

## **Vocabulary database**

### Categories for filing vocabulary articles

#### 1 General surveys

- 1.1 Books
- 1.2 Collections of abstracts, bibliographies, articles on individuals
- 1.3 Surveys of vocabulary learning, introductions to collections of articles
- 1.4 Book reviews
- 1.5 Articles not directly on vocabulary, fluency

#### 2 What it means to know a word

- 2.1 Aspects of knowing a word, partial knowledge, proper nouns
- 2.2 Vocabulary difficulty, interference
- 2.3 Models, working memory
- 2.4 Active/passive
- 2.5 Word form - spoken and written, spelling
- 2.6 Grammar
- 2.7 Factors affecting vocabulary learning

#### 3 Concepts

- 3.1 L1 concept development
- 3.2 Lexical storage and search, bilingual lexicon
- 3.3 Homonymy, polysemy, senses
- 3.4 L2 concept learning and teaching, attrition

#### 4 Associations

- 4.1 Associations, metaphor

#### 5 Collocations

- 5.1 Analysis of collocation
- 5.2 Teaching and learning collocations
- 5.3 Concordancers and concordancing

#### 6 Word building, first language influence

- 6.1 L1 acquisition of morphology, word families in L1
- 6.2 Lists of word parts, sources of English vocabulary
- 6.3 L2 acquisition of morphology, word families in L2
- 6.4 Cognates and loan words, L1 borrowing and influence, etymology and learning
- 6.5 Teaching word parts
- 6.6 Lexical bar

#### 7 Vocabulary size

- 7.1 Vocabulary size of very young L1 children
- 7.2 Vocabulary size of L1 school children
- 7.3 Vocabulary size of L1 adults

- 7.4 Vocabulary size and growth of L2 learners
- 7.5 Methodology of vocabulary size measurement

## 8 Word lists and frequency counts

- 8.1 Theory and critiques of word frequency lists, core vocabulary, Zipf
- 8.2 Word counts
- 8.3 Grade school lists
- 8.4 Corpus research

## 9 ESL word lists and graded readers lists

- 9.1 Discussion of ESL vocabulary counts and lists; word families
- 9.2 Simplification
- 9.3 Studies of graded readers, reviews
- 9.4 Learning from extensive reading
- 9.5 Graded reader lists, EPER
- 9.6 ESL lists
- 9.7 Publishers' catalogues of graded readers

## 10 Specialised word lists

- 10.1 Learning and dealing with vocabulary in specialised texts
- 10.2 Vocabulary in specialised texts
- 10.3 Specialised vocabulary lists
- 10.4 Technical vocabulary
- 10.5 Content-based vocabulary learning

## 11 Conditions for learning

- 11.1 Conditions, awareness
- 11.2 Repetition and spacing
- 11.3 Levels of processing
- 11.4 Affective factors, gender, style
- 11.5 Apps for vocabulary learning

## 12 Vocabulary and listening

- 12.1 Learning through listening in L1
- 12.2 Learning through listening in L2, viewing in L2

## 13 Vocabulary and speaking

- 13.1 Learning through speaking in L1
- 13.2 Learning through speaking in L2
- 13.3 Lexical measures of speaking

## 14 Vocabulary and reading

- 14.1 How much vocabulary is needed for reading? Coverage
- 14.2 Vocabulary knowledge helps reading, preteaching
- 14.3 Readability
- 14.4 Learning vocabulary through reading, enhancement techniques

14.5 Extensive reading (check with 9.4)

15 Vocabulary and writing

15.1 Lexical diversity, assessing the vocabulary component of writing

15.2 Errors

15.3 Vocabulary knowledge helps writing, writing helps vocabulary

15.4 Vocabulary and texting

16 Vocabulary and discourse

16.1 Vocabulary and discourse

17 Vocabulary strategies

18 Words in context

18.1 Context clues

18.2 Observational studies of guessing

18.3 L1 learning from guessing

18.4 L2 learning from guessing

18.5 Learning to guess

19 Rote learning

19.1 Rote learning

19.2 Learning with sentence contexts, instantiation

20 Keyword

20.1 Reviews

20.2 1L learning with keyword

20.3 2L learning with keyword

21 Dictionaries

21.1 Reviews of dictionaries

21.2 Comparing and evaluating dictionaries

21.3 Using dictionaries

21.4 Glossing

21.5 Definitions, defining vocabularies

22 Teaching

22.1 Teaching vocabulary

22.2 Techniques and procedures

22.3 Computer Assisted Vocabulary Learning

22.4 Building vocabulary for reading

23 Planning

23.1 Planning the vocabulary component of a course

24 Testing

- 24.1 Testing and test formats
- 24.2 Comparing formats
- 24.3 Testing depth of knowledge
- 24.4 Particular tests, EVST, VLT etc

## 25 Fluency

- 25.1 Fluency

## 26 Extensive reading

- 26.1 Extensive reading nature and implications
- 26.2 ER motivation attitudes
- 26.3 Learning through ER
- 26.4 Improving readiness for ER

The Extensive Reading Foundation's Guide to Extensive Reading. Available at [www.erfoundation.org/ERF\\_guide.pdf](http://www.erfoundation.org/ERF_guide.pdf).

*Special English Word List used in The Voice of America's World-Wide Radio Broadcasts in Special English*. Washington D. C.: United States Information Agency.

*Longman Structural Readers Handbook*. (1976). (2nd ed.). London: Longman.

*A Guide To Collins English Library*. (1978). Glasgow: William Collins & Son.

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