



Preface

The *Preface* to this new issue of *Theory and Practice of Second Language Acquisition* offers a short introduction for new readers to familiarize them with the origins of the journal (as is presented in each volume as part of the *Preface*). It also provides an introductory comment on the contents of the present issue (9/2).

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 seems to have fulfilled its mission as a journal on the rise. The present volume marks the ninth year of its presence in the scholarly world, a period in which it has gained considerable popularity. We receive more and more qualified submissions from Polish and foreign researchers representing their more recent research. Since its foundation, every consecutive issue of the journal has welcomed contributions from many 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 why we have decided to increase the number of research papers published in a single issue for the third time: in the first years of the journal's existence there were six, whereas the present issue includes eleven articles. Before an article appears in print, it is much earlier put online as an Online First publication (not assigned to a specific issue yet). It is the journal's ambition to demonstrate new trends and hitherto unknown venues for research in SLA, focusing both on theoretical discussions and the practical solutions to problems that are based upon them. Our purpose is not only to publish and share with our readers 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.

The present volume (9/2) offers a selection of texts most of which report on qualitative research. It brings attention to various issues related to teacher identity, and also success and failure in the context of language learning both in terms of teacher effectiveness and learner success in language development on multiple levels of competence and ability. The issue opens with a text by Joanna Rokita-Jaśków and Dorota Werbińska entitled “Language Teacher Identity and Emotions in a Duoethnographic Narrative: The Perspective of Teacher, Parent, and Teacher Educator.” The authors investigate issues related to teachers’ understanding of themselves as professionals and their emotional involvement in the teaching process as an important part of their identity. In this interesting case study, which employs innovative qualitative methods (duo-ethnographic narratives), the authors share with the reader their reflections on the emotional dimensions of being a FL teacher from the various perspectives of former school language teachers, parents, and language teacher educators. The emotional experiences in all three roles demonstrate that emotions are not only and most obviously psychological entities, but also, and importantly, social constructs. Similarly, in the next text, “Language Teacher Identity Outside the State-School Context,” Kirsten Hempkin emphasises the importance of understanding language teacher identity, and demonstrates it first by an extensive overview of literature in the field, followed by a case study of two language teachers. Their professional career made them leave state-school work and they are now teaching outside it, seeking some new stability and identity. The change


of context can be considered a challenge for both of them, one which may possibly (re)form their professional identity. The results of the narrative study demonstrate that teachers' own experiences as learners and their emotions are driving forces in identity change. Katarzyna Budzińska, in her text "Language Teacher Wellbeing in the Private School Context: A Case Study," also looks at the non-state-school context, focusing in her empirical study on a selected private language school with a view to demonstrating how it contributes to teacher well-being, a necessary condition for successful teaching. It is one of a small number of studies that have examined private language education and its functioning in the language education sector, presented as an institutional case study. On the basis of the data collected through open questionnaires, in-depth semi-structured interviews, and participant observation, the author uncovers and discusses the factors that contribute to the flourishing of the group of teachers in this language school. These factors operate on an institutional level through effective policies, organization, and management as well as professional growth opportunities offered to the teachers, adequate teaching resources, and appropriate work conditions. The author presents the school as a model example for others to follow. The following text, "Diagnostic Abilities of Novice Teachers" by Ewa Tołoczko, also focuses on foreign language teachers. By means of structured written reports, the novice teachers in the study comment on critical moments in their teaching process. In this interesting qualitative study, the author tries to diagnose beginner teachers' abilities to use theoretical knowledge and their still quite limited classroom experiences to see to what extent they are able to problematise the realities of their classrooms at the moment of their occurrence and how these can affect their future performance as effective foreign language teachers. The fifth text in this issue of the journal, which discusses foreign language learners' successes and failures and is entitled "'Three months on, I still sound like an Anglophone': Tales of Success and Failure Told by English and French Tandem Partners," is authored by Sylwia Scheuer and Céline Horgues. The article reports on a study which employed dual language work in pairs in order to collect data. The performance of each pair was video-recorded and supplemented by a feedback session of the expert versus the novice participant. The participants' own perception of their progress in pronunciation in either English or French was diagnosed on the basis of the final questionnaire narrative data. The study demonstrates the effectiveness of informal learning of pronunciation as measured by learners' spoken output and their own perceptions of success (or alternatively, failure). The next text, by Katarzyna Nosidlak, entitled "Hopeless Cases or Just Hard Nuts to Crack? Stories of 'Difficult' Foreign Language Learners," takes up the interesting theme of how learners may come to be labelled by teachers and how this process can affect learners' own perceptions of themselves. The author points to the absence of this topic in teacher training programmes. In her own

study, the results of which she presents in the article, Nosidlak demonstrates how teachers assess their “difficult cases” of learners and diagnoses common categories of assessment with the view to commenting on how teachers form their opinions about the learners whom they find problematic. The aims of the following text, by Joanna Pitura and Heejin Chang, “Tools for Scaffolding the Development of L2 Speaking in English-medium Higher Education: Lessons from Poland and Australia,” is twofold. The authors hoped to answer the related questions of how scaffolding can be implemented in designing teaching tools for development of L2/FL speaking skills, which is always most challenging for L2/FL learners, and how the students in two learning contexts (Poland and Australia) perceive these tools. They applied scaffolding successfully to map instructor, peer- and technology-based tools in learning activities, resources used, technology, and feedback given to learners on their achievement. A different topic is investigated in a questionnaire- and test-based study presented by Teresa Maria Włosowicz in the text “The Relationship between Students’ Motivation for Studying Business English and Their Knowledge of Business English and Its Terminology.” The author’s major concern is to diagnose the relationship between motivation of English major students for studying Business English and their actual knowledge of the field, including business terminology, economic concepts, rules of business correspondence, etc. The results of the data analysis demonstrate that motivation is a significant but not a sole factor in developing the Business English competences of students, who need to be engaged in an extensive study of the field. The subjects express their awareness that both sustained motivation and intensive effort are necessary in order to make progress in Business English abilities. The next article, by Liljana Mitkovska, Eleni Bužarovska, and Natasha Stojanovska-Ilievska, entitled “Acquisition of Structures at Syntax-Discourse Interface: Post-Verbal Subjects in L2 English,” looks at the issues of morphosyntactic development of language learners and possible interference of their mother tongue (Macedonian) on English sentence structure. The initially assumed difficulties the learners may encounter were tested by means of a grammaticality judgement test and a correction task. It was confirmed that Macedonian learners of English accept English sentences more often if they follow L1 structures. The issues of acquisition and learning of foreign language vocabulary are the focus of the next article, authored by K. James Hartshorn and Aylin Surer and entitled “Contributions toward Understanding the Acquisition of Eight Aspects of Vocabulary Knowledge.” This quantitative study looks at eight selected aspects of vocabulary knowledge, and measures accuracy levels across word knowledge aspects by means of ANOVA. The authors believe that their results will contribute to the development of L2 vocabulary acquisition theory. In the closing text of the present issue, “The Impact of Orthographic Transparency and Typology on L2 Learner Perceptions,” Rachel Garton examines issues related


to orthographic accuracy and typology as significant factors in development of L2 literacy, which are in fact understudied in the context of SLA. Additional emphasis is placed on the affective dimension (attitudes, motivation) as individual factors contributing to one's ability to read and write in L2. The author reports on a cross-lingual study, in which the orthographic transparency and typologies of 26 languages, versus learners' perceptions of their own L2 literacy development, are discussed in terms of the perceived difficulty of the orthography and a self-assessment of literacy skills. The findings show that orthographic transparency is more significant than typology for learners' perceptions of their level of L2 literacy.

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 a given area. The methodology used in these studies is mostly qualitative, but in some cases this is accompanied by quantitative analysis. The issue covers a whole array of different dimensions of success and failure, as expressed by FL learners, teachers, and teacher trainers at various stages of their language acquisition and professional development and experience. We believe that the research presented here and implications that can be derived from it have interesting potential not only for language practitioners but also for teacher trainers and, importantly, for the content of teacher training programs.

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 also inspirational. We would therefore like to thank all the authors for their 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.

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