

1**The creation and validation of a listening vocabulary levels test [Recurso electrónico] / Stuart McLean, Brandon Kramer, David Beglar**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 756-758

An important gap in the field of second language vocabulary assessment concerns the lack of validated tests measuring aural vocabulary knowledge. The primary purpose of this study is to introduce and provide preliminary validity evidence for the Listening Vocabulary Levels Test (LVLT), which has been designed as a diagnostic tool to measure knowledge of the first five 1000-word frequency levels and the Academic Word List (AWL). Quantitative analyses based on the Rasch model utilized several aspects of Messick's validation framework. The findings indicated that (1) the items showed sufficient spread of difficulty, (2) the majority of the items displayed good fit to the Rasch model, (3) items and persons generally performed as predicted by a priori hypotheses, (4) the LVLT correlated with Parts 1 and 2 of the TOEIC listening test at .54, (5) the items displayed a high degree of unidimensionality, (6) the items showed a strong degree of measurement invariance with disattenuated Pearson correlations of .97 and .98 for person measures estimated with different sets of items, and (7) carelessness and guessing exerted only minor influences on test scores. Follow-up interviews and qualitative analyses indicated that the LVLT measures the intended construct of aural vocabulary knowledge, the format is easily understood, and the test has high face validity. This test fills an important gap in the field of second language vocabulary assessment by providing teachers and researchers with a way to assess aural vocabulary knowledge.

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1. Item invariance 2. Listening vocabulary 3. Rasch model 4. Test validity 5. Unidimensionality 6. Vocabulary test

2**The PHaVE List [Recurso electrónico] : a pedagogical list of phrasal verbs and their most frequent meaning senses / Mélodie Garnier, Norbert Schmitt**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 661-662

As researchers and practitioners are becoming more aware of the importance of multi-word items in English, there is little doubt that phrasal verbs deserve teaching attention in the classroom. However, there are thousands of phrasal verbs in English, and so the question for practitioners is which phrasal verbs to focus attention upon. Phrasal verb dictionaries typically try to be comprehensive, and this results in a very large number of phrasal verbs being listed, which does not help practitioners in selecting the most important ones to teach or test. There are phrasal verb lists available (Gardner and Davies, 2007; Liu, 2011), but these have a serious pedagogical shortcoming in that they do not account for polysemy. Research indicates that phrasal verbs are highly polysemous, having on average 5.6 meaning senses, although many of these are infrequent and peripheral. Thus practitioners also need guidance about which meaning senses are the most useful to address in instruction or tests. In response to this need, the PHrasal VERb Pedagogical List (PHaVE List) was developed. It lists the 150 most frequent phrasal verbs, and provides information on their key meaning senses, which cover 75%+ of the occurrences in the Corpus of Contemporary American English. The PHaVE List gives the percentage of occurrence for each of these key meaning senses, along with definitions and example sentences written to be accessible for second language learners, in the style of the General Service List (West, 1953). A users' manual is also provided, indicating how to use the list appropriately.

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1. Corpus analysis 2. Phrasal verbs 3. Pedagogical wordlists 4. Vocabulary learning

3**Profiling the collocation use in ELT textbooks and learner writing [Recurso electrónico] / Kuei-Ju Tsai**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 736-738

The present study investigates the collocational profiles of (1) three series of graded textbooks for English as a foreign language (EFL) commonly used in Taiwan, (2) the written productions of EFL learners, and (3) the written productions of native speakers (NS) of English. These texts were examined against a purpose-built collocation list. Based on the British National Corpus (BNC), the collocation list comprises 43,875 verb-noun collocations, the nodes of which were drawn from a prescribed wordlist (Jeng, Chang, Cheng, & Gu, 2002) to be learned on completion of the secondary education in Taiwan. Findings show that overall the collocational density and diversity of the textbooks are comparable to those of NS essays. Nonetheless, only small proportions of collocations within the repertoire were presented in the textbooks, and these collocations did not recur enough for the learner to consolidate collocational knowledge. Compared with their NS equivalents, learners' writing exhibited an inordinate degree of collocational density and limited collocational diversity, suggesting that they did have the need to construct utterances with collocations, but were inhibited by a underdeveloped sense of collocational knowledge. Implications for learning/teaching collocations and materials designing are discussed.

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1. Collocation 2. EFL 3. Foreign language writing 4. Lexical collocation 5. Materials writing 6. Textbook 7. Vocabulary 8. Wordlist

4**Retention of new words [Recurso electrónico] : quantity of encounters, quality of task, and degree of knowledge / Batia Laufer, Bella Rozovski-Roitblat**

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 709-711

We examined how learning new second language (L2) words was affected by three 'task type' conditions (reading only, reading with a dictionary, reading and word focused exercises), three 'number of encounters' conditions and their combinations. Three groups of L2 learners (n = 185) were exposed to 30 target words (one group in each task condition) and to three 'number of encounters' conditions (10 words in each condition) during 11 weeks of regular studies. Delayed unexpected post-tests tested four degrees of knowledge of the target words. Reading with word focused exercises yielded the best results, regardless of type of word knowledge and the number of encounters with the target words. The number of encounters had different effects in different task conditions. We conclude that what learners do with the word may be more important than how many times they encounter it.

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1. Encounters 2. Lexis 3. Retention 4. Task 5. Vocabulary

5

Second language vocabulary learning through extensive reading with audio support [Recurso electrónico] : how do frequency and distribution of occurrence affect learning? / Stuart Webb, Anna C-S Chang

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 684-686

This study investigated (1) the extent of vocabulary learning through reading and listening to 10 graded readers, and (2) the relationship between vocabulary gain and the frequency and distribution of occurrence of 100 target words in the graded readers. The experimental design expanded on earlier studies that have typically examined incidental vocabulary learning from individual texts. Sixty-one Taiwanese participants studied English as a foreign language (EFL) in an extensive reading program or in a more traditional approach structured around a global English course book. A pretest, posttest, and delayed posttest were administered to all participants. The results indicated that vocabulary gains through reading and listening to multiple texts were high. Relative gains were 44.06% after reading the 10 graded readers and 36.66% three months later. The relationships between vocabulary learning and frequency and distribution of occurrence were found to be non-significant, indicating that frequency was perhaps one of many factors that affected learning.

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1. Distribution of occurrence 2. Extensive reading 3. Frequency of occurrence 4. Vocabulary learning

6

Semantic connection or visual connection [Recurso electrónico]: Investigating the true source of confusion / Tomoko Ishii

Este artículo se encuentra disponible en su edición electrónica. Su acceso electrónico es a través del enlace de 'Acceso al documento'

References: p. 721-722

It has been repeatedly argued among vocabulary researchers that semantically related words should not be taught simultaneously because they can interfere with each other. However, the question of what types of relatedness cause interference has rarely been examined carefully. In addition, there are disagreements among the past studies that have examined this issue, with some providing results showing that semantic clustering does not cause interference and confusion (e.g. Papathanasiou, 2009) and some seeming to suggest that different types of semantic similarity affect memory in different ways (Tinkham, 1997). Replicating a study by Ishii (2013), this article reports the results of a study conducted with the hypothesis that the shared visual feature of the referents of the words learned simultaneously is a significant causal factor in interference. The study compared the learning of (1) unrelated, (2) semantically related, and (3) physically related sets of words; the results confirmed that physically related sets were harder to learn than the other two sets and exhibited more cases of confusion in a test conducted after an interval of 20 minutes. The semantically related sets, which were controlled for physical relatedness, were neither harder nor easier to learn than the unrelated sets, although there were some signs of confusion in the process of learning them. This suggests the possibility that the impeding effect of semantic clustering repeatedly reported in the past (e.g. Tinkham, 1993, 1997; Waring 1997) could be partly due to the visual features sometimes shared between the referents of semantically similar words.

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1. Interference 2. Memory 3. Semantic clustering 4. Visual feature 5. Vocabulary
