

Introduction

Foreign language learning and teaching is such a vast and growing field that it would be impossible to address all the themes it involves in one volume, thus the present collection is devoted to the study of particular phenomena related to selected areas of second language study. The collection has been divided into three parts. Part One, *Writing*, contains essays on theory of and research into foreign language writing, from exam preparation to academic writing practice. The essays collected in Part Two, *Culture and Media*, explore the role of culture in foreign language learning and the role of new media in language teaching. Part Three, *Classroom*, is devoted to aspects of foreign language instruction.

The first part explores foreign language writing. This is an important perspective since most English writing research and practices come from the ESL background, and applying them in the foreign language situation requires a thorough understanding of both contexts. It begins with a chapter by Melinda Reichelt, who compares writing instruction in second and foreign languages. In the second chapter, Mira Bekar explores the issue of writing curricula; and in the third one Iga Lehman examines the inevitable shift in the approach to foreign/second language writing: from contrastive to intercultural rhetoric. Next two chapters report on research into teaching writing: Olga Trendak presents a study of writing strategies, and Łukasz Wodarczyk writes about a corpus based analysis of students' academic texts. The final three chapters in this section are devoted to the practicalities of teaching writing. Melanie Rockenhaus comments on implementing communicative language teaching methodology in exam preparation, Natalia Samoylenko writes about using collaborative projects in teaching writing, and, finally, Larysa Sanotska discusses possibilities of personalizing academic writing instruction.

The second part concentrates on culture and media issues, critical to foreign language learning and teaching in today's reality. Katarzyna Piątkowska studies foreign language learners' perception of their intercultural competence and language performance on the basis of a small-scale study conducted among English students at a major Polish university. Agata Klimczak discusses the development

of intercultural competences through the use of a discourse completion task in a foreign language classroom. Jacek Waliński demonstrates an application of the linguistic landscape approach to exploration of objective cultural diversity implemented with Google Maps service. The last but one paper in this section by Mariusz Kruk presents the results of research into the impact of Internet resources and a browser-based virtual world on students' motivation. Finally, Przemysław Krakowian explores what kind of information can be derived from digital media such as Learning Management Systems offered as an alternative to the traditional classroom research.

The final part of the volume comprises eight chapters devoted to classroom applications. The first paper presented by Jakub Bielak, Mirosław Pawlak and Anna Mystkowska-Wiertelak focuses on the use of grammar in the classroom and reviews challenges faced by researchers developing grammar tests. In the second chapter, Olga Trendak discusses the potential behind strategy-based instruction with a view to studying the way in which Polish L2 teachers perceive strategic intervention and its effectiveness. The following chapters concentrate on oral skills. Halina Majer explores the psychopedagogic considerations behind teaching and learning pronunciation in Polish EFL contexts. Patrycja Ostrogska studies the issue of phonological processing and its relation with developmental dyslexia, while Marek Molenda explores potential challenges connected with developing advanced students' oral fluency. Grażyna Zarzycka answers a range of key questions relating to interactive discourse in Polish. The next chapter, co-authored by Edward Gillian, Bogna Ferensztajn, Bożena Franków-Czerwonko, and Urszula Paradowska, concerns phonological awareness as tested on Polish and Australian students. The final contribution by Kamila Ciepiela addresses identity performance in a TESOL classroom.

It is hoped that the present selection of papers written by leading Polish and foreign specialists in language teaching and representing state-of-the-art research will contribute to raising awareness of a range of issues of importance to both theoreticians and practitioners.