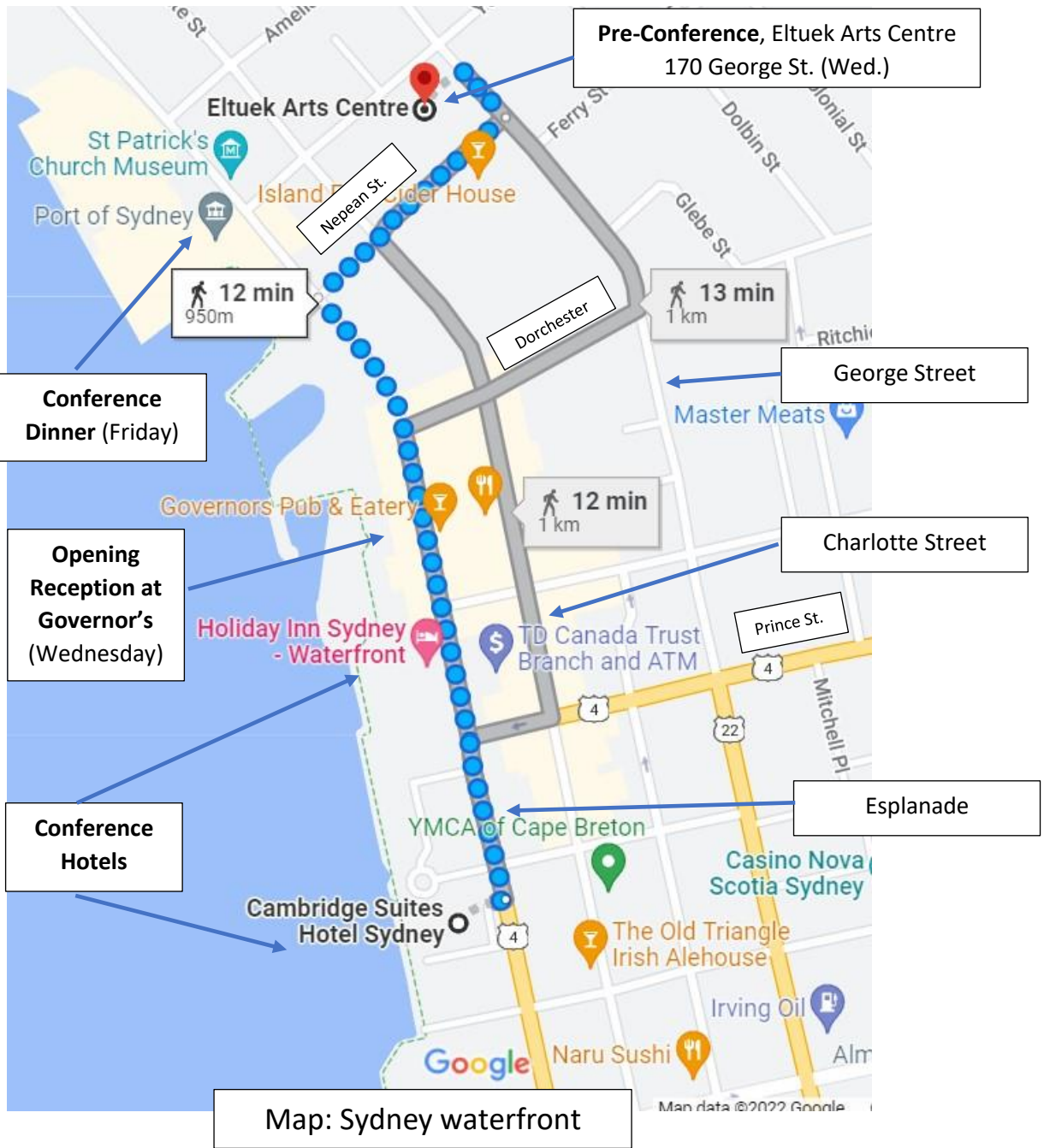


Psychology of Language Learning Conference Program (on site)

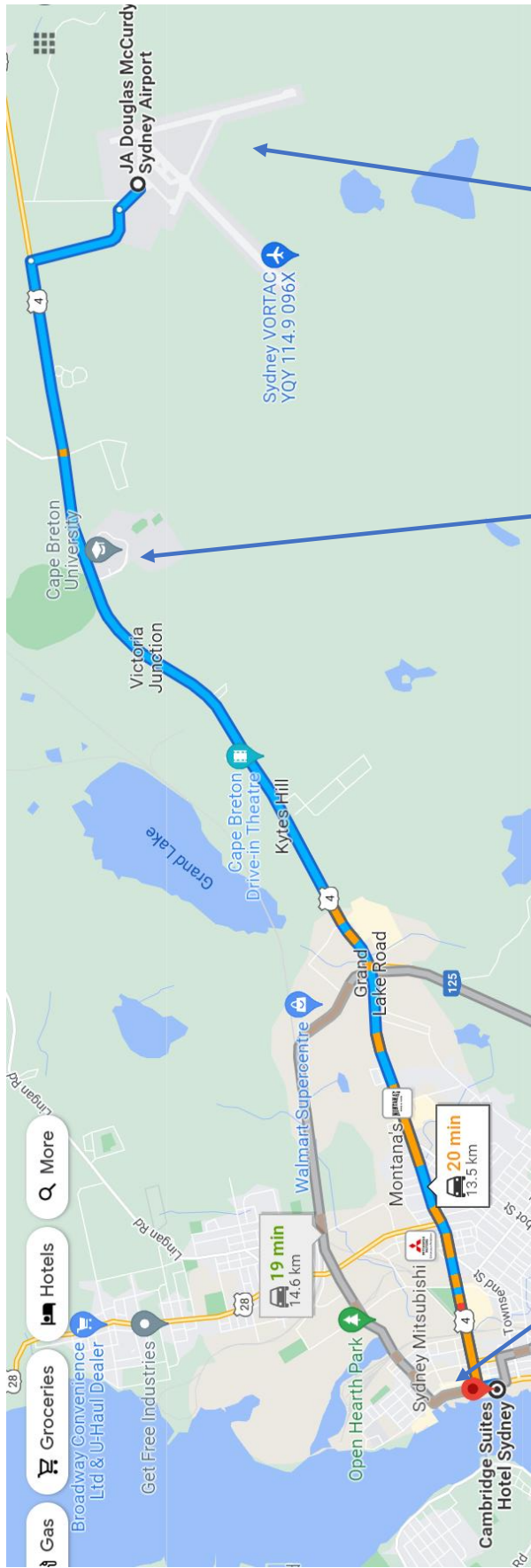


Cabot trail, Cape Breton, Nova Scotia, CANADA





Map: Airport, CBU, Waterfront



Airport

5 km

Cape Breton University

10 km

Hotels, Receptions, Conference Dinner

Amanda M. McDougall

MAYOR, CAPE BRETON REGIONAL MUNICIPALITY



June 9, 2022

Dear PLL4 Conference Participants:

On behalf of our Council and citizens, welcome to the Cape Breton Regional Municipality! Cape Breton University is an integral part our community, and we are thrilled that it can host the International Association for the Psychology of Language Learning Conference in CBRM this year.

Whether you are joining us in-person or virtually, I hope that you have a truly unforgettable and rewarding learning experience.

Our Island is consistently ranked among the most beautiful islands in the world by numerous travel publications, and our population is comprised of a diverse cultural fabric which is well-reflected in the numerous community festivals and events.

I encourage you to explore all that is unique about this part of Canada, and it is my hope that you will enjoy your time here and all that we have to offer.

Kind personal regards,

A handwritten signature in black ink that reads "A. McDougall".

Amanda M. McDougall
AMD/AM

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June 22, 2022

Welcome to Cape Breton University!

On behalf of myself, the board of governors, the faculty and staff, I would like to welcome you to the 2022 International Association for the Psychology of Language Learning – PLL4 Conference.

Hosting this conference here at Cape Breton University has been a long time coming. As you know, we were set to host in 2020, but because of the pandemic that was not possible. So, I am thrilled to have all of you here with us and many others joining virtually.

To Dr. Peter MacIntyre and your organizing committee, thank you for all of your hard work in pulling this important conference together.

The conference theme, "Currents and Waves" is inspired by the physical location of PLL4, Cape Breton Island, where massive ocean currents shape the seasons and the rising and falling waves affect our day-to-day lives. I do hope you are able to take some time to explore our beautiful Island and all of its wonder.

The theme also communicates both stability and change, two opposite yet equally important aspects of life and learning. The work you and your colleagues will undertake over the next several days is so important. It is extremely timely and crucially important to have these discussions and scholarly examinations. Your sharing of ideas, research, best practices and knowledge is essential to show that educational institutions identify and respond to the changing tides we see all around us.

Enjoy and I hope you have a wonderful conference my friends.

Yours very truly,

David C. Dingwall

June 22, 2022



Welcome to PLL4!

It feels like it has been a long time coming but I am proud to formally welcome all the delegates to the 4th Psychology of Language Learning conference (PLL4). Originally scheduled to host in 2020, we started planning this event in 2018. The Covid-19 pandemic had other plans. The motto at Cape Breton University is “perseverance will triumph”

and persevere we did. We re-scheduled the conference for 2021 but again the pandemic restrictions prevented us from hosting. Finally, the time has come to welcome you to Cape Breton Island in 2022.

There are so many people who have made this conference possible. I want to thank our invited speakers, Sarah Mercer, Jean-Marc Dewaele, Tammy Gregersen, and Luke Plonsky for their continued commitment to the conference. Our fifth keynote speaker, Diane Larsen-Freeman, transitioned from offering her plenary talk in-person to an online presentation, and we are grateful to her for accommodating the online delegates in this way. I also want to thank the board of directors of IAPLL and the local organizing committee for persevering in bringing this conference to you, and especially for serving as reviewers for the academic program. Thank you to the sponsors and supporters whose logos appear on the back of the program and to the local student volunteers. Much of the organizing “leg work” was done by a small team. Alanna MacQueen of CBU conference services has been working behind the scenes to make your experience memorable. And finally, a massive thank you to two of our talented and tireless CBU Psychology students, Lanxi (Jo) Wang and Andrew Hay, who have worked long hours and written hundreds of emails to keep things on track over a five-year time frame.

Finally, on behalf of the organizing team and the IAPLL association, I would like to thank all of you for attending this conference, whether you’ve traveled to Canada or are participating online. We thank you for your scholarship on the psychology of language learning and we look forward to a most successful presentation of the currents and waves underlying your ideas.

Enjoy the PLL4 conference and see you all at PLL5!

Sincerely,

Peter MacIntyre
IAPLL President and
PLL4 Conference Organizer

Companion Program Outline

<i>Companion program (pre-registration required)</i>	<i>Meet: Cambridge Suites Hotel lobby</i>	<i>Thursday 10:00, Miner's Museum</i> <i>Friday 9:45, Membertou First Nation</i> <i>Saturday 12:30, Louisbourg</i>
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Conference Schedule Overview

Thursday, June 23rd

Welcome and Breakfast in the Great Hall at CBU		8:00- 9:00
Opening Remarks	Opening (RBC)	9:00-9:15
Plenary Speaker	Tammy Gregersen (RBC)	9:15-10:15
<i>Nutrition break (MPR, Courtyard)</i>		<i>10:15- 10:45</i>
Symposium + Concurrent	Hybrid Symposium Kim Noels	11:15-12:00 SSOB 200
	Concurrent sessions (CE)	10:45-12:00
Lunch and Poster Session	Posters and Lunch (Pit/Patio)	12:15-13:30
Concurrent Sessions	Concurrent (CE)	13:30-15:00
<i>Nutrition break</i>	(MPR, Courtyard)	15:00-15:30
Concurrent Sessions	Concurrent (CE)	15:30-16:30
<i>Reception: Special Interest Groups (open bar)</i>	With SI Group Coordinators (MPR)	16:30-17:15

Conference Schedule Overview (cont.)

Friday, June 24th

Concurrent Sessions	Concurrent Sessions (CE)	9:00-10:00
Concurrent Sessions	Concurrent Sessions (CE)	10:00-11:00
<i>Nutrition break</i>		<i>11:00-11:30</i>
Concurrent Sessions	Concurrent Sessions (CE)	11:30-12:30
Lunch and IAPLL AGM (Pit)	Reports, Elections, Inducting IAPLL Scholars & Fellows	12:30-13:45
Plenary Symposium	Tribute to Zoltán Dörnyei	13:45-15:15
<i>Nutrition break</i>	(Courtyard/MPR)	<i>15:15-15:30</i>
Concurrent Sessions	Concurrent Sessions (CE)	15:30-16:30
Getting Published in PLL area Journals	A session with experienced editors (PLL series, journals) (MPR)	16:30-17:15
<i>Reception & Conference Dinner at the Port</i>	<i>Meet at The Big Fiddle” Dinner at “Flavour on the Water” restaurant</i>	<i>18:30-19:30 19:30-</i>

Saturday, June 25th

Concurrent Sessions	Concurrent Sessions (CE)	9:00-10:00
<i>Nutrition break</i>	(MPR/Courtyard)	<i>10:00-10:30</i>
Concurrent Sessions	Concurrent Sessions, (CE)	10:30-12:00
Closing Plenary	Luke Plonsky (RBC)	12:00-13:00
CBU → Louisbourg excursion (snacks on the bus trip)	<i>Meet bus on campus at the Great Hall (registered companions and delegates)</i>	<i>13:15-18:00</i>
Saturday Evening in Sydney		18:00

Detailed Schedule of Presentations

Thursday, June 23rd

8:00-8:55	Breakfast in Great Hall
8:55-9:15	Opening Remarks and Plenary- RBC lecture theatre (CE 258)
8:55	Land Acknowledgement Dean Laurianne Sylvester
9:00	Welcome CBU President, IAPLL President
9:15	Opening Plenary Tammy Gregersen
10:15-10:45	Nutrition Break #1- MPR, Courtyard
10:45-12	Session 1A: Self - CE 313 (Thursday)
10:45	98 Can emotional states predict the relationship between attention and self-repair behavior in L2 speech production? Daphnée Simard and Michael Zuniga
11:10	113 Motivation and language learning: L2 self-guides and self-efficacy beliefs in language learners' feedback-seeking behavior Anna Bondarenko
*11:15-12:00	*Hybrid Symposium (Room SB 200) Current Directions in Self-Determination Theory and Language Learning Motivation Kim Noels (on campus and online)
11:35	140 The language learning and teaching beliefs of primary education trainees in Spain Imelda Katherine Brady & Gema Alcaráz-Marmol

<p>10:45-12</p> <p>10:45</p> <p>11:10</p> <p>11:35</p>	<p>Session 1B: CLIL- CE 310 (Thursday)</p> <p>17 “I am not a language teacher”: Empirical insights into the professional vulnerability of Austrian CLIL teachers Petra Kletzenbauer, Alia Moser, & Ulla Fürstenberg</p> <p>143 Embracing the CLIL mindset: Investigating open-mindedness among CLIL teachers Katarzyna Lidia Papaja</p> <p>223 Stress during intercultural contact: Variation during a study abroad experience Kirk Belnap, Dan Dewey, Patrick Steffen, & Annika Bickmore</p>
<p>12:00-13:30</p> <p>180</p> <p>113</p> <p>236</p> <p>40</p> <p>66</p> <p>102</p> <p>39</p>	<p>Poster Sessions & Lunch – ‘In the Pit’ (Thursday)</p> <p style="text-align: center;"><u>POSTERS</u></p> <p>Exploring the complexity of emotions in second language development through genograms Alberto Rodríguez-Lifante & Mari Mar Boillos Pereira</p> <p>Initial validation of a Japanese-language 3 x 2 Achievement Goal Questionnaire Jean-Pierre Joseph Richard</p> <p>An idiodynamic study of listening comprehension Lanxi Wang, Peter MacIntyre</p> <p>Integrating Positive Psychology Interventions into Language Learning Curriculum Maria Summers, Benjamin McMurry, Allison Baker, and Dan Dewey</p> <p>The effects of bilingualism on verbal and visual working memory Victoria Brogan and Erin Robertson</p> <p>Longitudinal results show both change in stress and growth as language teachers adjusted to living with COVID-19 Andrew Hay</p> <p>Interacting affective variables in a university e-Tandem project on Dutch and French FL learning Ilias Vierendeels and Laurence Mettewie</p>

13:30-15:00 Session 2A: Studying Abroad- CE 323 (Thursday)

13:30 53
Expectations vs. reality when studying abroad: Guiding students' through their intercultural journey
Ana Maria Moreno Bruna, Patrick Goethals, & July De Wilde

14:00 209
How contact and perceived conflict affect language attitudes and learning motivation in a politically tense macro-context
Laurence Mettewie, Luk Van Mensel, & Benoît Galand

14:30 160
Post-encounter motivation during study abroad: The role of intercultural contact
Suzanne Bonn, Jaime Demperio, Martyna Kozłowska

13:30-15:00 Session 2B: Emotional intelligence and regulation- CE 310

13:30 197
Links between students' trait emotional intelligence, anxiety and enjoyment in (foreign) language classes
Pia Resnik & Jean-Marc Dewaele

14:00 93
Teacher emotion from the student point of view: Using an observer reported trait emotional intelligence test in the language classroom
Sharona Moskowitz

14:30
(CE 310) 248
An idiodynamic investigation of emotions and emotion-regulation in L2 classroom speaking activities
Jakub Bielak & Anna Mystkowska-Wiertelak

13:30-15:00		Session 2C: Motivation- CE 313 (Thursday)
13:30	32	Supermotivators in language education: An interview study on FL teachers' extraordinary motivating agency Csaba Kalman
14:00	332	A qualitative analysis of EFL teachers' motivational awareness Lorena Salud Gadella Kamstra
14:30	23	Exploring high school EFL learners' motivational profiles: Results of a large-scale study Anna Zolyomi & David Smid
13:30-15:00		Session 2D: Motivation and learning CE 314 (Thursday)
13:30	18	Flipped perspective: Students' views on their individual learning processes Alia Moser, Petra Kletzenbauer, & Ulla Fürstenberg
14:00	175	Exploring Japanese EFL learners' motivational profiles: Latent profile analysis of a large-scale survey Takumi Aoyama
15:00-15:30		Nutrition Break #2- MPR, Courtyard
15:30-16:30		Session 3A: Language Learner Grit- CE 307 (Thursday)
15:30	30	Language learning in crisis mode: The connection between LX grit, trait emotional intelligence and learner emotions Pia Resnik, Sharona Moskowitz, & Alex Panicacci
16:00	195	Examining L2 grit among English majors: Levels, correlates and link to attainment Mariusz Kruk, Joanna Zawodniak & Mirosław Pawlak

15:30-16:30		Session 3B: Directed Motivational Currents- CE 310
15:30	151	Directed Motivational Currents, Learner Engagement, and Project-Based Learning in a University Intensive English Program Glen Poupore
16:00	58	Creating DMC's that foster L2 emotional engagement: The case of a project-based service learning course Jason Brown and Masatoshi Sato
15:30-16:30		Session 3C: Learners- CE 314 (Thursday)
15:30	126	L2 learners' learning experiences and social networks as predictors of their attitudes towards French varieties Rachael Lindberg & Pavel Trofimovich
16:00	17	Investigating the effect of teacher intervention on learners' willingness to communicate Minako Antoku
15:30-16:30		Session 3D: Adults- CE 323 (Thursday)
15:30	33	Waves of change: Critical reflections on the design and implementation of approaches to L2 Irish language support for parents, at a university Irish language centre, over the last twenty years Deirdre Ni Loingsigh
16:00	28	Understanding and measuring "hope" for EFL writing among Chinese adult learners Yuchen Zong & Karen Forbes
16:30- 17:15		Special Interest Groups - MPR (meet & greet, open bar)

Friday, June 24th

8:00-9:00	Welcome Centre and Snacks- Great Hall
9:00-10	Session 4A: Learner Well-being- CE 307 (Friday)
9:00	66 Reflexive practices in community service and language learning: constructs of positive psychology at work Laura Ambrosio and Monika Jezak
9:30	237 Gender and Language Learning: Why Are There So Few Men in Canadian Foreign Language Courses? Kimberly Noels
9:00-10	Session 4B: Tasks- CE 310 (Friday)
9:00	5 Insight from task complexity on global speech production Dustin Crowther
9:30	124 The correlates of flow in the L2 classroom: interaction between flow experience, task-type variables and learner affective profiles Michael Zuniga
9:00-10	Session 4C: Social Perspectives- CE 311 (Friday)
9:00	144 What factors shape L2 learners' social embeddedness? Michał B. Paradowski, A. Jarynowski, K. Czopek and M. Jelińska
9:30	117 Acculturative stress as an international student university experience Karen Englander and Bruce Russell
10:00-11	Session 5A: Professionals- CE 312 (Friday)
10:00	189 Waves of Change: Embracing translingual practice in Emirati higher education Sarah Hopkyns

10:30 (Friday, CE 312)	116 Flourishing in the third age as a professional Sonja Babic
10:00-11	Session 5B: Gender- CE 310 (Friday)
10:00	83 Literacies of inclusion for teacher education: Focus on gender and sexual diversity Wendy Carr & Blye Frank
10:30	87 Self-efficacy and Academic achievement: the role of gender, culture, and learning environment Muhammad Amir Saeed Nasser Said Gomaa Abdelrasheed
10:00-11	Session 5C: Foreign language anxiety- CE 311 (Friday)
10:00	6 Foreign language enjoyment, foreign language anxiety and self-perceived competence: A dynamic look at static data Elouise Botes, Jean-Marc Dewaele, & Samuel Greiff
10:30	86 A study of L2 motivation and anxiety of Pakistani English language learners from District Gujranwala Ahmad Mujtaba Ali & Muhammad Islam
10-11	Session 5D: Flow CE 307 (Friday)
10:00	2 The Wave of Flow and Anxiety in L2 Academic Writing Hyoseon Lee
10:30	333 A tartan weave: Connecting the experience of flow in traditional music and Gaelic language in pursuit of heritage language survival Heather Sparling
11:00-11:30	Nutrition Break #1

11:30-12:30	Session 6A: Motivational methods- CE 312 (Friday)
11:30	156 Imagined communities as a tool for motivation in language learning Mariam Abugasea Heidt
12:00	106 The effects of a gamified extensive reading program on reluctant reader motivation Timothy Nicoll
11:30-12:30	Session 6B: Boredom- CE 311 (Friday)
11:30	20 The effects of strategy instruction on EFL learners' self-regulation of boredom in the classroom Sachiko Nakamura, Hayo Reinders, & Pornapit Darasawang
12:00	194 Exploring the causes and dynamics of boredom in teaching English at advanced levels Mariusz Kruk, Joanna Zawodniak & Mirosław Pawlak
11:30-12:30	Session 6C: Supporting Newcomers to Nova Scotia- CE 310
11:30 (one hour)	127 Building supports systems for newcomers in Nova Scotia via language assessment and education counselling Olga Sarycheva & Erin Macdonald
11:30-12:30	Session 6D: French Immersion CE 307 (Friday)
11:30	93 Promoting Oral Communication with Young French Immersion Students: The Role of Symbolic Play and Intrinsic Motivation Josée LeBouthillier & Renee Bourgoïn
12:00	95 Professional Identities of French Immersion Teachers and their Beliefs Regarding Oral Language Acquisition Renee Bourgoïn & Josée LeBouthillier

12:30-13:45	Friday Lunch and the IAPLL AGM (Pit Lounge)
13:45-15:15	Plenary Symposium: Tribute to Zoltán Dörnyei (<i>in memoriam</i>) Ali Al-Hoorie
15:15-15:30	Nutrition Break #2- Courtyard/MPR
15:30-16:30	Session 7A: Retrospective approaches- CE 307
15:30	145 The power of becoming: Integration, valence and vividness in the language learning histories of ELT students Miri Tashma Baum
16:00	86 Emotional experience in L2 learning and motivation from a sociocultural perspective: A qualitative analysis of retrospective L2 learning essays Tae-Young Kim
15:30-16:30	Session 7B: Despair and Violence- CE 310 (Friday)
15:30	98 Confronting despair: A study at the intersection of immersion, mathematics, and critical research Julianne Gerbrandt
16:00	61 Plurilingual identity expression, well being, and symbolic violence in Switzerland's education system Anna Becker
15:30-16:30	Session 7C: Engagement- CE 311 (Friday)
15:30	57 The reciprocal relationship between explicit and implicit second-language knowledge: A longitudinal investigation of the interface question Kathy Kim
16:00 (CE 311)	31 Engagement and cultural immersion in virtual reality narratives Nicole Mills

15:30-16:30	Session 7D: Variability in emotions- CE 312 (Friday)
15:30	27 Variability in change: The case of learners' emotions Katalin Piniel, Anna Zolyomi, & David Smid
16:00	90 Reading literary texts brings on different emotional experiences to L1 and L2 users Sunyoung Ahn, Youngjoo Kim, & Catherine Caldwell-Harris
16:30-17:15	Getting Published in Psychology of Language Learning (open bar) Sarah Mercer, Jean-Marc Dewaele, Luke Plonsky
18:30-19:30	Meet and greet at the Big Fiddle (outdoors weather permitting) (Friday evening, Sydney waterfront)
19:30-22:30	Conference Dinner at the Big Fiddle (<i>Flavor on the Water</i> restaurant, Sydney waterfront)

Saturday, June 25th

8:00-9:00	Welcome Centre and Snacks- Great Hall
9:00-10	Session 8A: Motivational factors- CE 310 (Saturday)
9:00	184 Factors affecting the motivation of students studying English as major in Gujranwala, Pakistan Ahmad Sardar Ahmad Mujtaba Ali Afeef Tahir Butt
9:30	245 Sources of motivating or demotivating English learning in Saudi Arabia Jamal K. M. Ali
9:00-10	Session 8B: Language development and comprehension- CE 312
9:00	88 Practices for enhancing student engagement and motivation in French second language learning Melissa Garrett
9:30	76 Old current, new wave: Using mental imagery to build "atomic habits in language learning" Denny Vlaeva
9:00-10	Session 8C: Motivation and Grit - CE 314 (Saturday)
9:00	58 The dynamically stable motivational patterns in learning Chinese as a LOTE Zixuan Li
9:30	77 Identifying predictors of L2 grit in online foreign language classes Magdalena Jelinska & Michal B. Paradowski
10:00	Nutrition Break #1- MPR/Courtyard

10:30-12		Session 9A: COVID- CE 310 (Saturday)
10:30	35	Emotions experienced by university foreign language students who had their learning moved online due to the Covid-19 pandemic Katarzyna Budzinska
11:00	13	Coping with the transition to emergency language teaching and learning: What predictors emerge from multifactorial analyses of 6000+ questionnaires? Michal B. Paradowski, Magdalena Jelinska, & Ekaterina Sudina
11:30 (check local information)	29	Representation of teachers in the most read Austrian newspaper during the COVID-19 crisis: Status and wellbeing Astrid Mairitsch
10:30-12		Session 9B: Teacher Identity- CE 311 (Saturday)
10:30	92	Linguistic and professional identity of beginning teachers of French as a second language Karla Culligan & Paula Kristmanson
11:00	150	“We English teachers, we speak English”: Development of selves in diverse contexts Amy Thompson
11:30 (CE 311)	89	French as a second language teacher candidates and the construction of a professional identity Paula Kristmanson & Josee Le Bouthillier
10:30-12		Session 9C: Language Development and Comprehension- CE 312 (Saturday)
10:30	59	Emotion, motivation, and vocabulary development: Exploring the role of affect in language learning for Spanish heritage and foreign language learners Meagan Driver

11:00 (Saturday, CE 312)	11 Early childhood professionals collaborating with public libraries to support multilingual development Anouk Van Der Wildt
11:30	232 Reading comprehension versus listening comprehension: Examining shared and modality-specific processes Marie Nader & Daphnée Simard
12:00-13:00	Closing Plenary: Luke Plonsky , RBC lecture theatre Conference Closing & Draw for Prizes , RBC lecture theatre
13:15	Louisbourg Excursion (meet at CBU Great Hall) Snacks available on the bus.
14:00 15:00 17:30	Lunch in Louisbourg - Group 1 Lunch in Louisbourg - Group 2 Back on the bus in Louisbourg for return to Sydney
18:00	Evening in Sydney

Psychology of Language Learning Conference Program (on site)



Cabot trail, Cape Breton, Nova Scotia, CANADA

