Editorial

Alessandro Benati and Elena Nuzzo

From a theoretical perspective, the four papers published in this issue deal with a variety of topics – the effectiveness of content and language integrated learning (CLIL) methodology, the teaching of vocabulary via context and translation, the relative effects of processing instruction and motivation, the role and effects of language Facebook posts in language learning and teaching – in instructed second language acquisition research.

From a methodological perspective, the four studies adopt experimental or quasi-experimental designs, follow sound statistical processes and procedures to collect and analyse data, use participants with different first languages, and investigate the acquisition of different second languages in a variety of contexts.

The first paper in this issue, by Long and colleagues, is a micro process-product laboratory study of a CLIL lesson. The authors describe a micro process-product laboratory experiment and suggest that the findings from this first pilot should work as a springboard for process-product studies paired with classroom studies of larger scale and longer duration to identify possible strengths and weaknesses of CLIL.

In the second paper, Alroe and co-workers investigate whether intentional learning of new L2 vocabulary through L1 does confer an advantage over intentional learning from an L2 context. In this study, two experimental groups were used to measure the effectiveness of two instructional treatments (context vs. translation) in the acquisition of thirty vocabulary

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items in English. The results were mixed and call for more research to measure intentional learning of vocabulary via context or translation.

In the third paper, Benati and Farhat look at the effects of processing instruction and motivation in relation to learning and teaching Modern Standard Arabic gender agreement. Two experimental groups (high vs. low motivated) were used to measure whether processing instruction is equally effective regardless of the learner's level of motivation. The results indicate that the instructional treatment was the main factor responsible for the improvement in performance, no matter what the level of motivation of the learner. More research is needed to measure the role that motivation might play in the results generated by processing instruction.

In the final study of this issue, Wyatt and Gunter examine the relative impact and effects of interactions with language Facebook posts by beginning French learners on attitudes towards the target language and culture. Overall, the results of this study show no significant effects of language Facebook posts on the two attitudinal factors. The authors suggest that more research in this context is needed to measure larger samples over a longer period of time, and with a higher level of proficiency.

After the first inaugural issue, *Instructed Second Language Acquisition* is now moving steadily towards accomplishing some of the aims and objectives we set out when the journal was launched. We very much welcome letters from our readers which take forward any area of debate touched on in the pages of *Instructed Second Language Acquisition*.

This is the first issue for 2018, and the second issue of the journal will be a special issue dedicated to *Second Language Teaching and Generative Linguistics* with two guest editors: Stefano Rastelli and Kook-Hee Gil.

About the editors

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