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ARTÍCULO DE REVISIÓN

EVIDENCE-BASED SECOND LANGUAGE PEDAGOGY: A COLLECTION OF INSTRUCTED SECOND LANGUAGE ACQUISITION STUDIES, EDITED BY MASATOSHI SATO AND SHAWN LOEWEN. NEW YORK: ROUTLEDGE. 2019

EVIDENCE-BASED SECOND LANGUAGE PEDAGOGY: A COLLECTION OF INSTRUCTED SECOND LANGUAGE ACQUISITION STUDIES RESPONDS TO THE DEMAND OF BRIDGING THE GAP BETWEEN RESEARCH AND TEACHING PRACTICE IN THE FIELD OF SECOND LANGUAGE ACQUISITION (SLA)

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Introducción

There is an increasing interest in the relationship between research on SLA and the practical concerns of second and foreign language teachers and teacher educators[1]. Sato and Loewen[2], the editors of this collection, showed in a recent study that many teachers care about academic research and are open to implement in their classes evidence-based pedagogical ideas. However, teachers often experience difficulties in getting access to it, such as lack of time and resources and limited initiatives between teachers and researchers[3].

This book aims to offer a practical resource for teachers and teacher educators by bringing together recent studies in SLA which focus on teaching practice. It is the first collection of empirical studies pertaining to Instructed Second Language *Acquisition (ISLA), a* subfield of SLA. The editors of this collection are both active researchers of ISLA, which Loewen described as "a theoretically and empirically based field of academic inquiry that aims to understand how the systematic manipulation of the mechanisms of learning and/or the conditions under which they occur enable or facilitate the development and acquisition of an additional language"[4].

Although recently more studies focus on instruction in SLA, *ISLA is still a relatively small subfield of SLA research*. Furthermore, studies that do explore instruction often lack of practical implications based on their findings. This volume precisely aims to fill this gap by collecting empirical studies that pertain to *ISLA* and offer pedagogical recommendations for teachers in the second, foreign and heritage language classroom.

Apart from these diverse instructional settings, in the 14 studies of this collection internationally renowned and emerging scholars from around the world draw on a variety of theoretical frameworks ranging from socially to psychologically and cognitively oriented ones and employ quantitative and qualitative research methodologies. The studies cover English, Mandarin and Spanish as target languages and explore different types of instruction, including concept-based instruction (CBI), content and language integrated learning (CLIL), task-based language teaching (TBLT) and form-focused instruction (FFI), as well as different contextual factors (face-to-face and computer-assisted language learning [CALL]) and different task modes (speaking, writing, listening).

This volume features an introduction and four parts. Preceding the introduction, the editors present a "Highlights" section that summarizes the most interesting points from each study. This section along with the research and pedagogical proposals at the end of each chapter are very useful features of the book.

The introduction offers a review of ISLA research addressing SLA theories that provide insights about the connection between research and teaching practice. In addition,

1 Shona White, "Research and language teaching: practitioner access to studies of instructed SLA", On teaching languages with technology: second language resources, teacher education, and research (blog), November 20, 2017, https://shonawhyte.wordpress.com/2017/11/20/research-and-language-teaching-practitioner-access-to-studies-of-instructed-sla/ (Accessed April 17, 2020).

2 Shawn Loewen and Masatoshi Sato, "Do teachers care about research? The research-pedagogy dialogue", ELT Journal Vol: 73 num 1 (2019): 6-8.

3 Shawn Loewen and Masatoshi Sato, "Do teachers care... 8.

4 Shawn Loewen, Introduction to instructed second language acquisition (New York: Routledge, 2015).

it presents an overview of four specific areas of ISLA, namely (I) types of instruction, (II) learning processes, (III) learning outcomes and (IV) learner and teacher psychology, which also serve as content structuring inasmuch as they represent the four parts of this volume. *At the end of the introduction the authors discuss the importance of evidence based pedagogy. On the one hand, they call on researchers to make their research accessible and usable for teachers. On the other, they appeal to teachers not to draw only upon their intuitions and own classroom experience in order not to compromise the students learning.*

The first part ("Instruction") is composed of three studies which address diverse phenomena. The first study concentrates on the experience of teachers when they introduce changes in their teaching practice by implementing CBI in their classroom. The results showed that teachers gained new insight about language teaching and learning after their experience with CBI. On the one hand, they recognized that emotion is of great importance for teaching as well as for learning and, on the other hand, that learning a new language is not only the acquisition of a new linguistic system, but also of a new perspective on reality. The second study focuses on teacher-developed corpus-based materials and corpus searches by learners as a source of pragmatic input. The findings emphasized the value of authentic input and revealed that both corpus-based materials and corpus searches improve learners' speech act clarity and the use of pragmatic routines. The third study investigates the CLIL approach in a foreign language setting. It has a special value to CLIL research through the fact that the participants were child second language (L2) learners. At present, an increasing number of institutions around the world are implementing CLIL in elementary schools and the study showed that learners in the CLIL setting were provided with abundant opportunities to develop their L2 knowledge.

The second part ("Learning Processes") comprises *four studies. The first one explores the effect of student talk about vocabulary during collaborative prewriting discussions. Findings suggest a positive link between students' participation in discussion about vocabulary and their written vocabulary development. The second study examines the impact of learner relationships on learners' interactional behaviour. More precisely, it focuses on peer feedback activities of university-level students who previously received extensive training in peer feedback. The study showed a positive impact of feedback training on peer feedback activities and indicated the need for teachers to monitor the stances learners adopt during feedback episodes.*

The third research is a longitudinal study that investigates the complex interplay between young learners' peer relationships and their attributes as well as contextual variables. The study provides new insights about peer relationship because it shows that it varies over time as learners grow older. The last study of the second part also focuses on young learners and points out the negative effect of pretask grammar instruction on learners' oral task performance.

The third part ("Learning Outcomes") includes three studies. The first study highlights the effectiveness of priming in synchronous computer-mediated communication. Learners in this study engaged in meaningful written peer interaction in the form of internet chat activities which were pedagogically designed to prime, namely to encourage the use of a specific target structure. Findings showed a positive impact of priming on the use of this structure and its accuracy.

The second study of this part addresses the positive impact of instruction on the development of writing skills of heritage language learners. It is a valuable contribution to

ISLA because little research has been conducted on instructed heritage language acquisition so far[5]. The last study investigates task complexity of listening tasks, more precisely, the effect of input characteristics on learners' comprehension and their perceptions of task complexity. The results revealed that the difficulty of a task itself might impact learners' comprehension more than their perception of task difficulty.

In the last part ("Learner and Teacher Psychology") *different phenomena are explored, such as learners' enjoyment, anxiety and motivation, as well as teachers' own foreign and second language learning experience. The first study explores the effect of learner-centered and contextual variables on learners' emotions of enjoyment and anxiety in the foreign language classroom. Findings indicate that a positive context, such as classroom activities that engage learners to participate as well as to play and experiment with the target language, led to more enjoyment. Anxiety, on the other hand, was mostly influenced by learners' internal variables, like emotional stability. The researchers also found evidence that learners experienced more enjoyment and less anxiety with more practice and proficiency in the target language. The second study also took place in a foreign language setting. It explored a classroom intervention which aimed to increase learners' motivation for language learning and to help the learners to form and strengthen positive future self-images. The researchers point out the importance of providing learners with manageable goals during their learning experience and the effectiveness of training them how to use interactional strategies in order to benefit from communicative classroom activities. In the last study, teachers own foreign and second language learning experience and the question of how it might impact their teaching are examined. A link was established, for example, between teachers' success as language learners and their self-confidence about their language teaching.*

The book is a well designed volume. The Highlights section and the proposals included at the end of each chapter are really useful, as is the division of the studies into four chapters which also represent four main areas of ISLA. It can be affirmed that this collection engages readers interested in research-informed language teaching. Each study not only provides pedagogical recommendations for teachers, but also proposes new directions for future research, and therefore, it is relevant for present and future classroom teachers, teacher educators as well as SLA researchers.

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