
Introduction

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The main goal of the present book, which is the third volume of the PLEJ series, is to disseminate knowledge and experience in the area of foreign language learning and teaching. Because of the variety of the topics taken up in the collected articles, this volume has been divided into three parts. The first one focuses on perspectives on foreign language learning and teaching; the second presents the results of studies conducted in the field of foreign language learning and teaching; the last one deals with practical aspects of language pedagogy.

The first part of the volume opens with the article by Larysa Sanotska. The author investigates the relationship between the systems of Polish and Ukrainian students' personal beliefs in the area of learning the foreign language. In the next paper, Małgorzata Jedynak analyzes how blind children acquire the two subsystems of their native language, namely pronunciation and lexis, which directly translates into pedagogical implications for teaching a foreign language to visually-impaired students. Blended Learning, which combines the features of both traditional language classes and distance learning is the topic of the article by Ewelina Basińska. Subsequently, Edyta Bochnia writes about the positive outcomes of participating in Leonardo da Vinci mobility programmes, which help students make themselves familiar with chosen professional fields and the culture of the country of residence, at the same time developing their linguistic competence.

This section of the collection closes with the article by Marta Trzybulska on the role of historical contents in the process of foreign language learning and teaching.

Part Two concerning studies on foreign language learning and teaching comprises two sections; the first one focuses on researching foreign language pronunciation skills, while the second is concerned with the acquisition of the second foreign language and the role of the first foreign language in this process. In the first article, Agnieszka Połać concentrates on researching the influence of musical abilities on foreign language pronunciation. The next two articles have been written by Dorota Lipińska; in the first one, the author analyzes the Polish learners' attitude towards learning English pronunciation; in the other, which at the same time opens the second section of this part, she investigates the influence the first foreign language may have on the acquisition of L3 pronunciation. In the subsequent paper, Zuzanna Kiermasz investigates the relationship between a student's attitude towards a given language and its culture and the effects it may have on their success in learning it. Next, Joanna Duda deals with the role of the English language in a French course attended by Polish students. Katarzyna Ciszewska with her article on memory efficiency enhancement techniques used by Italian teachers working with senior students closes the second part of the volume.

Practical aspects of language learning and teaching are the focus of the third part of the present book. The first article, written by Witold Sobczak, treats about using the knowledge of similarities and differences between English tenses and their Spanish "counterparts" and contrasts them against the Polish language in the process of learning Spanish. Presently, Weronia Król-Gierat describes how recommendations of psycho-pedagogical service centres should be translated and incorporated in the process of teaching a second language and what difficulties the interpretation of psycho-pedagogical statements or opinions may cause for teachers not qualified in special education. In the next article, Emilia Podpora-Polit writes about test validity, taking into consideration listening comprehension tests which constitute a part of high school leaving exams. Teaching Polish as a foreign language is the topic of the last two articles. First, Mateusz Gaze

analyzes derivational issues presented in the grammar books for teaching Polish as L2, while Paula Góralczyk-Mowczan presents selected aspects that contribute to a linguistic and graphic image of a Polish family portrayed in student's books published since 1989.

It is hoped that the present volume will be an interesting and inspiring read not only for young linguists but also for foreign language teachers, as it is believed that being familiar with the topics presented in the book as well as knowing how to modify the teaching process depending on a given situation can contribute to an educational success.