

Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz
<http://presso.amu.edu.pl/index.php/sslt>

Editors:

Founding Editor and Editor in Chief: Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland)
Editor: Ágnes Albert (Eötvös Loránd University, Budapest, Hungary)
Editor: Kata Csizér (Eötvös Loránd University, Budapest, Hungary)
Editor: Mariusz Kruk (University of Zielona Góra, Poland)
Editor: Chengchen Li (Huazhong University of Science and Technology, Wuhan, China)
Editor: Katalin Piniel (Eötvös Loránd University, Budapest, Hungary)
Editor: Joanna Zawodniak (University of Zielona Góra, Poland)

Vol. 15 No. 3 September 2025

Editorial Board:

Ali Al-Hoorie (Royal Commission for Jubail and Yanbu, Jubail, Saudi Arabia)

Larissa Aronin (Oranim Academic College of Education, Israel, Trinity College, Dublin, Ireland)

Helen Basturkmen (University of Auckland, New Zealand)

Adriana Biedroń (Pomeranian University, Szczecin, Poland)

Anne Burns (Aston University, Birmingham, UK, University of New South Wales, Sydney, Australia)

Anna Cieślicka (Texas A&M International University, Laredo, USA)

Robert DeKeyser (University of Maryland, USA)

Ali Derakhshan (Golestan University, Gorgan, Iran)

Jean-Marc Dewaele (Birkbeck College, University of London, UK)

Krystyna Drożdżar-Szaleś (Adam Mickiewicz University, Poznań, Poland)

Majid Elahi Shirvan (University of Bojnord, Iran)

Rod Ellis (Curtin University, Perth, Australia)

Danuta Gabryś-Barker (University of Silesia, Poland)

Andy Gao (University of New South Wales, Australia)

Tammy Gregersen (American University of Sharjah, United Arab Emirates)

Carol Griffiths (Girne American University, North Cyprus)

Laura Gurzynski-Weiss (Indiana University Bloomington, USA)

Rebecca Hughes (University of Nottingham, UK)

Hanna Komorowska (University of Social Sciences and Humanities, Warsaw, Poland)

Terry Lamb (University of Westminster, London, UK)

Diane Larsen-Freeman (University of Michigan, USA)

Barbara Lewandowska-Tomaszczyk (University of Applied Sciences, Konin, Poland)

Peter MacIntyre (Cape Breton University, Sydney, Canada)

Paul Meara (Swansea University, UK)

Sarah Mercer (University of Graz, Austria)

Anna Michońska-Stadnik (University of Wrocław, Poland)

Carmen Muñoz (University of Barcelona, Spain)

Bonny Norton (University of British Columbia, Canada)

Terrence Odlin (Ohio State University, USA)

Rebecca Oxford (University of Maryland, USA)

Mostafa Papi (Florida State University, Tallahassee, USA)

Aneta Pavlenko (University of Oslo, Norway)

Simona Pfenninger (University of Zurich, Switzerland)

François Pichette (TELUS University, Quebec, Canada)

Luke Plonsky (Northern Arizona University, USA)

Ewa Piechurska-Kuciel (Opole University, Poland)

Vera Regan (University College, Dublin, Ireland)

Barry Lee Reynolds (University of Macau, China)

Pawel Scheffler (Adam Mickiewicz University, Poznań, Poland)

Norbert Schmitt (University of Nottingham, UK)

Michael Sharwood Smith (Heriot-Watt University, Edinburgh, UK)

Linda Shockley (University of Reading, UK)

David Singleton (Trinity College, Dublin, Ireland)

Merrill Swain (Ontario Institute for Studies in Education, University of Toronto, Canada)

Elaine Tarone (University of Minnesota, USA)

Amy Thompson (West Virginia University, USA)

Pavel Trofimovich (Concordia University, Canada)

Ewa Waniek-Klimczak (University of Łódź, Poland)

Stuart Webb (University of Western Ontario, Canada)

FOUNDING EDITOR AND EDITOR IN CHIEF:
Mirosław Pawlak (Adam Mickiewicz University, Kalisz, Poland)

EDITORS:

Agnes Albert (Eötvös Loránd University, Budapest, Hungary)
Kata Csizér (Eötvös Loránd University, Budapest, Hungary)
Mariusz Kruk (University of Zielona Góra, Poland)
Chengchen Li (Huazhong University of Science and Technology, Wuhan, China)
Katalin Piniel (Eötvös Loránd University, Budapest, Hungary)
Joanna Zawodniak (University of Zielona Góra, Poland)

© Copyright by Wydział Pedagogiczno-Artystyczny, UAM Poznań

Copyediting and proofreading: Mariusz Kruk, Mirosław Pawlak, Joanna Zawodniak
Cover design: Joanna Dudek
Typesetting: Piotr Bajak

ISSN 2083-5205
eISSN 2084-1965

Published by:
Department of English Studies
Faculty of Pedagogy and Fine Arts, Kalisz
Adam Mickiewicz University, Poznań

Contact information:
62-800 Kalisz, ul. Nowy Świat 28-30
tel. +48 61 829 64 20
fax +48 61 829 64 21

Printing and binding: Perfekt Gaul i wspólnicy sp. j., ul. Świerzawska 1, 60-321 Poznań

Print run: 30 copies

Print and online editions

Studies in Second Language Learning and Teaching is published both in print (ISSN 2083-5205) and online (eISSN 2084-1965), with the print edition being the original version.

Indexing and abstracting

Studies in Second Language Learning and Teaching is currently indexed and/or abstracted in the following databases:

- Social Sciences Citation Index (WoS Core Collection)
- Journal Citation Reports Social Sciences (WoS)
- Scopus
- European Reference Index for the Humanities (ERIH PLUS)
- Education Resources Information Center (ERIC)
- Central and Eastern European Online Library (CEEOL)
- The Central European Journal of Social Sciences and Humanities (CEJSH)
- The MLA International Bibliography
- The MLA Directory of Periodicals
- Directory of Open Access Journals (DOAJ)
- EBSCO
- Linguistic Abstracts
- WorldCat (OCLC)
- Current Contents – Social and Behavioral Sciences (WoS)
- Essential Science Indicators (WoS)

Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz
Volume 15, Number 3, September 2025
<http://pressto.amu.edu.pl/index.php/sslt>

Contents

Notes on Contributors	473
Articles:	
Craig Lambert, Scott Aubrey – <i>Learner-generated content, task engagement, affective response, and memory on technology-mediated conversation tasks</i>	479
Cha Li, Mingcai Sui – <i>The relationship between complexity, accuracy and fluency in L2 English speech: Individual differences and dynamic patterns</i>	501
Ali Derakhshan, Peter MacIntyre – <i>A transcendental phenomenology on existential positive psychology (EPP) and L2 education: Setting a practical agenda for regulating students' well-being and ill-being</i>	533
Jalil Fathi, Seyyed-Foad Behzadpoor – <i>Positive psychology in L2 speaking: The predictive roles of foreign language speaking enjoyment, the ideal L2 speaking self, and L2 speaking grit</i>	557
Kaiqi Shao, Anne Li Jiang, Gulsah Kutuk, Brian Parkinson – <i>Exploring peer emotion transmission in foreign language classrooms: A social psychological investigation using mixed methods</i>	593
Soomin Lim, Sang-Ki Lee – <i>How do text type, prior vocabulary knowledge, and working memory capacity affect second language incidental vocabulary learning through reading?</i>	623
Mingjia Cai, Xian Liao – <i>The effect of executive functions on word reading among students with Chinese as a second language (CSL)</i>	653

Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz
<http://pressto.amu.edu.pl/index.php/sslt>

Notes on Contributors

Scott Aubrey is Assistant Professor in the Faculty of Education, the Chinese University of Hong Kong, China. His main research areas include second language motivation, learner engagement, and task-based language teaching. He is particularly interested in the intersection of learner psychology and instructed second language acquisition, with much of his research involving attempts to capture how learners feel, think, and behave during second language task performances.

ORCID ID: <https://orcid.org/0000-0003-4365-0516>

Contact details: The Chinese University of Hong Kong, Department of Curriculum and Instruction, Faculty of Education, Shatin, NT, Hong Kong, China (scaubrey@cuhk.edu.hk)

Seyyed-Foad Behzadpoor holds a PhD in applied linguistics from Tarbiat Modares University, Tehran, Iran. Currently, he is Assistant Professor of Applied Linguistics at Azarbaijan Shahid Madani University, Tabriz, Iran. He is mainly interested in researching teacher education, second language acquisition, computer assisted language learning (CALL), and psychology of language learning and teaching. His research has appeared in *System*, *Second Language Teacher Education*, *Thinking Skills and Creativity*, *TESOL Encyclopedia of ELT*, *London Review of Education*, *TESL-EJ*, and *International Review of Research in Open and Distributed Learning*.

ORCID ID: <https://orcid.org/0000-0001-7565-7785>

Contact details: English Department, Faculty of Humanities, Azarbaijan Shahid Madani University, Azarshahr Road, Tabriz, Iran (fouad.behzadpour@gmail.com)

Mingjia Cai is Postdoctoral Fellow in the Department of Chinese Language Studies at the Education University of Hong Kong, China. Her research focuses on cognitive linguistics, particularly literacy development in both native Chinese speakers and second-language learners. Her recent publications include "the relationship between vocabulary depth knowledge, word reading, and reading comprehension in Chinese" (in *Journal of Experimental Child Psychology*, with Xian Liao), and "The role

of executive functions in lexical processing during reading comprehension" (in *Reading Research Quarterly*, co-authored with Xian Liao and On-Ying Hung).

ORCID ID: <https://orcid.org/0000-0002-6172-2803>

Contact details: The Education University of Hong Kong, Department of Chinese Language Studies, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong (s1115226@s.eduhk.hk)

Ali Derakhshan is Professor of Applied Linguistics at the English Language and Literature Department, Golestan University, Gorgan, Iran. He is currently a Yunshan Chair Professor at the School of English Education, Guangdong University of Foreign Studies (GDUFS), Guangzhou, China. His research interests are positive psychology, teacher education, learner-individual differences, cross-cultural interpersonal factors in educational psychology, and technology in language education. As authenticated by the Essential Science Indicators (ESI) Database, Clarivate Analytics shows his name among the world's top 1% of scientists in 2024. His name appeared in Stanford University's list of the top 2% of most influential scientists in the world in 2022, 2023, and 2024. Prof. Derakhshan's research has appeared in top international journals. His monograph *The "5Cs" Positive Teacher Interpersonal Behaviors: Implications for Learner Empowerment and Learning in an L2 Context* was published by Springer in 2022. His co-authored book *Instructed Second Language Pragmatics for the Speech Acts of Request, Apology, and Refusal: A Meta-analysis* has also been recently published by Springer.

ORCID ID: <https://orcid.org/0000-0002-6639-9339>

Contact details: Faculty of Humanities and Social Sciences, Golestan University, Gorgan, Iran, Postal Code: 49138 15759; PO Box 155 (a.derakhshan@gu.ac.ir)

Jalil Fathi received his PhD degree in applied linguistics from Allameh Tabataba'i University, Tehran, Iran. He is currently Associate Professor at the University of Kurdistan, Sanandaj, Iran. His areas of interest are computer assisted language learning (CALL), teacher education, and psychology of language learning. He has published extensively in internationally acclaimed journals such as *Computer Assisted Language Learning, System, Language Teaching Research, Computers and Education, Journal of Computer Assisted Learning (JCAL), Journal of Multilingual and Multicultural Development, International Journal of Multilingualism, Asia Pacific Education Researcher, Asia Pacific Journal of Education, Current Psychology, Education and Information Technologies, and Perceptual Motor and Skills*. He has also presented extensively at both international and national conferences.

ORCID ID: <https://orcid.org/0000-0003-1146-1024>

Contact details: English Department, Faculty of Humanities, University of Kurdistan, 7XXQ+33J Sanandaj, Iran (j.fathi@uok.ac.ir)

Anne Li Jiang is Professor of TESOL and Applied Linguistics in the School of International Studies at Northeast Normal University, Changchun, China. Her research focuses on EFL teaching and learning, teacher psychology, language teacher education and professional development. Some of her recent publications are "Unraveling the relationships among EFL teacher emotions, immunity, and teaching quality: A multilevel structural-equation modelling analysis" (2024, in *System*, with Sun and Qin) and "Understanding knowledge construction in a Chinese university EMI classroom: A translanguaging perspective" (2023, in *System*, with Zhang).

ORCID ID: <https://orcid.org/0000-0001-6515-9512>

Contact details: School of Foreign Languages, Northeast Normal University, Renmin Street 5268, 130024, Changchun, China (jiangl063@nenu.edu.cn)

Gulsah Kutuk is Senior Lecturer in the School of Education, Languages, and Linguistics at the University of Portsmouth, United Kingdom. Her research focuses on the psychology of language learning and teaching. She is also interested in exploring gender-related issues in language education, including, but not limited to, the role of language learning and teaching in promoting gender equality. Some of her recent publications in 2023 include "Factors influencing Chinese undergraduate students' emotions in an online EFL learning context during the COVID pandemic" (2023, in *Journal of Computer Assisted Learning*, with Shao et al.) and "Understanding gender stereotypes in the context of foreign language learning through the lens of social cognitive theory" (in 2023, *TESOL Quarterly*).

ORCID ID: <https://orcid.org/0000-0003-2921-5358>

Contact details: School of Education, Languages, and Linguistics, University of Portsmouth, King Henry 1st Street, Park Building PO1 2DZ, Portsmouth, United Kingdom (gulsah.kutuk@port.ac.uk)

Craig Lambert is Associate Professor of Applied Linguistics and TESOL in the School of Education at Curtin University, Perth, Western Australia. His primary research interests are connected with task-based language teaching and curriculum design including needs analysis, learner engagement, and the development of speech processing capacity.

ORCID ID: <https://orcid.org/0000-0001-6017-1336>

Contact details: Curtin University, School of Education, Bentley WA 6102, Perth, Western Australia, Australia (craig.lambert@curtin.edu.au)

Sang-Ki Lee is Professor in the Department of English Education at Korea National University of Education (KNUE), Cheongju, South Korea. He obtained his doctoral degree from the University of Hawaii at Mānoa, USA, in 2008 and has been teaching

at KNUE since 2009. His research interests include instructed second language acquisition and cognitive linguistics. He has published more than 50 research articles, some of which have appeared in leading journals such as *Language Learning*, *Studies in Second Language Acquisition*, and *Reading in a Foreign Language*.

ORCID ID: <https://orcid.org/0000-0001-6385-5055>

Contact details: Korea National University of Education, Department of English Education, 250 Taeseongtabyeon-ro, Gangnae-myeon, Heungdeok-gu, Cheongju-si, Chungbuk 28173, South Korea (slee@knue.ac.kr)

Cha Li is Associate Professor in the School of Foreign Languages at Northeast Normal University, Changchun, China. Her research has focused on the acquisition of English as an L2 and her main areas of interest include complex dynamic systems theory, L2 speech development and speaking self-efficacy. Some of her recent publications in 2023 and 2024 are "Multidimensional trajectories of Chinese undergraduates' English speaking self-efficacy: Developmental patterns and influencing factors" (in *System*, with Hanjing Yu) and "The development of accuracy and fluency in second language (L2) speaking related to self-efficacy through online scaffolding: A latent growth curve modeling analysis" (in *Journal of Psycholinguistic Research*, with Lawrence Jun Zhang).

ORCID ID: <https://orcid.org/0000-0002-5819-2012>

Contact details: Northeast Normal University, School of Foreign Languages, 5268 Renmin Street, 130024, Changchun, China (lic516@nenu.edu.cn)

Xian Liao is Associate Professor in the Department of Chinese Language Studies at the Education University of Hong Kong, China. His research interests include language learning, teaching, educational psychology, and research methods, focusing on both native Chinese speakers and second-language learners. His recent publications are "The role of executive functions in lexical processing during reading comprehension" (in *Reading Research Quarterly*, with Mingjia Cai and On-Ying Hung) and "The relationship between vocabulary depth knowledge, word reading, and reading comprehension in Chinese" (in *Journal of Experimental Child Psychology*, with Mingjia Cai).

ORCID ID: <https://orcid.org/0000-0002-4470-8436>

Contact details: The Education University of Hong Kong, Department of Chinese Language Studies, 10 Lo Ping Road, Tai Po, New Territories, Hong Kong (iamliaoxian@gmail.com)

Soomin Lim is a full-time PhD student in the Department of English Education at Korea National University of Education (KNUE), Cheongju, South Korea. With a background in teaching English at both middle and high schools, her research

interests include L2 vocabulary acquisition, working memory and L2 processing, and personalized learning. She holds MA degree in English Education from Yonsei University, Seoul, South Korea, and continues to explore innovative strategies to enhance language learning and teaching at KNUE.

ORCID ID: <https://orcid.org/0000-0002-8034-5441>

Contact details: Korea National University of Education, Department of English Education, 250 Taeseongtabyeon-ro, Gangnae-myeon, Heungdeok-gu, Cheongju-si, Chungbuk 28173, South Korea (smlim@knue.ac.kr)

Peter D. MacIntyre is Professor of Psychology at Cape Breton University, Sydney, Canada. He earned his PhD from the University of Western Ontario, London, Canada and completed a post-doctoral fellowship at the University of Ottawa, Canada. His research focuses on the psychology of language learning and communication. To date, he has published 8 books and over 150 journal articles and chapters on language anxiety, willingness to communicate, motivation and other topics. He has co-authored or co-edited books on topics including positive psychology in second-language acquisition, willingness to communicate, research-driven pedagogy, contemporary motivation research, motivational dynamics, nonverbal communication, teaching innovations, and capitalizing on language learner individuality.

ORCID ID: <https://orcid.org/0000-0002-1085-6692>

Contact details: Department of Psychology, Cape Breton University, Sydney, Nova Scotia, Canada B1P 6L2 (peter_macintyre@cbu.ca)

Brian Parkinson is Professor of Social Psychology in the Department of Experimental Psychology at the University of Oxford, UK. His research focuses on the social psychology of emotion, facial expression, interpersonal emotion regulation and interpersonal affect transfer. His work is guided by the idea that emotions align people's orientations towards each other and to the objects and events in their shared environment. His first-authored books include *Ideas and Realities of Emotion* (1995), *Changing Moods* (1996), *Emotion in Social Relations* (2005), and *Heart to Heart: How Your Emotions Affect Other People* (2019).

ORCID ID: <https://orcid.org/0000-0001-8065-5725>

Contact details: Department of Experimental Psychology, University of Oxford, New Radcliffe House, OX2 6GG, Oxford, United Kingdom (brian.parkinson@psy.ox.ac.uk)

Kaiqi Shao is Professor in the School of Foreign Studies at the Northwestern Polytechnical University, Xi'an, China. His research focuses on the affective side of second language acquisition, such as emotions and motivation alongside their antecedents and outcomes. He specializes in using the control-value theory for investigating emotions

in SLA. Some of his recent publications in 2023 include "Applying control-value theory for examining multiple emotions in second language classrooms: Validating the achievement emotions questionnaire – second language learning" (2023, in *Language Teaching Research*, with Pekrun et al.) and "Factors influencing Chinese undergraduate students' emotions in an online EFL learning context during the COVID pandemic" (2023, in *Journal of Computer Assisted Learning*, with Kutuk et al.).

ORCID ID: <https://orcid.org/0000-0002-0082-7767>

Contact details: School of Foreign Studies, Northwestern Polytechnical University, Dongxiang Road 1, 710129, Xi'an, China (shaokaiqi@aliyun.com)

Mingcai Sui is Professor in the School of Foreign Languages and Literature at Changchun College of Humanities & Sciences, China. His research has focused on English teaching and learning and his main areas of interest include complex dynamic systems theory and L2 development. One of his recent publications in 2022 is "Constructing and validating English speaking self-efficacy scale for Chinese college students" (in *Foreign Languages in China*, with Cha Li).

ORCID ID: <https://orcid.org/0000-0003-4989-5880>

Contact details: Changchun College of Humanities & Sciences, School of Foreign Languages and Literature, 1488 Boshuo Road, 130117, Changchun, China (suimc335@nenu.edu.cn)