Vocabulary in a Second Language

Volume III 1986-1990

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INTRODUCTION

This paper is the third volume of my series of survey bibliographies covering research in vocabulary. The first two volumes were published by CILT, and I am very grateful to the editor of Reading in a Foreign Language for the opportunity to publish this third volume in the journal.

This volume covers material on vocabulary acquisition published between 1986 and 1990. In the introduction to Volume 2, I commented that the huge amount of material which was becoming available was already making it difficult to provide a full coverage of the field. This trend has become even more apparent in the intervening years. Volume 2 was intended to be a comprehensive survey of research carried out between 1980 and 1985, although it rapidly became apparent that some significant sources of research had been omitted. With this volume, I have not been able even to attempt a comprehensive coverage. Instead, I have adopted a fairly strict criterion for inclusion. Basically, I have included any source which was cited by at least one other author in the material I have come across. This criterion has meant that some interesting papers (including some of my own!) which were cited by their authors but not by anybody else have been omitted. I have, however, included some important items which appeared in 1985 but had not reached me by the time Volume 2 went to press. Abstracts have been provided wherever possible, but some sources that proved difficult to get hold of are merely listed. These items are mainly theses, papers which appeared in conference proceedings, or papers in journals and books that I was unable to get hold of.

Once again, I am very conscious of gaps in this bibliography. Research published in English and Dutch is, I think, fairly well-covered, but sources in other languages are not so well reported. The main gap concerns research from German sources, though I think the coverage here is rather better than it was in Volume 2. Research from Europe, North America and New Zealand continues to dominate the field, and I think I have reflected this work faithfully. This volume contains a small trickle of papers from China. There are also signs of a significant growth of work in this area from Japan.

I cannot, in this short introduction, summarize the main trends that have emerged in this five year period. Even a cursory comparison of these abstracts with the ones
published in Volume 2 shows that there have been a number of significant shifts in
the field. One obvious shift is the number of papers that deal with applications of
 computers in the teaching of vocabulary. Another important addition to the field is
the number of papers generated by the European Science Foundation’s research
programme on the language of migrant workers. This work accounts for a significant
proportion of the papers in this volume. One obvious lack is any sign of a coming
together of the linguistic and psycholinguistic strands in vocabulary research that
I identified in Volume 2. Research on the bilingual lexicon and research on the
more pedagogical aspects of vocabulary in an L2 still appear to be operating as
separate fields, with very little overlap or common points of reference.

It is also worth pointing out that a large proportion of the work reported here still
consists of one-off studies – only a handful of people are involved in long-term
research, and much of the work reported here consists of reworkings of MA or
PhD theses. There is also a serious problem with incompatibility – people working
on a similar topic but using tools which are so different that it is very difficult to
put together results from two or more different sources, and produce a coherent
body of data. This problem is one which will need to be seriously addressed if we
are to progress much beyond our current state of knowledge.

This work would have been impossible without the huge number of people who
sent me copies of their papers, and answered my endless queries about
bibliographical details. It would also have been impossible without the support I
received from the Interlibrary Loans Librarians at Swansea. I am very grateful to
all these people. If your work does not appear in this volume, then I can only say
that I am sorry. It would have done if I had known about it.

Paul Meara
Swansea October 1993
1 AHMED, MO

This paper discusses the well-known criticisms of classical error analysis, and shows that they may not apply to error analysis at the level of lexis. A. argues that only tightly controlled methods of data collection can produce suitable data for lexical error analysis. He is particularly impressed by Levenston and Blum's discourse completion task.

2 AHMED, MO

An extended and detailed account of the data reported in Ahmed 1989.

3 AHMED, MO

300 Sudanese learners of English were put through a series of lexical tests, and the strategies they were observed to use, as well as those they reported using were noted. This data was then subjected to a complex cluster analysis. Some strategies are typically associated with good learners, while others seem to characterise poor learners. Good learners used a wide range of strategies to cope with unknown words, and make use of external resources like dictionaries. Poor learners relied on a very narrow range of strategies, especially note-taking, ignoring unknown words, and showed an absence of L2-based strategies.

4 AL-KUFAISHI, A

A-K points out that 70% of all English words are based on Latin and Greek roots. He argues that learners can be helped to acquire the words if they are taught the basic morphology of this vocabulary.

5 ALEXANDER, R

A. discusses different types of idiomaticity in English, and the way they have been handled in dictionaries and language teaching. He argues that teaching idioms might profitably stress categories of fixed expressions, collocations and conventionality in language.
6 ALLWOOD, J and E Ahlsén

A&A report a study of 2 Finns and 2 Spanish speakers learning Swedish. Transcripts of conversations between these Ss and native speakers of Swedish were made and examined for lexical repetitions. A&A argue that such repetition does occur in the texts and that it is more likely where difficulties in understanding have arisen. Repetitions may also be more prevalent in situations where very specific lexical demands are made on the L2 speaker.

7 ALTMAN, R

A. describes a set of self-assessment vocabulary tests, which she thinks might be used as part of a self-study program.

8 AMER, A

A. briefly describes semantic field theory, and shows how formal study of semantic fields can broaden students’ awareness of vocabulary in their L2.

9 ARD, J and SM Gass

A&G report a study in which 26 non-native speakers of English were asked to perform a grammaticality judgement task. Results showed that judgements were heavily influenced by the vocabulary used in the test sentences, and that syntactic patterns were not systematically accepted or rejected. A&G interpret this as showing that L2 learners incorporate a lot of what has traditionally been classed as syntactic knowledge into the lexical descriptions of L2 vocabulary items. Less proficient learners seem to rely more heavily on syntactic strategies than advanced learners do.

10 ARMAND, E
11 ARNAUD, P

A. reviews work which has investigated the relationship between vocabulary skills and grammatical proficiency. He argues that a lot of this work is faulty because it uses unreliable methods of assessment. He reports a study of 115 French learners of English who took three types of grammar and vocabulary tests (multiple choice, translation and error recognition). Inter-correlations between the tests were low, and reliability was poor. Factor analysis of this data failed to support the view that vocabulary and grammatical skills are separate.

12 ARTS, M
L’aptitude à deviner la signification d’un mot nouveau. [Guessing the meaning of unknown words.] Doctoraal scriptie, RU Utrecht. 1986.

13 BAHAT, E

14 BATEN, L, A-M Laurén and LV Engels

A brief description of ways of using concordance data as a source of material for students working in an LSP environment.

15 BEAUVILLAN, C and J Grainger

A report of 2 experiments in which English-French bilinguals were asked to read interlexical homographs. In expt 1, Ss saw a French word followed by a sequence of letters, and had to decide if the sequence was an English word or not. No facilitation was found in cases where the French word was a relevant English homograph (eg. COIN – MONEY). In expt 2, a similar lexical decision task was used. Ss saw two letter strings, and were required to say whether the second string was a word or not. In cases where the first string was an interlexical homograph, the second string could be related either to the L1 meaning or the L2 meaning. Facilitation was found in cases where the second word was related to the most frequent meaning of the first word, irrespective of language.
16 BEHEYDT, L
Optimalisering van de woordenschatverwerving. [Optimising vocabulary learning].

B. emphasizes the importance of “useful” words for language learners, and gives
a brief account of some work in Dutch suggesting that a basic vocabulary of 2000-
3000 words forms a critical threshold for a basic vocabulary. He goes on to discuss
how these words should be learned. He advocates the use of “pregnant contexts” —
specially designed sentence structures which exploit the word association patterns
that link the target words with other known words in the L2. He briefly discusses a
computer program that illustrates these points.

17 BEHEYDT, L
Het semantiseren van woordbetekenis. [Learning word meanings.] In: Verslag van

B. reviews Schouten-van Parreren’s 1985 book, and develops at length her idea of
“pregnant contexts” and their usefulness in teaching L2 vocabulary.

18 BEHEYDT, L
Dossier ‘CONTEXT’. Een woordenschatverwervingsprogramma op huiscomputer.
[CONTEXT: a vocabulary learning program for a micro-computer]. Nederlands

A vocabulary training computer program that won a prize at the 1986 Paris
Expolangue exhibition. It allows students to practice 1000 high frequency words
in Dutch. For each item, two or three context sentences are presented, and the user
is required to provide the missing target word. Various levels of help are available
in case of difficulty.

19 BEHEYDT, L
55-67.

B. briefly reviews some linguistic and psychological data on the acquisition of
words, notably Ebbinghaus’s verbal learning tasks. He argues that foreign language
words should always be presented in context, that massive vocabulary input might
be a possibility even for beginners, and that the acquisition of foreign language
words needs to be principled and systematic.

20 BEHEYDT, L
Vocabulary in foreign language teaching methodology. *Dutch Crossing: a Journal
B. summarises work on the usefulness of frequency counts as a determiner of which words should be taught to learners, particularly learners of Dutch. He is totally opposed to teaching words in isolation, and recommends that all vocabulary should be taught in contexts, and using distributed practice. The contexts should be simple, “pregnant”, and preferably informed by the word association patterns native speakers make with the target words.

21 BEHEYDT, L

B. criticises recent attempts to show that learning words in lists is an effective technique. These studies are technically naive because they don’t take account of polysemy within languages or heterosemy between languages. They also don’t take proper account of what we know about the mental lexicon. He argues that the best way to learn vocabulary is by way of “pregnant” contexts, which set up the right kind of prototypical association patterns.

22 BEHEYDT, L

A detailed account of the pedagogical thinking behind B’s CONTEXT program.

23 BIALYSTOK, E

B. discusses the development of the idea of a “word” in children, and argues that bilingual children might be more advanced than monolingual children in their ability to handle the concept. She briefly reports three studies to test this suggestion: a) a word counting task; b) judgements of form and meaning, and c) a variation of Piaget’s Sun and Moon problem. Bilingual children performed better on tasks a) and c), but not on task b), where bilinguals did well on complex conditions, but badly on simple conditions.

24 BLACK, A
The effects on comprehension and memory of providing different types of defining information for new vocabulary. Cambridge: MRC Applied Psychology Unit. 1986.

B. compared a number of different dictionary entry types in order to test how effective they were with dictionary users. The results suggest that there were no systematic differences between entry type – the effectiveness of an entry was more affected by the word being defined.
25 BLUM-KULKA, S, and EA Levenston

B-K&L discuss the way learners often produce utterances which are grammatically correct, but pragmatically wrong. They analyse data from native and non-native Hebrew speakers and native and non-native English speakers asked to give the forms they would use in a series of everyday situations. The analysis suggests that lexical simplification is the cause of many instances of pragmatic failure in an L2.

26 BOGAARDS, P

B. provides a background summary of the debate about vocabulary selection, and the consensus which emerged between 1900 and 1940 based on Palmer’s work. He then summarises the subsequent discussion of this consensus, as reflected in the pages of *Levende Talen*.

27 BOGAARDS, P
Hoe nuttig zijn frequente woorden? [How useful are frequent words?] *Levende Talen*, 416(1986), 626-629.

B. briefly discusses the distinction between frequent words and words which are useful for learners. The relationship between these two criteria is not as straightforward as it seems at first glance. It is complicated by linguistic factors (word meanings, collocations, and so on), by situational factors and by psycholinguistic factors, all of which override considerations of frequency.

28 BOGAARDS, P

After an introductory survey of early work on vocabulary limitation, B. provides a detailed and very critical account of Mackey’s notion of coverage. He concludes that this idea is of little practical use in determining the usefulness of words. It wrongly emphasises the *signifié*, when the emphasis should really be on the *signifiant*. Mackey’s work on this topic is badly reported, and seems to make some untenable mathematical assumptions.
29 BOGAARDS, P

Traditional lexical statistics has concentrated on single words. B. argues that this may be missing the real point. Words are less important than lexical units, i.e. concrete realisations of language functions in particular situations. The choice of lexical units to realise a particular function depends on many factors which are not well understood at the moment.

30 BONGAERTS, T
Taalvaardigheidsniveau en het gebruik van compensatie-strategieen in tweede-taalproductie; een bespreking van enkele voorstudies. [Use of compensatory strategies at different levels of language proficiency.] Gramma, 9(1985), 1-25.

31 BOYLE, J

414 Chinese learners of English were given a battery of EFL tests. Female students were superior to male students overall, but the male students did much better in the tests of listening vocabulary, despite the overall better performance of the females.

32 BROEDER, P
Praten over mannen en vrouwen. Tijdschrift voor Taal- en Tekstwetenschap. 9(1990), 51-75.

33 BROEDER, P

B. discusses references to people in the Dutch of native speakers of Arabic and Turkish, and argues that the way these learners use nominal reference, kinship terms, and pronouns, and the way they construct discourse reference, may be influenced by the way these systems operate in their L1.

34 BROEDER, P, J Coenen, G Extra, R van Hout and R Zerrouk
Spatial reference in L2 Dutch of Turkish and Moroccan adult learners: the initial stages. In: G Extra and T Vallen (Eds.) Ethnic minorities and Dutch as a second language. Dordrecht: Foris.

35 BROEDER, P, J Coenen, G Extra, R van Hout and R Zerrouk
Ontwikkelingen in het Nederlandstalig lexicon bij anderstalige volwassen: een macro- en microperspectief. [Development of Dutch vocabulary in adult L2

A summary of the ESF project on development of L2 in migrant workers, together with a review of recent work in L2 vocabulary acquisition, and a detailed account of the way the ESF vocabulary group collect their data. Data on one Turk and one Moroccan learner of Dutch is reported in detail: word forms and word totals, TTRs and relative frequency of occurring forms are reported. Section 5 reports on the development of the personal pronoun system in these learners.

36 BROEDER, P and G Extra
Woordvormingsprocédé’s bij verwijzing naar objecten in tweedetaalverwervingsprocessen van volwassen. [Reference to objects in adult second language acquisition: a study of word formation processes.] Toegepaste Taalwetenschap in Artikelen, 30,1(1988), 105-117.

B&G. use data from two Turkish and two Moroccan learners of Dutch to answer questions about: what types of word formation principles do L2 learners make use of? how are lexemes combined into nominal compounds? how are suffixes used in derivational processes?

37 BROEDER, P, G Extra and R van Hout

An account of the development of the personal pronoun system in 1 Moroccan and 1 Turkish learner of Dutch.

38 BROEDER, P, G Extra and R van Hout

A detailed discussion of the problem of the methodology involved in measuring lexical richness in the production of low level L2 learners.

39 BROEDER, P, G Extra and R van Hout

This paper summarises data reported more fully in Broeder et al 1988. It concentrates particularly on data from 2 Arabic speakers and 2 Turkish speakers learning Dutch.
40 BROEDER, P, G Extra, R van Hout, S Strömqvist & K Voionmaa

This volume summarises the work of the ESF project as far as the lexicon is concerned. Most of the work is reported in other papers by the same authors. The report consists of 5 main chapters dealing with: The learner’s use of words; the informants and data base used in the studies; richness and variety of the developing lexicon; pronominal reference to person; and word formation processes in talking about entities.

41 BROEDER, P and K Voionmaa.

A report of vocabulary development in 3 learners of Dutch and 3 learners of Swedish, undertaken as part of the ESF project. B&V report on the proportion of function and content words in their data, and the proportion of verbs to nouns. There are some differences between the Dutch data and the Swedish data. Possible explanations for these differences are briefly discussed.

42 BUI, KP

A brief summary article which describes how a lexicon can be implemented in a hypermedia environment, and some ways such an environment might be used to teach vocabulary.

43 CAMMAROTA, M and J Giacobbe
L’acquisition du lexique en français par des adultes hispanophones. [How adult Spanish-speakers acquire vocabulary in French.] Langages, 84, 65-78.

C&G provide a detailed analysis of 2 Spanish speaking learners of French. One learner seems to develop clear hypotheses about possible French words, based on transfer from L1. This gives rise to systematic regularities in her L2 lexical output. The second learner does not show these regularities, and does not seem to be able to capitalise on the proximity between French and Spanish.

44 CARÉ, J-M
La joie des séries. Le français dans le monde, Aug-Sept (1989), 154-162.

A general discussion of the way Gouin and Perec approached the teaching of vocabularies. C. argues that teaching words as words is a waste of time, but that
there is some advantage to teaching words as part of a process of observing and imaginatively reconstructing the world.

45 CARTER, R

C. outlines the idea of core vocabulary, and discusses ten types of test which can be used to define it. Core vocabulary items a) substitute for a wide range of other words; b) tend to have antonyms; c) have a wide range of collocates; d) often have multiple meanings; e) tend to be super-ordinates; f) may be free of culture-specific uses; g) appear frequently in summaries of complex material; h) tend to be rated neutral in a semantic differential test; i) do not point to a specific field of discourse; j) are not marked for tenor of discourse. Some applications of the idea of core vocabulary are briefly discussed.

46 CARTER, R

A book length treatment of vocabulary from an Applied Linguistics point of view. Topics covered in depth include theoretical ideas about words, core vocabulary, collocations and lexical patterns, lexis and discourse. Part II comprises reviews of lexis and literary stylistics, lexis and lexicography, learning and teaching vocabulary. Part III contains two “case studies” – empirical studies of irony and of the use of associations in dictionary entries.

47 CARTER, R

A wide-ranging review of recent work on vocabulary, notably developments since Meara’s 1980 review in the same journal. C. is particularly concerned with vocabulary in context - semantic and lexical networks, collocations, and the idea of lexical cohesion in discourse.

48 CARTER, R

An editorial overview of an issue of *Aila Review* dedicated to studies of vocabulary acquisition.

49 CARTER, R and M McCarth Y (Eds.)
A collection of essays by Nattinger, Channell, Nation and Coady, Summers, Cowie, Sinclair and Renouf, which are summarised elsewhere in this volume. The book also contains chapters by the editors on word lists, lexis and structure, developments in the teaching of vocabulary, and lexis and discourse structure.

50 CHANNELL, J

C. reviews some recent empirical work on slips of the tongue in an L1, and briefly summarises empirical work on the two lexicons of the bilingual speaker. She argues that this work has some implications for vocabulary teaching in an L2. In particular, a) there may be a case for teaching vocabulary separately from other aspects of language; b) special attention needs to be paid to the pronunciation of newly acquired lexis; c) the associations formed by new words (especially semantic links and oppositions) seem to be important.

51 CHEN HC and C Ho

120 native speakers of Chinese performed a Stroop test with stimuli consisting of colour patches, English words and Chinese words, and responses in English and Chinese. Interference was greatest with English responses. With stimuli and responses in English, interference increases as proficiency gets better.

52 CLARKE, D

C. describes TEXTEXPLORE, a lexical database that can be used to enhance the study of texts by learners. The program marks words in text with a colour code to signal how important they are, and then offers the learner for each word a range of activities determined by the word’s level of usefulness.

53 COENEN, M
A group of 18 children, native speakers of Dutch, and 16 second language learners were given explicit instruction on the derivational morphology of Dutch words. Scores on a 36 item multiple choice test, which tested ability to infer the meaning of infrequent morphologically complex words, showed a slight but significant improvement in both groups relative to scores on a pre-test.

54 COENEN, M and A Vermeer

A study of the vocabulary used by non-native speakers of Dutch. Part one of this volume describes how the basic word lists were collected. Part Two consists of a list of 4332 different words used by more than one of the speakers tested.

55 COENEN, M and A Vermeer

An article summarising C&V’s 1988 book, together with some notes about the size of non-native speakers’ vocabularies. C&V suggest that Dutch native speakers have a vocabulary that is about twice the size of non-native speakers of the same age.

56 COHEN, A

A general discussion of some issues in attrition of vocabulary. C. briefly reports an informal study of vocabulary loss in English speaking learners of Spanish, and a series of studies on the effects of mnemonic devices on vocabulary retention. He stresses the pre-experimental nature of this work, and the need for more formal studies of the process of attrition.

57 COHEN, A

A summary report of a series of unpublished studies of verbal report techniques carried out in Brazil. C. reports 1) that EFL readers indulge extensively in word-level processing; and 2) that unsuccessful EFL readers used cognates extensively, although cognates produce errors leading to ineffective reading. Some recommendations for research using verbal report and think aloud techniques are proposed.
58 COHEN, A
C. provides a detailed, critical survey on research where the keyword mnemonic system has been used to learn vocabulary. He also discusses some contentious ideas which this research has thrown up – notably the way mnemonics constrain the learning process, and the facilitatory effect of mnemonics on word retrieval in an L2.

59 COHEN, A
An account of story-telling behaviour in two bilingual children (English and Hebrew) learning Portuguese. Repeated tellings of the same story were collected over a 9 month period, and examined for evidence of lexical attrition. C. claims that the total number of words in Portuguese retellings declines very rapidly in comparison with English and Hebrew. Nouns disappear more quickly than other parts of speech. The children make increasing use of lexical strategies to overcome these deficiencies.

60 CORNU, AM and M Delahaye

61 CORRALES, O and ME Call
C&C report a study of 12 Spanish speaking learners of English, who were asked to perform two tasks involving difficult words. Data on how they coped with these difficult words were collected at five week intervals. C&C suggest that use of communication strategies might be affected by the demands of the communication task, and by the proficiency level of the learners. They also suggest that preferred communication strategies might change as proficiency increases. None of these claims finds any clear support in the data.

62 COURTILLON, J
C. distinguishes 3 main phases in the way learners acquire words: a phase of natural acquisition, where they acquire the words they need; a phase centring on word
equivalences; and a phase where learners compare words and explore their differences. Each of these phases lend themselves to different types of classroom practices, some of which are discussed in the article.

63 CRISTOFFANINI, P, K Kirsner and D Milech

Two experiments involving recognition of English-Spanish cognates. Expt 1 looked at the effects of different types of cognate relations on recognition priming; expt 2 looked at memory for language of presentation. Both experiments showed that exact cognates produced priming and memory effects similar to those found with inflected and derived words in an L1. CK&M interpret this as showing that morphological variants from one language to another are relatively unimportant compared to the stem similarities.

64 CROW, J

C. identifies four common misconceptions about vocabulary teaching: a) that vocabulary teaching involves teaching new concepts; b) that vocabulary teaching means presenting word lists to be memorised; c) that teaching vocabulary involves giving students productive control over words; and d) that the receptive/productive vocabulary distinction is an either-or dichotomy. He discusses a set of classroom activities which do not take these incorrect assumptions for granted.

65 DAAMS-MOUSSAULT, A

D-M describes how she uses simple French reading texts and word guessing methods (based on Greidanus) to build vocabulary in Dutch-speaking learners of French.

66 DAGUT, M and B Laufer

D&G present a set of 15 lexical pairs in English, of which one member is a single word verb, and the other a phrasal verb. In a series of three tests (multiple choice, a verb translation test, and a verb memorization test) Hebrew speaking learners of English appear to prefer the single word items over their phrasal verb counterparts. D&G argue that this data constitutes clear evidence of a lexical avoidance strategy.
67 DE BOT, K
Fonologische processen in woordherkenning door twee-talige kinderen.
[Phonological processes in the way bilingual children recognise words].

84 Turkish-Dutch bilinguals performed a lexical decision task in which stimuli were real words in L1 or L2, and a range of non-words resembling both, either or neither language. The results suggest that there is not much interference from L2 to L1, but considerable interference from L1 in an L2 word recognition task.

68 DE BOT and R Schreuder
Taalverlies en taalherstel: lexicale vaardigheden in het frans als vreemde taal.

69 De CARRICO, J and J Nattinger

70 DESROCHERS, A and I Begg

D&B briefly review the history of the key-word method. They discuss the main empirical findings that research into the method has produced, and they show how these findings can be readily explained using Begg’s organization-redintegration model of memory.

71 DESROCHERS, A, C Gelinas and LD Wieland

Two experiments in which French speaking Ss learned a set of 40 German nouns and their genders. The main variables were learning method (use of the keyword method specially adapted to cover gender learning, or a no-strategy control), and information load (learning only the word, or the word and its gender). Results showed that the keyword method produced higher learning levels: specifically coding the gender into a mnemonic image helped to make gender easier to learn; genders which were “the same” in both French and German were easier to learn than cases where the genders differed in the two languages; people who could not recall a word were generally also unable to recall its gender.
72 DIETRICH, R

Three learners of German watched a two and a half minute silent movie, and told the story in their L2. These accounts were scored for occurrences of nouns and verbs. D. claims that over repeated tellings, both nouns and verbs increase. Nouns increase at roughly the same rate for all Ss. Verb increases vary hugely, but may relate to overall vocabulary size.

73 DILLER, H-J, et Al.

A special issue of Anglistik und Englischunterricht, dealing with German work on vocabulary acquisition and vocabulary teaching.

74 DOLLERUP, C, E Glahn, and C Hansen

This article discusses the idea that there is a core vocabulary common to L2 speakers of a language. Danish learners of English were asked to read 6 English texts, and to underline words they did not know. Analysis of this data showed that good readers only underlined infrequent words; poorer readers rarely knew words that good readers underlined. DG&H argue that the idea of a fixed vocabulary size is misleading: vocabulary size varies according to the text that is being read and the reading strategies adopted by the learner.

75 DOLPHIN, E
Enhancing vocabulary acquisition and comprehension by visual stimuli. Canadian Modern Language Review, 43.2(1987), 239-244.

An account of some simple ways of using photographic slides to improve vocabulary teaching in classroom situations.

76 DORRIOTS, B
How to succeed with only fifty words: an analysis of role-play in the frame of adult language acquisition. Gothenburg Papers in Theoretical Linguistics, 52.

D. analyses a role-play task in which a Spanish-speaking learner of Swedish attempts to get a refund on some faulty goods. Only 50 word types are used. D. shows how the limited vocabulary is supplemented by other factors in order to achieve a satisfactory outcome.
77 DUBIN, F

D. loosely discusses the tension that arises from the need to use authentic texts with students who have very limited vocabularies. Some practical suggestions for resolving this tension are offered.

78 DURIAU, N

79 DURGUNOGLU AY and HL Roediger III

Experiments that investigate whether bilinguals have a single lexical store or two separate lexical stores tend to show inconsistent results. D&R argue that this may be because they use different experimental tasks, which make different demands on the subjects. They illustrate this argument with data from a set of word processing tasks in English and Spanish. Tasks which are data specific (e.g word completion) tend to show no interlingual effects, while tasks which are conceptually driven do show these effects. Other tasks, show both interlingual and intralingual effects.

80 ERMENGER, M

248 German speaking learners of English were asked to produce multiple word associations connected with TRAVELLING. E. claims that the resulting word association patterns are basically identical to what you would expect in the L1. He goes on to argue that there is a case for using L1 association patterns as a way of teaching L2 vocabulary.

81 FOX, J

A wide ranging, general discussion of some ways computers might be used to help learners acquire foreign language vocabulary. F. suggests that some insights might emerge from a deeper study of L1 word acquisition; that good teachers are needed to organise CAL practice; and that the future seems to lie in large scale intelligent databases.
82 FRENCK, C and J Pynte

24 English/French bilinguals took part in a complex lexical decision task in which the main variables were level of bilingualism, target language, priming language, and type of priming. Priming effects were found in all conditions relative to no priming: reaction times were shorter when the target was primed with a semantically related word, irrespective of whether the prime and the target appeared in the same language. This looks like evidence for a single lexical store, but F&P argue that the effect is not really one that can be ascribed to automatic processing, and that results of this type can be explained without invoking a single store model of the bilingual lexicon.

83 FROST, R, L Katz and S Bentin

A series of three experiments comparing performance on simple word recognition tasks in English, Hebrew and Serbo-Croat. These languages vary in terms of how transparent their orthographies are. FK&B. show that naming time for words is affected in different ways in the three languages when minor variations in the task are required: e.g. frequency has an strong effect in Hebrew, a smaller effect in English, and no effect at all in Serbo-Croat. They argue that the differences can all be explained by reference to the way the orthography works.

84 GAIRNS, R and S Redman

G&R discuss the theoretical bases of current practice in teaching vocabulary, and develop some new techniques based around recent research findings. The book consists of 12 chapters dealing with: language awareness activities; words and their meanings; words and their forms; decisions about course content; how learners discover meaning; memory and vocabulary; using visual aids; using authentic texts; teacher designed contexts and the use of dictionaries; speaking activities; games, questionnaires and problem solving; and vocabulary in course books.


86 GALISSON, R
De la lexicographie de dépannage à la lexicographie d’apprentissage. [lexicography for learning, not for a quick fix]. *Cahiers de Lexicologie* 51(1987) 95-118.
G. argues that monolingual dictionaries are a very useful tool for foreign language learners, but that current monolingual dictionaries are inadequate in a number of important ways. In particular, they assume that the user already knows the language, and they provide far too much information about all possible meanings of individual words. G. suggests that a monolingual dictionary which simplified meanings, and concentrated on the patterns of co-occurrence between words would be a good learning tool. Some examples are briefly developed.

87 GASS, SM (Ed.)

88 GASS, SM

G. emphasises the central importance of the lexicon in our understanding of L2 acquisition, and identifies three main lines of approach where research is needed: what does an L2 lexicon include? how is an L2 lexicon structured? and how does retrieval and access work in an L2 lexicon. Brief summaries of the other papers in the volume are provided.

89 GASS, SM

A brief survey of recent research in L2 vocabulary acquisition. G. identifies five areas which she considers important: how we measure word knowledge; word associations; lexical simplification; transfer and interference from L1; and the role of context in L2 word acquisition. Some relevant empirical evidence is reviewed.

90 GEELEN, F

G. describes a computer program (COO/NT2) designed to teach vocabulary in Dutch. It is a text-based system, with a basic vocabulary of 1000 words. Beginners’ vocabulary is taken for granted. The new vocabulary is presented in example sentences, then practised in multiple choice tests using different types of sentence contexts and gap filling exercises.
91 GEFEN, R

G. reports that new language teaching syllabi in Israel emphasize the importance of vocabulary. This article briefly reviews some relevant source material, the relative role of vocabulary and grammar teaching, the inadequacy of the vocabulary targets usually adopted in foreign language teaching, and some practical methods of teaching vocabulary.

92 GENEESE, F

A survey article which reviews a large number of studies of language development in bilingual children which show elements of mixing between languages. These results have sometimes been taken as evidence of a single undifferentiated language system in bilinguals. G. argues that this interpretation is erroneous, that bilingual children develop differentiated language systems which they manipulate according to context. He particularly notes that the importance of the role of parental input in modelling mixed utterances may have been underestimated.

93 GERARD, LD and Scarborough

G&S tested Spanish English bilinguals on a lexical decision task involving ordinary cognates and homographic cognates. G&S report that reaction times were principally affected by frequency of use in the target language. Both cognates and homographic cognates were facilitated by a previous exposure in the other language. G&S argue that the data provide some evidence of language specific decision processes; but they also support the view that the two languages are not completely independent, and Ss can exercise some central control over the way they allow interference from the L2 to affect processing.

94 GHADDESSY, M

G. presents an analysis of English texts produced by Chinese speakers. The analysis centres on the number of types and number of tokens produced by learners at different levels. More advanced learners show a higher proportion of function words than the less advanced writers, and there are also some differences in the use of collocations and premodification with key lexical items.
95 GIACOBBE, J and M Cammarota

A study of the development of lexical forms in French produced by two Spanish speaking learners. G&C identify two different patterns in the two learners. One seems to depend heavily on L1 words, and produces L2 words by phonetic manipulation. The second learner avoids this strategy, and seems unable to use the family resemblance of L1 and L2 to produce new lexical items.

96 GIACOBBE, J and M-A Cammarota

97 GODIN, P and P Ostyn

G&L re-iterate the importance of vocabulary in learning a language. They argue that 5000 words is a minimum needed to be a competent speaker-hearer of a language, and they suggest that systematic study of vocabulary really needs to replace the current emphasis on grammar, which is less of a problem than it is often made out to be.

98 GOLDFUS, C and P Rosenbluth

G&R stress the importance of developing vocabulary in a foreign language. They suggest that systematic development is generally a good thing, and they describe a text-based, contextual method that starts with initial exposure, and moves through reinforcement and production.

99 GOULDEN, R, P Nation and J Read

GN&R discuss how a reliable sample of words can be obtained from a dictionary. Criteria for deciding what counts as a word, and what words to include are discussed. Various methods of testing are also considered. GN&R conclude that real vocabulary size is a lot smaller than many researchers have suggested. They estimate that a well educated adult native speaker of English has a basic vocabulary of around 17,000 words.
100 GRAHAM, C, R Kirk Belnap

G&B presented 40 Spanish speakers with a set of line drawings of objects differing along a single dimension of size. English speakers reliably categorise these drawings into different sets: eg. a SHOE eventually becomes a BOOT if the leg part is extended. Spanish speakers’ results were broadly comparable to those of English speakers, especially if the L1 made a similar distinction. Where Spanish does not make the same distinctions as English, results were more variable.

101 GRAINGER, J and C Beauvillain

A report of two experiments in which English/French bilinguals perform a lexical decision task. G&B varied the types of lists that were used (some lists used both languages, others only one), the types of items used (some clearly belonging to one language, others ambiguous), and the pattern of presentation in the mixed lists. The main findings are that pure lists are recognised faster than mixed lists, but this effect disappears when language specific items are used. G&B discuss some possible models which explain this effect – notably the idea that the entries of the most recently consulted lexical system all receive higher priority than those of the competing system.

102 GRAINGER, J and C Beauvillain

G&B report two experiments in which presenting a word in one language can make it easier to recognise a related word in a second language. The size of this effect depends on the length of time between the presentation of the two words. When the gap is short, presenting a word in one language can affect recognition in the same language, but facilitation between languages does not occur. With longer gaps, facilitation both between and within languages occur, but the between language effect is weaker.

103 GREEN, D

G. describes a model which accounts for the interactions between the two languages of a bilingual, and shows how they might be controlled and separated. The model
is based on the idea that one language can inhibit another, but that this inhibitory power is not limitless, and reduces if it is used. The model explains some puzzling cases of abnormal behaviour in brain-damaged bilinguals.

104 GREIDANUS, T, P de Beyl and J Schouwerwou
Het opmaken van de betekenis van onbekende woorden uit de context. [Guessing the meaning of unknown words in context.] *Levende Talen* 416(1986), 638-644.

GdeB&S discuss ways of using a system of markers in texts to help students guess the meanings of unknown words. Earlier work on contextual aids is also reviewed. Although the differences in target audience and the clues used make comparison difficult, there is some evidence that clue signals do increase correct guessing.

105 GROOT, PMJ

G. argues that the typical target vocabulary for intermediate level learners are about half the size they really ought to be. He suggests that a target of 6000 words is reasonable if you want to obtain 95% coverage of semi-authentic reading and listening materials. He recommends that learners should learn difficult words in contexts, as these contexts help them to fit new words into lexical networks. Easy words, where there is direct syntactic and semantic equivalence between L1 and L2 items, do not require contextual support.

106 GROSJEAN, F

G. reports an experiment in which three types of English words were embedded in French sentences, pronounced either as code-switches or as borrowings. Ss listened to gated versions of these sentences and had to decide what word the sentence contained, indicate how confident they were about their guess, and say whether the word was French or English. All three behaviours were affected by how closely the English words respected the phonotactics of French. G. develops a model of bilingual word recognition that accounts for these data.

107 HAASTRUP, K
This paper compares the types of data which can be elicited from subjects using think aloud techniques, retrospection, and a combination of both techniques. Illustrations from Danish speaking learners of English are provided, and ways of overcoming the practical problems of this type of research are discussed.

108 HAASTRUP, K
*Lexical inferencing procedures or talking about words*. PhD thesis: University of Copenhagen. 1989.

H. analyses the think aloud protocols of a group of Danish learners of English. She shows that advanced learners and less fluent learners use a different mix of inferencing strategies. The latter tend to rely on bottom up processes, while more advanced learners are better able to use top-down inferencing processes where this is appropriate.

109 HAASTRUP, K

110 HAASTRUP, K

H. comments on some brief extracts from think aloud protocols provided by Danish learners of English faced with texts containing words they do not know. She suggests that poor learners tend to rely on low-level cues to guide their inferencing, while more advanced learners use a wider range of higher level cues. She further suggests that rich contexts that facilitate guessing may actually inhibit learning.

112 HAGUE, S

H. reviews work on L1 vocabulary acquisition instruction, and concludes that the most effective methods involve teaching words in context, are intense, focused on the interests of the learner, and encourage active processing. She discusses two techniques for teaching L2 vocabulary which seem to illustrate these features as well: semantic mapping and semantic feature analysis.

113 HAMMER, P & GS Giauque

This book comprises four sections. Pt 1 surveys early research in the psychology of second language acquisition. Pt 2 concentrates on descriptions of cognates in
English and French. Pt 3 summarises an experiment reported by Hammer in 1975. Pt 4 shows how these ideas might be combined in lessons for teaching French to English speakers. see also: 114 JE Joseph, Modern Language Journal 75(1991), p252.

115 HANSON, V and L Feldman

H&F report two experiments comparing lexical decision in American Sign Language and English. ASL users react quickly to sets of signs which share a base morpheme in ASL. English words show the same facilitation if the words share a morpheme in both English and ASL, but not if the words only share a base form in ASL. H&F conclude that the English lexicon of deaf Ss is not influenced by the morphological structure of ASL, and that lexical organisation in the L2 is language specific.

116 HARLEY, B

H. examined a set of written essays produced by L1 speakers of French and students on immersion courses. The main analysis concerns use of prepositions. She reports that the main difference between the groups is in the way they use directional expressions: the immersion group used a relatively high proportion of prepositions where the native speakers used verbs. H. argues that this can be explained in terms of transfer from L1.

117 HARLEY, B, ML King and J Burtis

A study of the verbs used in written compositions by learners and native speakers of French. H. argues that lexical richness is independent of other aspects of French language performance in the L2 speakers. L2 speakers tended to use more high coverage verbs than native speakers, and to avoid syntactically complex items. Verbs which are inflectionally complex were not avoided. There was also some evidence that L2 speakers rely heavily on cognate verbs.

118 HARLEY, B and ML King
68 French immersion students and 22 native French-speaking controls wrote five essays which were compared on a range of lexical measures dealing with verbs. The immersion students score worse than the native speakers on: number of verb items; number of verb types; lexical error rate; and measures of lexical variety, specificity and sophistication. Morpho-syntactic complexity appears not to inhibit the use of verbs, and the frequency patterns of the two groups are broadly similar. There is some evidence that the immersion subjects are influenced by L1 verb structures.

119 HARTMANN, R

120 HARVEY, PD

H. suggests that a useful way of supplementing traditional word list approaches to vocabulary teaching is the use of lexical grids, where words are categorised on two different dimensions. These grids are easier and more fun for the learners than many list-based activities; they are psychologically satisfying, easily exploited in group work, and easy to adapt for different levels of student ability.

121 HAVOLA, S and S Takala

122 HAWAS, HM

H. gave 88 Arabic speaking learners of English a 10 word vocabulary test and a reading comprehension test which included the same ten words. The scores from the two tests correlate fairly highly. H. interprets this result as showing that reading comprehension is influenced by vocabulary skills.

123 HAYASHI, T
124 HELTAI, P
Motivation in English and Hungarian and its effect on vocabulary learning. *Annales Universitatis Scientiarum Budapestinensis* Sectio Linguistica 18.

125 HELTAI, P

H. argues that translation has an important role to play in building up extensive vocabulary skills, particularly in locations where there are few opportunities to acquire the target language in a naturalistic context.

126 HOEKS, J

127 HOLMES, JL

H. discusses the advantages and problems of using cognate recognition with beginning learners of English. He reports 2 small-scale studies in which Portuguese-speaking learners were asked to summarize English texts, and were subsequently questioned on how they did it. Cognate recognition seems to be an important strategy, but there is some evidence that these learners rely on lexical recognition, and ignore relevant morphological information.

128 HONEYFIELD, JG

129 HUCKIN, T

H. reports a study of 6 Portuguese-speaking learners of English, who were asked to read 2 complicated passages in their L2. Think-aloud protocols and direct questioning showed that these learners had severe vocabulary difficulties. Performance on individual words is described in detail. H. shows that the learners should have been able to interpret these items if they had paid more attention to
the rhetorical structure of the texts. He argues that learners should be taught to explore these discourse patterns.

130 HUCKIN, TN and Zhendong Jin

131 HULSTIJN, J

132 HULSTIJN, J

A report of five experiments in which H. asked advanced learners of Dutch to read passages containing unknown words. He reports a) that retention of new words in incidental learning is poor; b) that retention can be enhanced by providing an orienting cue; c) that some types of cue are better than others; d) that multiple choice cues are effective, but produce a high level of wrong inferences; e) that words may be better retained if Ss are required to make more effort with them.

133 HULSTIJN, J and E Marchena

A study of avoidance behaviour among Dutch speaking learners of English. H&M hypothesize that these subjects would avoid phrasal verbs in English, but that avoidance would vary depending on the task that is used to measure it. Results showed that there was some avoidance, especially in less advanced learners, but that avoidance was not total. Ss tend to prefer one-word verbs to phrasal verbs, especially where idiomatic meanings are involved. H&M conclude that phrasal verbs as a class do not constitute a problem, but some phrasal verbs may be avoided for reasons of semantic difficulty.

134 HWANG Kyongho and ISP Nation
H&N review studies of vocabulary size in non-native speakers of English. They show that typical learners' vocabularies are often not enough to allow them to understand as much as 95% of the words occurring in typical texts. They go on to analyse the vocabulary of running newspaper stories. Over successive days, running stories tend to repeat the same vocabulary, so that the proportion of wholly new vocabulary falls to low levels fairly quickly. Non-running articles selected at random do not show this property.

135 IJAZ, H

Six groups of Ss completed two tasks involving a small set of English prepositions. In task 1, they had to rate pairs of prepositions according to how closely they were related. Task 2 was a sentence completion task, where all the gaps required prepositions to fill them, and the sentence contexts varied systematically along three semantic dimensions. A complex analysis of this data using multi-dimensional scaling suggested English prepositions have different meanings for L1 and L2 speakers. The L2 speakers gave different weightings to the three semantic dimensions investigated. These differences were partly affected by the L1, and partly by the perceived centrality of the meaning required.

136 IRSHIED, O and P Whelan
Exploring the dictionary: on teaching foreign learners of Arabic to use the Arabic English dictionary. *Studies in Linguistic Sciences* 18.1.61-75.

137 IRUJO, S

12 Spanish speaking learners of English completed a series of tests involving 45 English idioms. The tests included a multiple-choice comprehension test, a sentence completion test and a translation test. Idioms that were identical in English and Spanish were easy to comprehend and to produce. Idioms that were similar, but not identical, in the two languages were easy to comprehend, but showed some interference in production. Idioms which appear in English, but not in Spanish, were difficult to comprehend, but showed very little interference in production.

138 IRUJO, S

I. discusses some of the reasons why idioms are difficult to learn and hard to use. A number of suggestions on how to teach idioms are put forward.
139 JIN, Y-S

J. reports a study of Korean-English bilinguals in a primed lexical decision task. The usual priming effects are reported. However, J. argues that the priming effect was bigger for concrete word pairs than for abstract word pairs. This result was not found with monolingual Ss. J. claims that this data supports the view that the bilingual’s two lexicons are linked at a non-verbal level, rather than at a verbal one.

140 JOHNS, T

A technical description of J's concordancing program for the Spectrum microcomputer, and a general discussion of the ways it can be used to help learners acquire a vocabulary in their L2.

141 JOHNS, T

J. describes MICRO-CONCORD, a concordance program designed specifically to help language learners work on the vocabulary of their L2, and discusses some of the ways this tool can be used with advanced language learners.

142 JOHNSON, T and A Sheldon

Norwegian learners of Swedish were asked to complete 2 tasks involving cognate forms with varying degrees of semantic overlap. Task 1 involved writing translations for individual words. Task 2 involved writing translations for single words presented in context. The translations were classified as correct, false cognates, synonyms, phonologically related responses and incorrect responses. The results suggest that the proportions of the different responses varied according to the type of stimulus word used. J&S conclude that the idea of “language distance” is not a simple concept, and needs to be interpreted in the light of general factors that affect language processing.

143 KANEMAN POUGATCH, M
144 KELLY, P

145 KELLY, P

This paper reports a study in which three groups of French speakers were taught 20 rare English words under three conditions: a) a variation on the keyword method; b) a method that stressed semantic links only; c) any method the subjects wished to use. Learning under all three conditions was poor, and the results inconclusive.

146 KELLY, P

K. provides a detailed account of Paivio’s hook-word system, and a report of his own efforts to learn 332 Polish words over three weeks’ intensive study. K. reports that the system does work, despite obvious criticisms made of it. However, he reports that the method relies too heavily on arbitrary links between words; that he experienced some difficulty in keeping images separate as the vocabulary grew in size; that the method failed to utilize formal links between words effectively; and that it was difficult to concentrate on large numbers of words without some form of physical aid.

147 KELLY, P
Guessing: no substitute for systematic learning of lexis. *System* 18(1990), 199-208

This article criticises Nation’s (1987) claim that guessing is an effective and essential strategy for learners to acquire vocabulary. K. provides a series of examples which show that guessing on the basis of context does not provide for accurate acquisition of new words. Guessing based on formal similarities with known words seems to be more effective, however.

149 KERIM-ZADE, I and V Pavlov

Semantico-functional variability is a derivational process whereby a lexical unit comes to belong to a different semantic-functional subclass. Lexical units showing this variability retain components of their lexical meaning, but acquire new categorical characteristics (eg. a manner adverbial like SADLY can function as a
sentence modifier.) K-Z&P provide a number of examples of this process. They argue that variability of this kind is a major problem for advanced learners, who know the words of the L2, but are typically not able to use words in their full range of functions.

150 KERKMAN, H and K de Bot

K&B describe Kirsner’s relative priming index, and show how it can be used to throw light on the structure of the bilingual lexicon. 5 experiments are described, in which various combinations of Dutch and English words are tested for priming effects. K&B argue that words that are similar in both form and meaning in English and Dutch have a single representation in the lexicon, but varying either form or meaning produces separate representations. The experiments with very advanced Ss failed to show transfer effects with real cognates.

151 KIRSNER, K

152 KODA, K

153 KODA, K

K. distinguishes between languages whose orthographies encourage “parallel mode” reading (e.g. English or Japanese) and those with shallower orthographies (like Arabic and Spanish) which encourage “linear mode” reading behaviour. She reports two experiments. Expt 1 is a lexical decision task involving word/homophone pairs, or pseudohomophone/nonsense word strings. Expt 2 is a reading comprehension task in which 20 words have been replaced by heterographic homophones (e.g. week for weak). K. claims that in both experiments, English and Japanese speakers are more disrupted by manipulation of visual clues than Arabic or Spanish speakers are. K. argues that this is evidence for transfer of L1 orthographic processing into L2 performance.
154 KODA, K

K. reports an experiment in which learners of Japanese were tested on a series of reading tasks. Vocabulary knowledge correlated significantly with reading comprehension. However, learners with Chinese or Korean L1 backgrounds had higher vocabulary scores than learners from other backgrounds, presumably because these languages share some features with written Japanese. The difference between learners whose L1 vocabularies used Kanji characters and those whose L1 did not increased markedly with time.

155 KOSTER, C


156 KOSTER, C

A set of eight experiments investigating the way people recognise words in L1 and L2. Non-native speakers make more errors in indentifying speech sounds than native speakers do, and they are slower too, especially when L1 and L2 allophones differ markedly. Non-native speakers are particularly bad at identifying word boundaries. Non-native speakers appear to be able to make use of context effects in L2, but this ability can be disrupted if they don’t know the words, or under time pressure, or if the phonetic code is distorted relative to the phonemic code. A particularly important case of the latter occurs with consonant assimilation. (English and Dutch have different ways of handling assimilation.)


158 KRASHEN, S

K. reviews a large number of studies in the area of vocabulary and spelling, and argues that they show vocabulary and spelling cannot be learned, only acquired. A much smaller number of L2 studies seem to point in the same general direction. K. sees this parallel as evidence in favour of the so-called Input Hypothesis.
159 KRESSEL, R

A discussion of the way formal vocabulary syllabi are approached in Israel. Some general principles on the choice of vocabulary and the way it should be presented are discussed.

160 KRUSE, AF

161 KRUSE, H

162 KRUSE, H, J Pankhurst and M Sharwood Smith

KP&S provide a detailed discussion of the way word associations have been used in second language research, and raise the question of whether they can be used as a measure of L2 proficiency. They report a study of 15 Dutch learners of English, in which the Ss produced multiple responses to 10 English stimulus words. Their responses were weighted for stereotypy. The results showed that the word association scores correlated only weakly with scores on a 40 item cloze test. KP&S conclude that the word association test is not a good test of L2 proficiency.

163 KUKULSHKA-HULME, A

K-H discusses the different types of information that one needs to know a word. She suggests that this information can be systematised into a database which is built up over a long period of time by groups of learners working together, with each learner taking responsibility for a few words. A possible implementation of such a system on WORDSTORE or dBASE III is discussed.

164 KUMARAVADIVELU, B

K. collected essays from 10 Tamil-speaking learners of English, and then had native English speakers reformulate these essays. Comparing the originals and the reformulations showed where lexical communication strategies were being used.
K. identifies 8 main communications strategies: extended use of lexical items; lexical paraphrase; word coinage; L1 equivalence; literal translation from L1 idiom; L1 patterns of emphasis; L1 patterns of linking constructions; and L1 patterns of cohesion. K. suggests that these last three involve cultural transfer. Three psychological processes seem to underlie the strategies: over-generalisation, creative transfer and cultural relativity.

165 LAUFER, B

L. notes the large gap between estimates of actual vocabulary size in selected groups of learners of English, and the number of words needed to cope with typical texts in the L2. The importance of vocabulary development is stressed, and some general principles for vocabulary development are briefly discussed.

166 LAUFER, B
Possible changes in attitude towards vocabulary acquisition research. IRAL 24,1(1986), 69-75.

L. briefly discusses a set of standard text books in second language acquisition, and notes that they do not comment on vocabulary acquisition. Some reasons for this striking gap are discussed. L. asserts that communicative approaches to language teaching require a change of attitude towards vocabulary, and notes that she can sense such a change in current research work.

167 LAUFER, B

L. criticises the commonly held views about vocabulary acquisition on the grounds that they underestimate the difficulties experienced by learners with small vocabularies. She suggests that learners’ vocabularies can be expanded easily by developing awareness of pseudofamiliar forms, by reactivation of previously known words, and by explicitly rewarding lexical richness in foreign language performance.

168 LAUFER, B
The concept of ‘synforms’ (similar lexical forms) in L2 vocabulary acquisition. Language and Education 2,2(1988), 113-132.

L. argues that similarities between forms are a major source of difficulty in L2 vocabulary acquisition. She identifies 10 basic kinds of similarity and illustrates how they contribute to error by reference to a small corpus of synform errors.
169 LAUFER, B

170 LAUFER, B

An informal report of a study of 100 native speakers of Hebrew and Arabic reading in English. L. measures reading comprehension and compares this with “lexical coverage” i.e. the proportion of words the subjects claim to know. People with low levels of lexical coverage tended to have poor comprehension scores. L. claims that only when coverage exceeded 95% did comprehension exceed 50%. She argues that learners need to be taught large vocabularies quickly if they need to cope with authentic materials.

171 LAUFER, B

L. identifies five types of deceptively transparent words: words with deceptive morphology; idioms; false friends; polysemous words; and similar lexical forms. She reports a study of 100 Hebrew and Arabic learners of English, in which awareness of these deceptive forms was tested. L. claims that learners made more errors on these words than on non-deceptive words, and that awareness of deceptively transparent words correlated with a test of overall comprehension.

172 LAUFER, B
Why some words are more difficult than others? Some intralexical factors that affect the learning of words. IRAL 28,4(1990), 293-308.

L. summarises research on the factors that make words easy or difficult to learn. Factors which cause difficulty include: hard pronunciation; inflectional complexity; derivational complexity; deceptive morphological transparency; idiomaticity; polysemy and homonymy; register restrictions. In contrast, word length, part of speech and abstractness of meaning do not appear to make words easier or harder to learn.

173 LAUFER, B
Ease and difficulty in vocabulary learning: some teaching implications. Foreign Language Annals 23,2(1990), 147-156.
L. suggests that factors affecting the learnability of words include: similarity of form, morphological resemblances, the way the L1 and the L2 segment the world, abstractness, negative value, L2 specific connotation, the pragmatics of near synonyms and L1 translations, and the kinds of collocations a word occurs with. Some pedagogical implications of this are discussed.

174 LAUFER, B

A brief account of work presented more fully in Laufer 1985. L. tested 321 learners of English, and 117 native speakers on 2 multiple choice tests involving – “synforms” – pairs of lexical items with close phonological or morphological similarity. 10 types of synform are identified. L. counts the number of confusions occurring for each type, and produces a difficulty measure based on chi squared measures. She claims that the difficulty order of the native speakers and the learners correlate highly (though there is a suggestion that speakers from different L1 backgrounds may differ significantly from this pattern).

175 LENNON, P

L. argues that vocabulary has been neglected not because linguistics has failed to study lexis, but rather because applied linguists have failed to exploit what work has been done in this area. He reviews this work briefly, and presents a set of exercise types which are based on linguistic ideas about lexis.

176 LESSARD, G

An account of a set of computer-based instruction materials aimed at drilling and testing vocabulary. 19 examples of exercise types suitable for the IBM Personal Computer Instruction System are described and briefly commented on.

177 LEVENSTON, E

An abridged version of Levenston 1977.
178 LI Lan

This thesis is a general review of vocabulary teaching in ESP. It contains some good summaries of Chinese research in this area, and a brief report of the particular difficulties faced by Chinese university students in the UK.

179 LI, Xiaolong

48 Chinese speaking learners of English were given sentences containing an unknown word. The sentences either contained a contextual clue to the meaning of the unknown word, or contained no such clue. Sentences were presented either in written form, or aurally. The learners were asked to infer the meaning of the unknown word, and to rate the difficulty of this inferencing. They were subsequently asked to recall the taught words after a cue for each sentence. The results showed: a) that cues aided inferencing and helped recall; b) that reading the sentence produced better recall than did listening; and c) that words which were accurately inferenced were better recalled.

180 LINDSTROMBERG, S

L. briefly discusses the use of lexical grids in vocabulary teaching, and discusses a number of pictorial representations of the relationships between sets of words. He suggests that schemata of this type make learning easier, and help to teach advanced learners the way words in a single semantic field inter-relate.

181 LINDSTROMBERG, S

L. argues that teachers should not be the main source of information about new words. Students can learn a lot by providing definitions for other students and sharing their common knowledge.

182 LINNARUD, M

This book analyses a set of written narratives produced in response to a set of pictures. The narratives were produced by a group of native English speakers, and
a group of Swedish speaking learners of English. They were analysed on a series of different measures associated with vocabulary. Of these, lexical individuality, lexical sophistication and lexical variation are reliably higher for native speakers than for learners. These features also correlate with judgements of the essays made by experienced readers.

183 LUKATELA, G, L Feldman, M Turvey, C Carelo and L Katz

Phonologically ambiguous letter strings in Serbo-Croat are recognised more slowly than strings which are written unambiguously in Cyrillic or Roman letters. LFTC&K report six experiments investigating how this effect is influenced by a word’s immediately preceding context. The effect almost disappears if the preceding context is clearly written in one script; it is also reduced by associative priming. Some implications of this data for a model of word recognition in Serbo-Croat are briefly discussed.

184 LUKATELA, G, MT Turvey, LB Feldman, C Carello and L Katz

A set of 5 experiments in which people make lexical decisions about words written in Roman script, Cyrillic script or ambiguous combinations of both scripts. LTFC&K show that ambiguous words can be primed by presentation of alphabet specific contexts, and that this priming effect can be reduced by presenting semantically associated words in the wrong script. A simple connectionist model which might explain these results is outlined.

185 MacINTYRE, PD, & RC Gardner

104 English speaking learners of French were asked to learn 38 French words using a computerised multiple-choice presentation. Seven different measures of anxiety were taken. M&G looked for connections between anxiety and vocabulary learning skills. These were assessed by rate of learning, a paired associate task, and two production tasks, one written and one oral. Links between anxiety and the performance tests were not great. French Classroom Anxiety correlated fairly closely with rate of learning, and the two production tasks, and a general communication anxiety factor. Recall was generally better when anxiety was low.
187 McCAR�H, M

A general introduction to vocabulary for teachers. Part One deals with the linguistics of vocabulary – how words are formed, how they inter-relate, the mental lexicon, factors affecting the use of words, and features of vocabulary which can be exploited for learning. Part Two is more practically oriented, and deals with selecting what to teach, ways of presenting vocabulary in class, the importance of dictionaries and other sources of information about words. The final section presents sketches of some simple research ideas exploring ideas developed in the earlier sections.

see also 188 J Bamford English Language Teaching Journal 46,2(1992) 228-229.

189 McKENZIE, M
Letting lexis come from the learner: a word in the hand is worth two in the bush. English Teaching Forum, 28,1(1990), 13-16.

McK. suggests that vocabulary in an L2 falls into three zones: words students know well; words that the don’t know at all; and a “frontier zone” of words that are recognised, but only partly understood. He outlines a method of working with index cards which allows groups of students to explore the frontier zone together, and convert these words into known items.

190 McNEILL, A
Second language vocabulary: problems caused by the formal representation of words. Perspectives, 2(1990), 104-122.

An informal report of a study in which 400 Cantonese speaking learners of English were asked to talk for about 10 minutes, and their lexical errors analysed. A total of 500 errors were identified. Almost half of these were semantically related to the correct target item. The bulk of phonological errors involved incorrect word-final segments.

191 MEARA, PM

This paper discusses some practical issues in the design of computer based psycholinguistic tests which can be used by adults learning a language on their own using TV programmes. Data from a group of learners of Spanish suggests that word recognition skills for a basic vocabulary in the foreign language start off very poorly, but are recognised as easily as L1 words in the space of about 10 weeks.
192 MEARA, PM

M. reviews a series of word recognition experiments using native Spanish speakers. All this data suggests that Spanish speakers recognise words in Spanish more slowly than you would expect of native English speakers. M. suggests that this deficit might be due to the nature of Spanish orthography. On the other hand, it is possible that most of the Ss tested were actually bilinguals operating in an L2 environment, and this might be the cause of the discrepant results.

193 MEARA, PM


194 MEARA, PM

An extended discussion of how children acquire words in their L1, with a particularly detailed account of Carey’s model of fast mapping. M. considers how a model of this type might also account for how L2 learners acquire words.

195 MEARA, PM

M. discusses a finite state model of vocabulary retention which predicts that, left to themselves, vocabulary systems should reach a state of equilibrium. He suggests that it might be useful to look at vocabulary studies in terms of their underlying matrix structure, instead of their superficial characteristics. Some operational conventions to aid in this study are also put forward.

196 MEARA, PM
Models of the lexicon in English and other funny languages. Toegepaste Taalwetenschap in Artikelen 34(1989), 7-12.

M. suggests that recent work in vocabulary acquisition suffers from an excess of piecemeal research – one-off studies that are difficult to weld into a coherent whole. He argues that this problem could be overcome if people were willing to work within a framework of formal models, and illustrates this with an informal account of the work produced by his own research group.
197 MEARA, PM
_Beyond Words_. London: CILT. 1989

A collection of papers from a meeting of the British Association for Applied Linguistics dealing loosely with the lexicon in L2.

198 MEARA, PM and B Buxton

M&B describe a YES/NO vocabulary test, and suggest that tests of this kind have considerable advantages over more traditional multiple choice tests. Y/N tests are easier to construct, easier to interpret, and allow you to test very large numbers of items at a single sitting. M&B report an experiment in which a Y/N produced high levels of correlation with an extended multiple-choice test, and also successfully predicted examination performance.

199 MEARA, PM, M Coltheart and J Masterson

MC&M report a case of a native speaker of Spanish who has severe reading and spelling difficulties in English. These difficulties resemble those found in surface dyslexia. MC&M show that their case also has the same difficulties in Spanish, but the regular spelling system of Spanish prevents these difficulties from becoming apparent under normal circumstances. They argue that L1 writing systems can strongly influence the way learners normally handle words in an L2, and the implications of this view for EFL teaching are discussed.

200 MEARA, PM and F English

M&E analyse a collection of 1364 lexical errors from a corpus of learner English. They show that different types of errors are produced by learners from different language backgrounds. Not all these errors are picked up by an EFL dictionary, however, and this means that the dictionary may be more or less effective, depending on the L1 of the user.

201 MEARA, PM and S Ingle

M&I report an analysis of errors made by English speaking learners of French. Forty learners learned a set of French words and were subsequently tested on their
ability to produce a correct phonetic form for these words. Nearly two thirds of the attempts were correct, but a detailed analysis of the incorrect forms showed that not all parts of the target form were equally liable to error. Initial consonants are particularly stable, while subsequent parts of words are not reliably recalled. These results share some similarities with studies of slips of the tongue in English.

202 MEARA, PM and G Jones

A detailed technical account of the work reported more accessibly in the following entry.

203 MEARA, PM and G Jones

M&J describe the development of a computer-based YES/NO vocabulary test, designed to serve as a quick placement test for speakers of English as a foreign language. The Y/N test correlates well with reading comprehension, listening comprehension, and grammatical accuracy, and, generally, is capable of grouping students in appropriate levels of competence. It works slightly better with some languages than with others; particular problems seem to emerge with French speakers. Some applications of the test in the context of research programs are discussed.

204 MEARA, PM and G Jones

A computer program that claims to measure vocabulary size in English as a Foreign Language.

205 MEI LIN

206 MEIJERS, G
Two groups of monolingual Dutch learners of English were compared with two bilingual groups with L1 Turkish and L1 Arabic respectively. The testees took a receptive test and a productive test of English vocabulary based on their course books. There was no evidence that the bilingual children were any different from the monolingual controls as far as their vocabulary skills were concerned.

207 MELKA TEICHROEW, FJ

Part 1 of this book reviews the various approaches to receptive and productive vocabulary in an L1 and L2. Part 2 looks at different ways of representing lexical meaning. In particular, it considers componential analysis models, and an approach based on work by Putnam. This latter represents meaning as a three-component vector representing consisting of a marker, a stereotype and an extension. Part 3 reports a set of experiments which uses Putnam’s framework to examine the difference between receptive and productive meanings of a small set of words. The results suggest that for non-native speakers, the distance between receptive and productive meanings is fairly small. For native speakers, the difference is large for words of intermediate difficulty, but small for well-known words, and words that are very infrequent.

208 MHONE, Y

M. reports a way of teaching vocabulary which involves students “taking possession” of the words they find in their local environment.

209 MONDRIA, J-A
Pregnantie van context en het effect ervan op het raden, leren en onthouden van vreemdtalige woorden. [The effect of pregnant context on the way words in a foreign language are guessed, learned and retained]. Toegepaste Taalwetenschap in Artikelen 34(1989) 32-42.

M. gave Dutch learners of French a set of sentences containing unknown words, and asked them to guess the meaning of these words. The sentence contexts varied in the type of information that they provided. The results suggest that the guessability of an item is strongly affected by the context it appears in. However, these contexts do not help the long-term retention of guessed words. In some cases, ease of inferability seems to make a word less memorable.
210 MONDRIA, J-A and M Wit de Boer

see Mondria (1989).

211 MORGAN, J and M Rinvolucrì

A book of practical ideas about teaching vocabulary at various levels.

see also 212 D Hill *ELTJ* 41,4(1987), 303-304.

213 MURRAY, DJ

10 students with French as L2 were asked to translate 145 English words into French. Accuracy and reaction time were measured, and compared to 17 other characteristics of the translated words in a series of factor analyses. Translation efficiency was strongly influenced by Frequency, Familiarity, and Similarity between L1 and L2. All these variables are believed to affect semantic memory. Variables known to influence retrieval in episodic memory had little effect on translation time.

214 MUSTAFA, ZA

215 NAGY, L

N. reports that he requires his students to learn 70 new headwords each week. Reviewing this large amount of material presents some practical administrative problems. The article describes how a suitable review can be carried out using specially prepared picture material.

216 NAKAMURA, LK

A brief report of a study in which 158 Portuguese learners of English were asked to find English Portuguese cognates in a short English text. Students missed many
obvious cognates, as did a group of teachers. N. suggests that the recognition of cognates may be hampered by context.

217 NAKAMURA, LK

A brief discussion of the way English loan-words in Portuguese can be exploited to help acquisition of vocabulary in ESP classes.

218 NATION, ISP

A set of word lists designed to inform the development of teaching and testing materials for EFL learners.

219 NATION, ISP

This volume is one of the most impressive pieces listed in this bibliography, combining theoretical issues and practical ones in a unique way. Its 12 chapters deal with: approaches to vocabulary learning; the goals of vocabulary learning and vocabulary size; what is involved in learning a word; communicating meaning; assessing vocabulary size; vocabulary and listening; vocabulary and speaking; vocabulary and reading; vocabulary and writing; learning strategies; simplification of reading material; and directions in vocabulary studies. It contains a superb bibliography, and appendices covering N’s University Word List, and his Vocabulary Levels test.

220 NATION, P and J Coady

N&C discuss how reading in an L1 is affected by vocabulary skills, by the presence of unknown words in the text, by pre-teaching of vocabulary. The implications of these findings for L2 are also considered. The possibility of learners acquiring new words from reading and guessing in context is discussed in detail, and a systematic five point strategy for maximizing acquisition from guessing is elaborated at length.

221 NATTINGER, J
222 NATTINGER, J
N. briefly discusses the major trends in vocabulary teaching which have developed over the last 10 years. He discusses methods aimed at enhancing comprehension (use of context, inferencing, and use of morphology); mnemonic devices aimed at enhancing recall; methods based on depth of processing arguments. He argues that vocabulary taught in sets may enhance retrieval, and that a major part of vocabulary teaching involves the teaching of lexical phrases, not just individual words.

223 NATTINGER, JR, and JS DeCarrico
Lexical phrases, speech acts and teaching conversation. AILA Review, 6(1989), 118-139.
N&DC identify 6 types of lexical phrase, and provide a taxonomy of uses to which they are put. The 3 main classifications are Social Interactions, Necessary Topics, and Discourse Devices. A discussion of speech act theory follows, with particular attention paid to the organization of lexical phrases in conversation. Some pedagogical suggestions conclude the review.

224 NEMMI, M
This article covers a) attempts to predetermine the range of words to be taught to foreign language learners; b) the criteria used for selecting words by semantic fields of centres of interest; c) different ways of presenting vocabulary. A final section outlines some simple exercises which can be used to recycle vocabulary learned earlier.

225 NOBILE, P
N. briefly reports a study of 22 adult Italian learners of French. She argues that metalinguistic tasks, particularly paraphrase, are a good way of increasing mature learners’ vocabulary power and compensatory strategies.

226 NOVDA, LM
The word retrieval process and reading acquisition and development in bilingual children. PhD, Harvard University. 1988.
227 NOYAU, C

228 NOYAU, C and M-T Vasseur
L’acquisition des moyens de la référence temporelle en français langue étrangère chez des adultes hispanophones. [Acquisition of terms for time in French by native speakers of Spanish.] Langages, 84(1986), 105-117.
A companion study to Véronique and Porquier (1986), but focusing on the development of ways of referring to time.

229 NYIKOS, M
The use of colour and imagery as associative strategies for the retention of lexical items in German. PhD, Purdue University. 1987.

230 OLIJKAN, E, A Schaaafsma and A van der Westen
This article briefly discusses Schouten-van Parreren’s ideas on vocabulary acquisition, and goes on to present a model lesson based on these ideas.

231 OLSHTAIN, E
100 learners of Hebrew were asked to interpret newly coined Hebrew words, to generate new word blends for novel concepts, and to evaluate a set of novel blends. The results suggest that advanced learners perform these tasks in a way that is very similar to native speakers of Hebrew. Less advanced learners use different strategies. There also appear to be reliable differences between L1 Spanish and L1 English speakers when they perform these tasks.

232 OLSHTAIN, E
A general discussion of language attrition, with a brief section on lexical retrieval and compensatory strategies. O. suggests that specific lexical items become less accessible as attrition occurs, and that this occurs particularly rapidly in young children.