



## Preface

As we begin the 11th volume of *Theory and Practice of Second Language Acquisition* (TAPSLA), it is with great pride that we reflect on the journal's journey and its well-established presence in the field of Second Language Acquisition research. Over the past decade, TAPSLA has evolved into a respected and thriving journal, recognized for its commitment to advancing both theoretical and practical insights into the complex processes of language learning and teaching.

From its inception, TAPSLA has served as a platform for scholars from across the globe, reflecting a truly international authorship. Each volume has contributed to a diverse and interdisciplinary body of knowledge, drawing together research from cognitive, sociocultural, pedagogical, and technological perspectives. These contributions have enriched the field of SLA, making TAPSLA a grounded and authoritative voice among journals dedicated to this area of research.

The contents of previous volumes, all available in open access via the University of Silesia in Katowice platform, have explored a wide range of topics—from the role of technology in language education, through the cognitive processes underlying language acquisition, to sociolinguistic factors shaping learners' experiences. Our mission has always been to bridge theory and practice, bringing together rigorous research with practical implications for educators and learners alike.

The present volume (11/1) continues this tradition. The papers featured in this issue delve into pressing topics relevant to contemporary language learning environments. These include the impact of **motivation and interaction in online language classes**, a theme that resonates deeply given the global shift towards digital education during the COVID-19 pandemic. The issue also addresses **foreign language anxiety**, a pervasive factor affecting learners' fluency, and explores the **imagined L2 selves** of students as they navigate their

linguistic identities. In addition, themes such as **pronunciation teaching**, **vocabulary acquisition**, and the **role of learning styles** are examined in various educational contexts. The volume also features **meta-analyses of instructional methods**, offering valuable insights for both researchers and practitioners.


As always, this issue reflects the diversity of approaches, languages, and contexts that characterize SLA research today. We are particularly pleased to see contributions from authors representing different educational systems and cultural perspectives, highlighting the universal and multifaceted nature of second language acquisition.

We extend our sincere gratitude to all the contributors, reviewers, and readers who continue to support TAPSLA. Your dedication has made the journal a vibrant and influential part of the global SLA community. We look forward to many more years of collaboration, innovation, and discovery in the field of second language research.


Sincerely,

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