

# Instructed Second Language Acquisition

## Editors

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Second language acquisition is a rich and varied enterprise, carried out by researchers whose interests and training often lie in broader disciplines of linguistics, psychology, sociology, and education. Second language research findings might have a direct application to instructional decisions or provide insights into the learning process that serve as a resource to inform teaching practice. Knowing how languages are learned helps language instructors to develop more innovative and effective ways to teach a language and to create the necessary conditions for learners to learn more efficiently and appropriately.

*Instructed Second Language Acquisition* is a peer-reviewed journal that publishes the latest research on language instruction. It offers an opportunity for researchers, second and foreign language educators, and other language practitioners and policy makers to publish and read second language acquisition research that has direct relevance and impact for language teaching.

The journal provides a forum for reporting and for critical discussion of language research and practice across a range of languages and international contexts. It welcomes quantitative and qualitative research to address the role of external manipulation (e.g., instruction, learner self-directed learning, input manipulation) on second language development.

*Instructed Second Language Acquisition* is co-edited by Alessandro Benati, American University of Sharjah, UAE and Elena Nuzzo, Università di Roma Tre, Italy, and has an international editorial board.



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