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EDITORS' PREFACE

Recent years have witnessed a rapid development of research related to educational linguistics, both from the theoretical and applied perspectives, often triggered and enhanced by technological advancements. Various types of linguistic behaviour, both verbal and non-verbal, can now be measured and examined in depth from different theoretical angles and the outcomes find their way to a wide range of practical applications in many diverse areas, such as language teaching, corpus linguistics or educational psychology, to name but a few. In brief, nowadays educational linguistics, with its high level of sophistication and multidisciplinary orientation, flourishes as never before.

The present volume presents a collection of ten papers which reflect these developments. It also addresses recent challenges in educational linguistics. The articles discuss a wealth of issues relevant to contemporary educational linguistics in accordance with recent advances in the discipline. The authors try to identify some of the major challenges that language studies have encountered in recent years marked, on the one hand, by rapid technological changes but on the other, by war and pandemic.

Anna Bloch-Rozmej discusses the problem of euphemisms, their usage and functions, as perceived by Polish students of English. The author presents the results of a questionnaire-based study as well as her analysis of three Internet blogs devoted to current social and political affairs which in the time of the COVID-19 pandemic revealed frequent use of euphemisms. The article offers interesting insights into the role of euphemistic language in shaping teacher–student interactions in the classroom. Moreover, the paper addresses the relation between euphemism use and language creativity.

In her article, Anna Malicka-Kleparska focuses on the use of the passive voice by adult speakers of English who are PhD students of the KUL Doctoral School at the John Paul II Catholic University of Lublin. The author is trying to define the discrepancies between their use of the passive voice in English and their mother tongue and suggests certain repair strategies in cases where the passive voice is not correctly used or avoided. Her project involves the employment of language corpora to improve the mastery of passive voice by Polish users of English.

Anita Buczek-Zawiła delves in the problem of blended learning which has recently gained greater popularity due to the pandemic-related restrictions introduced into the educational systems of many countries, including Poland. More specifically, the author discusses the idea of implementing the blended-learning instructional design while teaching the course of Contrastive Phonetics and Phonology to Polish students of English. Based on students' final marks, their comments in course evaluation surveys and semi-structured interviews, the author identifies the strengths of the blended-learning model and advocates for its more extended use in the future.

Bożena Cetnarowska addresses the problem of political correctness in the speech of Polish learners of English. The article puts corpus evidence to use in ELT with regard to politically correct forms of feminine gender-marking in English. By discussing language evidence, corpus use and ELT, the paper is a prime example of a comprehensive approach to experimental language research with a direct pedagogical application. The author argues that the Corpus of Contemporary American English (COCA), the British National Corpus (BNC) and the Corpus of Global Web-based English (GloWbE) constitute useful and effective means of sensitizing advanced Polish learners of English to the phenomenon of political correctness and gender-inclusive language.

Jolanta Sak-Wernicka considers the impact of blindness on the effectiveness of communication. The article reports on the results of the study involving sighted, blindfolded and congenitally blind adults and their use of gestures to support verbal exchange. The author explores the relationship between vision and the amount of gestures used as well as the consequences of gesture reduction in the case of visually-impaired people on their ability to communicate.

In their article, Monika Łodej and Sylwester Łodej discuss the problem of peer tutoring in Polish tertiary education. More specifically, their study examines the relationship between peer tutoring and the affective domain of learning. The authors present valuable insights into the social-emotional learning needs of students in remote and blended learning environments created due to the COVID-19 pandemic. Pandemic-related restrictions enforced considerable changes in the whole system of education and thus call for wise actions on the part of educators. The authors maintain that reciprocal peer tutoring can be a useful addition to regular university courses.

The influence of the COVID-19 pandemic on education is also subject to analysis and discussion in Anna Turula's study. The author discusses the question of sustainability of pandemic disruption in CALL. She reports on the results of two small-scale studies exploring teachers' and students' attitudes to online

classes and blended learning. She argues that in post-pandemic conditions, the sustainability of CALL is highly dependent of the top-down support from the educational system.

Konrad Szcześniak regards the question of conscious attention and its role in learning. The author demonstrates that information input that learners are given often seems to be too huge to be handled by their conscious attention. Consequently, when facing the challenge of acquiring formulaic expressions, learners need to adopt the wait-and-see approach, which the author perceives as the optimal strategy. Some of the data have to be processed by unconscious mechanisms. The author concludes that unconscious cognition is necessary to register and organize the profusion of stimuli which otherwise would overwhelm the brain's conscious operations.

Adam Świątek offers a new perspective on the roles of teachers in contemporary education. The author discusses numerous factors that, over the last decades, have influenced the role of the teacher both in the classroom and in the whole system of education. These include such problems as the growing level of responsibility, strict legal requirements, large amounts of paperwork, changes in teacher promotion, and relatively low salaries. His conclusions are formulated on the basis of the experimental questionnaire-based study involving 127 respondents. The author's postulate is a profound redefinition of the roles and functions of the teacher.

Steve Walsh discusses the role of corpora in language teacher education and training. The author advocates the use of corpora as they provide an excellent point of access to complex phenomena related to teaching and learning and have the potential to trace a teacher's development over time. The article demonstrates the use of two corpora: LIBEL CASE (The Limerick and Belfast Corpus of Academic Spoken English), and SETTVEO (Self Evaluation of Teacher Talk and Video Enhanced Observation) to support teachers' professional development. Also, possible paths for the implementation of corpus-based approaches in ETLE research are suggested.

The present volume reports on interesting research in progress conducted by linguists of different persuasions, yet significantly tied up with the field of educational linguistics. We hope that the ideas and research findings presented on the forthcoming pages will both stir and enrich scientific debate. We wish to express our thanks to all the Contributors to this volume for sharing with us their valuable analyses and research proposals.

Anna Bloch-Rozmej and Piotr Steinbrich