The European Journal of Applied Linguistics and TEFL

Volume 3 Number 1

Edited by Andrzej Cirocki

The European Journal of Applied Linguistics and TEFL (EJALTEFL) is a refereed academic publication which aims to disseminate information, knowledge and expertise in the broad area of applied linguistics. Strong preference is given to contributions relating to second language acquisition, foreign language pedagogy, teacher training and classroom innovation.

Volume 3 Number 1 comprises ten articles presenting the latest research and scholarship from the United States, Oman, Taiwan, Iran, New Zealand, the United Kingdom, Belgium, Vietnam and Armenia.

This provides a valuable source of reference for applied linguists, teacher trainers, materials developers and practitioners in the field of EFL/ESL. It offers readers a deeper insight into current issues, thereby broadening their knowledge and promoting professional development.

Available from booksellers or by subscription (two issues per year).

Subscription enquiries: info@linguabooks.com

CONTENTS

Editorial
ANDRZEJ CIROCKI

INIGO YANGUAS & GABRIELA NAVARRO
Learners’ Anxiety in L2 Interaction: Video, Chat or Face-to-face?

NADIA MARZOCCO & PAOLA TRIMARCO
E-learning and New Digital Literacies: Teachers’ Perceptions of the Changing Role of Writing in EFL Contexts

HOLBROOK MAHN
Dialogue Journals, Imagination and Narrative in the ESL/EFL Writing Classroom

MICHAEL YELDHAM & RAINBOW TSAI-HUNG CHEN
Conducting Verbal Reports to Study Chinese-speaking English Learners’ Listening: The Use of Prompts

VAHID PANAHZADE & JAVAD GHOLAMI
Planned Pre-emptive vs. Delayed Reactive FonF: EFL Learners’ Oral Fluency and Coherence

FRANK BOERS, SETH LINDSTROMBERG & JUNE EYCKMANS
When does Assonance Make L2 Lexical Phrases Memorable?

DOUGLAS PAUL MARGOLIS
Assessing Assumptions of Classroom-Situated Oral Error Feedback Research

LE VAN CANH
EFL Students’ Attitudes towards Classroom Activities: A Survey in Vietnam

RAICHLE FARRELLY
Exploring Tensions in the Mediated Activity of Teaching L2 Adult Emergent Readers

ELAHE KAMARI
Evaluation of the Revised Hierarchical Model in Persian-English Bilinguals

ISSN 2192-1032 EJALTEFL
ISBN 978-1-4959-8178-4

Volume 3 Number 1 (2014) 200pp
USD 93.60 / EUR 72.80 / GBP 58.40

EDITORIAL PANEL: LUCYNA ALEKSANDROWICZ-PĘDICH, Warsaw School of Social Sciences and Humanities, Poland – ALEKSANDRA ARCEUSZ, University of Gdansk, Poland – ANNE BURNS, Aston University (UK) and University of New South Wales (Australia) – MICHAEL BYRAM, University of Durham, UK – ANNA CIESLICKA, Texas A&M International University, USA – MAYA KHEMLANI DAVID, University of Malaya, Malaysia – WOLFGANG HALLET, University of Giessen, Germany – SVĚTLANA HANUŠOVÁ, Masaryk University, The Czech Republic – DAVID LITTLE, University of Dublin, Ireland – MARIE McCULLAGH, University of Portsmouth, UK – JOHN McRAE, University of Nottingham, UK – LARRY MIKULECKY, Indiana University, USA – FREDA MISHAN, University of Limerick, Ireland – ANNAMARIA PINTER, University of Warwick, UK – ANA MARIA PIQUER PIRIZ, University of Extremadura, Spain - ANGELIKI PSALTOU-JOYCEY, Aristotle University, Greece – SEBASTIAN RASINGER, Anglia Ruskin University, UK – TERESA SIEK-PISKOZUB, Adam Mickiewicz University, Poland – SIMONE SMALA, University of Queensland, Australia – PETER WATKINS, University of Portsmouth, UK.

LinguaBooks is an imprint of LinguaServe GbR, Zerrennerstr. 26, D-75217 Pforzheim, Germany