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Editorial

We are delighted to share with you the second issue of the JPLL for 2024. It is our great pleasure to begin our tenure as the editors of the JPLL with five thought-provoking new articles, open-access and peer-reviewed. The JPLL continues to explore language learners' and teachers' emotional, motivational, and cognitive experiences, and this issue features insights on grit, professional identity, anxiety, enjoyment, and flow.

Etchart and **Winke** revisit Teimouri et al.'s (2022) influential nine-item second language (L2) grit scale in their paper. In recent years, the concept of grit has sparked both curiosity and controversy, as more researchers rely on this measure to understand students' tenacity and consistency. In replicating the original scale construction process, however, the authors struggled to confirm the same nine items with their larger group of first-language (L1)-English learners of Spanish; instead, a 17-item, three-factor model emerged. Their findings spark debate on whether the current L2 grit scale is precise enough, pushing the field to question the scale's interpretive stability and urging researchers to share data widely for broader scrutiny and refinement.

Varis's study looks at how Finnish and international lecturers grapple with teaching in English-medium instruction (EMI). While EMI is booming in higher education, it also comes with challenges to professional identity, including stress, shifting self-perceptions, and often the need to recalibrate one's professional efficacy. Eight Finnish and eight international lecturers share their self-images, beliefs about efficacy, and job satisfaction.

Vierendeels and **Mettewie** examine whether an e-tandem "chitchatting" project can ease the anxiety that learners may feel when speaking a foreign language with 'native' speakers. By pairing French and Dutch learners for unscripted online chats, they found that the informality, independence, and intercultural contact triggered both stress and excitement. Overall, participants felt more enjoyment, better attitudes toward the language, and greater speaking confidence. Key to success was striking a balance between learner freedom and structured guidance. Ultimately, the study suggests deliberately informal e-tandems can tame those "bed monsters" of speaking anxiety and help learners build their confidence.

Mystkowska-Wiertelak and **Słowik-Krogulec** offer a study based in the valuable and under-researched domain of older adult English as a foreign language (EFL) learners, examining the dynamic sensation of task-specific flow in foreign language pedagogy. Their mixed-methods approach unearths how flow depends on task type (listening, grammar, or speaking) and classroom climate (including disruptions). Notably, the instructor's role emerges as pivotal for orchestrating collective flow. Despite common stereotypes, these older learners reported more positive than negative emotions, reinforcing the notion that flexible, learner-centred contexts can unlock enthusiasm and immersive engagement, regardless of age.

Finally, **Zou** and **Ren** explore EFL learners' flow in technology-driven, self-regulated settings. Drawing on the experience sampling method, the study captures real-time glimpses of learners' immersion when using mobile apps, reading e-materials, and drilling grammar points outside class. Crucially, while learners showed strong engagement and enjoyment, some did not necessarily ramp up challenges over time, which suggests that flow experiences, though highly beneficial, may not single-handedly propel learners to continuously escalate their skill levels. Instead, a nuanced mix of interest, self-direction, and well-timed pedagogical nudges remains key to sustaining motivation.

We would like to thank the reviewers for helping to maintain the quality of the journal. We would also like to recognize the contribution of Katalin Piniel and Ágnes Albert for their work on editing the two articles concerning flow included in this issue.

We are very excited to be taking the journal forward from here, and we would like to encourage submissions for our regular issues and proposals for Special Issues.

Richard Pinner, Richard Sampson, and Dávid Smid

Reference

Teimouri, Y., Plonsky, L., & Tabandeh, F. (2022). L2 grit: Passion and perseverance for second-language learning. *Language Teaching Research*, 26(5), 893–918.
<https://doi.org/10.1177/1362168820921895>