***Evidence-Based Second Language Pedagogy: A Collection of
Instructed Second Language Acquisition Studies***

**Edited by M. Sato and S. Lowen (2019)
New York/Abingdon: Routledge, 338pp.**

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Despite having drawn increasing attention from researchers as a growing sub-field within second language acquisition (SLA), Instructed Second Language Acquisition (ISLA) has been lacking a reference book with a thorough and up-to-date overview of the field. Recently, two publications by Sato and Lowen have come to fill this void, addressing ISLA from two different perspectives: *The Routledge Handbook of Instructed Second Language Acquisition* (2017) mostly focuses on research and is intended mainly for academics, while the book under current review is meant for both researchers and teachers as it is the result of a determined effort to bridge the gap between research and pedagogy. This volume is a collection of empirical research in ISLA carried out by top scholars in their different areas of expertise, which aims to offer clear-cut pedagogical applications and to stimulate further much-needed investigations in the area.

Although SLA research has been quite prolific, most of its findings have generally been either difficult for teachers to access or of little relevance to actual classroom practice, which has resulted in limited L2 practitioners' engagement with research. In the past decades, though, scholars have grown more aware of the pedagogical implications of their studies

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and have therefore tried to influence and improve language classroom practices through empirical investigations. Furthermore, academics have become more aware of their responsibility to guarantee that research and its results are not only of use in the classroom but are also accessible to L2 teachers, and this book is concrete evidence of this growing tendency, with the editors calling for a more fruitful ‘research–pedagogy dialogue’.

The volume comprises fourteen chapters organised in four parts concentrating on each of the ISLA key components, as defined by the editors: (I) focus on instruction; (II) focus on learning processes; (III) focus on learning outcomes; and (IV) focus on learner and teacher psychology. In the first informative chapter, after pointing to evidence-based pedagogy as the primary objective of ISLA, the editors go on to provide a brief but illustrative explanation of the main SLA theories and the types of instruction covered in the following chapters. Attention is also drawn to the fundamentals of the learning process (i.e. attention, awareness, metacognition and engagement) as well as to the important pedagogical implications of accounting for learners’ and teachers’ psychology.

The studies in Part I of the volume (Chapters 2–4) address different types of instruction. In Chapter 2, Lantolf and Esteve focus on the successful use of the socioculturally driven Barcelona Formative Model (BFM) to help teachers understand and implement concept-based instruction in their classes. In Chapter 3, Bardovi-Harlig and associates make a case for corpus-based pragmatic instruction by addressing the teaching of pragmatic routines in clarifications. This part ends with Chapter 4, in which Oliver and co-workers present an original longitudinal study of Mandarin as an L2 in CLIL (Content and Language Integrated Learning) classes at an Australian primary school.

The chapters in Part II (Chapters 5–8) centre on learning processes. In Chapter 5, McDonough and González explore how learning-related episodes occurring in collaborative pre-writing discussions may affect vocabulary acquisition. In Chapter 6, Storch and Aldossary investigate which stances were adopted by givers and receivers of peer feedback in Saudi-Arabian university-level EFL classrooms, and what impact they may have on the efficacy of the feedback. In Chapter 7, Butler and Liu present their quite innovative longitudinal study, which examines peers’ influence on Chinese young learners’ English learning by combining social network analyses with socioeconomic and other quantitative and qualitative data. Finally, in Chapter 8, Li and Fu explore the effect of cognitive factors under different instructional conditions by investigating how language analytic ability and working memory are predictive of oral task performance in both the presence and absence of pre-task explicit grammar explanations.

Part III (Chapters 9–11) focuses on learning outcomes. Chapter 9, by Michel and Stiefenhöfer, looks into how priming (i.e. the tendency to repeat the general structure of an utterance) can be used as a pedagogical tool in tasks that prompt students to use and repeat a specific structure: in the case of this study, the use of Spanish subjunctives by German learners of Spanish as a foreign language in computer-mediated communication. In Chapter 10, Bowles and Bello-Uriarte present a pioneering study on the effects of instruction on Spanish heritage learners' writing skills, comparing the language development of a group that received genre-based writing training against an uninstructed control group, matched for demographic and proficiency variables. In the last chapter of this part (Chapter 11), Kim and Monteiro shed light on which characteristics of authentic listening materials can be modified to meet students' needs, and how such modifications may affect learners' listening comprehension and perception of task difficulty.

Part IV (Chapters 12–14) turns to both learners' and teachers' psychology. In their quantitative and qualitative study, Dewaele and MacIntyre (Chapter 12) use the Multicultural Personality Questionnaire among other methods to understand whether foreign language anxiety and enjoyment may be predicted by either teacher-related or learner-related variables. In Chapter 13, Sato and Lara tackle the intricate field of second language motivation by examining the effects of a classroom vision intervention on learners' Ideal L2 Self and Learning Experience. Finally, in the last chapter of the volume (Chapter 14), Csizér shifts the focus to teachers and, by conducting interviews with ten Hungarian EFL practitioners, she casts light on how their language-learning experiences may influence their practice.

All the chapters in the book accomplish the laudable aim of reducing the divide between research and pedagogy by presenting sound empirical studies in ISLA, without losing sight of the pedagogical implications of research and always providing teachers with data and suggestions to make more informed and evidence-based decisions in their daily practice. To this end, a particularly useful feature of this volume is the inclusion of 'pedagogical recommendations' boxes, where the authors clearly illustrate how the research findings presented in each chapter may influence classroom practice. In addition to that, ideas for future research are briefly put forward in 'research proposals' boxes at the end of every chapter.

Another substantial contribution to ISLA is the variety of SLA theories, methodologies, target languages, modes of instruction, learning contexts and targets of instruction (vocabulary, writing, speaking, listening, grammar structures and pragmatics, to name but a few) that are covered in this volume. Nevertheless, the book also has its shortcomings, as

the editors themselves recognise, the major one being the lack of a section dedicated to assessment, which comes as a surprise in such an otherwise thorough publication. Moreover, some concepts, such as form-focused instruction, are only presented in the introductory chapter without a clear reference to the chapters that address them empirically, leaving the reader to wonder whether and where these concepts will be discussed further. One may also take issue with the criteria used to assign each chapter to each volume part, which seem to be rather arbitrary or simply not clearly outlined. For instance, placing the investigation discussed in Chapter 9 in Part IV may be questioned, as the study focuses both on types of instruction and on learning outcomes. Although this division into parts may not always be intuitive, the 'Highlight' section at the beginning of the book comes to the aid of readers as it presents brief five-bullet-point summaries of each chapter in which the authors describe the objectives, the methodology and the main results of their studies. This section makes it possible to obtain a quick yet quite complete grasp of the contents of each chapter.

Overall, this volume is a valuable resource which successfully manages to merge the divide between research and pedagogy, bringing together relevant up-to-date empirical studies in ISLA, which will most certainly foster further research and encourage better and more informed classroom practices.