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Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	chapter 1 Instructed Second Language Acquisition (ISLA) -- An Overview / Shawn Loewen Masatoshi Sato -- chapter 2 Knowledge and Skill in ISLA / Robert DeKeyser -- chapter 3 Intentional and Incidental L2 Learning / Ronald P. Leow Celia C. Zamora -- chapter 4 Complexity, Accuracy, and Fluency in L2 Production / Marije Michel -- chapter 5 Sociocultural Theory in the L2 Classroom / Neomy Storch -- section I Second Language Processes and Products -- chapter 6 Content-Based Language Teaching / Roy Lyster -- chapter 7 Task-Based Language Teaching / Rod Ellis -- chapter 8 Cognitive-Interactionist Approaches to L2 Instruction / YouJin Kim -- chapter 9 Concept-Based Language Instruction / James P. Lantolf Xian Zhang -- chapter 10 Processing Instruction / Bill VanPatten -- chapter 11 Assessment in the L2 Classroom / Ute Knoch Susy Macqueen -- section II Approaches to Second Language Instruction -- chapter 12 Grammar Acquisition / Hossein Nassaji -- chapter 13 Acquisition of L2 Pragmatics / Kathleen Bardovi-Harlig -- chapter 14 L2 Fluency Development / Tracey M. Derwing -- chapter 15 Pronunciation Acquisition / Sara Kennedy Pavel Trofimovich -- chapter 16 Vocabulary Acquisition / Beatriz González-Fernández Norbert Schmitt -- chapter 17 Written Language Learning / Charlene Polio Jongbong Lee -- section III Language and Instructed

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### Sommario/riassunto

The Routledge Handbook of Instructed Second Language Acquisition is the first collection of state-of-the-art papers pertaining to Instructed Second Language Acquisition (ISLA). Written by 45 world-renowned experts, the entries are full-length articles detailing pertinent issues with up-to-date references. Each chapter serves three purposes: providing a review of current literature and discussions of cutting edge issues; sharing the authors' understanding of, and approaches to, the issues; and providing direct links between research and practice. In short, based on the chapters in this handbook, ISLA has attained a level of theoretical and methodological maturity that provides a solid foundation for future empirical and pedagogical discovery. This handbook is the ideal resource for researchers, graduate students, upper-level undergraduate students, teachers, and teacher-educators who are interested in second language learning and teaching.

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