

Editorial

The present issue of *Studies in Second Language Learning and Teaching* brings together six papers, the first two of which are conceptual in nature and the remaining four constitute reports of original research studies. The issue opens with a contribution by Diane Larsen-Freeman, who superbly demonstrates how classroom-oriented research can be approached from a complex systems perspective (Larsen-Freeman & Cameron, 2008), arguing that this theoretical stance is perfectly suited to reflect the intricacies and realities of second language learning and teaching, as well as providing examples of research methods that can be employed for this purpose. In the following paper, Adriana Biedroń and Mirosław Pawlak consider the extent to which the findings of research on individual difference variables can inform teaching practice, focusing upon factors that are not easily amenable to external manipulation, that is intelligence, foreign language aptitude, working memory and personality, and arguing that even if variables of this kind can indeed be modified, the extent to which this can be accomplished in the classroom is extremely limited. The first empirical paper included in this issue, authored by Ali Al-Hoorie, touches on the blatantly neglected issue of unconscious influences on second language learning motivation and reports the results of a study in which a computerized Implicit Association Test (Greenwald, McGhee, & Schwartz, 1998) was used in order to investigate the mediating effects of implicit attitudes on selected components of the L2 motivational self system (Dörnyei, 2005, 2009). He demonstrates that such attitudes indeed moderate the relationship between explicit attitudes towards speakers of English and learning English and ideal L2 self, being more relevant for males than females and correlating negatively with first language group affiliation. Subsequently, Julie Dearden and Ernesto Macaro report the results of a small-scale study which explored the attitudes of 25 teachers from three institutions of higher education in Austria, Italy and Poland towards English-medium instruction in content classes, showing with the help of semi-structured interviews

that there exists within- and between-country variation that can be attributed to individual factors and educational and political considerations. Paola Vettorel and Sara Corrizato tackle the issue of how pedagogical intervention can lead to raising teachers' awareness of World Englishes and English as a lingua franca. Specifically, using a variety of data collection instruments, such as questionnaires, reflections in e-learning discussion forums, interviews and final reports, they provide evidence for a positive impact of two university-run teacher education programs on the views and classroom practices of pre-service teachers. In the last contribution, Hien Hoang and Frank Boers report the findings of a research project which investigated the extent to which adult learners of English as a second language are able to use multiword expressions when retelling a story to which they have been exposed through reading and listening, showing that the recycling of such expressions is much lower than that of single words and that their use is often inaccurate. All of these contributions represent state-of-the-art developments in SLA theory and research and, as such, they are bound to constitute important points of reference for researchers, program coordinators as well as practitioners.

Mirośław Pawlak

Adam Mickiewicz University, Kalisz, Poland

State University of Applied Sciences, Konin, Poland

pawlakmi@amu.edu.pl

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