

Psychology of Language Learning and Teaching



Dear colleagues,

Following the affective turn in applied linguistics, a growing body of studies has addressed the psychological aspects of language learning and teaching over the past ten years. In fact, the psychological dimension is evidently assuming added importance in the L2 literature.

This special issue provides a platform for researchers who are working at the interface of language learning/teaching and psychology. Theoretical and empirical papers using innovative qualitative and quantitative methods are highly appreciated.

We welcome studies on under-researched psychological factors from different parts of the world, which aim to expand the specialized knowledge in practical and theoretical aspects of this field.

We look forward to receiving your contributions.

Keywords

Psychology of language learning; Individual differences; Application of psychological theories in L2 learning; L2 teaching and teacher education; Psycholinguistics

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