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Editorial: Special Issue in Honour of Diane Larsen-Freeman's Contributions to Language Teaching and Second Language Development

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Introduction

We are pleased to announce the latest edition of this special issue of LTRQ in honour of Professor Diane Larsen-Freeman to celebrate her landmark achievements and enormous influence in language teaching, language learning, second language development, and teacher education. As the major papers we assembled in this special issue have provided a comprehensive review of Diane's celebratory career as a language teacher, researcher, book author, journal and book editor, and teacher educator, in this editorial, we will just briefly discuss and summarize the different sections of papers that are targeting the major themes of areas where Diane's long-lasting influence has been felt. These papers have included, inter alia, an interview plus a concluding reflection in which Diane is invited to look back on her career and tell the stories in her own words. In between this opening interview and the closing epilogue, many of Diane's close friends, colleagues and collaborators are joining to share with readers their captivating anecdotes when encountering Diane serendipitously. Then, the 'juiciest' parts of the special issue are devoted to presenting theoretical discussions of key issues in the field of applied linguistics and reporting results of empirical studies with innovative research methods pertaining to such domains as complexity/dynamic systems theory, grammar learning and teaching, task-based language teaching and writing, and L2 instruction and second language development. In the next section of the editorial, we provide a summary of these individual papers, to be followed by a Table of Contents, so that our readers can get onboard and fasten the seatbelt for this exciting journey of witnessing the 'becoming' and 'being' (Ellis, 2016) of one of the most influential applied linguists of our time.

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Organization and Contents of the Special Issue

Part 1 contains two overview papers summarizing Diane Larsen-Freeman's overall achievements and impact on the field. The first paper is an interview conducted by the two guest editors, **Wen and Mohebbi**, in which Diane is invited to reflect on her long-term career and rich experiences as a teacher, journal editor, book author and editor, researcher, and teacher trainer. The second paper by **Sönmez, Yıldız, and Aydın** provides the results of a scientometric analysis of Diane Larsen-Freeman's research and publications.

Similar to Part I, **Part II** features three papers that present personal accounts and stories of Diane Larsen-Freeman as an admirable scholar and prolific researcher as well as an amicable friend whom colleagues can always trust and rely upon. In the first piece, **Atkinson** recalls seven memorable vignettes when he first spiritually and then physically 'encountered' Diane at conferences and seminars as well as joint projects collaborating with Diane. Then, **Ji** from China describes Diane's enormous influence on Chinese researchers and language teachers including the author herself. Finally, the third paper by **Mora-Pablo** moves on to explain how Diane has influenced the author's professional development from a language learner to a teacher educator.

Part III turns to the major research domain in applied linguistics that Diane has single-handedly introduced and advocated, namely, the revolutionary paradigm of complexity theory or as recently known as complexity dynamic systems theory (CDST). Towards this end, the first paper by **Li and Zheng** applies the innovative textometric review of the CDST research in L2 learning and teaching spanning from 2008 to 2022. Returning to the classroom teaching, the second paper by **Xavier** reviews the effects of dynamic approach on grammar teaching of Portuguese as a foreign language. Adopting this same CDST approach, the third paper by **Tajeddin and Norouzi** traces the genealogy of novice teachers' beliefs about pronunciation and instruction. The fourth paper by **Beccia et al.** explores a key element of the CDST paradigm, namely, the phenomenon of co-adaptation in an ecosystem of dyadic interaction. The last paper in this section by **Pfenninger and Wirtz** provides a dynamic integrative analysis of variability and commonality in (pre)primary school English development in Switzerland that aims to reconcile the so-called 'authenticity gap' between English learning inside and outside of school.

Part IV moves on to another domain that Diane has long-lasting influence and impact, namely, grammar learning and teaching. The first paper by **Pawlak** describes the previously under-researched area of grammar learning strategies and implications for pedagogical interventions. The second paper by **Spinner** characterizes Larsen-Freeman's research and publications as valuable and indispensable resources and assets in teaching-preparation grammar courses. The last paper by **Gesa et al.** describes how the Just-in-Time teaching method can be applied in grammar teaching among EFL learners.

Shifting to task-based language teaching and writing, **Part V** begins with **Johnson's** empirical study that investigates L2 task-based writing performance, with a view to distinguishing the performance-development dichotomy in TBLT and SLA. The second paper by **Matsumoto, Lee, and Kim** unveils the emergence of shared linguistic codes such as phrases and sayings (for example, the saying 'Ice cream is delicious') during interactions in the L2 writing classroom. Finally, **Trinh, Kees de Bot, and Verspoor** adopt the CDST approach to demonstrate the dynamics of writing development in adulthood, and amazingly,

the very protagonist of this case study is nobody else by Diane herself, who has originally initiated this approach of CDST, a ‘DLF’ case study in its truest sense.

Part VI turns to issues related to L2 instruction and longer-term development in SLA/D. The first paper by **Lantolf** outlines the value of explicit instruction as opposed to implicit instruction, reinterpreted from the perspective of sociocultural theory. The second paper by **Yousefi and Nassaji** reports on the impact of corrective feedback on L2 pragmatics performance in face-to-face and technology-mediated settings. Then, the third paper by **van der Walt** applies the case of learning German, French and Mandarin among pupils in South African schools. The fourth paper by **Todeva** adopts a cross-field perspective to look at language development research, teaching and learning. The last paper in this section by **Singleton and Leśniewska** explores the role of age in second language development, a topic that Diane dabbled in early years of her career, arguing that empirical findings which undermine the role of age in L2 acquisition are increasingly extensive and robust.

Final Remarks

This special issue concludes with a systematic review and thorough reflection of Diane’s 50 years of research in SLA/D, thus echoing the opening interview that captures some spotlights of her career development. Overall, we hope to present this special issue as portraying a complete and panoramic picture of Diane’s landmark achievements in research and scholarship, celebrating her remarkable career as a devoted and admirable scholar as well as an amicable friend and resourceful colleague. As guest editors, we are particularly overwhelmed to have received so many enthusiastic responses and dozens of papers contributing to this special issue from different continents and corners of the world. We are just so indebted and grateful to all the individual authors for their enthusiasm and support on this important issue. Our sincere acknowledgements also go to the anonymous reviewers whose comments and suggestions have significantly improved the quality of the papers in this issue. Needless to say, our heartfelt thanks go to Diane herself for accepting our offer to share her many untold stories and anecdotes with us in the opening interview and the concluding reflection. We concur with our authors and readers to say that we have been so fortunate and blessed to have benefited so much from the inspiring research and publications by Diane all these many years. We wish to conclude this editorial by borrowing Diane’s own words in the other wonderful volume also celebrating her achievements in CDST (Ortega & Han, 2017), that is, ‘The lessons continue...’ (Larsen-Freeman, 2017).

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