



Preface

Theory and Practice of Second Language Acquisition (TAPSLA) is a peer-reviewed journal published twice a year by the University of Silesia Press. Established in 2015, the journal has been indexed in Scopus since 2018, as well as in other major databases, including Index Copernicus and ERIH PLUS. *TAPSLA* operates under an open-access model: authors incur no publication fees, readers face no access charges, and all issues are freely available for download from the journal's website (www.tapsla.us.edu.pl).

The journal aims to disseminate research on second language acquisition, bilingualism and multilingualism, along with related psycholinguistic, sociolinguistic, cognitive, and teaching approaches. It foregrounds contemporary theoretical developments and advances in research methodology, while also engaging with historical perspectives in the field. Publishing in English, *TAPSLA* welcomes submissions that represent diverse language combinations and a wide range of educational and cultural contexts, in line with its mission to promote innovation and collaboration among Polish and international scholars.

Volume 12, Issue 1 of *TAPSLA* continues “The Minds Behind SLA: Insights from Leading Scholars,” a recently introduced section that explores the intellectual journeys of leading researchers in Second Language Acquisition (SLA) through informal interviews. By shifting the focus from published findings to the often unseen paths that lead to them, the section offers a rare glimpse into the creative academic mindset and serves as a source of inspiration for researchers from across SLA disciplines, institution types, and career stages. This installment features Stuart Webb, whose work on L2 vocabulary pedagogy has pushed the frontiers of our understanding of the complexities of language learning. The section is edited by Eihab Abu-Rabiah.

The articles in the present issue revolve around key dimensions of L2 acquisition, use, and teaching, including L2 literacy and input characteristics, teacher development and well-being, and learner motivation. Each article addresses a clearly defined research gap—one that is relevant to the authors' linguistic, educational, and sociocultural contexts—and, in doing so, provides state-of-the-art analyses of current research problems and new ideas for future research. Taken together, the articles reflect the global nature of contemporary


SLA research, with insights drawn from settings as diverse as Vietnam, Chile, Greece, Saudi Arabia, Sweden and Türkiye.

We are hopeful that these contributions will be of interest to both new and returning readers of *TAPSLA* and express our appreciation to all contributing authors and reviewers for the rigour and scholarly expertise demonstrated in their work. We also take this opportunity to encourage researchers from Poland and from the wider international academic community to continue publishing their findings in the journal.

Sincerely,

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