



Preface

The *Theory and Practice of Second Language Acquisition* (TAPSLA) journal traditionally opens each issue with a Preface that outlines the journal's background and introduces the issue's contents. Established in 2015, TAPSLA is a peer-reviewed, semiannual journal published by the University of Silesia Press (Wydawnictwo Uniwersytetu Śląskiego) in Katowice, Poland. It operates on a fully open-access model, with no publication or access fees, making all issues freely available at www.tapsla.us.edu.pl. The journal showcases research on language acquisition and bi- and multilingualism from psycholinguistic, sociolinguistic, and cognitive perspectives, with a strong focus on contemporary theoretical frameworks and methodological developments. It also promotes analyses involving diverse language combinations, learner variables, and educational and cultural contexts. TAPSLA is committed to supporting both established scholars and early-career researchers and in doing so, fostering innovation and collaboration in the field.

Serving as a platform for the dissemination of research and the exchange of ideas among both Polish and international academics, TAPSLA has, over the course of a decade, attained global recognition, attracting submissions from across all continents and subfields within applied linguistics. Its growing academic impact is reflected in increased Open Access downloads and its indexing in Scopus since 2018, alongside other major databases. It is important to emphasize that this level of success could not have been achieved without the editorial team's commitment to academic rigor and ethical integrity.

Volume 11, Issue 2 of TAPSLA proudly introduces "The Minds Behind SLA: Insights from Leading Scholars," a new section designed to highlight the intellectual journeys of prominent Second Language Acquisition (SLA) researchers. While academic journals typically focus on research findings, they rarely explore the processes behind these discoveries. This section addresses this gap through interviews with influential scholars, offering valuable content

for both experienced and early-career researchers. The series begins with Jean-Marc Dewaele, whose work on emotions in language learning has significantly shaped the field. The section is curated by Eihab Abu-Rabia.


Consistent with the tradition of the past decade and the journal's mission, this volume also explores a range of thematic strands central to second language (L2) pedagogy. These include positive psychology and learner/teacher well-being, teacher beliefs and professional development, corpus analysis, as applied to learner language and teacher perceptions, language instruction for young learners, textbook evaluation, and the integration of artificial intelligence in language education. What distinguishes this collection of twelve articles is its genuinely global scope, reflecting diverse educational and cultural contexts across Latin America, the Far and Middle East, and Europe—as evidenced by articles from countries such as Poland, Brazil, and China. The breadth of empirical data and explanatory approaches presented in this issue provides valuable insights not only into the linguistic and psychological dimensions of L2 learning and teaching but also into broader issues such as national education policies, sociocultural frameworks, and ethical or religious values. Collectively, these contributions offer a contextualized and culturally nuanced perspective on second language acquisition, enriching our understanding of its complex and multidimensional nature.

We hope that this issue captures the interest of both new and returning readers of TAPSLA and extend our heartfelt thanks to all contributing authors and reviewers for their valuable work. We also take this opportunity to warmly encourage researchers from Poland and around the world to continue submitting their scholarly contributions to our journal.


Sincerely,

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