

Preface

This volume is intended as a tribute to Professor David Singleton, a truly exceptional person in many different ways. For one thing, even a cursory look at his long list of publications testifies to the astounding breadth of his research interests, including not only those best-known, such as crosslinguistic influence, the age factor, vocabulary, or multilingualism, but also those somewhat less-known, such as syllabus and materials design, the communicative approach, the teaching of Irish, or the cultural and linguistic experiences of immigrants. It is also clear that many of his books and papers have been extremely influential or even ground-breaking, sometimes paving the way for entirely new research avenues, excellent examples being his work on the interface between age and affect or on the role of affordances in second language acquisition. However, apart from so successfully advancing his own career, David Singleton has always been concerned with the careers of others, being extremely adept in seeking out real talents and offering opportunities for them to rise and shine in the field. This support has taken the form of supervising doctoral dissertations, inviting scholars to publish their work in his highly respected series on second language acquisition with *Multilingual Matters*, agreeing to serve on editorial boards of newly launched journals, and contributing papers to those journals or different edited collections, thus immensely enhancing their scholarly value. David Singleton is also a very good friend and colleague, someone with whom we have been working, meeting at conferences, co-authoring books and papers, trying to stay in touch and simply talking about a variety of topics on different occasions. That he performs superbly in all of those capacities and the great respect that he enjoys is evident in the fact that so many distinguished scholars from around the world have so willingly agreed to contribute to this edited collection.

The book has been divided into two parts in accordance with the two leading themes in the title, each containing contributions dealing with different facets of the main theme. Part I, entitled *Essential Topics in Applied Linguistics*, brings together eight papers on teaching and learning second language skills and sub-systems, and exploring the role of individual learner differences. First, Michael Sharwood Smith focuses on the role of affect in learning a second language, adopting as a point of reference the MOGUL framework. Anna B. Cieřlicka, Roberto R. Heredia and Marc Olivares report the findings of a study which aimed to determine the effect of language dominance, salience and context on eye

movement during processing idiomatic language. The next three papers deal with the role of cognitive factors in language learning, with David Birdsong emphasizing the need to update the Critical Period Hypothesis, Carmen Muñoz exploring the relationship between aptitude and foreign language skills, and Agni Skrzypek investigating the role of phonological short-term memory in the occurrence of crosslinguistic transfer. Then, Mirosław Pawlak, Anna Mystkowska-Wiertelak and Jakub Bielak report the results of a study which examined the dynamic nature of second language learning motivation in the course of single lessons and sequences of such lessons, and Judit Navracscics, Gyula Sáry, Szilvia Bátyi and Csilla Varga tap into the attitudes to the Hungarian language and awareness of this language among different groups of learners. Finally, Joanna Nijakowska discusses the findings of a TEFL Dys Project which provides insights into the professional needs of language teachers who have to deal with dyslexia in their everyday work. Part II, *Essential Topics in Multilingualism*, includes nine papers which are also devoted to a variety of topics. It opens with a contribution by Larissa Aronin, who discusses the importance of affordances in language learning, teaching and use, focusing in particular on affordances offered by material culture. The next two papers deal with the nature of multilingualism, with Ulrike Jessner stressing the role of metalinguistic awareness in multilingual learning as well as pointing to the need to adopt a dynamic systems perspective in investigating this process, and Danuta Gabryś-Barker using written narratives to illuminate issues involved in thinking in many languages in learners who get to know those languages through formal instruction. Romana Kopečková and then Justyna Leśniewska and Ewa Witalisz report the findings of studies which examined crosslinguistic influence in young learners, the former in the case of phonology and the latter with respect to syntax, morphology and lexis. Muiris Ó Laoire, in turn, uses narratives to explore the facilitative effect of learning Irish on the acquisition of a third language, while Christina Lindqvist and Camilla Bardel investigate the influence of proficiency and typological factors on oral production in the third language. Finally, Vivian Cook makes a comparison between standard punctuation and punctuation in street signs, and Kees de Bot, in a paper that departs somewhat from the academic tone of the articles included in the collection, traces the changes in the views on the nature of the lexicon over time. We are convinced that, thanks to the themes covered, many new perspectives on many aspects of applied linguistics and multilingualism, and the excellent quality of the scholarship, the volume will be of interest to wide audiences, ranging from experts in the field to graduate and postgraduate students.

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Essential Topics in Applied Linguistics and
Multilingualism

Studies in Honor of David Singleton

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