



Preface

The Preface to this new issue of *Theory and Practice of Second Language Acquisition* offers—as it usually does—a short introduction for new readers to familiarize them with the origins and development of the journal. Additionally, it provides an introductory comment on the contents of the present issue (10/1).

Theory and Practice of Second Language Acquisition was founded as a journal offering a space for discussion among both Polish and foreign scholars working in the areas of generally understood second/foreign/multiple language acquisition and learning. It has clearly fulfilled its mission as a journal on the rise. The present volume marks the tenth year of its presence in the scholarly world, signalling the first significant anniversary of a journal which has already gained considerable popularity and esteem. We receive more and more qualified submissions from Polish and foreign researchers representing recent research in language acquisition studies. Since its founding, every successive issue of the journal has welcomed contributions from renowned researchers, including Peter MacIntyre, David Singleton, Larissa Aronin, Sarah Mercer, Tammy Gregersen, and Jean-Marc Dewaele, among others. Also, the fast-growing number of Open Access downloads testifies to the journal's increasing popularity, as does the backlog of articles already accepted and awaiting their turn to be assigned to individual issues for publication in print. This is reflected in the number of research papers published in each issue: for the first time in the journal's history, there are twelve, double the number to be found in the first volumes from 2015 and 2016. It has become our usual practice for each article to be available as Online First publication before it is assigned to a specific issue, thanks to which many authors can share their research with the academic community as soon as the copyediting phase is complete. It is the journal's ambition to showcase new trends and hitherto unknown venues for research in SLA, focusing both on theoretical discussions and on the practical solutions to problems that are based upon them. Our purpose is not only to publish and share with our read-

ers contributions from well-known and respected scholars, but also to promote young researchers from all over the world, who often present fresh and innovative ideas or open up new perspectives on issues already under discussion. In other words, the journal serves as a venue for the exchange of ideas between well-established academics and those who have been inspired by them. In terms of its content, the journal presents contributions on issues ranging from purely linguistic and cognitively-oriented research on language acquisition processes to psycho- and sociolinguistic studies, always trying to feature the most recent developments in terms both of topic choice and of the methodology of research. We publish our journal through an open access system, where the entire production process is executed online and the final product is available to everyone, thus offering an opportunity to share ideas through a broad, effective, and economical mode of dissemination. We maintain high standards and quality, which are guaranteed by the international Editorial Board of *TAPSLA*, whose members are well-known Polish and foreign experts on a wide range of second language acquisition issues. The journal is indexed in numerous databases, including Scopus. It is published by the prestigious Polish academic publisher Wydawnictwo Uniwersytetu Śląskiego (University of Silesia Press), which provides an experienced team of editors to oversee the copyediting and technical side of the production. Updated information and all the issues published so far are available on the journal webpage at www.tapsla.us.edu.pl.

At the close of the first decade of its presence in the world of academia, *Theory and Practice of Second Language Acquisition* is undergoing the first important change in its leadership: in connection with her retirement Professor Danuta Gabryś-Barker, *TAPSLA*'s co-founder and co-editor-in-chief, has handed over her duties and responsibilities to Professor Jolanta Latkowska, who, as of 1st October 2023, is now the journal's co-editor-in-chief, together with Professor Adam Wojtaszek, who continues in this role which he assumed in 2015. This is the right moment to express thanks to Professor Gabryś-Barker, whose unsurpassed diligence, engagement, and devotion have transformed a platform first meant for disseminating papers that were presented at the International Conference on Foreign/Second Language Acquisition, organized by the Institute of Linguistics (previously the Institute of English) of the University of Silesia in Katowice, into an internationally recognised journal, indexed by the most important databases and steadily advancing towards the first quartile of the world's periodicals in the field of applied linguistics.

The present volume (10/1) offers a selection of texts, many of which report on qualitative research. Articles grouped in the first part of the volume share the common theme of online language learning and enforced electronic communication, which had to replace the usual face-to-face interaction between teachers and learners during the COVID-19 pandemic. All of them point

in varying ways to the positive aspects and potential benefits that may be drawn from this generally disheartening experience. There are a couple of papers that focus on the acquisition of selected aspects of grammar and attempt to find explanations for observed regularities, and several contributions that address some more general issues and various competencies developed in the process of language acquisition.

The first text, “A Systematic Review of Second Language Acquisition from the Perspective of Complex Dynamic System Theory” by Soheil Behdarvandirad, offers an interesting overview of recently published literature on the possible application of Complex Dynamic Systems Theory (CDST) to the explanation of the phenomena found in studies of the process of Second Language Acquisition. The author sets off from the assumption that there are so many different factors at play on the road to second language competence that it is virtually impossible to account for the observations satisfactorily if the perspective is narrowed down to a selection of variables or based on findings gathered during a short period of time. For this reason, the author advocates the perspective of CDST, which acknowledges a multitude of data points and the uniqueness of each individual development path. The literature review is not only a summary of recent findings, but also a collection of valuable methodological hints for future research based on the reviewed papers. In the second contribution, “Contextualising the Hyflex Model of Instruction for Language Classes,” author Robert Oliwa uses the exposure to digital media and electronically mediated communication which most of us were compelled to experience during the pandemic to propose a novel form of content presentation in language teaching. Focusing on the tertiary level, Oliwa develops and describes a new model incorporating skills that both teachers and learners have acquired in the potentials offered by online communication. This paper ends with some practical suggestions related to the applicability of the Hyflex Model to various educational conditions. The possible advantages of online communication for the development of language skills are investigated in the third paper of the volume, “Challenging but Rewarding Aspects of Telecollaboration: The Case of Virtual Israeli-Polish (VIP) Project” by Sabina Nowak and Aleksandra Rążewska. Unlike the previous contribution, this paper is based on observationally collected data and attempts to translate these findings into some educational conclusions which might increase the effectiveness of similar telecollaborative projects in the future. The authors investigated the influence of group dynamics and institutional/technological difficulties on the project’s flow and its results. Still on the theme of online communication, the fourth article, by Emerson Case, Agnieszka Kaczmarek, and Sebastian Zatylny, which is titled “Reading, Discussing, and Sharing: Creation of a Vibrant Transnational Online Learning Community through the International Book Club,” points to the advantages

of extending the usual experience of literature following from common reading programmes to the form of online discussion clubs. This study, which combines qualitative and quantitative longitudinal data, attempts to pinpoint the most significant benefits that can accrue from this particular form of contact with English-language literature. The topic of distance learning is continued in the fifth contribution, by Katarzyna Budzińska, titled “Foreign Language Classroom Anxiety in Emergency Remote Instruction.” The author takes the opportunity to investigate the widely studied construct of Language Anxiety in the new contextual framework created by the emergency remote teaching (ERT) conditions that we experienced in 2020 and 2021. Potential differences between two different educational environments, in the context of language anxiety experienced by learners, are explored by the author, as are effective ways to reduce anxiety.

The sixth contribution, “Challenges of Learning in Second Language among South African School Learners with Developmental Language Disorder,” by Nettie N. Ndou and Segun Emanuel Adewoye, focuses on a group of language learners with special educational needs, conditioned by their developmental language disorder. The authors apply a qualitative design to collect data from learners, language instructors, a speech therapist, and an educational psychologist, to receive a wide spectrum of perspectives. One of the conclusions emerging from the study is that using the target language as a medium of instruction significantly hampers the learning process and adds another difficulty to the already unfavourable situation of the group of learners under investigation. The next article, by Zofia Chłopek and Jacek Pradela, is titled “Parents’ Perceptions of Children’s Bi-/Multilingualism.” Instead of looking at the learners themselves, the authors chose to focus their attention on parents/caregivers and to find out how the bi-/multilingual competence of their children develops from their perspective. The results indicate that the parents’/caretakers’ observations echo the most significant facets described by researchers in earlier research. The author of the eighth paper, Fatih Ünal Bozdağ, concentrates on a quite specific area of developing grammatical competence of EFL, as evidenced by the title of the article, “Probabilistic Analysis of English Dative Constructions in Academic Writings of English EFL Learners.” Unlike most papers looking at this aspect of learners’ grammar, the author of this article does not compare learner language to native speaker data. Instead, only learner corpora are investigated in order to find emerging patterns and find new possible generalisations. One of the observations is that the learner’s native language is not a significant contributor to the observed variability. In the next paper, titled “Lexical Availability and Foreign Language Teaching: Main Contributions of a Growing Field,” Marta Sánchez-Saus Laserna presents cognitive and didactic aspects of using a French-born methodology called “lexical availability” in foreign language vocabulary instruction. Her focus is on teaching Spanish as a foreign

language and her major aim is to provide some useful suggestions related to optimal vocabulary selection in the teaching materials.

The tenth text of the present volume, “Graphemic Awareness Development of Polish Learners of Chinese as a Foreign Language,” by Zuzanna Wnuk, focuses on the teaching of the Chinese writing system to Polish learners of this language. Recognised as one of the most difficult aspects of the language to acquire for learners used to the Latin alphabet, Chinese characters turn out to be differently perceived and analysed at various stages of language proficiency development. The author, using a qualitative type investigation, managed to make a number of very interesting observations, which have a promising educational potential. The next text comes back to the issue of acquiring a specific grammatical construction in the English language, this time a certain form of passivisation. Hiromu Okamura and Tomohiko Shirahata, in the text “Factors Causing Overpassivisation of Unaccusative Verbs by Japanese Learners of English,” present interesting findings on Japanese learners of English. The earlier finding, that learners of English have the tendency to overpassivise unaccusative verbs, was postulated to have a number of different explanations. The authors wanted to find out which of the factors reported in earlier research was the strongest predictor for this observation. Their results show that for a particular group of Japanese learners of English one factor was indeed more often correlated with increased numbers of passives than others. The final text of the present volume shifts the focus to language teaching materials. Thiri Soe, in the text “Investigating Critical Thinking in ELT Textbooks: A Systematic Literature Review of Textbook Evaluation Studies,” presents a summary account of recently published evaluative textbook studies in which the issue of the inclusion of “critical thinking” was in some way addressed. The author reviewed 41 publications and identified four different aspects, which are further presented in the form of extensive concluding remarks. The contribution should be of great value to all interested in this topic who have not yet managed to find relevant publications on it. Thus, although the present volume does not include the customary book review section, the last paper could be treated as a certain kind of review of the subject-related literature.

We would like to emphasize that although the articles contained in this issue offer a selection of reports on empirical research, they are also strongly grounded in solid theoretical bases and overviews of the literature in given areas. The methodology used in these studies is mostly qualitative, but in some cases this is accompanied by quantitative analysis. The issue covers a wide array of different learning environments and languages, with a clearly dominating theme of distance learning mediated by electronic form of communication. We believe that the research presented here and the implications that can be derived from it have interesting potential not only for language practitioners

but also for teacher trainers and, equally importantly, for the content of teacher training programmes.

As our journal is fully published online in open access, our contributors are all able to reach a wide readership around the world to present their research, and thus to get feedback on their ideas. We hope that researchers, teachers, and students can all benefit from the present issue of *TAPSLA* and will find the articles published here not only useful but inspirational. We would therefore like to thank all the authors for their current contributions and, traditionally, extend our invitation to all Polish and foreign researchers and academics to share their work with us by submitting it to the journal in the future.

Jolanta Latkowska

 <https://orcid.org/0000-0002-9478-7689>

Adam Wojtaszek

 <https://orcid.org/0000-0003-0308-4337>