Special Issue

Advances in the psychology of the language teacher and the language learner

Message from the Guest Editor

This Special Issue aims to collect research studies inspecting novel perspectives in teacher and learner psychology. To this end, emerging trends include systems-informed psychology (SIP), psychologies in online settings, 'Time Series Analysis (TSA)', 'Ecological Dynamic Systems Theory', 'Latent Profile Analysis (LPA)', and 'Idiodynamic Method'. Future studies may also utilize Ecological Momentary Assessment, Experience Sampling Method, Relational Theory, Retrodictive Qualitative Modeling, Social Network Analysis, and Latent Growth Curve Models. Furthermore, the dyadic and contagious nature of psycho-emotional factors related to teachers and students and their process tracing and ergodicity can be explored by enthusiastic scholars. The role of globalization and the internationalization of English in relation to teacher and learner may also be considered. In addition, cross-cultural studies can be conducted to unveil the role of multinational and multicultural contexts on psycho-emotional and cognitive factors involved in English language education.

Guest Editor

Dr. Ali Derakhshan

Department of English Language and Literature, Faculty of Humanities and Social Sciences, Golestan University, Gorgan, Iran

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Editor-in-Chief

Prof. Dr. Stephen D. Meriney
Department of Neuroscience, University of Pittsburgh, Pittsburgh, PA 15260, USA

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