

**Theory and Practice
of
Second Language Acquisition**

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Preface

The present issue of *Theory and Practice of Second Language Acquisition* completes the fourth year of publishing this journal. It was founded in 2015, at a time when not many journals in applied linguistics (and specifically those focusing on second language acquisition) were available. It was established as a forum of discussion for Polish as well as foreign scholars. Indeed since then, every consecutive issue of the journal has welcomed contributions from many renowned researchers, such as Peter MacIntyre, David Singleton, Larissa Aronin, and Jean-Marc Dewaele, to name just a few. It is the journal's ambition to demonstrate new trends in SLA research, broadly understood, both worldwide and in Poland, focusing on theoretical discussion and practical solutions to problems based upon them. It is our aim not only to publish contributions from well-known and respected authors but also from young researchers presenting fresh and innovative ideas. Thus, the journal hopes to become a venue for the exchange of ideas between well-established academics and those inspired by them. The journal presents 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 of topic choice as well as in the methodology of research they employ. It is crucial for the development of academic research that we offer this opportunity to share ideas in an effective and disseminated manner via journal publication, especially that we publish using an open access system and where the entire production process is executed online and the final product is available to everyone. The journal's standards and quality are guaranteed by the international Editorial Board of TAPSLA composed of well-known Polish and foreign experts on a wide range of second language acquisition problems. Updated information on the journal is available on the University of Silesia in Katowice Institute of English webpage at www.ija.us.edu.pl (via a special link) and on the journal webpage at www.journals.us.edu.pl/index.php/TAPSLA.

The present issue continues the topic from the previous one, which is that of language learning environment, broadly interpreted. It opens with an article by Sarah Mercer, Peter MacIntyre, Tammy Gregersen, and Kyle Talbot entitled “Positive Language Education: Combining Positive Education and Language Education,” which is written from a positive psychology perspective as applied to education and discusses the notion of Positive Language Education (PLE). Here, the authors promote the idea that 21st-century education should not only focus on developing linguistic skills but also those which are more fundamental to our lives, that is, the skills of wellbeing, a major area in positive psychology. The model presented integrates the aims and development of linguistic and non-linguistic skills in the educational context as “the foundation for effective learning and a good life more generally.” The article makes a considerable contribution to fast-growing research on positive psychology in SLA. The article is theoretical, but it makes a very strong claim for an empirically-based model of language education in different educational contexts. The following article by Katarzyna Budzińska “Positive Institutions: A Case Study” elaborates on a positive educational example in a practical way by presenting a profile of a language school which can be viewed as an enabling institution (a concept proposed by positive psychology). It follows the lines of Mercer et al.’s thinking on PLE presented in the earlier text. The author rightly emphasizes that out of the three major areas of interest in positive psychology studies: positive emotions, positive character traits, and positive/enabling institutions, it is the final one that has attracted the least attention so far. Thus, in her article, the main focus is on the analysis of a representative language school as the best example of its kind. As the author puts it, it is an institution “enabling success and promoting positive language learning environments or student well-being.” In the next text, “The Classroom Learning Environment and Its Influence on Selected Aspects of Foreign Language Attainment—Insights from Students,” Anna Michońska-Stadnik takes a different perspective on a foreign language learning context by focusing on students’ perceptions of their environment. Expressing the belief that a modern language classroom has a facilitative role in developing autonomy, learner self-regulation and cooperation-enhanced motivation, the author discusses their views on the influences of some aspects of the classroom environment on their language learning process (“motivation, ability to self-assess, self-confidence, and attitudes to the target language and culture”) expressed by learners in guided interviews. She concludes, on the basis of the interview data, that it is still the teacher that plays the most fundamental role in the above. The next article by Ana Aldekoa, “*Gure Ikastola en tres languages: The Teaching and Learning of Trilingual Oral Expository Skills by Means of a Didactic Sequence*,” takes the reader into the world of multilingual classrooms, where the development of trilingual oral expository skills in Spanish L1, Basque L2, and English L3 students is presented in a trilingual didactic sequence. The analysis clearly

demonstrates that language alternation and integration during a lesson can result in the beneficial development of the three languages and thus, enhances students' multilingual competence. The article by Beata Webb and Alicia Vallero entitled "Developing Learning Environments for Blended and Online Learning" takes the reader to a modern language classroom where second language instruction makes use of modern technology by combining both the traditional face-to-face classroom teaching and possibilities online instruction offers. It presents the theoretical concepts, an innovative framework necessary for a successful implementation of language instruction at the university level as well as the students' assessment of this type of pedagogy. The Authors demonstrate how such teaching is done at one of Australian universities, the leading center for blended, online, and distance learning. The last article in this issue by Achilleas Kostoulas and Sarah Mercer is entitled "Reflections on Complexity: TESOL Researchers Reflect on Their Experiences." It presents the Complex Dynamic Systems Theory (CDST), a fairly new theoretical framework in applied linguistics and demonstrates how researchers implement it in their practice of language teaching. The authors not only discuss the tenets of CDST but, more importantly, point out the challenges and promises of this new approach, as expressed in the narrative texts of researchers, experienced in implementing CDST in their work. They are fully aware of its benefits as well as of the difficulties that still need to be overcome. Nevertheless, they generally express an optimistic view to this new framework. The issue concludes with two book reviews. One of them is the review of the monograph by Katarzyna Ożańska-Ponikwia *Personality and Emotional Intelligence in Second Language Learning* (Cambridge Scholars Publishing, 2018), a must-read for all those interested in the affectivity dimension of language acquisition/learning processes (reviewed by Danuta Gabryś-Barker). The other review is of the book by Anna Borowska *Avialinguistics. The Study of Language for Aviation Purposes* (Peter Lang 2017), which presents a fairly new area of English for specific purpose (ESP) (reviewed by Adam Wojtaszek).

This issue offers theoretical reflections on positive psychology in education and complexity theory in teaching. It also proposes practical solutions to problems to be implemented in the foreign language classroom (positive institutions, translanguaging in language didactics). We hope that all types of readers— theorists and practical teachers—will find the articles inspirational. We would like to thank all the contributors to this volume and to invite other Polish and foreign academics to share their scholarly research with us by submitting their work to our journal, which is published by the prestigious Polish academic publisher, Wydawnictwo Uniwersytetu Śląskiego (University of Silesia Press).

Danuta Gabryś-Barker
Adam Wojtaszek

STYLE GUIDE FOR AUTHORS

Authors are requested to submit manuscripts formatted in APA style (*American Psychological Association*, 6th ed.).

All manuscripts must include an abstract in English (maximum of 250 words). After the abstract please provide keywords.

Main text: 12 Times New Roman

Long citations (more than 40 words): 10 Times New Roman, indent by 1 tab either side, one empty line above and below, no quotation marks.

1.5 spacing

APA headings

Level	Format
1	Centered, Boldface, Uppercase and Lowercase Headings
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3	Indented, boldface, lowercase heading with a period. Begin body text after the period.
4	<i>Indented, boldface, italicized, lowercase heading with a period.</i> Begin body text after the period.
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In-text citations (examples):

Author's name and date in brackets:

The experience of critical incidents and effective reflection upon them allows teachers to control their classroom actions more consciously and create critical events (CE's), which were described earlier as intended, planned and controlled (Woods, 1993).

Woods (1993) believes that critical events are structured and occur in well-defined staged of conceptualization . . .

Two authors:

(Ballantyne & Packer, 1995)

As Ballantyne and Packer (1995) demonstrate ...

Three authors:

(Barker, Callahan, & Ferreira, 2009)

Subsequent use:

(Barker et al., 2009)

Six authors or more:

Lorenz et al. (1998) argued...

(Lorenz et al., 1998)

Authors whose last names are the same:

(D. Francis, 1985; H. Francis, 2004)

Online sources (unpaginated), provide paragraph or section title instead:

(Peterson & Clark, 1978, para. 4)

(Moss, Springer, & Dehr, 2008, Discussion section, para. 1)

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("Primary Teachers Talking", 2007)

(*Reflective Practice*, 2005, pp. 12–25)

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Smith (as cited in Maxx & Meyer, 2000) noted that "there is"

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& vs. and:

As Smithson and Stones (1999) demonstrated. . .

. . . as has been shown (Smithson & Stones, 1999) . . .

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Selected examples (for more consult APA manual):

Book, one author:

Goldberg, A. (2006). *Constructions at work*. Oxford: Oxford University Press.

Book, two authors and more:

Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic influence in language cognition*. London: Routledge.

Translated book:

Freud, S. (1960). *Jokes and their relation to the unconscious*. (J. Strachey, Trans.). London, England: Routledge & K. Paul. (Original work published 1905).

Edited book:

Flowerdew, J., Brock, M., & Hsia, S. (Eds.). (1992). *Second language teacher education*. Hong Kong: City Polytechnic of Hong Kong.

Chapter in an edited book:

Goldberg, A., & Casenhiser, D. (2008). Construction learning and second language acquisition. In Robinson, P., & Ellis, N. C. (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 197–215). New York and London: Routledge.

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Reachel, L. H. (2001). *Native languages and toponyms: Origins, meaning, and use* (Doctoral dissertation). Available from ProQuest dissertation and theses database. (Document ID 1964749161).

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