

Topics in Foreign Language Teaching in Research Articles in Psycholinguistics: Reviewing the State-of-the-Art

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Abstract. The article introduces a study whose purpose is to provide a review of research articles (RAs) in psycholinguistics which focus on foreign language teaching (FLT). To that end, the study examines a corpus of RAs in psycholinguistics that address FLT-related research topics, which are published in two international peer-reviewed journals, namely *Psycholinguistics* and *Eastern European Journal of Psycholinguistics*. The corpus was examined for the presence of research topics in FLT, as well as the RAs' bibliometric data. The results of the corpus analysis revealed that the majority of the RAs were single-authored by female researchers, who focused on such FLT-related research topics as translation and interpreting, speaking in a foreign language (FL), and FL proficiency. It was established that the FLT-themed RAs investigated primarily English as a Foreign Language (EFL) and, less frequently, German, Chinese, Japanese, Latin, and Ukrainian. The findings are further described and discussed in the article.

Key words: foreign language (FL), foreign language teaching (FLT), psycholinguistics, research articles (RAs)

Introduction

Foreign language teaching (FLT) has been one of the research foci in psycholinguistics since the second half of the 1960s (Carroll 1973; Jakobovits 1970; Ney 1974). Owing to more than 50 years of research, the psycholinguistic paradigm has accumulated a wealth of studies that investigate FLT from a variety of applied and theoretical perspectives (Hamers, Blanc, & Blanc 2000). Typically, psycholinguistic inquiries into the field of FLT involve such research topics as FLT contexts, language skills and their assessment, speaking and writing skills, to name just a few (Doughty & Long 2003; Ellis & Beaton 1993; Miller, Lindgren, & Sullivan 2008; Wolff 2000). Evidently, psycholinguistics contributes significantly to the field of FLT by means of providing a deep insight into cognitive and psychological foundations of the teaching and learning processes (Pikhart & Klimova 2020).

Building upon a substantial contribution of psycholinguistics to FLT, the present article introduces and discusses a study that aims at analysing how research topics in FLT are problematised in research articles (RAs) in psycholinguistics that are published in the international peer-reviewed journals *Eastern European Journal of Psycholinguistics* (further in the article – EEJPL) and *Psycholinguistics* (henceforth – PL). Both EEJPL and PL are considered to be flagship research outlets in psycholinguistics in Eastern Europe (Scimago 2023) whose high rankings are supported by their inclusion in such international databases as Scopus, European Reference Index for the Humanities and Social Sciences ERIH-Plus,

Norwegian Register for Scientific Journals, Series and Publishers, and the Web of Science (*East European Journal of Psycholinguistics* 2023; *Psycholinguistics* 2023). Whereas EEJPL and PL prioritise RAs on psycholinguistics, they, nevertheless, publish RAs that focus on FLT-related topics that are investigated through the lens of methodological and theoretical approaches associated with the psycholinguistic paradigm (*Eastern European Journal of Psycholinguistics* 2023; *Psycholinguistics* 2023). A more detailed description of EEJPL and PL (inclusive of their submission procedures) is discussed in detail in section 2 of the article.

Whilst EEJPL and PL publish research on FLT from a psycholinguistic perspective on a regular basis, there are no current studies that provide a review of research topics in FLT by EEJPL and PL, respectively. Arguably, the review of FLT-related topics published in EEJPL and PL would contribute to the applied aspects of FLT practice and research by means of familiarising the readership with such considerations as the way psycholinguistics contributes to the field of FLT, psycholinguistic research foci on FLT, and psycholinguistic research findings in relation to FLT practice (Gabryś-Barker 2022; Hulstijn 2023; Leow 2023; Manchón 2023; Morgan-Short & Ullman 2023; Schoonen 2023). Hopefully, the review of FLT-related research topics by EEJPL and PL, which is further discussed in the article, could facilitate EFL practitioners' awareness and subsequent dissemination of psycholinguistic approaches to the field of FLT (Hemsley-Brown & Sharp, 2003, p. 449). With these considerations in mind, the aim of the present study is to bridge the current gap in the literature by means of providing the review of research topics in FLT in RAs published in EEJPL and PL. In line with its aim, the following research questions (RQs) are addressed in the study:

RQ 1: What FLT-related topics are discussed in RAs which are published in EEJPL and PL?

RQ 2: What are the meta-data associated with the authors of the FLT-related RAs published in EEJPL and PL?

In order to answer the RQs, the article is structured as follows. First, an overview of the prior literature on psycholinguistic approaches to FLT is provided in section 1. Thereafter, in section 2, the present study is introduced and discussed inclusive of the corpus of the study, methodology, results and their discussion in relation to the RQs. Finally, the article concludes with the summary of the major findings and their implications.

1. Literature Review

As previously mentioned in the introduction, psycholinguistics pays a considerable amount of attention to FLT (Aguilar-Valera 2019; Gabryś-Barker 2022; Hulstijn 2007). Perhaps psycholinguistic inquiries into the field of FLT are not surprising, given that psycholinguistics is related both to psychology and linguistics, which routinely examine such FLT-related topics as foreign language (FL) acquisition, comprehension, generation, representation, and storage (Fernández & Cairns 2010, p. 2). In unison with linguistic and psychological research, psycholinguistics focuses on such FLT-related topics as i) FL assessment and testing (Bel'Kiry 2021; Carroll 1973; Dewaele 2005; Gabryś-Barker 2009; Healy & Bourne Jr 2013; Jakobovits 1970), ii) FLT contexts (Arabski & Wojtaszek 2011; Kapranov 2020; Leow 2023; Pikhart, Klimova, & Ruschel 2023; Saito & Hanzawa 2016; Speed, Wnuk, & Majid 2018), iii) FL learners' memory (Buffington, Demos, & Morgan-Short 2021; Dixon et al. 2012; Dufva & Voeten 1999; Morgan-Short & Ullman 2023; Shin 2020; Siek-Piskozub, Wach, & Raulinajtys 2008; Williams & Lovatt 2003), and iv) speaking and writing skills in an FL, respectively (Burns 1998; Demirezen 2004; Doughty & Long 2003; Ellis & Beaton 1993; Kostikova et al. 2020; Manchón 2023; Miller, Lindgren, & Sullivan 2008; Ney 1974; Schoonen 2023; Wolff 2000; Zhang 2013). Let us discuss the aforementioned FLT-related topics in more detail.

It is indicated in the literature that assessment and testing of an FL learner's language proficiency through the lens of psycholinguistics have been a subject of considerable interest (Bel'Kiry 2021). Judging from the prior studies, there are two major strings of psycholinguistic research as far FL assessment and testing are concerned. The first one, apparently, deals with a variety of psycholinguistic

diagnostic tools that are applied to testing and assessment in FL (Healy & Bourne 2013). Specifically, psycholinguistics is thought to facilitate the process and outcomes of FL assessment by means of offering standardised tests that factor in the FL learner's mastery of the language that is assessed against the benchmarks of age-appropriateness, language disorders (for instance, stuttering, etc.), and other variables (Carroll 1973; Jakobovits 1970). In addition to the standardised FL assessment batteries and tests, another line of psycholinguistic inquiry into FL assessment and testing is associated, predominantly, with Dewaele (2002; 2005), whose seminal publications address the relationship of assessment and testing with communicative anxiety in FL production. They focus on the investigation of anxiety in instructed FL settings, inclusive of assessment and testing, by linking it to behavioral, emotional, and psychological variables that exert influence upon the FL learner's performance in FL proficiency testing. There is a common understanding in the literature that the study of the FL learner's anxiety in relation to assessment and testing in FLT benefits from psycholinguistic insights into the learner's emotional, cognitive, and individual differences (Gabryś-Barker 2009).

FLT contexts are another area of interest to psycholinguists (Leow 2023; Pikhart, Klimova, & Ruschel 2023), who consider them a critical variable in the process of FL acquisition. The psycholinguists' interest in the FLT context is, at least partially, accounted by their traditional attention to the location of psycholinguistic experiments, which are typically associated with laboratory settings (Speed, Wnuk, & Majid 2018). It should be specified, however, that the current psycholinguistic paradigm adopts a broader perspective on the context (Arabski & Wojtaszek 2011) that in terms FLT involves not only the physical location where FLT processes take place, but also institutional and didactic aspects. As far as the understanding of FLT contexts as the location and embeddedness in space and time are concerned, the psycholinguistic paradigm embraces the issue of distance learning in FLT (Doughty & Long 2003; Kapranov 2020). The FLT context of distance learning has become a topical area of research during the COVID-19 pandemic (Truba et al. 2022). In particular, the literature indicates that FL learners experience the so-called digital fatigue, which is caused by distance courses that are offered online via Zoom and/or Teams due to the sanitary restrictions associated with the pandemic (Kapranov 2020). From the psycholinguistic perspective, FL learners are assumed to be cognitively taxed by the digital mode of delivery that, according to them, impacts negatively on their motivation and willingness to communicate online in the distance online courses (*ibid.*) As far as the institutional and didactic contextual variables are concerned, prior studies indicate that the process of FLT is affected by a variety of contexts, especially institutional ones (Arabski & Wojtaszek 2011; Leow 2023; Speed, Wnuk, & Majid 2018). The institutional FLT contexts, for instance, an implicit mode of FL instruction that is adopted at a particular Higher Education Institution (HEI), may impact significantly on the methodological and pedagogical choices made by FLT professionals (Gabryś-Barker 2022). Alternatively, the HEI's contexts may support and encourage the use of explicit modes of FLT only, thus excluding, for example, naturalistic FL exposure (Camilleri 1996; Swales 2000). Additionally, one of the manifestations of the HEI's institutional, or in other terminology, organisational context, is associated with the role of the length and focus of instruction in an FL classroom (Saito & Hanzawa 2016). For instance, it has been established that whilst the extensive length of FL instruction of more than 875 hours per semester does not impact positively on the development of the FL learner's oral ability, a lengthy FL course may benefit didactically and pedagogically by offering extracurricular and extramural FL experiences beyond the regular syllabus (*ibid.*).

A psycholinguistic examination of an FL learner's memory in FLT is rightfully considered to be a staple of the contemporaneous psycholinguistic paradigm (Dixon et al. 2012; Siek-Piskozub, Wach, & Raulinajtys 2008). In particular, one of the psycholinguistic explorations of FLT involves attention to the relationship between FLT and the FL learner's declarative and procedural memory (Shin 2020). The former is deemed to consist of memory for events and facts (Riedel & Blokland 2015, p. 215), whereas the latter is defined as a type of memory that is "verbally expressed and consciously recalled" (Retkoceri 2021, p. 397). Whilst the construals of declarative and procedural memory in the FLT processes have been actively researched by psycholinguists since the 1990s, the construal of declarative memory is currently investigated rather extensively (Li 2023; Morgan-Short & Ullman 2023). Specifically, the

construal of declarative memory in relation to FLT is employed in order to address the issue of the learning characteristics of an FL learner's memory systems (ibid.). The construal of declarative memory in FLT is explored by means of such psycholinguistic methods as the associational approach that involves testing for correlations between FL learners' language abilities and their memory systems (Buffington, Demos, & Morgan-Short 2021; Morgan-Short & Ullman 2023). Another memory-related line of psycholinguistic inquiry involves the FL learner's phonological memory. It is argued to be a module within a broader construal of working memory, which refers to "the total resources that are available to the individual for simultaneous processing and storage" (Williams & Lovatt 2003, p. 68) of information and, more specifically, the sounds of an FL. In psycholinguistics, the construal of phonological memory is regarded as "a language learning device that is involved in learning vocabulary and grammar" (Williams & Lovatt 2003, pp. 67-68) in one's native language (L1) as well as in an FL. The prior literature reports that fostering the FL learner's phonological memory is thought to have positive effects on the process of FL teaching and learning (Dufva & Voeten 1999).

Speaking and writing skills in FLT have been elucidated from a psycholinguistic perspective in a number of previous studies (Demirezen 2004; Ellis & Beaton 1993; Manchón 2023; Miller, Lindgren, & Sullivan 2008; Ney 1974; Wolff 2000). Let us first review the literature on writing skills in FLT and, thereafter, proceed to summarising the prior studies on speaking skills in FLT settings. The psycholinguistic literature is indicative of substantial differences between writing in L1 and FL (Williams 2012), thus positing that in teaching writing skills in FL, "a specific methodological approach which is different from the L1 approach must be developed" (Wolff 2000, p. 107). In particular, written production in FL is concomitant with substantial cognitive and linguistic constraints on the part of FL learners, who may experience a lack of linguistic knowledge of the respective FL (Demirezen 2004; Williams 2012). Concurrently with experiencing difficulties in their FL writing, however, FL learners, as pointed by the literature, may have opportunities to notice gaps in their knowledge of FL and become alert to the need to remedy them (Swain 2000). In this regard, the process of writing in FL may uncover the impact of insufficient mastery of syntax, morpho-syntax, and vocabulary upon the FL learner's writing skills (Ellis & Beaton 1993; Manchón 2023). Identically, Zhang (2013) notes that the teaching of FL writing provides ample opportunities for using the FL actively and consciously. Moreover, the teaching of FL writing expedites the automaticity of declarative linguistic knowledge, which may help to ameliorate the FL learner's weaknesses in the FL competencies (Jessner 2006). Therefore, the psycholinguistic studies are indicative of the facilitative role of writing in FL that direct the FL learner's and FLT instructor's attention to FL errors and their impact on the progress in FL acquisition (Gabryś-Barker 2022, p.163). Finally, let us consider psycholinguistic studies that are concerned with FL speaking in FLT settings. It is indicated that the psycholinguistic paradigm appears to be focused upon how FL learners could be optimally taught the production of FL speech by addressing such aspects of the FL teaching and learning processes as individual sounds of FL, or segmental properties, grammatical patterns, and vocabulary that, in their turn, facilitate the acquisition of FL fluency (Burns 1998, p. 103). It should be added, however, that the FL learner's FL fluency depends not only on the aforementioned variables. Specifically, one of the crucial components of the acquisition of speech fluency in FL is considered the FL learner's stay abroad in the country where the respective FL is spoken as the L1 (Segalowitz & Freed 2004). The learners' stay abroad in instructional settings may lead to gains in speech fluency in FL that are evident from the decrease in pausing and hesitations, efficiency in word recognition and automaticity of lexical access (Freed, Segalowitz, & Dewey 2004; Magnan & Back 2007). Psycholinguistic studies demonstrate that an FL learner's stay abroad facilitates speech fluency in the learner's FL in cognitively demanding speech production tasks, such as, for instance, free recall (Kapranov 2013) and a coherent story generation in FL (Kapranov 2009).

Furthermore, the teaching of FL speaking skills is thought to be impacted by the combination of reading and listening activities, which are considered to be among the crucial factors that facilitate the understanding of semantic content and, subsequently, may exert positive influence on the FL learner's speaking skills (Krashen 1987). Similarly, the prior studies in psycholinguistics state that FL writing is directly related to bettering the FL learner's speaking skills owing to the combination of cognitive,

analytical, and reflexive variables (Kostikova et al. 2020). In particular, writing facilitates the FL learner's ability to self-correct surface errors, which, in turn, helps them to overcome inhibitions related to FL speaking (Hedgcock & Lefkowitz 1992).

Having outlined a number of research facets that psycholinguistics has to offer in terms of its investigation of FLT, it seems possible to observe that the state-of-the-art psycholinguistic research focuses, primarily, on such FLT-related topics as assessment and testing, contexts, learners' memory, speaking, and writing skills. However, there seems to be no published research that systematises ways in which FLT topics are addressed in RAs which are published in the peer-reviewed scientific outlets in psycholinguistics. The study, which is further presented in detail in section 2, seeks to bridge the gap in the literature by means of focusing on psycholinguistic research on FLT that is published in EEJPL and PL.

2. The Present Study: Corpus, Methodology, Results and Discussion

The present study aims at providing a review of research topics in RAs that problematise FLT via the lens of psycholinguistics, which are published in EEJPL and PL, respectively. Prior to proceeding to the methodological and theoretical premises of the study, however, it seems appropriate to briefly describe the journals' aims and scope, as well as their publishing policies in order to set the scene for the present investigation.

EEJPL, which was established in 2014, publishes two issues per year both in print and online. The aims and scope of EEJPL involve RAs that cover such aspects of psycholinguistics as bilingualism, clinical psycholinguistics, cognitive psychology, forensic linguistics, first and second/foreign language acquisition, neurolinguistics, psychology of language and speech, and psycholinguistics of translation/interpreting (<http://eejpl.vnu.edu.ua/index.php/eejpl/aims>). In addition to RAs, EEJPL publishes brief reports with research in progress, book reviews, national and international conference calls, and announcements that can be submitted in English, which is preferred, or Ukrainian (ibid.). EEJPL's RAs are published in open access on the official website of the journal <http://eejpl.vnu.edu.ua/index.php/eejpl> with, concurrently, being deposited in the Directory of Open Access Journal (DOAJ) archive (<http://eejpl.vnu.edu.ua/index.php/eejpl/guide>). The journal is abstracted and indexed in Scopus and other international databases (<http://eejpl.vnu.edu.ua/index.php/eejpl/home>). EEJPL instructs its authors not to exceed the maximum of 5000 words per RA, inclusive of two abstracts (one in English and one in Ukrainian, respectively) and references (<https://eejpl.vnu.edu.ua/index.php/eejpl/guide>). EEJPL sets no limits to the number of authors per RA, i.e. from one author up to multiple co-authors per RA. After the RA has been accepted for publication, EEJPL charges article publication fees that are used for "checking for plagiarism, efficient publication service to the authors, i.e. proofreading, editorial assistance in the publishing process, providing cover layout, and typesetting" (<http://eejpl.vnu.edu.ua/index.php/eejpl/home>).

PL, first published in 2008, describes itself as an international peer-reviewed open access journal that is published twice a year both online and in print. Its aims and scope involve i) production and perception of utterance and text, ii) metalinguistic, linguistic, and communicative competencies, iii) formation and development of verbal consciousness, iv) conscious and subconscious in the acquisition of language inclusive of FL, and v) the development of a linguo-communicative personality (<https://psycholing-journal.com/index.php/journal/aims-and-scope>). The journal is abstracted and indexed in the Web of Science and Scopus (<https://psycholing-journal.com/index.php/journal/indexing>). Whilst EEJPL does not limit the number of authors per RA, PL specifies that it accepts RAs that are

written by two co-authors only. A higher number of co-authors is admitted in case if the content of the manuscript is the result of a joint research activity conducted within the scope of grants and research projects on issues funded by the state budget, which must be mentioned in the article and supported by relevant documents. (<https://psycholing-journal.com/index.php/journal/about/submissions>)

PL has article processing charges for all accepted publications, which are used to offset editing, processing, and publishing costs, as well as the publication in open access (<https://psycholing-journal.com/index.php/journal/about/submissions>). PL's submission requirements differ from those of EEJPL in terms of the article length. Specifically, PL accepts articles of 7000 words excluding abstract and references, with the total word count not exceeding 10 000 words (<https://psycholing-journal.com/index.php/journal/about/submissions>).

Having outlined the journals' aims and scopes, as well as their submission requirements, let us address the theoretical foundations of the study. They are anchored in the premises of the state-of-the-art literature review that is deemed "to be a scientific and highly informative method for systematically collecting, reviewing, and synthesizing research findings on a particular topic" (Paul & Barari 2022, p. 1099). Typically, reviews of the state-of-the-art literature seek to provide a deep insight into the research domain at hand by means of

a clearly formulated question that uses systematic and explicit methods to identify, select, and critically appraise relevant research, and to collect and analyze data from the studies that are included in the review (Moher et al. 2009, p. 874).

It should be observed that the present review of the-state-of-the-art literature does not involve a meta-analysis, which is defined as "the use of statistical techniques in a systematic review to integrate the results of included studies" (Moher et al. 2009, p. 874). Informed by these considerations, the study employs the methodology of conducting a literature review developed by the PRISMA group (Moher et al. 2009) and modified by Kapranov (2022). The methodological principles of the review are reflected in the inclusion criteria that are applied to the RAs, which are published both in EEJPL and PL, in order to compile the corpus of the study. The corpus inclusion criteria of the RAs are summarised in Table 1 below.

Table-1: Corpus Inclusion Criteria

#	Criteria	Inclusion
1	The type of publication is a research article (RA)	+
2	The RA is published between 2014 and 2022 in one of the following journals: <i>East European Journal of Psycholinguistics, Psycholinguistics</i>	+
3	The RA is peer-reviewed	+
4	The RA is published in English	+
5	The RA is published online in the open access format	+
6	The RA addresses a topic in FLT. The focus on FLT may be secondary and embedded in the context of another research direction associated with psycholinguistics	+
7	The RA involves, at least, one of the following keywords in the context of FLT and psycholinguistics: <i>anxiety factors, cognitive academic language proficiency, communicative competence in a foreign language (FL), didactics, English as a foreign language (EFL), English-medium instruction (EMI), explicit instruction, French as a foreign language, foreign language/languages, foreign language acquisition, foreign language assessment, foreign language proficiency, foreign language speaking, foreign language syntax, foreign language teaching (FLT), German as a foreign language/Deutsch als Fremdsprache, instruction, implicit instruction, intercultural competence in foreign language, Higher Education Institution (HEI), linguodidactics, primary school, psycho-didactic, psycholinguistics, psychological disposition, psycho-cognitive mechanisms and procedures, secondary school, Spanish as a foreign language, teacher, teaching, teaching and learning process/processes, translation teaching, translator students, Ukrainian as a foreign language</i>	+

In alignment with the inclusion criteria outlined in Table 1, two RQs are formulated (see the introductory part of the article). The RQs aim at unpacking the FLT-related research topics in the RAs in the corpus and summarising the meta-data associated with the RAs' authors.

2.1. The Corpus and Research Methodology

Based upon the inclusion criteria, the corpus of the study was collected. The corpus was comprised of the RAs that were published on the official websites of EEJPL and PL, respectively, between 2014 and 2022. The corpus cut-off may be explained by the fact that EEJPL was established in 2014, whereas PL was founded in 2008. Hence, in order to balance the corpus and avoid the potential skewness, it was decided to base the corpus collection on the issues published by EEJPL and PL starting from 2014 onwards. Given that both EEJPL and PL share overlapping aims and scope, the corpus was not divided into two subcorpora (i.e., one subcorpus per journal) in order to contrast them. On the contrary, the RAs irrespectively of whether they were published in EEJPL or PL were merged into one corpus that was collected according to the identical set of inclusion criteria outlined in Table 1 above.

The descriptive statistics of the corpus were computed in the software program Statistical Package for Social Sciences or SPSS (IBM 2011). It should be noted that references and the abstracts in Ukrainian were excluded from the total word count and, subsequently, from the corpus analysis. The descriptive statistics, inclusive of mean words and standard deviation, were outlined in Table 2.

Table-2: The Descriptive Statistics of the Corpus

#	Descriptive Statistics	Value
1	The total number of RAs	40
2	The total number of words (excluding references and the abstracts in Ukrainian)	162 002
3	Mean words	4050.1
4	Standard deviation words	904.6

It should be reiterated that the corpus, to an extent, is reflective of the differences in the journals' submission requirements, which are, as mentioned, 5000 words in EEJP and 7000 in PL. The differences can account for a substantial standard deviation (SD) in terms of the words in the corpus.

As far as the procedure in the study was concerned, it followed a similar approach reported in Kapranov (2022). Specifically, the corpus was searched manually for the presence of research topics associated with FLT that were elucidated through the lens of psycholinguistics (see RQ 1) and the meta-data pertaining to the authors of the FLT-themed RAs (see RQ 2). Additionally, the corpus was examined for the distribution of RAs between 2014 and 2022. The following methodological procedure of the corpus analysis should be specified in more detail. First, each RA in the corpus was downloaded from the respective website as a pdf file and, subsequently, converted into a Word file in order to calculate the total number of words, mean words and standard deviations. Second, each RA was searched for the year of publication, the number of authors and/or co-authors, the author/authors' gender and affiliation that were quantified in SPSS (IBM 2011). Third, each RA was searched for the explicit reference/references to the major research theme/themes associated with FLT. Importantly, it should be emphasised that the search was conducted manually by means of referring to the RA's title, key words, abstract, and the text of the article. The RA's text was read several times in order to identify the presence of FLT-themed content and its discursive representations. The explicit reference to the FLT topic/topics in the RA was considered crucial in the corpus analysis. In other words, the identification of the FLT-related theme in each RA was based upon the RA author's/authors' explicit reference to it. Moreover, each RA was read meticulously in order to establish whether or not the presence of an FLT topic was concomitant with the explicit references to non-FLT-related psycholinguistic content. That

was done in order to discover whether or not an FLT-related topic was the major research theme or, alternatively, it was subsumed under the aegis of another non-FLT-related topic. Finally, the corpus was investigated for a direct reference to human participants. In case the RA had a specific mention of the participants, their total number (inclusive of the control group) was noted and quantified in SPSS (IBM 2011). The results of the corpus analysis were discussed in conjunction with the research questions in the article, RQ 1 and RQ 2, respectively.

2.2. Results and General Discussion

In total, the application of the inclusion criteria provided in Table 1 has yielded 40 RAs written by 79 authors and published in EEJPL and PL within the period of time 2014-2022. Let us briefly dwell upon the range of FLs that the FLT-themed RAs in the corpus are centred on. The analysis points to English as the most frequently researched FL in the corpus, which is followed by German. However, other FLs (e.g., Ukrainian) receive less scholarly attention. Notably, there are no RAs in the corpus that investigate FLT-related topics in French as an FL or Spanish as an FL. Typically, the RAs' authors focus on one FL per RA, with the exception of the RA by Taichi and Hung (2016), who discuss two FLs simultaneously. These findings are illustrated by Table 3 below.

Table-3: The Distribution of Foreign Languages per RA in the Corpus

#	Foreign Language/Languages	Percentage/Number of Ras
1	English	80% (N = 32)
2	German	10% (N = 4)
3	Chinese and Japanese	2.5% (N = 1)
4	Latin	2.5% (N = 1)
5	Russian	2.5% (N = 1)
6	Ukrainian	2.5% (N = 1)

It is seen in Table 3 that, whilst the major bulk of the RAs is associated with English in the FLT contexts, Slavic languages, as well as South-East Asian languages, appear to be epiphenomenal in the current psycholinguistic scholarship that is published in EEJPL and PL, respectively. In this regard, it is argued that the dominance of English in psycholinguistic RAs on the topic of FLT is reflective of the ever-increasing spread and influence of English in Eastern Europe (Lanvers & Chambers 2019). Also, the present findings reveal a substantial gap in psycholinguistic scholarship in Ukraine, which both EEJPL and PL are associated with, in terms of the absence of attention to French and Spanish as FLs. Hopefully, the findings will serve as an indication of the current knowledge gap in psycholinguistic scholarship in Eastern Europe and open new avenues for investigating FLT-related content as far as French and Spanish as FLs are concerned.

The corpus analysis has yielded another noteworthy finding concerning the distribution of the RAs in diachrony. In terms of the mean (M) values, it follows from the corpus analysis that both EEJPL and PL publish, on average, five RAs that are FLT-themed per year (M RAs = 5.0; SD = 2.0). However, as far as the absolute values are concerned, the distribution of the RAs in diachrony is irregular and characterised by several decreases in the frequency of FLT-themed RAs, especially in 2017 and 2019, whilst there are no RAs on FLT-related topics in 2018. These findings are illustrated by Figure 1.

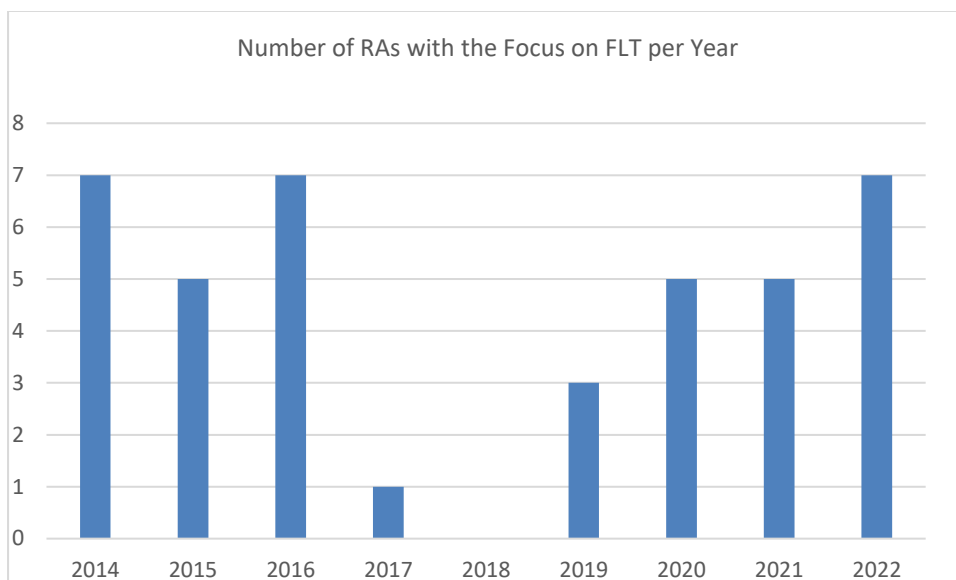


Figure 1: The Distribution of the FLT-Themed RAs in the Corpus per Year from 2014 to 2022

The data summarised in Figure 1 above are in concord with the prior literature (Kapranov 2022) that also points to an uneven distribution of RAs in applied linguistics and psycholinguistics in diachrony. Following the literature (Kapranov 2022), there are several potential variables that account for the varied publication frequency of psycholinguistic RAs on the topic of FLT. In particular, the frequency of publications is assumed to be indicative of the individual scholar's and/or university's research foci or lack thereof, the presence or, alternatively, absence of research funding on the FLT-related topics, and, in addition, lengthy periods of data collection and analysis that may prolong the process of RA writing and, consequently, publishing. These variables, amongst others, provide an explanation of the absence of any published psycholinguistic research on FLT in 2018 (see Figure 1). Having outlined some general considerations associated with the findings, let us proceed to discussing the RQs (i.e., RQ 1 and RQ 2) in the study.

2.2.1. The Discussion of RQ 1

As already indicated in the introduction, RQ 1 aims at identifying FLT research topics and their psycholinguistic interpretations in the corpus of RAs published in EEJPL and PL. The analysis of the corpus has revealed several FLT topics that are addressed via a variety of psycholinguistic approaches. Specifically, the RAs in the corpus (N = 40) involve 15 FLT-related research topics that are summarised in Table 4. In particular, the FLT research topics are shown in Table 4 as the percentage of similarly FLT-themed RAs, for instance, the RAs that investigate speaking in FLT contexts, to the total number of RAs in the corpus (100%). It should be noted that the FLT-related topics in Table 4 are given in the descending order from the most frequent topic to the least frequently investigated ones in the corpus.

Table-4: FLT Themes Associated with Psycholinguistic Research Approaches in RAs in the Corpus

#	FLT Themes	Percentage of Ras
1	Translation and interpreting	17.5%
2	FL speaking	10%
3	FL general proficiency	10%
4	FL comprehension	7.5%
5	FL morpho-semantics	7.5%

6	FL reading	7.5%
7	FL syntax	7.5%
8	FL acquisition by immigrant children	5%
9	FL assessment	5%
10	English-medium instruction (EMI)	5%
11	FL intercultural competence	5%
12	FL writing	5%
13	FL anxiety	2.5%
14	FL teaching practice	2.5%
15	FL vocabulary	2.5%

It is seen in Table 4 that the FLT-related topics associated with translation and interpreting, FL speaking, and FL general proficiency are rather frequent in the corpus. Let us focus our discussion on these topics in more detail. The finding that FLT-themed RAs on translation and interpreting are frequent is accounted for by several variables. First, the presence of FLT-related topics that are subsumed under the umbrella of research in translation and interpreting correlates with a psycholinguistic tradition of investigating interpreting and, less so, translation. Following the seminal publication of Goldman-Eisler (1972) on cognitive, psycholinguistic, and temporal aspects of simultaneous interpreting, there is a wealth of psycholinguistic studies, mostly undertaken in the 2000s (Ahrens 2005; Kapranov & Vik-Tuovinen 2008), which pay attention to this research area. Evidently, the present findings point to the research continuum between interpreting and translation in the traditional psycholinguistic paradigm in the West and the current attention to this field of study in Eastern Europe, in particular in Ukraine. In Western Europe nowadays, however, psycholinguistic studies in translation and interpreting are not so numerous (Godfroid & Hopp 2022).

The second variable that helps explain the frequency of RAs on FLT within the context of translation and interpreting stems from the fact that Ukraine has a longstanding tradition of teaching translation and interpreting at several research-intensive HEIs that have substantial expertise in this field (Vakhovska & Isaienko 2021). Additionally, it should be noted that the current interest and, subsequently, FLT-themed RAs in the context of translation and interpreting are sustained by Ukraine's integration into a number of transatlantic (e.g., NATO) and European (e.g., the European Union) alliances, whose accession involves a substantial bulk of official documents to be translated and international meetings to be interpreted (Rabinovych & Egert 2023).

The third variable that sheds light on the frequency of the FLT-themed RAs on translation and interpreting is that one of the research aims of EEJPL is focused on translation and interpreting from a psycholinguistic perspective (<http://eejpl.vnu.edu.ua/index.php/eejpl/aims>). Hence, it is logical that the journal's aims and scope attract manuscript submissions that involve studies on translation and interpreting. Taking these three variables into consideration, it is not surprising that the theme of FLT under the aegis of translation and interpreting appears to be the most frequent one in the corpus. Apparently, a relatively high number of psycholinguistic RAs written at the intersection of translation and interpreting studies and FLT form a research facet that is common to Ukrainian and, more broadly, the Eastern European psycholinguistic school of thought.

The analysis of the RAs on translation and interpreting indicates that the topic of FLT is embedded into them without being foregrounded (see, for instance, Kapranov (2014a) and Zasiiekin (2014)). The FLT component is represented in the RAs on translation and interpreting by mentioning the teaching and learning of FL vocabulary, as well as FL writing. In particular, both vocabulary and writing are referred to within the language combinations English-Ukrainian (e.g., translation from English into Ukrainian)

and Ukrainian-English (e.g., simultaneous interpreting from Ukrainian into English). However, the aforementioned topics do not seem to be referred to frequently (see Table 4). Typically, however, the majority of the RAs on translation and interpreting touch upon the need to pay more attention to the teaching of the FL, in particular English, in the context of undergraduate and Master's courses in translation and interpreting. The RAs' emphasis on the importance of authentic input in undergraduate courses in interpreting and translation is in concord with the prior psycholinguistic literature that acknowledges the role of institutional contexts in determining a didactic framework for the linguo-didactic foci, inclusive of the impact associated with the FL exposure and the length of the instruction, i.e. the course duration (Arabski & Wojtaszek 2011; Camilleri 1996; Gabryś-Barker 2022; Leow 2023; Saito & Hanzawa 2016; Speed, Wnuk, & Majid 2018; Swales 2000).

The second frequent group of the FLT-related RAs in the corpus is centred on FL speaking (see Table 4). The frequency of this topic in the corpus is accounted by the so-called communicate turn in FLT (Kramersch 2013) with its emphasis on oral communicative skills (Borghetti 2013). Guided by the global trend of prioritising oral communication, the FLT-related RAs in the corpus address such aspects of FL speaking as, for instance, the link between aural comprehension and FL speaking, which corresponds to the prior psycholinguistic studies on the role of segmental properties in speaking the FL fluently (Burns 1998). Unlike the prior literature (Freed, Segalowitz, & Dewey 2004; Kapranov 2013; Magnan & Back 2007; Segalowitz & Freed 2004), however, the FLT-related RAs on FL speaking do not appear to investigate the connection between an FL learner's stay abroad and FL speaking and FL fluency. Instead, the FLT-related RAs on FL speaking explore cognitive, motivational, and analytical skills of the FL learner that are involved in FL speaking. This research focus is in line with the previous literature in psycholinguistics (Kostikova et al. 2020), which argues that the aforementioned variables should be factored in when teaching FL speaking. Contrary to the literature (Ellis & Beaton 1993; Hedgcock & Lefkowitz 1992; Kostikova et al. 2020; Manchón 2023; Swain 2000; Zhang 2013), however, there are no RAs that inspect the diagnostic role of writing in achieving FL fluency and ameliorating FL speaking. Hopefully, this finding will stimulate the journals' prospective and current authors to address this issue in their future manuscripts.

The third frequent group of FLT-related RAs in the corpus explores FL proficiency. The notion of FL proficiency, or mastery in the FL, is regarded in the RAs through the lens of four basic skills in FL, such as listening, speaking, reading, and writing. Typically, though, an FLT-related RA on FL proficiency limits itself to the combination of two or three skills, usually represented by reading and writing, or speaking and listening. Such an approach is in concord with the previous studies in psycholinguistics, which point to mutually dependent skills in the process of FL acquisition (Hedgcock & Lefkowitz 1992; Manchón 2023). Specifically, the FLT-related RAs in the corpus are indicative of the synergy effects of teaching speaking and writing, which is also supported by the prior studies (Demirezen 2004; Ellis & Beaton 1993; Manchón 2023; Miller, Lindgren, & Sullivan 2008; Ney 1974; Wolff 2000). At the same time, however, the FLT-related RAs on FL proficiency appear to take no notice of the psycholinguistic literature on the role of the FL learner's memory in attaining FL proficiency levels. In particular, the RAs in the corpus disregard the construals of the FL learner's declarative and procedural memory, which are routinely investigated in Western European and Anglo-Saxon psycholinguistic studies in relation to FLT (Buffington, Demos, & Morgan-Short 2021; Dixon et al. 2012; Li 2023; Morgan-Short & Ullman 2023; Shin 2020; Siek-Piskozub, Wach, & Raulinajtys 2008). Furthermore, the corpus analysis of the FLT-related RAs on FL proficiency has not yielded any RAs that make use of the construal of phonological memory, which, in contrast, is amply represented in a substantial number of psycholinguistic studies in the West (Dufva & Voeten 1999; Williams & Lovatt 2003).

Let us now draw our attention to the less frequent FLT-related topics (see Table 4). Judging from the data, some of them do not focus on FLT exclusively, but refer to it indirectly within the scope of more prominent linguo-didactic foci, such as, for instance, the topics "English-medium instruction (EMI)", "FL acquisition by immigrant children", "FL anxiety", "FL speaking", and "FL syntax". They are less numerous in contrast to the FLT-themed RAs on translation and interpreting, though (see Table 4). The

findings indicate that six out of 15 FLT-related research themes represent a conflated research space that combines a minor focus on FLT with a more substantial focal point on psycholinguistic phenomena.

Unlike the aforementioned six themes, however, nine research themes in the corpus are centred on FLT only, for instance, “FL assessment”, “FL comprehension”, “FL intercultural competence”, “FL morpho-semantics”, “FL general proficiency”, “FL teaching practice”, “FL reading”, “FL vocabulary”, and “FL writing”. Notably, among them there does not seem to be an FLT-related topic that is dedicated specifically to the context of FL learning as described in the international literature on psycholinguistics (Gabryś-Barker 2022; Leow 2023; Pikhart, Klimova, & Ruschel 2023). Interestingly, the issue of the context is sufficiently addressed in the research themes with a minor focus on FLT, such as “FL acquisition by immigrant children” and “FL syntax”, respectively.

There are, however, major research themes in the corpus that are in line with the current international literature, for instance “FL writing” aligns with psycholinguistic inquiries into FLT and an FL learner’s writing skills that are described by Demirezen (2004), Manchón (2023), and Miller, Lindgren, and Sullivan (2008). Similarly, the research theme “FL assessment” appears to be in concord with the recent studies by international psycholinguists, who investigate FL assessment in FLT contexts from a psycholinguistic perspective (Healy & Bourne Jr 2013; Hulstijn 2023; Schoonen 2023). Likewise, the FLT-related theme “FL intercultural competence” in the corpus shares identical linguo-didactic foci with the recent international scholarship (Gabryś-Barker 2022). Whilst there is a significant overlap between the FLT-centred research themes in the corpus and the international literature, some of the research themes, such as “FL teaching practice”, could be referred to as corpus-specific due to the absence of analogous studies in the international psycholinguistic line of inquiry.

In terms of the research methodology that is employed in the RAs in the corpus, it has been established that the majority of studies could be described as quantitative, as seen in Table 5 below.

Table-5: Research Methodology in RAs in the Corpus

#	Methodology	Percentage of RAs in the Corpus
1	Quantitative methods	62.5%
2	Qualitative methods	25%
3	Mixed methods	12.5%

The dominance of quantitative-driven RAs in the corpus is logical, given that psycholinguistic research is typically characterised by an ample use of quantitative methodology (Gabryś-Barker 2022). Another typical feature of psycholinguistic research is represented by the involvement of human participants (Aguilar-Valera 2019). In the corpus, the FLT-related RAs report 3193 participants in total (mean = 86.3, standard deviation = 89.5), whilst three (7.5%) out of 40 RAs (100%) are conceptual studies without direct references to the number of participants. These findings are summarised in Table 6.

Table-6: The Number of Participants in the RAs in the Corpus

#	Participants per RA	RAs’ Author/Authors
1	45 primary school students	Tarasiuk (2014a)
2	237 primary school students	Tarasiuk (2014b)
3	1 secondary school student	Kapranov (2014b)
4	34 undergraduate students	Zasiekin (2014)
5	183 undergraduate students	Dyachuk (2014)
6	36 undergraduate students	Fatalaki, Amini, & Mirzaee (2014)

7	12 undergraduate students	Kapranov (2014a)
8	-	Ivashkevych (2015)
9	-	Serdiuk (2015)
10	referred to, but not specified	Buchatska (2015)
11	6 undergraduate students	Kapranov (2015)
12	11 primary school students	Ringblom (2016)
13	30 undergraduate students	Kapranov (2016)
14	182 undergraduate students	Fatalaki & Zhang (2016)
15	264 undergraduate students	Postolova & Tomarieva (2016)
16	45 secondary school students	Grabovac & Kapranov (2016)
17	66 undergraduate students	Taichi & Hung (2016)
18	-	Zarichna (2016)
19	75 undergraduate students	Dolgunsöz & Sariçoban (2016);
20	120 FL learners	Tomakhiv (2017)
21	60 undergraduate students	Sadeghi & Marzban (2019)
22	41 undergraduate students	Zasiekina & Zhuravlova (2019)
23	56 undergraduate students	Mykhalchuk & Kryshevych (2019);
24	78 undergraduate students	Zarichna, Buchatska, Melnyk, & Savchuk (2020)
25	6 post-graduate students	Rebrii & Demetska (2020)
26	5 post-graduate students	Chernovaty & Kovalchuk (2020)
27	21 post-graduate students	Rebrii & Tashchenko (2020)
28	30 undergraduate students	Kiyko, Kiyko, & Drebet (2020)
29	21 post-graduate students	Chernovaty & Kovalchuk (2021)
30	80 undergraduate students	Dmitrenko, Budas, Koliadych & Poliarush (2021)
31	37 post-graduate students	Mohsen (2021)
32	40 undergraduate students	Minavandchal & Salimi (2021)
33	82 undergraduate students	Podoliak (2021)
34	300 undergraduate students	Rusalkina & Tomashevskaya (2022)
35	78 undergraduate students	Zembyska, Romanova, & Chumak (2022)
36	60 undergraduate students	Zubach (2022)
37	102 FL learners, 75 FL instructors	Chrabaszcz et al. (2022)
38	394 undergraduate students	Pikhart, Al-Obaydi & Rehman (2022)
39	90 primary school students	Altakhaineh, Alhloul, & Zibin (2022)
40	190 primary school students	Alzahrani (2022)

It follows from Table 6 that the RAs in the corpus involve, predominantly, undergraduate students (total number = 2187, mean (M) = 99.4, standard deviation (SD) = 99.4) that comprise 68.5 % of all participants, whilst post-graduate students are represented less extensively (total number = 90, M =

18.0, SD = 11.8, 2.8% of all participants). The other types of participants in the corpus are i) primary school students (total number = 573, M = 114.6, SD = 85.8), who account for 17.9 % of all participants; ii) secondary school students (total number = 46, M = 23.0, SD = 22.0, 1.4 % of all participants), and iii) FL learners with unspecified affiliation (total number = 222, M = 111.0, SD = 9.0, 6.9% of all participants). Additionally, the corpus of RAs involves a group of 75 FL instructors (2.3% of the total number of participants). Notably, one study provides a category of participants, but does not specify their number (Buchatska 2015).

Summarising the discussion of RQ 1, we argue that the majority of the FLT-related RAs in the corpus are on the topic of translation and interpreting, where the issue of FLT seems to be secondary. The majority of the studies employ quantitative methodology that is applied to investigate FLT-related topics with the participants, who are undergraduate students. As far as the authorship of the RAs in the study is concerned, it is discussed in the following subsection of the article.

2.2.2. The Discussion of RQ 2

As indicated in the introduction, RQ 2 in the study seeks to provide the authors' meta-data. The corpus analysis indicates that the RAs are, mostly, single-authored (47.5%), as evident from Table 7.

Table-7: The Distribution of the RAs' Authorship in the Corpus

#	Meta-Data	Percentage/Number of Ras
1	Single-authored	47.5% (N = 19)
2	Co-authored: two authors	32.5% (N = 13)
3	Co-authored: three authors	12.5% (N = 5)
4	Co-authored: four authors	5% (N = 2)
5	Co-authored: ten authors	2.5% (N = 1)

The distribution of the authorship in the corpus is reflective of the journals' submission requirements. As previously mentioned, EEJPL allows multiple co-authorship, whilst PL prefers the maximum of two authors per RA, with a number of exceptions (see section 2). The results of the corpus analysis reveal that there are 79 authors in total, whose meta-data are outlined in Table 8.

Table-8: The Meta-Data Associated with the RAs' Authors

#	Meta-Data	Percentage/Number of Authors
1	Total number of authors	100% (N = 79)
2	Gender/per author	Females: 68.4% (N = 54) Males: 31.6% (N = 25)
3	University/per author	Mykhailo Kotsyubynskiy Vinnytsia State Pedagogical University = 12.6% Independent researchers = 10.1% Karazin Kharkiv National University = 8.9% East European National University = 5.0% Stockholm University = 5.0% Allameh Tabataba'i University = 5.0% The University of Bergen = 3.8% Rivne State Humanitarian University = 2.5% National University of Pharmacy = 2.5% Texas Tech University = 2.5% Yuriy Fedkovych National University Chernivtsi = 2.5% Islamic Azad University = 2.5% University of Qom = 2.5% Khmelnyskyi National University = 2.5%

		<p>The University of Jordan = 2.5%</p> <p>Hryhorii Skovoroda State Pedagogical University = 1.3%</p> <p>University of Pittsburgh = 1.3%</p> <p>University of Hradec Kralove = 1.3%</p> <p>Harvard University = 1.3%</p> <p>University of Diyala = 1.3%</p> <p>University of Bolton = 1.3%</p> <p>Ternopil Volodymyr Hnatiuk National Pedagogical University = 1.3%</p> <p>Central University of Finance and Economics = 1.3%</p> <p>Bayburt University = 1.3%</p> <p>Hacettepe University = 1.3%</p> <p>Research and Educational Center of Foreign Language = 1.3%</p> <p>National University Ostroh Academy = 1.3%</p> <p>National Academy of Internal Affairs = 1.3%</p> <p>Kyiv National Linguistic University = 1.3%</p> <p>Ivan Franko Zhytomyr State University = 1.3%</p> <p>Najran University = 1.3%</p> <p>Stepan Gzhytskyi National University of Veterinary, Medicine and Biotechnologies = 1.3%</p> <p>Odesa National Medical University = 1.3%</p> <p>Bukovinian State Medical University = 1.3%</p> <p>Taras Shevchenko National University of Kyiv = 1.3%</p> <p>Lesya Ukrainka Volyn National University = 1.3%</p> <p>Joufah School for Girls = 1.3%</p> <p>UMM Al-Qura University = 1.3%</p>
4	Country/per author	<p>Ukraine 51.9%</p> <p>Iran 10.1%</p> <p>France 6.3</p> <p>Sweden 5.1%</p> <p>USA 5.1%</p> <p>Georgia 3.8%</p> <p>Jordan 3.8%</p> <p>Norway 3.8%</p> <p>Saudi Arabia 2.5%</p> <p>Turkey 2.5%</p> <p>China 1.3%</p> <p>Czech Republic 1.3%</p> <p>Iraq 1.3%</p> <p>The United Kingdom 1.3%</p>

It is evident from Table 8 that the majority of the authors are female. This finding seems novel, given that there are no current reviews of psycholinguistic scholarship that quantify the gender composition of its authorship. In this regard, it should be mentioned that reviews of RAs in psycholinguistic and psycholinguistic discourse are still rare (Gabryś-Barker 2022). Hopefully, the present review will open new avenues to explore in terms of systematising the meta-data related to the psycholinguistic authorship.

As far as the RAs authors' background is concerned, it follows from Table 8 that one half of the total number of authors hail from Ukraine (51.9%), with the authors representing Mykhailo Kotsyubynskyi Vinnytsia State Pedagogical University being the most prolific in the corpus. Apart from the authors who are associated with Ukrainian HEIs, a substantial authorial body hails from Iranian HEIs, as well as from HEIs that are located in France, Sweden, and the United States of America.

Synopsising the discussion of RQ 2, it appears feasible to suggest that in terms of the authorship, a typical FLT-related RA in the corpus is written by a female author, who is affiliated with a Ukrainian HEI.

3. Conclusion

The article involves a review of the psycholinguistic RAs on FLT-related topics published by two international peer-reviewed journals of psycholinguistics, EEJPL and PL, respectively. The main objective of the review is to provide a deep insight into the existing research themes or topics in RAs that address FLT through the lens of psycholinguistics. Judging from the data, there are currently 15 FLT-related research themes whose major foci involve translation and interpreting, FL speaking, and FL proficiency. Whilst not all frequently addressed research themes have FLT as the centre of their investigations, it follows from the corpus analysis that a stronger focus on FLT is present in the RAs on assessment, comprehension, intercultural competence, morpho-semantics, proficiency, teaching practice, reading, vocabulary, and writing. The corpus analysis has uncovered the FLT research theme “FL teaching practice” that is specific to the psycholinguistic thought in Eastern Europe. In addition, the study has identified several areas, which are not represented in the FLT-related RAs that are published in EEJPL and PL. Specifically, the study has discovered that the FLT-related RAs in both EEJPL and PL do not investigate the diagnostic role of writing in achieving FL fluency and ameliorating FL speaking. Furthermore, FLT-related RAs in both EEJPL and PL do not explore the construals of declarative, procedural, and phonological memory in the FLT contexts. Conceivably, the findings will stimulate the journals’ authorship to pay attention to these aspects in their future RAs.

It is concluded that the identification of the FLT-related research themes in the present study will facilitate the researchers’ awareness of what is known in the domain of FLT, as well as offer directions for future research that examine the intersection between psycholinguistics and FLT. In addition, the results of the study are indicative of the range of HEIs and the authors affiliated with them, who seem to be actively involved in conducting and publishing FLT-related research. Given that the findings outlined in the article are contextualised in the Eastern European psycholinguistic journals, they offer a suitable benchmark for drawing comparisons with FLT-related psycholinguistic investigations published by other international psycholinguistic outlets.

In this regard, it seems pertinent to suggest future studies that will juxtapose RAs in EEJPL and PL on the one hand and RAs in other reputable psycholinguistic journals that are published, for instance, in the United Kingdom (e.g., *Applied Psycholinguistics*). As a direction for future research, it seems pertinent to conduct a study or studies that will aim at comparing an Eastern European FLT-related psycholinguistic research agenda to that of international one.

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