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Nota di contenuto	Frontmatter -- Contents -- Contributors -- Chapter 1. Vocabulary Teaching and Learning: Introduction and Overview -- Chapter 2. Form-focused Instruction in Second Language Vocabulary Learning -- Chapter 3. Key Issues in Teaching and Learning Vocabulary -- Chapter 4. A Dynamic Perspective on L2 Lexical Development in Academic English -- Chapter 5. The Effect of Lexicalization in the Native Language on Second Language Lexical Inferencing: A Cross-Linguistic Study -- Chapter 6. Aural Word Recognition and Oral Competence in English as a Foreign Language -- Chapter 7. A Cascade Model of Lexical Access to Explain the Phonological Activation of Recently

Practiced Lexical Items -- Chapter 8. Concordances versus Dictionaries: Evaluating Approaches to Word Learning in ESOL -- Chapter 9. Evidence of Incremental Vocabulary Learning in Advanced L2 Spanish Learners -- Chapter 10. Conspicuous by Their Absence: The Infrequency of Very Frequent Words in some English as a Foreign Language Textbooks -- Chapter 11. The Treatment of Lexical Aspects in Commercial Textbooks for L2 Teaching and Learning -- Chapter 12. A Second-generation CALL Vocabulary-learning Program Adelex: In Search of a Psychopedagogic Model -- Chapter 13. Word Associations as a Vocabulary Teaching Strategy in an Advanced L2 Reading Class -- References -- Index

Sommario/riassunto	In a field like L2 vocabulary teaching and learning where interest and research studies are burgeoning, this book offers a useful collection of papers that contains new ways of investigating vocabulary development, techniques for vocabulary teaching such as the Focus on Form hypothesis, word associations, and the use of concordance data. In addition, it tackles recent areas of analysis such as the treatment of vocabulary in teaching materials—an area of almost complete neglect in the literature. The book is divided into three parts. Part one provides the overview and deals with the development of a model for vocabulary teaching and learning. Part two focuses on empirical studies on lexical processing in English and Spanish. Part three centers on materials design for vocabulary teaching and learning. The advances made in this book will certainly be of interest to researchers, teachers, and graduate students working on this very active field of inquiry.