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Sommario/riassunto

In developing this summary and commentary, I have chosen to highlight the connections the authors make to the practice of instructed second language acquisition and their rationale. To that end, I have classified the pedagogical applications, implications and extrapolations offered by the authors into three categories. First, we find suggestions for particular types of instructional materials, activity sequences, and/or approaches to instruction. Second, we find recommendations for curricular changes and language programs in terms of the timing, sequencing and/or the content of instruction. Lastly, we find calls for teacher education and/or awareness of the processes and products of second language acquisition. I will summarize and comment on each chapter as it relates to these categories.