

Editorial

The present issue of *Studies in Second Language Learning and Teaching* is the last in the 2021 volume and concludes the eleventh year of the existence of the journal. Looking back, it has been an exceptionally good year for *SLLT*. First, we have been receiving a constantly increasing number of submissions and, what is of paramount importance for any journal, most of these submissions have been of very high quality. Second, we are very happy with the scope and quality of the papers that have been published, including those comprising the special issue on teaching English reading and writing to young learners, which was guest-edited by Barry Lee Reynolds and Mark Feng Teng. Third, and perhaps most importantly, not only has *SLLT* been finally indexed in the Web of Science, but it is also listed among the 20 best journals in linguistics (18/193), with the impact factor of 3.036 (Q1) (JCR). Achieving this status has been a long and arduous process but at the same time an extremely rewarding journey. Obviously, this undeniable success would not have been possible without all of those who have lent their support to the development of *SLLT* from the get-go. My sincere thanks go to Associate Editors, all the guest editors of special issues, members of the Editorial Board, the many hundreds of reviewers and, first and foremost, to all the amazing authors who have chosen *SLLT* as a venue for their work. I can assure all of you that we will not be resting on our laurels and will do everything in our power to keep up the good work to further enhance the position of *SLLT* in the field. We are also hoping to be able to celebrate its success with a face-to-face conference to be held in Kalisz, Poland in October 2022. We are currently working on the call for papers and we are planning to send it out in the next month or so.

The current issue brings together five original research papers and two book reviews. It opens with the contribution by Lanxi Wang and Peter D. MacIntyre, who investigated the relationships among listening anxiety, listening enjoyment, listening comprehension performance and listening metacognitive awareness in the case of 410 international students in a Canadian university.

Mirroring the findings of previous research (e.g., Dewaele & MacIntyre, 2014), they found, among other things, that although listening anxiety and enjoyment were negatively correlated, they in fact constituted independent emotions, and that both of them were positively, if only weakly, related to the use of listening strategies. In the second paper, Safoura Jahedizadeh and Ali H. Al-Hoorie report the outcomes of a systematic review of 21 empirical studies focusing on directed motivational currents (DMCs), or brief motivational surges directed at the attainment of a specific goal (Dörnyei et al., 2015; Muir & Dörnyei, 2013). They make the point that existing empirical evidence concerning the key characteristics of the construct is inconclusive and emphasize the need for further research that should take the form of comparative studies, be longitudinal in nature, and take into account potentially negative effects of DMCs. They also present the rationale for renaming the construct as *sustained flow* as a concept that is more reflective of the nature of this phenomenon (Ibrahim & Al-Hoorie, 2019). The role of motivation is also the focus of the study by Jelena Bobkina, María-José Gómez-Ortiz, María Cristina Núñez del Río, and Susana Sastre-Merino, who explored motivational orientations through the lens of the motivational L2 self system (Dörnyei, 2005) with the help of questionnaire data collected from 196 Spanish learners of English as a foreign language studying sports science at the university. Using various statistical procedures (e.g., exploratory factor analysis, ANOVA, multiple linear regression), the researchers provided evidence for the dominant role of the ideal L2 self in driving students' motivation and predicting target language (TL) proficiency. They also found that the ought-to L2 self mainly characterized students with medium proficiency whereas the rebellious L2 self was the most pronounced for most advanced participants. In another empirical study, Raees Calafato investigated the extent to which 21 foreign language teachers in Norwegian and Russian upper-secondary schools fell back upon multilingual teaching practices (MTPs) as well as factors which underpinned their decisions in this respect. Qualitative analysis of unstructured interview data showed that the implementation of such practices hinged upon the mastery of the TL, particularly with respect to metalinguistic knowledge, teachers' positioning as language learners and the amount of external support they received. While, on the whole, reliance on MTPs was not a function of the language taught, differences were uncovered between the two groups in relation to teaching English. In the last contribution, Erdem Akbaş and Zeynep Ölçü Dinçer report a study which was aimed to determine whether the natural order of acquisition of grammatical morphemes in L2 English proposed by Krashen (1977) held for Turkish university students. The analysis of 136 exam scripts totaling 20,000 words demonstrated the existence of differences between the two accuracy orders, which the researchers accounted for in terms of the influence of

the mother tongue as well as overall mastery of TL grammar. The present issue also includes reviews of two books which were contributed by Mengyao Ma and Xuesong (Andy) Gao, and Breno Silva. The first publication deals with individual differences in L2 learning and the other is devoted to incidental vocabulary acquisition from reading. I am quite confident that all the contributions in this issue will be a source of inspiration to scholars in our field and will pave the way for innovative research that will expand our understanding of the processes of second and foreign language learning and teaching and serve as a basis for pedagogical recommendations.

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