

Preface

Although I have edited or co-edited a number of volumes over the past 15 years, including those published in honor of distinguished friends and colleagues in the fields of second-language acquisition and applied linguistics, none of them has been as special and personal as the present collection of papers, dedicated to Prof. Krystyna Drożdżiał-Szelest. The reason for this is that I have had the privilege to get to know her in so many different roles over the past 25 years since I became a student of English philology at the start of the 1990s at the School of English of Adam Mickiewicz University, Poznań, Poland. At the outset, she taught a course in foreign language methodology that I attended, then she supervised my M.A. thesis and doctoral dissertation, and, finally, she acted in the capacity of the reviewer of the monograph that I wrote as a requirement for my postdoctoral degree. In a word, she was my unquestionable mentor, a source of inspiration, and someone from whom I was able to learn a great deal. She has never ceased to perform these roles but has also assumed several new ones, that of a colleague, with whom I have had a chance to work, cooperate on a number of projects, attend conferences and serve on the board of the Modern Language Association of Poland, but also a close friend with whom I have talked about things that could not be more unrelated to foreign language teaching and learning. Most importantly, though, all of this has by no means been only my experience because Krystyna Drożdżiał-Szelest has performed some or all of these roles to tens, or should I say hundreds, of those involved in research on foreign language pedagogy and teacher training in Poland and other countries. On the academic level, her contribution to research on language learning strategies, particularly her book published in 1997, can hardly be overestimated. On the pedagogic level, she has always been a devoted, enthusiastic and inspiring teacher, respected and cherished by her students, someone who has tirelessly spent hours reading and commenting on homework assignments, B.A. and M.A. papers and chapters of Ph.D. theses. What surely speaks for itself is the fact that over the course of her academic career Krystyna Drożdżiał-Szelest has successfully supervised 20 doctoral dissertations and that number is bound to grow in

the near future, a feat that very few scholars would be able to match, let alone surpass. Finally, and perhaps most importantly, on the personal level, she has always been an affable, approachable, friendly, ingenious, smart, and witty person, endowed with a great sense of humor, a true live wire and someone who is always fun to be with. It is perhaps all of those qualities combined but first and foremost the high esteem in which she is held in the academia that accounts for the fact that so many eminent scholars but also her colleagues and former doctoral students have agreed, with little deliberation, to contribute chapters to this edited collection.

The outcome is truly impressive, a monograph comprising 19 excellent papers, both theoretical- and research-based, which address the ways in which the challenges of second and foreign language education in the present-day globalized world can be confronted. The book has been divided into three parts, each including contributions that are linked by a common thread. Part I, *Challenges of language teaching and learning*, is the most extensive but also the most general in nature, bringing together nine contributions devoted to the concept of mission in English language teaching, the need for applications in our field, language instruction in non-specialist departments in universities, the role of emotions, gestures and creativity in language learning, the use of simulation in the development of intercultural communicative competence, teaching business English, and a comparison of aspects of language education in Norway and Poland. Part II, titled *Challenges of researching language classrooms*, comprises six papers reporting the results of original research projects focusing on the use of think-aloud protocols in translation tasks, the link between ambiguity tolerance and willingness to communicate in a second language, the application of retrodictive qualitative modeling in the study of motivation, learners' awareness of the role of their mother tongue in learning second and third languages, the impact of instruction in affective learning strategies on anxiety levels, as well as universal characteristics of effective language teachers. Part III, *Challenges of teacher education and development*, includes four chapters concerning such issues as the contribution of metaphor to the development of knowledge about language teaching methodology, the pitfalls of adopting neoliberal policies in teacher education, long-term development of teacher identity, and the role of international experience in shaping future teachers' beliefs about the need to foster intercultural communicative competence. I am confident that all the papers included in this collection will, on the one hand, constitute important signposts for those researching the processes of second and foreign language teaching and learning, providing food for thought and a source of ideas for future empirical investigations, and, on the other, serve as well as an important impulse for teachers who are willing to engage in professional reflection and are constantly on the lookout for ways in which their classroom practices could be enhanced.

I would also like to express my profound gratitude to all contributors to this volume, who, without any hesitation, not only consented to write up their chapters on very short notice, but also agreed to offer invaluable feedback on each other's papers, and instantaneously reacted to all the requests for missing sources or other

revisions that had to be made almost overnight. I believe that I am speaking also on their behalf in declaring that the endeavor was definitely worth the effort as there are few things that are more rewarding in the academic world than putting together a collection of papers in honor of such a distinguished scholar, a valued colleague, and an exceptional person as Prof. Krystyna Drożdżał-Szelest.

Kalisz, Poland

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in a Globalized World

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