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Nota di contenuto	Front matter -- Contents -- List of contributors -- Acknowledgment -- Preface -- 1. The language classroom in the age of networked learning -- 2. Theoretical approaches to CALL research: Toward a psycholinguistic perspective -- 3. Always in motion the future is: Doctoral students' use of technology for SLA research -- 4. Technology and SLA research: Validity issues -- 5. CALL versus non-CALL in L2 form learning: A research synthesis and meta-analysis of comparative studies -- 6. The variable effects of level of awareness and CALL versus non-CALL textual modification on adult L2 readers' comprehension and learning -- 7. Awareness, type of medium, and L2 development: Revisiting Hsieh (2008) -- 8. Levels of awareness in relation to type of recast and type of linguistic item in synchronous computer-mediated communication: A concurrent investigation -- 9. Explicit corrective feedback and computer-based, form-focused instruction: The role of

L1 in promoting awareness of L2 forms -- 10. Uptake, task complexity, and L2 development in SLA: An online perspective -- 11. Clicking in the second language (L2) classroom: The effectiveness of type and timing of clicker-based feedback in Spanish L2 development -- 12. Psycholinguistically motivated CALL activities -- 13. Where do we go from here? -- Index

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**Sommario/riassunto**

The use of technology for second language learning is ever more present. This book offers a unique four-prong approach (theoretical, methodological, empirical, and pedagogical) to current and prospective uses of technology in L2 learning from a psycholinguistic perspective. It is accessible to teachers, graduate students, and professors of all disciplines interested in technology and L2 learning.

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