

Editorial

The current issue of *Studies in Second Language Learning and Teaching* brings together seven thought-provoking papers that offer fresh theoretical insights or report research findings, with contributions in both of these groups putting forward valuable pedagogical recommendations. First, Diane Larsen-Freeman touches on the issue of the emancipation of the language learner, taking the stance that although such empowerment has indeed been the case over the last few decades, the process continues to be constrained by the view of language as a closed system and a fixed target. She argues that a solution to this problem lies in embracing a complexity theory perspective, according to which language is an open and dynamic system, always in a state of flux, with the effect that nontarget like forms produced by learners should not always be viewed as errors, since, on many occasions, they testify to their creativity and innovation, thereby being signs of learners' efforts to exercise their agency. Subsequently, Larissa Aronin and David Singleton demonstrate how the concept of affordances can be applied to the study of multilingualism, pointing to its compatibility with fundamental theories in this domain and highlighting the benefits that its adoption in empirical investigations can produce for language instruction. The next two contributions examine the transformations that have taken place in language education as well as research focusing upon specific aspects of the learning process, with Leven Uzun arguing that the effectiveness of instruction could be considerably enhanced if teachers became cognizant of their educational philosophy and Julian Pigott making the point that only by combining a variety of perspectives will we be able to fully comprehend the complexity of language learning motivation. The last three papers are empirical in nature and present the results of studies touching upon various aspects of foreign language teaching and learning. Accordingly, Aleksandra Wach provides evidence for the considerable potential of information and computer technology, and in particular computer-mediated communication, for

the development of learner autonomy in the case of English majors enrolled in a BA program, but also emphasizes the significance of teachers' guidance for effective use of such resources. Next, Katarzyna Rokoszewska examines the use of pronunciation learning strategies, an area that has thus far been neglected by researches, and demonstrates that frequent reliance on such strategies is positively correlated with the production, but not perception of English by first year English Department students, which indicates that other factors, including those tied to research methodology, may affect the nature of this relationship. Finally, Gabriella Morvay shows that the knowledge of complex syntactic structures in a foreign language constitutes an important predictor of the reading comprehension abilities of Hungarian learners of English.

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