The papers presented in this issue are testimony that the field of instructed second language research has increased in size and scope. The richness and complexity of this field of study suggests that there are many perspectives to apply, many more voices to be acknowledged, and applications to be found.

The first paper, by M. Joan Oakley, Judit Kormos and Gareth McCray, is an investigation into the relative effects of intensive reading instructional interventions as measured by an eye-tracking test and a comprehension reading task. Overall, the main findings of this comparative study do not indicate significant differences between instructional and control groups. Despite some obvious limitations, the use of an online test reiterates the importance for the inclusion of methodological tools to measure moment-by-moment language processing in instructed second language research.

The paper authored by Ruth Milla Melero and María del Pilar García Mayo belongs to an important field of research in instructed second language acquisition: namely, measuring the role and effects of written corrective feedback. This empirical study is well constructed and provides important insights in this area of enquiry. School-age learners in this study engaged in written collaborative work and were examined at three different stages: before feedback; after being provided with models or reformulations; and after a month. Main empirical findings showed interesting trends in the effects of both models and reformulations.

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Amin Pouresmaeil and Javad Gholami investigate the effects of focus on form vs. focus on forms. The results of this study seem to support previous trends which indicate that focus of form might have an effect on the rate of language development. Given what we know about the slow and piecemeal nature of acquisition, it is hardly probable that focus on form causes instantaneous acquisition of a particular property of the language. This paper reminds us of the importance of clarity about the nature and the effects of instructional treatments.

The fourth paper, written by Giuliana Salvato, is a comparative study examining the role and effects of gestures and mini-dialogues among learners of Italian. The main finding of this classroom-based study indicates the importance of adopting the use of both speech and gesture in developing learners’ understanding of the semantics and the pragmatics of multimodal messages in L2 communication.

In the concluding paper of this issue, Amir Naami and Rahman Sahragard report on the findings of a classroom-based study investigating the role of field independence on the positive effects generated by processing instruction. The results of this study confirm once again the effectiveness of processing instruction over traditional instruction.

The readers will find the three book reviews included in this issue, a very interesting read, covering key areas in the field of instructed second language acquisition: the role of pragmatics in language learning and teaching (Teaching Pragmatics and Instructed Second Language Learning: Study Abroad and Technology-Enhanced Teaching by Nicola Halenko); the role of aptitude-treatment interaction in language learning (Aptitude-Treatment Interaction in Second Language Learning by Robert DeKeyser); and the role of vocabulary in language learning and teaching (Teaching and Learning Vocabulary in EFL by Paul Nation and Peter Yongqi Gu).