

Introduction

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This combined 2021/22 edition of e-TEALS features five articles, all of which have classroom-based research in common. This research methodology plays a vital role in informing and enhancing the practice of teaching English as a foreign language. Through systematic observation, data collection and analysis, educators can gain valuable insights into effective teaching methodologies and learners needs, enabling them to adapt their instructional strategies to better meet the diverse needs of their learners.

The first article by Ana Rita Faustino deals with corrective feedback of learners in the third cycle of basic education. Using a questionnaire, she shows that although both teachers and students value error correction, they hold different views on how corrective feedback should be given, with students favouring immediate explicit correction, and teachers favouring prompts or recasts, thereby encouraging learners to self-correct.

Joana Louro, working with learners in secondary education, explores the development of critical thinking and visual literacy with learners in secondary education. Using images to provoke critical reflection, she shows that learners are able to think critically on some but not all topics and suggests that more time needs to be spent in classrooms analysing and interpreting images.

While the next three articles deal with oral interaction, the contexts discussed vary. In the third article, Elsa Vilela-Filipe discusses methods for motivating adult learners, enrolled in extra-curricular language classes in a Portuguese university, to take part in speaking activities. Using questionnaires and interviews, she identifies specific factors that influence the learners levels of anxiety and motivation and explores strategies to promote learners' willingness to engage orally in classes. Francisco Faustino again discusses peer interaction in the

classroom, this time with learners in the third cycle and secondary education. He focuses on how to help learners overcome their inhibitions when speaking but concludes that simply engaging learners in interaction activities on their own cannot overcome learners' reticence to speak. In the last article, Carolyn Leslie analyses peer interaction amongst learners in primary English education and shows how they are able to mutually support each other's language production. The article finishes by discussing implications for the classroom such as the types of tasks that can be used, classroom management, learner pairings and assessment of oral interaction.

We thank all who have contributed to this volume.