

Editorial

It is with great pleasure that I am sharing with you this new issue of *Studies in Second Language Learning and Teaching*. Since the first issue in 2020 was a special issue guest-edited by Laura Gurzynski-Weiss, I did not have the chance to emphasize the fact that the journal has entered its tenth year of existence. These ten years have passed very quickly and the journey we have travelled is truly exceptional. When we were putting together the first issues, it was so hard to find good papers and we had to continually struggle trying to convince our colleagues that SLLT had much potential and was the right choice for publishing their work. At present, we are receiving several hundred submissions per year and the rejection rate by far exceeds 80%. At the same time, an increasing number of submissions represent outstanding scholarship, with the effect that the papers that ultimately get accepted and published are also getting better and better. I would like to take this opportunity to express my gratitude to all those who have supported SLLT from the get-go – the co-editors, the members of the Editorial Board, the reviewers, the guest-editors of special issues and all the contributors. I will have much more to say about this special anniversary in the December edition where I will also be announcing the way in which we are planning to celebrate it.

The present issue brings together six contributions dealing with various aspects of second and foreign language learning and teaching, five of which are reports of empirical studies and one offers a critical literature review. The first paper by Sharona Moskowitz and Jean-Marc Dewaele focuses on affective issues by presenting the findings of a study that investigated the relationship between teachers' perceived trait emotional intelligence (TEI) and learners' attitudes and motivation in the case of 129 students representing 28 nationalities. The analysis of the data collected by means of the TEIQue 360° short form (Petrides & Furnham, 2006) and the *Attitude/Motivation Test Battery* (Gardner, 1985) showed that such aspects of TEI as sociability, emotionality, and self-control are important predictors of learners' positive feelings and attitudes towards teachers. The

researchers argue that such insights can enhance teacher self-awareness, potentially leading to improved instructional practices. In the next contribution, Maria Nilsson deals with yet another individual difference variable, beliefs about English instruction held by 26 primary school learners in Sweden. The beliefs were tapped in the course of group discussions among learners which were audio-recorded, transcribed and then subjected to qualitative content analysis. It was found that the students were in favor of extensive use of the target language and saw the importance of oral interaction, which mirrored the beliefs of the teacher, but mismatches between learner beliefs and experiences were identified as well in the case of participants manifesting high levels of anxiety. In the following two papers, the focus is shifted to a very popular way of implementing bilingual education, that is, content and language integrated learning (CLIL). First, Dario Luis Banegas, Paige Michael Poole and Kathleen A. Corrales offer a critical review of CLIL in Latin America in the years 2008-2018 on the basis of the analysis 41 empirical studies, 19 practice/reflective accounts as well as four reviews. The overview of the publications with respect to five themes (i.e., CLIL pedagogy, CLIL perceptions and beliefs, teacher education, global citizenship, and language development) provides a basis for specific suggestions about how CLIL research and practice can be enhanced in the context in question. Second, Kristof Baten, Silke Van Hiel and Ludovic De Cuyper report the findings of a study which examined the development of productive and receptive vocabulary in English and French, languages that were simultaneously taught through CLIL to 104 secondary school learners in Flanders. With the help of productive and receptive vocabulary tests used for pretests and posttests, the researchers found that although vocabulary knowledge in English was greater, progress was comparable for both languages despite their different status or opportunities for exposure. In the following paper, A Young Park presents the results of an investigation which compared the impact of intensive and extensive reading approaches on attitudes towards reading in the case of 73 high school students in Korea. Using a questionnaire drawing on van Schooten and de Gloppe's (2002) three-dimensional framework (i.e., affective, cognitive, and conative reactions) administered before and after a 12-week-long treatment, she demonstrated that extensive reading exerted a more positive impact on attitudes, particularly in the affective domain, irrespective of proficiency level. In the last paper, Sholeh Moradi, Shima Ghahari and Mohammad Abbas Nejad report a quasi-experimental study which examined the effectiveness of two types of cognitive organizers, that is, outlines constructed by learners and experts, also looking into the moderating role of multiple intelligences. The analysis of the data collected from 111 undergraduate students in Iran indicated that both types of outlines were

equally effective, with different intelligences coming to the fore in different instructional conditions. This issue also includes two book reviews by Danuta Gabryś-Barker and Mirosław Pawlak, which focus on recent volumes on publishing in Anglo-American journals and methods of doing research within the framework of complex dynamic systems, respectively. As always, I am confident that all these contributions will generate discussion about the topics covered and provide an impulse for further empirical investigations in these areas.

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