

Special issue on
**Psychology of Language Learning (PLL 2):
“Individuals in Contexts”**

Guest editors

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Editorial

The first international conference on the psychology of language learning with the subtitle “Matters of the Mind” was held in Graz, Austria, in May 2014. It was organized on the initiative of Professor Sarah Mercer. We took up the challenge and organized the second international conference on the topic (PLL 2, for short), with the subtitle “*Individuals in Contexts*”. It was held in Jyväskylä, Finland, in August 2016. Our idea was to bring together scholars from all over the world interested in the role of psychology in learning and teaching languages irrespective of their status.

In addition to the plenary sessions given by three distinguished scholars in the field, that is,

- **Phil Benson**, Macquarie University, Sydney, Australia
- **Maggie Kubanyiova**, University of Birmingham, UK
- **Sarah Mercer**, University of Graz, Austria,

the program consisted of workshops, colloquia, parallel paper sessions and poster sessions.

The conference addressed among other things such key issues in the field as

- learners and teachers as individuals with all their characteristics, including self-concept, motivation, identities, beliefs, agency, emotions, strategies, styles, etc.,
- the learning process and its outcomes, and
- a variety of contexts of learning.

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Overall the conference brought new insights into the field, opening up novel theoretical perspectives, introducing methodological innovations, and pointing to practical implications/applications.

This special Issue of *Apples* is an outcome of a call for the participants of PLL 2 to report on their work in writing. The issue contains seven peer-reviewed articles (based on an initial review of a total of 25 extended abstracts). The articles can be grouped under three themes. The first three articles address either positive or negative emotions involved in the learning and/or teaching of second or foreign languages. The next two focus on teachers of second or foreign languages and the development of their identities in different stages of their careers and in two very different contexts. The final two articles are about learners and how they feel about aspects of learning second or foreign languages either in terms of autonomy or empowerment: the former is looked at from the perspective of both learners and teachers, the latter from the perspective of learners only but both suggest reconsideration of classroom and/or assessment practices.

We wish to thank the reviewers for the time and effort it took them to review the manuscripts and Ms Niina Nevala for helping us out in the final stages of the editing process.

The next conference on the psychology of language learning (or PLL 3) will be held in Tokyo in June 2018, for details see <http://www.pll3-tokyo2018.com/>. We are excited about the continuation of the PLL story and look forward to seeing you in Japan in less than a year's time.

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