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Second language vocabulary learning among adults: State of the art in vocabulary instruction

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Abstract

This article describes research on second language vocabulary instruction, with a focus on what motivates students, what they need, why knowing a word is a complex act, and which factors influence vocabulary acquisition (such as maturational constraints, frequency, attention, previous language background, and order of acquisition). In addition, the article outlines a research-based approach to vocabulary teaching based on four elements: analysis of needs, personalization, learning strategies, and variety.



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