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Nota di contenuto	pt. 1 Theoretical and Pedagogical Developments -- 1. Against 'Rules' / Jason Rothman -- 2. Possibilities and Limitations of Enhancing Language Input: A MOGUL Perspective / Mike Sharwood Smith -- 3. Processing Instruction: Where Research Meets Practice / James F. Lee -- 4. Collaborative Tasks and their Potential for Grammar Instruction in Second/Foreign Language Contexts / Maria del Pilar Garcia Mayo -- 5. Interactional Feedback: Insights from Theory and Research / Hossein Nassaji -- pt. 2 Empirical Research -- 6. Instructed SLA as Parameter Setting: Evidence from Earliest-stage Learners of Japanese as L2 / Bill VanPatten -- 7. The Relationship between Learning Rate and Learning Outcome for Processing Instruction on the Spanish Passive Voice / James F. Lee -- 8. Coproduction of Language Forms and Its Effects on L2 Learning / Jun Tian -- 9. Raising Language Awareness for Learning and Teaching L3 Grammar / Angela Hahn.
Sommario/riassunto	"One of the key issues in second language learning and teaching concerns the role and practice of grammar instruction. Does it make a difference? How do we teach grammar in the language classroom? Is there an effective technique to teach grammar that is better than others? While some linguists address these questions to develop a better understanding of how people acquire a grammar, language

acquisition scholars are in search of the most effective way to approach the teaching of grammar in the language classroom. The individual chapters in this volume will explore a variety of approaches to grammar teaching and offer a list of principles and guidelines that those involved in language acquisition should consider to design and implement effective grammar tasks during their teaching. It proposes that the key issue is not whether or not we should teach grammar but how we incorporate a teaching grammar component in our communicative language teaching practices."--Bloomsbury Publishing.
