EDITORIAL

Teaching strategies for the four skills in English as an Additional Language

Cristina Becker Lopes Perna[1], Karina Veronica Molsing[1], Camila Visalli[1]

[1] BELT+ Editorial Team, Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS).

We are pleased to present this edition of the Brazilian English Language Teaching Journal with the theme "Teaching strategies for the four skills in English as an Additional Language". Teachers and researchers are constantly in pursuit of improving their practices to enhance the English language learning experience. The focus of these practices may range from the theories that inform them to teaching materials to technological advancements in language learning platforms.

In the first article, entitled "Helping struggling learners of English as an additional language succeed with interactive multisensory structured strategies", authors Elke Schneider and Andrea Kulmhofer propose a method of instruction aimed at improving language skills and competences of learners that may have (un)diagnosed processing difficulties. Multisensory structured language instruction attempts to integrate all senses in the learning experience so as to compensate for any potential weaknesses that the learner may have. The authors go on to present concrete tasks focused on the four skills as well as on vocabulary and grammar competencies. Schneider and Kulmhofer suggest that these strategies may be particularly useful considering the current Brazilian context.

Katherine O'Donnell Christoffersen is the author of the second article, "A contrastive analysis of *dar* 'give' in English and Brazilian Portuguese: semantic-syntactic relationships and implications for L2 instruction". Christoffersen discusses light verb constructions as multiword lexical units that have received less attention in the additional language-learning context, with a specific focus on 'give'. After providing a thorough comparative semantic-syntactic

Corresponding Authors:
CRISTINA BECKER LOPES PERNA
<cperna@pucrs.br>
KARINA VERONICA MOLSING
<karina.molsing@pucrs.br>

analysis of light verb constructions with *dar* and 'give', the author points out how their particular characteristics may present challenges for L2 learners. This is a case in which linguistic analysis can inform teaching methodologies.

Luciana Idiarte Soares Falkenbach and Niura Maria Fontana propose an investigation of how textbook materials are chosen for use in the language-learning classroom in their article "Writing for life: materials might make a difference". In their analysis, Falkenbach and Fontana indicated discrepancies between the theories assumed by the textbooks and how they were applied in the individual tasks. From a genre-based and communication-oriented perspective, the authors suggest alterations to writing activities in two textbooks in order to emphasize their sociointeractionist nature. The alterations revolve around teaching sequences, which are specifically tailored to addressing oral and written tasks and breaking them down into different steps, each with its respective communicative objective.

In the fourth article, "Content analysis of process based writing in web-supported environment at BITS Pilani and its possible implications", Suman Luhach promotes a discussion on the use of technological resources to increment the application of the sociocultural strategy of scaffolding for teaching writing skills. Based on a study involving students at a university in India, the author analyzes results of a web-based writing tutorial, which suggest that the incorporation of scaffolding principles emphasizes content development and critical thinking during the writing process. Moreover, Luhach believes this approach is compatible with the Brazilian context considering the similar theoretical foundations assumed by the majority of textbooks adopted in public schools in Brazil.

In the next article, "A study on developing speaking skills through techno-driven tasks", author Been Anil presents a task-based study aimed at testing the speaking skills of a group of students based in India. The tasks were developed by the author using a range of multimedia resources and divided into pretest, test and posttest stages. Upon analyzing the errors according to several language points, the author concluded that the technology-based tasks were effective in developing communicative speaking skills that would be useful in real life situations.

Finally, Erasmus Akiley Msuya proposes the use of indirect learning strategies in the article "Language learning strategies by EFL secondary school learners in Tanzania: an exploratory account". These strategies focus on meta-cognitive, affective and social aspects of language learning, which the author applied to a group of secondary school students in Tanzania using questionnaires aimed at testing a series of language skills. The author found that students preferred using the social strategies for learning English thus allowing some insight into their preferences and shaping future classroom teaching methods.

We would like to thank the authors for their contributions to this edition and we hope that the issues discussed in their studies stimulate further debates relevant for English language teaching, which can eventually contribute to the improvement and continued advancement of professors and professionals involved in language development. We wish our readers an enjoyable and fruitful reading experience!

BELT+ Editorial Team