Two main strands of interest can be identified in this third regular issue of *Instructed Second Language Acquisition*. On the one hand, there is a focus on oral corrective feedback, a long-standing hot topic in SLA research. On the other hand, the effects of instructional interventions are investigated in less commonly taught languages, such as Japanese and Russian, that have recently attracted increasing attention in ISLA literature.

The article written by Iizuka and Nakatsukasa investigates the impact of implicit and explicit oral corrective feedback on the development of implicit and explicit knowledge of Japanese locative particles for those who directly received feedback and those who were attending the class and observing while feedback was provided to others. Thirty-six college students in a beginning Japanese language course received either recast (implicit), metalinguistic (explicit), or no feedback during a picture description activity, and completed a timed picture description test (implicit knowledge) and an untimed grammaticality judgment test (explicit knowledge) in the pretest, immediate posttest, and delayed posttest. The results showed that feedback benefited direct and indirect recipients similarly, with no significant difference between feedback types. The authors discuss potential factors that might influence the effectiveness of corrective feedback, such as instructional settings, complexity of target structures and pedagogy styles.

The short report by Hardini, Di Biase, Kawaguchi, and Reid explores the effect of developmentally moderated focus on form (DMFonF) instruction
in an EFL classroom in an Indonesian kindergarten, focusing specifically on the acquisition of English plural marking on nouns. One first-year Indonesian kindergarten class (K1) and one second-year kindergarten class (K2) participated in the study. Children in both K1 and K2 were assessed at the beginning of the study and all of them, with one exception, were found to be at the lexical stage of Processability Hierarchy in English; that is, they produced only single words and formulaic expressions without any grammatical markings. Analyses for K1 after one semester of instruction with DMFonF indicated that all of the children acquired lexical plural marking and nine out of ten children also acquired phrasal agreement between quantifiers and nouns. A comparison of these results with K2 children (who were one year ahead in their meaning-based instruction) suggests that DMFonF instruction is effective in promoting grammatical development in the second language development of kindergarten children.

Artoni, Benigni and Nuzzo analyse the effects of pragmatic instruction on the acquisition of the speech acts of requesting and giving advice by Italian learners of Russian, and explore whether the Multimodal Russian Corpus (MURCO) can be an effective tool for the teaching of speech acts in Russian as a second language. One experimental group and one control group, each composed by two intact classes of Italian university students at an intermediate level of L2 Russian, were pre- and posttested with a written discourse completion task. The experimental group received pragmatic instruction, consisting of eight 30-minute MURCO-based lessons devoted to requests and advice, while the control group was taught according to the standard syllabus, that is, with no pragmatic instruction. The results revealed that the use of the target pragmatic features varied significantly in the experimental group, but not in the control group, thus showing a general positive effect of the instructional treatment based on the MURCO corpus. However, some limitations were identified regarding the usability of this tool by teachers and learners.