottom of the page.

1. Academic field that studies English as a global communication tool, also sits on a shelf
2. One of the languages spoken by the elves in the Tolkien's Lord of the Rings
3. The \_\_\_\_\_ Language Learner studies originated in the 1970s and were based on the premise that it is beneficial to study the habits of successful language learners, also what you need to be for Santa to bring you presents
4. The location of the first IAPLL doctoral school
5. The IAPLL peer-reviewed journal is known by this acronym
6. The process of "thinking about your thinking", which involves being aware of and controlling your own thought processes to improve learning and problem-solving
7. \_\_\_\_\_ is performed when teachers display supportive emotions, even when not genuinely felt
8. The branch of linguistics dealing with language in use and the contexts in which it is used
9. A word that imitates the sound it describes, such as the 'jingle' of bells on sleighs
10. The fact that there is no 'natural' connection between a linguistic form (e.g. the sounds/letters of a word) and its meaning is called the property of \_\_\_\_\_
11. Emotion regulation strategy that reframes a situation
12. The study of the properties of speech sounds
13. The psychological framework introduced by Deci and Ryan, also the topic of the newest SIG in IAPLL
14. Number of PLL6 travel award winners
15. Abbreviation for the concept that describes the readiness to enter into discourse at a particular time with a specific person or persons
16. It refers to the phonological and prosodic aspects (= pronunciation) of a linguistic variety
17. City in China where PLL6 will take place
18. Researcher that introduced the influential L2 Motivational Self System
19. The \_\_\_\_\_ model of personality captures personality along these dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism
20. The Socio-Educational Model of Second Language Acquisition emphasizes the role of motivation, attitudes, and cultural context in successful language learning and was pioneered by this influential researcher



1. ELF; 2. Quenya; 3. Good; 4. Graz; 5. JPLL; 6. Metacognition; 7. Emotional labour; 8. Pragmatics; 9. Onomatopoeia; 10. Arbitrariness; 11. Reappraisal; 12. Phonetics; 13. Self-Determination; 14. Seven; 15. WTC; 16. Accent; 17. Shantou; 18. Dörnyei; 19. Big Five; 20. Gardner

Answers

# PSYCHOLOGY OF LANGUAGE LEARNING

## WORD SEARCH

Answers can be forwards, backwards, diagonal, up, or down!

K	Y	U	Y	X	X	S	C	P	N	N	S	G	N	B	R	P	D	O	O	G	K	I
L	T	J	O	J	K	T	Y	Q	U	Y	W	H	U	S	G	N	P	W	L	E	U	N
S	E	L	F	D	E	T	E	R	M	I	N	A	T	I	O	N	I	U	L	A	R	H
P	H	O	N	E	T	I	C	S	E	J	B	R	E	N	D	R	A	G	P	I	S	W
P	E	D	M	E	T	A	C	O	G	N	I	T	I	O	N	S	T	F	J	E	V	E
T	K	S	U	O	T	N	A	H	S	G	I	S	F	X	F	T	G	B	K	O	Z	R
G	Z	U	E	U	V	G	Z	N	I	N	T	W	A	I	M	O	E	V	A	P	M	H
Q	A	U	N	G	B	J	S	U	W	O	C	S	K	F	I	P	K	O	C	O	T	D
Z	R	D	S	M	K	L	A	S	I	A	R	P	P	A	E	R	Q	B	C	T	A	E
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F	S	E	V	E	N	Y	S	Q	A	I	R	Z	U	D	P	H	R	I	N	M	S	S
A	R	B	I	T	R	A	R	I	N	E	S	S	T	M	F	L	E	J	T	O	P	T
K	E	T	Q	A	Y	N	E	U	Q	G	Z	W	F	P	R	T	L	K	D	N	B	W
L	X	U	N	I	E	Y	N	R	O	D	K	U	M	Z	F	N	G	E	T	O	C	T
T	Q	Q	F	D	D	C	C	C	W	R	M	E	V	I	F	G	I	B	B	A	C	C
E	A	C	L	L	J	D	X	Y	P	R	A	G	M	A	T	I	C	S	Y	V	X	P

