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## Sommario/riassunto

This book contributes to the growth of interest in task-based language learning and teaching that has been seen in recent years. It brings together research that focuses on various aspects and effects of pedagogic task design and presents work that uses tasks to examine oral interaction, written production, vocabulary and reading, lexical innovation and pragmatics in different formal language learning contexts and in different languages (English as a second/foreign language, French/German/Italian/Spanish as foreign languages). It also provides guidelines for task classification, sequencing and design. The book is addressed to both professionals and students interested in second language acquisition research. It will also be of use to professionals involved in language pedagogy and curriculum design.

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