



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz

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Editorial

Starting a new journal is never easy and this also holds true for *Studies in Second Language Learning and Teaching*. The first question that should be posed when the idea is conceived is whether there is demand for such a journal in the community and the distinctive features that will make it distinguishable from or perhaps even superior to other publications already in existence. The second challenge is convincing eminent scholars to agree to become part of the project, which is a fundamental issue for any journal which aspires to achieve some degree of prominence. Yet another problem is finding authors that will be willing to submit their work to the journal, thus ensuring that there is no risk that sooner or later it may run out of papers to publish. These should be not only big names who have already established themselves in the field and whose contributions will induce others to write for the journal, but also less known scholars both from Poland and across the world, as in the end it is the latter who will be the main contributors to the journal. There is also the question of quality, which involves careful screening and selection of papers, which may not be easy when the number of submissions is not high. It is also related to finding reviewers who are recognized experts in particular areas, a task that is becoming more and more difficult in the light of the fact that such scientific enterprises have been mushrooming in recent years. Moreover, it is necessary to satisfy the requirements of the national authorities charged with the responsibility of ensuring high quality of academic research, which is in itself a major challenge because these requirements are in a constant state of flux. There are also all the doubts and uncertainties concerning the layout, the style sheet and also the cover, technicalities it might seem, but in reality things that might to some extent affect the reception of the publication. Last but not least, there is a need for sufficient funding and cutting through all the red tape before the journal can finally go into print.

The Editorial Team of *Studies in Second Language Learning and Teaching* had to face all of these challenges and it is not without some measure of pride that we can now say that we have succeeded in clearing at least the initial hurdles. It is my belief that there is a need for a journal like this in Poland since most of the existing scholarly publications of this kind either attempt to strike a balance between theoretical linguistics and applied linguistics, or they are openly interdisciplinary carrying papers devoted to language learning and teaching along with articles dealing with literature, culture and different branches of linguistics. We have also managed to ensure that the Editorial Board consists of leading experts in the field of language education and second language acquisition from Poland and across the world, a sign of trust and confidence these scholars have placed with the journal. We also owe a great debt of gratitude to all the authors who have decided to submit papers to this inaugural issue and all the anonymous reviewers who spared no effort to provide comments on and evaluations of the papers, often doing it over several days. We have also secured the funding, the discussions over the cover page and layout have ceased and the publication has been officially registered. While all of these things are of vital importance, the success of *Studies in Second Language Learning and Teaching* will be measured by the reception of the journal, its impact in terms of citations, and the number and quality of future contributions. Therefore, it is not without trepidation that I am handing this first issue over to the readers who will be the ultimate judges of the utility and value of the publication. I remain hopeful, though, the diversity of the topics covered, the integration of various theoretical perspectives, the high quality of empirical research and the sound pedagogical proposals will all appeal to wide audiences.

The first issue brings together eight papers by scholars from Poland and abroad, some of which are theoretical and other empirical in nature, and which cover a wide range of topics ranging from psycholinguistics, through pragmatics and affective factors, to issues concerning educational policy. In the first paper, Anna Cieślicka reports the results of a study in which she examined the role of context in suppressing the literal and thus irrelevant meanings of English idioms as they are processed by proficient Polish learners of L2 English. The study by Andrea Nava and Luciana Pedrazzini investigates the features of the spoken English of Italian first-year modern languages graduates compiled in a learner corpus, focusing on the use of tails and the discourse markers *yes* and *yeah* which were compared with examples of native speaker usage. In the next text, which is theoretical, Sarah Mercer considers the concept of the language learner's self within the framework of complexity theory and attempts to demonstrate how it can be conceived of as a complex dynam-

ic system. The next two contributions deal with another dimension of the affective domain, namely foreign language anxiety. In the first of them, Ewa Piechurska-Kuciel reports the findings of a study in which she explored the relationship between the support provided by the teacher and the levels of anxiety manifested by Polish grammar school students. Effie Dracopoulos and François Pichette, in turn, address the effect of writing anxiety and computer anxiety on the language performance of ESL adult learners enrolled in a course, two parts of which were taught in a traditional classroom setting and the other two were combined with distance learning. A different aspect of affect is tackled in the research project undertaken by Anna Mystkowska-Wiertelak and Agnieszka Pietrzykowska who set out to establish the relationship between international posture, defined as the disposition towards the target language culture, general interest in international affairs, and willingness to travel and sustain contacts with speakers of other languages, and willingness to communicate. The last two papers deal with two important areas of innovation in the learning and teaching of foreign languages, namely English as a lingua franca (ELF) and content and language integrated learning (CLIL). Edit Kontra and Kata Csizér describe the results of a study which explored Hungarian students' opinions about ELF and its impact on their language learning by means of narrative essays on the importance of breaching native-like proficiency in a foreign language. Finally, Richard Kiely considers CLIL as an innovation drawing upon the results of an evaluation study of a project implemented in four countries and identifies issues that might benefit from greater coordination and policy support.

Mirosław Pawlak
Adam Mickiewicz University, Kalisz, Poland
pawlakmi@amu.edu.pl