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Nota di contenuto	Frontmatter -- Contents -- Contributors -- Acknowledgements -- Introduction -- 1. Input Frequency and the Acquisition of the Progressive -- 2. Processing Matters in Input Enhancement -- 3. Input and Second Language Development from a Dynamic Perspective -- 4. The Comprehension Hypothesis Extended -- 5. Second Language Learning of Grammar: Output Matters Too -- 6. Learner Attitudes Towards Comprehension-based Language Learning -- 7. The Hidden Paradox of Foreign Language Instruction Or: Which are the Real Foreign Language Learning Processes? -- 8. Input as a Critical Means to an End: Quantity and Quality of Experience in L2 Phonological Attainment -- 9. Give Input a Chance! -- 10. Orthographic Input and Second Language Phonology -- 11. Second Language Speech Learning with Diverse Inputs -- 12. Phonetic Input in Second Language Acquisition: Contrastive Analysis of Native and Non-native Sounds -- 13. Developing Non-native Pronunciation in Immersion Settings -- Glossary -- References -- Author Index
Sommario/riassunto	This volume bridges the knowledge gap between second language acquisition researchers and second language pedagogy professionals in

its focus on a topic of mutual interest: input. The reader-friendly contributions from seasoned researchers including Stephen Krashen, Bill VanPatten and new voices offer a wide range of existing and new perspectives on the matter of input. A rare feature of the book is that it includes extensive coverage by experts including James Flege and Alene Moyer of the acquisition of the sound system of a second language, where input seems to matter most. Those who are just making their acquaintance with second language acquisition research or updating their knowledge will find the editors' introductory chapter on past and current issues in the field particularly useful.
