233 OSTYN, P and P Godin

This article criticises the commonly held assumption that it is possible to get by in a language with 1500 words or so. This figure may be adequate for simple production, but it is completely inadequate for comprehension tasks, where 5000 words seems to be a more appropriate minimum. O&G outline a way of using texts as the basis for extensive instruction in vocabulary. The method is based on five assumptions about good language teaching: a) learners need to be independent of teachers; b) use of the native language is acceptable; c) detailed micro-listening is the basis of learning; d) rehearsal of new material needs to be systematic; and e) speaking skills should follow receptive skills.

234 OSTYN, P, M Vandecasteele, G Deville and P Kelly

OVD&K argue that frequency counts have had an unfortunate influence on beliefs about vocabulary in foreign languages. They have lead people to believe that a small number of words is sufficient for most purposes. They present several reasons why this view is not correct, and briefly summarise a method of acquiring large vocabularies based on a system of micro-listening.

235 OXFORD, R and D Crookall

O&C review the more common ways of teaching L2 vocabulary. They classify these as Decontextualised Techniques (word lists, flash cards, dictionary use); Semi-contextualising techniques (word grouping, word associations, visual and aural imagery, mnemonic techniques, total physical response, physical sensation, and semantic mapping); Fully Contextualising Techniques (reading and listening practise, speaking and writing practice); and an Adaptable Technique: structured reviewing. O&C argue that different techniques may be most appropriate to students with particular learning styles.

236 PADILHA PINTO, A

A general discussion of some ways that learners infer the meanings of new words in texts.
237 PAIVIO, A J Clark and WE Lambert

Bilingual English-French Ss free-recalled lists of concrete and abstract words with different patterns of repetition within and between languages. Results show that the effect of straight repetition increases as the repetitions are spaced; translations and synonyms produce an additive effect, even at short lags. Synonym repetition produced weaker effects than translations. This cluster of findings can all be explained in terms of Paivio’s dual-coding theory.

238 PALMBERG, R

An informal report of two tests of English vocabulary knowledge in Swedish speaking Finns. Test one involved translating spoken English words and expressions; test two measured free production of isolated words in 20 minutes. Results show a wide range of scores. Though no statistical analysis is provided, there are suggestions that these learners find easy English words which have very close cognates in Swedish.

239 PALMBERG, R

P. reports a study in which 22 Swedish speaking learners of English carried out a series of spew tests. Data for individual Ss is commented on in detail. P. suggests that over a period of five months, the number of words produced by the group as a whole increases, but the data for individuals is probably unreliable.

240 PALMBERG, R

A brief discussion of three think aloud protocols from very young Swedish speaking learners of English, reading Goldilocks and the three bears. Three types of learners are identified from a larger group, and one pair of each type is studied in this paper.

241 PALMBERG, R
An informal report of two Swedish speakers learning vocabulary in the process of playing a computer based text adventure game. P. notes that a large proportion of the 118 words used in the game text are acquired in the course of a single game lasting 45 minutes, though the take-up is partly influenced by transfer from L1. Delayed testing suggests that this learning is durable.

242 PALMBERG, R
P. asked 26 Swedish speaking learners of English to identify English words from a list which contained German words, imaginary words and Swedish words. Ss were generally good at identifying English words, and rejecting the others. There were some problems with cognates, and Ss were generally unwilling to accept foreign loan words like anorak.

243 PALMBERG, R
Improving foreign-language-learners’ vocabulary skills. RELC Journal 21,1(1990), 1-10.
P. briefly reviews current thinking on the development of vocabulary in an L2, and outlines a number of activities based on word associations which could be used to enhance lexical control.

244 PATTISON, P
P. reports an informal survey of attitudes towards language learning among Dutch school-children. Dutch children are more likely to record a dislike of learning vocabulary than other language groups tested. P. goes on to describe a set of vocabulary activities which can make vocabulary learning more interesting.

245 PERKINS, K and SE Linville
12 variables (log frequency, distribution, abstractness, number of letters, number of syllables, evaluation, potency, activity, number of response synonyms, number of stimulus synonyms, and synonym relations between stimulus word and response word) were tested in a 40 item multiple-choice test. All 12 variables are believed to contribute to the perceived difficulty of a word. Results showed that only six of these variables correlated with the test scores. The pattern of correlations varied with proficiency level, and was also affected by the type of test item used (eg. gap filling tests produced different patterns from single word test items).
246 PITTS, M, H White and S Krashen

2 groups of ESL learners read 2 chapters of “A Clockwork Orange” and were subsequently tested for their understanding of the “nadsat words” in the text. Small vocabulary gains were recorded relative to control groups who had not read the text. PW&K claim this shows that L2 learners can acquire vocabulary by reading.

247 PONS-RIDLER, S & F McKim

This article consists of a reworking of the basic vocabulary of *Français Fondamental* according to word-families and morphological derivation. P-R&McK argue that false beginners often have large potential vocabularies which they cannot exploit fully because they do not understand the productive nature of inflectional morphology in French.

248 PORTE, G

A brief, informal discussion of some of the strategies used by a small group of poor learners faced with unknown vocabulary. P. suggests that these learners persist in using strategies that have worked in the past, even though better ones might be available. Such learners can be helped by teaching them to identify and appraise their own strategies.

249 POULISSE, N

A study of 3 groups of 15 Dutch speaking learners of English, who were asked to complete 3 tasks involving words they did not know. Advanced learners use a wider range of compensatory strategies than less advanced ones, but the type of strategy used is very task-dependent. P. argues that the shift in the balance of strategies can be explained in terms of Grice’s maxims of economy and cooperation.
250 PYE, C

A critical re-working of the data reported in Vihman 1985. Pye argues that Vihman’s data does not support the interpretation that the subject had only a single lexicon in the early stages of language acquisition.

251 RAMOS, R de CG
Estratégias usadas por falsos principiantes para lidar com items lexicais desconhecidos. [How false beginners deal with words they don’t know.] *ESpecialist* 10(1989), 149-166.

Verbal reports were collected from 8 Portuguese speaking learners of English asked to read texts containing unknown words. Two main groups of strategies are identified: in 77% of cases, no meaning was attributed to the unknown item; in the remaining cases, meanings were inferred on the basis of formal similarity (11%) or textual coherence (11%).

252 RANDSELL S, and I Fischler

A series of four experiments comparing the performance of monolingual and bilingual subjects handling English words. R&F report that there are no differences in accuracy between the two groups, but that bilingual Ss react more slowly on some of the tasks, notably list recognition and lexical decision. R&F suggest that these two tasks are data-driven and language specific, whereas tasks where no Reaction Time differences are found are more conceptually-driven and language independent.

253 READ, J

R. discusses the problems that make it difficult to reliably measure vocabulary knowledge in an L2. Some of these problems are overcome by a vocabulary levels test which is described in some detail. This test has high reliability and has the advantage of being quick to use. R. suggests that similar advantages might be found in checklist tests.
254 RINGBOM, H

An analysis of a set of 350 lexical errors made by Finnish speaking learners of English. Many of these errors show influence from Swedish and other Germanic languages. R. distinguishes three main types of error: complete language shifts; hybrids, blends and relexifications; and false friends. Examples of each type are discussed, and the entire error corpus is reproduced as an appendix. R. concludes by generalising from this analysis to the role played by different L3s in L2 acquisition.

255 RINGBOM, H

R. discusses the role of L1-L2 transfer at the level of lexis in second language acquisition. In contrast to transfer at the levels of phonology and syntax, lexical transfer appears to be largely beneficial. R. suggests that adults might make more effective use of transfer strategies than younger learners; that lexical transfer is strongly affected by knowledge of L3s; and that there appear to be very large individual difference in the use of transfer strategies. These ideas are discussed with special reference to Swedish and Finnish learners of English.

256 RINGBOM, H

A brief summary of R’s views on transfer, developed more fully in Ringbom’s 1987 book. R. argues that lexical transfer is less apparent in Finnish learners of English than it is in Swedish learners of English. This is particularly noticeable in the distribution of high frequency words in the written work of Finns.

257 RINGBOM, H

Although this volume deals with transfer in general, large parts of it are concerned with lexical transfer as it effects Finnish and Swedish speaking learners of English. These groups are particularly interesting for the study of transfer, as they are culturally very similar, but linguistically very different. Chapter 7 reviews a number of studies which have compared the performance of Finns and Swedes on a number
of lexical measures, while chapter 8 considers the influence of non-native language on English vocabulary. Appendix 3 contains a detailed analysis of lexical errors in the writing of Finnish speakers.

258 RIVOLUCRI, M
Translation as part of learning a language. Practical English Teacher June 1990, 26-27.

R. argues that direct translation can be an effective way of learning more vocabulary. He suggests that mixed language sentences may be a particularly effective way of introducing new words, particularly for young children.

259 ROBINSON, PJ

R. reviews suggestions that vocabulary has been undervalued in syllabus planning. He suggests that a common core procedural vocabulary needs to be developed and that learners should extend their vocabulary in relation to this common core. Core vocabulary provides a point of departure for specifying markedness implicatures, and helps to establish frames of reference for more advanced vocabulary.

260 ROBINSON, PJ

R. draws a distinction between “declarative” knowledge of word meanings and “procedural” knowledge of word meanings. The former, he argues, have traditionally been the focus of vocabulary instruction, but procedural knowledge might actually be more important for L2 learners, because it allows for the meanings of unfamiliar words to be negotiated. Some examples of exercises which develop procedural knowledge are discussed.

261 ROMNEY, JC, DM Romney and C Braun

RR&B report an experiment where immersion students were read aloud to for 30 minutes a day for 12 weeks. At the end of this period, their vocabulary scores on the Peabody tests had improved by 13 points, and their ability to free recall a story had also improved significantly. No similar improvement was recorded for a control groups who did not experience reading aloud.
262 RUDZKA-OSTYN, B

R-O argues that word formation is important in some languages – specifically, English, Dutch and Polish, and that complex word formation processes are a source of difficulty for L2 learners. She suggests that prototype theory offers a way of describing and simplifying some of these difficulties, and illustrates this with examples using spatial prefixes on verbs in the three languages.

263 SAUTERMEISTER, C

A general discussion of vocabulary problems for higher level learners, and a detailed discussion of election vocabulary in French, with contrastive reference to German.

264 SCHNEIDER, K and R Zimmerman

This paper analyses a set of think aloud protocols from German speaking learners of English. S&Z suggest that these protocols show many features that are characteristic of dialogues. They suggest that the dialogues can be usefully analysed as exchanges between a “manager” or “editor” with limited knowledge, and a “memory” which is large but passive.

265 SCHOLFIELD, P

S. briefly reviews some extant collections of lexical errors, and discusses the advantages and disadvantages of several collection methods. He summarises a 10 point classification scheme for lexical errors, but suggests that simple classifications need to be supplemented by information about error frequency and error gravity.

266 SCHOLFIELD, P

S. speculates that communication strategies may be influenced by characteristics of the learner (personality, age, cultural background, L1, instruction, level of competence, intelligence) and by the properties of the problem item. Strategy choice
can also be affected by the particular demands placed on the learner, and the types of interaction that he is engaged in.

267 SCHOLFIELD, P

S. discusses the distinction between active and passive vocabulary, and describes an indirect way of assessing the distinction using samples from bilingual dictionaries. 7 Italian-English dictionaries are compared using the technique. S. finds the results of this analysis unsatisfactory: the dictionaries show only low levels of agreement on which items should be considered available for passive use only, and the items they treat in this way do not fit his own intuitions. They also fail to match the intuitions of experienced teachers.

268 SCHOUTEN-VAN PARREREN, C

SvP describes an approach to teaching languages based on Action Psychology. This approach suggests that foreign language instruction should start with a lengthy silent period, that listening and reading should be emphasised for beginners, and that vocabulary should be taught mainly through reading. She reports a series of studies in which she analyses the think aloud protocols of a group of adults reading texts which contain words they don’t know. These analyses emphasise the opportunities that the text provided to embed the unknown words in meaningful memory systems. Factors in the text which hindered the learning of new words are identified, as also are factors which appear to enhance the process. Sv-P suggests that guessing the meaning of new words is generally effective, and, in general, the more different ways words are dealt with, the better they are learned. The most effective approach to unknown words appeared to be a three stage one: guessing the meaning, verifying this guess in a dictionary, and finally analysing the word form.

269 SCHOUTEN-VAN PARREREN, C

This article is a general discussion of recent trends in vocabulary teaching. SvP begins by making a distinction between the most frequent vocabulary items in a language, which account for a very large proportion of tokens actually occurring in any text, and the less frequent items. She argues that learning the thousand most frequent words in a language is fairly easy: the real problems start with less frequent
words. She suggests that these less frequent items need to be tackled in two ways. Getting hold of the basic meaning of a word (semanticisation) can be approached by developing students’ guessing skills, and by teaching them to use dictionaries effectively – particularly monolingual dictionaries. These skills can be supplemented by formal analysis supplied by the teacher: formal relationships of cognacy, and formal semantic analysis of word fields seem to be especially useful here. Once the basic meaning has been grasped, it needs to be consolidated and transferred from receptive to productive vocabulary. Schouten-Van Parreren discusses a range of exercises designed to achieve these ends.

270 SCHOUTEN-VAN PARREREN, C

271 SCHOUTEN-VAN PARREREN, C

A general discussion of vocabulary acquisition in a foreign language. SvP is opposed to teaching words separately in lists, and strongly in favour of teaching students to use guessing techniques so that they can handle unknown words encountered in texts. She suggests that children’s books make particularly good language learning material.

272 SCHOUTEN-VAN PARREREN, C

This paper outlines Vygotsky’s notion of Action Psychology, and shows how this type of approach can be brought to bear on foreign language vocabulary learning. Three studies are described in which learners are asked to guess the meaning of unknown words presented in texts. SvP argues that guessing skills are trainable, but the process of training needs to be motivated by a thorough understanding of the task.

273 SCHOUTEN-VAN PARREREN, C
Vocabulary through reading: which conditions should be met when presenting words in texts? AILA Review, 6(1989), 75-85.

SvP reviews the arguments in favour of learning words in texts rather than in lists, and supports this position with reference to Action Psychology. She briefly reports three studies of learners interacting with texts: a) a study of think aloud protocols of adult Dutch speaking learners of English; b) a report of strategies used by children
reading L2 stories; c) an account of the role of individual differences in vocabulary acquisition from texts.

274 SCHRÖDER, K

275 SCHUMANS, J and W Hermans

A comparison of two methods of learning vocabulary: one group learned words predominantly from a text-book, while the other learned from materials specially designed by the teacher, and stressing authentic materials. Learning was tested using a translation task and a multiple-choice gap-filling test. The group with exposure to authentic materials appeared to acquire more words.

276 SCHWANENFLUGEL, P, and M Rey

Two studies in which Spanish-English bilinguals performed lexical decision tasks primed by different types of priming cues. S&R claim that cross-language priming produces about the same amount of facilitation as same-language priming. This result is not affected by varying the time between prime and target, nor is it affected by varying the closeness of the semantic relationship between the prime and the target. They claim that these results are consistent with the view that the bilingual lexicon is connected via a language independent representational system.

277 SEGALOWITZ, N, and M Herbert
Phonological recoding in the first and second language of skilled bilinguals. Language Learning, 40(1990), 503-538.

Skilled English/French bilinguals performed a lexical decision task and a sentence verification task in both languages. Both tasks involved real homophonous words, non-homophons words, pseudo-homophones and non-homophons non-words. Reaction times and error data were collected. Results showed a) that slow readers were not more dependent on phonological properties of words than fast readers; b) that English L1 subjects showed systematic homophone effects which were absent from French L1 subjects.
278 SERVICE, E

S. reports three experiments using Finnish children learning English, each administered four times over a three year period. The tasks were a pseudo-word repetition task, a pseudo-word copying task and a syntactic skills task in Finnish. Results suggest that accuracy in the repetition and copying tasks in the early tests might predict general English performance at a later period. S. argues that the ability to represent unfamiliar phonological material in working memory is a central factor in L2 learning ability.

279 SCHERFER, PB

280 SCHERFER, PB

281 SCHERFER, PB

282 SCHERFER, PB
Vokabellernen. [Learning Vocabulary.] Der Fremdsprachen Unterricht 98(1989), 4-10.

283 SILVA, HHG
Os cognatos como factor de legibilidad de texto en lingua estrangeira. [Cognates as a factor in the legibility of texts in a foreign language.] ESPECIALIST 16(1987) 35-58.

284 SINCLAIR, J and A Renouf
A lexical syllabus for language learning. In: R Carter and M McCarthy (Eds) 1988. S&R discuss ways in which the lexical information available from a very large corpus might be used to develop a basic syllabus for English as a foreign language, and how such a syllabus would differ from a traditional grammatical one.
285 SINGLETON, D
A study of a single English speaking subject operating in French. Analysis of a corpus of his utterances shows a number of cases where the learner is ignorant of the French word, and generates a non-French form on the basis of some other language he knows. S. argues that the emergence of Spanish as a privileged transfer source is broadly in line with Kellerman’s notions of psychotypology.

286 SLAGTER, PJ
Woorden, woorden, woorden. [Words, words, words.] Levende Talen, 416(1986),
A general introduction to a special issue of Levende Talen on vocabulary in language teaching. S. briefly reviews Dutch contributions to vocabulary studies, and summarises the papers in this volume.

287 SLIMANI, A
S. asked 13 Algerian learners of English to fill out a set of recall charts – records of things that they had learned in a series of English language classes. The claims that they made were investigated more fully, and correlated with behaviour patterns in class. The majority of claims were about the acquisition of words and phrases. There was some relationship between these claims and the frequency of use of the items in class discourse. Quiet students tend to show large numbers of claims, and weaker students do not appear to benefit from direct interactions. Topicalised words are very likely to figure in uptake charts. Uptake charts are highly idiosyncratic.

288 SMIT-KREUZEN, M
A general discussion of the role that computers might play in vocabulary learning, and a detailed review of 6 vocabulary teaching packages: VOCAB, SKILLBINDER, MATCHMASTER, VARIETEXT, GAPMASTER, DOKA and FUN WITH TEXTS.

289 SÖDERMAN, T
S. collected word associations from intermediate and advanced Swedish speaking learners of English, and analysed them in terms of the proportion of syntagmatic and paradigmatic associations they produced. She claims to find evidence in more advanced learners of a shift towards paradigmatic associates. This shift is reminiscent of a similar shift found in young children.

290 SÖDERMAN, T
An informal report of work described more fully in Söderman 1988.

291 SONAIYA, QC

292 STATI, S

293 STIP, P and J Hulstijn
Hoe geef je het goede voorbeeld? Woordenschatuitbreiding met behulp van voorbeeld zinnen. [Explaining word meanings with target language example sentences.] Toegepaste Taalwetenschap in Artikelen, 25(1986), 118-128.
S&H took 100 sentences from a Dutch L2 course book and asked native speakers of Dutch to judge how well each sentence constrained the meaning of a target word. The sentences were also used as gap-filling tests with groups of young native speakers. Analysis suggested that context rarely constrains the meaning of a word very tightly; judges rated the sentences as showing very different degrees of constraint, and in the gap-filling test a large number of plausible alternatives were produced. S&H suggest that guessing the meaning of unknown words may not be an effective strategy, but the method may offer a good way of further illustrating the meanings of words once they are already partly known.

294 SUAREZ, A and P Meara
Some psychologists argue that two routes of lexical access are needed for English – a phonological route and a separate orthographical route. S&M argue that languages with regular orthographies do not need the special orthographic route;
all word recognition can be handled using phonological representations in these languages. The implications of this suggestion for Spanish speakers learning English are explored, and some experimental evidence relating the performance of surface dyslexics and Spanish learners of English is reported.

295 SUMMERS, D
The role of dictionaries in language learning. In: Carter and McCarthy (Eds.) 1988 S. argues that dictionaries are an under-used resource in L2 teaching, and that dictionaries can provide a useful way of acquiring new words. She reports a study which demonstrates that L2 speakers using dictionaries were better able to show that they had understood the meanings of new L2 words presented in context.

296 SUNDMAN, N

297 SWARTZ, ML

298 SWARTZ, ML, SJ Kostyla, S Hanfling and VM Holland
This paper describes LEXNET-INSITU, a hyper-text based program designed to teach vocabulary using context and associative networks. An informal evaluation of the system is reported, and a number of suggestions for improving it are discussed.

299 TAKALA, S
T. reports a study of the English vocabulary levels attained by Finnish schoolchildren after 450 hours of teaching. Vocabulary knowledge was tested by asking the children to translate single words from Finnish to English or vice versa. The results show that there was no reliable difference between active knowledge and passive knowledge, and that knowledge of word formation rules in English appears to be poor. Estimated vocabulary sizes averaged about 1000 words, with good learners knowing as many as 1500 words, while poor learners knew about 450. T. outlines a number of questions that can be asked about vocabulary learning given a reliable measuring tool of this sort.
300 TAUROZA, S
Do unfamiliar sounds cause problems with word recognition in context? Perspectives 2(1990), 123-148.

T. asked two groups of Italian learners of English to recognize single words presented in contexts. The words come in two types: they either contained a vowel which occurs in Italian (shared item) or a vowel which only occurs in English (new item). Contexts were also varied (helpful, non-helpful). T. counted the number of items correctly identified. Results showed that shared items were much easier to handle than new items, and this difference was not affected by helpful contexts.

301 THOMAS, MH and JN Dieter

A report of three experiments in which English speakers learned 40 French words, and the amount of oral or written practice allowed was controlled. Writing words down repeatedly seems to help recall of the L2 words when an L1 equivalent is presented, but not vice-versa. Writing does not help in the recall of spoken forms, and it does not help associative recall as measured by a matching test. Writing does enhance free recall of the words. T&D conclude that writing words down helps learners to acquire their written form, but not much else.

302 THOMPSON, G

T. criticises the view that L2 learners should be encouraged to use monolingual dictionaries instead of bilingual ones. He argues that monolingual dictionaries have some serious short-comings which a carefully chosen bilingual dictionary can overcome. A set of six specifications for bilingual dictionaries is developed and discussed.

303 TREVILLE, M-C

A general review of attitudes towards vocabulary teaching. Tréville endorses Richards’ view that massive vocabulary expansion is necessary after the early stages of learning a language, and suggests that this can be done by systematic exploitation of context, cognates, and semantic relationships between words.
304 TRIPP, SD

T. discusses the differences between standard frequency counts (based on written corpora) and a corpus of 1 million spoken words by Dahl. Dahl’s corpus reveals that a very small number of words make up the bulk of spoken language: 42 words account for 50% of the tokens in this corpus. T. provides a detailed breakdown of the vocabulary in the corpus, and examines the proportion of different parts of speech in several different frequency levels. He suggests that this analysis could underlie a formal lexical syllabus.

305 TUBSREE, C

306 TZELGOV, J, A Henik and D Leiser

TH&L report two experiments investigating Stroop effects in Hebrew and Arabic. The experiments varied Ss expectations about the language of the stimuli. Results suggest that Ss are able to control the Stroop effect in the L1, but are not able to control it when stimuli appear in their L2. The size of this effect varies with proficiency. TH&L suggest that automaticity and control may not be polar opposites – they are both characteristic of skilled performance, with each of them serving a different purpose.

307 VAN HOUT, R and A Vermeer

vH&V discuss a number of measures of lexical richness, specifically ones which were considered by the ESF project. None of the measures examined is completely satisfactory. Simulations using hypothetical lexicons suggest that none of the measures shows high levels of reliability or validity.

308 VERHOEVEN, L
309 VERKAIK, P & P van der Wijst

310 VERMEER, A

V. discusses the difficulties involved in measuring vocabulary size in a foreign language, and briefly reviews a number of studies that have attempted to assess vocabulary size in Dutch as an L2. A test designed specifically for children is described: this test shows that L2 children lag behind comparable groups of L1 speakers by anything up to 4 years. Data on rate of development of vocabulary is presented, and the role of reliable frequency counts in vocabulary selection is discussed.

311 VERMEER, A

312 VERMEER, A

313 VÉRONIQUE, D and R Porquier
Acquisition des moyens de la référence spatiale en français par des adultes arabophones et hispanophones. [How native Arabic and Spanish speakers acquire terms for spatial reference in French.] Langages 84(1986), 79-103.

A detailed longitudinal study of four Arabic and four Spanish learners of French using the ESF methodology, and concentrating on the lexis of spatial reference. A framework for describing how these terms develop is described.

314 VIGNER, G

315 VIGNER, G
V. argues that lexical skills have traditionally been undervalued in language teaching. He outlines the ways that schemata guide an interpretation of text, and argues that schema are generally identifiable by the words in the texts and the relationships that hold between them. These relationships are often not transparent to non-native speakers, and it may be necessary to develop lexicographic tools specifically aimed at helping learners acquire them.

316 VIHMAN, M

An account of the acquisition of English and Estonian by a child aged 1;1 to 2;10. A detailed account of the lexical items belonging to either language is provided, together with comparisons between the two sets of data.

317 VIHMAN, M

A critical discussion of Pye 1986 where Vihman’s interpretation of her 1985 data is questioned.

318 VISSE, A

V. notes that many English words have more than one meaning, but these different meanings often share an underlying sense. She suggests that learners can be taught to extract this underlying sense, and this should help them to infer new meanings of familiar words. An experimental test of this claim was inconclusive, but there was a suggestion that learners trained in this way might be making different types of errors compared with untrained learners.

319 VOIONMAA, K

320 WAJNRYB, R

W. suggests that vocabulary can be effectively taught in class by using learner-generated clusters of semantically related words, usually words arising out of a reading of a text. Some advantages of this methodology are briefly discussed.
321 WEIS, D

322 WELTENS, B, and M Grendel
Taalverlies en woordherkenning in het Frans. [Language and attrition and word recognition in French.] *Toegepaste Taalwetenschap in Artikelen* 34(1990), 76-80.

W&G report an experiment in which learners of French who have not used the language for some years performed a lexical decision task. Reaction times for this task were slower in the group with 4 years’ non-use than in the group with 2 years’ non-use. For low-frequency cognate words this effect was especially marked.

323 WELTENS, B, T van Els and E Schils

WvE&S summarise a large-scale study of Dutch learners of French who have taken 400-600 hours of instruction, but not used their French since. Only very low levels of attrition emerged: grammatical skills decline strongly; receptive vocabulary skills less so; phonological skills scarcely at all.

324 WHITE, C

W. briefly reviews some research on word association patterns in an L2, and argues that teaching methods that exploit word association structure may be an efficient way of teaching vocabulary. Some class exercises which use word associations are described.

325 WIDDIG W and R Esser

W&E describe a vocabulary teaching program WE/WT. This program teaches words by closely locating them in their semantic fields, and in a realistic context. It also uses a sophisticated error checking system which provides feedback appropriate to the errors committed. Feedback on the program from users is generally favourable.
326 WILCZYNSKA, W

W. discusses the linguistic and pedagogic background to a Polish-French dictionary of false friends. Five main types of lexical difficulty are established, and illustrations in Polish and French provided.

327 WILLIAMS, R

328 WILLIS, D

W. develops an approach to a basic English language syllabus that is based in large part on the frequency pattern of words in the COBUILD corpus. see also 329 MM Tickoo *RELC Journal* 21,2(1990) 87-94.

330 WODINSKY, M and ISP Nation

W&N carried out a series of word-counts on 2 simplified readers, and examined the range of vocabulary each reader provides at different levels of difficulty. They suggest that if 10 repetitions of an item are necessary for its retention then a single text is very inadequate. The jump from any one level to the next higher level does not appear to require special tuition.

331 WOODWARD, T

332 WU Qiku

333 ZATORRE, RJ

A detailed methodological critique of the literature on hemispheric specialisation in bilinguals. Z argues that this literature provides very little real evidence for the claim that the right hemisphere is heavily involved in the L2 of bilingual subjects.
There does seem to be some evidence that the left hemisphere of bilingual subjects contains different areas associated separately with his two languages.

334 ZIMMERMAN, R

Z. argues that traditional linguistic semantics does not provide a proper basis for the analysis of lexical errors. He suggests that psycholinguistic approaches, notably word associations, network analyses, Tip of the Tongue phenomena, and frame analysis might be more useful, and illustrates how these approaches might be used with examples from English errors produced by German speakers.

335 ZIMMERMAN, R

Z. discusses a formal taxonomy of lexical errors. 28 classes of error are identified, grouped into 4 main types: confusion of sense relations, feature errors, minor deviancy, and syntagmatic errors. These types are illustrated with examples from a corpus of errors in the English of German speakers. 20% of the corpus can be classified as sense relation errors; 33% as semantic field errors, and 20% as incorrect syntagms. The taxonomy leaves about 10% of errors as unclassifiable.

336 ZIMMERMAN, R

Z. discusses some of the reasons why his research group has abandoned traditional error analysis approaches to lexical problems in favour of an approach based on introspection. He illustrates this line of research by an extended commentary on a think aloud protocol produced by two German-speaking learners of English translating a German passage into their L2.

337 ZIMMERMAN, R

Z. presents a taxonomy of lexical errors, and provides examples for this classification based on think aloud protocols of German speakers translating English. Z. notes that a large proportion of the error types are “form oriented”, rather than “meaning oriented”, the latter accounting for only 20% of Z’s data. Z. suggests that reliance on form orientation is not just confined to less advanced learners.
338 ZIMMERMAN, R

Z. suggests that there may be some similarities between the way pidgins and creoles refer to new lexical objects, and the behaviour of L2 speakers groping for words. He identifies 6 stages in the development of new names, later reduced to four: imitation (borrowing, L1 form orientation, gesture), ad hoc paraphrases, lexical phrases, and word formation. Examples from English as an L2 are provided. Z. suggests that the two sets of phenomena may be limited by familiarity with the language; sophisticated users will generally use more sophisticated naming strategies.

339 ZIMMERMAN, R

Z. outlines a model of lexical search in an L2. He claims that learners decompose L1 lexical items into L1 paraphrases, and then translate these into the L2. Some paraphrases are further condensed into a short phrase or lexical compound. In extreme cases, a simplex lexical item is chosen, at the cost of significant information loss. These ideas are illustrated from a corpus of errors produced by German speakers translating into English.

340 ZIMMERMAN, R

A detailed, but atheoretical account of a set of transcripts of think aloud protocols produced by German-speaking learners of English.

341 ZIMMERMAN, R

Z. presents a model of lexical search, which takes single L1 lexical items as input, and produces one of five different sorts of output. Z. illustrates the model by discussing translation errors made by German-speaking learners of English. He also notes that there are some similarities between translation errors and slips of the tongue and slips of the pen, and he speculates whether both sets of phenomena could be handled by the same model.
342 ZIMMERMAN, R

Z. suggests that there is a hierarchy of naturalness in L2 speakers’ attempts to produce unknown L2 lexical items. Advanced learners tend to produce more natural, less marked forms. He illustrates this idea with detailed examples from German speakers operating in English as L2.

343 ZIMMERMAN, R

Z. describes the Marburg Analysis of lexical errors project, and summarises the main findings to date (see above). He suggests that there is a case for devising paraphrasing and word formation exercises with a view to developing vocabulary skills in an L2.

344 ZIMMERMANN, R and K Schneider

Z&S argue that the think aloud protocols of subjects faced with translation problems show features which are reminiscent of dialogues rather than monologues. This idea is illustrated with extracts from German speakers solving translation problems in English.

345 ZIMMERMAN, R and K Schneider

Z&S suggest that learners looking for words in an L2 first search for an L1 synonym, then, if this fails, they decompose the L1 words into simpler L1 paraphrases and translate them. Some learners reiterate this pattern, reducing information at each step. 22 German speaking learners of English were asked to translate four German passages into English, and retrospective comments were collected from Ss at the end of each translation. A detailed analysis of these comments is provided. Broadly they support the claims made by Z&S.
GLOSSARY

This glossary contains short definitions of some of the technical terms occurring in the text which may not be familiar to the reader. Fuller glossaries will be found in Volumes 1 and 2.

**cluster analysis**
a statistical technique which allows you to group together people or test items which have similar characteristics.

**discourse completion task**
a variation on the more familiar cloze task, where testees are asked to supply a word to fill a gap in a sentence.

**distributed practice**
a term that comes from psychological experiments in verbal learning. It means practice trials that are spread out over a long period of time, rather than bunched together into a shorter period.

**ESF Project**
A major research project funded by the European Science Foundation, which compared the development of L2 skills in a range of L2s by learners from a wide range of L1 backgrounds. Although the project was not specifically linked to the lexicon, one of its major components was a study of certain lexical processes. References to people and to time, and the development of word-formation processes were studied in a number of different target languages.

**factor analysis**
a statistical technique that helps you to work out how a number of different test scores are related through the common factors that they all share.

**gating**
an acoustic technique which allows you to present a small part of a word to a listener. Gating usually involves presenting a very small segment of a word, and gradually extending the width of the gate on successive presentations, till the whole word is available.

**hook word mnemonic**
a mnemonic technique in which you first learn a set of phonological associations between L1 words and the names of numbers. The associations can then be used to learn long lists of apparently random words in the L1. Paivio has suggested that the technique can also be used to learn L2 words.

**interlanguage homographs**
words which look the same in two different languages, but generally have different meanings: e.g. PAIN or COIN in English and French.
**keyword mnemonic system**
a technique for learning vocabulary. Suppose that you want to learn the Welsh word for *carrot*, which is *MORON*. This word sounds like the English word moron, so you make a visual image of a *moron doing something stupid with a carrot*. The system appears to produce very impressive levels of learning compared with more traditional list learning methods.

**lexical decision task**
an experimental technique in which testees are shown a string of letters, and have to decide if they form a word or not. The critical variable is usually how long it takes the testee to make this decision. This reaction time can be affected by priming (see below).

**priming**
see recognition priming

**recognition priming**
a technique used to investigate the relationship between words in the mental lexicon. The time needed to recognise a word can be reduced if it is immediately preceded by a word which is closely related to it. E.g. The time you take to recognise *SEED* can be reduced if you see *FLOWER* immediately before it, even for a very short exposure time. This technique can also be used to assess how much it helps to present a word in a foreign language before the target word. E.g. if you speak French, it might help you recognise *SEED* faster if I present *FLEUR* briefly beforehand.

**spew test**
A test in which people are asked to produce as many words as they can in a given time, usually with some restriction on the type of words that will be accepted as valid. E.g. you might be asked to produce in two minutes as many French words as you can think of beginning with the syllable BA-.

**stroop test**
An experimental technique used to test for interference. In the basic test, colour names are written in different coloured inks, and testees are required to say what colour ink has been used. For instance, you might be given BLACK written in blue ink. The correct answer is blue, but the word BLACK tends to interfere. Interference also occurs across languages. For instance an English speaker faced with BLAU written in green ink has to suppress a tendency to reply “BLUE” when “GREEN” is the correct answer.

**sun and moon problem**
A task developed by the child psychologist Piaget. In this task, children are asked to say what would be the consequences if the names of objects were changed. For
instance, if a dog was called CAT and a cat was called DOG, what kind of noise would a DOG make?

**synform**
A term coined by Laufer to describe pairs of words which resemble each other enough to cause interference errors in L2 speakers.

**think aloud protocols**
data obtained from experiments in which testees are asked to talk about the task they are performing. E.g. a testee might be asked to provide a running commentary on what he is thinking about while looking up words in a dictionary.

**YES/NO vocabulary test**
A method of assessing vocabulary knowledge in which testees are presented with a list of words containing both real words and imaginary, non-existent words, extensively investigated by Meara. Meara claims that the testee’s ability to discriminate between these two sets of items is an index of how well s/he knows the real words.