

# A University Word List

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English vocabulary can be divided into two groups—a small group of two to three thousand very frequent, wide range words, and an enormous group of several thousand less frequent, narrow range words. These two groups are very different in nature, and consequently require different teaching strategies (Nation 1983). The high frequency words deserve individual attention. The best approach to dealing with the low frequency words is to teach ways of dealing with them in context rather than "teaching" the words themselves.

Although this division into two groups provides useful guidelines for teaching, it is an artificial division. A teacher needs to make an arbitrary decision about where to draw the line between high and low frequency words. Some words are not frequent, but they are not infrequent either, and in specialized fields may be quite common. By defining an area of language use and by studying vocabulary relevant to that area, it is possible to add to the number of high frequency words that a teacher can usefully deal with. This paper examines one such group of words—the vocabulary of university study.

### The sources of the list

Our word list is mainly derived from two word lists. The list we drew on most heavily was that of Campion and Elley (1971), published by the New Zealand Council for Educational Research. This list was developed for the vocabulary subset of a university entrance English language test—the Language Achievement Test of Overseas Students (LATOS), and represents vocabulary that students are likely to encounter in their university studies. Items were selected by analyzing 301,800 words from lectures published in journals, and a cross-section of examination papers. Altogether, 301,800 words were inspected in textbooks and lectures that covered the nineteen academic disciplines with the largest enrolments in New Zealand universities. The second source of our list was the American University Word List (Praninikas, 1972). This list was compiled for non-native speaker students studying English, from ten basic

<i>Campion and Elley</i>	<i>History</i>	<i>Praninikas</i>
Accountancy	Law	Mathematics
Anthropology	Mathematics	Physics
Biology	Mechanics	Chemistry
Chemistry	Philosophy	Biology
Economics	Physics	Psychology
Education	Psychology	Sociology
English	Political Science	Philosophy
French	Sociology	History
Geography	Rhetoric	Literature
		Rhetoric

university-level textbooks in from first year courses, Praminskas' corpus included 272,466 words. The nineteen disciplines covered by Campion and Elley, and the ten covered by Praminskas are listed on page 215.

The basic vocabulary found in any standard word count was excluded in the counts of university texts. Since the students for whom the lists were being prepared had studied English for several years at school, it could be assumed that the basic vocabulary should be familiar to most students entering universities. Campion and Elley excluded the words found in the first five thousand words in Thornndike and Lorge's *Teacher's Word Book of 30,000 Words* (1944). In the Praminskas list, words appearing in West's *General Service List of English Words* (1953) were excluded. The two lists were combined so that the *General Service List of English Words* became the prerequisite for a combined list that included only base forms. *Analyze* for example, includes *analysis*, *analyst*, *analytic*, *analytically*, and *analyze*. After the two lists were combined, they were checked against two other lists which had been compiled using a different set of principles. The Lynn (1973) and Ghadessy (1979) word lists were drawn up by counting the words that foreign students wrote annotations above (usually mother-tongue translations) in their university textbooks, and were lists of words that learners had found difficult during their reading. About 70% of the words in each of the Lynn and Ghadessy lists overlapped with the combined list. The high frequency non-overlapping words in these two lists were added to the combined list. Table 1 shows how the final combined university word list was made up.

Table 1. Sources of the University Word List

Entries from different lists	Words included in the combined list
500 most common words in the Campion and Elley list	323
The Praminskas list	291
The 3,200 word list in Campion and Elley	64
The Lynn list	54
The Ghadessy list	5
Total words	737

The appendix contains only the 737 base words of the combined university word list, even though derivative forms are sometimes more frequent than the base forms. In most cases learning the derived form requires very little extra work once the base form is known. The words were later divided into sublists to give an indication of their

relative usefulness, and to provide manageable groups of words for teaching and learning. Sublist 1 contains the most useful words, which had to satisfy at least one of the following criteria: (1) a range of 10 in Praminskas' list; (2) in the range of 8-12 in Campion and Elley's list; (3) a frequency of 21 of 22 in Lynn's list; (4) a frequency of 13 in Ghadessy's list. Table 2 shows how each sublist was made.

Table 2. Sources and Size of the Sublist

Sublists	Number of words	From the Praminskas list		From the Campion & Elley list		From the Lynn list		From the Ghadessy list	
		range of words	number of words	range of words	number of words	frequency of words	number of words	frequency of words	number of words
1	75	10	35	8-12	37	21-22	2	13	1
2	88	9	39	6-7	44	19	3	12	2
3	76	8	44	5	26	17-18	4	11	2
4	70	7	49	4	16	16	5		
5	70	6	47	4	19	15	4		
6	79	5	55	3	20	14	4		
7	79	4	49	3	23	13	7		
8	74	3	44	3	25	12	5		
9	59	2	26	3	27	11	6		
10	64	1	5	3	41	10	18		

#### Using the list

Barnard's *Advanced English Vocabulary* (1971), a complete set of course books, covers a large number of words in *The University Word List*. The following suggestions are based on the principle that the more attention a word receives, the more likely it is to be learned. When these exercises are undertaken, it is recommended that only one sublist be given attention at a time.

#### Suggestions and classroom activities:

1. Ask the learners to look through the sublist and ask them to check off the words they think they know. Check with individual students by asking them:
  - (i) to spell the word without looking at the printed form;
  - (ii) to give a rough definition or translation of the word;
  - (iii) to say what other words it goes with.
 Do not expect the learners to have a detailed knowledge of each word; if they have good reasons to say that it is in some way familiar to them, then that is enough. You are likely to find that the learners' indication of words they know and do not know is quite reliable.

2. When the learners have isolated the words that they do not know, the following activities may be helpful:

- (i) Break the words into parts and show how the meanings of the words are related to the meanings of the parts.
- (ii) Do work on the collocations of some of the words. Get the learners to work in small groups and, with the aid of a dictionary and shared knowledge, list collocates of the words. When the groups have their lists they come together as a class and the teacher puts a list on the blackboard and classifies the collocates into groups.
- (iii) Tell the learners to learn the words in lists using an English-mother tongue dictionary to get the meaning. Nation (1982) provides justification and guidelines for this kind of learning.
- (iv) Tell the learners to take note of any examples of the words in the list that they meet in their reading. Share the examples with the rest of the class.
- (v) Draw attention to the words when they are met in class texts.
- (vi) Give periodic tests to encourage the learners to study the words. The most suitable tests include (a) breaking the words into parts and giving the meanings of the parts; (b) giving the learners a word stem, for example *efficient*, and asking them to write as many derivatives as they can; (c) giving a collocation test; (d) giving a word and definition matching test; (e) giving a list of sentences each containing a blank and a list of words. Each blank can be suitably filled by one of the listed words. There should be three more listed words than blanks; (f) giving a translation test.
- (vii) Get the learners to read and listen to a large quantity of material in which the words naturally occur.

Further information on these procedures can be found in Nation's *Teaching and Learning Vocabulary* (1983).

### Conclusion

The scope of The University Word List is currently being extended in three ways. First, a collection of the sublists with the derivations of each of the base words has been made available. Second, a vocabulary test based on the sublists is being developed. Third, a list of typical collocations, based on the Brown corpus (Francis and Kučera, 1979) is being prepared for the benefit of both teachers and students. It is hoped that this word list, and the description of how it was compiled, will be of assistance to other university language programs both in the U.S.A. and overseas.

(The word list and sublists appear on pages 220-228.)

### References

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The word list and sublists appear on pages 220-228.





## Appendix II: Sublists

Sublist 1	formula	suffice	definite	period	Sublist 3	explicit	source	elaborate	subside
alterative	guarantee	summary	demonstrate	perspective	abandon	exploit	superficial	eliminate	superimpose
analyze	hypothesis	technique	design	pertinent	accomplish	factor	task	embody	symbol
approach	identify	tense	devote	phase	adapt	feature	transit	emotion	tentative
arbitrary	ignore	ultimate	distort	phenomena	adequate	final	underlie	energy	text
assess	illustrate	usage	emphasize	portion	adjust	geography	vision	eventual	theorem
assign	impact	valid	empirical	precede	appropriate	image	Sublist 4	forgo	upsurge
assume	imply	vary	ensure	precise	area	incompatible	frAGMENT	Sublist 5	
compensate	indicate	vertical	entity	predict	attitude	intelligent	goal	absorb	
complex	initial	Sublist 2	equilibrium	principle	circumstance	issue	heredity	abstract	
concept	interpret	involve	expand	react	classic	labor	impress	accurate	
conclude	involve	magnitude	expose	respective	commune	maintain	incident	advocate	
constant	method	achieve	external	section	conduct	manifest	induce	aid	
construct	minimum	adjacent	feasible	segment	conflict	norm	integrate	biology	
context	modify	afact	fluctuate	select	consume	notate	investigate	category	
criterion	negative	approximate	function	sequence	contact	occupy	justify	client	
data	obvious	assert	generate	series	contaminate	orientate	litigate	code	
define	potential	authorize	individual	shift	convention	physical	logic	compound	
denote	presume	automatic	infer	signify	coordinate	plot	military	confront	
derive	prime	aware	inhibit	simultaneous	correspond	axis	mobile	contract	
devise	proceed	capillary	innovate	sophisticated	credible	bomb	perpendicular	contrary	
dimension	publish	chapter	intense	stable	critic	positive	capable	crisis	
distinct	pursue	complicate	intuit	statistic	deficient	preposition	cease	deny	
dominate	random	comprehend	isolate	structure	deviate	prestige	constitute	dictate	
element	range	conceive	magnetic	technology	discrete	previous	contradict	diffuse	
environment	region	concentrate	major	theory	disperse	proprietor	convene	dispute	
equate	require	consequent	manipulate	trace	drama	rational	dedicate	duration	
equivalent	restrict	contrast	mathematics	tradition	dynamic	relevance	denominator	edit	
establish	role	contribute	maturity	transmit	economy	rely	dense	electron	
evaluate	similar	convert	notion	undergo	exclude	rotate	diagram	enlighten	
evident	specify	create	obtain	verb	exert	satellite	discourse	execute	
facilitate	status	crucial	occur	verify		scheme	distribute	expel	
	subsequent	decade	passive			seek	diverse	fraud	

grant	synthetic	contingent	radical	conserve	peasant	allude	litigate	matrix
graph	tiny	controversy	reign	continent	plead	ally	locomotion	miracle
gravity	trait	converse	reinforce	corporate	policy	bishop	magic	acid
homogeneous	transfer	cooperate	revise	creditor	pragmatic	bore	metaphor	ambiguity
implement	transform	cycle	sanction	crystal	prejudicate	bureaucracy	monarch	molecule
improve	trivial	decline	scalar	cumbersome	prevail	cater	nuclear	momentum
incorporate	vast	degenerate	strata	defer	prudence	charter	oscillate	averse
insist	version	doctrine	subjective	degrade	reclunge	circulate	oxygen	carbon
institute		extract	sustain	democracy	reform	coincide	partisan	complement
instruct	Sublist 6	fertile	tangent	depress	refute	consent	pendulum	condense
intersect	found	extract	tangible	dissolve	reputate	correlate	pervade	confine
interval	hemisphere	find	terminology	divine	revive	currency	postulate	construe
job	abnormal	hierarchy	tone	domestic	rhythm	deprive	premise	cord
kindred	academic	identical	topic	ethics	saint	detect	proclaim	displace
label	accompany	inclined	uniform	finance	schedule	detriment	provoke	diverge
legitimate	adult	income	urban	fraction	score	discern	rebel	drastic
objective	adult	instinct	virtual	friction	sibling	dissipate	reluctant	duke
overlap	agitate	interact	volume	fuse	sketch	drug	reproduce	efficient
parenthesis	arouse	interlock		geometry	sociology	estate	rigid	ennumerate
perpetrate	aspect	interlude	Sublist 7	horror	spectrum	evolve	secrete	evaporate
preliminary	assist	legal	adolescent	incentive	stereotype	fatality	sex	evoke
radius	assure	locate	affiliate	incessant	terror	finite	solar	exhaust
respond	attain	median	affluence	intermediate	texture	fleet	spatial	faction
restore	awe	metabolism	astronomy	invade	thermal	fraternal	subordinate	federal
retain	benefit	microscope	alcohol	inverse	tissue	imperial	supreme	fort
retard	civic	minor	aristocrat	invoke	transact	incorporate	territory	frontier
rudimentary	clarify	nerve	cell	migrate	x-ray	index	testify	fund
secure	collide	niche	collapse	morphology	Sublist 8	invest	treaty	illuminate
stimulate	comment	oblige	colloquial	muscle	adhere	knight	troop	innate
stress	commit	participate	competence	negotiate	aggrigate	launch	utilize	intrinsic
style	compute	planet	concentric	neutral	aggression	league	utter	liberate
superior	conjunction	propagate	confer	obsolete	align	lens	liable	luster
supplement	console	prosper	configuration	odor	allocate	linguistic	material	margin
suppress	contemplate	protest	congress	parliament				aspiration
symptom	contend							

assent	dispense	exponent	myth	remove
assimilate	elevate	fluent	null	render
auspices	elicit	foetus	option	repress
clinic	eloquent	fossil	outcome	rigor
coefficient	emancipate	gratuity	perpetual	saturate
cogent	embrace	inconsistent	procure	sift
comprise	emerge	inflation	prohibit	skeleton
compulsion	enhance	ingenious	province	subsidize
converge	enrich	interrelate	purport	surplus
deflect	episode	interview	quote	tolerate
deliberate	equidistant	intimacy	recur	vague

## Abstract/摘要

## 大学英语词典

本词典是根据 Champion & Elley (1971), Prunishkas (1972), Lynn (1973) 和 Chaudessy (1979) 等以大学多项专业教材词汇统计为基础而编制的四种词典汇编而成。全表按照词的基本形式——共收集词条 737 条，其中并不包括一般入大学前学生都已经能够掌握的普通常用词，本词典又按词条的常用率和使用范围的广度细分为十个分表，各表按照其重要性依次排列。

词汇学习的基本原则是要多留意和多接触。使用本词典时，不妨通过下列教学活动，按照十个分表分批学习：

甲、让学生把分表看一遍，把已经学过的词括出来，老师随后要求他们拼写、翻译或配词，来检查他们对括出来的词是否真正有一定的认识。通常他们对自己的词汇估计是十分可靠的。

乙、对不认识的生词，可以通过下列的活动来学习：

1. 把生词的组成成份逐一解释以见其整体意义。
2. 一个词可以跟什么词来搭配，在教学中十分重要。通过小组学习以及翻查字典，要求学生把常见的搭配词一起列出，随后再由老师把各小组所得一并写在黑板上，重新编排分类。
3. 要求学生使用英—英字典，找出生词的意义。
4. 要求学生把在读物中重复出现的生词和例句一并记下学习，并且跟其他同学交流心得。
5. 生词在课本中出现时，老师再次提点，以加深同学的印象。

6. 经常举行测试，鼓励学生多学生词。测试形式可以包括：
  - (a) 分析生词的组成成份，并逐一解释其意义
  - (b) 给学生“词干”，然后要求他们把衍生词“写出来
  - (c) 配词测验
  - (d) 要求学生把一堆生词及一堆释义适当的配对起来
  - (e) 把生词填入句子空白中。
  - (f) 翻译测验。

7. 大量阅读、聆听，可以感受到这些词汇如何在真实环境中使用

结论：《大学英语词汇表》目前正在三个方面上扩充：(一)把有关的衍生词列入分表。(二)一套词汇测试正在设计中。(三)为方便老师和学生，正在根据 Brown 大学的词库 (Francis & Kucera, 1979) 编制一个典型搭配词词汇列表。编者希望，本词典及以上所述的应用简介将有助于美国或海外各大“学”的语言学习课程。

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