

# Contents

<b>Preface</b>		ix
<b>Acknowledgments</b>		xi
<b>Chapter 1</b>	<b>Introduction</b>	1
	Should Vocabulary Be Taught? 1	
	Approaches to Vocabulary Learning 2	
	Points to Consider in Vocabulary Learning 4	
<b>Chapter 2</b>	<b>The Goals of Vocabulary Learning and Vocabulary Size</b>	11
	How Many Words Does a Second Language Learner Need? 11	
	How Do We Choose What Vocabulary to Teach? 18	
	Setting Goals for Your Learners 24	
	Application 26	
<b>Chapter 3</b>	<b>What Is Involved in Learning a Word?</b>	29
	What Is a Word? 29	
	What Is Involved in Knowing a Word? 30	
	What Features Make Learning a Word Difficult? 33	
	Application 49	
<b>Chapter 4</b>	<b>Communicating Meaning</b>	51
	The Teaching of Meaning 51	

Concepts	53
Definitions	56
Communicating Meaning and Remembering the Meaning	63
Investigating Learning	69
Application	72

<i>Chapter 5</i>	<b>Assessing Vocabulary Size</b>	75
	Measuring Total Vocabulary Size	75
	Measuring Knowledge of a Particular Group of Words	77
	Application	83
<i>Chapter 6</i>	<b>Vocabulary and Listening</b>	85
	What Vocabulary Is Needed to Understand Spoken English?	85
	How Can You Test the Size of a Learner's Listening Vocabulary?	86
	What Should You Do When Your Learners Do Not Have Enough Vocabulary to Understand Spoken English?	87
	Application	90
<i>Chapter 7</i>	<b>Vocabulary and Speaking</b>	93
	What Vocabulary Is Needed to Speak English?	93
	What Should You Do When Learners Do Not Have Enough Vocabulary to Speak?	94
	Application	112
<i>Chapter 8</i>	<b>Vocabulary and Reading</b>	115
	What Vocabulary Is Needed to Read English?	115
	How Do You Test a Learner's Reading Vocabulary?	116
	What Should You Do When Learners Do Not Have Enough Vocabulary to Read Their Set Texts?	119

	What Should You Do When There Are Some Unknown Words in a Text? 129	
	What Should You Do When There Are Unknown Words in an English for Special Purposes Text? 138	
	Application 142	
<b>Chapter 9</b>	<b>Vocabulary and Writing</b>	<b>147</b>
	What Vocabulary Is Needed to Write English? 147	
	What Should You Do When Learners Do Not Have Enough Vocabulary to Write? 147	
	Application 156	
<b>Chapter 10</b>	<b>Learner Strategies</b>	<b>159</b>
	Guessing Words in Context 160	
	Using Mnemonic Techniques 166	
	Using Prefixes, Roots, and Suffixes 168	
	Application 174	
<b>Chapter 11</b>	<b>Simplification of Reading Material</b>	<b>177</b>
	Why Simplify? 177	
	How to Simplify 182	
	Application 187	
<b>Chapter 12</b>	<b>Directions in Vocabulary Studies</b>	<b>189</b>
	Vocabulary Learning Goals 189	
	Organizing Vocabulary Learning 190	
	Vocabulary and Reading 191	
	Quality of Vocabulary Knowledge 192	

<i>Appendix 1</i>	<b>Words from <i>The General Service List</i> Which Are Not Likely to Be Well-Known</b>	233
<i>Appendix 2</i>	<b>A University Word List</b>	235
<i>Appendix 3</i>	<b>A Passage with Words of Various Frequency Levels Omitted</b>	241
<i>Appendix 4</i>	<b>Words in Context</b>	247
<i>Appendix 5</i>	<b>To Examine the Vocabulary of a Textbook</b>	249
<i>Appendix 6</i>	<b>Conjunction Relationships</b>	251
<i>Appendix 7</i>	<b>Vocabulary Puzzles</b>	253
<i>Appendix 8</i>	<b>A Vocabulary Levels Test</b>	261
<b>Index</b>		273

# Index

- Academic vocabulary (*see also* University word list), 138
- Access to vocabulary, 94, 96, 134, 192
- Achievement tests, 116
- Active vocabulary, 94
- Analytical definition, 58
- Appropriateness, 32, 39
- Associations, 32, 42, 46, 132
- Associative networks, 129, 190
- Bilingual dictionaries, 110, 135, 155
- Blank-filling tests, 116
- Blindfold learning\*, 65
- Bridge Series*, 134, 180
- Cambridge English Lexicon*, 5, 23
- Campion and Elley count, 139
- Carroll et al., 20, 29
- Challenge, 64, 105, 125, 150
- Checklist test, 81f
- Clines\*, 97f, 132
- Clusters\*, 97f, 132
- Codability, 49
- Code\*, 258
- Collocation, 7, 32, 38, 56, 100, 132, 137, 155
- Collocation techniques\*, 101
- Combining arrangements\*, 102f
- Communication theory, 51
- Communicative crosswords\*, 112f
- Compound bilinguals, 33
- Concept, 53, 97, 259
- Concept formation, 51
- Conjunction relationships, 164, 251f
- Contextual definition, 3, 60
- Contextualized activities, 3
- Contrast, 45
- Control the teacher\*, 89f
- Coordinate bilinguals, 33
- Coverage, meaning, 21, 24
- Coverage, text, 16, 189
- Covered objects\*, 65
- Criteria for test items, 82
- Cross-association, 45
- Decontextualized activities, 3, 5, 89
- Decontextualized features, 7
- Deductive approach, 55, 132, 150
- Definition by abstraction, 58
- Definition by demonstration, 58
- Definition by translation, 62
- Definition vocabulary, 22, 112
- Density index, 44, 249
- Depth of processing, 43
- Derived forms, 17
- Dialogue memorization, 94
- Dictation\*, 88
- Dictionaries, 29, 135f, 155f
- Dictionary use, 4, 6, 130
- Dictionary use and comprehension, 137
- Dictionary use in groups\*, 137
- Dictionary use strategy, 136
- Direct learning, 2, 178
- Direct teaching, 119
- Easification, 186
- Elements of meaning\*, 59
- Errors, 34, 50, 155f, 164, 174
- ESP vocabulary, 138
- Establishing vocabulary, 6, 8
- Exceptions, 37, 48, 49
- Exercises after a text\*, 128
- Features of meaning, 97
- Feel the shape\*, 66
- Find the picture\*, 122
- First language influence, 33
- 5/4/3\*, 105

\*after an entry indicates a teaching technique

- Follow the lines\*, 257  
 Free associates, 46  
 Frequency, 3, 38, 57  
 Frequency counts, 13, 18f, 29, 76  
 Frequency and knowledge, 77
- General Service List*, 5, 21, 22, 23, 25, 41, 77, 78, 79, 93, 138, 139, 169, 233f, 241f, 262  
 Ghadessy count, 139  
 Glosses, 125, 134f  
 Goals, 11, 16, 24, 189  
 Grids\*, 97f, 101, 132  
 Groups\*, 257
- Guess from context, 1, 2, 17, 48, 89, 116, 130, 134, 135, 160f, 168, 173  
 Guess which one\*, 68  
 Guiding answers\*, 96
- Headwords, 22f  
 High-frequency words, 13f, 24, 37
- Ignoring unknown words, 133  
 Incidental learning, 7, 72, 178  
 Increasing vocabulary, 6  
 Indirect learning, 2f, 178  
 Individualized learning, 119f, 134  
 Inductive approach, 55, 132, 150  
 Inflected forms, 17  
 Information transfer, 90  
 Input theory, 2  
 Interference, 43, 45f, 57, 132  
 Intrinsic difficulty, 33, 48  
 Investigating learning, 69
- Join the dots\*, 66
- Keyword technique, 127, 166f  
 Kim's game\*, 95, 149  
 Knowing a word, 31f  
 Kucera and Francis, 20, 23, 159, 264
- Learnability, 24  
 Learn and test exercises, 54, 64, 125  
 Learning burden, 3, 9, 29f, 33, 132, 142  
 Levels (depth) of processing, 167  
 Lexical familiarization, 142  
 Listen and guess\*, 65  
 Listen and unscramble\*, 88  
 Listening to stories\*, 87  
 Lists of words, 2, 4, 6, 38, 126  
 Little language, 23  
 Loanwords, 34, 40, 42, 249  
 Low-frequency words, 13f, 134, 137, 159
- Lynn count, 139
- Master words, 172  
 Match halves\*, 257  
 Match pictures and words\*, 258  
 Minimum adequate speech vocabulary, 93  
 Mnemonic techniques, 6, 47, 166  
 Monolingual dictionaries, 112, 155  
 Motivated vocabulary, 94  
 Multiple-choice items, 82, 118
- New Method Readers*, 178  
 Newspaper stories, 189  
 New-word density, 179
- Old material, most important, 7, 45  
 One more sentence\*, 120  
 Onomatopoeia, 40  
 Opposites, 46, 72  
 Ordering activities\*, 109
- Paraphrase techniques\*, 111  
 Paraphrasing, 6, 109  
 Part of speech, 48  
 Passive vocabulary, 94  
 Pranskas count, 139  
 Predictability, 37  
 Prediction exercises\*, 88  
 Prefixes, 168f, 170  
 Preteaching, 4, 133  
 Problems with frequency lists, 20  
 Productive learning, 4, 5, 7, 11f, 24, 32, 85  
 Productive use, 31, 48, 93, 110  
 Programmed spelling\*, 148  
 Pronunciation, 35  
 Puzzles, 6, 253f
- Quality of knowledge, 5, 7, 190, 192  
 Questioning strategies, 69
- Range, 13, 20, 23, 159  
 Rate of learning, 12, 24  
 Readability, 2, 116  
 Recall the form, 67  
 Recall tests, 79  
 Receptive learning, 4, 5, 7, 11, 85  
 Receptive use, 31, 48, 93, 147  
 Recognition tests, 79  
 Register restraints, 32  
 Regular features, 3, 6, 29, 30f, 33, 132  
 Repetition, 43  
 Repetitive activities, 105  
 Return for effort, 1, 7

- Reversed pictures\*, 95  
 Riddles\*, 259  
 Roots, 168f  
 Running words, 17
- Schematically related vocabulary, 156  
 Scrambled spelling\*, 149  
 Selection, 3, 4, 5, 78  
 Semantic development, 34  
 Semantic fields, 190  
 Semantic mapping, 129  
 Sentence puzzle\*, 255  
 Simplification, 3, 6, 88, 115, 147, 177f  
 Simplification of use, 182, 185f  
 Simplified texts, 23, 24, 115, 127f  
 Spacing of repetitions, 45  
 Speed reading, 182  
 Spelling, 33, 35, 148  
 Spelling by analogy\*, 148  
 Spelling rules, 4  
 Stemgo\*, 171  
 Storage, 33, 35, 42  
 Strategies, 7, 17, 109f, 130, 136, 153, 159f  
 Substitution drills, 94  
 Suffixes, 168f
- Technical words, 14  
 Testing, 8, 47, 78, 79f  
 Test items, 78  
 The last letter\*, 256  
 Thorndike and Lorge, 20, 23, 25, 39, 76, 86, 134, 139, 169, 264  
 Transfer, 49
- Translation, 38, 51f, 62f, 67, 110, 119, 126, 127  
 Twenty questions\*, 112
- Underlying concept, 3, 29, 30, 41, 42, 132, 135  
 University word list, 5, 78, 140, 189, 235f, 243f  
 Unsimplified texts, 119, 128, 189  
 Unteaching, 3, 5, 49  
 Using word parts\*, 68, 131
- Vocabulary on cards, 126, 140  
 Vocabulary and comprehension, 191  
 Vocabulary growth, 11f, 190  
 Vocabulary levels test, 79, 93, 116, 140, 189, 261f  
 Vocabulary in sentences, 150, 151  
 Vocabulary size, 5, 8, 11, 75f, 189
- What does what?\*, 164  
 What is it?\*, 55, 65, 66, 90, 112, 130  
 Word bank, 133  
 Word circle\*, 253  
 Word lists, 20, 40  
 Wordmaking and wordtaking\*, 171  
 Word parts, 4, 6, 38, 140, 167, 168f  
 Word part cards\*, 172  
 Words in code\*, 121, 123–124  
 Words in context (*see also* Guessing from context), 4, 6, 121, 247  
 Words with different meanings\*, 128  
 Word square\*, 254