the effectiveness of different feedback techniques is related to individual differences among learners. In a computer-mediated experiment with a pre-/post-/delayed-post-test design, 80 L2 Japanese learners, randomly assigned into three treatment conditions, practised interpreting sentences containing the reflexive *zibun* ('self'). Some received feedback regarding the correctness of their interpretations, others were also shown visual diagrams of the relevant linguistic structures, and others received no feedback. Several aspects of aptitude were measured, including grammatical sensitivity, visual memory, metalinguistic knowledge and sensitivity to ambiguity.

Dr Sachs's study was singled out for praise as 'an exceptional thesis, which clearly involved an immense amount of work in its conceptualization, implementation and analysis'.

Christopher Brumfit Ph.D./Ed.D. Thesis Award 2012

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- **Two files**: ONE MS WORD FILE CONTAINING THE TITLE AND A SUMMARY OF THE THESIS, not to exceed 17 double-spaced pages, with references, font size 12, and A SEPARATE MS WORD FILE CONTAINING A 150-WORD ABSTRACT OF THE THESIS. Both files should be clearly labelled with the candidate's name. Neither file should exceed 2 MB.

  Care should be taken in drafting the summary so that the referees are provided with as detailed a report as possible on the work undertaken. The summary should include a brief description of the theoretical background of the research and specify the research questions, the research methods (including data analyses) used and why these were chosen, the results,

and the implications of these outcomes. Examiners will pay particular attention to: whether the study makes a significant and original contribution to knowledge and understanding of the field concerned; whether the problem tackled emerges naturally and clearly from the review of the theoretical background of the research; whether the method is presented in sufficient detail and with enough explanation as to why the methods used were chosen; whether the analytic methods used are justified and shown to be sufficient for the task and if these are clearly linked to the explicit hypotheses, predictions or questions which formed part of the stated research problem; whether the discussion and/or conclusion evaluates the project's contribution to the local and wider field of research; finally, whether there is a clear and significant contribution to the field of SLA and/or FL teaching and learning.

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Evaluation criteria

The criteria used for the evaluation of the summary and thesis can be found at http://journals. cambridge.org/images/fileUpload/documents/Brumfit_summary_evaluation_form.pdf

Dates

30 November 2012 Deadline for receipt of summary and abstract and official proof of thesis acceptance
20 February 2013 Feedback given to all candidates and call for electronic submission of theses of short-listed candidates
3 March 2013 Deadline for receipt of theses
1 August 2013 Announcement of award winner by the Editorial Board of *Language Teaching*

Contact details for application and further information

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