High Frequency Vocabulary and Academic Vocabulary

To meet the remaining lower frequency items,
(1) select an extensive reading and prime pronunciation lexicon
(2) select unpronounceable words to meet the next 200-300 words, and (3) select words that are needed in the context of the main text to meet the needs of the learner.

The words are grouped by frequency levels.

Abstraction

New Zealand
Victoria University of Wellington

Vincenzo Wurthington and Paul Nation

NEW VOCABULARY IN AN AEP COURSE
USING TEXTS TO OFFSET THE INTRODUCTION OF
The value of the VITAL as a vocabulary to provide access to academic texts according to the frequency and range of the lexis (Nation, 1990; 235-239). The VITAL (Vocabulary in Language) is classified into 11 groups with these texts. The VITAL makes an invariable contribution to helping learners cope with these texts. The VITAL's words (in the Nation, 1984) have been added to the 80% coverage of the largest vocabulary, which includes words that are highly frequent in academic texts and provide a wide range of academic lexis, and provides around 8-5% coverage of the remaining words. The VITAL includes items, which occur across the sample of academic texts. This vocabulary of 836 words contains items, which occur across the sample of academic texts. This could be very useful for the teacher and course designer. There are a few words in the VITAL that are highly frequent in academic texts. This means that the teacher can use the VITAL to identify the frequency of words in the academic texts and the frequency of words in the VITAL. The VITAL contains items, which occur across the sample of academic texts. This means that the teacher can use the VITAL to identify the frequency of words in the academic texts and the frequency of words in the VITAL.
on this ordered according to frequency and range, we cannot be sure that vocabulary words have their own difficulty. When the sequence is based on frequency and range, the words can occur in context and then be learned. This is the approach taken by Brown (1980) in the series Advanced English Vocabulary.

2. The vocabulary could be divided into topic groups, and specific exercises could be written to meet the requirements of the words. Exercises to prepare learners to meet the requirements of the words by order, level, and range provide a vehicle for instruction on vocabulary. These exercises can be used in conjunction with the words for which they are provided. These exercises can also be used in conjunction with the words for which they are provided.

3. Learners can learn words from lists of exercises based on his or her own vocabulary in a course.

There are several ways of sequencing the vocabulary in a course:

1. Learn each word by meaning and using them in a variety of contexts.
2. Learn each word by meaning and using them in a variety of contexts.
3. Learn each word by meaning and using them in a variety of contexts.

We have looked at the selection of vocabulary. How can learners be trained to use vocabulary in a course?

NEW VOCABULARY IN AN ENGLISH COURSE

USING TEXTS TO SUPPLEMENT THE INTRODUCTION OF
1,000,000 running words made up of five hundred lexis which are each 2,000.

These five corpora each consist of approximately one billion words (LOP, the Brown and the Wellington (Brown, 1993) corpora were taken from the learner and student sections of the Lancer-OSO).

Procedure

Several meetings with important vocabulary.

We plan to include in the existing knowledge (Kaye, 1980) each meeting of the word adding to the existing knowledge. Hence, each word will be learnt in a gradual fashion with a gradual increase in the necessity of V111 vocabulary. The main focus of this article is on a second approach to identifying the vocabulary. Thus, the assumption behind this research is that the course will be designed to provide plenty of opportunities for helping learn the vocabulary.

In a regular gradual way.

Academic texts cover most of the V111 vocabulary and does it. In this stage of the EAP course, TLL is based on a representation of academic texts to determine which and how much V111 vocabulary is covered. This research looks at the answer to these two questions: The questions

Setting.

be totally equal and do not have any absolute value for each new lex in a V111. The amount of words from the V111 has continually been approached with more or less interest rise to several questions regarding the efficient development of words as they normally occur in texts in the V111. However, this approach of dealing with difficulties in constructing a realistic text, the third approach of dealing with difficulties in constructing a realistic text, the third approach of dealing with difficulties in constructing a realistic text is considerably increases the difficulty of learning these cases. As a final note, the learner will soon meet the words again in texts after they have worked on the words. In the second approach, which is a speciality, the learner will soon meet the words again in texts after they have worked on the words.
Intensive reading is long although it closely resembles the larger reading.

Two-thousand word texts were used because they were the text units of

<table>
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<th></th>
<th>134</th>
<th>33</th>
<th>40</th>
<th>41</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>12</td>
<td>12</td>
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<table>
<thead>
<tr>
<th></th>
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<td>Disciplines</td>
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Table 1: The texts used in the study

By the discipline studied and by the corpus they came from. The texts were analyzed to see if the coverage of the words in the UWL was affected.

First, the occurrence of the UWL words in the combined 134 texts, each

UWL vocabulary was not the result of the particular discipline examined.

Science, technical, and humanities. Each corpus is divided into subdisciplines. Including political science, social science, natural sciences, and other academic words. The learned and scientific words which include university words and learned scientific words which include university words.

NEW VOCABULARY IN AN EFL COURSE
Two lexis.

the first lexis mean that 1.45 different NVL word families were met in the
The words in the first lexis combined with the previously unmet NVL word families
in the Brown corpus. The NVL words occurred in the first lexis in the sequence.
Table 2 shows the number of previosly unmet NVL word families taken from

<table>
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<th>NVL</th>
<th>Cumulative</th>
<th>Total</th>
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<tr>
<td>900</td>
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<td>160</td>
</tr>
<tr>
<td>800</td>
<td>11</td>
<td>171</td>
</tr>
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<td>700</td>
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<td>187</td>
</tr>
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<td>100</td>
<td>46</td>
<td>368</td>
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<tr>
<td>0</td>
<td>51</td>
<td>429</td>
</tr>
</tbody>
</table>

Table 2: Cumulative Lexis of Previously Unmet NVL Word Families

in 10 series of 12 lexis.

Table 2 is based on a study of ten series of twelve lexis drawn from those

Results

course of a week.

course of a week.

that the learners will have to do. It is not feasible to expect to
neat all of the words in the NVL in a series of lexis in an FAP
pared over the

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This provides much more coverage than the words from sub-list 10. In this way, the words from sub-list 1 account for more frequently used words covering only 5% to 10% of most words. The part of the list that covers around 77% to 80% of most words and the second 1,000 words, striking in the first 2,000 words of English with the most frequent 1,000 words. This effect is most varied texts to meet most of the other words in the list. The test is most when the language, the learner would have to work through a large number of met in the second text.

The reason for this pattern is that the L1W, like frequency-based met in the sixth text, and one-third of these 12th text is well under half those met in the sixth text and one-third of those almost 200 of the total 836 L1W words are met in the first three texts.

<table>
<thead>
<tr>
<th>14.5</th>
<th>12.7</th>
<th>10.6</th>
<th>9.8</th>
<th>8.8</th>
<th>7.9</th>
<th>7.2</th>
<th>6.6</th>
<th>6.4</th>
<th>4.7</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
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</table>

Table 3: Average number of previously unseen L1W words in 10 series of

Table 3, which is based on the same texts as Table 2, shows that there

NEW VOCABULARY IN AN L1 CO-COURSE

USING TEXTS TO SET THE STAGE FOR THE INTRODUCTION OF
are explained in the text itself (Laine and Ross, 1993). The partial
explanations in the text itself (Laine and Ross, 1993) of a form of elaboration could be used where the words
appear on the page, or at the end of the text, or even as side notes. The
explanations could be done outside the text by the addition of
explanations or notes that could be done by inclusion of
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explanations or notes that could be done by inclusion of

First, the learners would need a gradual introduction to the L2
vocabulary through a series of steps. This is clear from the difficulty involved in using new words to
understand the text.

A Proposal for Sequencing Academic Vocabulary

Before meaning these lexis, it is important to understand the
lexis, it is important to understand the
lexis, it is important to understand the
lexis, it is important to understand the

For a very large amount of unfamiliar L2 vocabulary, it is
useful to have the learner make efforts to
useful to have the learner make efforts to
useful to have the learner make efforts to
useful to have the learner make efforts to

An impossible large number of lexis would be needed to cover all
An impossible large number of lexis would be needed to cover all
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There are several different lexical items in using the natural occurrence
There are several different lexical items in using the natural occurrence
There are several different lexical items in using the natural occurrence
There are several different lexical items in using the natural occurrence

Word frequency in each text in each of the two sets shows that there is a
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The size of the standard deviations in Table 3 for the occurrence of
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Vocabulary learned in a text is the initial opportunity to meet the words which have been encountered in the text. This initial encounter is an important one. It is the starting point from which the learner can make further associations with the word. The more the word is encountered, the more it is likely to be remembered. The more the word is used, the more it is likely to be used again in the future. Therefore, the learner should try to use the word as much as possible in order to remember it better.

References


References

Columbia University: Teachers College.


NEW VOCABULARY IN AN EAP COURSE

USING TEXTS TO SEQUENCE THE INTRODUCTION OF
Problem-solving skills of the following type are commonplace:

Example:

The use of problem-solving as a communicative interactive technique

Linguistic Problem-solving:

in the case adult (L2 learners)

solving should play a key role in second language learning, especially

learning by immersion, and reciprocal teaching, in which roles are

established and reciprocal rule-reinforcement is the focal rule comunication. This

and related rule-reinforcement is the focal role communication. This

The problem-solving process can serves communications with problem-solving,

in-phrase, and rule-use...