

Index

- academic vocabulary, 2, 8–10, 14, 37–38, 45–46, 50, 60–61, 70; specialized lists, 39. *See also* vocabulary, specialized; word lists, specific domains
- Academic Word List, 9, 38, 40–41. *See also* word lists
- AccurlT, 93
- affixes, 25–26; levels, 26; order of acquisition, 27–28
- AntConc, 104, 113
- antonyms, 27
- AwkChecker, 93
- bases. *See* word roots
- baseword lists, 107–108
- bilingual learners, 3, 116, 122–126, 128
- BNC. *See* British National Corpus
- BNC/COCA lists, 60–62
- book flood approach, 72–73
- British Academic Writing in English, 102
- British National Corpus, 11, 60–61, 101
- Centre for English Corpus Linguistics, 103
- COBUILD dictionary, 108
- COCA. *See* Corpus of Contemporary American English
- codes in error feedback, 95–96
- cognates, 24; false, 24–25
- collaborative writing, 118
- collocations, 12–15, 17, 27, 43, 65, 81, 94–95, 110–111; errors in, 93, 110; identifying, 65
- Compleat Lexical Tutor, 105, 113
- computer tools. *See* vocabulary learning, technology in
- concordance data, 109
- concordance lines, 105, 108, 111
- context for L2 writing, 34, 39
- Controlled Productive Vocabulary Levels Test, 53–54
- controlled writing task, 78
- core vocabulary, 8, 19
- corpora, discipline-specific, 112
- corpora, electronic: British Academic Writing in English, 102; British National Corpus, 11, 60–61, 101; Centre for English Corpus Linguistics, 103; Common Language Resources and Technology Infrastructure, 103; Corpus of Contemporary American English, 11, 60–61, 102, 108; Corpus Resource Database, 102; International Corpus of English, 102; International Corpus of Learner English, 102; Michigan Corpus of Upper-level Student Papers, 102; Weisser specialized corpora, 102

- corpora, electronic, of texts, 40,
 100–103, 111. *See also* data and
 vocabulary
- corpus-based dictionaries, 101
- corpus construction guides, 103
- Corpus of Contemporary
 American English, 11, 60–61,
 102, 108
- Corpus Resource Database, 102
- data-driven learning (DDL),
 109–112
- data and vocabulary, 109
- deep processing of vocabulary,
 79–80
- dictionaries, 4, 32
- ecology vocabulary, 11
- engineering vocabulary, 40–41
- English for Academic Purposes
 (EAP), 33, 51; collocations list
 for, 43–44
- English for Occupational
 Purposes, 33
- English for Specific Purposes, 33
- errors, vocabulary, 88–98;
 codes to identify, 95–96;
 with collocations and lexical
 bundles, 93, 110; formality
 level, 92; interference from
 L1, 92; interlingual, 89–90;
 intralingual, 89–90; online
 tools to detect, 93, 110; types,
 95; underspecification, 92;
 word choice, 91–92; word
 length, effect on, 90. *See also*
 online resources
- extensive reading, 72–75
- feedback on writing, 94–97, 118
- form, in vocabulary knowledge,
 17–23, 81
- form-meaning relationships,
 29–30, 81, 91. *See also* network
 building, in mental lexicon
- formulaic sequences. *See* lexical
 bundles
- frequency of words, 37, 42,
 99–100, 110
- frontier words, 29–30
- function words, 19, 35, 110
- General Service List (West), 9,
 35–36, 40–41; newer lists, 35
- general service words, 8–9, 11, 14,
 35–36
- Generation 1.5 students, 33–34
- Greek and Latin, borrowing from,
 22, 24, 90–91
- high-frequency words. *See* general
 service words
- hyponyms, 27
- idioms, 13, 15
- incidental vocabulary acquisition,
 74, 76–77
- interlanguage, 89
- International Corpus of English,
 102
- International Corpus of Learner
 English, 102
- Involvement Load Hypothesis,
 80
- K1 and K2 words, 9, 35–36, 40–41,
 60, 85–86, 106
- Kids 01 to Kids 09 word lists,
 107
- Kids-250 word lists, 63–64
- L1, value of in L2 classroom, 3,
 116, 122–124
- languages, in L2 classroom, 2–3
- learner autonomy, 114–28; and
 learner differences, 125; and
 teacher concerns, 118–19, 125
- lexical bundles, 12–15, 44–45,
 65, 94–95, 110; in academic
 writing, 45; errors in, 93

- lexical chunks. *See* lexical bundles
- lexical diversity, 55–59, 65–66
- lexical frequency profile, 59
- lexical relations, paradigmatic, 27, 54
- lexical sophistication, 55, 59–60, 63, 65–66
- lexical variation, and writing quality, 13–14, 66
- low-frequency words, 10
- mapping meaning onto form, 20–21, 23–24
- mental lexicon, 17, 27–28
- Michigan Corpus of Upper-level Student Papers (MICUSP), 102
- MonoConc Pro, 106
- morphological regularity, 90
- morphology, 91
- multilingual learners, 3, 116, 122–126, 128
- multiword segments. *See* lexical bundles
- Nation (Paul) website, 104
- needs analysis, L2 writers, 39
- NetCollo, 104, 110–11
- network building, in mental lexicon, 27–28
- N-Gram, 105
- notebooks, vocabulary. *See* vocabulary logs
- online collocation explorer, 110
- online resources: AccurIT, 93; AntConc, 104, 113; AwkChecker, 93; COBUILD dictionary, 108; Coh-Metrix, 105; Compleat Lexical Tutor, 105, 113; Concordance, 105; NetCollo, 104, 110–11; N-Gram, 105; Paul Nation website, 104; Tool for the Automatic Analysis of Lexical Sophistication, 105; UAM Computer Tools, 104; VocabProfile, 105–6; Web-Based L2 Syntactic Complexity Analyzer, 104; Word and Phrase, 104
- orthographic regularity, 90
- phraseology. *See* lexical bundles
- polysemy, 21
- portfolio writing, 81–82
- power, role in L2 classroom, 3, 118
- prefixes, 21–24, 31, 90. *See also* affixes
- productive skills, 17, 54, 68–87; plateau effect and, 69
- pushed output activities, 79–83, 86–87
- reading and writing relationship, 77–78, 83
- receptive-productive relationship, 70–71
- receptive skills, 17, 54, 70
- Romance languages, roots, 22
- science vocabulary: high school, 41–42, 47–49; university, 42
- self-directed learners. *See* learner autonomy
- semantically related pairs. *See* collocations
- semantic transparency, 22
- Semitic languages, 22
- software programs, 106; MonoConc Pro, 106; VocabProfile, 105–6; WordSmith Tools, 106, 113
- spelling, 20–21
- student-centered classroom. *See* learner autonomy
- subject-dependent words, 10
- subject-independent words, 9–10, 38

- sub-technical words. *See*
 academic vocabulary
- suffixes, 21–23, 31. *See also*
 affixes
- synformy, 91
- synonyms, 27, 83
- syntagmatic relations, 27, 54
- TAALES, 105
- target vocabulary engagement,
 76–79, 119
- target words, 94
- teacher and learner roles, 2, 115,
 117
- technical words, 2, 8–10, 14,
 35–36, 40, 45–46, 51; in
 subject areas, 36–37. *See also*
 vocabulary, specialized
- textbooks, 6–9
- text length and TTR, 59
- textual enhancement, 75
- translanguaging, 3, 122–124, 128
- type-token ratio (TTR), 58–59
- UAM Computer Tools, 104
- verb choice, 118
- VocabProfile, 105–106
- vocabulary acquisition in L1, 6
- vocabulary cards, 119–120. *See also*
also vocabulary logs
- vocabulary development, direct
 approach in, 76–77; partial-to-
 precise continuum, 89, 94
- vocabulary in disciplines, 111–12,
 127
- vocabulary knowledge: breadth,
 16–17; depth, 16, 19–20, 54,
 83; meaning in, 17–18, 22–23;
 sampling methods in tests, 54;
 and use, 17–18
- Vocabulary Knowledge Scale,
 54–55
- vocabulary learning, conditions
 favoring, 78–79; continuum
 in, 28–29, 71, 89, 94; explicit,
 71, 75; gap in, 39; implicit,
 71; input-based effects, 75–76;
 task-based effects in, 75–76;
 technology in, 99–113; 4-3-2
 activity, 79
- Vocabulary Levels Test, 53–54
- vocabulary logs, 121–122, 125
- vocabulary size: and affix
 knowledge, 25–26;
 contemporary English, 6;
 measuring, 5–6, 52–67;
 receptive vs. productive, 69;
 role in writing quality, 13–15,
 17
- vocabulary, specialized, 7–8, 10, 40
- Web-Based L2 Syntactic
 Complexity Analyzer, 104
- web-based resources. *See* online
 resources
- Weisser specialized corpora,
 102
- Word and Phrase, 104
- Word Associates Test, 54
- word dispersion, 42
- word families, 6–7, 25, 31, 37, 41,
 43, 107
- word frequency, 37, 42, 99–100,
 110
- word lists: Academic Word List,
 9, 38, 40–41; baseword lists,
 107–8; General Service List,
 9, 35–36, 40–41; Kids 01 to
 Kids 09, 107; Kids-250, 63–64;
 science, 42; specific domains,
 45–46
- word range and uniformity, 37–38,
 42
- word roots, 22–24, 31
- WordSmith Tools, 106, 113