

CAMBRIDGE

JOURNALS

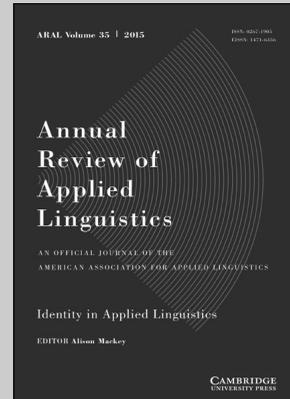
Annual Review of Applied Linguistics

An official journal of the American Association for Applied Linguistics (AAAL)

Editor

Alison Mackey, *Georgetown University/Lancaster University*

Annual Review of Applied Linguistics provides a comprehensive, up-to-date review of research in key areas in the broad field of applied linguistics. Each issue is thematic, covering the topic by means of critical summaries, overviews and bibliographic citations. Every fourth or fifth issue surveys applied linguistics broadly, offering timely essays on language learning and pedagogy, discourse analysis, teaching innovations, second-language acquisition, computer-assisted instruction, language use in professional contexts, sociolinguistics, language policy, and language assessment, to name just a few of the areas reviewed.



Annual Review of Applied Linguistics

is available online at:
<http://journals.cambridge.org/apl>

To subscribe contact Customer Services

in Cambridge:

Phone +44 (0)1223 326070

Fax +44 (0)1223 325150

Email journals@cambridge.org

in New York:

Phone +1 (845) 353 7500

Fax +1 (845) 353 4141

Email

subscriptions_newyork@cambridge.org

Free email alerts

Keep up-to-date with new material – sign up at

journals.cambridge.org/register

For free online content visit:
<http://journals.cambridge.org/apl>



CAMBRIDGE
UNIVERSITY PRESS

ReCALL is the journal of the European Association for Computer Assisted Language Learning (EUROCALL). It seeks to fulfil the stated aims of EUROCALL as a whole, and more particularly to promote the use of foreign languages within Europe and beyond, providing an international focus for the promulgation of innovative research in the area of computer-assisted language learning and technology-enhanced language learning in education and training.

Typical subjects for submissions include theoretical debate on second language acquisition and development in technology-rich learning environments and their influence on design; practical applications at developmental stage; evaluative studies of the use of technology in the teaching and learning process; assessment of the potential of technological advances in the delivery of language learning materials and enactment of language learning activities; exploitation of on-line information systems; and discussions of policy and strategy at institutional and discipline levels. Survey papers are welcome provided that they are timely, up-to-date and well-structured.

Papers should be submitted electronically via manuscriptcentral:

<http://mc.manuscriptcentral.com/recall>

Please read the instructions for contributors before submitting. Other queries should be sent to one of the ReCALL editors:

Françoise Blin: francoise.blin@dcu.ie

Alex Boulton: alex.boulton@univ-lorraine.fr

The Journal's Instructions for Contributors will be found on the Journal's webpage at <http://journals.cambridge.org/rec>

CONTENTS

Editorial <i>Françoise Blin</i>	1
Regular papers	
English language education on-line game and brain connectivity <i>Ji Sun Hong, Doug Hyun Han, Young In Kim, Su Jin Bae, Sun Mi Kim and Perry Renshaw</i>	3
The use of online annotations in reading instruction and its impact on students' reading progress and processes <i>Hui-Chin Yeh, Hsiu-Ting Hung and Yu-Hsin Chiang</i>	22
Exploring collaborative reverse subtitling for the enhancement of written production activities in English as a second language <i>Noa Talaván, Ana Ibáñez and Elena Bárcena</i>	39
Developing oral proficiency with VoiceThread: Learners' strategic uses and views <i>Vera A. Dugartsyrenova and Veronica G. Sardegna</i>	59
Improving learners' oral fluency through computer-mediated emotional intelligence activities <i>Parisa Abdolrezapour</i>	80
Foreign language anxiety levels in Second Life oral interaction <i>Sabela Melchor-Couto</i>	99
Integrating corpus linguistics into online language teacher education programs <i>Alice Ebrahimi and Esmail Faghieh</i>	120

Printed by Bell and Bain Limited, Glasgow

Cambridge Journals Online

For further information about this journal please go to the journal website at:

www.cambridge.org/rec



MIX
Paper from
responsible sources
FSC® C007785

CAMBRIDGE
UNIVERSITY PRESS