

Editorial

The current issue of *Studies in Second Language Learning and Teaching* includes six papers, the first two of which offer syntheses of existing research and the remaining four are reports of original empirical investigations. In the first contribution, Raquel Serrano provides a state-of-the-art overview of studies that have investigated the effect of time distribution of practice on second and foreign language (L2) attainment. Following the examination of the requisite empirical evidence with respect to teaching different target language (TL) subsystems, L2 speech production, individual differences and spacing at the program level, she suggests a number of pedagogical implications and makes tangible recommendations for future research. Subsequently, Jie Qin and Lei Lei report a bibliometric analysis of the trends in research into task-based language teaching (TBLT) conducted between 1985 and 2020. Based on their search of the Web of Science Core Collection, they focused on dominant publication trends, the main venues for publication, the most productive authors, the most highly cited articles and references, as well as the most frequently explored TBLT-related topics and their developmental patterns, using the results as a point of reference for discussing directions for future research, issues in research methodology and pedagogical implications. The following two papers shift the focus to the teaching and learning of TL subsystems. Jinfen Xu and Changying Li explored the effect of differences in the timing of form-focused instruction (FFI) on the acquisition of the English passive voice by 169 Chinese middle school learners. Using a picture writing test and a written error correction test, they showed that while the treatment was beneficial for all the three experimental groups, learning gains were the greatest in the before-isolated group, where FFI preceded communicative activities, on both immediate and delayed posttests. Jang Ho Lee, Joung Joo Ahn and Hansol Lee, in turn, investigated the role of motivation and vocabulary learning strategies (VLS) in influencing L2 vocabulary knowledge (VK) within the framework of self-regulated learning (Zimmerman, 2002). The data

were collected from 185 Korean learners of English as a foreign language and analyzed through structural equation modeling (SEM). The researchers found that motivation directly predicted both VLS use and VK, also indirectly predicting VK via VLS. In addition, intrinsic motivation proved to be a stronger predictor than extrinsic motivation. Emphasis is then placed on the affective dimension of L2 learning in the study by Zhipeng Zhang, Xuesong (Andy) Gao, Ting Liu and Chwee Beng Lee, who explored emotion regulation and enjoyment in collaborative performance of writing tasks with the help of the social media application *WeChat*. The data were collected from 336 Chinese students majoring in English and analyzed through principle component analysis, correlation analysis and structural equation modeling. This allowed identification of two types of emotion regulation (i.e., peer regulation and group regulation) and one factor underlying enjoyment (i.e., enjoyment of online collaboration) as well as intricate relationships among these variables. In the final paper, Jian Xu and Xuyan Qiu focus on the concept of oracy (Goh, 2014) by jointly exploring psychological needs of autonomy, competence and relatedness in relation to speaking and listening in the case of 863 Chinese university students learning English as a foreign language. They developed two scales tapping into these three needs in relation to the two skills and demonstrated that the speaking and listening needs were correlated. The results of *t*-tests and ANOVA revealed varying patterns of autonomy, competence and relatedness as a function of gender, major, geographical context, stage in the program and study-abroad experiences. The present issue also carries two book reviews. The first, by Lixia Zhu and Jinting Cai, focuses on a publication devoted to crosslinguistic influence in L2 learning, while the second, written by Zixuan Li, zooms in on a book on research into L2 motivation. All in all, I believe that all the contributions to this issue will further our understanding of the process of L2 learning and teaching, and inspire future empirical investigations of this fascinating field.

This editorial also presents a great opportunity to share information about the conference that will be held to celebrate the success of *Studies in Second Language Learning and Teaching* and will also offer an excellent forum for sharing the findings of cutting-edge research in the field. The event is planned to take place in Kalisz, Poland, on May 15th-17th, 2023. The venue will be the beautiful seat of the Faculty of Pedagogy and Fine Arts of Adam Mickiewicz University which is home to the Department of English Studies where the journal has been published from its inception. The conference is long overdue as it was initially supposed to have taken place in 2020 and then early 2021 to mark ten years of existence of SSLT. This proved to be impossible due to the pandemic, the transition to online education and all the restrictions in place across the world. I am confident that nothing will thwart our plans this time and that we will be able to get together for a face-to-face event in May next year, such an amazing time

of year in Poland. The first call for papers is included at the end of the present issue. I invite all of our contributors, readers and reviewers to submit a proposal or simply to take part in what is shaping up to be an unforgettable conference. See all of you in Kalisz in 2023!!!

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