Editors-in-Chief

Danuta Gabryś-Barker
University of Silesia

Adam Wojtaszek
University of Silesia

Language Editor

David Schaufler
University of Silesia

Editorial Board

Janusz Arabski (University of Silesia, Katowice/Vistula University, Warsaw)
Larissa Aronin (Oranim College of Higher Education/Trinity College, Dublin)
Jasone Cenoz Iraqui (University of the Basque Country, Donostia – San Sebastian)
Halina Chodkiewicz (Maria Curie-Skłodowska University, Lublin)
Gessica de Angelis (Trinity College, Dublin)
Anna Ewert (Adam Mickiewicz University, Poznań)
Tammy Gregersen (University of Northern Iowa, Cedar Falls)
Ulrike Jessner Schmid (University of Innsbruck, Innsbruck)
Hanna Komorowska (University of Social Sciences and Humanities/University of Warsaw)
Jolanta Latkowska (University of Silesia, Katowice)
Peter MacIntyre (Cape Breton University, Sydney)
Anna Niżegorodcew (Jagiellonian University, Cracow)
Aneta Pavlenko (Temple University, Philadelphia)
Miroslaw Pawlak (Adam Mickiewicz University, Kalisz/State School of Higher Professional Education, Konin)
Ewa Piechurska-Kuciel (University of Opole, Opole)
Andrzej Porzuczek (University of Silesia, Katowice)
David Singleton (Trinity College, Dublin/University of Pannonia, Veszprem)
Eva Vetter (University of Vienna, Vienna)
Ewa Waniew-Klimczak (University of Łódź, Łódź)
Maria Wysocka (University of Silesia, Katowice)
## Contents

Preface (Danuta Gabryś-Barker, Adam Wojtaszek) ............................... 5

**Jolanta Latkowska**
How Relevant is the Sapir-Whorf Hypothesis to Contemporary Psycholinguistic Research? .............................................................. 7

**Larissa Aronin, Vasilis Politis**
Multilingualism as an Edge ............................................................ 27

**Dorota Owczarek**
Advanced FL Students’ Self-Perception of Their Language Identity .......... 51

**Xinyue Cécilia Yu**
The Acquisition at the Interface of Ditransitive Constructions in Mandarin Chinese by French Adult Learners ........................................ 69

**Priya Ananth, Masaaki Kamiya**
The Effect of Prosody on Disambiguation: A Case of Universal Quantifier and Negation ............................................................... 97

**Arzu Ünel, Meryem Miroğlu**
Syntactical Modifications in Teacher Talk of Native and Non-Native Speakers in EFL Classrooms ....................................................... 125

**Tammy Gregersen**
Aligning Who I Am with What I Do: Pursuing Language Teacher Authenticity 143
Preface

We resolved to start publishing this journal thinking that despite the fact that Poland has a strong position in second language acquisition research and that quite a large number of monographic publications in this area come out every year—often published abroad with Multilingual Matters or Springer, among others—there is yet no academic research-oriented journal devoted to the theory and practice of SLA which would be widely available to Polish academia. The existing journal, *Studies in Second Language Learning and Teaching* published by Adam Mickiewicz University (Kalisz–Poznań), emphasizes the role of classroom-oriented research and so its particular focus complements the new journal by presenting foreign language pedagogy and its classroom applications. The origins of our journal also lie in the success of the *International Conference on Second/Foreign Language Acquisition* which has been organized for almost thirty years by the Institute of English at the University of Silesia. It gathers together each year many Polish and foreign academics and focuses on often un-researched issues and fairly new trends in SLA. Papers falling within the leading theme of each conference are usually edited and published in the form of a monograph, but there are also many studies presented in research areas not directly related to the main theme. Since many of these are of a high academic standard, we would like to open a channel for their publication, alongside other original articles and submissions. We believe that our new journal will serve an important need in projecting new and interesting research in SLA.

This journal will be published bi-annually and will consist of articles submitted to us directly or solicited (by invitation). Each text will be peer-reviewed in a double blind referring process by referees of the Editorial Board and beyond. The Editorial Board consists of both Polish scholars and foreign experts in the area, and represents the wide range of research interests of its members. All updated information on the journal will be
made available on the Institute of English (University of Silesia) webpage at www.ija.us.edu.pl (via a special link) and the journal webpage at http://www.journal.us.edu.pl/index.php/TAPSLA.

The present inaugural issue consists of articles in various areas of SLA and also research in multilingualism. The thematic spread of this issue ranges from the texts relating purely to linguistic aspects of second language acquisition/learning in different contexts and at different levels to issues of the identity of those involved in the process of foreign language learning, teachers and learners. In future we also intend to compile special issues which will be thematically-oriented.

We hope that this journal will to some extent fill a gap in the Polish journal publishing market and that it will be of interest to researchers working in the field of second language acquisition. We would like to invite Polish and foreign academics to share their scholarly research with us by submitting their work to the Theory and Practice of Second Language Acquisition journal published by the prestigious Polish academic publisher, Wydawnictwo Uniwersytetu Śląskiego (University of Silesia Press).

Danuta Gabryś-Barker
Adam Wojtaszek