Preface

It has now become a tradition for the Preface to each new issue of *Theory and Practice of Second Language Acquisition* (TAPSLA) to provide a brief overview of the journal's history for new readers and introductory comment on the issue's contents for the regular readership.

TAPSLA was established in 2015 with the aim of providing a platform for Polish and international scholars working in the fields of second/foreign language learning (SLA) and bi-/multilingualism to showcase their work, share findings, good practice, and new ideas. As a relatively young journal, it appears to have achieved this goal. In its brief history of ten years, the journal has published over 120 articles and 23 book reviews, including contributions by some of the leading experts in the field, that is, Tammy Gregersen, David Singleton, Larissa Aronin, Peter MacIntyre, Sarah Mercer, and Jean-Marc Dewaele, to mention just a few. It has also achieved a truly worldwide reach, attracting submissions from every continent and every subfield of the discipline, and boasting an Editorial Board comprised of world-renowned scholars and experts in their areas of specialty. The journal's ever-growing presence in the academic world is further evidenced by the rapidly increasing number of Open Access downloads and indexing in Scopus (from 2018) and other popular research databases. It must be stressed that this success would not have been possible without the editorial team's commitment to high academic and ethical standards.

TAPSLA is published semiannually, using an open-access system. Consequently, all production steps—including paper submission, referee assignment, double-blind peer review, revision, copyediting, and production—are completed online. This process constitutes an efficient and cost-effective means of reporting and sharing research findings and is implemented by the University of Silesia Press (Wydawnictwo Uniwersytetu Śląskiego), a renowned academic publisher in Poland. Its skilled editorial staff manages the copyediting and

technical stages of the production process. All of the published issues may be viewed on the journal's webpage at www.tapsla.us.edu.pl and are available free of charge.

The journal's content covers a wide range of topics, from psycho- and sociolinguistic studies to purely linguistic and cognitively oriented research on language acquisition and use. The journal consistently strives to highlight the most recent theoretical perspectives and advancements in research methodology, as well as demonstrate how to apply them to the analysis of multiple language combinations against constellations of learner variables and cultural and educational practices. An additional objective is to promote young researchers from around the world while also disseminating works by renowned scholars. We believe that by supporting emerging talent who frequently offer original and creative ideas or provide new angles on widely researched topics, the journal creates a platform for innovation, cooperation, and discussion among researchers of all career stages and subspecialties.

The current issue (10/2) is no exception, bringing together 12 original research papers from across the world and from across the discipline. Their thematic range covers widely defined teacher development and beliefs, L2 vocabulary learning, textbook analysis, learner variables, cross-linguistic influence, and L2 discourse structure, thus offering an up-to-date snapshot of the vast and varied landscape of SLA research.

The issue opens with a paper by Joanna Nijakowska and Susie Russak, entitled "EFL Teacher Preparedness to Include Learners with Dyslexia: Israeli Context (ICFSLA 2023)." Using the DysTEFL-Needs Analysis Questionnaire (Revised) and the Teacher of English Preparedness to Include Dyslexics Scale, the Authors investigated Israeli EFL teachers' perceptions of their willingness to include dyslexic students in mainstream teaching programs and the teachers' professional training needs. These findings were compared with data obtained from Polish, Cypriot, and Greek teachers. Among the factors that the study singled out as significant were teachers' knowledge about dyslexia and their perceived efficacy in implementing inclusive teaching, as well as their attitude towards inclusion in general. The Authors also found that Israeli and Greek teachers evaluated their knowledge and teaching expertise higher than their Polish and Cypriot counterparts did. A similar trend was reported in connection with the general attitude to inclusion. The study concludes with a discussion of teacher training programs and stresses the need for teachers to receive targeted specialist education with respect to dyslexia.

Teacher perceptions and beliefs are also the subject of the second contribution by Sabina A. Nowak and Małgorzata Szulc-Kurpaska. In their text "Can We Modify Teacher Mindsets: Towards Well-being in Education," the Authors explore pre-service teachers' perspectives on the growth of their well-being

during teacher training. Using a mixed-methods design, the study identified two distinct types of teachers: those with a growth mindset and those with a fixed one. It also found correspondences between mindset type and attitudes to life and the teaching profession. In the study's final phase, a well-being intervention was applied to obtain insight into the modifiability of the respondents' beliefs. Based on these findings, the Authors stress the value of providing pre-service teachers with wellness training and discuss some implications for creating a paradigm framework for teacher well-being.

The third article in this volume, authored by Jose Belda-Medina and Miguel Luis Poveda-Balbuena, continues the analysis of pre-service teachers' beliefs by looking at computer games and their use in foreign language pedagogy. Titled "Digital Game-based Language Learning (DGBL): An Analysis of Polish and Spanish Teacher Candidates' Knowledge and Attitudes," the article reports on the findings of a mixed-methods project aimed at investigating the participants' views on the benefits and challenges of incorporating digital games in L2 English teaching. Both the Polish and Spanish respondents assessed the potential of digital games for language instruction favourably, despite some disparities in the length and frequency of their usage of digital technology. They also emphasized that their experience in using games to teach was insufficient.

The subsequent two papers shift the focus to learner variables. Luciana Cabral P. Bessa, Elisabete Mendes Silva, Galvão Meirinhos, and Rui Silva raise the question of motivation in higher education settings in Portugal in a text titled "Are Portuguese Higher Education Students Motivated to Study English as a Second/Foreign Language?" To answer this question, the Authors used the Academic Motivation Scale (Vallerand et al., 1989), which targeted amotivation, intrinsic motivation, and extrinsic motivation, and which they administered to a sample of 145 university students of L2 English. The results showed that the students were decidedly motivated and that it was intrinsic motivation that prevailed over extrinsic motives. This, in the Authors' opinion, raised further questions about the applied classroom methodology and its apparent failure to externally inspire the students to learn a foreign language. Motivation to learn an L2 in higher education and its dependence on social and psychological variables is also discussed by Marzia Shurovi in the contribution "The Nexus between Social Factors, Basic Psychological Needs and Task-value of Tertiary EFL Learners: A Bangladeshi Perspective." Drawing insight from self-determination theory (Ryan & Deci, 2000) and the expectancy-value framework (Eccles & Wigfield, 2002), the Author explored how the social variables of learners' father's education, mother's education, school location, and monthly earnings, mediated by three basic psychological needs, that is, autonomy, competence, and relatedness, impacted learners' perceptions of task value in learning English as a foreign language. The data for the study were collected using a questionnaire administered to 110 EFL tertiary learners of a private university

in Dhaka, Bangladesh. The results showed a network of statistically significant dependencies among the variables under investigation and provided a basis for a discussion of pedagogical implications.

The dynamics of L2 vocabulary learning are the subject of the sixth contribution titled "Exploring Lexical Sophistication in Second Language: An Analysis of Vocabulary Using a Word-Rating Method." Based on teacher ratings of 68 words from Hebrew textbooks for Arabic speakers, Eihab Abu-Rabiah identified four levels of lexical sophistication. The vocabulary from each level was then included in tests of passive and controlled active vocabulary. A group of seventeen Arabic students studying L2 Hebrew was requested to take the tests during two academic years, that is, in grades 11 and 12. The results revealed that the vocabulary from the most sophisticated band posed a challenge for the learners, who, with time, used it less accurately. At the same time, however, they improved their use of controlled-active vocabulary. L2 vocabulary acquisition is also the focus of Haotong Zhao's text, "The Role of Phonesthemes in EFL Learners' Word Acquisition." Phonesthemes are words bearing the same sound pattern and sharing similar meanings. The assumption underlying Haotong Zhao's research was that they could improve the effectiveness of vocabulary acquisition. This assumption was tested in two testing cycles. First, the guessing accuracy of phonesthemic versus prosaic words was compared, revealing considerable guessing accuracy for the former. This result indicated that EFL learners were sensitive to English phonesthemes before receiving explicit training. The second testing cycle used an experimental design to find out whether explicit instruction affected the recall of phonesthemic words. It found that students with background knowledge of phonesthemes effectively maintained phonesthemic vocabulary over time. The study concludes with recommendations for teaching.

The next contribution "The Cultural Component of Selected LSP Textbooks in the Area of Business and Their Potential for Developing Intercultural Competence" by Teresa Maria Włosowicz draws attention to the role of textbooks as representations of the target cultures. The article examines selected LSP textbooks in Business English, German, French, and Spanish, intending to establish how they developed intercultural skills. The analysis revealed that in the textbooks under analysis, cultural information was presented implicitly in the form of stylistic patterns and formulas that were appropriate to the culture in question. The Author concludes that the coursebooks shift the responsibility for raising students' conscious awareness of cultural norms to the LSP teacher. The idea that teaching cultural perspectives is an area of devolved responsibility and that some of them will not be represented directly in ELT coursebooks is also raised in Łukasz Matusz's article "The Sounds of Conflict: Lexical Representation of Anger in Listening Activities from Modern ELT Coursebooks." This time the focus is on how twelve coursebooks for adult learners of L2 English depict anger

in listening activities. The analysis shows that the subject is treated with great caution since the examined materials included mainly exclamations and non-verbal vocalizations and refrained from using swearwords. The paper ends with a discussion of the rationale behind teaching real-life English for real-life communication.

The subsequent two texts in this volume turn the spotlight from teaching materials to teaching practices. "The Impact of Task-based and Task-supported L2 Teaching on the Use of Connective Markers in Learners' Written Performance" by Tomasz Róg and Artur Urbaniak employs an experimental design to assess the effectiveness of popular task-oriented teaching methods in developing secondary school students' ability to write for-and-against essays. The study demonstrates a statistically significant positive influence of such teaching, thus providing further empirical support for current classroom trends, especially in the process of preparing students for secondary school graduation exams in Poland. Secondary school students are also the subject of a study by Rose Ann O. Torres and Ruth A. Ortega-Dela Cruz, who, using an on-line survey, investigated student learning preferences with respect to remote learning in economically less developed communities in the Philippines. The Authors found that as Gen Zs, the participants valued synchronous learning and interactive group activities, which provided ample opportunity for them to develop language skills and practice grammar. These findings as well as their implications for teaching are discussed in this volume's second last text titled "Facilitating Learning of Generation Z Learners towards Effective Remote English Language Learning."

Finally, Massaki Kamiya and Zhaosen Guo discuss the complexity of scope interpretation by Japanese learners of L2 English in relation to the English negative quantifier. This structure does not have an equivalent in Japanese. In their paper titled "Acquisition of L2 English Negative Quantifiers without Equivalent Lexical Items in an L1," the Authors show that scope interpretation is subject to cross-linguistic transfer from the L1 even when there seems to be nothing to transfer.

Given the depth and diversity of topics covered in this issue of *Theory and Practice of Second Language Acquisition*, we hope that it will attract the interest of a substantial number of members of the SLA research community. At the same time, we would like to express our thanks and appreciation to all the authors for their contributions and also warmly encourage researchers from Poland and other nations to continue submitting their work to our journal.

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