

# JPLL



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## Editorial

This issue features five empirical studies. The first of these is a study by **Lee** and **Révész** on the role of individual differences in working memory on Korean L2 learners' attentional allocation and grammatical development. They investigated how working memory mediates the effects of viewing L2 news clips under three treatment conditions: without captions, with textually-enhanced captions, or with unenhanced captions. This study showcases a range of methods for data elicitation including, among others, eye-tracking methods.

The second paper, by **Nematizadeh**, reports a study employing the idiodynamic method to monitor per-second changes in learners' willingness to communicate during stand-alone L2 speaking tasks. The study also captured temporal measures of participants' utterances while completing these L2 speaking tasks to shed light on patterns of stability and variability in learners' L2 speech fluency.

The third paper, by **Yuksel**, **Curle**, and **Kaya**, reports a study examining the language learning mindsets of undergraduate students in Turkey and the link to their English language achievement and success in an English medium of instruction (EMI) setting. By exploring the language learning mindsets of students with a range of college majors and academic backgrounds, their results provide some insight into discipline-based differences in EMI courses.

The fourth paper, by **Claro**, reports a mixed-methods study of Japanese students' self-regulation in response to the apprehension they felt at being unable to communicate effectively in the L2. The study draws on theories related to stress and coping, self-efficacy, peer modeling, internalization, self-regulation, and possible selves to provide a multi-dimensional view of the processes involved in these learners' self-regulation.

The fifth paper, by **Hikomori**, reports on a study of task engagement with L2 learners engaged in collaborative writing in pairs. Specifically, it focused on a combination of the behavioral, cognitive, emotional, and social dimensions of task engagement, and examined which domains of engagement in combination led to meaningful differences in collaborative writing task performance for Japanese L2 learners.

The issue is rounded off by one work-in-progress report and one book review. The work-in-progress report, by **Pack**, explores the motivational profiles of English for Academic Purposes (EAP) learners at a transnational education university in mainland China that uses English as the medium of instruction (EMI). The book review, by **Sang**, reviews a groundbreaking volume by Mynard et al. about social language learning communities.

Looking ahead to issues to come, two highly-anticipated special issues are currently in the works that will appear in late 2021 and mid 2022 respectively. The upcoming PLL4 conference (summer 2022) is also much-awaited, and will no doubt lead to many fruitful collaborations that we welcome in future submissions.

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. As advocates of open science, our journal also welcomes replication studies (i.e., exact replications, approximate replications, or conceptual replications) and pre-registered studies within the domain of the psychology of language learning and teaching.

Last but not least, we thank the reviewers for their ongoing efforts and acknowledge that they, often underappreciated and overworked in this task, have been instrumental to our mission of publishing high-quality work in the journal.