

Vocabulary database

Each reference is followed by a number in curly brackets referring to the following classification.

1 General surveys

1.1 Books

1.2 Collections of abstracts, bibliographies, articles on individuals

1.3 Surveys of vocabulary learning, introductions to collections of articles

1.4 Book reviews

1.5 Articles not directly on vocabulary, fluency

2 What it means to know a word

2.1 Aspects of knowing a word, partial knowledge, proper nouns

2.2 Vocabulary difficulty, interference

2.3 Models, working memory

2.4 Active/passive

2.5 Word form - spoken and written, spelling

2.6 Grammar

2.7 Factors affecting vocabulary learning

3 Concepts

3.1 L1 concept development

3.2 Lexical storage and search, bilingual lexicon

3.3 Homonymy, polysemy, senses

3.4 L2 concept learning and teaching, attrition

4 Associations

4.1 Associations, metaphor

5 Collocations

5.1 Analysis of collocation

5.2 Teaching and learning collocations

5.3 Concordancers and concordancing

6 Word building, first language influence

6.1 L1 acquisition of morphology

6.2 Lists of word parts, sources of English vocabulary

6.3 L2 acquisition of morphology

6.4 Cognates and loan words, L1 borrowing and influence, etymology and learning

6.5 Teaching word parts

6.6 Lexical bar

7 Vocabulary size

7.1 Vocabulary size of very young L1 children

7.2 Vocabulary size of L1 school children

- 7.3 Vocabulary size of L1 adults
- 7.4 Vocabulary size and growth of L2 learners
- 7.5 Methodology of vocabulary size measurement

8 Word lists and frequency counts

- 8.1 Theory and critiques of word frequency lists, core vocabulary, Zipf
- 8.2 Word counts
- 8.3 Grade school lists
- 8.4 Corpus research

9 ESL word lists and graded readers lists

- 9.1 Discussion of ESL vocabulary counts and lists
- 9.2 Simplification
- 9.3 Studies of graded readers, reviews
- 9.4 Learning from extensive reading
- 9.5 Graded reader lists, EPER
- 9.6 ESL lists
- 9.7 Publishers' catalogues of graded readers

10 Specialised word lists

- 10.1 Learning and dealing with vocabulary in specialised texts
- 10.2 Vocabulary in specialised texts
- 10.3 Specialised vocabulary lists
- 10.4 Technical vocabulary
- 10.5 Content-based vocabulary learning

11 Conditions for learning

- 11.1 Conditions, awareness
- 11.2 Repetition and spacing
- 11.3 Levels of processing
- 11.4 Affective factors, gender, style

12 Vocabulary and listening

- 12.1 Learning through listening in L1
- 12.2 Learning through listening in L2

13 Vocabulary and speaking

- 13.1 Learning through speaking in L1
- 13.2 Learning through speaking in L2
- 13.3 Lexical measures of speaking

14 Vocabulary and reading

- 14.1 How much vocabulary is needed for reading? Coverage
- 14.2 Vocabulary knowledge helps reading, preteaching
- 14.3 Readability
- 14.4 Learning vocabulary through reading, enhancement techniques

14.5 Extensive reading (check with 9.4)

15 Vocabulary and writing

15.1 Lexical diversity, assessing the vocabulary component of writing

15.2 Errors

15.3 Vocabulary knowledge helps writing

16 Vocabulary and discourse

16.1 Vocabulary and discourse

17 Vocabulary strategies

17.1 Vocabulary strategies

18 Words in context

18.1 Context clues

18.2 Observational studies of guessing

18.3 L1 learning from guessing

18.4 L2 learning from guessing

18.5 Learning to guess

19 Rote learning

19.1 Rote learning

19.2 Learning with sentence contexts, instantiation

20 Keyword

20.1 Reviews

20.2 1L learning with keyword

20.3 2L learning with keyword

21 Dictionaries

21.1 Reviews of dictionaries

21.2 Comparing and evaluating dictionaries

21.3 Using dictionaries

21.4 Glossing

21.5 Definitions, defining vocabularies

22 Teaching

22.1 Teaching vocabulary

22.2 Techniques and procedures

22.3 Computer Assisted Vocabulary Learning

22.4 Building vocabulary for reading

23 Planning

23.1 Planning the vocabulary component of a course

24 Testing

- 24.1 Testing and test formats
- 24.2 Comparing formats
- 24.3 Testing depth of knowledge
- 24.4 Particular tests, EVST, VLT etc

The Extensive Reading Foundation's Guide to Extensive Reading. Available at www.ERFoundation.org/ERF_guide.pdf.

Special English Word List used in The Voice of America's World-Wide Radio Broadcasts in Special English. Washington D. C.: United States Information Agency.

Longman Structural Readers Handbook. (1976). (2nd ed.). London: Longman.

A Guide To Collins English Library. (1978). Glasgow: William Collins & Son.

Abberton, E. (1963). Some persistent English vocabulary problems for speakers of Serbo-Croatian. *ELT Journal*, 22, 167-172. {6.4}

Abello-Contesse, C., & Dolores Lopez-Jimenez, M. (2010). The treatment of lexical collocations in EFL textbooks. In M. Moreno Jaen, F. Serrano Valverde & M. Calzada Perez (Eds.), *Exploring New Paths in Language Pedagogy: Lexis and Corpus-based Language Teaching* (pp. 95-109). London: Equinox.

Aborn, M., & Rubenstein, H. (1956). Word class distribution in sentences of fixed length. *Language*, 32, 666-674. {2.6}

Aborn, M., Rubenstein, H., & Sterling, T. D. (1959). Sources of contextual constraint upon words in sentences. *Journal of Experimental Psychology*, 57(3), 171-180. {18.1}

Abraham, L. B. (2008). Computer-mediated glosses in second language reading comprehension and vocabulary learning: A meta-analysis. *Computer Assisted Language Learning*, 21(3), 199-226. {21.4}

Abramovici, S. (1984). Lexical information in reading and memory. *Reading Research Quarterly*, 19(2), 173-187. {18.3}

Achiba, M. (1995). Word definition and language proficiency. *JALT Journal*, 17(2), 167-179. {3.4}

Ackerman, P. L., & Ellingsen, V. J. (2014). Vocabulary overclaiming - a complete approach: Ability, personality, self-concept correlates, and gender differences. *Intelligence*, 46, 216-227. {24.1}

Ackers, J. (1990). The involvement of the British Council in vocabulary teaching in Senegal. *English Studies (British Council)*, 5, 24-26. {1.5}

Adams, M. J. (1985). The growth of children's sight vocabulary: a quick test with educational and theoretical considerations. *Reading Research Quarterly*, 20(3), 262-281. {7.1}

Adams, S., & Powers, F. F. (1929). The measurement of language capacity: the psychology of language. *Psychological Bulletin*, 26, 241-260. {7.3}

Adams, S. J. (1982). Scripts and the recognition of unfamiliar vocabulary: enhancing second language reading skills. *Modern Language Journal*, 66(2), 155-159. {14.2}

Adaskou, K., & Britten, D. (1990). Vocabulary work in secondary-level EFL in Morocco. *English Studies (British Council)*, 5, 21-23. {23.1}

Adil, A.-K. (1988). A vocabulary-building program is a necessity not a luxury. *English Teaching Forum*, 26(2), 42. {23.1}

Adolphs, S., & Durow, V. (2004). Social-cultural integration and the development of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam:

John Benjamins.

- Adolphs, S., & Schmitt, N. (2003). Lexical coverage of spoken discourse. *Applied Linguistics*, 24(4), 425-438. {8.4}
- Adolphs, S., & Schmitt, N. (2004). Vocabulary coverage according to spoken discourse context. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 39-49). Amsterdam: John Benjamins.
- Af Trampe, P. (1984). Experiments in vocabulary learning. *Scandinavian Working Papers on Bilingualism*, 3, 20-33. {11.1}
- Agbago, A., & Barriere, C. (2005). *Corpus construction for terminology*. Paper presented at the Corpus Linguistics 2005 Conference, Birmingham.
- Agustin Llach, M. P. (2011). *Lexical Errors in foreign language writing*. Bristol: Multilingual Matters.
- Agustin Llach, M. P., & Gallego, M. T. (2009). Examining the relationship between receptive vocabulary size and written skills of primary school learners. *Atlantis: Journal of the Spanish Association of Anglo-American Studies*, 31(1), 129-147. {7.4}
- Ahmed, K., Davies, A., Fulford, H., & Rogers, M. (1994). What is a term? The semi-automatic extraction of terms from text. In M. Snell-Hornby, F. Dochhammer & F. Kaindl (Eds.), *Translation Studies - An Interdiscipline* (pp. 267-278). Amsterdam: John Benjamins.
- Ahmed, M. O. (1989). Vocabulary learning strategies. In P. Meara (Ed.), *Beyond Words* (pp. 3-14). London: BAALCILT.
- Aisenstadt, E. (1979). Collocability restrictions in dictionaries. *ITL: Review of Applied Linguistics*, 45(6), 71-74. {5.1}
- Aisenstadt, E. (1981). Restricted collocations in English lexicology and lexicography. *ITL: Review of Applied Linguistics*, 53, 53-61. {5.1}
- Aitchison, J. (1987). Reproductive furniture and extinguished professors. In R. Steele & T. Threadgold (Eds.), *Language Topics: Essays in Honour of Michael Halliday Vol II* (pp. 3-14). Amsterdam: John Benjamins.
- Aitchison, J. (1987). *Words in the Mind*. Oxford: Basil Blackwell.
- Aitchison, J. (1992). Good birds, better birds and amazing birds: the development of prototypes. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 71-84). London: Macmillan.
- Aitchison, J. (1994). *Words in the Mind* (2nd ed.). Oxford: Blackwell.
- Akbarian, I. (2010). The relationship between vocabulary size and depth for ESP/EAP learners. *System*, 38, 391-401. {24.3}
- Akirov, A., & Salager, F. (1985). Difficulty analysis and reading comprehension: an experimental study with Venezuelan science students. *English for Specific Purposes (Oregon State University)*, 94, 8-11. {10.1}
- Alcon-Soler, E. (2009). Focus on form, learner uptake and subsequent lexical gains in learners' oral production. *IRAL*, 47(3/4), 347-365. {13.2}
- Alderson, C., & Alvarez, G. (1978). The development of strategies for the assignment of semantic information to unknown lexemes in text. *ERIC:ED177863*. {18.5}
- Alderson, J. C. (2007). Judging the frequency of English words. *Applied Linguistics*, 28(3), 383-409. {8.1}
- Alderson, J. C., & Urquhart, A. H. (Eds.). (1984). *Reading in a Foreign Language*.

London: Longman

- Alessi, S., & Dwyer, A. (2008). Vocabulary assistance before and during reading. *Reading in a Foreign Language*, 20(2), 246-263. {14.2}
- Alexander, F., & Chamberlain, I. C. (1904). Studies of a child. *Pedagogical Seminary*, 11, 263-291. {7.1}
- Alexander, R. J. (1978). Fixed expressions in English: a linguistic, psycholinguistic and didactic study. *Anglistik u. Englischunterricht*, 6, 171-188. {5.1}
- Alexander, R. J. (1984). Fixed expressions in English: reference books and the teacher. *ELT Journal*, 38(2), 127-134. {5.2}
- Alexander, R. J. (1989). Fixed expressions, idioms and collocations revisited. In P. Meara (Ed.), *Beyond Words* (pp. 15-24). London: BAAL/CILT.
- Al-Homoud, F., & Schmitt, N. (2009). Extensive reading in a challenging environment: A comparison of extensive and intensive reading approaches in Saudi Arabia. *Language Teaching Research*, 13(4), 383-401. {9.3}
- Allan, R. (2008). Can a graded reader corpus provide 'authentic' input? *ELT Journal*, 63(1), 23-32. {8.4}
- Allen, E. D., & Valette, R. M. (1972). *Modern Language Classroom Techniques*. New York: Harcourt, Brace, Jovanovich.
- Allen, P. A., McNeal, M., & Kvak, D. (1992). Perhaps the lexicon is coded as a function of word frequency. *Journal of Memory and Language*, 31, 826-844. {3.2}
- Allen, V. F. (1983). *Techniques in Teaching Vocabulary*. New York: Oxford University Press.
- Al-Seghayer, K. (2001). The effect of multimedia annotation modes on L2 vocabulary acquisition: a comparative study. *Language Learning & Technology*, 5(1), 202-232. {21.4}
- Altarriba, J., & Knickerbocker, H. (2011). Acquiring second language vocabulary through the use of images and words. In P. Trofimovich & K. McDonough (Eds.), *Applying Priming Methods to L2 Learning, Teaching and Research: 1* (pp. 21-47). Amsterdam: John Benjamins.
- Altenberg, E. (2005). The perception of word boundaries in a second language. *Second Language Research*, 21(4), 325-358. {2.5}
- Altman, R. (1990). Accounting for successful vocabulary development through learner introspection. *Paper delivered at AILA Thessaloniki*. {11.1}
- Altman, R. (1997). Oral production of vocabulary: a case study. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 69-97). Cambridge: Cambridge University Press.
- Ameel, E., Malt, B. C., Storms, G., & van Asche, F. (2009). Semantic convergence in the bilingual lexicon. *Journal of Memory and Language*, 60, 270-290. {3.2}
- Amer, A. A. (1986). Semantic field theory and vocabulary teaching. *English Teaching Forum*, 24(1), 30-31. {3.4}
- Amery, H. (1979). *The First 1,000 Words - A Picture Word Book*. London: Usborne Publishing Co.
- Ames, W. S. (1966). The development of a classification scheme of contextual aids. *Reading Research Quarterly*, 2(1), 57-82. {18.1}
- Ames, W. S. (1970). The use of classification schemes in teaching the use of contextual aids. *Journal of Reading*, 14(1), 5-8, 50. {18.1}

- Amritavalli, R. (1999). Dictionaries are unpredictable. *ELT Journal*, 53(4), 262-269. {21.5}
- Andersen, E. S. (1975). Cups and glasses: learning that boundaries are vague. *Journal of Child Language*, 2, 79-103. {3.3}
- Anderson, J. I. (1980). The lexical difficulties of English medical discourse for Egyptian students. *English for Specific Purposes (Oregon State University)*, 37, 4. {10.1}
- Anderson, J. P., & Jordan, A. M. (1928). Learning and retention of Latin words and phrases. *Journal of Educational Psychology*, 19(7), 485-496. {19.1}
- Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge. In J. T. Guthrie (Ed.), *Comprehension and Teaching: Research Reviews* (pp. 77-117). Newark: International Reading Association.
- Anderson, R. C., & Freebody, P. (1983). Reading comprehension and the assessment and acquisition of word knowledge. In J. Guthrie (Ed.), *Advances in Reading/Language Research* (Vol. 2, pp. 231-256).
- Anderson, R. C., & Kulhavy, R. W. (1972). Learning concepts from definitions. *American Educational Research Journal*, 9(3), 385-390. {3.1}
- Anderson, R. C., & Nagy, W. E. (1991). Word meanings. In R. Barr, M. L. Kamil, P. Mosenthal & P. D. Pearson (Eds.), *Handbook of Reading Research* (Vol. 2, pp. 690-724). New York: Longman.
- Anderson, R. C., & Nagy, W. E. (1992). The vocabulary conundrum. *American Educator*, 16(4), 14-18; 44-47. {18.3}
- Anderson, R. C., & Ortony, A. (1975). On putting apples into bottles - a problem of polysemy. *Cognitive Psychology*, 7, 167-180. {19.2}
- Anderson, R. C., & Shiffrin, Z. (1980). The meaning of words in context. In R. J. Spiro, B. C. Bruce & W. F. Brewer (Eds.), *Theoretical Issues in Reading Comprehension* (pp. 330-348). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Anderson, R. C., Stevens, K. C., Shiffrin, Z., & Osborn, J. (1978). Instantiation of word meanings in children. *Journal of Reading Behavior*, 10(2), 149-157. {19.2}
- Andrade, H. (1999). The effects previewing vocabulary and providing background information on the comprehension of television commercials. *JACET Bulletin*, 30, 1-16. {12.2}
- Anglin, J. M. (1977). *Word, Object and Conceptual Development*. New York: W.W. Norton.
- Anglin, J. M. (1993). Vocabulary development: a morphological analysis. *Monographs of the Society for Research in Child Development Serial No. 238*, 58(10 Serial No. 238), 1-165. {7.2}
- Anthony, E. M. (1952). The teaching of cognates. *Language Learning*, 4(3&4). {6.5}
- Anthony, E. M. (1955). The importance of the native language in teaching vocabulary. *Language Learning*, 5(3&4), 108-111. {6.4}
- Anthony, E. M. (1975). Lexicon and vocabulary. *RELC Journal*, 6(1), 21-30. {2.3}
- Anthony, L. (2012). *AntWordProfiler [Computer software] Version 1.3.1*. Tokyo: Waseda University. Available from <http://www.antlab.sci.waseda.ac.jp/>.
- Appleby, R. (2004). Review of two intermediate learners' dictionaries. *ELT Journal*, 58(3), 301-304. {21.1}
- Ard, J. (1982). The use of bilingual dictionaries by EFL students while writing. *ITL: Review of Applied Linguistics*, 58, 1-27. {21.3}
- Ard, J., & Gass, S. M. (1987). Lexical constraints on syntactic acquisition. *Studies in*

- Second Language Acquisition*, 9, 233-252. {2.6}
- Arden-Close, C. (1993). NNS readers' strategies for inferring the meanings of unknown words. *Reading in a Foreign Language*, 9(2), 867-893. {18.2}
- Arevart, S., & Nation, I. S. P. (1991). Fluency improvement in a second language. *RELC Journal*, 22(1), 84-94. {1.5}
- Ari, O. (2006). Review of three software programs designed to identify lexical bundles. *Language Learning & Technology*, 10(1), 30-37. {22.3}
- Arlin, M. (1976). Causal priorities between comprehension subskills: word meaning and paragraph meaning. *Journal of Reading Behavior*, 8(4), 351-362. {14.2}
- Armbruster, B. (2008). Matching readers and texts: The continuing quest. In D. Lapp, J. Flood & N. Farnan (Eds.), *Content Area Reading and Learning* (pp. 35-52). New York: Lawrence Erlbaum Associates.
- Arnaud, P. J. L. (1980). L'Enseignement du vocabulaire. *Linguistique et Enseignement des Langues, Linguistique et Semiologie*, Lyon: Presses Universite, 83-107. {22.1}
- Arnaud, P. J. L. (1982). A study of some variables linked to the English vocabulary proficiency of French students. *Journal of Applied Language Study*, 1(1), 87-92. {6.4}
- Arnaud, P. J. L. (1984). The lexical richness of L2 written productions and the validity of vocabulary tests. *Practice and Problems in Language Testing*, 14-28. {15.1}
- Arnaud, P. J. L. (1984). A practical comparison of five types of vocabulary tests and an investigation into the nature of L2 lexical competence. *Paper read at 7th World Congress of Applied Linguistics, Brussels*(Jan-21). {24.2}
- Arnaud, P. J. L. (1987). Enseignement/apprentis sage du lexique en Francais langue etrangere. *Presented to L'Association Nationale des Enseignants de Francais Langue Etrangere, Strasbourg*. {1.3}
- Arnaud, P. J. L. (1992). Objective lexical and grammatical characteristics of L2 written compositions and the validity of separate-component tests. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 133-145). London: Macmillan.
- Arnaud, P. J. L. (1992). Review of Teaching and Learning Vocabulary by I.S.P. Nation. *Applied Linguistics*, 13(3), 326-328. {1.4}
- Arnaud, P. J. L., & Béjoint, H. (Eds.). (1992). *Vocabulary and Applied Linguistics*. London: Macmillan.
- Arnaud, P. J. L., Bejoint, H., & Thoiron, P. (1985). A quoi sert le programme lexical? *Les Langues Modernes*, 29(3-4), 72-85. {22.1}
- Arnaud, P. J. L., & Savignon, S. J. (1997). Rare words, complex lexical units and the advanced learner. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 157-173). Cambridge: Cambridge University Press.
- Arnold, H. (1931). A list of graded vocabularies and a method of grading. *Modern Language Journal*, 16(8), 644-655. {8.3}
- Arnon, I., & Snider, N. (2010). More than words: Frequency effects for multi-word phrases. *Journal of Memory and Language*, 62(1), 67-82. {5.1}
- Aronsson, K., Metsola, A., Norrbacka, E., & Tervonen, K. (1983). Free recall of mixed language lists: Error patterns in bilingual memory. In H. Ringbom (Ed.), (pp. 11-29).
- Artley, A. S. (1943). Teaching word-meaning through context. *Elementary English*

- Review*, 20(1), 68-74. {18.1}
- Asher, J. J. (1963). Evidence for "genuine" one-trial learning. *IRAL*, 1(2), 98-103. {11.2}
- Asraf, R. M., & Ahmad, I. S. (2003). Promoting English language development and the reading habit among students in rural schools through the guided extensive reading program. *Reading in a Foreign Language*, 15(2), 83-102. {14.5}
- Astika, G. G. (1993). Analytical assessment of foreign students' writing. *RELC Journal*, 24(1), 61-72. {15.1}
- Aston, G. (1998). *Learning English with the British National Corpus*. Paper presented at the 6th Jornada de Corpus, Barcelona.
- Aston, P., & Christian, C. (1974). *Guide To Rangers*. London: Macmillan Education.
- Atay, D., & Kurt, G. (2006). Elementary school EFL learners' vocabulary learning: The effects of post-reading activities. *Canadian Modern Language Review*, 63(2), 255-273. {22.1}
- Atay, D., & Ozbulgan, C. (2007). Memory strategy instruction, contextual learning and ESP vocabulary recall. *English for Specific Purposes*, 26, 39-51. {19.1}
- Atkins, B. T. S., & Varantola, K. (1997). Monitoring dictionary use. *International Journal of Lexicography*, 10(1), 1-45. {21.3}
- Atkins, P. W. B., & D., B. A. (1998). Working memory and distributed vocabulary learning. *Applied Psycholinguistics*, 19, 537-552. {2.3}
- Atkins, S., Clear, J., & Ostler, N. (1992). Corpus design criteria. *Literary and Linguistic Computing*, 7(1), 1-16. {8.4}
- Atkinson, R. C. (1972). Optimizing the learning of a second-language vocabulary. *Journal of Experimental Psychology*, 96, 124-129. {19.1}
- Atkinson, R. C. (1975). Mnemotechnics in second-language learning. *American Psychologist*, 30, 821-828. {20.1}
- Atkinson, R. C., & Raugh, M. R. (1975). An application of the mnemonic keyword method to the acquisition of a Russian vocabulary. *Journal of Experimental Psychology: Human Learning and Memory*, 1, 126-133. {20.2}
- Atwell, C. R., & Wells, F. L. (1937). Wide range multiple choice vocabulary tests. *Journal of Applied Psychology*, 21, 550-555. {24.1}
- Augustyn, P. (2013). *No dictionaries in the classroom: Translation equivalents and vocabulary acquisition*. *International Journal of Lexicography*, 26(3), 362-385. {11.1}
- Aulls, M. (1971). Context in reading: How it may be depicted. *Journal of Reading Behavior*, 3, 61-73. {18.3}
- Aust, R., Kelly, M., & Roby, W. (1993). The use of hyper-reference and conventional dictionaries. *Educational Technology Research and Development*, 41(4), 63-73. {21.3}
- Avila, E., & Sadoski, M. (1996). Exploring new applications of the keyword method to acquire English vocabulary. *Language Learning*, 46(3), 379-395. {20.3}
- Avons, S., Wragg, C., Cupples, L., & Lovegrove, W. (1998). Measures of phonological short-term memory and their relationship to vocabulary development. *Applied Psycholinguistics*, 19, 583-601. {2.3}
- Baayen, R. H. (2001). *Word Frequency Distributions*. Dordrecht: Kluwer Academic Publishers.
- Baayen, R. H., & Lieber, R. (1991). Productivity and English derivation: a corpus-based

- study. *Linguistics*, 29, 801-843. {6.1}
- Baayen, R. H., Lieber, R., & Schreuder, R. (1997). The morphological complexity of simplex nouns. *Linguistics*, 35, 861-877. {6.1}
- Babbitt, E. H. (1907). A vocabulary test. *Popular Science Monthly*, 70, 378. {7.3}
- Baddeley, A. Reading and Working Memory *Best of SET Reading* (Vol. Item 10). Wellington: NZCER.
- Baddeley, A. (1990). *Human Memory*. London: Lawrence Erlbaum Associates.
- Baddeley, A., Gathercole, S., & Papagno, C. (1998). The phonological loop as a language learning device. *Psychological Review*, 105(1), 158-173. {2.3}
- Baddock, B. (1979). Vocabulary development through describing pictures. *Modern English Teacher*, 6(5), 9-10. {22.2}
- Bagster-Collins, E. W. (1918). A brief study showing the relation between the vocabulary and treatment of the annotated reading text. *Modern Language Journal*, 2(8), 341-351. {21.4}
- Bahns, J. (1993). Lexical collocations: a contrastive view. *ELT Journal*, 47(1), 56-63. {5.1}
- Bahns, J., & Eldaw, M. (1993). Should we teach EFL students collocations? *System*, 21(1), 101-114. {5.2}
- Bahrck, H. (1984). Fifty years of second language attrition: implications for programmatic research. *Modern Language Journal*, 68(2), 105-118. {11.2}
- Bahrck, H. P. (1984). Semantic memory content in permastore: fifty years of memory for Spanish learned in school. *Journal of Experimental Psychology: General*, 113(1), 1-37. {11.2}
- Bahrck, H. P., Bahrck, L. E., Bahrck, A. S., & Bahrck, P. E. (1993). Maintenance of a foreign language vocabulary and the spacing effect. *Psychological Science*, 4(5), 316-321. {11.2}
- Bahrck, H. P., & Bahrck, P. O. (1964). A re-examination of the interrelations among measures of retention. *Quarterly Journal of Experimental Psychology*, 16, 318-324. {24.2}
- Bahrck, H. P., & Phelps, E. (1987). Retention of Spanish vocabulary over 8 years. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 13(2), 344-349. {11.2}
- Baigent, M. (1999). Teaching in chunks: integrating a lexical approach. *Modern English Teacher*, 8(1), 51-54. {5.2}
- Baker, D. L., Otaiba, A. O., Ortiz, M., Correa, V., & Cole, R. (2014). Vocabulary development and intervention for English learners in the early grades *Advances in Child Development and Behavior* (pp. 281-338): Elsevier.
- Baker, K. E., & Sonderegger, T. B. (1964). Acquisition of meaning through context. *Psychonomic Science*, 1, 75-76. {18.3}
- Baker, L. (1989). Developmental changes in readers' responses to unknown words. *Journal of Reading Behavior*, 21(3), 241-260. {14.2}
- Baker, M. (1988). Sub-technical vocabulary and the ESP teacher: an analysis of some rhetorical items in medical journal articles. *Reading in a Foreign Language*, 4(2), 91-105. {10.2}
- Baker, N. (1990). Teacher explanation of unplanned vocabulary. In G. Brindley (Ed.), *The Second Language Curriculum in Action* (pp. 93-111). Sydney: Macquarie University Research Series.

- Baleghizadeh, S. (2015). Task Types and Vocabulary Growth in a Foreign Language: The Involvement Load Hypothesis on Trial. *TESL Reporter*, 48(1), 1-13. {11.1}
- Balota, D. A., Flores d'Arcais, G. B., & Rayner, K. (Eds.). (1990). *Comprehension Processes in Reading*. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Bamford, J. (1984). Extensive reading by means of graded readers. *Reading in a Foreign Language*, 2(2), 218-260. {9.3}
- Bamford, J. (1992). Review of Vocabulary by M. McCarthy. *ELT Journal*, 46(2), 228-229. {1.4}
- Barber, C. L. (1962). Some measurable characteristics of modern scientific prose. In C. L. Barber (Ed.), *Contributions to English Syntax and Philology* (pp. 21-43). Goteburg: Acta Universitatis Gothoburgensis.
- Barcroft, J. (2002). Semantic and structural elaboration in L2 lexical acquisition. *Language Learning*, 52(2), 323-363. {11.3}
- Barcroft, J. (2003a). Effects of questions about word meaning during L2 Spanish lexical learning. *Modern Language Journal*, 87, 546-561. {19.2}
- Barcroft, J. (2003b). Distinctiveness and bidirectional effects in input enhancement for vocabulary learning. *Applied Language Learning*, 13(2), 133-159. {19.2}
- Barcroft, J. (2004). Effects of sentence writing in second language lexical acquisition. *Second Language Research*, 20(4), 303-334. {19.2}
- Barcroft, J. (2006). Can writing a word detract from learning it? More negative effects of forced output during vocabulary learning. *Second Language Research*, 22(4), 487-497. {19.2}
- Barcroft, J. (2007a). Effects of opportunities for word retrieval during second language vocabulary learning. *Language Learning*, 57(1), 35-56. {11.1}
- Barcroft, J. (2007b). When knowing grammar depends on knowing vocabulary: Native speaker grammaticality judgements of sentences with real and unreal words. *Canadian Modern Language Review*, 63(3), 313-343. {2.6}
- Barcroft, J. (2009a). Effects of synonym generation on incidental and intentional L2 vocabulary learning during reading. *TESOL Quarterly*, 43(1), 79-103. {19.2}
- Barcroft, J. (2009b). Strategies and performance in intentional L2 vocabulary learning. *Language Awareness*, 18(1), 74-89. {22.1}
- Barcroft, J., & Sommers, M. S. (2005). Effects of acoustic variability on second language vocabulary learning. *Studies in Second Language Acquisition*, 27(3), 387-414. {2.1}
- Barcroft, J., Sommers, M. S., & Sunderman, G. (2011). Some costs of fooling mother nature: A priming study on the Keyword Method and the quality of developing L2 lexical representations. In P. Trofimovich & K. McDonough (Eds.), *Applying Priming Methods to L2 Learning, Teaching and Research: 1* (pp. 49-72). Amsterdam: John Benjamins.
- Bardovi-Harlig, K. (2009). Conventional expressions as a pragmalinguistic resource: Recognition and production of conventional expressions in L2 pragmatics. *Language Learning*, 59(4), 755-795. {5.2}
- Bardovi-Harlig, K. (2010). Recognition of conventional expressions in L2 pragmatics. *Pragmatics and Language Learning*, 12, 141-162. {5.2}
- Bardovi-Harlig, K., Bastos, M.-T., Burghardt, B., Nickels, E. L., & Rose, M. (2010). The use of conventional expressions and utterance length in L2 pragmatics.

- Pragmatics and Language Learning* 12, 163-166. {5.2}
- Barfield, A. (1995). Review of The Lexical Approach by M. Lewis. *The Language Teacher*, 19(2), 51-52. {1.4}
- Barfield, A. (1995). Vocabulary building from student-generated topics. *The Language Teacher*, 19(2), 59-61. {22.2}
- Barfield, A. (2001). First-year students' knowledge of academic verbs. *University of Tsukuba Foreign Language Centre: Studies in Foreign Language Teaching*, 23, 19-41. {7.4}
- Barfield, A. (2002). Knowledge of lexical verbs: creating a database. *University of Tsukuba Foreign Language Centre: Studies in Foreign Language Teaching*, 24, 221-238. {7.4}
- Barfield, A. (2009). Exploring productive L2 collocation knowledge. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 95-110). Bristol: Multilingual Matters.
- Barfield, A., & Fitzpatrick, T. (2009). Taking stock. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 154-158). Bristol: Multilingual Matters.
- Barker, D. (2007). A personalized approach to analyzing 'cost' and 'benefit' in vocabulary selection. *System*, 35, 523-533. {8.1}
- Barnard, H. (1961). A test of P.U.C. students' vocabulary in Chotanagpur. *Bulletin of the Central Institute of English*, 1, 90-100. {7.4}
- Barnard, H. (1971). *Teachers' Book For Advanced English Vocabulary*. Rowley, Mass.: Newbury House.
- Barnard, H. (1972). *Advanced English Vocabulary*. Rowley, Mass.: Newbury House.
- Barnard, H., & Brown, D. (1984). The E.L.I. little language. In I. S. P. Nation (Ed.), *Vocabulary Lists*. Wellington: Student Notes, Victoria University of Wellington.
- Barnett, M. V. (1986). Syntactic and lexical/semantic skill in foreign language reading: importance and interaction. *Modern Language Journal*, 70(4), 343-349. {14.2}
- Barnhart, C. L., Steinmetz, S., & Barnhart, R. K. (1980). *The Second Barnhart Dictionary of New English*. New York: Barnhart/Harper and Row.
- Barr, A. S., & Gifford, C. W. (1929). The vocabulary of American history. *Journal of Educational Research*, 20(2), 103-121. {10.3}
- Barrett, M. D. (1982). Distinguishing between prototypes: the early acquisition of the meaning of object names. In S. A. K. II (Ed.), *Language Development* (pp. 313-334). New Jersey: Lawrence Erlbaum Associates.
- Barron, R. F., & Stone, F. (1974). The effect of student constructed graphic post organizers upon learning vocabulary relationships. In P. Nacke (Ed.), *Interaction: Reading and Practice for College-Adult Reading* (pp. 172-175). Clemson, S.C.: National Reading Conference.
- Barrow, J., Nakanashi, Y., & Ishino, H. (1996). Vocabulary familiarity survey for Japanese students. *Bulletin of Osaka International University for Women*, 22(1), 99-118. {7.4}
- Barrow, J., Nakanishi, Y., & Ishino, H. (1999). Assessing Japanese college students' vocabulary knowledge with a self-checking familiarity survey. *System*, 27, 223-247. {7.4}
- Barry, C. L., Horst, S. J., Finney, S. J., Brown, A. R., & Kopp, J. P. (2010). Do examinees

- have similar test-taking effort? A high-stakes question for low-stakes testing. *International Journal of Testing*, 10(4), 342-363. {24.5}
- Barton, J. (2001). Teaching vocabulary in the literature classroom. *English Journal*, 90(4), 82-88. {22.4}
- Bass, L. A., & Barron, E. V. (2014). Effects of instructional condition on preschool children's novel word learning. *Infants & Young Children*, 27(2), 136-161. {11.1}
- Bateman, W. G. (1914). A child's progress in speech. *Journal of Educational Psychology*, 5(6), 307-320. {7.1}
- Bateman, W. G. (1915). Two children's progress in speech. *Journal of Educational Psychology*, 6, 475-493. {7.1}
- Bauer, L. (1980). Review of The Longman Dictionary of Contemporary English. *RELC Journal*, 11(1), 104-109. {21.1}
- Bauer, L. (1981). Review of Chambers Universal Dictionary. *RELC Journal*, 12(2), 100-103. {21.1}
- Bauer, L. (1993). *Wellington Corpus of Written New Zealand English*. Wellington, New Zealand: Victoria University of Wellington.
- Bauer, L. (1998). *Vocabulary*. London: Routledge.
- Bauer, L. (1998). When is a sequence of two nouns a compound in English? *English Language and Linguistics*, 2(1), 65-86. {6.1}
- Bauer, L., & Nation, I. S. P. (1993). Word families. *International Journal of Lexicography*, 6(4), 253-279. {6.2}
- Bauman, J. F., & Graves, M. F. (2010). What Is Academic Vocabulary? *Journal of Adolescent & Adult Literacy*, 54(1), 4-12. {10.1}
- Baumann, J. F., Edwards, E. C., Font, G., Tereshinski, C. A., Kame'enui, E. J., & Olejnik, S. (2002). Teaching morphemic and contextual analysis to fifth-grade students. *Reading Research Quarterly*, 37(2), 150-173. {6.1}
- Baumann, J. F., & Kame'enui, E. J. (Eds.). (2004). *Vocabulary Instruction: Research to Practice*. New York: Guilford Press.
- Baumann, J. F., Ware, D., & Edwards, E. C. (2007). "Bumping into spicy, tasty words that catch your tongue": A formative experiment on vocabulary instruction. *The Reading Teacher*, 61(2), 108-122. {22.1}
- Bawcom, L. (1995). Designing an advanced speaking course. *English Teaching Forum*, 33(1), 41-43. {1.5}
- Baxter, J. (1980). The dictionary and vocabulary behaviour: a single word or a handful? *TESOL Quarterly*, 14(3), 325-336. {21.3}
- Bear, D. R., & Helman, L. (2004). Word study for vocabulary development in the early stages of literacy learning: Ecological perspectives and learning English. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 139-158). New York: Guilford Press.
- Bear, R. M., & Odbert, H. S. (1941). Insight of older pupils into their knowledge of word meanings. *School Review*, 49, 754-760. {24.1}
- Beaton, A., Gruneberg, M., & Ellis, N. (1995). Retention of foreign vocabulary using the keyword method: a ten-year follow-up. *Second Language Research*, 11(2), 112-120. {20.3}
- Beck, I. L., & McKeown, M. (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. Mosenthal & P. D. Pearson (Eds.), *Handbook of Reading Research Vol II*

- (pp. 789-814). New York: Longman.
- Beck, I. L., McKeown, M. G., & McCaslin, E. S. (1983). Vocabulary: all contexts are not created equal. *Elementary School Journal*, 83(3), 177-181. {18.1}
- Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 147-163). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Beck, I. L., McKeown, M. G., Omanson, R. C., & Pople, M. J. (1984). Improving the comprehensibility of stories: the effects of revisions that improve coherence. *Reading Research Quarterly*, 19(3), 263-277. {9.2}
- Beck, I. L., Perfetti, C. A., & McKeown, M. G. (1982). The effects of long-term vocabulary instruction on lexical access and reading comprehension. *Journal of Educational Psychology*, 74, 506-521. {14.2}
- Beck, J. (1981). New vocabulary and the associations it provokes. *Polyglot*, 3(3), C7-F14. {4.1}
- Becka, J. V. (1972). The lexical composition of specialized texts and its quantitative aspect. *Prague Studies in Mathematical Linguistics*, 4, 47-64. {10.2}
- Becker, W. C. (1977). Teaching reading and language to the disadvantaged - What we have learned from field research. *Harvard Educational Review*, 47, 518-543. {7.1}
- Becker, W. C., Dixon, R., & Anderson-Inman, L. (1980). *Morphographic and root word analysis of 26,000 high frequency words: Follow Through Project*. Eugene, Oregon: University of Oregon.
- Beebe, L. M. (Ed.). (1988). *Issues in Second Language Acquisition*. New York: Newbury House.
- Beeckmans, R., Eyckmans, J., Jansens, V., Dufranne, M., & van de Velde, H. (2001). Examining the Yes/No vocabulary test: some methodological issues in theory and practice. *Language Testing*, 18(3), 235-274. {24.4}
- Beglar, D. (1995). Review of *New Ways in Teaching Vocabulary* by I.S.P. Nation (ed). *The Language Teacher*, 19(2), 50-51. {1.4}
- Beglar, D. (2010). A Rasch-based validation of the Vocabulary Size Test. *Language Testing*, 27(1), 101-118. {24.4}
- Beglar, D., & Hunt, A. (1999). Revising and validating the 2000 word level and the university word level vocabulary tests. *Language Testing*, 16(2), 131-162. {24.4}
- Beglar, D., Hunt, A., & Kite, Y. (2012). The effect of pleasure reading on Japanese university EFL learners' reading rates. *Language Learning*, 62(3), 665-703. {1.5}
- Behydt, L. (1987). The semantization of vocabulary in foreign language learning. *System*, 15(1), 55-67. {3.4}
- Behydt, L. (2004). The development of an academic dictionary
In P. Battaner & J. DeCesaris (Eds.), *De Lexicografia. Actes del i Symposium Internacional de Lexicografia, Serie activats 15* (pp. 241-250). Barcelona: Institut universitari de linguística aplicada.
- Beitchman, J., Jiang, H., Koyama, E., Johnson, C., Escobar, M., L., A., & al, e. (2008). Models and determinants of vocabulary growth from kindergarten to adulthood. *Journal of Child Psychology and Psychiatry*, 49(6), 626-634. {7.2}
- Bejoint, H. (1981). The foreign student's use of monolingual English dictionaries: a study of language needs and reference skills. *Applied Linguistics*, 2(3), 207-222. {21.3}

- Bell, F. L., & LeBlanc, L. B. (2000). The language of glosses in L2 reading on computer: Learners' preferences. *Hispania*, 83, 274-285. {21.4}
- Bell, H. (2009). The messy little details: A longitudinal case study of the emerging lexicon. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 111-127). Bristol: Multilingual Matters.
- Bell, P. K., & Collins, L. (2009). 'It's vocabulary'/'It's gender': learner awareness and incidental learning. *Language Awareness*, 18(3-4), 277-293. {11.1}
- Bellezza, F. S. (1981). Mnemonic devices: classification, characteristics, and criteria. *Review of Educational Research*, 51(2), 247-275. {20.1}
- Bellezza, F. S. (1983). Mnemonic-device instruction with adults. In M. Pressley & J. R. Levin (Eds.), *Cognitive Strategy Research* (pp. 51-74). New York: Springer-Verlag.
- Belyayev, B. (1963). The psychological bases of teaching the vocabulary of a foreign language *The Psychology of Teaching Foreign Languages* (Vol. Chapter 11 pp. 144-163). Oxford: Pergamon Press.
- Belz, J. A. (2004). Learner corpus analysis and the development of foreign language proficiency. *System*, 32, 577-591. {5.2}
- Bendix, E. H. (1966). Componential analysis of general vocabulary. *International Journal of American Linguistics*, 32(2). {3.3}
- Bengeleil, N. F., & Paribakht, T. S. (2004). L2 reading proficiency and lexical inferencing by university EFL students. *Canadian Modern Language Review*, 61, 225-249. {18.4}
- Benson, M. (1989). The collocational dictionary and the advanced learner. In M. L. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art. RELC Anthology Series No. 23* (pp. 84-93). Singapore: SEAMEO Regional Language Centre.
- Benson, M. (1995). Review of Longman Language Activator. *System*, 23(2), 253-255. {21.1}
- Benson, M., & Benson, E. (1988). Trying out a new dictionary. *TESOL Quarterly*, 22(2), 340-345. {21.3}
- Benson, M., Benson, E., & Ilson, R. (1986). *The BBI Combinatory Dictionary of English*. Amsterdam: John Benjamins.
- Bensoussan, M. (1983). Dictionaries and tests of EFL reading comprehension. *ELT Journal*, 37(4), 341-345. {21.3}
- Bensoussan, M. (1992). Learners' spontaneous translations in an L2 reading comprehension task: vocabulary knowledge and use of schemata. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 102-112). London: Macmillan.
- Bensoussan, M., & Laufer, B. (1984). Lexical guessing in context in EFL reading comprehension. *Journal of Research in Reading*, 7(1), 15-32. {18.4}
- Bensoussan, M., Sim, D., & Weiss, R. (1984). The effect of dictionary usage on EFL test performance compared with student and teacher attitudes and expectations. *Reading in a Foreign Language*, 2(2), 262-276. {21.3}
- Bergman, J. R. (1977). Reducing reading frustration by an innovative technique for vocabulary growth. *Reading Improvement*, 14(3), 168-171. {21.4}
- Bernbrock, C. (1980). Stemgo: a word-stems game. *English Teaching Forum*, 18(3), 45-46. {22.2}

- Berne, J. I., & Blachowicz, C. L. Z. (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher*, 62(4), 314–323. {22.1}
- Bertram, R., Baayen, R., & Schreuder, R. (2000). Effects of family size for complex words. *Journal of Memory and Language*, 42, 390-405. {6.1}
- Bertram, R., Laine, M., & Virkkala, M. (2000). The role of derivational morphology in vocabulary acquisition: Get by with a little help from my morpheme friends. *Scandinavian Journal of Psychology*, 41(4), 287-296. {6.1}
- Besson, M., & Kutas, M. (1993). The many facets of repetition a cued-recall and event-related potential analysis of repeating words in same versus different contexts. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 19(5), 1115-1133. {11.2}
- Bhatia, V. K. (1983). Simplification v. easification - the case of legal texts. *Applied Linguistics*, 4(1), 42-54. {9.2}
- Bialystock, E., & Frohlich, M. (1980). Oral communication strategies for lexical difficulties. *Interlanguage Studies Bulletin, Utrecht*, 5(1), 3-30. {17.1}
- Biber, D. (1993). Representativeness in corpus design. *Literary and Linguistic Computing*, 8(4), 243-257. {8.4}
- Biber, D. (1993). Using register-diversified corpora for general language studies. *Computational Linguistics*, 19(2), 219-241. {8.4}
- Biber, D., & Conrad, S. (2001). Quantitative corpus-based research: more than bean counting. *TESOL Quarterly*, 35(2), 331-336. {8.4}
- Biber, D., & Conrad, S. (2009). *Register, genre, and style*. Cambridge: Cambridge University Press.
- Biber, D., Conrad, S., & Cortes, V. (2004). "If you look at ...": Lexical bundles in university teaching and textbooks. *Applied Linguistics*, 25(3), 371-405. {5.1}
- Biemiller, A. (2005). Size and sequence in vocabulary development. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing Research into Practice* (pp. 223-242). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Biemiller, A. (2009?). Vocabulary: Development in the first sixty months. In L. Phillips (Ed.), *Handbook of Language and Literacy (0-60 months)*.
- Biemiller, A. (2010). Vocabulary development and implications for reading problems. In A. McGill-Franzen & R. Allington (Eds.), *Handbook of Reading Disabilities Research* (pp. 208-218). New York: Routledge.
- Biemiller, A. (2010). *Words Worth Teaching: Closing the Vocabulary Gap*. Columbus: McGraw-Hill.
- Biemiller, A., & Boote, C. (2006). An effective method for building meaning vocabulary in the primary grades. *Journal of Educational Psychology*, 98(1), 44-62. {22.1}
- Biemiller, A., & Slonim, N. (2001). Estimating root word vocabulary growth in normative and advantaged populations: Evidence for a common sequence of vocabulary acquisition. *Journal of Educational Psychology*, 93(3), 498-520. {7.2}
- Biemiller, E. (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 28-40). New York: Guilford Press.
- Bierwisch, M., & Schreuder, R. (1992). From concepts to lexical items. *Cognition*, 41, 23-60. {2.3}

- Bird, N. (1987). Applied philology and the teaching of foreign languages. *Lexis*, 6(Jan-17). {6.5}
- Bird, N. (1987). Words, lemmas and frequency lists: old problems and new challenges (Parts 1 & 2). *Al-manakh*, 6(2), 42-50. {6.2}
- Bird, N. (1990). A First Handbook of the Roots of English. Hong Kong: Lapine Education and Language Services Ltd.
- Bird, N. (1992). Investigating lexis beyond the most frequent words. *Unpublished MS*. {7.5}
- Bird, S. A., & Jacobs, G. M. (1999). An examination of the keyword method: How effective is it for native speakers of Chinese? *Asian Journal of English Language Teaching*, 9, 75-97. {20.3}
- Bird, S. A., & Williams, J. (2002). The effect of bimodal input on implicit and explicit memory: An investigation into the benefits of within-language subtitling. *Applied Psycholinguistics*, 23, 509-533. {12.2}
- Bishop, H. (2004). The effect of typographic salience on the look up and comprehension of unknown formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Biskup, D. (1992). L1 influence on learners' renderings of English collocations: a Polish/German empirical study. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 85-93). London: Macmillan.
- Bismoko, J., & Nation, I. S. P. (1974). English reading speed and the mother-tongue or national language. *RELC Journal*, 5(1), 86-89. {1.5}
- Björge, A. K. (2003). The explicitation of proper names in expository news text. *International Journal of Applied Linguistics*, 13(1), 115-138. {10.4}
- Blachowicz, C., Fisher, P., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 41(4), 524-539. {1.3}
- Blachowicz, C. L. Z. (1987). Vocabulary instruction: What goes on in the classroom? *The Reading Teacher*, 41(2), 132-137. {22.1}
- Blachowicz, C. L. Z., & Fisher, P. (2004). Keep the "fun" in fundamental: Encouraging word awareness and incidental word learning in the classroom through word play. In J. F. B. a. E. J. Kame'enui (Ed.), *Vocabulary Instruction: Research to Practice* (pp. 218-237). New York: Guilford Press.
- Black, A. (1986). The effects on comprehension and memory of providing different types of defining information for new vocabulary. *Unpublished report*. {21.5}
- Blair, C. E., & Burke, E. V. (1980). Vocabulary/contextual/ spelling interdependency in specific reading and writing tasks for the elementary school student. *Guidelines*, 3, 95-103. {2.5}
- Blake, M. E., & Majors, P. L. (1995). Recycled words: holistic instruction for LEP students. *Journal of Adolescent and Adult Literacy*, 39(2), 132-137. {22.2}
- Bland, J. M., & Altman, D. G. (1986). Statistical methods for assessing agreement between two methods of clinical assessment. *Lancet*, *i*, 307-310.
- Bland, S. K., Noblitt, J. S., Armington, S., & Gay, G. (1990). The naive lexical hypothesis: evidence from computer-assisted language learning. *Modern Language Journal*, 74(4), 440-450. {21.3}
- Blewitt, P., & Rump, K. M. (2009). Shared book reading: When and how questions affect young children's word learning. *Journal of Educational Psychology*, 101(2),

- 294-304. {13.2}
- Blok, H., van Daalen-Kapteijns, M. M., Otter, M. E., & Overmaat, M. (2001). Using computers to learn words in the elementary grades: An evaluation framework and a review of the effect studies. *Computer Assisted Language Learning*, 14(2), 99-128. {22.3}
- Bloom, K. C., & Shuell, T. J. (1981). Effects of massed and distributed practice on the learning and retention of second-language vocabulary. *Journal of Educational Research*, 74(4), 245-248. {11.2}
- Bloom, P. (2001). Precis of how children learn the meanings of words. *Behavioral and Brain Sciences*, 24, 1095-1103. {3.1}
- Bloom, P., & Markson, L. (1998). Capacities underlying word learning. *Trends in Cognitive sciences*, 2(2), 67-73. {11.1}
- Blum, S., & Levenston, E. (1979). Lexical simplification in second-language acquisition. *Studies in Second Language Acquisition*, 2(2), 43-63. {17.1}
- Blum, S., & Levenston, E. A. (1978). Universals of lexical simplification. *Language Learning*, 28(22), 399-415. {21.5}
- Bock, C. (1948). Prefixes and suffixes. *Classical Journal*, 44, 132-133. {6.2}
- Boers, F. (1997). No pain, no gain in a free-market: A test for cognitive semantics? *Metaphor and Symbol*, 12, 231-241. {5.2}
- Boers, F. (2000). Enhancing metaphoric awareness in specialised reading. *English for Specific Purposes*, 19(2), 137-147. {4.1}
- Boers, F. (2000). Metaphor awareness and vocabulary retention. *Applied Linguistics*, 21(4), 553-571. {4.1}
- Boers, F. (2001). Remembering figurative idioms by hypothesising about their origin. *Prospect*, 16(3), 35-43. {5.2}
- Boers, F. (2003). Applied linguistics perspectives on cross-cultural variation in conceptual metaphor. *Metaphor and Symbol*, 18, 231-238. {5.2}
- Boers, F. (2012). *Getting to grips with phrasal expressions: Challenges and recommendations*. Paper presented at the KOTESOL, Seoul, Korea.
- Boers, F. (2013). Cognitive linguistic approaches to second language vocabulary: Assessment and integration. *Language Teaching: Surveys and Studies*, 46(2), 208-224. {5.2}
- Boers, F. (2014). A reappraisal of the 4/3/2 activity. *RELC Journal*, 45(3), 221-235. {1.5}
- Boers, F., & Demecheleer, M. (1998). A cognitive semantic approach to teaching prepositions. *English Language Teaching Journal* 53, 197-204.
- Boers, F., & Demecheleer, M. (2001). Measuring the impact of cross-cultural differences on learners' comprehension of imageable idioms. *ELT Journal*, 55(3), 255-262. {5.2}
- Boers, F., Demecheleer, M., Coxhead, A., & Webb, S. (in press). Gauging the effects of exercises on verb-noun collocations. *Language Teaching Research*, 18(1), 54-74. {5.2}
- Boers, F., Demecheleer, M., & Eyckmans, J. (2004). Cross-cultural variation as a variable in comprehending and remembering figurative idioms. *European Journal of English Studies*, 8(3), 375-388. {5.2}
- Boers, F., Demecheleer, M., & Eyckmans, J. (2004). Etymological elaboration as a strategy for learning idioms. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a*

- Second Language: Selection, Acquisition, and Testing* (pp. 53-78). Amsterdam: John Benjamins.
- Boers, F., Eyckmans, J., Kappel, J., Stengers, H., & Demecheleer, M. (2006). Formulaic sequences and perceived oral proficiency: putting the Lexical Approach to the test. *Language Teaching Research*, 10(3), 245-261. {15.1}
- Boers, F., Eyckmans, J., & Stengers, H. (2007). Presenting figurative idioms with a touch of etymology: more than mere mnemonics? *Language Teaching Research*, 11(1), 43-62. {5.2}
- Boers, F., & Lindstromberg, S. (2005). Finding ways to make phrase-learning feasible: The mnemonic effect of alliteration. *System*, 33, 225-238. {5.2}
- Boers, F., & Lindstromberg, S. (Eds.). (2008). *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology*. Berlin: Mouton De Gruyter.
- Boers, F., & Lindstromberg, S. (2009). *Optimizing a Lexical Approach to Instructed Second Language Acquisition*. Basingstoke: Palgrave Macmillan.
- Boers, F., & Lindstromberg, S. (2012). Experimental and intervention studies on formulaic sequences in a second language. *Annual Review of Applied Linguistics*, 32, 83-110. {5.2}
- Boers, F., Lindstromberg, S., & Eyckmans, J. (2012). Are alliterative word combinations comparatively easy to remember for adult learners? *RELC Journal*, 43(1), 127-135. {5.2}
- Boers, F., Lindstromberg, S., Littlemore, J., Stengers, H., & Eyckmans, J. (2008). Variables in the mnemonic effectiveness of pictorial elucidation. In F. Boers & S. Lindstromberg (Eds.), *Cognitive Linguistic Approaches to Teaching Vocabulary and Phraseology* (pp. 189-216). Berlin: Mouton de Gruyter.
- Boers, F., Lindstromberg, S., & Webb, S. (2014). Further evidence of the comparative memorability of alliterative expressions in second language learning. *RELC Journal*, 45(1), 85-99. {5.2}
- Boers, F., & Littlemore, J. (2000). Cognitive style variables in participants' explanations of conceptual metaphors. *Metaphor and Symbol*, 15, 177-187. {5.2}
- Boers, F., Piquer Piriz, A., Stengers, H., & Eyckmans, J. (2009). Does pictorial elucidation foster recollection of idioms? *Language Teaching Research*, 13(3), 367-382. {5.2}
- Boers, F., & Stengers, H. (2008). Adding sound to the picture: An exercise in motivating the lexical composition of metaphorical idioms in English, Spanish and Dutch. In L. Cameron, M. Zanutto & M. Cavalcanti (Eds.), *Confronting Metaphor in Use: An Applied Linguistic Approach* (pp. 63-78). Amsterdam/Philadelphia: John Benjamins.
- Boers, F., & Webb, S. (in press). Gauging the semantic transparency of idioms: Do natives and learners see eye to eye? In R. Heredia & A. Cieslicka (Eds.), *Bilingual figurative language processing*. Cambridge: Cambridge University Press.
- Bogaards, P. (1996). Dictionaries for learners of English. *International Journal of Lexicography*, 9(4), 277-320. {21.1}
- Bogaards, P. (2000). Testing L2 vocabulary knowledge at a high level: the case of the Euralex French Tests. *Applied Linguistics*, 21(4), 490-516. {24.3}
- Bogaards, P. (2001). Lexical units and the learning of foreign language vocabulary. *Studies in Second Language Acquisition*, 23, 321-343. {5.2}
- Bohn, W. E. (1914). First steps in verbal expression. *Pedagogical Seminary*, 21, 579-595.

{7.1}

- Bolger, D., Balass, M., Landen, E., & Perfetti, C. (2008). Context variation and definitions in learning the meanings of words. *Discourse Processes*, 45(2), 122. {3.1}
- Bolger, P., & Zapata, G. (2011). Semantic categories and context in L2 vocabulary learning. *Language Learning*, 61(2), 614-646. {4.1}
- Bolinger, D. (1976). Meaning and memory. *Forum Linguisticum*, 1(1), 1-14. {5.1}
- Bongers, H. (1947). *The History and Principles of Vocabulary Control: Wocopi: Woerden*.
- Bonk, W. J. (2000). Second language lexical knowledge and listening comprehension. *International Journal of Listening*, 14, 14-31. {12.2}
- Bool, H., & Carter, R. (1989). Vocabulary, culture and the dictionary. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 172-183). Singapore: SEAMEO Regional Language Centre.
- Booth, A. D. (1967). A 'law' of occurrences for words of low frequency. *Information and Control*, 10, 386-393. {10.2}
- Booth, P. (2013). Vocabulary knowledge in relation to memory and analysis: An approximate replication of Milton's (2007) study on lexical profiles and learning style. *Language Teaching*, 46(3), 335-354. {14.2}
- Bortfeld, H. (2003). Comprehending idioms cross-linguistically. *Experimental Psychology*, 50(3), 217-230. {5.1}
- Bos, C. S., & Anders, P. L. (1990). Effects of interactive vocabulary instruction on the vocabulary learning and reading comprehension of junior-high learning disabled students. *Learning Disability Quarterly*, 13(1), 31-42. {14.2}
- Bouman, L. (1985). Who's afraid of reading? Some strategies for using simplified readers in class. *Modern English Teacher*, 12(3), 3-13. {9.4}
- Bourke, J. M. (2006). Designing a topic-based syllabus for young learners. *ELT Journal*, 60(3), 279-286. {11.1}
- Bower, G. H. (1970). Analysis of a mnemonic device. *American Scientist*, 58, 496-510. {20.1}
- Bower, G. H. (1973). How to ... uh... remember. *Psychology Today*, 7(5), 63-69. {20.1}
- Bowers, J. S., Mattys, S. L., & Gage, S. H. (2009). Preserved implicit knowledge of a forgotten childhood language. *Psychological Science*, 20, 1064-1069. {3.2}
- Bowker, L. (1996). Towards a corpus-based approach to terminography. *Terminology*, 3(1), 27-52. {10.2}
- Bowles, M. (2001). A quantitative look at Monbusho's prescribed word list and words found in Monbusho-approved textbooks. *The Language Teacher*, 25(9), 21-27. {8.1}
- Bowles, M. (2001). What's wrong with Monbusho's prescribed word list? *The Language Teacher*, 25(1), 7-14. {8.1}
- Bowles, M. A. (2004). L2 glossing: To CALL or not to CALL. *Hispania*, 87(3), 541-552. {21.4}
- Boyd, W. (1914). The development of a child's vocabulary. *Pedagogical Seminary*, 21, 95-123. {7.1}
- Boyle, J. P. (1987). Sex differences in listening vocabulary. *Language Learning*, 37(2), 273-284. {24.1}
- Boyle, R. (2009). The legacy of diglossia in English vocabulary: what learners need to know. *Language Awareness*, 18(1), 19-30. {6.4}

- Brabham, E. G., & Lynch Brown, C. (2002). Effects of teachers' reading aloud styles on vocabulary acquisition and comprehension of students in the early elementary grades. *Journal of Educational Psychology, 94*, 465-473. {12.1}
- Bradac, J. J., Davies, R. A., Courtright, J. A., Desmond, R. J., & Murdock, J. I. (1977). Richness of vocabulary: an attributional analysis. *Psychological Reports, 41*, 1131-1134. {13.1}
- Bradin, C. (1999). CALL issues: instructional aspects of software evaluation. In J. Egbert & E. Hanson-Smit (Eds.), *CALL environments* (pp. 159-177). Washington: TESOL.
- Bradley, L., & Huxford, L. (1994). Organising sound and letter patterns for spelling. In I. B. a. Ellis (Ed.), (pp. 425-439).
- Bramki, D., & Williams, R. C. (1984). Lexical familiarization in economics text, and its pedagogic implications in reading comprehension. *Reading in a Foreign Language, 2*(1), 169-181. {21.5}
- Brandenburg, G. C. (1914). The language of a three-year-old child. *Pedagogical Seminary, 22*, 89-120. {7.1}
- Brandenburg, G. C., & Brandenburg, J. (1919). Language development during the fourth year: the conversation. *Pedagogical Seminary, 26*(1), 27-40. {7.1}
- Breland, H. M. (1996). Word frequency and word difficulty: a comparison of counts in four corpora. *Psychological Science, 7*(2), 96-99. {8.1}
- Brett, A., Rothlein, L., & Hurley, M. (1996). Vocabulary acquisition from listening to stories and explanations of target words. *Elementary School Journal, 96*(4), 415-422. {12.1}
- Brezina, V., & Gablasova, D. (2015). Is there a core general vocabulary? Introducing the New General Service List. *Applied Linguistics, 36*(1), 1-22. {9.1}
- Bricourt, S. (1999). Coping with new words when reading. *English Teaching Forum, 37*(4), 24. {14.4}
- Bridges, R. (1919). *English Homophones* (Vol.). London: Clarendon Press.
- Bright, J. A., & McGregor, G. P. (1970). *Teaching English As A Second Language*. London: Longman.
- Briones, I. T. (1937). An experimental comparison of two forms of linguistic learning. *Psychological Record, 1*, 204-214. {19.1}
- Broeder, P. (1987). Measuring lexical richness and variety in second language use. *Polyglot, 8*(1), 1-16. {15.1}
- Broeder, P. (1995). Acquisition of pronominal reference: a longitudinal perspective. *Second Language Research, 11*(2), 178-191. {3.4}
- Broeder, P., & Extra, G. (1991). Acquisition of kinship reference: a study on word-formation processes of adult language learners. *International Journal of Applied Linguistics, 1*(2), 209-227. {6.3}
- Broeder, P., Extra, G., & van Hout, R. (1993). Richness and variety in the developing lexicon. In C. Perdue (Ed.), *Adult Language Acquisition: Cross-linguistic Perspectives* (pp. 145-163). Cambridge: Cambridge University Press.
- Broersma, M., & Cutler, A. (2008). Phantom word activation in L2. *System, 36*(1), 22-34. {4.1}
- Brown, C. (1993). Factors affecting the acquisition of vocabulary. In T. H. M. a. C. J. e. Huckin (Ed.), *Second Language Reading and Vocabulary* (pp. 263-286). Norwood, N.J: Ablex.

- Brown, C., Sagers, S. L., & LaPorte, C. (1999). Incidental vocabulary acquisition from oral and written dialogue journals. *Studies in Second Language Acquisition*, 21, 259-283. {18.4}
- Brown, D. (2009). Why and how textbooks should encourage extensive reading. *ELT Journal*, 63(3), 238-245. {9.4}
- Brown, D. (2011). What aspects of vocabulary knowledge do textbooks give attention to? *Language Teaching Research*, 15(1), 83-97. {23.1}
- Brown, D. (2012). The frequency model of vocabulary learning and Japanese learners. *Vocabulary Learning and Instruction*, 1(1), 20-28. {2.2}
- Brown, D. (2013). Types of words identified as unknown by L2 learners when reading. *System*, 41, 1043-1055. {7.4}
- Brown, D., & Barnard, H. (1975). Dictation as a learning experience. *RELC Journal*, 6(2), 42-62. {22.2}
- Brown, D. F. (1974). Advanced vocabulary teaching: the problem of collocation. *RELC Journal*, 5(2), 1-11. {5.2}
- Brown, D. F. (1980). Eight Cs and a G. *Guidelines*, 3, 1-17. {22.2}
- Brown, G. D. A., & Ellis, N. C. (1994). *Handbook of Spelling*. Chichester: John Wiley and Sons.
- Brown, J. (1971). *Programmed Vocabulary*. New York: New Century.
- Brown, J. (1979). Vocabulary: learning to be imprecise. *Modern English Teacher*, 7(1), 25-27. {22.2}
- Brown, J. D. (1998). An EFL readability index. *JALT Journal*, 29(2), 7-36. {14.3}
- Brown, L. A., & Lynn, R. (1976). Review of The Oxford Advanced Learner's Dictionary of Current English. *RELC Journal*, 7(1), 77-79. {21.1}
- Brown, R. (1978). A new paradigm of reference. In G. A. Miller & E. Lenneberg (Eds.), *The Psychology and Biology of Language and Thought* (pp. 151-166). New York: Academic Press.
- Brown, R., & McNeill, D. (1966). The "Tip of the Tongue" phenomenon. *Journal of Verbal Learning and Verbal Behavior*, 5(4), 325-337. {2.1}
- Brown, R., Waring, R., & Donkaewbua, S. (2008). Incidental vocabulary acquisition from reading, reading-while-listening, and listening to stories. *Reading in a Foreign Language*, 20(2), 136-163. {14.4}
- Brown, T. S., & Perry, F. L. (1991). A comparison of three learning strategies for ESL vocabulary acquisition. *TESOL Quarterly*, 25(4), 655-670. {20.3}
- Browne, B. (1989). Effects of vocabulary difficulty and text length on word definition and prose recall. *Journal of General Psychology*, 116(4), 385-392. {18.3}
- Browne, C. (2013). The New General Service List: Celebrating 60 years of vocabulary learning. *The Language Teacher*, 37(4), 13-16. {8.2}
- Browne, C. (2013). A new general service vocabulary list: Helping students help themselves. *The Language Teacher*. {8.2}
- Browne, C. (2014). The new general service list version 1.01: Getting better all the time. *Korea TESOL Journal*, 11(1), 35-50. {8.2}
- Browne, C. (2014). A new general service list: The better mousetrap we have been looking for? *Vocabulary Learning and Instruction*, 3(1), 1-10. {8.2}
- Bruce, B., Rubin, A., Starr, K., & Liebling, C. (1983). *Vocabulary Bias in Reading Curricula*: Center for the Study of Reading, pub. Bolt Beranek and Newman Inc.

- Bruce, N. J. (Ed.). (1985). *Newsletter: English for medical paramedical purposes. The Medical Study Skills Division, Health Sciences Centre, Kuwait University* (Vol. 2).
- Brumfit, C. (1993). Simplification in pedagogy. In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 1-6). Singapore: SEAMEO-RELC.
- Brumfit, C. J. (1985). Graded material and the use of the lexicon. In C. J. Brumfit (Ed.), *Language and Literature Teaching: From Practice to Principle* (pp. 96-99). Oxford: Pergamon.
- Bruton, A. (1984). Review of Teaching Vocabulary by M. Wallace. *ELT Journal*, 38(1), 58-60. {1.4}
- Bruton, A. (2007). Partial lexical knowledge in tests of incidental vocabulary learning from L2 reading *Canadian Modern Language Review*, 64(1), 163-180. {24.3}
- Bruton, A. (2007). Vocabulary learning from dictionary reference in collaborative EFL translational writing. *System*, 35, 353-367. {21.3}
- Bruton, A. (2009). The Vocabulary Knowledge Scale: a critical analysis. *Language Assessment Quarterly*, 6(4), 288-297. {24.4}
- Bruton, A., Garcia Lopez, G., & Esquiliche Mesa, R. (2011). Incidental L2 vocabulary learning: An impracticable term? *TESOL Quarterly*, 45(4), 759-768. {11.1}
- Bruton, A., & Garcia Lopez, M. (2007). Readers respond to K.S. Folse's "The effect of type of written exercise on L2 vocabulary retention". *TESOL Quarterly*, 41(1), 172-177. {11.3}
- Bruton, A., & Samuda, V. (1981). Guessing words. *Modern English Teacher*, 8(3), 18-21. {18.5}
- Bruton, J. G. (1964). Overlap. *ELT Journal*, 18(4), 161-166. {2.1}
- Brutten, S. R. (1981). An analysis of student and teacher indications of vocabulary difficulty. *RELC Journal*, 12(1), 66-71. {2.1}
- Bryan, F. E. (1953). How large are children's vocabularies? *Elementary School Journal*, 54, 210-216. {7.2}
- Brysbart, M., & New, B. (2009). Moving beyond Kucera and Francis: A critical evaluation of current word frequency norms and the introduction of a new and improved word frequency measure for American English. *Behavior Research Methods*, 41(4), 977-990. {8.4}
- Buckingham, J., Wheldall, K., & Beaman-Wheldall, R. (2013). Why poor children are more likely to become poor readers: The school years. *Australian Journal of Education*, 57(3), 190-213. {7.1}
- Buckingham, R. R., & Dolch, E. W. (1936). *A Combined Word List*. Boston: Ginn & Co.
- Buikema, J. L., & Graves, M. F. (1993). Teaching students to use context cues to infer word meanings. *Journal of Reading*, 36(6), 450-457. {18.5}
- Bull, W. E. (1950). Spanish word counts: Theory and practice. *Modern Language Journal*, 34(1), 18-26. {8.1}
- Bullard, N. (1985). Word-based perception: a handicap in second language acquisition? *ELT Journal*, 39(1), 28-32. {2.1}
- Burd, W. C., & Morrison, D. M. Lexicographic correlation of documents. *Unpublished manuscript*. {10.2}
- Burgmeier, A., Eldred, G., & Zimmerman, C. B. (1991). *Lexis: Academic Vocabulary Study*. Englewood Cliffs, NJ: Prentice Hall Regents.

- Burling, R. (1968). Some outlandish proposals for the teaching of foreign languages. *Language Learning*, 18(1), 61-75. {14.4}
- Burling, R. (1978). An introductory course in reading French. *Language Learning*, 28(1), 105-128. {14.4}
- Burling, R. (1983). A proposal for computer-assisted instruction in vocabulary. *System*, 11(2), 181-170. {22.3}
- Burns, A., & Joyce, H. (2001). Researching and teaching vocabulary in the AMEP. *Prospect*, 16(3), 20-34. {22.1}
- Burns, D. G. (1951). An investigation into the extent of first-year vocabulary in French in boys' grammar schools. *British Journal of Educational Psychology*, 21, 36-44. {7.4}
- Burridge, S., & Adam, M. *Using a Learner's Dictionary in the Classroom*. Oxford: Oxford University Press.
- Burroughs, R. S. (1982). Vocabulary study and context, or how I learned to stop worrying about word lists. *English Journal*, 71, 53-55. {19.2}
- Burton, R. F. (2005). Multiple-choice and true/false tests: myths and misapprehensions. *Assessment and Evaluation in Higher Education*, 30(1), 65-72. {24.1}
- Bush, A. (1914). The vocabulary of a three-year-old girl. *Pedagogical Seminary*, 21, 125-142. {7.1}
- Butler, M. (2007). Fact not fiction. Review of *Vocabulary in Focus* by Paul Nation and Peter Gu. *EL Gazette*, 335, 15. {1.4}
- Bybee, J. (1998). The emergent lexicon. *CLS 34: The Panels*, 421-435. {2.3}
- Bybee, J. (2002). Phonological evidence for exemplar storage of multiword sequences. *Studies in Second Language Acquisition*, 24, 215-221. {5.1}
- Byram, M. (1997). Cultural awareness' as vocabulary learning. *Language Learning Journal*, 16, 51-57. {3.4}
- Byrd, P., & Coxhead, A. (2010). On the other hand: Lexical bundles in academic writing and in the teaching of EAP. *University of Sydney Papers in TESOL*, 5, 31-64. {5.1}
- Cahen, L. S., Craun, M. J., & Johnson, S. K. (1971). Spelling difficulty - a survey of the research. *Review of Educational Research*, 41(4), 281-301. {2.5}
- Cairns, H. S., Cowart, W., & Jablon, A. D. (1981). Effects of prior context upon the integration of lexical information during sentence processing. *Journal of Verbal Learning and Verbal Behavior*, 20, 445-453. {18.3}
- Cameron, L. (1994). Organizing the world: children's concepts and categories, and implications for the teaching of English. *ELT Journal*, 48(1), 28-39. {3.4}
- Cameron, L. (2002). Measuring vocabulary size in English as an additional language. *Language Teaching Research*, 6(2), 145-173. {7.4}
- Cameron, L., & Low, G. (1999). Metaphor. *Language Teaching*, 32(3), 77-96. {4.1}
- Campbell, N. (1987). Adapted literary texts and the EFL reading programme. *ELT Journal*, 41(2), 132-135. {9.2}
- Campion, M. E., & Elley, W. B. (1971). *An academic vocabulary list*. Wellington: NZCER.
- Campos, A., Amor, A., & Gonzalez, A. A. (2004). The importance of the keyword-generation method in keyword mnemonics. *Experimental Psychology*, 51(2), 125-131. {20.3}
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47. {1.5}
- Caramazza, A., & Costa, A. (2000). The semantic interference effect in the picture-word

- interference paradigm: does the response set matter? *Cognition*, 75, B51-B64. {2.2}
- Carey, S. (1978). The child as word learner. In M. Halle, J. Bresnan & G. A. Miller (Eds.), *Linguistic Theory and Psychological Reality* (pp. 264-293). Massachusetts: MIT Press.
- Carlisle, J. F. (2000). Awareness of the structure and meaning of morphologically complex words: Impact on reading. *Reading and Writing*, 12(3), 169-190. {6.1}
- Carlisle, J. F., Fleming, J. E., & Gudbrandsen, B. (2000). Incidental word learning in science classes. *Contemporary Educational Psychology*, 25, 184-211. {10.1}
- Carlisle, J. F., & Katz, L. A. (2006). Effects of word and morpheme familiarity on reading of derived words. *Reading and Writing*, 19, 669-693. {6.3}
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., . . . White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39(2), 188-215. {22.2}
- Carmines, E. G., & Zeller, R. A. (1970). Reliability and validity assessment. *Sage University Paper*, 17.
- Carney, E. (1994). *A Survey of English Spelling*. London: Routledge.
- Carnine, D., Kameenui, E. J., & Coyle, G. (1984). Utilization of contextual information in determining the meaning of unfamiliar words. *Reading Research Quarterly*, 19(2), 188-204. {18.3}
- Carr, E. M., & Mazur-Stewart, M. (1988). The effects of the vocabulary overview guide on vocabulary comprehension and retention. *Journal of Reading Behavior*, 20(1), 43-62. {14.4}
- Carrell, P. (1987). Readability in ESL. *Reading in a Foreign Language*, 4(1), 21-40. {14.3}
- Carrier, M., & Pashler, H. (1992). The influence of retrieval on retention. *Memory and Cognition*, 20, 632-642. {2.3}
- Carroll, B., & Drum, P. A. (1982). Effects of context in facilitating unknown word comprehension. In J. A. Niles & L. A. Harris (Eds.), *New Enquiries in Reading* (pp. 89-93). Rochester, N.Y.: National Reading Conference.
- Carroll, B., & Drum, P. A. (1983). Definitional gains for explicit and implicit context clues. In J. A. Niles & L. A. Harris (Eds.), *New Enquiries in Reading* (pp. 158-162). Rochester, N.Y.: National Reading Conference.
- Carroll, J. B. (1940). Knowledge of English roots and affixes as related to vocabulary and Latin study. *Journal of Educational Research*, 34(2), 102-111. {6.4}
- Carroll, J. B. (1963). Research on teaching foreign languages. In N. L. Gage (Ed.), *Handbook of Research on Teaching* (pp. 1060-1100). Chicago: Rand McNally.
- Carroll, J. B. (1964). *Language and Thought*. New Jersey: Prentice-Hall Inc.
- Carroll, J. B. (1964). Words, meanings and concepts. *Harvard Educational Review*, 34(2), 178-202. {3.1}
- Carroll, J. B. (1969). Modern languages. In R. L. Ebel (Ed.), *Encyclopaedia of Educational Research* (4th ed.). New York: Macmillan.
- Carroll, J. B. (1970). An alternative to Juilland's usage coefficient for lexical frequencies, and a proposal for a standard frequency index (SFI). *Computer Studies in the Humanities and Verbal Behavior*, 3(2), 61-65. {8.1}
- Carroll, J. B. (1972). A new word frequency book. *Elementary English*, 49, 1070-1074.

{8.1}

- Carroll, J. B., Davies, P., & Richman, B. (1971). *The American Heritage Word Frequency Book*. New York: Houghton Mifflin, Boston American Heritage.
- Carroll, J. M., & Roeloffs, R. (1969). Computer selection of keywords using word-frequency analysis. *American Documentation*, 20(3), 227-233. {10.2}
- Carroll, M. C., & Mordaunt, O. G. (1991). The frontier method of vocabulary practice. *TESOL Journal*, 1(1), 23-26. {22.2}
- Carroll, S. E. (1992). On cognates. *Second Language Research*, 8(2), 93-119. {6.4}
- Carston, R. (2002). Metaphor, ad hoc concepts and word meaning - more questions than answers. {4.1}
- Carter, R. (1981). Studying language: an integrated approach to lexis in literature. *English in Education*, 15(3), 41-48. {14.4}
- Carter, R. (1982). A note on core vocabulary. *Nottingham Linguistic Circular*, 11(2), 39-51. {8.1}
- Carter, R. (1983). You look nice and weedy these days. *Journal of Applied Language Study*, 1(2), 172-189. {5.1}
- Carter, R. (1986). Core vocabulary and discourse in the curriculum : a question of the subject. *RELC Journal*, 17(1), 52-70. {16.1}
- Carter, R. (1987). Is there a core vocabulary? *Applied Linguistics*, 8, 178-193. {8.1}
- Carter, R. (1987). *Vocabulary*. London: Allen & Unwin.
- Carter, R. (1987). Vocabulary and second/foreign language teaching. *Language Teaching*, 20(1), 3-16. {1.3}
- Carter, R. (1988). Vocabulary, cloze and discourse. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 161-180). London: Longman.
- Carter, R. (1998). *Vocabulary* (2nd ed.). New York: Routledge.
- Carter, R., & McCarthy, M. (1988). Lexis and discourse: vocabulary in use. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 201-220). London: Longman.
- Carter, R., & McCarthy, M. (1988). *Vocabulary and Language Teaching*. London: Longman.
- Carton, A. S. (1971). Inferencing: a process in using and learning language. In P. Pimsleur & T. Quinn (Eds.), *The Psychology of Second Language Learning* (pp. 45-58). Cambridge: Cambridge University Press.
- Cartwright, D., & Nickerson, C. A. (1979). An empirical thesaurus: meaning norms for ninety common words. *Modern Language Journal*, 63(8), 442-447. {3.3}
- Carver, R. P. (1982). Optimal rate of reading prose. *Reading Research Quarterly*, 18(1), 56-88. {1.5}
- Carver, R. P. (1992). Reading rate: Theory, research, and practical implications. *Journal of Reading*, 36(2), 84-95. {1.5}
- Carver, R. P. (1994). Percentage of unknown vocabulary words in text as a function of the relative difficulty of the text: implications for instruction. *Journal of Reading Behavior*, 26(4), 413-437. {14.1}
- Cassels, J. R. T., & Johnstone, A. H. (1985). *Words that matter in science: a report of a research exercise*. London: The Royal Society of Chemistry.
- Cassidy, F. G. (1972). Toward more objective labeling in dictionaries. *Studies in Honor of Albert H. Marckwardt*, 49-56. {21.2}

- Catalan, R. M. J. (2003). Sex differences in L2 vocabulary learning strategies. *International Journal of Applied Linguistics*, 13(1), 54-77. {17.1}
- Cattell, J. M. (1886). The time it takes to see and name objects. *Mind*, 11, 63-85. {2.5}
- Cazzoli-Goeta, M. A. (1999). The lexical approach for language teaching: can lexis help 'learning' become 'acquisition'? *Newcastle and Durham Working Papers in Linguistics*, 5, 99-122. {5.2}
- Celce-Murcia, M. (1991). Review of Nation (1990). *TESOL Quarterly*, 25(4), 705-707. {1.4}
- Celce-Murcia, M., & Rosensweig, F. (1979). Teaching vocabulary in the ESL classroom. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching English as a Second or Foreign Language* (pp. 241-257). Rowley, Mass.: Newbury House.
- Celik, M. (2003). Teaching vocabulary through code-mixing. *ELT Journal*, 57(4), 361-369. {13.2}
- Cepeda, N. J., Pashler, H., Vul, E., Wixted, J. T., & Rohrer, D. (2006). Distributed practice in verbal recall tasks: A review and quantitative synthesis. *Psychological Bulletin*, 132, 354-380. {11.2}
- Chafetz, J. (1994). The closed-class vocabulary as a closed-set. *Applied Psycholinguistics*, 15, 273-287. {3.1}
- Chaffin, R., Morris, R., & Seely, R. (2001). Learning new word meanings from context: a study of eye movements. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 27(1), 225-235. {18.2}
- Chalhoub-Deville, M., & Deville, C. (1999). Computer adaptive testing in second language contexts. *Annual Review of Applied Linguistics*, 19, 273-299. {24.1}
- Chall, J. S. (1958). *Readability: an appraisal of research and application*: Ohio State Bureau of Education Research Monographs.
- Chall, J. S. (1987). Two vocabularies for reading: recognition and meaning. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 7-17). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Chamberlain, A. F., & Chamberlain, C. (1904). Studies of a child. 1 and 2. *Pedagogical Seminary*, 11, 263-291. {7.1}
- Chambers, A. (2005). Integrating corpus consultation in language studies. *Language Learning & Technology*, 9(2), 111-125. {22.3}
- Chan, T. P., & Liou, H. C. (2005). Effects of web-based concordancing instruction on EFL students' learning of verb-noun collocations. *Computer Assisted Language Learning*, 18, 231-251. {5.3}
- Chandrasegaran, A. (1980). Teaching the context clue approach to meaning. *Guidelines*, 3, 61-68. {18.5}
- Chandrasegaran, A. (1993). Simplification in student writing. In M. L. e. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 114-126). Singapore: SEAMEO-RELC.
- Chang, A. C. (2007). The impact of vocabulary preparation on L2 listening comprehension, confidence and strategy use. *System*, 35(4), 534-550. {12.2}
- Chang, A. C., & Read, J. A. S. (2006). The effects of listening support on the listening performance of EFL learners. *TESOL Quarterly*, 40(2), 375-397. {12.2}
- Chang, A. C.-S. (2010). The effect of a timed reading activity on EFL learners: Speed, comprehension, and perceptions. *Reading in a Foreign Language*, 22(2), 284-303.

{1.5}

- Chang, A. C.-S., & Millett, S. (2014). The effect of extensive listening on developing L2 listening fluency: some hard evidence. *ELT Journal*, 68(1), 31-39. {1.5}
- Chang, W. L., & Sun, Y. C. (2009). Scaffolding and web concordancers as support for language learning. *Computer Assisted Language Learning*, 22(4), 283-302. {5.3}
- Chang, Y. C., Chang, J. S., Chen, H. J., & Liou, H. C. (2008). An automatic collocation writing assistant for Taiwanese EFL learners: A case of corpus-based technology. *Computer Assisted Language Learning*, 21(3), 283-299. {5.3}
- Channell, J. (1981). Applying semantic theory to vocabulary teaching. *ELT Journal*, 35(2), 115-122. {3.4}
- Channell, J. (1988). Psycholinguistic considerations in the study of L2 vocabulary acquisition. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 83-96). London: Longman.
- Chapelle, C. (1994). Are C-tests valid measures for L2 vocabulary research? *Second Language Research*, 10(2), 157-187. {24.1}
- Chapelle, C. (1998). Multimedia CALL: Lessons to be learned from research on instructed SLA. *Language Learning & Technology*, 2(1), 22-34. {22.3}
- Chapman, F. L., & Gilbert, L. C. (1937). A study of the influence of familiarity with English words upon the learning of their foreign language equivalent. *Journal of Educational Psychology*, 28, 621-628. {19.1}
- Charles, M. (2006). Phraseological patterns in reporting clauses used in citation: A corpus-based study of theses in two disciplines. *English for Specific Purposes*, 25, 310-331. {5.1}
- Charteris-Black, J. (2000). Metaphor and vocabulary teaching in ESP economics. *English for Specific Purposes*, 19(2), 149-165. {4.1}
- Charteris-Black, J. (2002). Second language figurative proficiency: a comparative study of Malay and English. *Applied Linguistics*, 23(1), 104-133. {4.1}
- Chaudron, C. (1982). Vocabulary elaboration in teachers' speech to L2 learners. *Studies in Second Language Acquisition*, 4(2), 170-180. {21.5}
- Chen, H. C. (1990). Lexical processing in a non-native language: effects of language proficiency and learning strategy. *Memory and Cognition*, 18(3), 279-288. {3.2}
- Chen, H. C., & Leung, Y. S. (1989). Patterns of lexical processing in a non-native language. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 15(2), 316-325. {3.2}
- Chen, Q., & Ge, G. (2007). A corpus-based lexical study on frequency and distribution of Coxhead's AWL word families in medical research articles. *English for Specific Purposes*, 26, 502-514. {10.3}
- Chen, Y. H., & Baker, P. (2010). Lexical bundles in L1 and L2 academic writing. *Language Learning & Technology*, 14(2), 30-49. {15.1}
- Cheng, W., Greaves, C., Sinclair, J., & Warren, M. (2009). Uncovering the extent of the phraseological tendency: Towards a systematic analysis of concgrams. *Applied Linguistics*, 30(2), 236-252. {5.1}
- Cheng, W., Greaves, C., & Warren, M. (2006). From n-gram to skipgram to concgram. *International Journal of Corpus Linguistics*, 11(1), 411-433. {5.1}
- Cheng, W., Warren, M., & Xu, X. (2003). The language learner as language researcher: putting corpus linguistics on the timetable. *System*, 31, 173-186. {5.2}

- Cheng, Y. H., & Good, R. L. (2009). L1 Glosses: Effects on the EFL learners' reading comprehension and vocabulary retention. *Reading in a Foreign Language*, 21(2), 119-142. {21.4}
- Chenoweth, N. A., & Hayes, J. R. (2001). Fluency in writing: Generating text in L1 and L2. *Written Communication*, 18(1), 80-98. {1.5}
- Chern, C. L. (1993). Chinese students' word-solving strategies in reading in English. In T. H. M. a. C. J. e. Huckin (Ed.), *Second Language Reading and Vocabulary* (Vol. In Huckin, Haynes, and Coady, pp. 67-85). Norwood, N.J.: Ablex.
- Cheung, H. (1996). Nonword span as a unique predictor of second-language vocabulary learning. *Developmental Psychology*, 32(5), 867-873. {2.3}
- Chihara, T., Oller, J., Weaver, K., & Chavez-Oller, M. A. (1977). Are cloze items sensitive to discourse constraints? *Language Learning*, 27, 63-73. {18.1}
- Chikamatsu, N. (2006). Developmental word recognition: A study of L1 English readers of L2 Japanese. *Modern Language Journal*, 90(1), 67-85. {2.5}
- Chin, C. (2000). Comparative analysis of three learning strategies for EFL vocabulary learning and retention. *Asian Journal of English Language Teaching*, 10, 45-67. {17.1}
- Chiu, C.-H. (2009). ESL learners' semantic awareness of English words. *Language Awareness*, 18(3-4), 294-309. {11.1}
- Cho, K., Ahn, K., & Krashen, S. (2005). The effects of narrow reading of authentic texts on interest and reading ability in English as a foreign language. *Reading Improvement*, 42(1), 58-63. {14.5}
- Cho, K., & Krashen, S. (1994). Acquisition of vocabulary from the Sweet Vally Kids series: adult ESL acquisition. *Journal of Reading*, 37(8), 662-667. {14.5}
- Chon, Y., & Shin, D. (2009). Use of collocations in L2 writing and rater's perceived writing proficiency. *Korean Journal of Applied Linguistics*, 25(1), 101-129. {5.2}
- Christensen, E., Merrill, P., & Yanchai, S. (2007). Second language vocabulary acquisition using a diglot reader or a computer-based drill and practice program. *Computer Assisted Language Learning*, 20(1), 67-77. {22.3}
- Christian, J., Bickley, W., Tarka, M., & Clayton, K. (1978). Measures of free recall of 800 English nouns: correlations with imagery, concreteness, meaningfulness and frequency. *Memory and Cognition*, 6, 379-390. {3.3}
- Christianson, K. (1997). Dictionary use by EFL writers: What really happens? *Journal of Second Language Writing*, 6(1), 23-43. {21.3}
- Chu, K. W. K. (1999). Review of Coady and Huckin (1997). *Modern English Teacher*, 8(3), 83-85. {1.4}
- Chui, A. S. Y. (2006). A study of the English vocabulary of university students in Hong Kong. *Asian Journal of English Language Teaching*, 16, 1-23. {7.4}
- Chujo, K. (2004). Measuring vocabulary levels of English textbooks and texts using a BNC lemmatised high frequency word list. In J. Nakamura, N. Inoue & T. Tabata (Eds.), *English Corpora under Japanese Eyes* (pp. 231-249). Amsterdam: Rodopi.
- Chujo, K., & Oghigian, K. (2009). How many words do you need to know to understand TOIEC, TOEFL and Eiken? *Journal of Asia TEFL*, 6(1), 121-148. {14.1}
- Chujo, K., & Utiyama, M. (2005). Exploring sampling methodology for obtaining reliable text coverage. *Language Education and Technology*, 42, 1-18. {8.4}
- Chujo, K., & Utiyama, M. (2005). Understanding the role of text length, sample size and

- vocabulary size in determining text coverage. *Reading in a Foreign Language*, 17(1), 1-22. {8.4}
- Chujo, K., & Utiyama, M. (2006). Selecting level-specific specialized vocabulary using statistical measures. *System*, 34, 255-269. {10.4}
- Chun, A. E., Day, R. R., Chenoweth, N. A., & Luppescu, S. (1982). Errors, interaction and correction: a study of native-non-native conversations. *TESOL Quarterly*, 16(4), 537-547. {11.1}
- Chun, D., & Payne, J. S. (2004). What makes students click: working memory and look-up behavior. *System*, 32, 481-503. {21.4}
- Chun, D. M., & Plass, J. L. (1996). Effects of multimedia annotations on vocabulary acquisition. *Modern Language Journal*, 80(2), 183-198. {22.3}
- Chun, D. M., & Plass, J. L. (1996). Facilitating reading comprehension with multimedia. *System*, 24(4), 503-519. {22.3}
- Chun, E., Choi, S., & Kim, J. (2012). Vocabulary retention- an event-related potential study. *Neuroscience Letters*, 521(2), 125-129. {11.1}
- Chung, H. (1995). Effects of elaborative modification on second language reading comprehension and incidental vocabulary learning. *University of Hawai'i Working Papers in ESL*, 14(1), 27-61. {9.2}
- Chung, M. (2009). The Newspaper Word List: A specialised vocabulary for reading newspapers. *JALT Journal*, 31(2), 159-182. {10.3}
- Chung, M., & Nation, I. S. P. (2006). The effect of a speed reading course. *English Teaching*, 61(4), 181-204. {1.5}
- Chung, M., & Shin, D. (2007). What is the most efficient and practical way of extracting and teaching technical words? *English Teaching*, 62(2), 231-246. {10.4}
- Chung, S. F. (2012). Research-based vocabulary instruction for English language learners. *The Reading Matrix*, 12(2), 105-120. {22.1}
- Chung, T. M. (2003). A corpus comparison approach for terminology extraction. *Terminology*, 9(2), 221-245. {10.4}
- Chung, T. M., & Nation, P. (2003). Technical vocabulary in specialised texts. *Reading in a Foreign Language*, 15(2), 103-116. {10.4}
- Chung, T. M., & Nation, P. (2004). Identifying technical vocabulary. *System*, 32(2), 251-263. {10.4}
- Church, K., Gale, W., Hanks, P., & Hindle, D. (1991). Using statistics in lexical research. In U. Zernik (Ed.), *Lexical Acquisition: Exploiting On-line Resources to Build a Lexicon* (pp. 115-164). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Church, K., Gale, W., Hanks, P., Hindle, D., & Moon, R. (1994). Lexical substitutability. In B. T. S. Atkins & A. Zampolli (Eds.), *Computational Approaches to the Lexicon* (pp. 153-177). Oxford: Clarendon Press.
- Church, K. W., & Hanks, P. (1990). Word association norms, mutual information, and lexicography. *Computational Linguistics*, 16(1), 22-29. {8.4}
- Churchill, E. (2007). A dynamic systems account of learning a word: From ecology to form relations. *Applied Linguistics*, 29(3), 339-358. {2.3}
- Cieslicka, A. (2000). The effect of language proficiency and L2 vocabulary learning strategies on patterns of bilingual lexical processing. *Poznan Studies in Contemporary Linguistics*, 36, 27-53. {3.2}
- Clahsen, H., Felser, C., Neubauer, K., Sato, M., & Silva, R. (2010). Morphological

- structure in native and nonnative language processing. *Language Learning*, 60, 21-43. {14.2}
- Claridge, G. (2005). Simplification in graded readers: Measuring the authenticity of graded texts. *Reading in a Foreign Language*, 17(2), 144-158. {14.5}
- Clark, E. V. (1971). On the acquisition of the meaning of 'before' and 'after'. *Journal of Verbal Learning and Verbal Behavior*, 10, 266-275. {3.1}
- Clark, E. V. (1973). What's in a word? On the child's acquisition of semantics in his L1. In T. E. Moore (Ed.), *Cognitive Development and the Acquisition of Language* (pp. 65-110). New York: Academic Press.
- Clark, E. V. (1993). *The Lexicon in Acquisition*. Cambridge: Cambridge University Press.
- Clark, H. H., & Clark, E. V. (1977). *Psychology and Language*. New York: Harcourt Brace Jovanovich.
- Clark, H. H., & Gerrig, R. J. (1983). Understanding old words with new meanings. *Journal of Verbal Learning and Verbal Behavior*, 22, 591-608. {3.3}
- Clark, M., & S., I. (2005). Vocabulary knowledge differences between placed and promoted EAP students. *Journal of English for Academic Purposes*, 4, 225-238. {7.4}
- Clarke, D. F., & Nation, I. S. P. (1980). Guessing the meanings of words from context: strategy and techniques. *System*, 8(3), 211-220. {18.5}
- Clause, C. S., Mullins, M. E., Nee, M. T., Pulakos, E., & Schmitt, N. (1998). Parallel test form development: A procedure for alternate predictors and an example. *Personnel Psychology*, 51(1), 193-208. {24.1}
- Claveau, V., & L'Homme, M.-C. (2005). Structuring terminology using analogy-based machine learning. 1-12. {10.4}
- Clavel-Arroitia, B., & Fuster-Márquez, M. (2014). The authenticity of real texts in advanced English language textbooks. *ELT Journal*, 68(2), 124-134. {1.5}
- Clifford, G. J. (1978). Words for schools: the applications in education of the vocabulary researches of Edward L Thorndike. In P. Suppes (Ed.), *Impact of Research on Education: Some Case Studies* (Vol. 107-198).
- Coady, J. (1979). A psycholinguistic model of the ESL reader. In R. Mackay & e. al (Eds.), *Reading in a Second Language*. Rowley, Mass.: Newbury House.
- Coady, J. (1991). Review of Nation (1990). *TESOL Quarterly*, 25(4), 707-711. {1.4}
- Coady, J. (1993). Research on EFL\ESL vocabulary acquisition: putting it in context. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 3-23). Norwood, N.J.: Ablex.
- Coady, J. (1997). L2 acquisition: a synthesis of the research. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 273-290). Cambridge: Cambridge University Press.
- Coady, J. (1997). L2 vocabulary acquisition through extensive reading. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 225-237). Cambridge: Cambridge University Press.
- Coady, J., Carrell, P., & Nation, P. (1985). The teaching of vocabulary in ESL from the perspective of schema theory. (*unpublished paper*). {14.1}
- Coady, J., & Huckin, T. (Eds.). (1997). *Second Language Vocabulary Acquisition*. Cambridge: Cambridge University Press.
- Coady, J., Magoto, J., Hubbard, P., Graney, J., & Mokhtari, K. (1993). High frequency

- vocabulary and reading proficiency in ESL readers. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 217-228). Norwood, N.J.: Ablex
- Cobb, T. (1996). *From concord to lexicon: development and test of a corpus-based lexical tutor*. (Ph.D.), Concordia University, Montreal.
- Cobb, T. (1997). Cognitive efficiency: Toward a revised theory of media. *Educational Technology Research & Development*, 45(4), 21-35. {22.3}
- Cobb, T. (1997). Is there any measurable learning from hands-on concordancing? *System*, 25(3), 301-315. {22.3}
- Cobb, T. (1999). Applying constructivism: A test for the learner-as-scientist. *Educational Technology Research & Development*, 47(3), 15-33. {22.3}
- Cobb, T. (1999). Breadth and depth of vocabulary acquisition with hands-on concordancing. *Computer Assisted Language Learning*, 12(4), 345 - 360. {5.3}
- Cobb, T. (2000). One size fits all? Francophone learners and English vocabulary tests. *Canadian Modern Language Review*, 57(2), 295-324. {24.4}
- Cobb, T. (2002). Review of Learning Vocabulary in Another Language. *Canadian Journal of Linguistics*, 46(3-4), 242-245. {1.4}
- Cobb, T. (2003). Analyzing late interlanguage with learner corpora: Quebec replications of three European studies. *Canadian Modern Language Review*, 59(3), 393-423. {22.3}
- Cobb, T. (2003). Do corpus-based electronic dictionaries replace concordancers? In B. Morrison, G. Green & G. Motteram (Eds.), *Directions in CALL: Experience, experiments, evaluation* (pp. 179-206). Hong Kong: Polytechnic University.
- Cobb, T. (2007). Computing the vocabulary demands of L2 reading. *Language Learning & Technology*, 11(3), 38-63. {14.1}
- Cobb, T. (2008). Commentary: Response to McQuillan and Krashen. *Language Learning & Technology*, 12(1), 109-114. {14.1}
- Cobb, T. (2010). Learning about language and learners from computer programs. *Reading in a Foreign Language*, 22(1), 181-200. {22.3}
- Cobb, T., Greaves, C., & Horst, M. (2001). Can the rate of lexical acquisition from reading be increased? An experiment in reading French with a suite of on-line resources. In P. Raymond & C. Cornaire (Eds.), *Regards sur la didactique des langues secondes* (pp. 133-153). Montréal: Éditions logique.
- Cobb, T., & Horst, M. (2001). Reading academic English: carrying learners across the lexical threshold. In J. Flowerdew & M. Peacock (Eds.), *Research Perspectives on English for Academic Purposes* (pp. 315-329). Cambridge: Cambridge University Press.
- Cobb, T., & Horst, M. (2004). Is there room for an academic word list for French? *Vocabulary in a Second Language: Selection, Acquisition, and Testing*, 15-38. {10.2}
- Cobb, T., & Stevens, V. (1996). A principled consideration of computers and reading in a second language. In M. Pennington (Ed.), *The power of CALL* (pp. 115-136). Houston: Athelstan.
- Cohen, A. D. (1987). The use of verbal and imagery mnemonics in second language vocabulary learning. *Studies in Second Language Acquisition*, 9, 43-62. {20.1}
- Cohen, A. D. (1988). Review of Lexical Semantics by D.A. Cruse. *Studies in Second*

- Language Acquisition*, 10(3), 404-406. {1.4}
- Cohen, A. D. (1989). Attrition in the productive lexicon of two Portuguese third-language speakers. *Studies in Second Language Acquisition*, 11, 135-149. {3.4}
- Cohen, A. D. (1990). Research in vocabulary, attending, and speaking. *Language Learning, Chapter 7*, 133-158. {20.1}
- Cohen, A. D., & Aphek, E. (1980). Retention of second-language vocabulary over time: investigating the role of mnemonic associations. *System*, 8(3), 221-235. {20.3}
- Cohen, A. D., Glasman, H., Rosenbaum-Cohen, P. R., Ferrara, J., & Fine, J. (1988). Reading English for specialised purposes: discourse analysis and the use of student informants. In P. Carrell, J. Devine & D. E. Eskey (Eds.), *Interactive Approaches to Second Language Reading* (pp. 152-167). Cambridge: Cambridge University Press.
- Cohen, A. D., & Hosenfield, C. (1981). Some uses of mentalistic data in second language research. *Language Learning*, 31(2), 285-313. {11.1}
- Cohen, A. D., Oxford, R. L., & Chi, J. C. (2006). Learning style survey: Assessing your learning styles. In S. A. Cohen & S. J. Weaver (Eds.), *Styles- and Strategy-based Instruction: A Teachers' Guide* (pp. 15-21). Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.
- Cohen, S. A., & Steinberg, J. E. (1983). Effects of three types of vocabulary on readability of intermediate grade science textbooks: an application of Finn's transfer feature theory. *Reading Research Quarterly*, 19(1), 86-101. {8.1}
- Cole, P., Beauvillain, C., & Segui, J. (1989). On the representation and processing of prefixed and suffixed derived words: A differential frequency effect. *Journal of Memory and Language*, 28, 1-13. {6.1}
- Coleman, E. (1962). Improving comprehensibility by shortening sentences. *Journal of Applied Psychology*, 46(2), 131-134. {9.2}
- Coll, J. F. (2002). Richness of semantic encoding in a hypermedia-assisted instructional environment for ESP: Effects on incidental vocabulary retention among learners with low ability in the target language. *ReCALL*, 14(2), 263-284. {22.3}
- Collins, B., & Nation, P. (2015). Testing receptive knowledge of derivational affixes. *Journal of Second Language Teaching and Research*, 4(1), 6-23. {6.3}
- Collins, M. F. (2005). ESL preschoolers' English vocabulary acquisition from storybook reading. *Reading Research Quarterly*, 40(4), 406-408. {14.4}
- Colvin, C. M. (1951). A re-examination of the vocabulary question. *Elementary English*, 28, 350-356. {7.2}
- Coniam, D. (1999). Second language proficiency and word frequency in English. *Asian Journal of English Language Teaching*, 9, 59-74. {15.1}
- Conklin, K., & Schmitt, N. (2008). Formulaic sequences: Are they processed more quickly than nonformulaic language by native and nonnative speakers? *Applied Linguistics*, 29(1), 72-89. {5.1}
- Cook, G. (1998). The uses of reality: a reply to Ronald Carter. *ELT Journal*, 52(1), 57-63. {8.4}
- Cook, J. M., Heim, A. W., & Watts, K. P. (1963). The word-in-context: a new type of verbal reasoning test. *British Journal of Psychology*, 54(3), 227-237. {19.2}
- Cook, V. (1981). Teaching vocabulary. *Modern English Teacher*, 8(3), 16-18. {3.4}
- Cooper, T. C. (1999). Processing of idioms by L2 learners of English. *TESOL Quarterly*,

- 33(2), 233-262. {5.2}
- Corder, S. P. (1969). The teaching of meaning. In H. Fraser & W. R. O'Donnell (Eds.), *Applied Linguistics and the Teaching of Meaning* (pp. 140-158). London: Longman.
- Cornell, A. (1999). Idioms: An approach to identifying major pitfalls for learners. *IRAL*, 37(1), 1-22. {5.1}
- Cornu, A. (1979). The first step in vocabulary teaching. *Modern Language Journal*, 63(5/6), 262-272. {1.3}
- Corrales, O., & Call, M. E. (1989). At a loss for words: the use of communication strategies to convey lexical meaning. *Foreign Language Annals*, 22, 227-240. {17.1}
- Corrigan, R. (2007). An experimental analysis of the affective dimensions of deep vocabulary knowledge used in inferring the meanings of words from context. *Applied Linguistics*, 28(2), 211-240. {18.4}
- Corson, D. J. The priority of words in meaning. *Working Papers, University of Wollongong*, 8-27. {6.6}
- Corson, D. J. Social group lexis in the Illawarra: the register of the secondary school. *The Australian and NZ Journal of Sociology*, 26(1). {6.6}
- Corson, D. J. (1982). The Graeco-Latin (G-L) instrument: a new measure of semantic complexity in oral and written English. *Language and Speech*, 25(1), 1-10. {6.6}
- Corson, D. J. (1983). The Corson measure of passive vocabulary. *Language and Speech*, 26(1), 3-20. {6.6}
- Corson, D. J. (1983). Measures of lexical difficulty: the lexical bar. *Working Papers in Language and Linguistics, Tasmanian College of Advanced Education*. {6.6}
- Corson, D. J. (1983). Social dialect, the semantic barrier, and access to curricular knowledge. *Language and Society*, 12, 213-222. {6.6}
- Corson, D. J. (1984). The case for oral language in schooling. *Elementary School Journal*, 84(4), 458-467. {6.6}
- Corson, D. J. (1984). The lexical bar: lexical change from 12 to 15 years measured by social class, region and ethnicity. *British Educational Research Journal*, 10(2), 115-133. {6.6}
- Corson, D. J. (1985). *The Lexical Bar*. Oxford: Pergamon Press.
- Corson, D. J. (1995). *Using English Words*. Dordrecht: Kluwer Academic Publishers.
- Corson, D. J. (1997). The learning and use of academic English words. *Language Learning*, 47(4), 671-718. {6.6}
- Courtright, M., & Wesolek, C. (2001). Incorporating interactive vocabulary activities into reading classes. *English Teaching Forum*, 39(1), 2-9. {22.2}
- Cowan, J. R. (1974). Lexical and syntactic research for the design of EFL reading materials. *TESOL Quarterly*, 8(4), 389-400. {10.2}
- Cowie, A. (2006). Register: Dictionaries (pp. 475-476): Elsevier.
- Cowie, A. (2006). The scope of lexicology (pp. 128-133).
- Cowie, A. P. Problems of syntax and the design of a pedagogic dictionary. *Rassegna Italiana di Linguistica Applicata*, 10(2), 255-264. {21.2}
- Cowie, A. P. (1981). The treatment of collocations and idioms in learners' dictionaries. *Applied Linguistics*, 2(3), 223-235. {5.1}
- Cowie, A. P. (1982). Polysemy and the structure of lexical fields. *Nottingham Linguistics*

- Circular*, 11(2), 51-64. {3.3}
- Cowie, A. P. (1988). Stable and creative aspects of vocabulary use. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 126-139). London: Longman.
- Cowie, A. P. (1989). Learner' dictionaries - recent advances and developments. In M. L. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 42-51). Singapore: SEAMEO Regional Language Centre.
- Cowie, A. P. (1992). Multiword lexical units and communicative language teaching. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 1-12). London: Macmillan.
- Cowie, A. P. (Ed.). (1998). *Phraseology: Theory, Analysis and Applications*. Oxford: Clarendon Press.
- Cowie, A. P., & Howarth, P. (1996). Phraseological competence and written proficiency. In G. M. Blue & R. Mitchell (Eds.), *Language and Education (British Studies In Applied Linguistics 11)* (pp. 80-93). Clevedon: Multilingual Matters.
- Cowie, A. P., Howarth, P., & Pastor, G. C. (1996). Phraseology - a select bibliography. *International Journal of Lexicography*, 9(1), 38-51. {5.1}
- Coxhead, A. (1998). *An Academic Word List*. Wellington: Victoria University of Wellington.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238. {10.3}
- Coxhead, A. (2002). The Academic Word List: a corpus-based word list for academic purposes. In B. Kettemann & G. Marko (Eds.), *Teaching and Learning by Doing Corpus Analysis Proceedings of the fourth international conference on teaching and language corpora* (pp. 73-89). Amsterdam: Rodopi.
- Coxhead, A. (2004). Using a class vocabulary box: How, why, when, where and who. *Guidelines*, 26(2), 19-23. {19.1}
- Coxhead, A. (2005). Direct teaching and learning of common collocations for lower level learners. *Guidelines*, 27(1), 27-34. {5.2}
- Coxhead, A. (2005). Review of Reading Skills for Success: A Guide to Academic Texts. *Reading in a Foreign Language*, 17(1), 74-77. {1.4}
- Coxhead, A. (2005). State of the Nation: An interview with Paul Nation. *Guidelines*, 27(1), 46-50. {1.1}
- Coxhead, A. (2006). *Essentials of Teaching Academic Vocabulary*. Boston: Houghton Mifflin.
- Coxhead, A. (2007). Factors and aspects of knowledge affecting L2 word use in writing. In P. Davidson, C. Coombe, D. Lloyd & D. Palfreyman (Eds.), *Teaching and learning vocabulary in another language* (pp. 331-342). Dubai: TESOL Arabia.
- Coxhead, A. (2010). Grabbed early by vocabulary: Nation's ongoing contributions to vocabulary and reading in a foreign language. *Reading in a Foreign Language*, 22(1), 1-14. {1.1}
- Coxhead, A. (2011). The Academic Word List 10 years on: Research and teaching implications. *TESOL Quarterly*, 45(2), 355-362. {10.3}
- Coxhead, A. (2011). Exploring specialized vocabulary in secondary schools: What difference might subject, experience, year level, and school decile make? *TESOLANZ Journal*, 19, 37-52. {10.1}
- Coxhead, A. (2011). *Using vocabulary in writing in a second language: Writing from*

- sources. Köln: Lambert Academic Publishing.
- Coxhead, A. (2011). What is the exactly word in English?: Investigating second language vocabulary use in writing. *English Australia*, 27(1), 3-17. {15.1}
- Coxhead, A. (2012). Academic vocabulary, writing and English for academic purposes: Perspectives from second language learners. *RELC Journal* 43(1), 137-145. {15.3}
- Coxhead, A., & Byrd, P. (2007). Preparing writing teachers to teach the vocabulary and grammar of academic prose. *Journal of Second Language Writing*, 16(3), 129-147. {15.3}
- Coxhead, A., & Hirsh, D. (2007). A pilot science-specific word list. *Revue Francaise de Linguistique Appliquee*, 12(2), 65-78. {10.3}
- Coxhead, A., & Nation, I. S. P. (2001). The specialised vocabulary of English for academic purposes. In J. Flowerdew & M. Peacock (Eds.), *Research Perspectives on English for Academic Purposes* (pp. 252-267). Cambridge: Cambridge University Press.
- Coxhead, A., Nation, P., & Sim, D. (2014). Creating and trialling six versions of the Vocabulary Size Test. *The TESOLANZ Journal*, 22, 13-27. {24.4}
- Coxhead, A., Nation, P., & Sim, D. (2015). The vocabulary size of native speakers of English in New Zealand secondary schools. *New Zealand Journal of Educational Studies*, 50(1), 121-135. {7.2}
- Coxhead, A., & Quero, B. (2015). Investigating a science vocabulary list in university medical textbooks. *The TESOLANZ Journal*, 23, 55-65. {10.2}
- Coxhead, A., Stevens, L. C., & Tinkle, J. (2010). Why might secondary science textbooks be difficult to read? *New Zealand Studies in Applied Linguistics*, 16(2), 37-52. {10.4}
- Coxhead, A., & Walls, R. (2012). TED talks, vocabulary and listening for ESP. *TESOLANZ Journal*, 20, 55-67. {8.4}
- Coxhead, A. E. (2014). *New Ways in Teaching Vocabulary*. Alexandria, Va.: TESOL Print.
- Coxhead, A. J. (2008). *Using vocabulary from input texts in writing tasks*. (PhD in Applied Linguistics), Victoria University of New Zealand, Wellington.
- Coyle, Y., & Gómez Gracia, R. (2014). Using songs to enhance L2 vocabulary acquisition in preschool children. *ELT Journal*, 68(3), 276-. {22.2}
- Coyne, M., Simmons, D., & Kame'enui, E. (2004). Vocabulary instruction for young children at risk of experiencing reading difficulties: Teaching word meanings during shared storybook readings. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 41-58). New York: Guilford Press.
- Craik, F. I. M., & Lockhart, R. S. (1972). Levels of processing: a framework for memory research. *Journal of Verbal Learning and Verbal Behavior*, 11, 671-684. {11.3}
- Craik, F. I. M., & Tulving, E. (1975). Depth of processing and the retention of words in episodic memory. *Journal of Experimental Psychology*, 104, 268-294. {11.3}
- Cramer, S. (1975). Increasing reading speed in English or in the national language. *RELC Journal*, 6(2), 19-23. {1.5}
- Crinion, J., Turner, R., Grogan, A., Hanakawa, T., Noppeney, U., Devlin, J., . . . Price, C. J. (2006). Language control in the bilingual brain. *Science*, 312, 1537-1540. {2.3}

- Cripwell, K., & Foley, J. (1984). The grading of extensive readers. *World Language English*, 3(3), 168-173. {9.3}
- Crist, R. L. (1981). Learning concepts from contexts and definitions: a single subject replication. *Journal of Reading Behavior*, 13(3), 271-277. {19.2}
- Cronbach, L. J. (1942). An analysis of techniques for diagnostic vocabulary testing. *Journal of Educational Research*, 36(3), 206-217. {24.2}
- Cronbach, L. J. (1943). Measuring knowledge of precise word meaning. *Journal of Educational Research*, 36(7), 528-534. {24.3}
- Cronbach, L. J. (1947). Test "reliability": Its meaning and determination. *Psychometrika*, 12(1), 1-16. {24.1}
- Crossley, S., Allen, D., & McNamara, D. (2012). Text simplification and comprehensible input: A case for an intuitive approach. *Language Teaching Research*, 16(1), 89-108. {9.2}
- Crossley, S., Cobb, T., & McNamara, D. (2013). Comparing count-based and band-based indices of word frequency: Implications for active vocabulary research and pedagogical applications. *System*, 41, 965-981. {15.1}
- Crossley, S., McCarthy, P., Louwse, M., & McNamara, D. (2007). A linguistic analysis of simplified and authentic texts. *Modern Language Journal*, 91(1), 15-30. {9.2}
- Crossley, S., Salsbury, T., & McNamara, D. (2009). Measuring L2 lexical growth using hypernymic relationships. *Language Learning*, 59(2), 307-334. {3.4}
- Crossley, S., Salsbury, T., & McNamara, D. (2011). Predicting the proficiency level of language learners using lexical indices. *Language Testing*, 29(2), 243-263. {2.1}
- Crossley, S., Salsbury, T., McNamara, D., & Jarvis, S. (2010). Predicting lexical proficiency in language learner texts using computational indexes. *Language Testing*, 28(4), 561-580. {2.1}
- Crossley, S. A., Greenfield, J., & McNamara, D. S. (2008). Assessing text readability using cognitively based indices. *TESOL Quarterly*, 42(3), 475-493. {14.3}
- Crossley, S. A., Salsbury, T., McNamara, D. S., & Jarvis, S. (2011). What is lexical proficiency? Some answers from computational models of speech data. *TESOL Quarterly*, 45(1), 182-193. {2.1}
- Crothers, E., & Suppes, P. (1967). *Experiments in Second-Language Learning*. New York: Academic Press.
- Crow, J. T. (1986). Receptive vocabulary acquisition for reading comprehension. *Modern Language Journal*, 70(3), 242-250. {22.4}
- Crow, J. T., & Quigley, J. R. (1985). A semantic field approach to passive vocabulary acquisition for reading comprehension. *TESOL Quarterly*, 19(3), 497-513. {3.4}
- Cruse, D. A. (1986). *Lexical Semantics*. Cambridge: Cambridge University Press.
- Crutcher, R. J. (1998). The role of prior knowledge in mediating foreign vocabulary acquisition and retention: a process-analytic approach. In A. F. Healy & L. E. Bourne (Eds.), *Foreign Language Learning: Psycholinguistic Studies on Training and Retention* (pp. 92-111). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Crystal, D. (1987). How many words? *English Today*, 12(Nov-14). {7.3}
- Csomay, E. (2007). A corpus-based look at linguistic variation in classroom interaction: Teacher talk versus student talk in American university classes. *Journal of English for Academic Purposes*, 6, 336-355. {8.4}
- Cuff, N. B. (1930). Vocabulary tests. *Journal of Educational Psychology*, 21(3), 212-220.

{7.2}

- Cumming, G., Cropp, S., & Sussex, R. (1994). On-line lexical resources for language learners: assessment of some approaches to word definition. *System*, 22(3), 369-377. {21.5}
- Cummins, J. (1980). Age on arrival and immigrant second language learning in Canada: a reassessment. *Applied Linguistics*, 11(2), 132-149. {7.4}
- Cummins, J. (1980). The crosslingual dimensions of language proficiency: implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14(2), 175-187. {6.6}
- Cummins, J. (1984). Wanted: a theoretical framework for relating language proficiency to academic achievement among bilingual students. In C. Rivera (Ed.), *Language Proficiency and Academic Achievement*. Clevedon: Multilingual Matters.
- Cummins, J. (1986). Language proficiency and language achievement. In J. Cummins & M. Swain (Eds.), *Bilingualism in Education* (pp. 138-161). London: Longman.
- Cunningham, A. E. (2005). Vocabulary growth through independent reading and reading aloud to children. In E. H. Hiebert & M. L. Kamil (Eds.), *Teaching and Learning Vocabulary: Bringing Research to Practice* (pp. 45-68). Mahwah, N.J.: Lawrence Erlbaum.
- Cunningham, A. E., & Stanovich, K. E. (1991). Tracking the unique effects of print exposure in children: Associations with vocabulary, general knowledge, and spelling. *Journal of Educational Psychology*, 83(2), 264-274. {14.4}
- Cunningham, J. W., & Moore, D. W. (1993). The contribution of understanding academic vocabulary to answering comprehension questions. *Journal of Reading Behavior*, 25(2), 171-180. {14.2}
- Curtis, M. E. (1987). Vocabulary testing and vocabulary instruction. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 37-51). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Cutler, A. (1981). Degree of transparency in word formation. *Canadian Journal of Linguistics*, 26, 73-77. {6.1}
- Cziko, G. A. (1978). Differences in first- and second-language reading: the use of syntactic, semantic and discourse constraints. *Canadian Modern Language Review*, 34, 473-489. {14.2}
- D'Agostino, P. R., O'Neill, B. J., & Paivio, A. (1977). Memory for pictures and words as a function of level of processing: depth or dual coding? *Memory and Cognition*, 5, 252-256. {19.1}
- Dagut, M., & Laufer, B. (1982). How intralingual are 'intralingual errors'? In G. N. a. D. Nehls (Ed.), *Error Analysis, Contrastive Linguistics and Second Language Learning. Special issue of IRA* (pp. 19-41).
- Dagut, M., & Laufer, B. (1985). Avoidance of phrasal verbs - a case for contrastive analysis. *Studies in Second Language Acquisition*, 7, 73-80. {2.2}
- Dagut, M. B. (1977). Incongruencies in lexical 'gridding' - an application of contrastive semantic analysis to language teaching. *IRAL*, 15(3), 221-229. {3.4}
- Daille, B. (1995). Combined approach for terminology extraction: lexical statistics and linguistic filtering. *Lancaster University Unit for Research on the English Language Technical Papers*, 1-61. {10.4}
- Dale, B. (2010). An improper assumption? The treatment of proper nouns in text

- coverage counts. *Reading in a Foreign Language*, 22(2), 355-361. {2.1}
- Dale, E. (1931). Difficulties in vocabulary research. *Educational Research Bulletin*, 10(5), 119-122. {7.5}
- Dale, E. (1956). The problem of vocabulary in reading. *Educational Research Bulletin*, 25, 113-123. {14.2}
- Dale, E. (1965). Vocabulary measurement: techniques and major findings. *Elementary English*, 42, 895-901. {24.1}
- Dale, E., & O'Rourke, J. (1971). *Techniques of Teaching Vocabulary*. Chicago: Field Enterprises.
- Dale, E., & O'Rourke, J. (1976). *The Living Word Vocabulary*. Field Enterprises Educ. Corp., distributed exclusively by DOME, Inc, 1169 Logan Ave, Elgin 1160120.
- Dale, E., & Razik, R. (1963). *Bibliography of vocabulary studies* (2nd ed.). Ohio: Bureau of Educational Research and Service, Ohio State University.
- Dale, H. C. A., & Baddeley, A. D. (1962). Alternatives in testing recognition memory. *Nature*, 196, 93-94. {24.2}
- Dale, P. S. (1976). *Language Development* (2nd ed.). New York: Holt, Rinehart & Winston.
- Daller, H., van Hout, R., & Treffers-Daller, J. (2003). Lexical richness in the spontaneous speech of bilinguals. *Applied Linguistics*, 24(2), 197-222. {13.3}
- Daloglu, A., Baturay, M., & Yildirim, S. (2009). Designing a constructivist vocabulary learning material. In R. Marriott & P. Torres (Eds.), *E-Learning Methodologies for Language Acquisition* (pp. 186-203). Hershey, New York: Information Science Reference.
- Dam, L., & Legenhausen, L. (1996). The acquisition of vocabulary in an autonomous environment - the first months of beginning English. In R. Pemberton, E. S. L. Li, W. W. F. Or & H. Pierson (Eds.), *Taking Control: Autonomy in Language Learning* (pp. 265-280). Hong Kong: Hong Kong University Press.
- Daneman, M., & Green, I. (1986). Individual differences in comprehending and producing words in context. *Journal of Memory and Language*, 25, 1-18. {2.3}
- D'Anna, C. A., Zechmeister, E. B., & Hall, J. W. (1991). Toward a meaningful definition of vocabulary size. *Journal of Reading Behavior: A Journal of Literacy*, 23(1), 109-122. {7.3}
- Darian, S. (2000). The role of figurative language in introductory science texts. *International Journal of Applied Linguistics*, 10(2), 163-186. {16.1}
- Darnell, D. K., & Howes, D. H. (1971). Review of The American Heritage Word Frequency Book by J.B. Carroll et al. *Research in the Teaching of English*, 6(2), 222-246. {8.1}
- Daulton, F. (2001). Reviews of Motwani and Kamiya loan word dictionaries. *JALT Journal*, 23(2), 274-276. {6.4}
- Daulton, F. (2003). Common Garaigo cognates for the high-frequency vocabulary of English. *Ryukoku Journal for the Humanities and Sciences*, 25(2), 51-78. {6.4}
- Daulton, F. (2003). The high-frequency vocabulary of English. *Ryukoku Journal of Humanities and Science*, 24(2), 19-41. {9.1}
- Daulton, F. (2003). Loanwords in the media. *Ryukoku International Center Bulletin*, 12, 59-72. {6.4}
- Daulton, F. (2003). The paradox of cognates: a literature review on cognates and their effects on L2 vocabulary acquisition. *Eigo Eibungakka Ronso (Ryukoku*

- University, Kyoto*, 22, 55-90. {6.4}
- Daulton, F. E. (1998). Japanese loanword cognates and the acquisition of English vocabulary. *The Language Teacher*, 22(1), 17-25. {6.4}
- Daulton, F. E. (2002). A careful analysis of two dictionaries of "common" Garaigo. *Ryukoku Journal of Humanities and Sciences*, 24(1), 53-72. {6.4}
- Daulton, F. E. (2002). Lexical assimilation of English into Japanese- extent, transformations and comprehensibility. *Eigo Eibungakka Ronso (Ryukoku University)*, 21, 13-51. {6.4}
- Daulton, F. E. (2008). *Japan's Built-in Lexicon of English-based Loanwords*. Clevedon: Multilingual Matters.
- Davidson, P., & James, A. (2001). The efficacy of vocabulary journals as a means of facilitating vocabulary learning. In C. Coombe, S. Riley & S. Troudii (Eds.), *Proceedings of the 6th TESOL Arabia conference*. Dubai: TESOL Arabia.
- Davies, A. (1984). Simple, simplified and simplification: what is authentic? In J. C. Alderson & A. H. Urquhart (Eds.), (pp. 181-198).
- Davies, A. (1993). Simply defining: constructing a dictionary of language testing. In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 101-113). Singapore: SEAMEO-RELC.
- Davies, A., & Widdowson, H. G. (1974). Reading and writing. In J. P. B. Allen & S. P. Corder (Eds.), *Techniques in Applied Linguistics: The Edinburgh Course in Applied Linguistics. Vol. 3* (pp. 176-177). Oxford: Oxford University Press.
- Davies, M., & Gardner, D. (2010). *A frequency dictionary of contemporary American English: Word sketches, collocates, and thematic lists*. London: Routledge.
- Davies, M. J. (2011). A comparison of the memorization and recall of vocabulary in semantic and thematic groups. *Vocabulary Education & Research Bulletin*, 1(1), 3-4. {22.2}
- Davies, P., & Williams, P. (1974). Growth of word recognition skills *Aspects of Early Reading Growth: A Longitudinal Study* (pp. 13-53). Oxford: Schools Council Research and Development Project in Compensatory Education, Blackwell.
- Davis, F. B. (1944). The interpretation of frequency ratings obtained from 'The Teacher's Word Book'. *Journal of Educational Psychology*, 35, 169-174. {8.1}
- Davis, F. B. (1959). Estimation and use of scoring weights for each choice in multiple-choice test items. *Educational and Psychological Measurement*, 19(3), 291-298. {24.1}
- Davis, F. B. (1968). Research in comprehension in reading. *Reading Research Quarterly*, 4(4), 499-545. {14.2}
- Davis, F. B. (1972). Psychometric research on comprehension in reading. *Reading Research Quarterly*, 7(4), 628-678. {14.3}
- Davis, J. N. (1989). Facilitating effects of marginal glosses on foreign language reading. *Modern Language Journal*, 73(1), 41-48. {21.4}
- Davis, J. N., & Lyman-Hager, M. A. (1997). Computers and L2 reading: student performance, student attitudes. *Foreign Language Annals*, 30(1), 58-72. {22.3}
- Davis, M. H., & Gaskell, M. G. (2009). A complementary learning systems account of word learning: Neural and behavioral evidence. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 364, 3773-3800. {2.3}
- Davis, N. B. (1973). *Vocabulary Improvement*. New York: McGraw-Hill.

- Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press.
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136-141. {14.5}
- Day, R. R., & Bamford, J. (2004). *Extensive Reading Activities for Teaching Language*. Cambridge: Cambridge University Press.
- Day, R. R., Omura, C., & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2), 541-551. {14.4}
- de Bot, K. (1992). A bilingual production model: Levelt's speaking model adapted. *Applied Linguistics*, 13(1), 3-24. {2.3}
- de Bot, K., Paribakht, T., & Wesche, M. (1997). Towards a lexical processing model for the study of second language vocabulary acquisition: evidence from ESL reading. *Studies in Second Language Acquisition*, 19, 309-329. {2.3}
- de Bot, K., & Schreuder, R. (1993). Word production and the bilingual lexicon. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 191-214). Amsterdam/Philadelphia: John Benjamins.
- de Bot, K., & Stoessel, S. (2000). In search of yesterday's words: reactivating a long-forgotten language. *Applied Linguistics*, 21(3), 333-353. {3.2}
- de Groot, A. (2006). Effects of stimulus characteristics and background music on foreign language vocabulary learning and forgetting. *Language Learning*, 56(3), 463-506. {11.1}
- de Groot, A. M. B. (1993). Word-type effects in bilingual processing tasks: support for a mixed-representational system. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 27-51). Amsterdam/Philadelphia: John Benjamins.
- de Groot, A. M. B., & Keijzer, R. (2000). What is hard to learn is easy to forget: the roles of word concreteness, cognate status, and word frequency in foreign-language vocabulary learning. *Language Learning*, 50(1), 1-56. {2.2}
- de Groot, A. M. B., & Poot, R. (1997). Word translation at three levels of proficiency in a second language: the ubiquitous involvement of conceptual memory. *Language Learning*, 47(2), 215-264. {3.2}
- de Haan, P. (1992). The optimum corpus sample size? In G. L. (ed) (Ed.), *New Directions in English Language Corpora: Methodology, Results, Software Developments* (pp. 3-19). Berlin: Mouton de Gruyter.
- de Jong, N., & Perfetti, C. (2011). Fluency training in the ESL classroom: An experimental study of fluency development and proceduralization. *Language Learning*, 61(2), 533-568. {1.5}
- de la Fuente, M. (2002). Negotiation and oral acquisition of L2 vocabulary. *Studies in Second Language Acquisition*, 24(1), 81-112. {13.2}
- de la Fuente, M. (2006). Classroom L2 vocabulary acquisition: investigating the role of pedagogical tasks and form-focused instruction. *Language Teaching Research*, 10(3), 263-295. {22.1}
- de la Fuente, M. J. (2003). Is SLA interactionist theory relevant to CALL? A study on the effects of computer-mediated interaction in L2 vocabulary acquisition. *Computer Assisted Language Learning*, 16(1), 47-81. {22.3}
- De Ridder, I. (2002). Visible or invisible links: does the highlighting of hyperlinks affect incidental vocabulary learning, text comprehension, and the reading process?

- Language Learning & Technology*, 6(1), 123-146. {21.4}
- Dean, M. (1990). Vocabulary teaching and learning: a survey. *English Studies (British Council)*, 5, 17-20. {22.1}
- DeCarrico, J. (1998). Syntax, lexis and discourse: issues in redefining the boundaries. In K. Haastrop & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 127-148). Lund: Lund University Press.
- Deconinck, J. (2012). *Fubbing foppotees and blandishing mattoids: Harnessing form-meaning motivation for the recall and retention of L2 lexis*. (PhD), Vrije Universiteit Brussel, Brussels.
- Deconinck, J., Boers, F., & Eyckmans, J. (2010). Helping learners engage with L2 words: The form-meaning fit. *AILA Review*, 23, 95-114. {2.2}
- Deese, J. (1965). *The Structure of Associations in Language and Thought*. Baltimore: The Johns Hopkins Press.
- deHaan, J., Reed, W. M., & Kuwada, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall. *Language Learning & Technology*, 14(2), 79-94. {22.3}
- Deighton, L. C. (1959). *Vocabulary Development in the Classroom*. New York: Columbia University Press.
- DeKeyser, R. (1999). Beyond explicit rule learning: automatising second language morphosyntax. *Studies in Second Language Acquisition*, 19, 195-221. {6.3}
- DeKeyser, R. M., & Sokalski, K. J. (1996). The differential roles of comprehension and production practice. *Language Learning*, 46(4), 613-642. {2.4}
- Dempster, F. N. (1987). Effects of variable encoding and spaced presentation on vocabulary learning. *Journal of Educational Psychology*, 79(2), 162-170. {11.2}
- Deno, S. L. (1968). Effects of words and pictures as stimuli in learning language equivalents. *Journal of Educational Psychology*, 59, 202-206. {19.1}
- Denoual, E. (2006). A method to quantify corpus similarity and its application to quantifying the degree of literality in a document. *International Journal of Technology and Human Interaction*, 2(1), 51-66. {8.4}
- Derewianka, B. (1990). *Exploring How Texts Work*. Rozelle, N.S.W.: Primary English Teaching Association.
- Derwing, T. M. (1989). Information type and its relation to non-native speaker comprehension. *Language Learning*, 39(2), 157-172. {12.1}
- Descamps, J. L. (1992). Towards classroom concordancing. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 167-181). London: Macmillan.
- Deschamps, A. (1992). From spelling to sound: English graphematics as an aid to vocabulary acquisition. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 182-195). London: Macmillan.
- Desrochers, A., Gelinis, C., & Wieland, L. D. (1989). An application of the mnemonic keyword method to the acquisition of German nouns and their grammatical gender. *Journal of Educational Psychology*, 81(1), 25-32. {20.3}
- Desrochers, A., Wieland, L. D., & Cot, M. (1991). Instructional effects in the use of the mnemonic keyword method for learning German nouns and their grammatical gender. *Applied Cognitive Psychology*, 5, 19-36. {20.3}
- Dewaele, J., & Pavlenko, A. (2002). Emotion vocabulary in interlanguage. *Language*

- Learning*, 52(2), 263-322. {7.4}
- Dewaele, J., & Pavlenko, A. (2003). Productivity and lexical diversity in native and non-native speech: a study of cross-cultural effects. In V. Cook (Ed.), *Effects of the Second Language on the First* (pp. 120-141). Clevedon: Multilingual Matters.
- Dewaele, J. M. (2004). Individual differences in the use of colloquial vocabulary: The effects of sociobiographical and psychological factors. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 127-153). Amsterdam: John Benjamins.
- Diack, H. (1975). *Standard literacy tests*: Hart-Davis Educational.
- Diack, H. (1975). *Test Your Own Wordpower*. St. Albans: Paladin.
- Diakidoy, I. N., Stylianou, P., Karefillidou, C., & Papageorgiu, P. (2005). The relationship between listening and reading comprehension on different types of texts at increasing grade levels. *Reading Psychology*, 26, 55-80. {12.1}
- Dickinson, D. K. (1984). First impressions: children's knowledge of words gained from a single exposure. *Applied Psycholinguistics*, 5, 359-373. {3.1}
- Dickinson, D. K., & Porche, M. V. (2011). Relation between language experiences in preschool classrooms and children's kindergarten and fourth-grade language and reading abilities. *Child Development*, 82(3), 870-886. {7.1}
- Dickinson, D. K., & Smith, M. W. (1994). Long-term effects of pre-school teachers' book readings on low-income children's vocabulary and story comprehension. *Reading Research Quarterly*, 29(2), 104-122. {12.1}
- Dietrich, T. G., & Freeman, C. (1979). A linguistic guide to English proficiency testing in schools. *CAL/ERIC*, 13-14. {24.1}
- Dijkstra, T., Miwa, K., Brummelhuis, B., Sappelli, M., & Baayen, H. (2010). How cross-language similarity and task demands affect cognate recognition. *Journal of Memory and Language*, 62(3), 284-301. {6.4}
- Diller, K. C. (1978). *The Language Teaching Controversy*. Rowley, Mass.: Newbury House.
- Dobinson, T. (1999). Why do learners recall certain vocabulary items from lessons? *EA Journal*, 17(1), 34-51. {13.2}
- Dobinson, T. (2001). Do learners learn from classroom interaction and does the teacher have a role to play? *Language Teaching Research*, 5(3), 189-211. {13.2}
- Dodigovic, M. (2005). Vocabulary profiling with electronic corpora: A case study in computer assisted needs analysis. *Computer Assisted Language Learning*, 18(5), 443-455. {22.3}
- Dodigovic, M. (2005). Vocabulary profiling with electronic corpora: A case study in computer-assisted needs analysis. *Computer Assisted Language Learning*, 18(5), 443-455. {8.4}
- Dolby, J. L., & Resnikoff, H. L. (1967). *The English Word Speculum*. The Hague: Mouton & Co.
- Dolch, E. W. (1927). Grade vocabularies. *Journal of Educational Research*, 16(1), 16-26. {8.3}
- Dolch, E. W. (1928). Vocabulary burden. *Journal of Educational Research*, 17(3), 170-183. {14.4}
- Dolch, E. W. (1932). Testing word difficulty. *Journal of Educational Research*, 26(1), 22-27. {24.2}

- Dolch, E. W. (1936). How much word knowledge do children bring to grade one? *Elementary English Review*, 13, 177-183. {7.2}
- Dolch, E. W. (1951). Tested word knowledge vs. frequency counts. *Journal of Educational Research*, 44, 457-470. {7.2}
- Dolch, E. W. (1951). The use of vocabulary lists in predicting readability and in developing reading materials. *Elementary English*, 28, 142-149, 177. {14.4}
- Dolch, E. W., & Leeds, D. (1953). Vocabulary tests and depth of meaning. *Journal of Educational Research*, 47, 181-189. {24.3}
- Dolezal, F. (2006). World Englishes and lexicography. In B. Kachru, Kachru & Nelson (Eds.), (pp. 694-708).
- Dollerup, C. (1982). An analysis of some mechanisms and strategies in the translation process based on a study of translations between Danish and English. *The Incorporated Linguist, the Journal of the Institute of Linguists*, 21(4). {6.4}
- Dollerup, C., Glahn, E., & Hansen, C. R. (1982). Reading strategies and test-solving techniques in an EFL-reading comprehension test: a preliminary report. *Journal of Applied Language Study*, 1(1), 93-99. {18.4}
- Dollerup, C., Glahn, E., & Hansen, C. R. (1983). Issues raised by studies of passive vocabularies in reading comprehension with advanced EFL-learners. *Unpublished paper*. {14.2}
- Donley, K., & Reppen, R. (2001). Using corpus tools to highlight academic vocabulary in SCLT. *TESOL Journal*, 10(2-3), 7-12. {22.3}
- Doran, E. W. (1907). A study of vocabularies. *Pedagogical Seminary*, 14(4), 401-438. {7.1}
- Dordick, M. (1996). Testing for a hierarchy of the communicative interference value of ESL errors. *System*, 24(3), 299-308. {15.1}
- Dornyei, Z., Durow, V., & Zahran, K. (2004). Individual differences and their effects on formulaic sequence acquisition. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Douglas, D., & Hegelheimer, V. (2007). Assessing language using computer technology. *Annual Review of Applied Linguistics*, 27(115-132). {24.1}
- Dowhower, S. L. (1989). Repeated reading: research into practice. *The Reading Teacher*, 42, 502-507. {1.5}
- Downing, P. (1980). Factors influencing lexical choice in narrative. In W. L. C. (ed) (Ed.), *The Pear Stories: Cognitive, Cultural and Language Aspects of Narrative Production*. Norwood, N.J.: Ablex.
- Downing, S. M., & Haladyna, T. M. (1997). Test item development: Validity evidence from quality assurance procedures. *Applied Measurement in Education*, 10(1), 61-82. {24.1}
- Drake, R. M. (1940). The effect of teaching the vocabulary of algebra. *Journal of Educational Research*, 33(8), 601-610. {10.1}
- Draper, A. G., & H., M. G. (1971). I/we think with words. *Phi Delta Kappan*, 52(8), 482-484. {14.2}
- Dresher, R. (1934). Training in mathematics vocabulary. *Educational Research Bulletin*, 13(8), 201-204. {10.1}
- Droop, M., & Verhoeven, L. (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38(1), 78-103. {14.2}

- Drouin, P. (2003). Term extraction using non-technical corpora as a point of leverage. *Terminology*, 9(1), 99-115. {10.4}
- Drouin, P. (2004). Detection of domain specific terminology using corpora comparison *Proceedings of the Fourth International Conference on Language Resources and Evaluation (LREC), Lisbon, Portugal*.
- Drum, P. A. (1983). Vocabulary knowledge: history. In J. A. Niles & L. A. Harris (Eds.), *Searches for meaning in reading/language processing and instruction* (pp. 163-171). Rochester, NY: 32nd yearbook of the National Reading Conference.
- Drum, P. A., & Konopak, B. C. (1987). Learning word meanings from context. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 73-87). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Dubin, F. (1989). The odd couple: reading and vocabulary. *ELT Journal*, 43(4), 283-287. {14.2}
- Dubin, F., & Olshtain, E. (1993). Predicting word meanings from contextual clues: evidence from L1 readers. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 181-202). Norwood, N.J.: Ablex.
- Dudley, A. (2005). Multiple dichotomous-scored items in second language testing: Investigating the multiple true-false item type under norm-referenced conditions. *Language Testing, In press*. {24.1}
- Duff, P. A. (1997). The lexical generation gap: a connectionist account of circumlocution in Chinese as a second language. In G. Kaspar & E. Kellerman (Eds.), *Communication Strategies* (pp. 192-215). London: Longman.
- Duffelmeyer, F. A. (1984). Comment on Carnine, Kameenui and Coyle. *Reading Research Quarterly*, 20(1), 117-118. {18.3}
- Duffelmeyer, F. A. (1985). A reaction to Nagy, Herman and Anderson. *Reading Research Quarterly*, 20(5), 669-670. {18.3}
- Dufva, M., & Voeten, M. (1999). Native language literacy and phonological memory as prerequisites for learning English as a foreign language. *Applied Psycholinguistics*, 20, 329-348. {2.3}
- Duin, A. H., & Graves, M. F. (1987). Intensive vocabulary instruction as a prewriting technique. *Reading Research Quarterly*, 22(3), 311-330. {15.3}
- Dulin, K. L. (1969). New research on context clues. *Journal of Reading*, 13(1), 33-38, 53. {18.1}
- Dulin, K. L. (1970). Using context clues in word recognition and comprehension. *Reading Teacher*, 23(5), 440-445. {18.1}
- Dumay, N., & Gaskell, G. (2005). Do words go to sleep? Exploring consolidation of spoken forms through direct and indirect measures. *Behavioral and Brain Sciences*, 28, 69-70. {2.3}
- Dumay, N., & Gaskell, G. (2007). Sleep-associated changes in the mental representation of spoken words. *Psychological Science*, 18(1), 35-39. {2.3}
- Dunbar, S. (1992). Developing vocabulary by integrating language and content. *TESL Canada Journal*, 9(2), 73-79. {22.2}
- Duncan, C. P. (1970). Thinking of a word under different retrieval constraints. *Journal of Verbal Learning and Verbal Behavior*, 9, 356-361. {2.5}
- Dunkel, H. B. (1944). Testing the precise use of words. *College English*, 5, 386-389. {24.3}

- Dunmore, D. (1989). Using contextual clues to infer word meaning: an evaluation of current exercise types. *Reading in a Foreign Language*, 6(1), 337-347. {18.5}
- Dunn, L. M. (1965). *Peabody Picture Vocabulary Test*. Minnesota: American Guidance Service Inc.
- Dupuy, B., & Krashen, S. D. (1993). Incidental vocabulary acquisition in French as a foreign language. *Applied Language Learning*, 4(1&2), 55-63. {18.4}
- Dupuy, H. J. (1974). *The rationale, development and standardization of a basic word vocabulary test*. Washington, DC: US Govt Printing Office,.
- Duran, P., Malvern, D., Richards, B., & Chipere, N. (2004). Developmental trends in lexical diversity. *Applied Linguistics*, 25(2), 220-242. {15.1}
- Durkin, K., Crowther, R., Shire, B., Riem, R., & Nash, P. (1985). Polysemy in mathematical and musical education. *Applied Linguistics*, 6(2), 147-161. {10.1}
- Durkin, K., Crowther, R. D., & Shire, B. (1986). Children's processing of polysemous vocabulary in school. In K. Durkin (Ed.), *Language Development in the School Years*. London: Croom Helm.
- Durrant, P. (2009). Investigating the viability of a collocation list for students of English for academic purposes. *English for Specific Purposes*, 28, 157-169. {5.1}
- Durrant, P., & Schmitt, N. (2009). To what extent do native and non-native writers make use of collocations? *IRAL*, 47(2), 157-177. {5.2}
- Durrant, P., & Schmitt, N. (2010). Adult learners' retention of collocations from exposure. *Second Language Research*, 26(2), 163-188. {5.2}
- Durso, F. T., & Shore, W. J. (1991). Partial knowledge of word meanings. *Journal of Experimental Psychology: General*, 120(2), 190-202. {2.1}
- Duursma, E., Romero-Contreras, S., Szuber, A., & Snow, C. (2007). The role of home literacy and language environment on bilinguals' English and Spanish vocabulary development. *Applied Psycholinguistics*, 28, 171-190. {7.1 to}
- d'Ydewalle, G., & van do Poel, M. (1999). Incidental foreign-language acquisition by children watching subtitled television programs. *Journal of Psycholinguistic Research*, 28, 227-244. {12.2}
- Dykstra, G., Port, R., & Port, A. (1966). *Ananse Tales*. New York: Teachers College Press, Columbia University.
- East, M. (2006). An investigation into how intermediate level language students use bilingual dictionaries in writing tests. *New Zealand Studies in Applied Linguistics*, 12(1), 1-15. {21.3}
- East, M. (2007). Bilingual dictionaries in tests of L2 writing proficiency: Do they make a difference? *Language Testing*, 24(3), 331-353. {15.3}
- Eaton, H. S. (1940). *An English-French-German-Spanish Word Frequency Dictionary*. New York: Dover Publications.
- Eaton, H. S. (1951). Vocabulary building. *Language Learning*, 4(1&2), 54-60. {6.4}
- Eckerth, J., & Tavakoli, P. (2012). The effects of word exposure frequency and elaboration of word processing on incidental L2 vocabulary acquisition. *Language Teaching Research*, 16(2), 227-252. {11.3}
- Edwards, E. C., Font, G., Baumann, J. F., & Boland, E. (2004). Unlocking word meanings: Strategies and guidelines for teaching morphemic and contextual analysis. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 159-176). New York: Guilford Press.

- Edwards, J., Beckman, M. E., & Munson, B. (2004). The interaction between vocabulary size and phonotactic probability effects on children's production accuracy and fluency in nonword repetition. *Journal of Speech, Language, and Hearing Research, 47*, 421-436. {2.3}
- Edwards, P. J. (1974). Teaching specialist English (with special reference to nurses and midwives in Nigeria). *ELT Journal, 28*(3), 247-252. {10.1}
- Edwards, R., & Collins, L. (2010). Lexical frequency profiles and Zipf's law. *Language Learning, 61*(1), 1-30. {15.1}
- Edwards, R. P. A., & Gibbon, V. (1973). *Words Your Children Use*. London: Burke Books.
- Efron, B., & Thisted, R. (1976). Estimating the number of unseen species: how many words did Shakespeare know? *Biometrika, 63*(4), 435-467. {7.5}
- Ehri, L. C. (2005). Learning to read words: Theory, findings and issues. *Scientific Studies of Reading, 9*(9), 167-188. {14.4}
- Ehrman, M., & Oxford, R. (1989). Effects of sex differences, career choice and psychological type on adult's language learning strategies. *Modern Language Journal, 73*, 1-13. {17.1}
- Eichholz, G., & Barbe, R. (1961). An experiment in vocabulary development. *Educational Research Bulletin, 40*(1), 1-7, 28. {18.3}
- Elder, C., & O'Loughlin, K. (2003). Investigating the relationship between intensive English language study and band score gains on IELTS. *IELTS Research Report, 4*, 207-254. {1.5}
- Eldridge, J. (2008). No, there isn't an academic vocabulary but ... *TESOL Quarterly, 109-113*. {10.3}
- Eldridge, J., Neufeld, S., & Hancioğlu, N. (2010). Towards a lexical framework for CLIL. *International CLIL Research Journal, 1*(3), 88-103. {23.1}
- Elgort, I. (2007). *The role of intentional decontextualised learning in second language vocabulary acquisition: Evidence from primed lexical decision tasks with advanced bilinguals* (PhD), Victoria University of Wellington, Wellington.
- Elgort, I. (2011). Deliberate learning and vocabulary acquisition in a second language. *Language Learning, 61*(2), 367-413. {19.1}
- Elgort, I. (2013). Effects of L1 definitions and cognate status of test items on the Vocabulary Size Test. *Language Testing, 30*(2), 253-272. {24.4}
- Elivian, J. (1938). Word perception and word meaning in student reading in the intermediate grades. *Education, 59*, 1-56. {14.2}
- Ellegard, A. (1960). Estimating vocabulary size. *Word, 16*, 219-244. {7.5}
- Ellegard, A. (1978). On dictionaries for language learners. *Moderna Sprak, 72*(3), 225-242. {21.2}
- Elleman, A., Lindo, E., Morphy, P., & Compton, D. (2009). The impact of vocabulary instruction on passage-level comprehension of school-age children: A meta-analysis. *Journal of Educational Effectiveness, 2*(1), 1-44. {7.1}
- Eller, R. G., Pappas, C. C., & Brown, E. (1988). The lexical development of kindergarteners: learning from written context. *Journal of Reading Behavior, 20*(1), 5-24. {13.1}
- Elley, W. B. (1969). The assessment of readability by noun frequency counts. *Reading Research Quarterly, 4*(3), 411-427. {14.3}
- Elley, W. B. (1980). A comparison of 'content-interest' and 'structuralist' reading

- programmes in Niue primary schools. *New Zealand Journal of Educational Studies*, 15, 39-53. {14.5}
- Elley, W. B. (1981). The role of reading in bilingual contexts. In J. T. Guthrie (Ed.), *Comprehension and Teaching: Research Reviews* (pp. 227-254). Newark: International Reading Association.
- Elley, W. B. (1985). What do children learn from being read to? *SET, NZCER*(1). {12.1}
- Elley, W. B. (1988). New vocabulary: How do children learn new words? *Set - Research Information for Teachers, Item 10, No.1*. {12.1}
- Elley, W. B. (1989). Vocabulary acquisition from listening to stories. *Reading Research Quarterly*, 24(2), 174-187. {12.1}
- Elley, W. B. (1991). Acquiring literacy in a second language: the effect of book-based programs. *Language Learning*, 41(3), 375-411. {14.5}
- Elley, W. B., & Croft, A. C. (1989). *Assessing the difficulty of reading materials: the noun frequency method*. Wellington: New Zealand Council for Educational Research.
- Elley, W. B., & Mangubhai, F. (1981). *The Impact of a Book Flood in Fiji Primary Schools*. Wellington: New Zealand Council for Educational Research.
- Elley, W. B., & Mangubhai, F. (1981). The long-term effects of a book flood on children's language growth. *Directions*, 7, 15-24. {14.5}
- Ellis, N. (1995). The psychology of foreign language vocabulary acquisition: Implications for CALL. *Computer Assisted Language Learning*, 8(2/3), 103-128. {2.1}
- Ellis, N. (2002). Frequency effects in language processing: a review with implications for theories of implicit and explicit instruction. *Studies in Second Language Acquisition*, 24(2), 143-188. {2.3}
- Ellis, N. (2006). Selective attention and transfer phenomena in L2 acquisition: Contingency, cue competition, salience, interference, overshadowing, blocking and perceptual learning. *Applied Linguistics*, 27(2), 164-194. {11.1}
- Ellis, N., Simpson-Vlach, R., & Maynard, C. (2008). Formulaic language in native and second language speakers: Psycholinguistics, corpus linguistics, and TESOL. *TESOL Quarterly*, 42(3), 375-396. {5.2}
- Ellis, N. C. (1994). Vocabulary acquisition: the implicit ins and outs of explicit cognitive mediation. In N. C. Ellis (Ed.), *Implicit and Explicit Learning of Languages* (pp. 211-282). London: Academic Press.
- Ellis, N. C. (1995). Vocabulary acquisition: psychological perspectives and pedagogical implications. *The Language Teacher*, 19(2), 12-16. {11.1}
- Ellis, N. C. (1996). The epigenesis of language: acquisition as a sequence learning problem. *unpublished paper*. {2.3}
- Ellis, N. C. (1997). Vocabulary acquisition, word structure, collocation, word-class, and meaning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 122-139). Cambridge: Cambridge University Press.
- Ellis, N. C. (2001). Memory for language. In P. Robinson (Ed.), *Cognition and Second Language Instruction* (pp. 33-68). Cambridge: Cambridge University Press.
- Ellis, N. C. (2003). Incidentals that build fluency: optimal word processing and its implications for vocabulary acquisition. *New Zealand Studies in Applied Linguistics*, 9(2), 1-18. {2.1}
- Ellis, N. C., & Beaton, A. (1993). Factors affecting foreign language vocabulary: imagery keyword mediators and phonological short-term memory. *Quarterly Journal of*

- Experimental Psychology*, 46A, 3, 533-558. {20.3}
- Ellis, N. C., & Beaton, A. (1993). Psycholinguistic determinants of foreign language vocabulary learning. *Language Learning*, 43(4), 559-617. {2.1}
- Ellis, N. C., & Laporte, N. Contexts of acquisition: effects of formal instruction and naturalistic exposure on SLA. In A. de Groot & J. Kroll (Eds.), *Tutorials in Bilingualism: Psycholinguistic Perspectives*. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Ellis, N. C., & O'Donnell, M. B. (2012). Statistical construction learning: Does a Zipfian problem space ensure robust language learning? In J. Rebuschat & J. Williams (Eds.), *Statistical Learning and Language Acquisition* (pp. 265-304). Berlin: Mouton de Gruyter.
- Ellis, N. C., & Schmidt, R. (1997). Morphology and longer distance dependencies: Laboratory research illuminating the A in SLA. *Studies in Second Language Acquisition*, 19, 145-171. {6.3}
- Ellis, N. C., & Sinclair, S. G. (1996). Working memory in the acquisition of vocabulary and syntax: putting language in good order. *Quarterly Journal of Experimental Psychology*, 49A(1), 234-250. {2.3}
- Ellis, R. (1990). *Instructed Second Language Acquisition*. Oxford: Basil Blackwell.
- Ellis, R. (1991). The interaction hypothesis: a critical evaluation
In E. Sadtono (Ed.), *Language Acquisition and the Second/Foreign Language Classroom. RELC Anthology: Series 28* (pp. 179-211). Singapore: SEAMEO-RELC.
- Ellis, R. (1992). Grammar teaching - practice or consciousness-raising. In R. Ellis (Ed.), *Second Language Acquisition and Second Language Pedagogy*. Clevedon, Avon: Multilingual Matters.
- Ellis, R. (1993). Naturally simplified input, comprehension and second language acquisition. In M. L. e. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 53-68). Singapore: SEAMEO-RELC.
- Ellis, R. (1994). Factors in the incidental acquisition of second language vocabulary from oral input: a review essay. *Applied Language Learning*, 5(1), 1-32. {12.2}
- Ellis, R. (1995). Modified oral input and the acquisition of word meanings. *Applied Linguistics*, 16(4), 409-441. {12.2}
- Ellis, R. (2005). Principles of instructed language learning. *System*, 33, 209-224. {11.1}
- Ellis, R., Basturkmen, H., & Loewen, S. (2001). Learner uptake in communicative ESL lessons. *Language Learning*, 51, 281-326. {13.2}
- Ellis, R., & He, X. (1999). The roles of modified input and output in the incidental acquisition of word meanings. *Studies in Second Language Acquisition*, 21, 285-301. {12.2}
- Ellis, R., & Heimbach, R. (1997). Bugs and birds: children's acquisition of second language vocabulary through interaction. *System*, 25(2), 247-259. {12.2}
- Ellis, R., Tanaka, Y., & Yamazaki, A. (1994). Classroom interaction, comprehension and the acquisition of L2 word meanings. *Language Learning*, 44(3), 449-491. {12.2}
- Elman, J. (2004). An alternative view of the mental lexicon. *Trends in Cognitive Sciences* (www.sciencedirect.com), 1-6. {2.3}
- Elman, J. L. (2009). On the meanings of words and dinosaur bones: Lexical knowledge without a lexicon. *Cognitive Science*, 33, 547-582. {2.1}

- Elshout-Mohr, M., & van Daalen-Kapteijns, M. (1987). Cognitive processes in learning word meanings. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 53-71). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Emans, R., & Fisher, G. M. (1967). Teaching the use of context clues. *Elementary English*, 44(3), 243-246. {18.5}
- Engber, C. A. (1995). The relationship of lexical proficiency to the quality of ESL compositions. *Journal of Second Language Writing*, 4(2), 139-155. {15.1}
- Engelbart, S. M., & Theuerkauf, B. (1999). Defining context within vocabulary acquisition. *Language Teaching Research*, 3(1), 57-69. {18.1}
- Engels, L. K. (1968). The fallacy of word counts. *IRAL*, 6(3), 213-231. {8.1}
- Engels, L. K., Goethals, M., Vanerman, U., van Beckhoven, B., & Leenders, T. (1990). Frequency studies and vocabulary lists for teaching. *Unpublished paper*. {9.1}
- Enright, D. J. (1969). Thai personalities. *Encounter*, 32(2), 27-32. {1.5}
- Erdmenger, M. (1985). Word acquisition and vocabulary structure in third-year EFL-learners. *IRAL*, 23(2), 159-164. {4.1}
- Erman, B., & Warren, B. (2000). The idiom principle and the open choice principle. *Text*, 20(1), 29-62. {5.1}
- Erten, I. H., & Tekin, M. (2008). Effects on vocabulary acquisition of presenting new words in semantic sets versus semantically unrelated sets. *System*, 36, 407-422. {2.2}
- Eyckmans, J. (2004). *Measuring receptive vocabulary size*: Netherlands Graduate School of Linguistics.
- Eyckmans, J. (2010). Phrase-noticing or phrase-learning. In M. Moreno Jaen, F. Serrano Valverde & M. Calzada Perez (Eds.), *Exploring New Paths in Language Pedagogy: Lexis and Corpus-based Language Teaching* (pp. 39-50). London: Equinox.
- Eyckmans, J., Boers, F., & Stengers, H. (2007). Identifying chunks: Who can see the wood for the trees? *Language Forum*, 33(2), 85-100. {5.2}
- Eysenck, M. W. (1978). Levels of processing: a critique. *British Journal of Psychology*, 69, 157-169. {11.3}
- Fair, C. M. (1989). A method of estimating the total number of words in English. *Language Sciences*, 11(4), 355-366. {7.5}
- Fairclough, M. (2011). Testing the lexical recognition task with Spanish/English bilinguals. *Language Testing*, 28(2), 273-297. {24.4}
- Fairclough, M. (2011). Testing the lexical recognition task with Spanish/English bilinguals in the United States. *Language Testing*, 28(2), 273-297. {24.1}
- Fairclough, N. (2001). *Language and Power*. London: Longman.
- Fan, M. (2000). How big is the gap and how to narrow it? An investigation into the active and passive vocabulary knowledge of L2 learners. *RELC Journal*, 31(2), 105-119. {2.4}
- Fan, M. (2001). An investigation into the vocabulary needs of university students in Hong Kong. *Asian Journal of English Language Teaching*, 11, 69-85. {7.4}
- Fan, M. (2003). Frequency of use, perceived usefulness, and actual usefulness of second language vocabulary strategies: a study of Hong Kong learners. *Modern Language Journal*, 87(2), 222-241. {17.1}
- Fan, M. (2007). An exploratory study of collocational use by ESL students - a task based approach. *System*, 37, 110-123. {5.2}

- Farghal, M., & Obiedar, H. (1995). Collocations: a neglected variable in EFL. *IRAL*, 33(4), 315-331. {5.2}
- Farid, A. (1985). *A Vocabulary Workbook*. Englewood Cliffs: Prentice Hall Inc.
- Farkas, G., & Beron, K. (2004). The detailed age trajectory of oral vocabulary knowledge: differences by class and race. *Social Science Research*, 33, 464-497. {7.1}
- Farley, A. P., Ramonda, K., & Liu, X. (2012). The concreteness effect and the bilingual lexicon: The impact of visual attachment on meaning recall of abstract L2 words. *Language Teaching Research*, 16(4), 449-466. {3.1}
- Farrell, P. (1990). *Vocabulary in ESP: a lexical analysis of the English of electronics and a study of semi-technical vocabulary* (Vol. CLCS Occasional Paper No. 25). Dublin: Trinity College.
- Faucett, L. W., Palmer, H. E., Thorndike, E. L., & West, M. P. (1936). *Interim report on vocabulary selection for the teaching of English as a foreign language*. London: P.S. King and Son.
- Faust, G. W., & Anderson, R. C. (1967). Effects of incidental material in a programmed Russian vocabulary lesson. *Journal of Educational Psychology*, 58(1), 3-10. {19.1}
- Feeny, T. P. (1976). Vocabulary teaching as a means of vocabulary expansion. *Foreign Language Annals*, 9(5), 485-486. {22.2}
- Feifel, H., & Lorge, I. (1950). Qualitative differences in the vocabulary responses of children. *Journal of Educational Psychology*, 41(1), 1-18. {21.5}
- Feldman, A., & F., H. A. (1998). Effect of first language phonological configuration on lexical acquisition in a second language. In A. F. Healy & L. E. Bourne (Eds.), *Foreign Language Learning: Psycholinguistic Studies on Training and Retention* (pp. 57-76). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Feldman, K. V., & Klausmeier, H. J. (1974). Effects of two kinds of definition on concept attainment of fourth and eighth graders. *Journal of Educational Research*, 67(5), 219-223. {3.1}
- Fernald, A., Marchman, V. A., & Weisleder, A. (2013). SES differences in language processing skill and vocabulary are evident at 18 months. *Developmental Science*, 16(2), 234-248. {7.1}
- Fernandez Dobao, A. (2014). Vocabulary learning in collaborative tasks: A comparison of pair and small group work. *Language Teaching Research*, 18(4), 497-520. {13.2}
- Fernando, C. (1996). *Idioms and Idiomaticity*. Oxford: Oxford University Press.
- Ferrer i Cancho, R., & Sole, R. V. (2001). Two regimes in the frequency of words and the origin of complex lexicons: Zipf's law revisited. *Journal of Quantitative Linguistics*, 8(3), 165-173. {8.1}
- Ferrer i Cancho, R., & Sole, R. V. (2010). The small-world of human language. {8.1}
- Fiks, A. E., & Corbino, J. P. (1967). Course density and student perception. *Language Learning*, 17, 3-8. {23.1}
- File, K., & Adams, R. (2010). Should vocabulary instruction be integrated or isolated? *TESOL Quarterly*, 44(2), 222-249. {23.1}
- Finkbeiner, M., & Nicol, J. (2003). Semantic category effects in second language word learning. *Applied Psycholinguistics*, 24, 369-383.
- Finkenstaedt, T., Leisi, E., & Wolff, D. (1970). *A Chronological English Dictionary*. Heidelberg: Carl Winter, Universitets Verlag.

- Finn, P. J. (1977). Word frequency, information theory, and cloze performance: a transfer theory of processing in reading. *Reading Research Quarterly*, 13(4), 508-537. {14.2}
- Firth, J. R. (1957). *Papers in Linguistics*. London: Oxford University Press.
- Fischer, U. (1994). Learning words from context and dictionaries: an experimental comparison. *Applied Psycholinguistics*, 15, 551-574. {18.4}
- Fitch, W. T. (2007). An invisible hand. *Nature*, 449, 665-667. {2.3}
- Fitzpatrick, T. (2009). Word association profiles in a first and second language: Puzzles and problems. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 38-52). Bristol: Multilingual Matters.
- Fitzpatrick, T., & Clenton, J. (2010). The challenge of validation. *Language Testing*, 27(4), 537-554. {24.1}
- Fitzpatrick, T., & Clenton, J. (2010). The challenge of validation: Assessing the performance of a test of productive vocabulary. *Language Testing*, 27(4), 537-554. {24.4}
- Fitzpatrick, T., & P., M. (2004). Exploring the validity of a test of productive vocabulary. *Vigo International Journal of Applied Linguistics*, 1, 55-74. {24.4}
- Fitzpatrick, T., & Wray, A. (2006). Breaking up is not so hard to do: Individual differences in L2 memorization. *Canadian Modern Language Review*, 63(1), 35-57. {19.1}
- Flege, J. E., & J., M. M. (1994). The word unit in second language speech production and perception. *Studies in Second Language Acquisition*, 16, 381-411. {2.5}
- Flick, W. C., & Anderson, J. I. (1980). Rhetorical difficulty in scientific English: a study in reading comprehension. *TESOL Quarterly*, 14(3), 345-351. {21.5}
- Flieller, A., Delesmont, P., & Thiebaut, E. (1992). La mesure des competences lexicales: effets des instruments utilises. *L'Annee Psychologique*, 92, 365-392. {24.1}
- Flinispach, S. L., Scott, J. A., & Vevea, J. L. (2009). Rare words in students' writing as a measure of vocabulary. In R. T. Jimenez, V. J. Risko, D. W. Rowe & M. Hundley (Eds.), *59th Annual Yearbook of the National Reading Conference* (pp. 187-200). Oak Creek, WI: National Reading Conference.
- Flood, W. E. (1957). *The problem of vocabulary in the popularization of science*. Birmingham: University of Birmingham, Institute of Education.
- Flood, W. E., & West, M. P. (1950). A limited vocabulary for scientific and technical ideas. *ELT Journal*, 4(4&5), 104-108 & 128-137. {10.3}
- Flowerdew, J. (1991). Pragmatic modifications on the 'representative' speech act of defining. *Journal of Pragmatics*, 15, 253-264. {21.5}
- Flowerdew, J. (1992). Definitions in science lectures. *Applied Linguistics*, 13(2), 202-221. {21.5}
- Flowerdew, J. (1993). Concordancing as a tool in course design. *System*, 21(2), 231-244. {8.4}
- Folse, K. (2004). Myths about teaching and learning second language vocabulary: What recent research says. *TESL Reporter*, 37(2), 1-13. {1.3}
- Folse, K. (2004). *Vocabulary myths: applying second language research to classroom teaching*. Ann Arbor: University of Michigan Press.
- Folse, K. (2006). The effect of type of written exercise on L2 vocabulary retention. *TESOL Quarterly*, 40(2), 273-293. {11.1}
- Folse, K. (2007). The author replies. *TESOL Quarterly*, 41(1), 177-180. {11.3}

- Folse, K. (2010). Is explicit vocabulary focus the reading teacher's job? *Reading in a Foreign Language*, 22(1), 139-160. {14.4}
- Folse, K. (2011). Applying L2 lexical research findings in ESL teaching. *TESOL Quarterly*, 45(2), 362-369. {22.1}
- Fontenelle, T. (1997). Using a bilingual dictionary to create semantic networks. *International Journal of Lexicography*, 10(4), 275-303. {4.1}
- Ford, M. A., Davis, M. H., & Marslen-Wilson, W. D. (2010). Derivational morphology and base morpheme frequency. *Journal of Memory and Language*, 63, 117-130. {6.3}
- Forlano, G., & Hoffman, M. (1937). Guessing and telling methods in learning words in a foreign language. *Journal of Educational Psychology*, 28, 632-636. {19.1}
- Fountain, R. L. (1974). A case for dictation tests in the selection of foreign students for English medium study in New Zealand. *Paper offered for Dip. Applied Linguistics at the University of Edinburgh*. {24.4}
- Fountain, R. L. (1979). Word making and word taking: a game to motivate language learning. *RELC Journal: Guidelines*, 1, 76-80. {22.2}
- Fountain, R. L. (1980). Word learning games with vocabulary cards. *Guidelines*, 3, 104-110. {22.2}
- Fountain, R. L., & Nation, I. S. P. (2000). A vocabulary-based graded dictation test. *RELC Journal*, 31(2), 29-44. {24.4}
- Fowle, C. (2002). Vocabulary notebooks: implementation and outcomes. *ELT Journal*, 56(4), 380-388. {17.1}
- Fox, G. (1987). The case for examples. In J. Sinclair (Ed.), (pp. 137-149).
- Fox, G. (1989). A vocabulary for writing dictionaries. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 153-171). Singapore: SEAMEO Regional Language Centre.
- Fox, J. (1984). Computer-assisted vocabulary learning. *ELT Journal*, 38(1), 27-33. {22.3}
- Fox, J., & Mahood, J. (1982). Lexicons and the ELT materials writer. *ELT Journal*, 36(2), 125-129. {9.1}
- Fox, J., & Mahood, J. (1982). Review of The Longman Lexicon of Contemporary English. *ELT Journal*, 36(4), 275-277. {21.1}
- Francis, G. (1994). Labelling discourse: an aspect of nominal-group lexical cohesion. In M. e. Coulthard (Ed.), *Advances in Written Text Analysis* (pp. 83-101). London: Routledge.
- Francis, W. N., & Kucera, H. (1982). *Frequency Analysis of English Usage*. Boston: Houghton Mifflin Company.
- Frantzen, D. (2003). Factors affecting how second language Spanish students derive meaning from context. *Modern Language Journal*, 87, 168-199. {18.4}
- Frantzi, K., & Ananiadou, S. (1996). Extracting nested collocations *Proceedings of the International Conference on Computational Linguistics Vol 1* (pp. 41-48).
- Fraser, C. (2007). Reading rate in L1 Mandarin Chinese and L2 English across five reading tasks. *The Modern Language Journal*, 91(3), 372-394. {1.5}
- Fraser, C. A. (1999). Lexical processing strategy use and vocabulary learning through reading. *Studies in Second Language Acquisition*, 21, 225-241. {18.4}
- Frawley, W. (1992). Lexicography and mathematics learning: A case study of variable. *Applied Linguistics*, 13(4), 385-402. {21.2}
- Freebody, P., & Anderson, R. C. (1983). Effects on text comprehension of differing

- propositions and locations of difficult vocabulary. *Journal of Reading Behavior*, 15(3), 19-39. {18.3}
- Friedman, G. L. (2009). Learner-created lexical databases using web-based source material. *ELT Journal*, 63(2), 126-136. {8.4}
- Fries, C. C., & Traver, A. A. (1950). *English Word Lists*. Ann Arbor: George Wahr.
- Frishkoff, G., Perfetti, C., & Westbury, C. (2009). ERP measures of partial semantic knowledge: Left temporal indices of skill differences and lexical quality. *Biological Psychology*, 80(1), 130-147. {2.1}
- Frith, U. (Ed.). (1980). *Cognitive Processes in Spelling*. London: Academic Press.
- Fry, E. B. (1960). A study of teaching machine response modes. In A. A. Lumsdaine & R. Glaser (Eds.), *Teaching Machines and Programmed Learning* (pp. 469-474). Washington: National Education Association.
- Fuentes, A. C. (2001). Lexical behaviour in academic and technical corpora: implications for ESP development. *Language Learning & Technology*, 5(3), 106-129. {10.4}
- Fuentes, E. J. (1976). An investigation into the use of imagery and generativity in learning a foreign language vocabulary. *Dissertation Abstracts International*, 37(2694A). {20.3}
- Fukkink, R., Blok, H., & de Glopper, K. (2001). Deriving word meaning from written context: a multicomponential skill. *Language Learning*, 51(3), 477-496. {18.4}
- Fukkink, R., Hulstijn, J., & Simis, A. (2005). Does training in second-language word recognition skills affect reading comprehension? An experimental study. *Modern Language Journal*, 89(1), 54-75. {14.2}
- Fukkink, R. G., & de Glopper, K. (1998). Effects of instruction in deriving word meaning from context: a meta-analysis. *Review of Educational Research*, 68(4), 450-469. {18.5}
- Fulcher, G. (1987). 'Contextual hyponymy': a communicative approach to teaching lexis in context. *Modern English Teacher*, 14(3), 14-17. {22.2}
- Fulcher, G. (1988). Teaching vocabulary for writing. *Modern English Teacher*, 15(3), 25-30. {3.4}
- Gairns, R., & Redman, S. (1986). *Working with Words*. Cambridge: Cambridge University Press.
- Gale, M. C., & Gale, H. (1902). Children's vocabularies. *Popular Science Monthly*, 61, 45-51. {7.1}
- Gale, M. C., & Gale, H. (1902). The vocabularies of three children in one family at two and three years of age. *Pedagogical Seminary*, 9, 422-435. {7.1}
- Gallo, P., & Deng, X. (2002). Getting on-line help with words. *Guidelines*, 24(2), 9-14. {22.3}
- Gansl, I. (1939). Vocabulary: its measurement and growth. *Archives of Psychology*, 33, 236. {7.3}
- Gardner, D. (2004). Vocabulary input through extensive reading: a comparison of words found in children's narrative and expository reading materials. *Applied Linguistics*, 25(1), 1-37. {9.3}
- Gardner, D. (2007). Validating the construct of "word" in applied corpus-based research: a critical survey. *Applied Linguistics*, 28(2), 241-265. {8.4}
- Gardner, D. (2008). Vocabulary recycling in children's authentic reading materials: A corpus-based investigation of narrow reading. *Reading in a Foreign Language*,

- 20(1), 92-122. {14.4}
- Gardner, D., & Davies, M. (2007). Pointing out frequent phrasal verbs: A corpus-based analysis. *TESOL Quarterly*, 41(2), 339-359. {5.1}
- Gardner, D., & Davies, M. (2014). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327. {10.3}
- Gardner, D., & Hansen, E. C. (2007). Effects of lexical simplification during unaided reading of English informational texts. *TESL Reporter*, 40(2), 27-59. {9.2}
- Garnier, M., & Schmitt, N. (2015). The PHaVE List: A pedagogical list of phrasal verbs and their most frequent meaning senses. *Language Teaching Research*, 19(6), 645-666. {5.1}
- Gary, J. D., & Gary, N. G. (1981). Caution: talking may be dangerous for your linguistic health. *IRAL*, 19(1), 1-13. {12.2}
- Gascoigne, C. (2001). Lexical and conceptual representations in more- and less-skilled bilinguals: the role of cognates. *Foreign Language Annals*, 34(5), 446-452. {2.3}
- Gaskell, D., & Cobb, T. (2004). Can learners use concordance feedback for writing errors? *System*, 32(3), 301-319. {22.3}
- Gaskell, G., & Dumay, N. (2003). Lexical competition and the acquisition of novel words. *Cognition*, 89, 105-132. {2.3}
- Gass, S. M. (1988). Second language vocabulary acquisition. *Annual Review of Applied Linguistics*, 9, 92-106. {1.3}
- Gass, S. M. (1999). Incidental vocabulary learning. *Studies in Second Language Acquisition*, 21, 319-333. {11.1}
- Gass, S. M., & Madden, C. G. (1985). *Input in Second Language Acquisition*. Rowley, Mass.: Newbury House.
- Gates, A. I., Bond, G. L., & Russell, D. H. (1938). Relative meaning and pronunciation difficulty of the Thorndike 20,000 words. *Journal of Educational Research*, 32, 161-167. {2.1}
- Gathercole, S. (2006). Non-word repetition and word learning: the nature of the relationship. *Applied Psycholinguistics*, 27, 513-543. {2.3}
- Gathercole, S. E. (1995). Is nonword repetition a test of phonological memory or long-term knowledge? It all depends on the nonwords. *Memory and Cognition*, 23(1), 83-94. {2.3}
- Gathercole, S. E., & Baddeley, A. D. (1989). Evaluation of the role of phonological STM in the development of vocabulary in children: a longitudinal study. *Journal of Memory and Language*, 28, 200-213. {2.3}
- Gathercole, S. E., & Baddeley, A. D. (1990). The role of phonological memory in vocabulary acquisition: a study of young children learning new names. *British Journal of Psychology*, 81, 439-454. {2.3}
- Gathercole, S. E., & Baddeley, A. D. (1993). *Working Memory and Language*. Hove: Lawrence Erlbaum Associates.
- Gathercole, S. E., & Thorn, A. S. C. (1998). Phonological short-term memory and foreign language learning. In A. F. Healy & L. E. Bourne (Eds.), *Foreign Language Learning: Psycholinguistic Studies on Training and Retention* (pp. 142-158). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Gathercole, S. E., Willis, C. S., Emslie, H., & Baddeley, A. D. (1992). Phonological memory and vocabulary development during the early school years: a longitudinal

- study. *Developmental Psychology*, 28(5), 887-898. {2.3}
- Gauvin, H. S., & Hulstijn, J. H. (2010). Exploring a new technique for comparing bilinguals' L1 and L2 reading speed. *Reading in a Foreign Language*, 22(1), 84-103. {1.5}
- Geeraerts, D. (1993). Vagueness's puzzles, polysemy's vagaries. *Cognitive Linguistics*, 4(3), 223-272. {3.3}
- Geeraerts, D. (1995). Specialization and reinterpretation in idioms. In M. Everaert & e. al (Eds.), *Idioms: Structural and Psychological Perspectives*. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Gefen, R. (1987). Increasing vocabulary teaching in Israel schools. *English Teachers Journal (Israel)*, 35, 38-44. {23.1}
- Geisler, W. (1999). Review of Peyaway The Core Vocabuloary of International English. *ICAME Journal*, 24, 140-142. {1.4}
- Gelbukh, A., & Sidirov, G. (2001). Zipf and Heaps laws coefficients depend on language. <http://www.cic.ipn.mx/~gelbukh/CV/publications/2001/>. {8.1}
- Gentner, D. (1982). Why nouns are learned before verbs: linguistic relativity versus natural partitioning *Technical report No. 257* (Vol. Technical Report No. 257, pp. 1-77). Urbana-Champaign: Center for the Study of Reading, pub. Bolt Beranek and Newman Inc. [2.2]
- George, H. V. (1962). On teaching and 'unteaching'. *ELT Journal*, 17(1), 16-20. {22.1}
- George, H. V. (1972). *Common Errors in Language Learning*. Rowley, Mass.: Newbury House.
- George, H. V. (1978). *Teaching from a structural syllabus*. Wellington: English Language Institute, Victoria University of Wellington.
- George, H. V. (1983). *Classification, communication, teaching and learning*. Wellington: English Language Institute, Victoria University of Wellington.
- George, H. V. (1993). Simplification. In M. L. T. (ed) (Ed.), *Simplification: Theory and Application. RELC anthology series no. 31* (pp. 7-13). Singapore: SEAMEO-RELC.
- Gerlach, F. M. (1917). *Vocabulary studies*: Colorado College.
- Gershman, S. J. (1970). Foreign language vocabulary learning under seven conditions. *Dissertation Abstracts International*, 31(3690B). {20.3}
- Gettys, S., Imhof, L. A., & Kautz, J. O. (2001). Computer-assisted reading: the effect of glossing format on comprehension and vocabulary retention. *Foreign Language Annals*, 34(2), 91-106. {21.4}
- Ghadessy, M. (1979). Frequency counts, word lists, and materials preparation: a new approach. *English Teaching Forum*, 17(1), 24-27. {10.3}
- Ghadessy, M. (1991). Vocabulary of written business communication: matching the situational factors with the linguistic features. *Unpublished MS*. {10.3}
- Ghadirian, S. (2002). Providing controlled exposure to target vocabulary through the screening and arranging of texts. *Language Learning & Technology*, 6(1), 147-164. {23.1}
- Giacobbe, J., & Cammarota, M. (1986). Learners' hypotheses for the acquisition of lexis. *Studies in Second Language Acquisition*, 8, 327-342. {3.4}
- Gibbons, H. (1940). The ability of college freshmen to construct the meaning of a strange word from the context in which it appears. *Journal of Experimental Education*, 9(1),

- 29-33. {18.2}
- Gibbons, P. (1998). The centrality of talk. *Challenge in challenge, QATESOL Occasional Papers 2*, 33-52. {1.5}
- Gibson, R. E. (1975). The strip story: a catalyst for communication. *TESOL Quarterly*, 9(2), 149-154. {1.5}
- Gillard, P. (2003). *Cambridge Advanced Learner's Dictionary* (1st ed.). Cambridge: Cambridge University Press.
- Gillette, J., H., G., L., G., & A., L. (1999). Human simulations of vocabulary learning. *Cognition*, 73, 135-176. {2.3}
- Gilner, L. (2011). A primer on the General Service List. *Reading in a Foreign Language*, 23(1), 65-83. {8.1}
- Gilner, L., & Morales, F. (2008). Corpus-based frequency profiling: Migration to a word list based on the British National Corpus. *The Buckingham Journal of Language and Linguistics*, 41-58. {8.1}
- Gilquin, G., Granger, S., & Paquot, M. (2007). Learner corpora: the missing link in EAP pedagogy. *Journal of English for Academic Purposes*, 6, 319-335. {8.4}
- Gipe, J. P. (1979). Investigating techniques for teaching word meanings. *Reading Research Quarterly*, 14(4), 625-644. {11.1}
- Gipe, J. P. (1980). Use of a relevant context helps kids learn new meanings. *The Reading Teacher*, 33(4), 398-402. {18.3}
- Gipe, J. P., & Arnold, R. D. (1979). Teaching vocabulary through familiar associations and contexts. *Journal of Reading Behavior*, 11(3), 282-285. {19.2}
- Gitsaki, C. (1997). Patterns in the development of English collocational knowledge: some pedagogical implications. *Journal of Communication and International Studies (Nagoya University of Commerce and Business Administration)*, 1(4), 43-54. {5.2}
- Gitsaki, C. (1999). *Second Language Lexical Acquisition: a Study of the Development of Collocational Knowledge*. San Francisco: International Scholars Publications.
- Gitsaki, C. (1999). Teaching English collocations to ESL students. *NUCB Journal of Language, Culture and Communication*, 1(3), 27-34. {5.2}
- Givon, T., Yang, L., & Gernsbacher, M. A. (1990). The processing of second language vocabulary: from attended to automated word recognition. In H. B. a. P. L. Rounds (Ed.), *Variability in Second Language Acquisition* (pp. 345-362): Dept of Linguistics.
- Godfroid, A., Boers, F., & Housen, A. (in press). An eye for words: Gauging the role of attention in L2 vocabulary acquisition by means of eye-tracking. *Studies in Second Language Acquisition*, 35(3), 483-517. {5.2}
- Godman, A., & Payne, E. M. F. (1981). A taxonomic approach to the lexis of science *English for Academic & Technical Purposes: Studies in Honor of Louis Trimble* (pp. 23-39). Rowley, Mass.: Newbury House.
- Godwin-Jones, R. (2010). Emerging technologies: From memory palaces to spacing algorithms: Approaches to second-language vocabulary learning. *Language Learning & Technology*, 14(2), 4-11. {22.3}
- Goethals, M. (1992). COBUILD, BNC, LET, LCL, Marzano and the others: Forging an instrument for vocabulary learning/teaching from word frequency clusters and other types of vocabulary lists. *ITL: Review of Applied Linguistics*, 97-98, 121-158. {9.1}

- Goethals, M. (1994). Vocabulary management in foreign language teaching and learning. The concept of vocabulary management and a case study into EFL teachers' selection of target vocabulary from an authentic text. In K. Carlon, K. Davidse & B. Rudzka-Ostyn (Eds.), *Perspectives on English* (pp. 484-506). Leuven: Peeters.
- Goethals, M. (2001). The use of word frequency data in the teaching of English as an alternative language. In M. Bax & J. Zwart (Eds.), *Reflections on Language and Language Learning: In Honour of Arthur Essen* (pp. 311-323). Amsterdam: John Benjamins.
- Goethals, M., Engels, L. K., & Leenders, T. (1987). Automated analysis of the vocabulary of English texts. *AILA paper, Sydney*. {9.1}
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28, 55-75. {12.2}
- Goldfus, C. (1987). Teaching vocabulary for production - oral and written - in the upper division. *English Teachers Journal (Israel)*, 35, 53-57. {22.2}
- Golebiowska, A. (1987). Review of Working with Words by R. Gairns and S. Redman. *EL Gazette, September 1987*. {1.4}
- Gonzalez, O. (1999). Building vocabulary: Dictionary consultation and the ESL student. *Journal of Adolescent and Adult Literacy*, 43(3), 264-270. {21.3}
- Good, H. G. (1928). Three lists of English words. *Educational Research Bulletin*, 12, 273-275. {8.2}
- Goodman, K. S. (1976). Reading: a psycholinguistic guessing game. In H. Singer & R. Ruddell (Eds.), *Theoretical Models and Processes of Reading* (2nd ed ed.). Newark: International Reading Association.
- Goodman, K. S., & Bird, L. B. (1984). On the wording of texts: a study on intra-text word frequency. *Research in the Teaching of English*, 18, 119-145. {16.1}
- Goodman, K. S., & D., F. (1993). What's simple in simplified language? In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 69-81). Singapore: SEAMEO-RELC.
- Goodrich, H. C. (1977). Distractor efficiency in foreign language testing. *TESOL Quarterly*, 11(1), 69-78. {24.1}
- Gordon, P. (1989). Levels of affixation in the acquisition of English morphology. *Journal of Memory and Language*, 28, 519-530. {6.1}
- Gordon, W. C. (1989). *Learning and Memory*. California: Brooks\Cole Publishing Company.
- Goulden, R., Nation, P., & Read, J. (1990). How large can a receptive vocabulary be? *Applied Linguistics*, 11(4), 341-363. {7.5}
- Gove, P. B. (Ed.). (1963). *Webster's Third New International Dictionary*. Massachusetts: G. & C. Merriam Co.
- Gower, R. (1990). Opportunities in vocabulary teaching. *English Studies (British Council)*, 5, 27-28. {22.1}
- Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25(3), 375-406. {14.4}
- Grabe, W. (2010). Fluency in reading - thirty-five years later. *Reading in a Foreign Language*, 22(1), 71-83. {1.5}
- Grabe, W., & Stoller, F. (1997). Reading and vocabulary development in a second language: a case study. In J. Coady & T. Huckin (Eds.), *Second Language*

- Vocabulary Acquisition* (pp. 98-122). Cambridge: Cambridge University Press.
- Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (Second ed.). Harlow, U.K.: Longman, Pearson Education Limited.
- Grace, C. A. (1998). Retention of word meanings inferred from context and sentence-level translations: Implications for the design of beginning-level CALL software. *Modern Language Journal*, 82(4), 533-544. {18.4}
- Grace, C. A. (2000). Gender differences: vocabulary retention and access to translations for beginning language learners in CALL. *Modern Language Journal*, 84(2), 214-224. {22.3}
- Gradman, H., & Hanania, E. (1991). Language learning background factors and ESL proficiency. *Modern Language Journal*, 75(1), 39-51. {1.5}
- Graesser, A. C., McNamara, D. S., Louwerse, M., & Cai, Z. (2004). Coh-Metrix: Analysis of text on cohesion and language. *Behavior Research Methods, Instruments, & Computers*, 36, 193-202.
- Graesser, R. F. (1958). Guessing on multiple-choice tests. *Educational and Psychological Measurement*, 18(3), 617-620. {24.1}
- Graham, C. R., Belnap, A. D., & Kirk, R. (1986). The acquisition of lexical boundaries in English by native speakers of English. *IRAL*, 24(4), 275-286. {3.3}
- Graham, E. C., & Sargant Florence, P. (1964). *Basic English as an International Language for Science and the Social Sciences*. London: Evans Brothers Ltd.
- Grainger, J. (1993). Visual word recognition in bilinguals. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 11-25). Amsterdam/Philadelphia: John Benjamins.
- Granger, S. (1993). Cognates: an aid or a barrier to successful L2 vocabulary development. *ITL: Review of Applied Linguistics*, 99-100, 43-56. {6.4}
- Grant, L. (2005). Frequency of 'core idioms' in the British National Corpus (BNC). *International Journal of Corpus Linguistics*, 10(4), 429-451. {5.1}
- Grant, L., & Bauer, L. (2004). Criteria for redefining idioms: Are we barking up the wrong tree? *Applied Linguistics*, 25(1), 38-61. {5.1}
- Grant, L., & Nation, I. S. P. (2006). How many idioms are there in English? *ITL – International Journal of Applied Linguistics*, 151, 1-14. {5.1}
- Grant, L. E. (2007). In a manner of speaking: Assessing frequent spoken figurative idioms to assist ESL/EFL teachers. *System*, 35, 169-181. {5.1}
- Graves, M. F. (1985). *A Word is a Word*. New York: Scholastic.
- Graves, M. F. (1986). Vocabulary learning and instruction. *Review of Research in Education*, 13, 49-89. {14.2}
- Graves, M. F. (1987). The roles of instruction in fostering vocabulary development. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 165-184). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Graves, M. F. (1989). A quantitative and qualitative study of elementary school children's vocabularies. *Journal of Educational Research*, 82(4), 203-209. {7.2}
- Graves, M. F. (2004). Teaching prefixes: As good as it gets? In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 81-99). New York: Guilford Press.
- Graves, M. F. (2006). *The Vocabulary Book: Learning and Instruction*. Newark: International Reading Association.

- Graves, M. F., August, D., & Mancilla-Martinez, J. (2013). *Teaching Vocabulary to English Language Learners*. New York: Teachers College, Columbia University.
- Graves, M. F., Boettcher, J. A., & Peacock, J. L. (1980). Word frequency as a predictor of students' reading vocabularies. *Journal of Reading Behavior*, 12(2), 117-127. {14.2}
- Graves, M. F., & Duin, A. L. (1985). Building students' expressive vocabulary. *Educational Perspectives*, 23(1), 4-10. {22.1}
- Graves, M. F., & Prenn, M. C. (1986). Costs and benefits of various methods of teaching vocabulary. *Journal of Reading*, 29, 596-602. {22.1}
- Graves, M. F., Ryder, R. J., & Slater, W. H. (1983). Family frequency as a predictor of word knowledge. In J. A. Niles & L. A. Harris (Eds.), *New Enquiries in Reading*. Rochester, N.Y.: National Reading Conference.
- Graves, M. F., Ryder, R. J., Slater, W. H., & Calfee, R. C. (1987). The relationship between word frequency and reading vocabulary using six metrics of frequency. *Journal of Educational Research*, 81, 81-90. {7.2}
- Graves, M. F., & Slater, W. H. (2008). Vocabulary instruction in content areas. In D. Lapp, J. Flood & N. Farnan (Eds.), *Content Area Reading and Learning* (pp. 425-447). New York: Lawrence Erlbaum Associates.
- Greaves, C., & Warren, M. (2007). Concgramming: A computer driven approach to learning the phraseology of English. *ReCALL*, 19(3), 287-307. {8.4}
- Green, D. W. (1993). Towards a model of L2 comprehension and production. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 249-277). Amsterdam/Philadelphia: John Benjamins.
- Green, G. M. (1984). Some remarks on how words mean. *Technical Report No. 307*(Center for the Study of Reading, Bolt Beranek and Newman Inc.). {3.3}
- Green, J. M., & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency and gender. *TESOL Quarterly*, 29(2), 261-297. {17.1}
- Greenfield, J. (2004). Readability formulas for EFL. *JALT Journal*, 26(1), 5-24. {14.3}
- Greenfield, N., & Prindle, A. (1966). Acquisition of a foreign language vocabulary as influenced by meaning (m) and reinforcement. *Psychological Reports*, 19, 585-586. {19.1}
- Gregory, C. A. (1923). The reading vocabularies of third-grade children. *Journal of Educational Research*, 7(2), 127-131. {7.1}
- Greidanus, T., Beks, B., & Wakely, R. (2005). Testing the development of French word knowledge by advanced Dutch- and English-speaking learners. *Modern Language Journal*, 89(2), 221-233. {24.3}
- Greidanus, T., Bogaards, P., van der Linden, E., Nienhuis, L., & de Wolf, T. (2004). The construction and validation of a deep word knowledge test for advanced learners of French. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 191-208). Amsterdam: John Benjamins.
- Greidanus, T., & Nienhuis, L. (1999). Testing deep word knowledge in L2 by means of word associations: types of distractors and types of associations. *Unpublished paper*. {24.3}
- Gries, S. T. (2008). Dispersions and adjusted frequencies in corpora. *International Journal of Corpus Linguistics*, 13(4), 403-437. {8.4}
- Griffiee, D. (1997). Using goals and feedback to improve student performance on

- vocabulary homework. *The Language Teacher*, 21(7), 19-25. {22.2}
- Griffin, G. F. (1992). *Aspects of the psychology of second language vocabulary list learning*. (PhD thesis), University of Warwick.
- Griffin, G. F., & Harley, T. A. (1996). List learning of second language vocabulary. *Applied Psycholinguistics*, 17, 443-460. {19.1}
- Griffiths, C. (2006). Strategy development and progress in language learning. *Prospect*, 21, 58-75. {18.4}
- Grinstead, W. J. (1915). An experiment in the learning of foreign words. *Journal of Educational Psychology*, 6, 242-245. {19.2}
- Grinstead, W. J. (1924). On the sources of the English vocabulary. *Teachers College Record*, 26, 32-46. {6.2}
- Groot, P. J. M. (2000). Computer assisted second language vocabulary acquisition. *Language Learning & Technology*, 4(1), 60-81. {22.3}
- Gruneberg, M. M. (1987). *Italian: Linkword Language System*. London: Corgi Books.
- Gruneberg, M. M. (1992). The practical application of memory aids. In M. Gruneberg & P. Morris (Eds.), *Aspects of Memory Vol 1* (2nd ed., pp. 168-195). London: Routledge.
- Gruneberg, M. M., & Jacobs, G. C. (1991). In defence of Linkword. *Language Learning Journal*, 3, 25-29. {20.3}
- Gruneberg, M. M., & Pascoe, K. (1996). The effectiveness of the keyword method for receptive and productive foreign vocabulary learning in the elderly. *Contemporary Educational Psychology*, 21, 102-109. {20.3}
- Gruneberg, M. M., & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. *Language Learning Journal*, 4, 60-62. {20.3}
- Gu, P. Y. (2005). *Vocabulary Learning Strategies in the Chinese EFL Context*. Singapore: Marshall Cavendish.
- Gu, Y., & Johnson, R. K. (1996). Vocabulary learning strategies and language learning outcomes. *Language Learning*, 46(4), 643-679. {17.1}
- Gu, Y. P. (2003a). Vocabulary learning in a second language: Person, task, context, and strategies. *TESL-EJ*, 7(2), 1-31. {17.1}
- Gu, Y. P. (2003b). Fine brush and freehand: the vocabulary-learning art of two successful Chinese learners. *TESOL Quarterly*, 37(1), 73-104. {17.1}
- Gulick, S. L., & Holmes, D. (1958). A vocabulary tool for the English teacher. *College English*, 19, 214-217. {24.1}
- Gunning, T. (2003). The role of readability in today's classrooms. *Topics in Language Disorders*, 23(3), 175-189. {14.3}
- Gunning, T. (2008). The students: Engaging them all, including those who are struggling toward success as content area readers. In D. Lapp, J. Flood & N. Farnan (Eds.), *Content Area Reading and Learning* (pp. 91-113). New York: Lawrence Erlbaum Associates.
- Gupta, P., & Tisdale, J. (2009). Does phonological short-term memory causally determine vocabulary learning? Toward a computational resolution of the debate. *Journal of Memory and Language*, 61(4), 481-502. {2.3}
- Guthrie, J. T. (Ed.). (1981). *Comprehension and Teaching: Research Reviews*. Newark, N.J.: International Reading Association.
- Gyllstad, H. (2013). Looking at L2 vocabulary knowledge dimensions from an

- assessment perspective - Challenges and potential solutions. In C. Bardel, B. Laufer & C. Linqvist (Eds.), *L2 Vocabulary Acquisition, Knowledge and Use: New Perspectives on Assessment and Corpus Analysis* (Vol. 2): EUROSLA.
- Gyllstad, H., Vilkaite, L., & Schmitt, N. (In Press 2015). Assessing vocabulary size through multiple-choice formats: Issues with guessing and sampling rates. *ITL International Review of Applied Linguistics*. {24.4}
- Haastrup, K. (1985). Lexical inferencing - a study of procedures in reception. *Scandinavian Working Papers on Bilingualism*, 5, 63-87. {18.2}
- Haastrup, K. (1987). Using thinking aloud and retrospection to uncover learners' lexical inferencing procedures. In C. Faerch & G. Kasper (Eds.), *Introspection in Second Language Research* (pp. 197-212). Clevedon: Multilingual Matters.
- Haastrup, K. (1989). *Lexical inferencing procedures Vols 1 and 2*. Copenhagen: Handelshojkolen i Kobenhavn.
- Haastrup, K. (1991). *Lexical inferencing procedures or talking about words*. Tubingen: Gunter Narr.
- Haastrup, K., Albrechtsen, D., & Henriksen, B. (2004). Lexical inferencing processes in L1 and L2: Same or different? Focus in issues in design and method. *Angles on the English-speaking World*, 4, 111-128. {18.2}
- Haastrup, K., & B., H. (1998). Vocabulary acquisition: from partial to precise understanding. In K. Haastrup & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 97-124). Lund: Lund University Press.
- Haastrup, K., & Henriksen, B. (2000). Review of N. Schmitt and M. McCarthy (eds) *Vocabulary: Description, Acquisition and Pedagogy* Cambridge University Press, Cambridge. *Applied Linguistics*, 21(3), 407-410. {1.4}
- Haastrup, K., & Henriksen, B. (2000). Vocabulary acquisition: acquiring depth of knowledge through network building. *International Journal of Applied Linguistics*, 10(2), 221-240. {3.4}
- Haastrup, K., & Viberg, A. (Eds.). (1998). *Perspectives on Lexical Acquisition in a Second Language*. Lund: Lund University Press.
- Hafiz, F. M., & Tudor, I. (1989). Extensive reading and the development of language skills. *ELT Journal*, 43(1), 4-13. {9.4}
- Hafiz, F. M., & Tudor, I. (1990). Graded readers as an input medium in L2 learning. *System*, 18(1), 31-42. {9.4}
- Hafner, C. A., & Candlin, C. N. (2007). Corpus tools as an affordance to learning in professional legal education. *Journal of English for Academic Purposes*, 6, 303-318. {22.3}
- Hafner, L. E. (1965). A one-month experiment in teaching context aids in fifth grade. *Journal of Educational Research*, 58(10), 472-474. {18.5}
- Hafner, L. E. (1967). Using context to determine meanings in high school and college. *Journal of Reading*, 10(7), 491-498. {18.1}
- Hagino, H. (1999). Task effects on the learning of vocabulary and listening comprehension. *JACET Bulletin*, 30, 9-25. {12.2}
- Hague, S. A. (1987). Vocabulary instruction: what L2 can learn from LI? *Foreign Language Annals*, 20(3), 217-225. {4.1}
- Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in*

- Education*, 15(3), 309-334. {24.1}
- Half, H. M., Ortony, A., & Anderson, R. C. (1976). A context-sensitive representation of word meanings. *Memory and Cognition*, 4(4), 378-383. {19.2}
- Hall, C. J. (2002). The automatic cognate form assumption: Evidence for the parasitic model of vocabulary development. *IRAL*, 40(2), 69-87. {2.3}
- Hall, J. W. (1988). On the utility of the keyword mnemonic for vocabulary learning. *Journal of Educational Psychology*, 80(4), 554-562. {20.3}
- Hall, J. W., Wilson, K. P., & Patterson, R. J. (1981). Mnemotechnics: Some limitations of the mnemonic keyword method for the study of foreign language vocabulary. *Journal of Educational Psychology*, 73(3), 345-357. {20.3}
- Hall, S. J. (1991). *The effect of split information tasks on the acquisition of mathematics vocabulary*. (M.A.), Victoria University of Wellington, Wellington.
- Hall, S. J. (1992). Using split information tasks to learn Mathematics vocabulary. *Guidelines*, 14(1), 72-77. {13.2}
- Hall, W. S. (1896). The first five hundred days of a child's life. *Child Study Monthly*, 2, 586-608. {7.1}
- Hall, W. S., Nagy, W. E., & Linn, R. (1984). *Spoken words: effects of situation and social group on oral word usage and frequency*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Halliday, M. A. K. (1994). *An Introduction to Functional Grammar*. London: Edward Arnold.
- Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- Hamada, M. (2009). Development of L2 word-meaning inference while reading. *System*, 37, 447-460. {18.5}
- Hamada, M., & Koda, K. (2008). Influence of first language orthographic experience on second language decoding and word learning. *Language Learning*, 58(1), 1-31. {2.5}
- Hamada, M., & Koda, K. (2011). Similarity and difference in learning L2 word-form. *System*, 39, 500-509. {2.2}
- Hammerly, H. (1982). Contrastive phonology and error analysis. *IRAL*, 20(1), 17-32. {1.5}
- Han, X. (2010). An empirical study on the effects of comprehensible input on incidental English vocabulary recognition. *Chinese Journal of Applied Linguistics*, 33(6), 91-108. {14.4}
- Han, Z., & Chen, C.-I. A. (2010). Repeated-reading-based instructional strategy and vocabulary acquisition: A case study of a heritage speaker of Chinese. *Reading in a Foreign Language*, 22(2), 242-262. {1.5}
- Han, Z., Park, E. S., & Combs, C. (2008). Textual enhancement of input: Issues and possibilities. *Applied Linguistics*, 29(4), 597-618. {11.1}
- Hancin-Bhatt, B., & Nagy, W. (1994). Lexical transfer and second language morphological development. *Applied Psycholinguistics*, 15, 289-310. {6.3}
- Hancioglu, N., & Eldridge, J. (2007). Text and frequency lists: some implications for practising teachers. *ELT Journal*, 61(4), 330-340. {8.1}
- Hanks, P. (1987). Definitions and examples. In J. Sinclair (Ed.), (pp. 116-136).
- Hanks, P. (1996). Contextual dependency and lexical sets. *International Journal of Corpus Linguistics*, 1(1), 75-98. {3.3}
- Hanna, P. R., Hodges, R. E., & Hanna, J. (1971). *Spelling: Structure And Strategies*.

- Boston: Houghton Mifflin Company.
- Hansen, L., Umeda, Y., & McKinney, M. (2002). Savings in the relearning of second language vocabulary: The effects of time and proficiency. *Language Learning*, 52(4), 653-678. {11.1}
- Harlech-Jones, B. (1983). ESL proficiency and a word frequency count. *ELT Journal*, 37(1), 62-70. {7.4}
- Harley, B. (Ed.). (1995). *Lexical Issues in Language Learning*. Ann Arbor\Amsterdam: Language Learning\John Benjamins.
- Harley, B. (1995). The lexicon in second language research. In B. Harley (Ed.), *Lexical Issues in Language Learning* (pp. 1-28). Ann Arbor\Amsterdam: Language Learning\John Benjamins.
- Harley, B. (1996). Vocabulary learning and teaching in a second language. *Canadian Modern Language Journal*, 53(1), 3-12. {1.3}
- Harley, B., & King, M. L. (1989). Verb lexis in the written compositions of young L2 learners. *Studies in Second Language Acquisition*, 11(4), 415-436. {15.1}
- Harmer, J. (2002). Review of Macmillan English Dictionary for Advanced Learners. *ELT Journal*, 56(4), 421-423. {21.1}
- Harmon, J. M. (1999). Initial encounters with unfamiliar words in independent reading. *Research in the Teaching of English*, 33(3), 304-338. {18.5}
- Harmon, J. M., Hedrick, W. B., & Fox, E. A. (2000). A content analysis of vocabulary instruction in social studies textbooks for grades 4-8. *Elementary School Journal*, 100(3), 253-271. {22.2}
- Harmon, J. M., Hedrick, W. B., & Wood, K. D. (2005). Research on vocabulary instruction in the content areas: Implications for struggling readers. *Reading & Writing Quarterly*, 21, 261-280. {1.3}
- Harmon, J. M., Wood, K. D., & Hedrick, W. B. (2006). *Instructional Strategies for Teaching Content Vocabulary, Grades 4-12*. Newark, Del.: International Reading Association.
- Harrington, M. (1992). Working memory capacity as a constraint on L2 development. In R. J. Harris (Ed.), *Cognitive Processing in Bilinguals* (pp. 123-135): Elsevier Science.
- Harrington, M. (1994). CompLex: a tool for the development of L2 vocabulary knowledge. *Journal of Artificial Intelligence in Education*, 5(4), 481-499. {22.3}
- Harrington, M., & Carey, M. (2009). The on-line Yes/No test as a placement tool. *System*, 37, 614-626. {24.1}
- Harris, A. J., & Jacobson, M. D. (1972). *Basic Elementary Reading Vocabularies*. New York: Macmillan.
- Harris, D. P. (1969). *Testing English as a Second Language*. New York: McGraw-Hill.
- Harris, D. P. (1970). Report on an experimental group administered memory span test. *TESOL Quarterly*, 4(3), 203-213. {1.5}
- Harris, S. (1997). Procedural vocabulary in law case reports. *English for Specific Purposes*, 16(4), 289-308. {16.1}
- Hart, B., & Risley, T. (1992). American parenting of language -learning children: Persisting differences in family-child interactions observed in natural home environments. *Developmental Psychology*, 28(6), 1096-1105. {7.1}
- Hart, B., & Risley, T. (2003). The early catastrophe: The 30 million word gap by age 3.

- American Educator*, 27(1), 4-9. {7.1}
- Hart, B., & Risley, T. R. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Baltimore: Paul H. Brookes Publishing Co.
- Hartmann, G. W. (1941). A critique of the common method of estimating vocabulary size, together with some data on the absolute word knowledge of educated adults. *Journal of Educational Psychology*, 32, 351-358. {7.5}
- Hartmann, G. W. (1946). Further evidence on the unexpected large size of recognition vocabularies among college students. *Journal of Educational Psychology*, 37, 436-439. {7.3}
- Hartmann, R. R. K. (1981a). Style values: linguistic approaches and lexicographical practice. *Applied Linguistics*, 2(3), 263-273. {2.1}
- Hartmann, R. R. K. (1981b). Dictionaries, learners, users: some issues in lexicography. *Applied Linguistics*, 2(3), 297-303. {21.3}
- Hartmann, R. R. K. (1982). Reviews of Chambers dictionaries. *System*, 10(1), 85-86. {21.1}
- Hartmann, R. R. K. (1989). What we (don't) know about the English language learner as a dictionary user: a critical select bibliography. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 213-221). Singapore: SEAMEO Regional Language Centre.
- Hartmann, R. R. K. (1992). Lexicography, with particular reference to English learners' dictionaries. *Language Teaching*, 25(3), 151-159. {21.3}
- Hartmann, R. R. K. (1995). Pedagogical lexicography: some desiderata. In R. Dirven & M. Vanparys (Eds.), *Current Approaches to the Lexicon* (pp. 405-411). Frankfurt am Main: Peter Lang.
- Harvey, K., & Yuill, D. (1997). A study of the use of a monolingual pedagogical dictionary by learners of English engaged in writing. *Applied Linguistics*, 18(3), 253-278. {21.3}
- Harvey, P. D. (1983). Vocabulary learning: the use of grids. *ELT Journal*, 37(3), 243-246. {22.2}
- Harwood, F. W., & Wright, A. M. (1956). Statistical study of English word formation. *Language*, 32, 260-273. {6.2}
- Harwood, N. (2002). Taking a lexical approach to teaching: principles and problems. *International Journal of Applied Linguistics*, 12(2), 139-155. {23.1}
- Hashemi, M. R., & Gowdasiaei, S. (2005). An attribute-treatment Interaction study: Lexical-set versus semantically-unrelated vocabulary instruction. *RELC Journal*, 36(3), 341-361. {2.2}
- Hassall, P., & Ganesh, S. (1996). Correspondence analysis of English as an international language. *The New Zealand Statistician*, 31(1), 24-33. {15.1}
- Hasselgreen, A. (2005). Assessing the language of young learners. *Language Testing*, 22(3), 337-354. {24.1}
- Hasselgren, A. (1994). Lexical teddy bears and advanced learners: a study into the ways Norwegian students cope with English vocabulary. *International Journal of Applied Linguistics*, 4(2), 237-260. {5.2}
- Hatami, S. (2012). Review of Researching and Analyzing Vocabulary. *TESOL Quarterly*, 46(4), 868-869. {1.4}
- Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics and Language Education*.

- Cambridge: Cambridge University Press.
- Hatch, E., & Farhady, H. (1982). *Research Design And Statistics For Applied Linguistics*. Rowley, Mass.: Newbury House.
- Hatch, E. M. (1983). *Psycholinguistics: A Second Language Perspective*. Rowley, Mass.: Newbury House.
- Hawker, V., & McPherson, K. (1990). Narrow reading - A self-directed approach to vocabulary extension. *EA Journal*, 8(1), 43-45. {22.4}
- Hayes, D. P., & Ahrens, M. G. (1988). Vocabulary simplification for children: a special case of "motherese"? *Journal of Child Language*, 15, 395-410. {7.1}
- Hayes-Harb, R. (2006). Native speakers of Arabic and ESL texts: Evidence for the transfer of written word identification processes. *TESOL Quarterly*, 40(2), 321-339. {2.2}
- Hayes-Roth, B., & Hayes-Roth, F. (1977). The prominence of lexical information in memory representations of meaning. *Journal of Verbal Learning and Verbal Behavior*, 16, 119-136. {3.2}
- Haynes, D. (1990). The teacher and learner as vocabulary resource. *English Studies (British Council)*, 5, 29-30. {22.1}
- Haynes, M. (1984). Patterns and perils of guessing in second language reading. In J. Handscombe, R. A. Orem & B. P. Taylor (Eds.), *On TESOL '83: The Question of Control* (pp. 163-176). Washington: TESOL.
- Haynes, M. (1993). Patterns and perils of guessing in second language reading. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 46-64). Norwood, N.J.: Ablex.
- Haynes, M. (1999). Review of Coady and Huckin (1997). *Studies in Second Language Acquisition*, 21, 150-152. {1.4}
- Haynes, M., & Baker, I. (1993). American and Chinese readers learning from lexical familiarization in English text. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 130-152). Norwood, N.J.: Ablex.
- Hazenbergh, S., & Hulstijn, J. H. (1996). Defining a minimal receptive second-language vocabulary for non-native university students: an empirical investigation. *Applied Linguistics*, 17(2), 145-163. {7.4}
- Healy, A. F., & Bourne, L. E. (Eds.). (1998). *Foreign Language Learning: Psycholinguistic Studies on Training and Retention*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Heatley, A., Nation, I. S. P., & Coxhead, A. (2004). *Range [Computer software] Version 1.32*. Wellington: Victoria University of Wellington. Available from <http://www.victoria.ac.nz/lals/staff/paul-nation.aspx>.
- Heaton, J. B. (1975). *Writing English Language Tests*. London: Longman.
- Heidemann, A. (1996). *The Visualization of Foreign Language Vocabulary in CALL*. Frankfurt am Main: Peter Lang.
- Heikkinen, H. (1983). Errors in lexical processing. In H. Ringbom (Ed.), (pp. 47-56).
- Heilig, M. R. (1913). A child's vocabulary. *Pedagogical Seminary*, 20, 1-16. {7.1}
- Heilmann, J., Weismer, S. E., Evans, J., & Hollar, C. (2005). Utility of the MacArthur-Bates Communicative Development Inventory in identifying language abilities of latetalking and typically developing toddlers. *American Journal of Speech-Language Pathology*, 14(1), 40-51. {7.1}
- Heise, D. R. (1965). Semantic differential profiles for 1,000 most frequent English words.

- Psychological Monographs: General and Applied*, 79(8). {3.3}
- Heltai, P. (1989). Teaching vocabulary by oral translation. *ELT Journal*, 43(4), 288-293. {22.2}
- Hemchua, S., & Schmitt, N. (2006). An analysis of lexical errors in the English compositions of Thai learners. *Prospect*, 21(3), 3-25. {15.1}
- Hendon, R. S. (1961). Review of An Indonesian-English Dictionary by J.M. Echolls, and H. Shadily. *Language*, 37(3), 433-453. {1.4}
- Henning, G. (1991). *A study of the effects of contextualization and familiarization on responses to the TOEFL vocabulary test items*. Princeton, N.J.: Educational Testing Service.
- Henning, G. H. (1973). Remembering foreign language vocabulary: acoustic and semantic parameters. *Language Learning*, 23(2), 185-196. {2.2}
- Henriksen, B. (1996). Semantisation - a key process for vocabulary learning and use. *Paper presented at AILA symposium in Jyvaskyla, Finland*. {2.4}
- Henriksen, B. (1999). Three dimensions of vocabulary development. *Studies in Second Language Acquisition*, 21, 303-317. {2.4}
- Henriksen, B., Albrechtsen, D., & Haastrup, K. (2004). The relationship between vocabulary size and reading comprehension in L2. *Angles on the English-speaking World*, 4, 129-140. {14.1}
- Henriksen, B., & Haastrup, K. (1998). Describing learners' lexical competence across tasks and over time: a focus on research design. In K. Haastrup & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 61-95). Lund: Lund University Press.
- Henriksen, B., & Haastrup, K. (2000). Describing foreign language learners' productive vocabulary use and development. In I. Plag & K. P. Schneider (Eds.), *Language Use, Language Acquisition and Language History* (pp. 150-172).
- Henry, A., & Roseberry, R. (1995). Strategies for selecting EAP vocabulary. *ESP Malaysia*, 3(2), 166-185. {10.2}
- Henzl, V. M. (1973). Linguistic register of foreign language instruction. *Language Learning*, 23(2), 207-222. {9.2}
- Heras, A., & Lasagabaster, D. (2015). The impact of CLIL on affective factors and vocabulary learning. *Language Teaching Research*, 19(1), 70-88. {2.7}
- Herbst, T. (1996). On the way to the perfect learners' dictionary: a first comparison of OALD5 LDOCE3, COBUILD2 and CIDE. *International Journal of Lexicography*, 9(4), 321-357. {21.1}
- Herdan, G. (1960). *Type-token Mathematics*. S-Gravenhage: Mouton & Company.
- Herder, S. (2009). *An Innovative Approach to EFL Writing in a Japanese High School*. University of Birmingham.
- Herman, D. J., & Robenfield, L. S. (1985). The lexical representation of fact and opinion. *Journal of Psycholinguistic Research*, 14(1). {16.1}
- Herman, P., & Dole, J. (1988). Theory and practice in vocabulary learning and instruction. *Elementary School Journal*, 89(1), 43-54. {22.1}
- Herman, P. A. (1985). The effect of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20(5), 553-565. {14.4}
- Herman, P. A., Anderson, R. C., Pearson, P. D., & Nagy, W. E. (1987). Incidental

- acquisition of word meaning from expositions with varied text features. *Reading Research Quarterly*, 22(3), 263-284. {18.3}
- Herman, P. A., & Dole, J. (1988). Theory and practice in vocabulary learning and instruction. *Elementary School Journal*, 89(1), 42-54. {1.3}
- Hermann, F. (2003). Differential effects of reading and memorisation of paired associates on vocabulary acquisition in adult learners of English as a second language. *TESL-EJ*, 7(1), 1-18. {19.1}
- Hess, C. W., Ritchie, K. P., & Landry, R. G. (1984). The type-token ratio and vocabulary performance. *Psychological Reports*, 55, 51-57. {15.1}
- Heyer, S. (1984). A technique for teaching vocabulary. *TESOL Newsletter*, 4, 8-9. {22.2}
- Higa, M. (1963). Interference effects of intralist word relationships in verbal learning. *Journal of Verbal Learning and Verbal Behavior*, 2, 170-175. {2.2}
- Higa, M. (1965). The psycholinguistic concept of 'difficulty' and the teaching of foreign language vocabulary. *Language Learning*, 15(3&4), 167-179. {2.2}
- Higbee, K. L. (1979). Recent research on visual mnemonics: historical roots and educational fruits. *Review of Educational Research*, 49(4), 611-629. {20.1}
- Higgins, J. (1991). Which concordancer? A comparative review of MS-DOS software. *System*, 19(1/2), 91-100. {5.3}
- Higgins, J. J. (1966). Hard facts. *ELT Journal*, 21(1), 55-60. {10.2}
- Hiki, K. (1996). An exploration into internal structures of semantic categories: a comparison of prototypicality judgements of learners and native speakers. *JACET Bulletin*, 27, 35-49. {3.3}
- Hill, A. A. (1958). The use of dictionaries in language teaching. In H. B. Allen (Ed.), *Readings in Applied Linguistics* (Vol. I). New York: Appleton-Century Crofts.
- Hill, D. (2008). Graded readers in English. *ELT Journal*, 62(2), 184-204. {9.3}
- Hill, D. A. (1985). Variations on Kim's game. *Modern English Teacher*, 12(4), 14-17. {22.2}
- Hill, D. J. (1991). Interlanguage lexis: an investigation of verb choice. *Edinburgh Working Papers in Applied Linguistics*, 2, 24-36. {7.4}
- Hill, D. R. (1997). Graded (Basal) readers - choosing the best. *The Language Teacher*, 21(5), 21-26. {9.3}
- Hill, D. R. (1997). Survey review: graded readers. *ELT Journal*, 51(1), 57-81. {9.3}
- Hill, D. R. (2001). Graded readers. *ELT Journal*, 55(3), 300-324. {9.3}
- Hill, D. R., & Thomas, H. R. (1988). Survey review: graded readers (Part 1). *ELT Journal*, 42(1), 44-52. {9.3}
- Hill, D. R., & Thomas, H. R. (1988). Survey review: graded readers (Part 2). *ELT Journal*, 42(2), 124-136. {9.3}
- Hill, D. R., & Thomas, H. R. (1989). Seven series of graded readers. *ELT Journal*, 43(3), 221-231. {9.3}
- Hill, L. A. (1969). Delayed copying. *ELT Journal*, 23(3), 238-239. {1.5}
- Hill, L. A., & Popkin, P. R. (1968). *A First Crossword Puzzle Book*. London: Oxford University Press.
- Hill, M., & Laufer, B. (2003). Type of task, time-on-task and electronic dictionaries in incidental vocabulary acquisition. *IRAL*, 41(2), 87-106. {22.3}
- Hillerich, R. L. (1981). Recognition vocabularies: a research-based caution. *Elementary School Journal*, 81(5), 313-317. {7.5}
- Hindmarsh, R. (1980). *Cambridge English Lexicon*. Cambridge: Cambridge University

- Press.
- Hinkel, E. (2006). Current perspectives on teaching the four skills. *TESOL Quarterly*, 40(1), 109-131. {1.5}
- Hinton, G. E., Plaut, D. C., & Shallice, T. (1993). Simulating brain damage. *Scientific American*, October, 58-65. {11.1}
- Hirano, K. (1983). Classification schemes and empirical study of context clues. *JACET*(Jan-27). {18.1}
- Hirsch, E. D. (2003). Reading comprehension requires knowledge - of words and the world. *American Educator*, 10-29, 44, 48. {14.2}
- Hirsh, D. (1992). *The vocabulary demands and vocabulary learning opportunities in short novels*. (MA), Victoria University of Wellington, Wellington.
- Hirsh, D. (2004). *A functional representation of academic vocabulary*. (Doctor of Philosophy in Applied Linguistics), Victoria University of Wellington, Wellington.
- Hirsh, D., & Nation, P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language*, 8(2), 689-696. {14.1}
- Hirsh, E. D. (2013). A wealth of words. *City Journal*, 23(1).
- Hoey, M. (1983). *On the Surface of Discourse*. London: Allen and Unwin.
- Hoey, M. (1991). *Patterns of Lexis in Text*. Oxford: Oxford University Press.
- Hoey, M. (2005). *Lexical Priming*: Routledge.
- Hoff, E. (2003). The specificity of environmental influence: Socioeconomic status affects early vocabulary development. *Child Development*, 74(5), 1368-1378. {7.1}
- Hoff, E. (2006). How social contexts support and shape language development. *Developmental Review*, 26(1), 55-88. {7.1}
- Hoff, E., & Naigles, L. (2002). How children use input to acquire a lexicon. *Child Development*, 73(2), 418-433 {7.1}
- Hoffman, J. V. (1980). Studying contextual build-up during through cumulative cloze. *Journal of Reading Behavior*, 12, 337-341. {18.3}
- Hogan, T. P., & Murphy, G. (2007). Recommendations for preparing and scoring constructed-response items: What the experts say. *Applied Measurement in Education*, 20(4), 427-441. {24.1}
- Holden, E. S. (1875). On the number of words used in speaking and writing. *Bulletin of the Philosophical Society of Washington*, 2, 16-21, 28. {7.3}
- Holden, W. R. (1996). Warm-ups, work-outs and wind-downs: vocabulary practice. *English Teaching Forum*, 36(3-4), 77. {22.2}
- Holden, W. R. (1999). Learning to learn: 15 vocabulary acquisition activities. *Modern English Teacher*, 8(1), 42-47. {22.2}
- Holley, F. M. (1971). *The mental lexicon: vocabulary acquisition as a problem of linguistics and human memory*. Paper presented at the Pacific Northwest Conference on Foreign Languages 22nd Annual Meeting, Idaho.
- Holley, F. M. (1973). A study of vocabulary learning in context: the effect of new-word density in German reading materials. *Foreign Language Annals*, 6, 339-347. {19.2}
- Holley, F. M., & King, J. K. (1971). Vocabulary glosses in foreign language reading materials. *Language Learning*, 21(2), 213-219. {21.4}
- Hollis, J., & Valentine, T. (2001). Proper-name processing: are proper names pure referencing expressions? *Journal of Experimental Psychology: Learning, Memory*

- and Cognition*, 27(1), 99-116. {2.2}
- Holmes, J., & Ramos, R. G. (1993). False friends and reckless guessers: observing cognate recognition strategies. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 86-108). Norwood, N.J.: Ablex.
- Holmes, J., Vine, B., & Johnson, G. (1998). *Wellington Corpus of Spoken New Zealand English*. Wellington: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Hollowka, S., Brosseau-Lapre, F., & Petitto, L. (2002). Semantic and conceptual knowledge underlying bilingual babies' first signs and words. *Language Learning*, 52(2), 205-262. {3.1}
- Holster, T. A., & de Lint, D. F. (2012). Output tasks and vocabulary gains. *The Language Teacher*, 36(2), 3-10. {15.3}
- Homburg, T. J., & Spaan, M. C. (1982). ESL reading proficiency assessment: testing strategies. In M. Hines & W. Rutherford (Eds.), *On TESOL '81* (pp. 25-33). Washington: TESOL.
- Honeyfield, J. (1977a). Word frequency and the importance of context in vocabulary learning. *RELC Journal*, 8(2), 35-42. {18.1}
- Honeyfield, J. (1977b). Simplification. *TESOL Quarterly*, 11(4), 431-440. {9.2}
- Honeyfield, J. (1993). Responding to task difficulty: What is involved in adjusting the relationship between learners and learning experiences? In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 127-139). Singapore: SEAMEO-RELC.
- Hopkins, C. J. (1979). The spontaneous oral vocabulary of children in grade 1. *Elementary School Journal*, 79(4), 240-249. {7.1}
- Hopkins, K. D. (1978). Reviews of vocabulary tests. In O. B. (ed) (Ed.), *The Eighth Mental Measurements Yearbook* (pp. 77-79). N.J.: Gryphon Press.
- Hori, M. (2004). *Investigating Dicken's Style: a Collocational Analysis*. Basingstoke: Palgrave Macmillan.
- Horley, B., & Hart, D. (2000). Vocabulary learning in the content-oriented language classroom: student perception and proficiency. *Language Awareness*, 9(2), 78-96.
- Horowitz, L. M., & Gordon, A. M. (1972). Associative symmetry and second language learning. *Journal of Educational Psychology*, 63(3), 287-294. {19.1}
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: a measurement study. *Canadian Modern Language Review*, 61(3), 355-382. {14.4}
- Horst, M. (2009). Revisiting classrooms as lexical environments. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 53-66). Bristol: Multilingual Matters.
- Horst, M. (2010). How well does teacher talk support incidental vocabulary acquisition? *Reading in a Foreign Language*, 22(1), 161-180. {23.1}
- Horst, M., & Cobb, T. (2006). Editorial: Second language vocabulary acquisition. *Canadian Modern Language Review*, 63(1), 1-12. {1.3}
- Horst, M., & Cobb, T. (2006). Review of the Oxford Dictionary of American English. *Language Learning & Technology*, 10(1), 25-29. {21.1}
- Horst, M., Cobb, T., & Meara, P. (1998). Beyond a Clockwork Orange: acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11(2), 207-223. {18.4}

- Horst, M., Cobb, T., & Nicolae, I. (2005). Expanding academic vocabulary with an interactive on-line database. *Language Learning & Technology*, 9(2), 90-110. {22.3}
- Horst, M., & Collins, L. (2006). From *faible* to strong: How does their vocabulary grow? *Canadian Modern Language Review* 63(1), 83-108. {7.4}
- Horst, M., & Meara, P. (1999). Test of a model for predicting second language lexical growth through reading. *Canadian Modern Language Review*, 56(2), 308-328. {14.4}
- Hosenfeld, C. (1976). Learning about learning: discovering our students' strategies. *Foreign Language Annals*, 9(2), 117-129. {22.2}
- Hoshino, Y. (2010). The categorical facilitation effects on L2 vocabulary learning in a classroom setting. *RELC Journal*, 41(3), 301-312. {2.2}
- Howard, E. R., Arteagoitia, I., Louguit, M., Malabonga, V., & Kenyon, D. M. (2006). The development of the English Developmental Contrastive Spelling Test: A tool for investigating Spanish influence on English spelling development. *TESOL Quarterly*, 40(2), 399-420. {2.5}
- Howards, M. (1964). How easy are 'easy' words? *Journal of Experimental Education*, 32(4), 377-382. {24.3}
- Howatt, A. P. R. (1984). A History of English Language Teaching. *Oxford University Press, Oxford* (especially Chapter 17: Choosing the right words). {1.2}
- Howatt, A. P. R., & Widdowson, H. G. (2004). *A History of ELT* (2nd ed.). Oxford: Oxford University Press.
- Howes, D. (1966). A word count of spoken English. *Journal of Verbal Learning and Verbal Behavior*, 5, 572-604. {8.2}
- Hsu, W. (2011). A business word list for prospective EFL business postgraduates. *Asian ESP Journal*, 7(4).
- Hsu, W. (2013). Bridging the vocabulary gap for EFL medical undergraduates: The establishment of a medical word list *Language Teaching Research*, 17(4), 454 – 484. {10.3}
- Hu, C. (2003). Phonological memory, phonological awareness, and foreign language word learning. *Language Learning*, 53(3), 429-462. {2.5}
- Hu, C. F. (2008). Rare of acquiring and processing L2 color words in relation to L1 phonological awareness. *Modern Language Journal*, 92(1), 39-52. {2.5}
- Hu, C. F., & Schuele, C. M. (2005). Learning nonnative names: The effect of poor native phonological awareness. *Applied Psycholinguistics*, 26, 343-362. {2.3}
- Hu, H. M., & Nassaji, H. (2014). Lexical inferencing strategies: The case of successful versus less successful learners. *System*, 45, 27-38. {18.2}
- Hu, H. M., & Nassaji, H. (2016). Effective vocabulary learning tasks: Involvement Load Hypothesis versus Technique Feature Analysis. *System*, 56, 28-39. {22.1}
- Hu, M., & Nation, I. S. P. (2000). Vocabulary density and reading comprehension. *Reading in a Foreign Language*, 13(1), 403-430. {14.1}
- Huang, H. T., & Liou, H. C. (2007). Vocabulary learning in an automated graded reading program. *Language Learning & Technology*, 11(3), 64-82. {14.4}
- Huang, X.-h., & van Naerssen, M. (1987). Learning strategies for oral communication. *Applied Linguistics*, 8(3), 287-307. {13.2}
- Hubbard, P. (1991). Evaluating computer games for language learning. *Simulation and*

- Gaming Journal*, 22, 220-223. {22.3}
- Hubbard, P., Coady, J., Graney, J., Mokhtari, K., & Magoto, J. (1986). Report on a pilot study of the relationship of high frequency vocabulary knowledge and reading proficiency in ESL readers. *Ohio University Papers in Linguistics and Language Teaching*, 8, 48-57. {14.2}
- Huckin, T., & Bloch, J. (1993). Strategies for inferring word meanings: a cognitive model. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 153-178). Norwood, N.J.: Ablex.
- Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language: a review. *Studies in Second Language Acquisition*, 21, 181-193. {11.1}
- Huckin, T., & Haynes, M. (1993). Summary and future directions. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 289-298). Norwood, N.J.: Ablex.
- Huckin, T., Haynes, M., & Coady, J. (Eds.). (1993). *Second Language Reading and Vocabulary* Norwood, N.J.: Ablex.
- Huibregtse, I., Admiraal, W., & Meara, P. (2003). Scores on a yes/no vocabulary test: correction for guessing and response style. *Language Testing*, 19, 227-245. {24.4}
- Hulme, C., Maughan, S., & Brown, G. D. A. (1991). Memory for familiar and unfamiliar words: evidence for a long-term memory contribution to short-term memory span. *Journal of Memory and Language*, 30, 685-701. {11.2}
- Hulstijn, J. (2003). Incidental and intentional learning. In C. Doughty & M. Long (Eds.), *Handbook of Second Language Acquisition* (pp. 349-381). Oxford: Blackwell.
- Hulstijn, J., Hollander, M., & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: the influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *Modern Language Journal*, 80(3), 327-339. {21.4}
- Hulstijn, J., & Laufer, B. (2001). Some empirical evidence for the involvement load hypothesis in vocabulary acquisition. *Language Learning*, 51(3), 539-558. {11.3}
- Hulstijn, J. H. (1988). Experiments with semi-artificial input in second language acquisition research. In B. Hammarberg (Ed.), *Language Learning and Learner Language. Papers from a conference held in Stockholm and Abo 17-18 October, 1988. Scandinavian Working Papers on Bilingualism* (Vol. 8, pp. 28-40). Stockholm: Centre for Research on Bilingualism, University of Stockholm.
- Hulstijn, J. H. (1992). Retention of inferred and given word meanings: experiments in incidental vocabulary learning. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 113-125). London: Macmillan.
- Hulstijn, J. H. (1993). When do foreign-language readers look up the meaning of unfamiliar words? The influence of task and learner variables. *Modern Language Journal*, 77(2), 139-147. {21.3}
- Hulstijn, J. H. (1997). Mnemonic methods in foreign language vocabulary learning: theoretical considerations and pedagogical implications. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 203-224). Cambridge: Cambridge University Press.
- Hulstijn, J. H. (2001). Intentional and incidental second-language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity. In P. Robinson (Ed.), *Cognition and Second Language Instruction* (pp. 258-286). Cambridge:

- Cambridge University Press.
- Hummel, K. (1995). Translation and second language learning. *Canadian Modern Language Review*, 51(3), 1-12. {11.3}
- Hummel, K. (2010). Translation and short-term vocabulary retention: Hindrance or help? *Language Teaching Research*, 14(1), 61-74. {11.3}
- Hummer, C. (2006). Polysemy and vagueness in idioms: a corpus-based analysis of meaning. *International Journal of Lexicography*, 19(4), 361-377. {3.3}
- Hundt, M. (2006). The committee has/have decided ... On concord patterns with collective nouns in inner- and outer-circle varieties of English. *Journal Of English Linguistics*, 34, 206-232. {2.6}
- Hunston, S. Review of Leech, Rayson and Wilson. *Language Awareness*, 152-157. {1.4}
- Hunston, S., & Francis, G. (1999). *Pattern Grammar: a Corpus-driven Approach to the Lexical Grammar of English*. Amsterdam: John Benjamins.
- Hunston, S., Francis, G., & Manning, E. (1997). Grammar and vocabulary: showing the connections. *ELT Journal*, 51(3), 208-216. {2.6}
- Hunt, A. (1996). Constraints on inferring word meaning from context. *Journal of Inquiry and Research (Kansai Gaidai University)*, 63, 239-249. {18.1}
- Hunt, A. (1997). Evaluating bilingual and monolingual dictionaries for L2 learners. *Journal of Inquiry and Research (Kansai Gaidai University)*, 65, 15-27. {21.2}
- Hunt, A. (1999). Extensive reading as a means of second language vocabulary growth. *Language and Culture (Eichi University International Language Research)*, 2, 155-183. {14.5}
- Hunt, A. (2000). Improving the reading vocabulary knowledge of Japanese university students. *Sapienta (Sapienta University Review, Osaka)*, 34, 139-155. {14.1}
- Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. *Reading in a Foreign Language*, 17(1), 23-59. {14.2}
- Hunt, R. R., & Elliott, J. M. (1980). The role of nonsemantic information in memory: orthographic distinctiveness effects on retention. *Journal of Experimental Psychology: General*, 109(1), 49-74. {2.5}
- Hunt, R. R., & Mitchell, D. B. (1982). Independent effects of semantic and nonsemantic distinctiveness. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 8(1), 81-87. {2.5}
- Hurlburt, D. (1954). The relative value of recall and recognition techniques for measuring precise knowledge of word meaning - nouns, verbs and adjectives. *Journal of Educational Research*, 47(8), 561-576. {24.2}
- Hutchings, G. (1970). Colourless green ideas: multiple-choice vocabulary tests. *ELT Journal*, 25, 68-71. {24.1}
- Huttenlocher, J., Haight, W., Bryk, A., Seltzer, M., & Lyons, T. (1991). Early vocabulary growth: Relation to language input and gender. *Developmental Psychology*, 27(2), 236-248. {7.1}
- Hwang, K. (1989). *Reading newspapers for the improvement of vocabulary and reading skills*. (MA thesis), Victoria University of Wellington, Wellington.
- Hwang, K., & Nation, P. (1989). Reducing the vocabulary load and encouraging vocabulary learning through reading newspapers. *Reading in a Foreign Language*, 6(1), 323-335. {14.4}
- Hyland, K. (2008). As can be seen: Lexical bundles and disciplinary variation. *English for*

- Specific Purposes*, 27, 4-21. {5.1}
- Hyland, K. (2008). The author replies. *TESOL Quarterly*, 42(1), 113-114. {10.3}
- Hyland, K., & Tse, P. (2007). Is there an "Academic Vocabulary"? *TESOL Quarterly*, 41(2), 235-253. {10.3}
- Ianacone, J. A. (1993). Vocabulary lists: the ambience of vocabulary study. *English Journal*, 41-45. {19.1}
- Ijaz, H. I. (1986). Linguistic and cognitive determinants of lexical acquisition in a second language. *Language Learning*, 36(4), 401-451. {2.1}
- Ilson, R. (1962). The dicto-comp: a specialized technique for controlling speech and writing in language learning. *Language Learning*, 12(4), 299-301. {15.3}
- Ilson, R. (1983). Etymological information: can it help our students? *ELT Journal*, 37(1), 76-82. {6.4}
- Ilson, R. (Ed.). (1985). *Dictionaries, Lexicography and Language Learning*. Oxford: Pergamon Press.
- Invernizzi, M., Abouzeid, M., & Gill, J. T. (1994). Using students' invented spellings as a guide for spelling instruction that emphasizes word study. *Elementary School Journal*, 95(2). {2.5}
- Irujo, S. (1986). A piece of cake: learning and teaching idioms. *ELT Journal*, 40(3), 236-242. {5.2}
- Ishihara, K., Okada, T., & Matsu, i. S. (1999). English vocabulary recognition and production: a preliminary survey report. *Doshisha Studies in Language and Culture*, 7, 143-175. {7.4}
- Ishihara, K., Okada, T., & Matsui, S. (2000). Vocabulary levels analysis: survey results with university students. *Doshisha Studies in Language and Culture*, 8, 17-46. {7.4}
- Ishii, T. Semantic connection or visual connection: Investigating the true source of confusion *Language Teaching Research* 19(6), 712-722. {11.1}
- Ishii, T. (2013). Reexamining semantic clustering: insight from memory models. *Vocabulary Learning and Instruction*, 2(1), 1-7. {2.2}
- Ishii, T., & Schmitt, N. (2009). Developing an integrated test of vocabulary size and depth. *RELC Journal*, 40(1), 5-22. {24.3}
- Ivani, R. (1991). Nouns in search of a context: a study of nouns with both open- and closed-system characteristics. *IRAL*, 29(1), 93-114. {16.1}
- Iwashita, N., Brown, A., McNamara, T., & O'Hagan, S. (2008). Assessed levels of second language speaking proficiency: How distinct? *Applied Linguistics*, 29(1), 24-49. {24.1}
- Izawa, H. (1993). The English vocabulary of 21 Japanese adults on a high proficiency level. *JALT Journal*, 15(1). {7.4}
- Jacet. (2003). *JACET 8000: JACET list of 8000 basic words: JACET*.
- Jacobs, G. M. (1994). What lurks in the margin: Use of vocabulary glosses as a strategy in second language reading. *Issues in Applied Linguistics*, 4(1), 115-137. {21.4}
- Jacobs, G. M., Dufon, P., & Fong, C. H. (1994). L1 and L2 vocabulary glosses in L2 reading passages: their effectiveness for increasing comprehension and vocabulary knowledge. *Journal of Research in Reading*, 17(1), 19-28. {21.4}
- Jacobs, H. L., Zingraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL Composition: a practical approach*. Rowley, Mass.: Newbury House.

- Jacoby, L. L., Craik, F. J. M., & Begg, J. (1979). Effects of decision difficulty on recognition and recall. *Journal of Verbal Learning and Verbal Behavior*, 18, 585-600. {18.3}
- Jain, M. P. (1981). On meaning in the foreign learner's dictionaries. *Applied Linguistics*, 2(3), 274-286. {21.3}
- James, M. (1996). *Improving second language reading comprehension: a computer-assisted vocabulary development approach*. (Ph.D.), University of Hawaii, Honolulu.
- James, P. (1985). Word trees. *Modern English Teacher*, 12(4), 31-34. {22.2}
- James, V. (1981). Review of Collins Dictionary of the English Language. *ELT Journal*, 35(4), 471-472. {21.1}
- Jamieson, P. (1976). *The acquisition of English as a second language by young Tokelau children living in New Zealand*. (PhD), Victoria University of Wellington, Wellington.
- Jamieson, P. (1977). Acquisition of communicative competence by children learning a second language. *Paper presented to AULLA, XVIIIth Congress, VUW*. {7.4}
- Jamieson, P. (1977). Second language education of young children. *Set 77*, 1(NZCER, Wellington, New Zealand). {7.4}
- Jannuzi, C. (1994). Semantic feature analysis and vocabulary acquisition. *The Language Teacher*, 18(4), 30-33. {3.3}
- Jarvis, S. (2000). Methodological rigor in the study of transfer: Identifying L1 influence in the interlanguage lexicon. *Language Learning*, 50(2), 245-309. {6.3}
- Jarvis, S. (2002). Short texts, best-fitting curves and new measures of lexical diversity. *Language Testing*, 19(1), 57-84. {15.1}
- Jastrzemski, J. E. (1984). Multiple meanings, number of related meanings, frequency of occurrence and the lexicon. *Cognitive Psychology*, 13, 278-305. {3.3}
- Jeffries, L., & Willis, P. (1982). Review of Longman Lexicon of Contemporary English. *ELT Journal*, 36(4), 277-278. {21.1}
- Jegi, J. I. (1901). The vocabulary of a two year old child. *Child Study Monthly*, 6(7), 242-261. {7.1}
- Jenkins, J. J. (1974). Language and memory. In G. A. Miller (Ed.), *Psychology and Communication* (pp. 181-193): Voice of America, Forum Series.
- Jenkins, J. R., & Dixon, R. (1983). Vocabulary learning. *Contemporary Educational Psychology*, 8, 237-260. {18.3}
- Jenkins, J. R., Matlock, B., & Slocum, T. A. (1989). Two approaches to vocabulary instruction: the teaching of individual word meanings and practice in deriving word meanings from context. *Reading Research Quarterly*, 24(2), 215-235. {14.2}
- Jenkins, J. R., Stein, M. L., & Wysocki, K. (1984). Learning vocabulary through reading. *American Educational Research Journal*, 21(4), 767-787. {18.3}
- Jenkins, S. (1993). *The vocabulary burden of controlled and uncontrolled reading materials used with beginning ESL readers*. (MA), Victoria University of Wellington, Wellington.
- Jeon, E. H. (2011). Contribution of morphological awareness to second-language reading comprehension. *The Modern Language Journal*, 95, 217-235. {14.2}
- Jespersen, O. (1928). *Monosyllabism in English*.
- Jiang, H. (2004). Semantic transfer and its implications for vocabulary teaching in a second language. *Modern Language Journal*, 88(3), 416-432. {3.4}
- Jiang, H., & Nekrasova, T. M. (2007). The processing of formulaic sequences by second

- language speakers. *Modern Language Journal*, 91(3), 433-445. {5.2}
- Jiang, J. J., & Conrath, D. W. (1997). *Semantic similarity based on corpus statistics and lexical taxonomy*. Paper presented at the Proceedings of International Conference Research on Computational Linguistics, Taiwan.
- Jiang, N. (2000). Lexical representation and development in a second language. *Applied Linguistics*, 21(1), 47-77. {2.3}
- Jiang, N. (2002). Form-meaning mapping in vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 24, 617-637. {2.1}
- Jiang, N. (2004). Semantic transfer and development in adult L2 vocabulary acquisition. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 101-126). Amsterdam: John Benjamins.
- Jiawei, L., & Nesi, H. (1999). Are we teaching the right words? A study of students' receptive knowledge of two types of vocabulary: "subtechnical" and "technical". In H. Bool & P. Luford (Eds.), *Academic Standards and Expectations: The Role of EAP* (pp. 141-147). Nottingham: Nottingham University Press.
- Joe, A. (1994). *Generative use and vocabulary learning*. (MA), Victoria University of Wellington, Wellington.
- Joe, A. (1995). Text-based tasks and incidental vocabulary learning. *Second Language Research*, 11(2), 149-158. {13.2}
- Joe, A. (1995). The value of retelling activities for vocabulary learning. *Guidelines*, 17(1), 1-8. {13.2}
- Joe, A. (1998). What effects do text-based tasks promoting generation have on incidental vocabulary acquisition? *Applied Linguistics*, 19(3), 357-377. {13.2}
- Joe, A. (2010). The quality and frequency of encounters with vocabulary in an English for academic purposes programme. *Reading in a Foreign Language*, 22(1), 117-138. {23.1}
- Joe, A., Nation, P., & Newton, J. (1996). Vocabulary learning and speaking activities. *English Teaching Forum*, 34(1), 2-7. {13.2}
- Johansson, S. (1978). *Some aspects of the vocabulary of learned and scientific English*. Gothenburg: Gothenburg Studies in English, Acta Universitatis Gothoburgensis.
- Johansson, S., & Hofland, K. (1989). *Frequency Analysis of English Vocabulary and Grammar 1&2*. Oxford: Clarendon Press.
- Johns, T. (1991). From printout to handout: grammar and vocabulary teaching in the context of data-driven learning. *ELR Journal*, 4(Jan-16). {22.3}
- Johns, T. (1991). Should you be persuaded - two samples of data-driven learning materials. *ELR Journal*, 4, 27-46. {22.3}
- Johns, T., & Davies, F. (1983). Text as a vehicle for information: the classroom use of written texts in teaching reading in a foreign language. *Reading in a Foreign Language*, 1(1), 1-19. {16.1}
- Johns, W. B. (1939). The growth of vocabulary among university students with some considerations of methods of fostering it. *Journal of Experimental Education*, 8(1), 89-102. {7.3}
- Johnson, A., & Hefferman, N. (2006). The short readings project: A CALL reading activity utilising vocabulary recycling. *Computer Assisted Language Learning*, 19(1), 63-77. {22.3}
- Johnson, C. L. (1927). Vocabulary difficulty and textbook selection. *Modern Language*

- Journal*, 11(5), 290-297. {23.1}
- Johnson, D., & Pearson, P. D. (1984). *Teaching Reading Vocabulary*. New York: Holt, Rinehart & Winston.
- Johnson, D. B. (1972). Computer frequency control of vocabulary in language learning reading materials. *Instructional Science*, 1, 121-131. {9.2}
- Johnson, D. D., von Hoff Johnson, B., & Schlichting, K. (2004). Logology: Word and language play. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 179-200). New York: Guilford Press.
- Johnson, D. M., & Stratton, R. P. (1966). Evaluation of five methods of teaching concepts. *Journal of Educational Psychology*, 57(1), 48-53. {3.1}
- Johnson, G. B. (1980). Lexis through listening. *Guidelines*, 3, 69-72. {12.2}
- Johnson, P. (1981). Effects on reading comprehension of language complexity and cultural background of a text. *TESOL Quarterly*, 15(2), 169-181. {14.2}
- Johnson, P. (1982). Effects on reading comprehension of building background knowledge. *TESOL Quarterly*, 16(4), 503-516. {14.2}
- Johnson-Laird, P. N. (1987). The mental representation of the meaning of words. *Cognition*, 25, 189-211. {3.2}
- Johnson-Laird, P. N., Herrmann, D. J., & Chaffin, R. (1984). Only connections: a critique of semantic networks. *Psychological Bulletin*, 96(2), 292-315. {4.1}
- Johnson-Laird, P. N., & Quinn, J. G. (1976). To define true meaning. *Nature*, 264, 635-636. {3.2}
- Jones, C. (1986). It's not so much the program, more what you do with it: the importance of methodology in CALL. *System*, 14(2), 171-178. {22.3}
- Jones, F. R. (1995). Learning an alien lexicon: a teach-yourself case study. *Second Language Research*, 11(2), 95-111. {2.1}
- Jones, L. (2003). Supporting listening comprehension and vocabulary acquisition with multimedia annotations: The students' voice. *CALICO Journal*, 21(1), 41-65. {12.2}
- Jones, L. (2004). Testing L2 recognition and recall using pictorial and written test items. *Language Learning & Technology*, 8(3), 122-143. {12.2}
- Jones, L., & Plass, J. L. (2002). Supporting listening comprehension and vocabulary acquisition through multimedia annotations. *Modern Language Journal*, 86, 546-561. {12.2}
- Jones, L. V., & Wepman, J. M. (1966). *A Spoken Word Count: Adults*. Los Angeles: Western Psychological Services.
- Jones, M., & Haywood, S. (2004). Facilitating the acquisition of formulaic sequences: An exploratory study in an EAP context. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Jones, S., & Sinclair, J. M. (1974). English lexical collocations. *Cahiers de Lexicologie*, 24, 15-61. {5.1}
- Joordens, S., Ozubko, J. D., & Niewiadomski, M. W. (2008). Featuring old/new recognition: The two faces of the pseudoword effect. *Journal of Memory and Language*, 58, 380-392. {24.1}
- Jordan, R. R. (1990). Pyramid discussions. *ELT Journal*, 44(1), 46-54. {13.2}
- Jorgensen, J. C. (1990). The psychological reality of word senses. *Journal of Psycholinguistic Research*, 19(3), 167-190. {3.3}
- Judd, E. L. (1978). Vocabulary teaching and TESOL: a need for re-evaluation of existing

- assumptions. *TESOL Quarterly*, 12(1), 71-76. {1.3}
- Juffs, A. (1998). The acquisition of semantics-syntax correspondences and verb frequencies in ESL materials. *Language Teaching Research*, 2(2), 93-123. {8.4}
- Juilland, A., Brodin, D., & Davidovitch, C. (1970). *Frequency Dictionary of French Words*. The Hague: Mouton.
- Juillard, M., & Luong, X. (1997). Words in the hood: a new look at the distribution of words in texts. *Literary and Linguistic Computing*, 12(2), 71-78. {16.1}
- Julian, P. (2000). Creating word-meaning awareness. *ELT Journal*, 54(1), 37-46. {2.2}
- Julkunen, K. (1990). Affective properties of open and closed vocabulary tasks in individualistic and cooperative learning situations. *Paper Delivered at AILA Thessaloniki*. {11.4}
- Jung, J. (2016). Effects of glosses on learning of L2 grammar and vocabulary. *Language Teaching Research*, 20(1), 92-112. {21.4}
- Kachroo, J. N. (1962). Report on an investigation into the teaching of vocabulary in the first year of English. *Bulletin of the Central Institute of English*, 2, 67-72. {11.2}
- Kageura, K. (1995). Toward the theoretical study of terms - a sketch from the linguistic viewpoint. *Terminology*, 2(2), 239-258. {10.2}
- Kageura, K., & Umino, B. (1996). Methods of automatic term recognition: a review. *Terminology*, 3(2), 259-289. {10.2}
- Kaivanpanah, S. (2012). Knowledge sources in EFL learners' lexical inferencing across reading proficiency levels. *RELC Journal*, 43(3), 373-391. {18.2}
- Kaivanpanah, S., & Alavi, M. (2008). Deriving unknown word meaning from context: Is it reliable? . *RELC Journal*, 39, 77-95. {18.4}
- Kaivanpanah, S., & Alavi, S. M. (2008). The role of linguistic knowledge in word-meaning inferencing. *System*, 36, 172-195. {18.1}
- Kalivoda, T. B. (1987). Extra linguistic support - a crucial element in foreign language teaching. *English Teaching Forum*, 25(2), 2-Jun. {2.2}
- Kallkvist, M. (1998). Lexical infelicity in English: the case of nouns and verbs. In K. Haastrup & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 149-174). Lund: Lund University Press.
- Kame'enui, E. J., & Baumann, J. F. (2004). Vocabulary: The plot of the reading story. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 3-10). New York: Guilford Press.
- Kameenui, E. J., Carnine, D. C., & Freschi, R. (1982). Effects of text construction and instructional procedures for teaching word meanings on comprehension and recall. *Reading Research Quarterly*, 17(3), 367-388. {14.2}
- Kameenui, E. J., Dixon, R. C., & Carnine, D. W. (1987). Issues in the design of vocabulary instruction. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 129-145). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Kaminska, P. (2000). Keywords. *Modern English Teacher*, 9(4), 56-57. {20.3}
- Kanda, M. (2009). *The pleasures and pains of extensive reading*. Paper presented at the JALT2008 Conference, Tokyo.
- Kanda, M. (2009). A student's three years of extensive reading: A case study. *Journal of Heisei International University*, 13. {9.4}
- Kang, E. Y. (2015). Promoting L2 vocabulary learning through narrow reading. *RELC Journal*, 46(2), 165-179. {14.4}

- Kang, H., & Golden, A. (1994). Vocabulary learning and instruction in a second or foreign language. *International Journal of Applied Linguistics*, 4(1), 57-77. {22.1}
- Kang, S. (1995). The effects of a context-embedded approach to second-language vocabulary learning. *System*, 23(1), 43-55. {18.4}
- Kankashian, A. K. (1979). College-level instruction: a new approach. *English Teaching Forum*, 17(2), 38-41. {22.1}
- Karami, H. (2012). The development and validation of a bilingual version of the Vocabulary Size Test. *RELC Journal*, 43(1), 53-67. {24.4}
- Karpicke, J. D., & Bauernschmidt, A. (2011). Spaced retrieval: absolute spacing enhances learning regardless of relative spacing. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 37(5), 1250-1257. {11.2}
- Karpicke, J. D., & Blunt, J. R. (2011). Retrieval practice produces more learning than elaborative studying with concept mapping. *Science*, 331, 772-775. {11.3}
- Karpicke, J. D., & Roediger, H. L. (2007). Expanding retrieval practice promotes short-term retention, but equally spaced retrieval enhances long-term retention. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 33(4), 704-719. {11.2}
- Karpicke, J. D., & Zaromb, F. M. (2010). Retrieval mode distinguishes the testing effect from the generation effect. *Journal of Memory and Language*, 62(3), 227-239. {11.2}
- Kasahara, K. (2011). The effect of known-and-unknown word combinations on intentional vocabulary learning. *System*, 39, 491-499. {5.2}
- Kasper, L. F. (1993). The keyword method and foreign language learning: a rationale for its use. *Foreign Language Annals*, 26(2), 244-251. {20.1}
- Kaur, J., & Hegelheimer, V. (2005). ESL students' use of concordance in the transfer of academic word knowledge: an exploratory study. *Computer Assisted Language Learning*, 18(4), 287-310. {5.3}
- Kearns, G., & Biemiller, A. (2010/2011). Two-questions vocabulary assessment: Developing a new method for group testing in kindergarten through second grade. *Journal of Education*, 190(1/2), 31 - 42. {7.2}
- Keating, G. (2008). Task effectiveness and word learning in a second language: The involvement load hypothesis on trial. *Language Teaching Research*, 12(3), 365-386. {11.3}
- Keil, F. C., & Batterman, N. (1984). A characteristic-to-defining shift in the development of word meaning. *Journal of Verbal Learning and Verbal Behavior*, 23, 221-236. {3.1}
- Kellar, H. H. (1978). *New perspectives in teaching vocabulary*. Virginia: Center for Applied Linguistics.
- Keller, H. M. (1975). The place of a topical vocabulary checklist in foreign language teaching. *ED 109 921 microfiche*. {23.1}
- Kellerman, E. (1984). The empirical evidence for the influence of L1 in interlanguage. In A. Davies, C. Criper & A. P. R. Howat (Eds.), *Interlanguage* (pp. 98-122). Edinburgh: Edinburgh University Press.
- Kellerman, E. (1985). If at first you do succeed. In S. M. Gass & C. G. Madden (Eds.), *Input in Second Language Acquisition* (pp. 345-353). Rowley, Mass.: Newbury House.
- Kelley, V. H. (1933). An experimental study of certain techniques for testing word

- meanings. *Journal of Educational Research*, 27(4), 277-282. {24.2}
- Kelley, V. H. (1936). An experiment with multiple choice vocabulary tests constructed by two different procedures. *Journal of Experimental Education*, 5(3), 249-250. {24.2}
- Kellogg, G. S., & Howe, M. J. A. (1971). Using words and pictures in foreign language learning. *Alberta Journal of Educational Research*, 17, 89-94. {22.1}
- Kelly, P. (1986). Solving the vocabulary retention problem. *ITL: Review of Applied Linguistics*, 74, 1-16. {20.1}
- Kelly, P. (1989). A particular application of the RALEX method of foreign language learning. *Le Langage et L'Homme*, 24, 153-160. {22.2}
- Kelly, P. (1989). Utilization of the hookword method for the learning of Polish vocabulary: A personal investigation. *ITL: Review of Applied Linguistics*, 85-86, 123-142. {20.1}
- Kelly, P. (1990). Basic components of successful foreign language vocabulary learning. *Perspectives of the English Lexicon: a Tribute to Jacques van Roey*. {11.1}
- Kelly, P. (1990). Guessing: no substitute for systematic learning of lexis. *System*, 18(2), 199-208. {19.1}
- Kelly, P. (1990). Measuring long term retention following a programme of massive vocabulary expansion. *Unpublished MS*. {11.1}
- Kelly, P. (1991). Lexical ignorance: the main obstacle to listening comprehension with advanced foreign language learners. *IRAL*, 29(2), 135-149. {12.2}
- Kelly, P. (1992). Does the ear assist the eye in the long-term retention of lexis? *IRAL*, 30(2), 137-145. {11.1}
- Kelly, R. (1991). The Graeco-Latin vocabulary of formal English: some pedagogical implications. *RELC Journal*, 22(1), 69-83. {6.5}
- Kempe, V., & MacWhinney, B. (1996). The crosslinguistic assessment of foreign language vocabulary learning. *Applied Psycholinguistics*, 17, 149-183. {24.1}
- Kennedy, G. (1987). Expressing temporal frequency in academic English. *TESOL Quarterly*, 21(1), 69-86. {5.1}
- Kennedy, G. (1990). Collocations: Where grammar and vocabulary teaching meet. In S. Anivan (Ed.), *Language Teaching Methodology for the Nineties* (pp. 215-229). Singapore: RELC.
- Kennedy, G. (1992). Preferred ways of putting things with implications for language teaching. In J. S. (ed) (Ed.), *Directions in Corpus Linguistics* (pp. 335-373). Berlin: Mouton de Gruyter.
- Kennedy, G. (1996). Over once lightly *Papers from the sixteenth international conference on English language research on computerized corpora, Toronto 1995* (pp. 253-262). Amsterdam: Rodopi.
- Kennedy, G. (Ed.). (1997). *Dictionary of New Zealand Sign Language*. Auckland: Auckland University Press.
- Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. London: Longman.
- Kennedy, G. (2003). Amplifier collocations in the British National Corpus: Implications for English language teaching. *TESOL Quarterly*, 37(3), 467-487. {5.1}
- Kennedy, G. (2003). *Structure and Meaning in English*. Harlow: Longman.
- Kennon, L. H. V. (1926). Appendix A, B, C in tests of literary vocabulary for teachers of English. *Teachers College, Columbia University, Contributions in Education.*, 223, 37-57. {10.3}

- Kercuk, N. (1984). My pictiography. *Modern English Teacher*, 11(4), 27-30. {22.2}
- Kerim-Zade, I., & Pavlov, V. (1989). The semantico-functional variability of words and the teaching of vocabulary to advanced EFL students. *Applied Linguistics*, 10(4), 382-391. {22.2}
- Kern, R. G. (1989). Second language reading strategy instruction: its effects on comprehension and word inference ability. *Modern Language Journal*, 73(2), 135-149. {18.5}
- Kernerman, L. (1996). English learners' dictionaries: How much do we know about their use? In M. Gellerstam, M. Marborg, S.-G. Malmgren & e. al (Eds.), *EURALEX '96 Proceedings* (pp. 405-414).
- Keysar, B., & Bly, B. (1995). Intuitions of the transparency of idioms: Can one keep a secret by spilling the beans? *Journal of Memory and Language*, 34, 89-109. {5.1}
- Khan, A. (1999). Dealing with unfamiliar words in a text. *Modern English Teacher*, 8(3), 36-37. {18.4}
- Khoii, R., & Sharififar, S. (2014). Memorization versus semantic mapping in L2 vocabulary acquisition. *ELT Journal*, 67(2), 199-208. {22.2}
- Kibby, M. W. (1977). A note on the relationship of word difficulty and word frequency. *Psychological Reports*, 41(Dec-14). {2.1}
- Kieffer, M. (2008). Catching up or falling behind? Initial English proficiency, concentrated poverty, and the reading growth of language minority learners in the United States. *Journal of Educational Psychology*, 100(4), 851-868. {7.4}
- Kilgarriff, A. (1997). Putting frequencies in the dictionary. *International Journal of Lexicography*, 10(2), 135-155. {21.3}
- Kilgarriff, A. (2001). Comparing corpora. *International Journal of Corpus Linguistics*, 6(1), 97-133. {8.4}
- Kilgarriff, A. (2005). Language is never, ever, ever, random. *Corpus :Linguistics and Linguistic theory*, 1-2, 263-275. {2.3}
- Kilgarriff, A., & Rose, T. (1998). Measures for corpus similarity or homogeneity.
- Kilgarriff, A. (1997). I don't believe in word senses. *Computers and the Humanities*, 31(2), 91-113. {3.3}
- Kim, E. J. (2009). *A study on the vocabulary learning strategies of Korean university students*. (MA), Hankuk University of Foreign Studies, Seoul.
- Kim, Y. (2006). Effects of input elaboration on vocabulary acquisition through reading by Korean learners of English as a foreign language. *TESOL Quarterly*, 40(2), 341-373. {14.4}
- Kim, Y. (2008a). The contribution of collaborative and individual tasks to the acquisition of L2 vocabulary. *Modern Language Journal*, 92(1), 114-130. {22.1}
- Kim, Y. (2008b). The role of task-induced involvement and learner proficiency in L2 vocabulary acquisition. *Language Learning*, 58(2), 285-325. {11.3}
- Kimura, M. (1989). Review of *The Nature of Vocabulary Acquisition* by M. McKeown and M. Curtis (eds). *Language Learning*, 39(2), 277-279. {1.4}
- King, J. K., Holley, F. M., & Weber, B. (1975). A new reading. *Perspective: a New Freedom, ACTFL Review* 7, 169-217. {14.2}
- Kinginger, C. (2001). i+1 (does not equal) ZPD. *Foreign Language Annals*, 34(5), 417-425. {11.1}
- King-Sears, M. E., Mercer, C. D., & Sindelar, P. T. (1992). Toward independence with

- keyword mnemonics: a strategy for science vocabulary instruction. *Remedial and Special Education*, 13(5), 22-33. {20.2}
- Kintsch, W., & Mross, E. F. (1985). Context effects in word identification. *Memory and Language*, 24(3), 336-349. {18.3}
- Kirk, S., & Carter, R. (2010). Fluency and spoken English. In M. M. Jaen, F. S. Valverde & M. C. Perez (Eds.), *Exploring new Paths in Language Pedagogy: Lexis and Corpus-Based Language Teaching* (pp. 25-38). London: Equinox.
- Kirkness, A. (2003). MEDAL - a winner? The Macmillan English dictionary for advanced learners (2002) and its competitors. *New Zealand Studies in Applied Linguistics*, 9(2), 37-51. {21.1}
- Kirkness, A. (2004). Review of three advanced learners' dictionaries. *ELT Journal*, 58(3), 294-300. {21.1}
- Kirkpatrick, E. A. (1891). Number of words in an ordinary vocabulary. *Science*, 18(446), 107-108. {7.3}
- Kirkpatrick, E. A. (1907). A vocabulary test. *Popular Science Monthly*, 70, 157-164. {7.3}
- Kirkpatrick, J. J., & Cureton, E. E. (1949). Vocabulary item difficulty. *Journal of Applied Psychology*, 33, 347-351. {24.1}
- Kirsner, K. (1994). Second language vocabulary learning: the role of implicit processes. In N. E. (ed) (Ed.), *Implicit and Explicit Learning of Languages* (pp. 283-311). San Diego: Academic Press.
- Kirsner, K., Lalor, E., & Hird, K. (1993). The bilingual lexicon: exercise, meaning and morphology. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 215-248). Amsterdam/Philadelphia: John Benjamins.
- Kitajima, R. (2001). The effect of instructional conditions on students' vocabulary retention. *Foreign Language Annals*, 34(5), 470-482. {11.1}
- Kiushita, S. (1986). Sentence context effect on lexically ambiguous words: evidence for a post-access inhibition process. *Memory and Cognition*, 13, 579-585. {19.2}
- Kjellmer, G. (1982). Some problems relating to the study of collocations in the Brown corpus. In S. Johansson (Ed.), *Computer Corpora in English Language Research* (pp. 25-33). Bergen: Norwegian Computing Centre for the Humanities.
- Kjellmer, G. (1984). Some thoughts on collocational distinctiveness. In J. Aarts & W. Meijs (Eds.), *Corpus Linguistics: Recent Developments in the Use of Computer Corpora in English Language Research* (pp. 163-171). Amsterdam: Rodopi.
- Kjellmer, G. (1987). Aspects of English collocations. In W. Meijs (Ed.), *Corpus Linguistics and Beyond. Proceedings of the seventh international conference on English language research on computerised corpora* (pp. 133-140). Amsterdam: Rodopi.
- Kjellmer, G. (1990). Patterns of collocability. In J. A. a. W. M. (eds) (Ed.), *Theory and Practice in Corpus Linguistics* (pp. 163-178). Amsterdam: Rodopi.
- Kjellmer, G. (1991). A mint of phrases. In K. Aijmer & B. Altenberg (Eds.), *English Corpus Linguistics* (pp. 111-127). Harlow: Longman.
- Kjellmer, G. (1994). *A Dictionary of English Collocations*. Oxford: Clarendon Press.
- Klare, G. R. (1963). *The Measurement of Readability*. Ames, Iowa: Iowa State University Press.
- Klare, G. R. (1974). Assessing readability. *Reading Research Quarterly*, 10(1), 62-102. {14.3}
- Klein, H., Klein, G. A., & Bertino, M. (1974). Utilization of context for word identification in

- children. *Journal of Experimental Child Psychology*, 17, 79-86. {19.2}
- Klinmanee, N. (1994). The contribution of simplified newspapers to a language course: vocabulary and topic coverage. *Unpublished MA research project, Victoria University of Wellington*. {14.1}
- Klinmanee, N., & Sopprasong, L. (1997). Bridging the vocabulary gap between secondary school and university: a Thai case study. *Guidelines*, 19(1), 1-10. {14.1}
- Knight, S. M. (1994). Dictionary use while reading: The effects on comprehension and vocabulary acquisition for students of different verbal abilities. *Modern Language Journal*, 78(3), 285-299. {21.3}
- Knight, T. (1996). Learning vocabulary through shared tasks. *The Language Teacher*, 20(1), 24-29. {13.2}
- Knowles, S. L., & Welch, C. A. (1992). A meta-analytic review of item discrimination and difficulty in multiple-choice items using "None-of-the-above". *Educational and Psychological Measurement*, 52(3), 571-577. {24.1}
- Ko, M. H. (1995). Glossing in incidental and intentional learning of foreign language vocabulary and reading. *University of Hawai'i Working Papers in ESL*, 13(2), 49-94. {21.4}
- Ko, M. H. (2005). Glosses, comprehension, and strategy use. *Reading in a Foreign Language*, 17(2), 125-143. {21.4}
- Kobeleva, P. (2003). *Vocabulary levels Tet: Comparing English and Russian definitions*. Course paper for LALS 522 Teaching and Learning Vocabulary.
- Kobeleva, P. P. (2012). Second language listening and unfamiliar proper names: Comprehension barrier? *RELC Journal*, 43(1), 83-98. {2.1}
- Koda, K. (1989). The effects of transferred vocabulary knowledge on the development of L2 reading proficiency. *Foreign Language Annals*, 22, 529-540. {6.4}
- Koda, K. (1996). L2 word recognition research: a critical review. *Modern Language Journal*, 80(4), 450-460. {2.5}
- Koda, K. (1997). Orthographic knowledge in L2 lexical processing. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 35-52). Cambridge: Cambridge University Press
- Koda, K. (2005). *Insights into Second Language Reading: a Cross-linguistic Approach*. Cambridge: Cambridge University Press.
- Kojic-Sabo, I., & Lightbown, P. (1999). Students' approaches to vocabulary learning and their relationship to success. *Modern Language Journal*, 83(2), 176-192. {17.1}
- Kondo-Brown, K. (2006). How do English L1 learners of advanced Japanese infer unknown *Kanji* words in authentic texts? *Language Learning*, 56(1), 109-153. {18.4}
- Koprowski, M. (2005). Investigating the usefulness of lexical phrases in contemporary coursebooks. *ELT Journal*, 59(4), 322-332. {5.2}
- Kopstein, F. F., & Roshal, S. M. (1954). Learning foreign vocabulary from pictures vs. words. *American Psychologist*, 9, 407-408. {19.1}
- Kopstein, F. F., & Roshal, S. M. (1955). Method of presenting word pairs as a factor in foreign vocabulary learning. *American Psychologist*, 10, 354. {19.1}
- Kormos, J., & Denes, M. (2004). Exploring measures and perceptions of fluency in the speech of second language learners. *System*, 32, 145-164. {1.5}

- Kornell, N. (2009). Optimising learning using flashcards: Spacing is more effective than cramming. *Applied Cognitive Psychology*, 23, 1297-1317. {11.2}
- Kost, C. R., Foss, P., & Lenzini, J. J. (1999). Textual and pictorial glosses: Effectiveness on incidental vocabulary growth when reading in a foreign language. *Foreign Language Annals*, 32(1), 89-113. {21.4}
- Kotsinas, U. (1984). Semantic over-extension and lexical over-use in immigrant Swedish. *Scandinavian Working Papers on Bilingualism*, 2, 22-42. {3.4}
- Kotsinas, U. B. (1983). On the acquisition of vocabulary in immigrant Swedish. *In Ringbom*, 75-100. {2.1}
- Kotter, M. (2003). Negotiation of meaning and codeswitching in online tandems. *Language Learning & Technology*, 7(2), 145-172. {22.3}
- Krakowian, B. (1984). The teacher's mediation in students' vocabulary learning. *English Teaching Forum*, 22(3), 26-29. {2.1}
- Kramsch, C. J. (1979). Word watching: learning vocabulary becomes a hobby. *Foreign Language Annals*, 12(2), 153-158. {17.1}
- Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. London: Longman.
- Krashen, S. (1996). The case for narrow listening. *System*, 24(1), 97-100. {12.2}
- Krashen, S. (2012). Academic jibberish. *RELC Journal*, 43(2), 283-285.
- Krashen, S., & Mason, B. (2015). Can second language acquirers reach high levels of proficiency through self-selected reading? An attempt to confirm Nation's (2014) results. *International Journal of Foreign Language Teaching*, 10(2), 10-19. {14.5}
- Krashen, S. D. (1981). The 'fundamental pedagogical principle' in second language teaching. *Studia Linguistica*, 35(1-2), 50-70. {11.1}
- Krashen, S. D. (1981). The theoretical and practical relevance of simple codes in second language acquisition. In S. D. Krashen (Ed.), *Second Language Acquisition and Second Language Learning* (pp. 119-137). Oxford: Pergamon Press.
- Krashen, S. D. (1989). We acquire vocabulary and spelling by reading: additional evidence for the input hypothesis. *Modern Language Journal*, 73(4), 440-462. {14.4}
- Kressel, R. (1987). Teaching "active" vocabulary in the foreign language. *English Teachers Journal (Israel)*, 35, 48-53. {22.2}
- Krishnamurthy, R., & Kosem, I. (2007). Issues in creating a corpus for EAP pedagogy and research. *Journal of English for Academic Purposes*, 6, 356-373. {8.4}
- Kroll, J., Michael, E., Tokowicz, N., & Dufour, R. (2002). The development of lexical fluency in a second language. *Second Language Research*, 18(2), 137-171. {2.1}
- Kroll, J. F. (1993). Accessing conceptual representations for words in a second language. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 53-81). Amsterdam/Philadelphia: John Benjamins.
- Kroll, J. F., & Stewart, E. (1994). Category interference in translation and picture naming: evidence for asymmetric connections between bilingual memory representations. *Journal of Memory and Language*, 33, 149-174. {3.2}
- Kruglov, L. P. (1953). Qualitative differences in the vocabulary choices of children as revealed in a multiple-choice test. *Journal of Educational Psychology*, 44, 229-243. {3.2}
- Kruse, A. F. (1979). Vocabulary in context. *ELT Journal*, 33(3), 207-213. {22.1}
- Kruse, H., Pankhurst, J., & Sharwood-Smith, M. (1987). A multiple word association

- probe in second language acquisition research. *Studies in Second Language Acquisition*, 9, 141-154. {24.3}
- Kubota, M., & Toyoda, E. (2001). Learning strategies employed for learning words written in Kanji versus Kana. *Australian Review of Applied Linguistics*, 24(2), 1-16. {17.1}
- Kucera, H. (1982). The mathematics of language *The American Heritage Dictionary* (2nd ed.). Boston: Houghton Mifflin.
- Kucera, H., & Francis, W. N. (1967). *A computational analysis of present-day American English*. Providence, R.I.: Brown University Press.
- Kuczaj, S. A. (1982). Acquisition of word meaning in the context of the development of the semantic system. In C. J. Brainerd & M. Pressley (Eds.), *Verbal Processes in Children* (pp. 95-123). New York: Springer-Verlag.
- Kudo, Y., & Thagard, D. (1999). Word associations in L2 vocabulary. *University of Hawaii' Working Papers in ESL*, 17(2), 75-105. {4.1}
- Kuhn, M. R., & Stahl, S. A. (1998). Teaching children to learn word meanings from context. *Journal of Literacy Research*, 30(1), 119-138. {18.5}
- Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95(1), 3-21. {25.1}
- Kuiper, K. (2002). Review of R. Moon "Fixed expressions and idioms in English" Oxford University Press 1998. *Australian Journal of Linguistics*, 22(2), 265-272. {5.1}
- Kuiper, K. (2004). Formulaic performance in conventionalised varieties of speech. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Kukulka-Hulme, A. (1988). A computerized interactive vocabulary development system for advanced learners. *System*, 16(2), 163-172. {22.3}
- Kundu, M. (1988). Riddles in the ESL/EFL classroom: teaching vocabulary and structure. *Modern English Teacher*, 15(3), 22-24. {22.2}
- Kuo, Y., & Ho, H.-Y. (2012). Effects of word card strategy versus word list strategy on Taiwanese EFL Junior High School students' vocabulary retention. *Electronic Journal of Foreign Language Teaching*, 9(1), 26-45. {19.1}
- Kurnia, N. S. (2003). *Retention of multiword strings and meaning derivation from L2 reading*. (PhD), Victoria University of Wellington, Wellington.
- Kweon, S. O., & Kim, H. R. (2008). Beyond raw frequency: Incidental vocabulary acquisition in extensive reading. *Reading in a Foreign Language*, 20(2), 191-215. {14.5}
- Labov, W. (1969). The logic of non-standard English. *Georgetown Monographs on Language and Linguistics*, 22, 1-31. {7.2}
- Labov, W. (1973). The boundaries of words and their meanings. In C. N. Bailey & R. W. Shuy (Eds.), *New Ways of Analyzing Variation in English*. Washington: Georgetown University Press.
- Labov, W. (1973). The logic of non-standard English. In N. Keddie (Ed.), *Tinker, Tailor ... The Myth of Cultural Deprivation* (pp. 21-66). Harmondsworth: Penguin Books.
- LaBrozzi, R. M. (2016). The effects of textual enhancement type on L2 form recognition and reading comprehension in Spanish. *Language Teaching Research*, 20(1), 75-91. {14.4}
- Lacey, C., Mahood, J., Trench, J., & Vanderpump, E. (1990). *Increase your vocabulary*. Oxford: Oxford University Press.
- Lado, R. (1956). Patterns of difficulty in vocabulary. *Language Learning*, 6(1&2), 23-41.

- {2.2}
- Lado, R. (1965). Memory span as a factor in second language learning. *IRAL*, 3(2), 123-129. {2.3}
- Lado, R., Baldwin, B., & Lobo, F. (1967). *Massive vocabulary expansion in a foreign language beyond the basic course: the effects of stimuli, timing and order of presentation*. Washington, D.C.: U.S. Department of Health, Education, and Welfare.
- Laine, M., & Salmelin, R. (2010). Neurocognition of new word learning in the native tongue: Lessons from an ancient farming equipment paradigm. *Language Learning*, 60(Supp 2), 25-44. {2.3}
- Lakoff, G., & Johnson, M. (1980). Conceptual metaphor in everyday language. *Journal of Philosophy*, 57(8), 453-486. {3.3}
- Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
- Lameta-Tufuga, E. U. (1994). *Using the Samoan language for academic learning tasks*. (MA), Victoria University of Wellington, Wellington.
- Landau, S. I. (1989). *Dictionaries - The Art And Craft of Lexicography*. New York: The Scribner Press.
- Landauer, T., & Dumais, S. (1997). A solution to Plato's problem: the latent semantic analysis theory of acquisition, induction, and representation of knowledge. *Psychological Review*, 104(2), 211-240. {2.1}
- Landauer, T. K., & Bjork, R. A. (1978). Optimum rehearsal patterns and name learning. In M. M. Gruneberg, P. E. Morris & R. N. Sykes (Eds.), *Practical Aspects of Memory* (pp. 625-632). London: Academic Press.
- Langenbeck, M. (1914). A study of a five-year-old child. *Pedagogical Seminary*, 22, 65-88. {7.1}
- Langham, J. (2003). The effects of ESL-trained content-area teachers: reducing middle-school students to incidental language learners. *Prospect*, 18(1), 14-26. {10.5}
- Lao, C. Y., & Krashen, S. (2000). The impact of popular literature study on literacy development in EFL: more evidence for the power of reading. *System*, 28, 261-270. {14.5}
- Larrick, N. (1954). How many words does a child know? *Education Digest*, 19(6), 42-44. {7.2}
- Larson, D. N., & Smelley, W. A. (1972). Practising vocabulary *Becoming bilingual: a guide to language learning*. Chapter 18: Practical Anthropology, Box 1041.
- Lasito, & Storch, N. (2013). Comparing pair and small group interactions on oral tasks. *RELC Journal*, 44(3), 361-375. {13.2}
- Laudanna, A., Badecker, W., & Caramazza, A. (1989). Priming homographic stems. *Journal of Memory and Language*, 28, 531-546. {6.1}
- Laufer, B. (1981). A problem in vocabulary learning - synophones. *ELT Journal*, 35(3), 294-300. {2.1}
- Laufer, B. (1985). *Vocabulary acquisition in a second language: the hypothesis of 'synforms' (similar lexical forms)*. (PhD), University of Edinburgh, Edinburgh.
- Laufer, B. (1986). Possible changes in attitude towards vocabulary acquisition research. *IRAL*, 24(1), 69-75. {1.3}

- Laufer, B. (1987). A case for vocabulary in EAP reading comprehension materials. In A. M. C. e. al (Ed.), *Beads or Bracelet? How do we approach ESP?* (pp. 284-291). Oxford: Oxford University Press.
- Laufer, B. (1987). Teaching vocabulary: the lexical perspective of reading comprehension. *English Teachers' Journal (Israel)*, 35, 58-67. {14.2}
- Laufer, B. (1988). The concept of 'synforms' (similar lexical forms) in vocabulary acquisition. *Language and Education*, 2(2), 113-132. {2.2}
- Laufer, B. (1989a). A factor of difficulty in vocabulary learning: deceptive transparency. *AILA Review*, 6, 10-20. {2.2}
- Laufer, B. (1989b). What percentage of text-lexis is essential for comprehension? In C. Lauren & M. Nordman (Eds.), *Special Language: From Humans Thinking to Thinking Machines* (pp. 126-132). Clevedon: Multilingual Matters.
- Laufer, B. (1990). Ease and difficulty in vocabulary learning: some teaching implications. *Foreign Language Annals*, 23(2), 147-155. {2.2}
- Laufer, B. (1990). 'Sequence' and 'Order' in the development of L2 lexis: some evidence from lexical confusions. *Applied Linguistics*, 11(3), 281-296. {2.2}
- Laufer, B. (1990). Why are some words more difficult than others? - Some intralexical factors that affect the learning of words. *IRAL*, 28, 293-307. {2.2}
- Laufer, B. (1990). Words you know: how they affect the words you learn. In J. Fisiak (Ed.), *Further Insights into Contrastive Linguistics* (pp. 573-593). Amsterdam: John Benjamins.
- Laufer, B. (1991). The development of L2 lexis in the expression of the advanced language learner. *Modern Language Journal*, 75(4), 440-448. {15.1}
- Laufer, B. (1991). Knowing a word: what is so difficult about it? *English Teachers' Journal (Israel)*, 42, 82-88. {2.2}
- Laufer, B. (1991). Some properties of the foreign language learner's lexicon as evidenced by lexical confusions. *IRAL*, 29, 317-330. {2.2}
- Laufer, B. (1992a). Corpus-based versus lexicographer examples in comprehension and production of new words. *EURALEX '92 - Proceedings*, 71-76. {21.2}
- Laufer, B. (1992b). Native language effect on confusion of similar lexical forms. In M. M. a. C. M. (eds) (Ed.), *New Directions in Contrastive Linguistics. Vol. 2* (pp. 199-209). Innsbruck: Innsbrucker Beitrage zur Kulturwissenschaft.
- Laufer, B. (1992c). They think they know them, but they don't. *English - A World Language*, 2(1), 79-85. {2.1}
- Laufer, B. (1992d). How much lexis is necessary for reading comprehension? In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 126-132). London: Macmillan.
- Laufer, B. (1992e). Reading in a foreign language: how does L2 lexical knowledge interact with the reader's general academic ability? *Journal of Research in Reading*, 15(2), 95-103. {14.1}
- Laufer, B. (1993). The effect of dictionary definitions and examples on the use and comprehension of new L2 words. *Cahiers de Lexicologie*, 63, 131-142. {21.2}
- Laufer, B. (1994). The lexical profile of second language writing: does it change over time? *RELC Journal*, 25(2), 21-33. {15.1}
- Laufer, B. (1995). Beyond 2000: a measure of productive lexicon in a second language. In L. Eubank, L. Selinker & M. Sharwood-Smith (Eds.), *The Current State of*

- Interlanguage* (pp. 265-272). Amsterdam: John Benjamins.
- Laufer, B. (1996). The lexical threshold of second language reading comprehension: what it is and how it relates to L1 reading ability. In K. Sajavaara & C. Fairweather (Eds.), *Approaches to Second Language Acquisition* (pp. 55-62). Jyväskylä: University of Jyväskylä.
- Laufer, B. (1997). The lexical plight in second language reading: words you don't know, words you think you know and words you can't guess. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 20-34). Cambridge: Cambridge University Press.
- Laufer, B. (1997). What's in a word that makes it hard or easy? Intralexical factors affecting the difficulty of vocabulary acquisition. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 140-155). Cambridge: Cambridge University Press.
- Laufer, B. (1998). The development of passive and active vocabulary: same or different? *Applied Linguistics*, 19(2), 255-271. {2.4}
- Laufer, B. (1999). Instructed second language vocabulary learning: the hypothesis of involvement. *Keynote address at AILA Congress, Tokyo*. {11.3}
- Laufer, B. (2000). Avoidance of idioms in a second language: the effect of L1-L2 similarity. *Studia Linguistica*, 54(2), 186-196. {2.2}
- Laufer, B. (2001). Reading, word-focused activities and incidental vocabulary acquisition in a second language. *Prospect*, 16(3), 44-54. {14.4}
- Laufer, B. (2003). The influence of L2 on L1 collocational knowledge and L1 lexical diversity in free written expression. In V. Cook (Ed.), *Effects of the Second Language on the First* (pp. 19-31). Clevedon: Multilingual Matters.
- Laufer, B. (2003). Vocabulary acquisition in a second language: Do learners really acquire most vocabulary by reading? Some empirical evidence. *Canadian Modern Language Review*, 59(4), 567-587. {14.4}
- Laufer, B. (2005). Focus on form in second language vocabulary learning *EUROSLA Yearbook 5* (pp. 223-250).
- Laufer, B. (2005). Lexical frequency profiles: From Monte Carlo to the real world. A response to Meara (2005). *Applied Linguistics*, 26(4), 582-588. {15.1}
- Laufer, B. (2006). Comparing focus on form and focus on formS in second-language vocabulary learning. *Canadian Modern Language Review*, 63(1), 149-166. {11.1}
- Laufer, B. (2009). Second language vocabulary acquisition from language input and from form-focused activities. *Language Teaching*, 42(3), 341-354.
- Laufer, B., & Bensoussan, M. (1982). Meaning is in the eye of the beholder. *English Teaching Forum*, 20(2), 10-13. {18.5}
- Laufer, B., Elder, C., Hill, K., & Congdon, P. (2004). Size and strength: do we need both to measure vocabulary knowledge? *Language Testing*, 21(2), 202-226. {24.1}
- Laufer, B., & Eliasson, S. (1993). What causes avoidance in L2 learning? *Studies in Second Language Acquisition*, 15, 35-48. {2.2}
- Laufer, B., & Girsai, N. (2008). The use of native language for improving second language vocabulary: An exploratory study. In A. Stavaus & I. Kupferberg (Eds.), *Studies in Language and Language Education* (pp. 261-275). Jerusalem: The H. U. Mages Press.
- Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and

- computer adaptiveness. *Language Learning*, 54(3), 399-436. {24.4}
- Laufer, B., & Hadar, L. (1997). Assessing the effectiveness of monolingual, bilingual and "bilingualised" dictionaries in the comprehension and production of new words. *Modern Language Journal*, 81(2), 189-196. {21.2}
- Laufer, B., & Hill, M. (2000). What lexical information do L2 learners select in a CALL dictionary and how does it affect word retention? *Language Learning & Technology*, 3(2), 58-76. {21.3}
- Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language: the construct of task-induced involvement. *Applied Linguistics*, 22(1), 1-26. {11.3}
- Laufer, B., & Kimmel, M. (1997). Bilingualised dictionaries: How learners really use them. *System*, 25(3), 361-369. {21.3}
- Laufer, B., Meara, P., & Nation, I. S. P. (2005). Ten best ideas for teaching vocabulary. *The Language Teacher*, 29(7), 3-6. {22.1}
- Laufer, B., & Melamed, L. (1994). Monolingual, bilingual and 'bilingualised' dictionaries: which are more effective, for what and for whom? *EURALEX 1994 Proceedings*, 565-576. {21.2}
- Laufer, B., & Nation, I. S. P. (2011). Vocabulary. In S. M. Gass & A. Mackey (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 163-176). New York: Routledge.
- Laufer, B., & Nation, I. S. P. (2012). Vocabulary. In S. M. Cass & A. Mackey (Eds.), *The Routledge Handbook of Second Language Acquisition* (pp. 163-176). New York: Routledge.
- Laufer, B., & Nation, P. (1995). Vocabulary size and use: lexical richness in L2 written production. *Applied Linguistics*, 16(3), 307-322. {15.1}
- Laufer, B., & Nation, P. (1999). A vocabulary size test of controlled productive ability. *Language Testing*, 16(1), 36-55. {24.4}
- Laufer, B., & Nation, P. (2001). Passive vocabulary size and speed of meaning recognition: are they related? *EUROSLA Yearbook*, 1, 7-28. {2.4}
- Laufer, B., & Osimo, H. (1991). Facilitating long-term retention of vocabulary: the second-hand cloze. *System*, 19(3), 217-224. {22.2}
- Laufer, B., & Paribakht, T. S. (1998). The relationship between passive and active vocabularies: effects of language learning context. *Language Learning*, 48(3), 365-391. {2.4}
- Laufer, B., & Ravenhorst-Kalovski, G. C. (2010). Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension. *Reading in a Foreign Language*, 22(1), 15-30. {14.1}
- Laufer, B., & Rozovski-Roitblat, B. (2011). Incidental vocabulary acquisition: The effects of task type, word occurrence and their combination. *Language Teaching Research*, 15(4), 391-411. {11.1}
- Laufer, B., & Rozovski-Roitblat, B. (2015). Retention of new words: Quantity of encounters, quality of task, and degree of knowledge. *Language Teaching Research*, 19(6), 687-711. {11.3}
- Laufer, B., & Shmueli, K. (1997). Memorizing new words: Does teaching have anything to do with it? *RELC Journal*, 28(1), 89-108. {19.2}
- Laufer, B., & Sim, D. D. (1985a). Taking the easy way out: non-use and misuse of clues in EFL reading. *English Teaching Forum*, 23(2), 7-10, 20. {18.2}

- Laufer, B., & Sim, D. D. (1985b). Measuring and explaining the reading threshold needed for English for academic purposes texts. *Foreign Language Annals*, 18(5), 405-411. {14.1}
- Laufer, B., & Waldman, T. (2011). Verb-noun collocations in second language writing: a corpus analysis of learners' English. *Language Learning*, 61(2), 647-672. {5.2}
- Laufer, B., & Yano, Y. (2001). Understanding unfamiliar words in a text: Do learners understand how much they don't understand? *Reading in a Foreign Language*, 13(2), 549-566. {14.1}
- Laufer-Dvorkin, B. (1991). *Similar Lexical Forms in Interlanguage*. Tübingen: Gunter Narr Verlag Tübingen.
- Lawson, M. J., & Hogben, D. (1996). The vocabulary-learning strategies of foreign-language students. *Language Learning*, 46(1), 101-135. {17.1}
- Lazarton, A. (2004). Gesture and speech in the vocabulary explanations of one ESL teacher: A microanalytic enquiry. *Language Learning*, 54(1), 79-117. {11.1}
- Lazaruk, W. (2007). Linguistic, academic, and cognitive benefits of French immersion. *Canadian Modern Language Review*, 63(5), 605-628. {12.2}
- Ledbury, R. (2007). Vocabulary notebooks: Ways to make them work. *ILI Language Teaching Journal (Iran)*, 3(1), 63-74. {17.1}
- Lee, D., & Swales, J. (2006). A corpus-based EAP course for NNS doctoral students: Moving from available specialised corpora to self-compiled corpora. *English for Specific Purposes*, 25, 56-75. {10.4}
- Lee, D. Y. W. (2001). Defining core vocabulary and tracking its distribution across spoken and written genres: Evidence of a gradient of variation from the British National Corpus. *Journal of English Linguistics*, 29(3), 250-278. {8.1}
- Lee, H. S. (1958). English-Korean cognates. *Language Learning*, 8, 57-72. {6.4}
- Lee, I. (2007). Assessment for learning: Integrating assessment, teaching, and learning in the ESL/EFL writing classroom. *Canadian Modern Language Review*, 64(1), 199-214. {15.3}
- Lee, J. F., & Wolf, D. F. (1997). A quantitative and qualitative analysis of the word-meaning inferencing strategies of L1 and L2 readers. *Spanish Applied Linguistics*, 1, 24-26. {18.2}
- Lee, M., Shin, D., & Chon, Y. (2009). Online corpus consultation in L2 writing for in-service teachers of English. *English Teaching*, 64(2). {15.3}
- Lee, S. H. (2008). Beyond reading and proficiency assessment: The rational cloze procedure as stimulus for integrated reading, writing, and vocabulary instruction and teacher-student interaction. *System*, 36(4), 642-660. {22.2}
- Lee, S. H., & Muncie, J. (2006). From receptive to productive: Improving ESL learners' use of vocabulary in a post-reading composition task. *TESOL Quarterly*, 40(2), 295-320. {15.3}
- Lee, S. Y. (2003). ESL learners' vocabulary use in writing and the effects of explicit vocabulary instruction. *System*, 31, 537-561. {15.3}
- Lee, S. Y. (2007). Revelations from three consecutive studies on extensive reading. *RELC Journal*, 38(2), 150-170. {15.1}
- Lee, W. R. (1965). *Language Teaching Games and Contests*. London: Oxford University Press.
- Lee, W. R. (1989). The treatment of pronunciation in some monolingual general

- dictionaries used by learners of English. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 112-123). Singapore: SEAMEO Regional Language Centre.
- Leech, D. (1994). Problematic ESL content word choice in writing: a proposed foundation of descriptive categories. *Issues in Applied Linguistics*, 5(1), 83-102. {15.2}
- Leech, D. L. (1991). Review of Teaching and Learning Vocabulary by I.S.P. Nation. *Issues in Applied Linguistics*, 2(1), 112-116. {1.4}
- Leech, G., & Fallon, R. (1992). Computer corpora - What do they tell us about culture? *ICAME Journal*, 16, 29-50. {5.1}
- Leech, G., Rayson, P., & Wilson, A. (2001). *Word Frequencies in Written and Spoken English*. Harlow: Longman.
- Leed, R. L., & Nakhimovsky, A. (1979). Lexical functions and language learning. *Slavic and East European Journal*, 23, 104-112. {3.3}
- Leeke, P., & Shaw, P. (2000). Learners' independent records of vocabulary. *System*, 28(2), 271-289. {17.1}
- Leffa, V. (1992). Making foreign language texts comprehensible for beginners: An experiment with an electronic glossary. *System*, 21(1), 63-73. {21.4}
- Lehrer, A. (1964). Semantic cuisine. *Journal of Linguistics*, 5, 39-55. {3.3}
- Lehrer, A. (1972). Cooking vocabularies and the culinary triangle of Levi-Strauss. *Anthropological Linguistics*, 14(5), 155-171. {3.3}
- Leki, I., & Carson, J. G. (1994). Students' perceptions of EAP writing instruction and writing needs across the disciplines. *TESOL Quarterly*, 28(1), 81-101. {15.3}
- LeLoup, J. W., & Ponterio, R. (2005). Vocabulary support for independent online reading. *Language Learning & Technology*, 9(2), 3-7. {22.3}
- Lenders, O. (2008). Electronic glossing - is it worth the effort? *Computer Assisted Language Learning*, 21(5), 457-481. {21.4}
- Lennon, P. (1990). The bases for vocabulary teaching at the advanced level. *ITL: Review of Applied Linguistics*, 87(8), 1-22. {22.1}
- Leow, R. P. (1997). Simplification and second language acquisition. *World Englishes*, 16(2), 291-296. {9.2}
- Lepley, W. M. (1955). The rationale, construction, and preliminary try-out of the synonym vocabulary test. *Journal of Psychology*, 39, 215-225. {24.1}
- Lerea, L., & Laporta, R. (1971). Vocabulary and pronunciation acquisition among bilinguals and monolinguals. *Language and Speech*, 14, 293-300. {2.5}
- Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The effectiveness and ease of implementation of an academic vocabulary intervention for linguistically diverse students in urban middle schools. *Reading Research Quarterly*, 45(2), 196-228. {10.1}
- Leseman, P. P. M. (2000). Bilingual vocabulary development of Turkish preschoolers in the Netherlands. *Journal of Multilingual and Multicultural Development*, 21(2), 93-112. {7.4}
- Lessard, G., & Levison, M. (2001). Lexical creativity in L2 French. *IRAL*, 39(3), 245-257. {6.3}
- Lessard-Clouston, M. (1996). Vocabulary acquisition in an academic discipline: ESL learners and theology. *Paper presented at AILA 1996 in Jyvaskyla, Finland*. {10.1}
- Lessard-Clouston, M. (1999). Academic lectures as lexical environments: analyzing

- specialised vocabulary use. *Paper delivered at Second language Research Forum, University of Minnesota*. {10.3}
- Lessard-Clouston, M., & Chang, T. (2014). Corpora and English language teaching: Pedagogy and practical applications for data-driven learning. *TESL Reporter*, 47(1&2), 1-20. {8.4}
- Leung, C. B. (1992). Effects of word-related variables on vocabulary growth through repeated read-aloud events. In C. K. Kinzer & D. J. Leu (Eds.), *Literacy Research, Theory, and Practice: Views From Many Perspectives, (Forty-first Yearbook of The National Reading Conference)* (pp. 491-498). Chicago: National Reading Conference.
- Leung, C. B., & Pikulski, J. J. (1990). Incidental learning of word meanings by kindergarten and first-grade children through repeated read aloud events. In J. Zutell, S. McCormick, M. Connolly & P. O'Keefe (Eds.), *Literacy Theory and Research: Analyses From Multiple Perspectives. (Thirty-ninth yearbook of the National Reading Conference)* (pp. 231-239). Chicago: National Reading Conference.
- Levelt, W. J. M. (1989). *Speaking: From Intention to Articulation*. Massachusetts: MIT Press.
- Levelt, W. J. M. (1992). Accessing words in speech production: Stages, processes and representations. *Cognition*, 42, 1-22. {2.3}
- Levelt, W. J. M. (1993). The architecture of normal spoken language use. In J. D. G. Blanken, H. Grimm, J.C. Marshall and C-W. Wallesch (eds) (Ed.), *Linguistic Disorders and Pathologies*. Berlin: Walter de Gruyter.
- Levenston, E. A. (1979). Second language acquisition: issues and problems. *Interlanguage Studies Bulletin*, 4(2), 147-160. {1.3}
- Levenston, E. A. (1987). Second language lexical acquisition: issues and problems. *English Teachers Journal (Israel)*, 35, 44-48. {1.3}
- Levenston, E. A. (1990). The acquisition of polysemic words with both literal and metaphorical meaning. *Paper delivered at AILA, Thessalonika*. {3.3}
- Levenston, E. A., & Blum, S. (1976). Aspects of lexical simplification in the speech and writing of advanced adult learners. *5th Colloque de Linguistique Appliquee de Neuchatel*. {15.1}
- Levin, J. R. (1981). The mnemonic '80s: keywords in the classroom. *Educational Psychologist*, 16, 65-82. {20.1}
- Levin, J. R. (1993). Mnemonic strategies and classroom learning: a twenty-year report card. *Elementary School Journal*, 94(2), 235-244. {20.1}
- Levin, J. R., Dretzke, B. J., Pressley, M., & McGivern, J. E. (1985). In search of the keyword method/vocabulary comprehension link. *Contemporary Educational Psychology*, 10, 220-227. {20.2}
- Levin, J. R., Johnson, D. D., Pittelman, S. D., Levin, K. M., Shriberg, L. K., Toms-Bronowsk, i. S., & Hayes, B. L. (1984). A comparison of semantic- and mnemonic-based vocabulary learning strategies. *Reading Psychology*, 5, 1-15. {20.2}
- Levin, J. R., Levin, M. E., Glasman, L. D., & Nordwall, M. B. (1992). Mnemonic vocabulary instruction: additional effectiveness evidence. *Contemporary Educational Psychology*, 17, 156-174. {20.2}

- Levin, J. R., McCormick, C. B., Miller, G. E., Berry, J. K., & Pressley, M. (1982). Mnemonic versus nonmnemonic vocabulary-learning strategies for children. *American Educational Research Journal*, 19(1), 121-136. {20.2}
- Levin, J. R., & Pressley, M. (1983). Understanding mnemonic imagery effects: a dozen obvious outcomes. In M.L.Fleming & D.W.Hutton (Eds.), *Mental Imagery and Learning* (pp. 33-52). N.J.: Educational Technology Pubs.
- Levin, J. R., & Pressley, M. (1985). Mnemonic vocabulary instruction: what's fact, what's fiction? In R.F.Dillon (Ed.), *Individual Differences in Cognition. Vol. 2.* (pp. 145-172). Orlando, Fl.: Academic Press.
- Levin, J. R., Pressley, M., McCormick, C. B., Miller, G. E., & Shriberg, L. K. (1979). Assessing the classroom potential of the keyword method. *Journal of Educational Psychology*, 71(5), 583-594. {20.3}
- Levine, A., & Reves, T. (1990). Does the method of vocabulary presentation make a difference? *TESL Canada Journal*, 8(1), 37-51. {11.1}
- Lewinski, R. J. (1948). Vocabulary and mental measurement: a quantitative investigation and review of research. *Journal of Genetic Psychology*, 72, 247-281. {24.1}
- Lewis, M. (1993). *The Lexical Approach*. Hove: Language Teaching Publications.
- Lewis, M. (1997). *Implementing the Lexical Approach*. Hove: Language Teaching Publications.
- Lewis, M. (1997). Pedagogical implications of the lexical approach. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 255-270). Cambridge: Cambridge University Press.
- Lewis, M. (Ed.). (2000). *Teaching Collocation: Further Developments in the Lexical Approach*. Hove: Language Teaching Publications.
- Leys, M., Fielding, L., Herman, P., & Pearson, P. D. (1983). Does cloze measure intersentence comprehension? A modified replication of Shanahan, Kamil, and Tobin. In J. A. Niles & L. A. Harris (Eds.), *New Enquiries in Reading* (pp. 111-114). Rochester, N.Y.: National Reading Conference.
- L'Homme, M.-C., & Bae, H. S. (2006). A methodology for developing multilingual resources for terminology. {10.4}
- Li, J. (2008). Review of "Focus on Vocabulary" by Paul Nation and Peter Gu. *ELT Journal*, 100-102. {1.4}
- Li, J. (2009). The evolution of vocabulary learnign strategies through a computer-mediated reading environment. *CALICO Journal*, 27(1), 76-108. {21.4}
- Li, J. (2010). Learning vocabulary via computer-assisted scaffolding for text processing. *Computer Assisted Language Learning*, 23(3), 253-275. {21.4}
- Li, M., & Kirby, J. R. (2015). The effects of vocabulary breadth and depth on English reading. *Applied Linguistics*, 36(5), 611-634. {14.2}
- Li, X. (1988). Effects of contextual cues on inferring and remembering meanings. *Applied Linguistics*, 9(4), 402-413. {18.4}
- Li, Y. H., & Qian, D. D. (2010). Profiling the Academic Word List (AWL) in a financial corpus. *System*, 38, 402-411. {10.2}
- Lieberman, E., Michel, J.-B., Jackson, J., Tang, T., & Nowak, M. A. (2007). Quantifying the evolutionary dynamics of language. *Nature*, 449, 713-716. {2.3}
- Lieven, E. V. M. (1997). Variation in a crosslinguistic context. In D. I. Slobin (Ed.), *The Crosslinguistic Study of Language Acquisition Vol. 5* (pp. 199-263). Mahwah, N.J.:

- Lawrence Erlbaum Associates.
- Lightbown, P., & Libben, G. (1984). The recognition and use of cognates by L2 learners. In R. W. Anderson (Ed.), *Second Languages: A Cross-linguistic Perspective* (pp. 393-417). Rowley, Mass.: Newbury House.
- Limper, L. (1932). Student knowledge of some English-French cognates. *French Review*, 6, 37-49. {6.4}
- Lindsay, S., & Gaskell, M. G. (2010). A complementary systems account of word learning in L1 and L2. *Language Learning*, 60(Supp 2), 45-63. {2.3}
- Lindstromberg, S. (1985). Schemata for ordering the teaching and learning of vocabulary. *ELT Journal*, 39(4), 235-243. {3.4}
- Lindstromberg, S. (1987). Vocabulary learning and defining. *Practical English Teaching*, 7(4), 43-44. {3.4}
- Lindstromberg, S. (1991). Get: Not many meanings. *IRAL*, 29(4), 285-301. {3.3}
- Lindstromberg, S., & Boers, F. (2005). From movement to metaphor with manner of movement verbs. *Applied Linguistics*, 26(2), 241-261. {19.1}
- Lindstromberg, S., & Boers, F. (2008a). The mnemonic effect of noticing alliteration in lexical chunks. *Applied Linguistics*, 29(2), 200-222. {5.2}
- Lindstromberg, S., & Boers, F. (2008b). Phonemic repetition and the learning of lexical chunks: The power of assonance. *System*, 36, 423-436. {5.2}
- Lindstromberg, S., & Boers, F. (Eds.). (2009). *Teaching Chunks of Language*. Rum, Austria: Helbling Languages.
- Linnarud, M. (1986). *Lexis in composition*. Lund: Lund Studies in English.
- Linse, C. (2007). Predictable books in the children's EFL classroom. *ELT Journal*, 61(1), 46-54. {14.4}
- Liou, H. C. (2000). The electronic bilingual dictionary as a reading aid to EFL learners: Research findings and implications. *Computer Assisted Language Learning*, 13(4), 467-476. {21.3}
- Litowitz, B. (1976). Learning to make definitions. *Journal of Child Language*, 4, 289-304. {21.5}
- Littlemore, J., & Low, G. (2006). *Figurative Thinking and Foreign Language Learning*: Palgrave Macmillan.
- Liu, D. (2003). The most frequently used spoken American English idioms: A corpus analysis and its implications. *TESOL Quarterly*, 37(4), 671-700. {5.1}
- Liu, D. (2010). Going beyond patterns: Involving cognitive analysis in the learning of collocations. *TESOL Quarterly*, 44(1), 4-30. {5.2}
- Liu, D. (2011). The most frequently used English phrasal verbs in American and British English: A multicorpus examination. *TESOL Quarterly*, 45(4), 661-688. {5.1}
- Liu, D., & Zhong, S. (1999). Acquisition of culturally loaded words in EFL. *Foreign Language Annals*, 32(2), 177-188. {4.1}
- Liu, E. T. K., & Shaw, P. M. (2001). Investigating learner vocabulary: A possible approach to looking at EFL/ESL learners' qualitative knowledge of the word. *IRAL*, 39(3), 171-194. {2.1}
- Liu, N., & Nation, I. S. P. (1985). Factors affecting guessing vocabulary in context. *RELC Journal*, 16(1), 33-42. {18.4}
- Liu, O. L., Bridgeman, B., & Adler, R. M. (2012). Measuring learning outcomes in higher education: Motivation matters. *Educational Researcher*, 41(9), 352-362. {24.5}

- Liu, O. L., Rios, J. A., & Borden, V. (2015). The effects of motivational instruction on college students' performance on low-stakes assessment. *Educational Assessment, 20*(1), 79-94. {24.5}
- Liu, T.-C., & Lin, P.-H. (2011). What comes with technological convenience? Exploring the behaviors and performances and performances of learning with computer-mediated dictionaries. *Computers in Human Behavior, 27*, 373-383. {22.3}
- Liu, Y. T., & Todd, A. G. (2016). Implementation of assisted reading techniques for the incidental acquisition of novel foreign vocabulary. *Language Teaching Research, 20*(1), 53-74. {14.4}
- Ljung, M. (1974). *A frequency dictionary of English morphemes*. Stockholm: AWE/Gebbers.
- Ljung, M. (1990). *A Study of TEFL Vocabulary*. Stockholm: Almqvist & Wiksell.
- Llamzon, T. (1980). Constructing multiple-choice vocabulary tests. *Guidelines, 3*, 118-121. {24.1}
- Lockhart, R. S. (2002). Levels of processing, transfer-appropriate processing and the concept of robust encoding. *Memory, 10*(5/6), 397-403. {2.3}
- Loewen, S., & Ellis, R. (2004). The relationship between English vocabulary knowledge and the academic success of second language university students. *New Zealand Studies in Applied Linguistics, 10*, 1-29. {7.4}
- Logan, J. M., & Balota, D. A. (2008). Expanded vs. equal interval spaced retrieval practice: Exploring different schedules of spacing and retention interval in younger and older adults. *Aging, Neuropsychology, and Cognition, 15*, 257-280. {11.2}
- Lomicka, L. L. (1998). "To gloss or not to gloss": an investigation of reading comprehension online. *Language Learning & Technology, 1*(2), 41-50. {21.4}
- Long, M. (1988). Instructed interlanguage development. In Beebe, L., 115-141. {1.5}
- Long, M., & Ross, S. (1993). Modifications that preserve language and content. In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 29-52). Singapore: SEAMEO-RELC.
- Long, M. H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. *Applied Linguistics, 4*(2), 126-141. {9.2}
- Long, M. H., & Crookes, G. (1992). Three approaches to task-based syllabus design. *TESOL Quarterly, 26*(1), 27-56. {1.5}
- Long, M. N., & Nation, I. S. P. (1980). *Read Thru*. Singapore: Longman.
- Looby, R. (1939). Understandings children derive from their reading. *Elementary English Review, 16*, 58-62. {18.3}
- Lord, R. (1974). Learning vocabulary. *IRAL, 12*(3), 239-247. {3.4}
- Lorenzo-Dus, N., & Meara, P. (2005). Examiner support strategies and test-taker vocabulary. *IRAL, 45*(3), 239-258. {13.2}
- Lorge, I., & Chall, J. (1963). Estimating the size of vocabularies of children and adults: an analysis of methodological issues. *Journal of Experimental Education, 32*(2), 147-157. {7.5}
- Lorge, I., & Thorndike, E. L. (1938). *A Semantic Count of English Words*. New York: Teachers College, Columbia University.
- Loschky, L. (1994). Comprehensible input and second language acquisition: What is the relationship? *Studies in Second Language Acquisition, 16*, 303-324. {13.2}

- Loschky, L., & Bley-Vroman, R. (1993). Grammar and task-based methodology. In S. G. a. G. Crookes (Ed.), *Tasks and Language Learning* (pp. 122-167). Clevedon, Avon: Multilingual Matters.
- Lotherington-Woloszyn, H. (1993). Do simplified texts simplify language comprehension for ESL learners? In M. L. Tickoo (Ed.), *Simplification* (pp. 140-154). Singapore: SEAMEO-RELC.
- Lotto, L., & De Groot, A. (1998). Effects of learning method and word type on acquiring vocabulary in an unfamiliar language. *Language Learning*, 48(1), 31-69. {11.1}
- Loucky, J. P. (1994). Testing and teaching English reading skills of Japanese college students. *KASELE Kiyō*, 22, 29-34. {22.1}
- Loucky, J. P. (1997). Designing and testing vocabulary training methods and materials for Japanese college students studying English as a foreign language. *Annual Review of English Learning and Teaching*, 2, 15-36. {22.1}
- Loucky, J. P. (1998). Suggestions for improving ESL/EFL vocabulary instruction. *Bulletin of Seinan Jogakuin Junior College*, 45, 25-36. {22.1}
- Loucky, J. P. (2002). Improving access to target vocabulary using computerized bilingual dictionaries. *ReCALL*, 14(2), 295-314. {21.3}
- Loucky, J. P. (2005). Combining the benefits of electronic and online dictionaries with CALL websites to produce effective and enjoyable vocabulary and language learning lessons. *Computer Assisted Language Learning*, 18(5), 389-416. {21.3}
- Lovell, G. D. (1941). Interrelations of vocabulary skills: commonest versus multiple meanings. *Journal of Educational Psychology*, 32, 67-72. {3.3}
- Low, G. D. (1988). On teaching metaphor. *Applied Linguistics*, 9(2), 125-147. {4.1}
- Lowenthal, K. (1971). A study of imperfectly acquired vocabulary. *British Journal of Psychology*, 62(2), 225-233. {2.1}
- Lu, M. (2013). Effects of four vocabulary exercises on facilitating learning vocabulary meaning, form, and use. *TESOL Quarterly*, 47(1), 167-176. {22.2}
- Luchtenberg, S. (1998). Proper names as a target of language awareness. *Language Awareness*, 7(1), 22-31. {2.1}
- Lucovich, D. (2014). Test taking and DK use on the Vocabulary Size Test. *Vocabulary Learning and Instruction*, 3(2), 59-77. {24.4}
- Ludwig, J. (1984). Vocabulary acquisition as a function of word characteristics. *Canadian Modern Language Review*, 40(5), 552-562. {2.2}
- Luppescu, S., & Day, R. R. (1993). Reading, dictionaries and vocabulary learning. *Language Learning*, 43(2), 263-287. {21.3}
- Lyman-Hager, M., & Davis, J. N. (1996). The case for computer-mediated reading: Une vie de boy. *French Review*, 69(5), 775-790. {21.4}
- Lynch, T. (2001). Seeing what they meant: transcribing as a route to noticing. *ELT Journal*, 55(2), 124-132. {13.2}
- Lyne, A. (1985). *The vocabulary of French business correspondence*. Geneva: Slatkine.
- Lynn, R. W. (1973). Preparing word lists: a suggested method. *RELC Journal*, 4(1), 25-32. {10.3}
- Lyons, J. (1977). *Semantics*. Cambridge: Cambridge University Press.
- Lyons, J. (1981). *Language, Meaning and Context*. London: Fontana Paperbacks.
- M.L.L. (1973). Michael West. *ELT Journal*, 28(1), 3-5. {1.2}
- Macalister, J. (1999). School Journals and TESOL: an evaluation of the reading difficulty

- of School Journals for second and foreign language learners. *New Zealand Studies in Applied Linguistics*, 5, 61-85. {14.3}
- Macalister, J. (2001). Introducing a New Zealand newspaper corpus. *New Zealand Education Journal*, 15, 35-41. {8.4}
- Macalister, J. (2006). The Maori presence in the New Zealand lexicon, 1850-2000. *English World-Wide*, 27(1), 1-24. {2.1}
- Macalister, J. (2008a). Implementing extensive reading in an EAP programme. *ELT Journal*, 62(3), 248-256. {9.4}
- Macalister, J. (2008b). The effect of a speed reading course in an English as a second language environment. *TESOLANZ Journal*, 16, 23-33. {9.4}
- Macalister, J. (2010a). Investigating teacher attitudes to extensive reading practices in higher education: Why isn't everyone doing it? *RELC Journal*, 41(1), 59-75. {9.3}
- Macalister, J. (2010b). Speed reading courses and their effect on reading authentic texts: A preliminary investigation. *Reading in a Foreign Language*, 22(1), 104-116. {1.5}
- Macalister, J. (2012). Pre-service teacher cognition and vocabulary teaching. *RELC Journal*, 43(1), 99-111. {22.1}
- Macalister, J. (2014). Developing speaking fluency with the 4/3/2 technique: An exploratory study. *The TESOLANZ Journal*, 22, 28-42. {1.5}
- Macalister, J., & Nation, I. S. P. (2011). *Case Studies in Language Curriculum Design*. New York: Routledge.
- Macaulay, R. K. S. (1966). Vocabulary problems for Spanish learners. *ELT Journal*, 20(2), 131-136. {6.4}
- MacFarquhar, P. D., & Richards, J. C. (1983). On dictionaries and definitions. *RELC Journal*, 14(1), 111-124. {21.2}
- MacIntyre, P. D., & Gardner, R. C. (1994). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition*, 16, 1-17. {11.4}
- MacKay, R. (1986). Review of *The Words You Need* by B. Rudzka et al. *ELT Journal*, 40(1), 75-76. {1.4}
- Mackey, W. F. (1965). Language Teaching Analysis. *Longman, London*, 164-190. {1.1}
- Mackey, W. F., & Savard, J. (1967). The indices of coverage. *IRAL*, 5(2-3), 71-121. {8.1}
- MacLennan, C. H. G. (1994). Metaphors and prototypes in the learning teaching of grammar and vocabulary. *IRAL*, 32(2), 97-110. {3.3}
- MacWhinney, B. (2007). The TalkBank Project. In J. C. Beal, K. P. Corrigan & H. L. Moisi (Eds.), *Creating and Digitizing Language Corpora: Synchronic Databases, Vol. 1*. Houndmills: Palgrave-Macmillan.
- Madden, J. F. (1980). Developing pupils' vocabulary-learning skills. *Guidelines*, 3, 111-117. {22.1}
- Maeda, J. (1998). An examination of the vocabulary load in three reading textbooks. *The Journal of Tokyo International University*, 19, 119-129. {10.2}
- Mager, N. H., & Mager, S. K. (1982). *The Morrow Book of New Words*. New York: Wm. Morrow & Co.
- Magni, J. A. (1919). Vocabularies. *Pedagogical Seminary*, 26(3), 209-233. {7.3}
- Magnusson, J. A., & Graham, C. R. (2011). The effect of explicit instruction versus exposure only on ESL learners' ability to recognize, use and recall phrasal verbs. *Applied Language Learning*, 21(1&2), 31-56. {19.1}

- Magoto, J. (1986). CALL, task-based learning, and vocabulary learned in context: a pilot study. *Ohio University Working Papers in Linguistics and Language Teaching*, 8, 63-81. {22.3}
- Mahmoud, M. M., & Latif, A. (2012). What do we mean by writing fluency and how can it be validly measured? *Applied Linguistics*, 34(1), 99-105. {1.5}
- Maiguashca, R. U. (1984). Semantic fields: towards a methodology for teaching vocabulary in the second-language classroom. *Canadian Modern Language Review*, 40(2), 274-297. {3.4}
- Makarchuk, D. (2006). Vocabulary notebooks: Attitudes and acquisition in an EFL context. *English Teaching*, 61(2), 93-113. {19.1}
- Makarchuk, D. (2007). Word cards and the development of productive recall knowledge in an EFL context. *Korean Journal of Applied Linguistics*, 23(2), 1-26. {19.1}
- Malabonga, V., Kenyon, D. M., Carlo, M., August, D., & Louguit, M. (2008). Development of a cognate awareness measure for Spanish-speaking English language learners. *Language Testing*, 25(4), 495-519. {6.4}
- Malt, B., & Eiter, B. (2004). Even with a green card, you can be put out to pasture and still have to work: non-native intuitions of the transparency of common English idioms. *Memory and Cognition*, 32(6), 896-904. {5.1}
- Malvern, D., & Richards, B. (1997). A new measure of lexical diversity. In A. Ryan & A. Wray (Eds.), *Evolving Models of Language* (pp. 58-71). Clevedon: Multilingual Matters.
- Malvern, D., & Richards, B. (2002). Investigating accommodation in language proficiency interviews using a new measure of lexical diversity. *Language Testing*, 19(1), 85-104. {15.1}
- Mancilla-Martinez, J. (2010). Word meanings matter: Cultivating English vocabulary knowledge in fifth-grade Spanish-speaking language minority learners. *TESOL Quarterly*, 44(4), 669-699. {15.3}
- Mancilla-Martinez, J., Pan, B. A., & Vagh, S. B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics*, 32(2), 333-357. {7.1}
- Mangen, A., Anda, L. G., Oxborough, G. H., & Brønnick, K. (2015). Handwriting versus keyboard writing: Effect on word recall. *Journal of Writing Research*, 7(2), 227-247. {11.1}
- Mangubhai, F. (1991). Encoding and retrieving vocabulary items: some evidence from think-aloud data. *Paper presented at the 16th annual ALAA congress at James Cook University, Townsville, October 1991*. {3.2}
- Mangubhai, F. (2001). Book floods and comprehensible input floods: providing ideal conditions for second language acquisition. *International Journal of Educational Research*, 35, 147-156. {14.5}
- Manning, C. D., & Lescaux, N. K. (2011). The gap between Spanish-speakers' word reading and word knowledge: A longitudinal study. *Child Development*, 85(5), 1544-1560. {7.2}
- Manning, C. D., & Schuetze, H. (1999). *Foundations of Statistical Natural Language Processing*. Cambridge, MA: MIT Press.
- Manzo, A. V. (1970). CAT - a game for extending vocabulary and knowledge of allusions. *Journal of Reading*, 13, 367-369. {22.2}

- Manzo, A. V., & Sherk, J. K. (1972). Some generalizations and strategies for guiding vocabulary learning. *Journal of Reading Behavior*, 4(1), 78-89. {18.1}
- Marckwardt, A. H. (1964). The New Webster-Dictionary: a critical appraisal. In H. B. Allen (Ed.), *Applied English Linguistics*. New York: Appleton Century Crofts.
- Marckwardt, A. H. (1973). The dictionary as an English teaching resource. *TESOL Quarterly*, 7(4), 369-379. {21.3}
- Marco, M. J. L. (1998). Procedural vocabulary as a device to organise meaning and discourse. *Australian Review of Applied Linguistics*, 21(1), 57-70. {16.1}
- Marco, M. J. L. (1999). Procedural vocabulary: lexical signalling of conceptual relations in discourse. *Applied Linguistics*, 20(1), 1-21. {16.1}
- Marco, M. J. L. (2000). Collocational frameworks in medical research papers: a genre-based study. *English for Specific Purposes*, 19(1), 63-86. {5.1}
- Markman, E. M., & Seibert, J. (1976). Classes and collections: Internal organization and resulting holistic properties. *Cognitive Psychology*, 8, 561-577. {3.2}
- Marks, C. B., Doctorow, M. J., & Wittrock, M. C. (1974). Word frequency and reading comprehension. *Journal of Educational Research*, 67, 259-262. {9.2}
- Markson, L., & Bloom, P. (1997). Evidence against a dedicated system for word learning in children. *Nature*, 385, 813-815. {11.1}
- Marriott, R., & Torres, P. (2009). *E-Learning Methodologies for Language Acquisition*. Hershey, New York: Information Science Reference.
- Marshall, S., & Gilmour, M. (1993). Lexical knowledge and reading comprehension in Papua New Guinea. *English for Specific Purposes*, 12(1), 69-81. {7.4}
- Marslen-Wilson, W., Tyler, L., Waksler, R., & Older, L. (1994). Morphology and meaning in the English mental lexicon. *Psychological Review*, 101(1), 3-33. {6.1}
- Martin, A. V. (1976). Teaching academic vocabulary to foreign graduate students. *TESOL Quarterly*, 10(1), 91-97. {10.1}
- Martin, I. (1990). Vocabulary acquisition in a content-based approach. *Guidelines*, 12(2), 1-11. {22.1}
- Martin, M. (1984). Advanced vocabulary teaching: the problem of synonyms. *Modern Language Journal*, 68(2), 130-136. {3.4}
- Martin, M., Martin, S., & Wang, Y. (2002). The vocabulary self-collection strategy in the ESL classroom. *TESOL Journal*, 11(2), 34-35. {17.1}
- Martinez, I. A., Beck, S. C., & Panza, C. B. (2009). Academic vocabulary in agriculture research articles: A corpus-based study. *English for Specific Purposes*, 28, 183-198. {10.2}
- Martinez, R. (2013). A framework for the inclusion of multi-word expressions in ELT. *ELT Journal*, 67(2), 184-198. {5.1}
- Martinez, R., Adolphs, S., & Carter, R. (2013). Listening for needles in haystacks: how lecturers introduce key terms. *ELT Journal*, 67(3). {10.2}
- Martinez, R., & Murphy, V. A. (2011). Effect of frequency and idiomaticity on second language reading comprehension. *TESOL Quarterly*, 45(2), 267-290. {5.2}
- Martinez, R., & Schmitt, N. (2012). A phrasal expressions list. *Applied Linguistics*, 33(3), 299-320. {5.1}
- Marton, W. (1977). Foreign vocabulary learning as problem no.1 of language teaching at the advanced level. *Interlanguage Studies Bulletin*, 2(1), 33-57. {1.3}
- Marulis, L. M., & Neuman, S. B. (2010). The effects of vocabulary intervention on young

- children's word learning: A meta-analysis. *Review of Educational Research*, 80(3), 300-335. {7.2}
- Marzano, R. J. (2004). The developing vision of vocabulary instruction. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 100-117). New York: Guilford Press.
- Mason, B., & Krashen, S. (1997). Extensive reading in English as a foreign language. *System*, 25(1), 91-102. {14.5}
- Mason, B., & Krashen, S. (2004). Is form-focused vocabulary instruction worthwhile? *RELC Journal*, 35(2), 179-185. {14.5}
- Mason, C. (1982). How much do they know? Assessing ESL vocabulary range. *Unpublished paper*. {7.4}
- Mason, J. M., Kniseley, E., & Kendall, J. (1979). Effects of polysemous words on sentence comprehension. *Reading Research Quarterly*, 15(1), 49-65. {3.3}
- Mastropieri, M. A. (1988). Using the keyword method. *Teaching Exceptional Children*, 20, 4-8. {20.1}
- Mastropieri, M. A., Scruggs, T. E., & Levin, J. R. (1985). Maximizing what exceptional children can learn: A review of research on the keyword method and related mnemonic techniques. *Remedial and Special Education*, 6, 39-45. {20.1}
- Mateer, F. (1908). The vocabulary of a four year old boy. *Pedagogical Seminary*, 15, 63-74. {7.1}
- Matsuoka, W., & Hirsh, D. (2010). Vocabulary learning through reading: Does an ELT course book provide good opportunities? *Reading in a Foreign Language*, 22(1), 56-70. {23.1}
- Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 8(83). {22.2}
- McAlpine, J., & Myles, J. (2003). Capturing phraseology in an online dictionary for advanced users of English as a second language: a response to user needs. *System*, 31, 71-83. {5.2}
- McArthur, T. (1981). *Longman Lexicon of Contemporary English*. London: Longman.
- McArthur, T. (1989). The background and nature of ELT learners' dictionaries. In M. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art. RELC Anthology Series No. 23* (pp. 52-64). Singapore: SEAMEO RELC.
- McArthur, T. (1998). *Living Words: Language, Lexicography and the Knowledge Revolution*. Exeter: University of Exeter Press.
- McCafferty, S. G., Roebuck, R. F., & Wayland, R. P. (2001). Activity theory and the incidental learning of second -language vocabulary. *Language Awareness*, 10(4), 289-294. {11.3}
- McCandliss, B. D., Posner, M. I., & Givon, T. (1997). Brain plasticity in learning visual words. *Cognitive Psychology*, 33, 88-110. {2.3}
- McCarthy, D. (1954). Language development in children. In L. Carmichael (Ed.), *Manual of Child Psychology* (2nd ed.). New York: Wiley.
- McCarthy, M. (1984). A new look at vocabulary in EFL. *Applied Linguistics*, 5(1), 12-22. {22.1}
- McCarthy, M. (1988). Some vocabulary patterns in conversation. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 181-200). London: Longman.
- McCarthy, M. (1990). Minding your words: two important areas of vocabulary learning.

- English Studies (British Council)*, 5, 6-7. {2.1}
- McCarthy, M. (1990). *Vocabulary*. Oxford: Oxford University Press.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: Cambridge University Press.
- McCarthy, M. (1992). English idioms in use. *Revista Canaria de Estudios Ingleses*, 25, 55-65. {16.1}
- McCarthy, M. (1992). Interactive lexis: prominence and paradigms. In M. C. (ed) (Ed.), *Advances in Spoken Discourse* (pp. 197-208). London: Routledge.
- McCarthy, M. (1995). Vocabulary and the literature lesson. *The Language Teacher*, 19(2), 19-22. {22.1}
- McCarthy, M. (2003). Talking back: small interactional response tokens in everyday conversation. *Research on Language in Social Interaction*, 36(1), 33-63. {13.1}
- McCarthy, M., & Carter, R. (1994). *Language as discourse*. London: Longman.
- McCarthy, M., & Carter, R. (1997). Written and spoken vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 20-39). Cambridge: Cambridge University Press.
- McCarthy, M., & Carter, R. (2001). Size isn't everything: spoken English, corpus and the classroom. *TESOL Quarterly*, 35(2), 337-340. {8.4}
- McCarthy, M., & Carter, R. (2003). What constitutes a basic spoken vocabulary? *Research Notes: Cambridge University Press* (www.CambridgeESOL.org/researchnotes/), August, 5-7. {13.1}
- McCarthy, M., & O'Dell, F. (1994). *English Vocabulary in Use*. Cambridge: Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2002). *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press.
- McCarthy, M., & O'Dell, F. (2005). *English Collocations in Use*. Cambridge: Cambridge University Press.
- McCarthy, P. M., & Jarvis, S. (2007). vocd: A theoretical and empirical evaluation. *Language Testing*, 24(4), 459-488. {15.1}
- McCarthy, P. M., & Jarvis, S. (2010). MTL-D, vocd-D, and HD-D: A validation study of sophisticated approaches to lexical diversity assessment. *Behavior Research Methods*, 42(2), 381-392. {15.1}
- McClelland, J. L., McNaughton, B. L., & O'Reilly, R. C. (1995). Why are there complementary learning-systems in the hippocampus and neocortex? *Psychological Review*, 102, 419-457. {2.3}
- McComish, J. (1990). The word spider: a technique for academic vocabulary learning in curriculum areas. *Guidelines*, 12(1), 26-36. {22.2}
- McCormack, P. D., & Colletta, S. P. (1975). Recognition memory for items from unilingual and bilingual lists. *Bulletin of the Psychonomic Society*, 6(2), 149-151. {3.2}
- McCrostie, J. (2007). Examining learner vocabulary notebooks. *ELT Journal*, 61(3), 246-255. {22.2}
- McCrostie, J. (2007). Investigating the accuracy of teachers' word frequency intuitions. *RELC Journal*, 38(1), 53-66. {8.1}
- McCullough, C. M. (1943). Learning to use context clues. *Elementary English Review*, 20, 140-143. {18.1}
- McCullough, C. M. (1945). The recognition of context clues in reading. *Elementary*

- English Review*, 22(1), 1-5. {18.1}
- McCullough, C. M. (1958). Context aids in reading. *Reading Teacher*, 11(4), 225-229. {18.1}
- McCutchen, D., Logan, B., & Biangardi-Orpe, U. (2009). Making meaning: Children's sensitivity to morphological information during word reading. *Reading Research Quarterly*, 44(4), 360-376. {6.1}
- McCutcheon, D., Covill, A., Hoyne, S., & Mildes, K. (1994). Individual differences in writing: Implications of translating fluency. *Journal of Educational Psychology*, 86(2), 256-266. {1.5}
- McDaniel, M. A., Einstein, G.O., Dunay, P. K., & Cobb, R. E. (1986). Encoding difficulty and memory: toward a unifying theory. *Journal of Memory and Language*, 25, 645-656. {11.3}
- McDaniel, M. A., Friedman, A., & Bourne, L. E., Jr. (1978). Remembering the levels of information in words. *Memory and Cognition*, 6, 156-164. {11.1}
- McDaniel, M. A., & Masson, M. E. (1977). Long term retention: When incidental semantic processing fails. *Journal of Experimental Psychology: Human Learning and Memory*, 3, 270-281. {20.2}
- McDaniel, M. A., & Pressley, M. (1984). Putting the keyword method in context. *Journal of Educational Psychology*, 76, 598-609. {20.2}
- McDaniel, M. A., & Pressley, M. (1989). Keyword and context instruction of new vocabulary meanings: effects on text comprehension and memory. *Journal of Educational Psychology*, 81(2), 204-213. {20.2}
- McDaniel, M. A., Pressley, M., & Dunay, P. K. (1987). Long-term retention of vocabulary after keyword and context learning. *Journal of Educational Psychology*, 79(1), 87-89. {20.2}
- McDonald, K., & Asaba, M. (2015). "I Don't Know" use and guessing on the bilingual Japanese Vocabulary Size Test: A preliminary report. *Vocabulary Learning and Instruction*, 4(1), 16-25. {24.4}
- McDonald, K. (2015). The potential impact of guessing on monolingual and bilingual versions of the Vocabulary Size Test. *Osaka JALT Journal*, 2, 44-61. {24.4}
- McDonough, K., & Sunitham, W. (2009). Collaborative dialogue between Thai EFL learners during self-access computer activities. *TESOL Quarterly*, 43(2), 231-254. {13.2}
- McDonough, K., & Trofimovich, P. (2009). *Using priming methods in second language research*. New York: Routledge.
- McDonough, S. H. (1999). Learner strategies. *Language Teaching*, 32(1), 1-18. {17.1}
- McGee, I. (2008). Word frequency estimates revisited - a response to Alderson. *Applied Linguistics*, 29(3), 509-514. {8.1}
- McGee, I. (2012). Should we teach semantic prosody awareness? *RELC Journal*, 43(2), 169-186. {5.2}
- McGivern, J. E., & Levin, J. R. (1983). The keyword method and children's vocabulary learning: an interaction with vocabulary knowledge. *Contemporary Educational Psychology*, 8, 46-54. {20.2}
- McKay, J. M. (1975). Review of The Oxford Advanced Learners Dictionary. *TESOL Quarterly*, 9(1), 77-79. {21.1}

- McKay, S. (1980). Teaching the syntactic, semantic and pragmatic dimensions of verbs. *TESOL Quarterly*, 14(1), 17-26. {5.2}
- McKay, S. (1982). *Verbs for a Specific Purpose*. Englewood Cliffs: Prentice Hall Inc.
- McKay, S. L. (1980). Developing vocabulary materials with a computer corpus. *RELC Journal*, 11(2), 77-87. {22.2}
- McKenzie, M. (1990). Letting lexis come from the learner: a word in the hand is worth two in the bush. *English Teaching Forum*, 28(1), 13-16. {22.2}
- McKeown, M., & Beck, I. (2004). Direct and rich vocabulary instruction. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 13-27). New York: Guilford Press.
- McKeown, M. G. (1985). The acquisition of word meaning from context by children of high and low ability. *Reading Research Quarterly*, 20(4), 482-496. {18.3}
- McKeown, M. G. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly*, 28(1), 17-31. {21.5}
- McKeown, M. G., Beck, I. L., Omanson, R. C., & Perfetti, C. (1983). The effects of long-term vocabulary instruction on reading comprehension: a replication. *Journal of Reading Behavior*, 15(1), 3-18. {14.2}
- McKeown, M. G., Beck, I. L., Omanson, R. G., & Pople, M. T. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly*, 20(5), 522-535. {11.1}
- McKeown, M. G., & Curtis, M. E. (Eds.). (1987). *The Nature of Vocabulary Acquisition*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- McLaughlin, B. (1990). Restructuring. *Applied Linguistics*, 11(2), 113-128. {1.5}
- McLaughlin, J., Osterhout, L., & Kim, A. (2004). Neural correlates of second language word learning: Minimal instruction produces rapid change. *Nature Neuroscience*, 7(7), 703-704. {3.2}
- McLean, S. (2015). An empirical examination of the effect of guessing on vocabulary size test scores. *Vocabulary Learning and Instruction*, 4(1), 26-35. {24.4}
- McLean, S., Hogg, N., & Kramer, B. (2014). Estimations of Japanese university learners' English vocabulary sizes using the vocabulary size test. *Vocabulary Learning and Instruction*, 3(2), 47-55. {7.4}
- McLean, S., Hogg, N., & Rush, T. (2014). Vocabulary size of Japanese university students: Preliminary results from JALT sponsored research. *The Language Teacher*, 38(3), 34-37. {7.4}
- McLean, S., Hogg, N., & Rush, T. W. (2013). Vocabulary learning through an online computerized flashcard site. *JALT CALL Journal*, 9(1), 79-98. {19.1}
- McLean, S., & Kramer, B. (2015). The creation of a new Vocabulary Levels Test. *Shiken*, 19(2), 1-11. {24.4}
- McLean, S., Kramer, B., & Beglar, D. (2015). The creation and validation of a listening vocabulary levels test *Language Teaching Research*, 19(6), 741-760. {24.4}
- McMurray, B. (2007). Defusing the childhood vocabulary explosion. *Science*, 317, 631. {7.2}
- McNeal, L. D. (1973). Recall and recognition of vocabulary word learning in college students using mnemonic and repetitive methods. *Dissertation Abstracts International*, 33(7), 3394-A. {20.1}
- McNeill, A. (1990). Second language vocabulary: problems caused by the formal

- representation of words. *Perspectives*, 2, 104-122. {2.5}
- McNeill, A. (1994). Some characteristics of native and non-native speaker teachers of English. In N. Bird, P. Falvey, A. B. M. Tsui, D. M. Allison & A. McNeill (Eds.), *Language and Learning*. Hong Kong: Education Department.
- McNeill, A. (1996). Vocabulary knowledge profiles: evidence from Chinese-speaking teachers. *Hong Kong Journal of Applied Linguistics*, 1, 39-63. {7.4}
- McQuillan, J., & Krashen, S. (2008). Commentary: Can free reading take you all the way? A response to Cobb (2007). *Language Learning & Technology*, 12(1), 104-108. {14.1}
- McWilliam, N. (1998). *What's in a Word? Vocabulary Development in Multilingual Classrooms*. Stoke on Trent: Trentham Books.
- Meara, P. (1978). Learners' word associations in French. *Interlanguage Studies Bulletin*, 3(2), 192-211. {4.1}
- Meara, P. (1980). Vocabulary acquisition: a neglected aspect of language learning. *Language Teaching and Linguistics: Abstracts*, 13(4), 221-246. {1.3}
- Meara, P. (1983). Word associations in a second language. *Nottingham Linguistics Circular*, 11, 28-38. {4.1}
- Meara, P. (1984). Review of Teaching Vocabulary by M. Wallace. *System*, 12(1), 185-186. {1.4}
- Meara, P. (1984). The study of lexis in interlanguage
In A. Davies, C. Criper & A. P. R. Howatt (Eds.), *Interlanguage*. Edinburgh: Edinburgh University Press.
- Meara, P. (1985). Lexical skills and CALL. In C. Brumfit, M. Phillips & P. Skehan (Eds.), *Computers in English Language Teaching* (pp. 83-89). Oxford: Pergamon Press.
- Meara, P. (1986). The digame project. In V. J. Cook (Ed.), *Experimental Approaches to Second Language Learning* (pp. 101-110). Oxford: Pergamon.
- Meara, P. (1987). *Vocabulary in a second language, Vol. 2 Specialised Bibliography 4*. London: CILT.
- Meara, P. (1988). Imaging a powerful aid. *EL Gazette*, August. {20.1}
- Meara, P. (1988). Learning words in an L1 and an L2. *Polyglot*, 9(Fiche 3), 1-20. {2.3}
- Meara, P. (Ed.). (1989). *Beyond Words*. London: BAAL/CILT.
- Meara, P. (1989). Models of the lexicon in English and other funny languages. *Lexicon en Taalverwerving*, 34(2), 7-12. {2.3}
- Meara, P. (1989). Word power and how to assess it. *SELF*, 1, 20-24. {24.2}
- Meara, P. (1990a). A note on passive vocabulary. *Second Language Research*, 6(2), 150-154. {2.4}
- Meara, P. (1990b). Some notes on the Eurocentres vocabulary tests. *AFinLA Yearbook 1990*, 48, 103-113. {24.4}
- Meara, P. (1990c). The shape of things to come? *English Studies (British Council)*, 5, 15-16. {1.3}
- Meara, P. (1991). Scoring a YES/NO vocabulary test. *Unpublished paper*. {24.4}
- Meara, P. (1992). *BBC English Core Curriculum* (Vol. Unpublished report).
- Meara, P. (1992). Network structures and vocabulary acquisition in a foreign language. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 62-70). London: Macmillan.
- Meara, P. (1992). Vocabulary in a second language: Volume 3 1986-1990. *Reading in a*

- Foreign Language*, 9(1), 761-837. {1.2}
- Meara, P. (1992). Vocabulary tests for Dutch as a foreign language. *Unpublished paper*. {24.4}
- Meara, P. (1993). The bilingual lexicon and the teaching of vocabulary. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 279-297). Amsterdam/Philadelphia: John Benjamins.
- Meara, P. (1993). Review of Lexical Inferencing Procedures by K. Haastrup. *System*, 21(2), 272-274. {1.4}
- Meara, P. (1993). Tintin and the world service: a look at lexical environments. *IATEFL 1993 Annual Conference Report*, 32-37. {14.1}
- Meara, P. (1994). Review of Teaching and Learning Vocabulary by I.S.P. Nation. *Canadian Modern Language Review*, 50(4), 755-758. {1.4}
- Meara, P. (1995). The importance of an early emphasis on L2 vocabulary. *The Language Teacher*, 19(2), 8-10. {23.1}
- Meara, P. (1995). Single-subject studies of lexical acquisition. *Second Language Research*, 11(2), i-iii. {7.4}
- Meara, P. (1997). Towards a new approach to modelling vocabulary acquisition. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 109-121). Cambridge: Cambridge University Press.
- Meara, P. (1999). Self-organisation in bilingual lexicons. In P. Broeder & J. Murre (Eds.), *Language in Thought and Development* (pp. 127-144). Tübingen: Gunter Narr Verlag.
- Meara, P. (1999). Simulating recovery from bilingual aphasia. *International Journal of Bilingualism*, 3(1), 45-54. {2.3}
- Meara, P. (2001). The mathematics of vocabularies. In M. Gill, A. Johnson, L. Koski, R. Sell & B. Warvik (Eds.), *Language, Learning, and Literature: Studies presented to Hakan Ringbom* (pp. 151-165). Abo: Abo Akademi University.
- Meara, P. (2001). Modelling attrition in vocabularies. In A. Hauksdottir, B. Arnbjornsdottir, M. Gartharsdottir & S. Thorvaldsdottir (Eds.), *Forskning i Nordiske sprog som andet-og fremmedsprog* (pp. 153-175). Reykjavik: Haskolautgafan.
- Meara, P. (2002). The rediscovery of vocabulary. *Second Language Research*, 18(4), 393-407. {1.4}
- Meara, P. (2004). Modelling vocabulary loss. *Applied Linguistics*, 25(2), 137-155. {2.3}
- Meara, P. (2005). Lexical frequency profiles: a Monte Carlo analysis. *Applied Linguistics*, 26(1), 32-47. {15.1}
- Meara, P. (2006). Emergent properties of multilingual lexicons. *Applied Linguistics*, 27(4), 620-644. {2.3}
- Meara, P. (2012). The bibliometrics of vocabulary acquisition: An exploratory study. *RELC Journal*, 43(1), 7-22. {1.3}
- Meara, P. (2014). Life before Nation: Bibliometrics and L2 vocabulary studies in 1982. In M. G. Gonzalez, F. J. R. Ibanez, F. G. Garcia & A. Downing (Eds.), *The Functional Perspective on Language and Discourse. Applications and Implications* (pp. 111-129). Amsterdam: John Benjamins.
- Meara, P. (2014). Vocabulary Research in the Modern Language Journal: A bibliometric analysis *Vocabulary Learning and Instruction*. {1.3}
- Meara, P., & Alcoy, J. C. O. (2010). Words as species: An alternative approach to

- estimating productive vocabulary size. *Reading in a Foreign Language*, 22(1), 222-236. {2.3}
- Meara, P., & Bell, H. (2001). P_Lex: a simple and effective way of describing the lexical characteristics of short texts. *Prospect*, 16(3), 5-19. {15.1}
- Meara, P., & Buxton, B. (1987). An alternative to multiple choice vocabulary tests. *Language Testing*, 4(2), 142-151. {24.4}
- Meara, P., Coltheart, M., & Masterson, J. (1985). Hidden reading problems in ESL learners. *TESL Canada Journal/Revue TESL du Canada*, 3(1), 29-36. {2.5}
- Meara, P., & Fitzpatrick, T. (2000). An improved method of assessing productive vocabulary in L2. *System*, 28, 19-30. {15.1}
- Meara, P., & Fitzpatrick, T. (2000). Lex30: An improved method of assessing productive vocabulary in an L2. *System*, 28(1), 19-30. {24.4}
- Meara, P., & Ham, N. (2001). Getting the balance right. *Longman Language Review*, 2, 14-16. {21.1}
- Meara, P., Jacobs, G., & Rodgers, C. (2002). Lexical signatures in foreign language free-form texts. *ITL Review of Applied Linguistics*, 135-136, 85-96. {15.1}
- Meara, P., & Jones, G. (1987). Tests of vocabulary size in English as a foreign language. *Polyglot*, 8(Fiche 1). {24.4}
- Meara, P., & Jones, G. (1988). Vocabulary size as a placement indicator. In P. Grunwell (Ed.), *Applied Linguistics in Society* (pp. 80-87). London: CILT.
- Meara, P., & Jones, G. (1990). *Eurocentres Vocabulary Size Test. 10KA*. Zurich: Eurocentres.
- Meara, P., Lightbown, P., & Halter, R. H. (1992). The effect of cognates on the applicability of YES/NO vocabulary tests. *Unpublished paper*. {24.4}
- Meara, P., Lightbown, P., & Halter, R. H. (1997). Classrooms as lexical environments. *Language Teaching Research*, 1(1), 28-47. {11.2}
- Meara, P., & Moller, A. (2006). Review of *The Psycho-biology of Language* by G.K. Zipf. *System*, 34, 455-457. {8.1}
- Meara, P., Rodgers, C., & Jacobs, G. (2000). Vocabulary and neural networks in the computational assessment of texts written by second-language learners. *System*, 28, 345-354. {15.1}
- Meara, P., & Sanchez, I. (2001). A methodology for evaluating the effectiveness of vocabulary treatments. In M. Bax & J. Zwart (Eds.), *Reflections on Language and Language Learning: In honour of Arthur Essen* (pp. 267-278). Amsterdam: John Benjamins.
- Meara, P., & Wolter, B. (2004). V_Links: Beyond vocabulary depth. *Angles on the English-speaking World*, 4, 85-96. {24.3}
- Meara, P. M., & Suara Garcia, J. (2010). Missing words: The vocabulary of BBC Spanish courses for adults. In M. Moreno Jaen, F. Serrano Valverde & M. Calzada Perez (Eds.), *Exploring New Paths in Language Pedagogy: Lexis and Corpus-based Language Teaching* (pp. 77-84). London: Equinox.
- Mecarty, F. H. (2000). Lexical and grammatical knowledge in reading and listening comprehension by foreign language learners of Spanish. *Applied Language Learning*, 11(2), 323-348. {14.2}
- Mehrpour, S., & Rahimi, M. (2010). The impact of general and specific vocabulary knowledge on reading and listening comprehension: A case of Iranian EFL

- learners. *System*, 38, 292-300. {14.2}
- Meijers, G. (1992). The foreign language vocabulary acquisition of mono- and bilingual children and teachers' evaluation ability. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 146-155). London: Macmillan.
- Meijs, W. (1992). Computers and dictionaries. In M. Butler (Ed.), *Computers and Written Texts* (pp. 141-165).
- Meister, G. (1986). A survey of vocabulary recognition among provincial high school students. *TESLA (Papua New Guinea)*, 5(1), 54-64. {7.4}
- Melka, F. (1997). Receptive vs. productive aspects of vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 84-102). Cambridge: Cambridge University Press.
- Melka Teichrow, F. J. (1982). Receptive vs. productive vocabulary: a survey. *Interlanguage Studies Bulletin (Utrecht)*, 6(2), 5-33. {2.4}
- Memory, D. M. (1990). Teaching technical vocabulary: before, during, or after the reading assignment? *Journal of Reading Behavior*, 22(1), 39-53. {22.1}
- Mercury, R. (1995). Swearing: a "bad" part of language; a good part of language learning. *TESL Canada Journal*, 13(1), 28-36. {2.1}
- Merry, R. (1980). The keyword method and children's vocabulary learning in the classroom. *British Journal of Educational Psychology*, 50, 123-136. {20.3}
- Messa, C. d. M. (1984). The handling of vocabulary in reading texts. *Modern English Teacher*, 11(3), 15-22. {14.4}
- Messer, S. (1967). Implicit phonology in children. *Journal of Verbal Learning and Verbal Behavior*, 6, 609-613. {2.5}
- Meyer, P. G. (1990). Non-technical vocabulary in technical language. Paper delivered at AILA congress in Thessalonika. {10.2}
- Meyer, P. G. (1997). *Coming to Know: Studies in the Lexical Semantics and Pragmatics of Academic English*. Tübingen: Gunter Narr Verlag Tübingen.
- Mezynski, K. (1983). Issues concerning the acquisition of knowledge: effects of vocabulary training on reading comprehension. *Review of Educational Research*, 53(2), 253-279. {14.2}
- Mhone, Y. W. (1988). "...It's My Word, Teacher!". *English Teaching Forum*, 26(2), 48-51. {22.2}
- Michel, J. (1972). The Pb of time: some techniques for teaching vocabulary. *ERIC report* 27. {22.2}
- Miles, J. (1973). Eliminating the guessing factor in the multiple choice test. *Educational and Psychological Measurement*, 33, 637-651. {24.1}
- Miller, G., & Fellbaum, C. (2007). WordNet then and now *Language Resources and Evaluation*, 41(2), 209-214.
- Miller, G. A. (1951). *Language and Communication*. New York: McGraw Hill.
- Miller, G. A. (1956). The magical number seven, plus or minus two: some limits on our capacity for processing information. *Psychological Review*, 63(2), 81-97. {2.3}
- Miller, G. A. (1977). *Spontaneous Apprentices*. New York: Seabury Press.
- Miller, G. A. (1978). The acquisition of word meaning. *Child Development*, 49, 999-1004. {3.1}
- Miller, G. A. (1978). Lexical meaning. In J. F. Kavanagh & A. W. Strange (Eds.), *Speech and Language in the Laboratory, School and Clinic* (pp. 394-436). Mass.: M.I.T.

- Miller, G. A. (1978). Semantic relations among words. *Linguistic Theory and Psychological Reality*, 60-118. {4.1}
- Miller, G. A. (1981). *Language and Speech*. San Francisco: W.H. Freeman and Company.
- Miller, G. A. (1991). The Science of Words *Scientific American Library*. {1.1}
- Miller, G. A. (1999). On knowing a word. *Annual Review of Psychology*, 50, 1-19. {2.1}
- Miller, G. A., & Fellbaum, C. (1991). Semantic networks in English. *Cognition*, 41, 197-229. {4.1}
- Miller, G. A., & Gildea, P. M. (1987). How children learn words. *Scientific American*, 257(3), 86-91. {11.1}
- Miller, G. A., & Wakefield, P. C. (1993). Commentary on Anglin's analysis of vocabulary growth *Anglin (1993)* (Vol. In Anglin, pp. 167-175).
- Miller, G. E., Levin, J. R., & Pressley, M. (1980). An adaptation of the keyword method to children's learning of foreign verbs. *Journal of Mental Imagery*, 4, 57-61. {20.3}
- Millett, S. (2008). A daily fluency programme. *Modern English Teacher*, 17(2), 21-28. {1.5}
- Milton, J. Resource-rich web-based feedback: helping learners become independent writers. In K. Hyland & F. Hyland (Eds.), *Feedback in Second Language Writing: Helping Learners become Independent Writers*. New York: Cambridge University Press.
- Milton, J. (2009). *Measuring Second Language Vocabulary Acquisition*. Bristol: Multilingual Matters.
- Milton, J., & Hopkins, N. (2006). Comparing phonological and orthographic vocabulary size: Do vocabulary tests underestimate the knowledge of some learners? *Canadian Modern Language Review*, 63(1), 127-147. {2.5}
- Milton, J., & P., M. (1995). How periods abroad affect vocabulary growth in a foreign language. *ITL: Review of Applied Linguistics*, 107-108, 17-35. {7.4}
- Min, H. (2008). EFL vocabulary acquisition and retention: Reading plus vocabulary enhancement activities and narrow reading. *Language Learning*, 58(1), 73-115. {14.4}
- Miner, J. (1961). On the use of a short vocabulary test to measure general intelligence. *Journal of Educational Psychology*, 52(3), 157-160. {24.1}
- Mirak, J., & Rescorla, L. (1998). Phonetic skills and vocabulary size in late talkers: concurrent and predictive relationships. *Applied Psycholinguistics*, 19, 1-17. {7.1}
- Mishima, T. (1967). An experiment comparing five modalities of conveying meaning for the teaching of foreign language vocabulary. *Dissertation Abstracts*, 27, 3030-3031A. {22.1}
- Miura, T., & Beglar, D. (2002). The Eiken vocabulary section and recommendations for change. *JALT Journal*, 24(2), 107-129. {24.4}
- Miyasako, N. (2002). Does text-glossing have any effects on incidental vocabulary learning through reading for Japanese senior high school students. *Language Education and Technology*, 39, 1-20. {21.4}
- Mizumoto, A., & Shimamoto, T. (2008). A comparison of aural and written vocabulary size of Japanese university EFL learners. *Language Education and Technology*, 45, 35-52. {7.4}
- Mizumoto, A., & Takeuchi, O. (2008). Exploring the driving forces behind TOEIC scores:

- Focusing on vocabulary learning strategies, motivation and study time. *JACET Journal*, 46, 17-32. {17.1}
- Mizumoto, A., & Takeuchi, O. (2009). Examining the effectiveness of explicit instruction of vocabulary learning strategies with Japanese EFL students. *Language Teaching Research*, 13(4), 425-449. {17.1}
- Mizumoto, A., & Takeuchi, O. (2011). Adaptation and validation of self-regulating capacity in vocabulary learning scale. *Applied Linguistics*. {17.1}
- Mobarg, M. (1997). Acquiring, teaching and testing vocabulary. *International Journal of Applied Linguistics*, 7(2), 201-222. {1.3}
- Mochida, A., & Harrington, M. (2006). The Yes/No test as a measure of receptive vocabulary knowledge. *Language Testing*, 23(1), 73-98. {24.4}
- Mochizuki, M., & Aizawa, K. (2000). An affix acquisition order for EFL learners: an exploratory study. *System*, 28, 291-304. {6.3}
- Moerk, E. L. (1972). Principles of dyadic interaction in language learning. *Merrill-Palmer Quarterly*, 18, 229-257. {13.2}
- Moir, J. (1996). *Task awareness and learning effectiveness: a case study of ten learners' perceptions of a vocabulary learning task*. (MA), Victoria University of Wellington, Wellington.
- Moir, J., & Nation, I. S. P. (2002). Learners' use of strategies for effective vocabulary learning. *Prospect*, 17(1), 15-35. {17.1}
- Mol, S., Bus, A., & de Jong, M. (2009). Interactive book reading in early education: A tool to stimulate print knowledge as well as oral language. *Review of Educational Research*, 79, 979-1007. {7.1}
- Mol, S., Bus, A., de Jong, M., & Smeets, D. (2008). Added value of dialogic parent-child book readings: A meta-analysis. *Early Education and Development*, 19(1), 7-26. {7.1}
- Molina, H. (1971). Language games and the Mexican-American child learning English. *TESOL Quarterly*, 5(2), 145-148. {22.2}
- Mondria, J. A. (2003). The effects of inferring, verifying and memorising on the retention of L2 word meanings. *Studies in Second Language Acquisition*, 25(4), 473-499. {18.4}
- Mondria, J. A., & Mondria-de Vries, S. (1994). Efficiently memorizing words with the help of word cards and "hand computer": theory and applications. *System*, 22(1), 47-57. {19.1}
- Mondria, J. A., & Wiersma, B. (2004). Receptive, productive, and receptive+productive L2 vocabulary learning: What difference does it make? In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 79-100). Amsterdam: John Benjamins.
- Mondria, J. A., & Wit-de Boer, M. (1991). The effects of contextual richness on the guessability and the retention of words in a foreign language. *Applied Linguistics*, 12(3), 249-267. {18.4}
- Moon, R. (1987). The analysis of meaning. In Sinclair, 86-103. {2.1}
- Moon, R. (1992). Textual aspects of fixed expressions in learners' dictionaries. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 13-27). London: Macmillan.
- Moon, R. (1994). The analysis of fixed expressions in text. In M. Coulthard (Ed.),

- Advances in Written Text Analysis* (pp. 117-135). London: Routledge.
- Moon, R. (1994). Basis and basics: corpus evidence and vocabulary. *The Language Teacher*, 18(8), 13-15. {5.1}
- Moon, R. (1997). Vocabulary connections: multi-word items in English. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 40-63). Cambridge: Cambridge University Press.
- Moon, R. (2000). Lexicography and disambiguation: the size of the problem. *Computers and the Humanities*, 34, 99-102. {3.3}
- Moore, A. Z. (1943). Extensive reading versus intensive reading in the study of modern foreign languages. *Modern Language Journal*, 27(3). {1.5}
- Moore, J. C., & Surber, J. R. (1992). Effects of context and keyword methods on second language vocabulary acquisition. *Contemporary Educational Psychology*, 17, 286-292. {20.3}
- Moran, C. (1991). Lexical inferencing in EFL reading coursebooks: some implications of research. *System*, 19(4), 389-400. {18.4}
- Morgan, B. Q., & Oberdeck, L. M. (1930). Active and passive vocabulary. In E. W. Bagster-Collins (Ed.), *Studies in Modern Language Teaching* 16 (pp. 213-221).
- Morgan, C. L., & Bailey, W. L. (1943). The effect of context on learning a vocabulary. *Journal of Educational Psychology*, 34, 561-565. {19.2}
- Morgan, C. L., & Bonham, D. N. (1944). Difficulty of vocabulary learning as affected by parts of speech. *Journal of Educational Psychology*, 35(5), 369-377. {2.2}
- Morgan, C. L., & Foltz, M. C. (1944). The effect of context on learning a French vocabulary. *Journal of Educational Research*, 38, 213-216. {19.2}
- Morgan, J., & Rinvoluceri, M. (1986). *Vocabulary*. Oxford: Oxford University Press.
- Mori, Y., & Nagy, W. (1999). Integration of information from context and word elements in interpreting novel kanji compounds. *Reading Research Quarterly*, 34(1), 80-101. {18.1}
- Morimoto, S. (2006). On the relationship between extroversion-introversion and depth of vocabulary knowledge. *New Zealand Studies in Applied Linguistics*, 12(1), 82-97. {2.2}
- Morimoto, S., & Loewen, S. (2007). A comparison of the effects of image-schema-based instruction and translation-based instruction on the acquisition of L2 polysemous words. *Language Teaching Research*, 11(3), 347-372. {3.3}
- Morin, R., & Goebel, J. (2001). Basic vocabulary instruction: teaching strategies or teaching words? *Foreign Language Annals*, 34(1), 8-17. {22.1}
- Morris, C. D., Bransford, J. D., & Franks, J. J. (1977). Levels of processing versus transfer appropriate processing. *Journal of Verbal Learning and Verbal Behavior*, 16, 519-533. {11.3}
- Morris, L., & Cobb, T. (2004). Vocabulary profiles as predictors of the academic performance of Teaching English as a Second Language trainees. *System*, 32, 75-87. {7.4}
- Morrison, L. (1996). Talking about words: a study of French as a second language learners' lexical inferencing procedures. *Canadian Modern Language Journal*, 53(1), 41-75. {18.2}
- Morrow, P. R. (1997). Patterns of lexis in the writing of Japanese EFL students: a comparative study. *Pasaa*, 27, 87-99. {15.1}

- Mortimer, C. (1974). Developing language skills through seeking implications. *English Teaching Forum*, {1.5}
- Morton, J. (1969). Interaction of information in word recognition. *Psychological Review*, 76(2), 165-178. {2.5}
- Moseley, D. (1994). From theory to practice: errors and trials. In I. B. a. Ellis (Ed.), (pp. 459-479).
- Moss, G. (1992). Cognate recognition: its importance in the teaching of ESP reading courses to Spanish speakers. *English for Specific Purposes*, 11(2), 141-158. {6.4}
- Moulin, A. (1984). The problem of vocabulary teaching: an answer to Robbins Burling. *System*, 12(2), 147-149. {11.1}
- Mountford, A. (1976). The notion of simplification and its relevance to materials preparation for English for science and technology. In J. C. Richards (Ed.), *Teaching English for Science & Technology*. Singapore: Singapore University Press.
- Mulder, K., & Hulstijn, J. (2011). Linguistic skills of adult native speakers as a function of age and level of education. *Applied Linguistics*. {7.3}
- Mulling, S. S. (1995). Individualisation made easy: student centered activities for reading and vocabulary instruction. *TESL Reporter*, 28(2), 67-74. {22.2}
- Muncie, J. (2002). Process writing and vocabulary development: comparing Lexical Frequency Profiles across drafts. *System*, 30, 225-235. {15.1}
- Murphey, T. (1992). The discourse of pop songs. *TESOL Quarterly*, 26(4), 770-774. {8.2}
- Murphy, B. M. Z. (1987). Bad books in easy English. *Modern English Teacher*, 14(3), 22-23. {9.3}
- Murphy, J. (2004). Attending to word-stress while learning new vocabulary. *English for Specific Purposes*, 23(1), 67-83. {2.5}
- Myers, G. C. (1914). A comparative study of recognition and recall. *Psychological Review*, 21, 442-456. {24.2}
- Myers, J. L., & Chang, S. F. (2009). A multiple-strategy-based approach to word and collocation acquisition. *IRAL*, 47(2), 179-207. {5.2}
- Myles, F., Hooper, J., & Mitchell, R. (1998). Rote or rule? Exploring the role of formulaic language in classroom foreign language learning. *Language Learning*, 48(3), 323-363. {11.1}
- Nacke, P. (Ed.). (1974). *Interaction: reading and practice for college-adult reading*. Clemson, S.C.: National Reading Conference.
- Nagata, N. (1999). The effectiveness of computer-assisted interactive glosses. *Foreign Language Annals*, 32(4), 469-479. {21.4}
- Nagy, L. (1985). Picture power: a technique for reviewing vocabulary. *English Teaching Forum*, 23(1), 38-39. {22.2}
- Nagy, W. E. (1978). Some non-idiom larger-than-word units in the lexicon. *Papers from the Parasession on the Lexicon Chicago Linguistic Society*, 289-300. {5.1}
- Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. Delaware: NCTE/International Reading Association.
- Nagy, W. E. (1997). On the role of context in first- and second-language learning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 64-83). Cambridge: Cambridge University Press.
- Nagy, W. E., Anderson, R., Schommer, M., Scott, J. A., & Stallman, A. (1989).

- Morphological families in the internal lexicon. *Reading Research Quarterly*, 24(3), 263-282. {6.1}
- Nagy, W. E., & Anderson, R. C. (1984). How many words are there in printed school English? *Reading Research Quarterly*, 19(3), 304-330. {7.2}
- Nagy, W. E., Anderson, R. C., & Herman, P. A. (1987). Learning word meanings from context during normal reading. *American Educational Research Journal*, 24(2), 237-270. {18.3}
- Nagy, W. E., Diakidoy, I. N., & Anderson, R. C. (1993). The acquisition of morphology: learning the contribution of suffixes to the meanings of derivatives. *Journal of Reading Behavior*, 25(2), 155-169. {6.1}
- Nagy, W. E., Garcia, G. E., Durgunoglu, A. Y., & Hancin-Bhatt, B. (1993). Spanish-English bilingual students' use of cognates in English reading. *Journal of Reading Behavior*, 25(3), 241-259. {6.4}
- Nagy, W. E., & Gentner, D. (1989). Semantic constraints on lexical categories. *Language and Cognitive Processes*, 5(3), 169-201. {3.3}
- Nagy, W. E., Herman, P., & Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20(2), 233-253. {18.3}
- Nagy, W. E., & Herman, P. A. (1984). *Limitations of Vocabulary Instruction*: Center for the Study of Reading, pub. Holt Rinehart and Winston Inc.
- Nagy, W. E., & Herman, P. A. (1985). Incidental vs. instructional approaches to increasing reading vocabulary. *Educational Perspectives*, 23, 16-21. {18.3}
- Nagy, W. E., & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: implications for acquisition and instruction. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 19-35). Mahwah, N.J. : Lawrence Erlbaum Associates.
- Nagy, W. E., & Scott, J. A. (1990). Word schemas: expectations about the form and meaning of new words. *Cognition and Instruction*, 7(2), 105-127. {2.1}
- Nagy, W. E., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1), 91-108. {10.1}
- Nakahama, Y., Tyler, A., & van Lier, L. (2001). Negotiation of meaning in conversational and information gap activities: A comparative discourse analysis. *TESOL Quarterly*, 35(3), 377-405. {13.2}
- Nakata, T. (2008). English vocabulary learning with word lists, word cards and computers: Implications from cognitive psychology research for optimal spaced learning. *ReCALL*, 20(1), 3-20. {22.3}
- Nakata, T. (2009). The effects of positive evidence and metalinguistic information on L2 lexical development. *JACET Journal*, 49, 1-13. {3.4}
- Nakata, T. (2011). Computer-assisted second language vocabulary learning in a paired-associate paradigm: A critical investigation of flashcard software. *Computer Assisted Language Learning*, 24(1), 17-38. {22.3}
- Nakata, T. (2015). Effects of feedback timing on second language vocabulary learning: Does delaying feedback increase learning? *Language Teaching Research*, 19(4), 416-434. {11.2}
- Nakata, T. (In press). Effects of expanding and equal spacing on second language vocabulary learning: Does gradually increasing spacing increase vocabulary learning? *SSLA*. {11.2}

- Nakatsukasa, K., & Loewen, S. (2015). A teacher's first language use in form-focused episodes in Spanish as a foreign language classroom. *Language Teaching Research*, 19(2), 133-149. {11.1}
- Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL Quarterly*, 37(4), 645-670. {18.4}
- Nassaji, H. (2006). The relationship between depth of vocabulary knowledge and L2 learners' lexical inferencing strategy use and success. *Canadian Modern Language Review*, 90(3), 387-401. {18.4}
- Nation, I. S. P. (1974). Techniques for teaching vocabulary. *English Teaching Forum*, 12(3), 18-21. {22.2}
- Nation, I. S. P. (1975). Teaching vocabulary in difficult circumstances. *ELT Journal*, 30(1), 21-24. {22.1}
- Nation, I. S. P. (1977). The combining arrangement: some techniques. *Modern Language Journal*, 61(3), 89-94. {13.2}
- Nation, I. S. P. (1978a). 'What is it?': a multipurpose language teaching technique. *English Teaching Forum*, 16(3), 20-23, 32. {22.2}
- Nation, I. S. P. (1978b). Translation and the teaching of meaning: some techniques. *ELT Journal*, 32(3), 171-175. {3.4}
- Nation, I. S. P. (1978c). Language through code. *Modern English Teacher*, 6(4), 13-15. {22.2}
- Nation, I. S. P. (1979). The curse of the comprehension question: some alternatives. *Guidelines: RELC Journal Supplement*, 2, 85-103. {18.1}
- Nation, I. S. P. (1980). Strategies for receptive vocabulary learning. *Guidelines*, 3, 18-23. {17.1}
- Nation, I. S. P. (1982). Beginning to learn foreign vocabulary: a review of the research. *RELC Journal*, 13(1), 14-36. {19.1}
- Nation, I. S. P. (1983). Testing and teaching vocabulary. *Guidelines*, 5(1), 12-25. {24.4}
- Nation, I. S. P. (1984). Understanding paragraphs. *Language Learning and Communication*, 3(1), 61-68. {16.1}
- Nation, I. S. P. (Ed.). (1984). *Vocabulary lists: words, affixes and stems*. Wellington: English Language Institute, Victoria University of Wellington.
- Nation, I. S. P. (1985). Testing vocabulary size. *Proceedings of ATESOL 4th Summer School, Vol 3*, 1-10. {7.5}
- Nation, I. S. P. (1989). Dictionaries and language learning. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 65-71). Singapore: SEAMEO Regional Language Centre.
- Nation, I. S. P. (1989). Improving speaking fluency. *System*, 17(3), 377-384. {1.5}
- Nation, I. S. P. (1990). *Teaching and Learning Vocabulary*. Rowley, Mass.: Newbury House.
- Nation, I. S. P. (1991). *Language Teaching Techniques*. Wellington: English Language Institute, Victoria University of Wellington.
- Nation, I. S. P. (1991). Managing group discussion: problem-solving tasks. *Guidelines*, 13(1), 1-10. {13.2}
- Nation, I. S. P. (1991b). Dictation, dicto-comp and related techniques. *English Teaching Forum*, 29(4), 12-14. {15.3}

- Nation, I. S. P. (1991c). Bringing today's research into tomorrow's classrooms. In G. M. Jacobs (Ed.), *Language Classrooms of Tomorrow: Issues and Responses* (Vol. RELC Anthology Series No. 38). Singapore: RELC.
- Nation, I. S. P. (1993). Using dictionaries to estimate vocabulary size: essential, but rarely followed, procedures. *Language Testing*, 10(1), 27-40. {7.5}
- Nation, I. S. P. (1993a). Measuring readiness for simplified material: a test of the first 1,000 words of English. In M.L. Tickoo (Ed.), *Simplification: Theory and Application. RELC anthology series no. 31* (pp. 193-203). Singapore: SEAMEO-RELC.
- Nation, I. S. P. (1993b). Predicting the content of texts. *TESOLANZ Journal*, 1, 37-46. {16.1}
- Nation, I. S. P. (1993d). Vocabulary size, growth and use. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 115-134). Amsterdam/Philadelphia: John Benjamins.
- Nation, I. S. P. (1994). Morphology and language learning. In R. E. A. (ed) (Ed.), *The Encyclopaedia of Language and Linguistics* (pp. 2582-2585). Oxford: Pergamon Press.
- Nation, I. S. P. (Ed.). (1994). *New Ways in Teaching Vocabulary*. Alexandria, Va.: TESOL.
- Nation, I. S. P. (1994). Review of Gairns and Redman, Taylor, and Morgan and Rinvoluceri. *System*, 22(2), 283-287. {1.4}
- Nation, I. S. P. (1995). Review of The Lexicon in Acquisition by E.V. Clark. *Applied Linguistics*, 16(3), 403-405. {1.4}
- Nation, I. S. P. (1997). The language learning benefits of extensive reading. *The Language Teacher*, 21(5), 13-16. {9.4}
- Nation, I. S. P. (1998). Helping learners take control of their vocabulary learning. *GRETA*, 6(1), 9-18. {17.1}
- Nation, I. S. P. (2000). Designing and improving a language course. *English Teaching Forum*, 38(4), 2-Nov. {23.1}
- Nation, I. S. P. (2000). Learning vocabulary in lexical sets: dangers and guidelines. *TESOL Journal*, 9(2), 6-10. {2.2}
- Nation, I. S. P. (2001). How good is your vocabulary program? *ESL Magazine*, 4(3), 22-24. {23.1}
- Nation, I. S. P. (2001). How many high frequency words are there in English? In M. Gill, A. Johnson, L. Koski, R. Sell & B. Warvik (Eds.), *Language, Learning, and Literature: Studies presented to Hakan Ringbom* (pp. 167-181). Abo: Abo Akademi University.
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2001). Planning and running an extensive reading program. *NUCB Journal of Language, Culture and Communication*, 3(1), 1-8. {14.5}
- Nation, I. S. P. (2002). Best practice in vocabulary teaching and learning. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in Language Teaching* (pp. 267-272). Cambridge: Cambridge University Press.
- Nation, I. S. P. (2003). Effective ways of building vocabulary knowledge. *ESL Magazine*, 6(4), 14-15. {22.1}

- Nation, I. S. P. (2004). A study of the most frequent word families in the British National Corpus. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 3-13). Amsterdam: John Benjamins.
- Nation, I. S. P. (2004). Targeting literacy goals. *Language Magazine*, 3(7), 20-22. {14.5}
- Nation, I. S. P. (2004). Vocabulary learning and intensive reading. *EA Journal*, 21(2), 20-29. {14.4}
- Nation, I. S. P. (2005). Reading faster. *Pasaa*, 30, 21-37. {1.5}
- Nation, I. S. P. (2005). Vocabulary learning through extensive reading. In G. Poedjosoedarmo (Ed.), *Innovative Approaches to Reading and Writing* (Vol. RELC Anthology Series no. 46, pp. 10-21). Singapore: RELC.
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59-82. {7.4}
- Nation, I. S. P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 1-12. {1.2}
- Nation, I. S. P. (2007). Vocabulary learning through experience tasks. *Language Forum*, 33(2), 33-43. {22.1}
- Nation, I. S. P. (2008). Lexical awareness in second language learning. In J. Cenoz & N. H. Hornberger (Eds.), *Encyclopaedia of Language and Education* (2nd ed., Vol. 6: Knowledge about language, pp. 167-177). New York: Springer Science.
- Nation, I. S. P. (2008). *Teaching Vocabulary: Strategies and Techniques*. Boston: Heinle Cengage Learning.
- Nation, I. S. P. (2009). Analysing vocabulary teaching techniques. In K. Namai & Y. Fukada (Eds.), *Toward the Fusion of Language, Culture and Education from the perspectives of International and Interdisciplinary Research. A Festschrift for Professor Yasukata Yano* (pp. 148-169). Tokyo: Kaitakusha.
- Nation, I. S. P. (2009). New roles for L2 vocabulary? In W. Li & V. J. Cook (Eds.), *Contemporary Applied Linguistics Volume 1: Language Teaching and Learning* (pp. 99-116): Continuum.
- Nation, I. S. P. (2009a). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.
- Nation, I. S. P. (2011). My ideal vocabulary teaching course. In J. Macalister & I. S. P. Nation (Eds.), *Case Studies in Language Curriculum Design* (pp. 49-62). New York: Routledge.
- Nation, I. S. P. (2011). Research into practice: Vocabulary. *Language Teaching*, 44(4), 529-539. {1.3}
- Nation, I. S. P. (2014). How much input do you need to learn the most frequent 9,000 words? *Reading in a Foreign Language*, 26(2), 1-16. {14.2}
- Nation, I. S. P. (2015). Principles guiding vocabulary learning through extensive reading *Reading in a Foreign Language*, 27(1), 136-145 {9.4}
- Nation, I. S. P., & Anthony, L. (2013). Mid-frequency readers. *Journal of Extensive Reading*, 1(1), 5-16.
- Nation, I. S. P., & Coady, J. (1988). Vocabulary and reading. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 97-110). London: Longman.
- Nation, I. S. P., & Deweerdt, J. (2001). A defence of simplification. *Prospect*, 16(3), 55-67. {9.2}
- Nation, I. S. P., & Gu, P. Y. (2007). *Focus on Vocabulary*. Sydney: National Centre for English Language Teaching and Research, Macquarie University.

- Nation, I. S. P., & Heatley, A. (1997). Range www.victoria.ac.nz/lals/staff/paul-nation (Version 32). Wellington: LALS, Victoria University.
- Nation, I. S. P., & Heatley, A. (2002). Range and Frequency: programs for processing text. *LALS, Victoria University of Wellington, New Zealand*. {8.1}
- Nation, I. S. P., & Hwang, K. (1995). Where would general service vocabulary stop and special purposes vocabulary begin? *System*, 23(1), 35-41. {10.2}
- Nation, I. S. P., & Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge.
- Nation, I. S. P., & Moir, J. (2008). Vocabulary learning and the good language learner. In C. Griffiths (Ed.), *Lessons from Good language Learners* (pp. 159-173). Cambridge: Cambridge University Press.
- Nation, I. S. P., & Newton, J. (1997). Teaching vocabulary. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 238-254). Cambridge: Cambridge University Press.
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.
- Nation, I. S. P., & Waring, R. (1997). Vocabulary size, text coverage, and word lists. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 6-19). Cambridge: Cambridge University Press.
- Nation, I. S. P., & Waring, R. (2004). Second language reading and incidental vocabulary learning. *Angles on the English Speaking World*, 4, 97-110. {14.5}
- Nation, I. S. P., & Webb, S. (2011). *Researching and Analyzing Vocabulary*. Boston: Heinle Cengage Learning.
- Nation, I. S. P., & Webb, S. (2011b). Content-based instruction and vocabulary learning. In E. Hinkel (Ed.), *Handbook of Research in Second Language Learning and Teaching. Volume 2* (pp. 631-644). New York: Routledge.
- Nation, I. S. P., & Yamamoto, A. (2012). Applying the four strands to language learning. *International Journal of Innovation in English Language Teaching and Research*, 1(2), 167-181. {1.2}
- Nation, P. (2001). Using small corpora to investigate learner needs: Two vocabulary research tools. In M. Ghadessy, A. Henry & R. L. Roseberry (Eds.), *Small Corpus Studies and ELT* (pp. 31-45). Amsterdam: John Benjamins.
- Nation, P. (2002). *Managing Vocabulary Learning*. Singapore: SEAMEO Regional Language Centre.
- Nation, P. (2005). Teaching and learning vocabulary. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 581-595). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Nation, P. (2007). Fundamental issues in modelling and assessing vocabulary knowledge. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and Assessing Vocabulary Knowledge* (pp. 35-43). Cambridge: Cambridge University Press.
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27.
- Nation, P., & Beglar, D. (2007). A vocabulary size test. *The Language Teacher*, 31(7), 9-13. {24.4}
- Nation, P., & Crabbe, D. (1991). A survival language learning syllabus for foreign travel.

- System*, 19(3), 191-201. {10.3}
- Nation, P., & Hamilton-Jenkins, A. (2000). Using communicative tasks to teach vocabulary. *Guidelines*, 22(2), 15-19. {13.2}
- Nation, P., & Meara, P. (2002). Vocabulary. In N. Schmitt (Ed.), *An Introduction to Applied Linguistics* (Vol. Chapter 3, pp. 35-54). London: Arnold.
- Nation, P., & Wang, K. (1999). Graded readers and vocabulary. *Reading in a Foreign Language*, 12(2), 355-380. {9.3}
- Nation, P., & Waring, R. (2013). *Extensive Reading and Graded Readers*. Seoul: Compass Publishing.
- Nattinger, J. (1980). A lexical phrase grammar for ESL. *TESOL Quarterly*, 14(3), 337-344. {5.1}
- Nattinger, J. (1988). Some current trends in vocabulary teaching. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 62-82). London: Longman.
- Nattinger, J., & DeCarrico, J. (1989). *Lexical phrases, speech acts and teaching conversation* (Vol. Unpublished MS).
- Ndomba, B. (1983). Acquiring English vocabulary and structures: some problems and procedures. *English Teaching Forum*, 21(2), 18-24. {22.1}
- Neher, H. L. (1918). Measuring the vocabulary of high school pupils. *School and Society*, 8, 355-359. {7.2}
- Nekrasova, T. M. (2009). English L1 and L2 speakers' knowledge of lexical bundles. *Language Learning*, 59(3), 647-686. {5.2}
- Nelson, G. (1997). Standardizing wordforms in a spoken corpus. *Literary and Linguistic Computing*, 12(2), 79-85. {8.4}
- Nelson, G. (1997). A study of the top 100 wordforms in ICE-GB text categories. *International Journal of Lexicography*, 10(2), 112-134. {8.2}
- Nelson, G. (2006). The core and periphery of world Englishes: a corpus-based exploration. *World Englishes*, 25(1), 115-129. {8.1}
- Nelson, R. (2011). Vigilance, expectancy, and noise: attention in second language lexical learning and memory. *Second Language Research*, 27(2), 153-171. {11.1}
- Nelson-Herber, J. (1986). Expanding and defining vocabulary in content areas. *Journal of Reading*, 29(7), 626-633. {22.1}
- Nemko, B. (1984). Context versus isolation: another look at beginning readers. *Reading Research Quarterly*, 19(4), 461-467. {18.3}
- Nesi, H. (1989). How many words is a picture worth? A review of illustrations in dictionaries. In M. L. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 124-134). Singapore: SEAMEO Regional Language Centre.
- Nesi, H. (1996). Review article: For future reference? Current English learners' dictionaries in electronic form. *System*, 24(4), 537-546. {21.1}
- Nesi, H., & Boonmoh, A. (2009). A close look at the use of pocket electronic dictionaries for receptive and productive purposes. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 67-81). Bristol: Multilingual Matters.
- Nesi, H., & Meara, P. (1994). Patterns of misinterpretation in the productive use of EFL dictionary definitions. *System*, 22(1), 1-15. {21.5}

- Nesselhauf, N. (2003). The use of collocations by advanced learners of English and some implications for teaching. *Applied Linguistics*, 24(2), 223-242. {5.2}
- Nesselhauf, N. (2005). Structural and functional properties of collocations in English: A corpus study of lexical and pragmatic constraints on lexical co-occurrence. *International Journal of Corpus Linguistics*, 10, 266-270. {5.1}
- Nesselhauf, N., & Tschichold, C. (2002). Collocations in CALL: An investigation of vocabulary-building software for EFL. *Computer Assisted Language Learning*, 15(3), 251-279. {5.3}
- Neubach, A., & Cohen, A. (1988). Processing strategies and problems encountered in the use of dictionaries. *Dictionaries: Journal of the Dictionary Society of North America*, 10, 1-19. {21.3}
- Neubacher, K., & Clahsen, H. (2009). Decomposition of inflected words in a second language. *Studies in Second Language Acquisition*, 31, 403-435. {6.1}
- Neufeld, S., & Billuroglu, A. (2005). *The bare necessities in lexis: a new perspective on vocabulary profiling*.
- Neufeld, S., Hancioglu, N., & Eldridge, J. (2011). Beware the range in RANGE , and the academic in AWL. *System*, 39, 533-538. {8.4}
- Neuman, S. B., & Koskinen, P. (1992). Captioned television as comprehensible input: Effects of incidental word learning from context for language minority students. *Reading Research Quarterly*, 27(1), 95-106. {18.3}
- Neuner, G. (1992). The role of experience in a content- and comprehension-oriented approach to learning a foreign language. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 156-166). London: Macmillan.
- Newman, A. (1988). The contrastive analysis of Hebrew and English dress and cooking collocations: some linguistic and pedagogic parameters. *Applied Linguistics*, 9(3), 293-305. {5.1}
- Newton, J. The influence of task type on qualitative differences in negotiation of meaning in non-native native interaction. In J. Deen & L. Holliday (Eds.), *Interaction and Negotiation of Meaning in a Second Language*.
- Newton, J. (1993). *The relationship between pedagogic tasks, interaction and language learning*. (Ph.D.), Victoria University of Wellington, Wellington.
- Newton, J. (1995). Task-based interaction and incidental vocabulary learning: a case study. *Second Language Research*, 11(2), 159-177. {13.2}
- Newton, J. (2001). Options for vocabulary learning through communication tasks. *ELT Journal*, 55(1), 30-37. {13.2}
- Newton, J. (2013). Incidental vocabulary learning in classroom communication tasks. *Language Teaching Research*, 17(2), 164-187. {13.2}
- Newton, J., & Kennedy, G. (1996). Effects of communication tasks on the grammatical relations marked by second language learners. *System*, 24(3), 309-322. {1.5}
- Nguyen, L. T. C. (2015 in press). Written Fluency Improvement in a Foreign Language. *TESOL Journal*. {1.5}
- Nguyen, L. T. C., & Nation, I. S. P. (2011). A bilingual vocabulary size test of English for Vietnamese learners. *RELC Journal*, 42(1), 86-99. {24.4}
- Nice, M. M. (1915). The development of a child's vocabulary in relation to environment. *Pedagogical Seminary*, 22, 35-64. {7.1}
- Nice, M. M. (1926). On the size of vocabularies. *American Speech*, 2(1), 1-7. {7.2}

- Nicholson, T. (2005). *The Phonics Handbook*. London: Whurr Publishers.
- Nida, E. (1997). The molecular level of lexical semantics. *International Journal of Lexicography*, 10(4), 265-274. {3.3}
- Nihalani, N. K. (1981). The quest for the L2 index of development. *RELC Journal*, 12(2), 50-56. {15.1}
- Nikolova, O. R. (2002). Effects of students' participation in authoring of multimedia materials on student acquisition of vocabulary. *Language Learning & Technology*, 6(1), 100-122. {22.3}
- Niles, J. A., & Harris, L. A. (1983). *Searches for meaning in reading/language processing and instruction*. Rochester, N.Y.
- Nilsen, D. L. F. (1976). Contrastive semantics in vocabulary instruction. *TESOL Quarterly*, 10(1), 99-103. {3.3}
- Ninio, A. (1983). Joint book reading as a multiple vocabulary acquisition device. *Developmental Psychology*, 19(3), 445-451. {14.4}
- Nippold, M. A. (2006). *Later Language Development: School-age Children, Adolescents and Young Adults* (3rd ed.). Austin, Texas: Pro-Ed.
- Nisbet, J. D. (1960). Frequency counts and their uses. *Educational Research*, 3, 51-64. {8.1}
- Nishizawa, H., Yoshioka, T., & Fukada, M. (2010). *The impact of a 4-year extensive reading program*. Paper presented at the JALT2009 Conference, Tokyo.
- Nist, S. L., & Olejnik, S. (1995). The role of context and dictionary definitions on varying levels of word knowledge. *Reading Research Quarterly*, 30(2), 172-193. {19.2}
- Nolte, K. F. (1937). Simplification of vocabulary and comprehension in reading. *Elementary English Review*, 14, 119-124. {9.2}
- Nord, J. R. (1980). Developing listening fluency before speaking: an alternative paradigm. *System*, 8(1), 1-22. {11.1}
- Noro, T. (2002). The roles of depth and breadth of vocabulary knowledge in reading comprehension in EFL. *Annual Review of English Language Education in Japan*, 13, 71-80. {24.2}
- Noss, R. B. (1980). Teaching vocabulary through cloze dialogues. *Guidelines*, 3, 38-53. {22.2}
- Nuckols, J. B. (1999). The case for sound symbolism. *Annual Review of Anthropology*, 28, 225-252. {2.2}
- Nunberg, G., Sag, I. A., & Wasow, T. (1994). Idioms. *Language*, 70, 491-538. {5.1}
- Nurweni, A., & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes*, 18(2), 161-175. {7.4}
- Nyikos, M., & Fan, M. (2007). A review of vocabulary learning strategies: Focus on language proficiency and learner voice. In A. D. Cohen & E. Macaro (Eds.), *Language Learner Strategies: Thirty Years of Research and Practice*. Oxford: Oxford University Press.
- Oakes, M. P. (1998). *Statistics for Corpus Linguistics*. Edinburgh: Edinburgh University Press.
- Oakes, M. P. (2009). Corpus linguistics and language variation. In P. Baker (Ed.), *Contemporary Corpus Linguistics* (pp. 159-183). London: Continuum.
- Oakey, D. (2009). Fixed collocational patterns in isolexical and isotextual versions of a corpus. In P. Baker (Ed.), *Contemporary Corpus Linguistics* (pp. 140-158).

- London: Continuum.
- O'Brien, D. G., & Martin, M. A. (1988). Does figurative language present a unique comprehension problem? *Journal of Reading Behavior*, 20(1), 63-87. {4.1}
- O'Connor, J. D. (1980). *Better English Pronunciation* (2nd ed.). Cambridge: Cambridge University Press.
- O'Dell, F. (1997). Incorporating vocabulary into the syllabus. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 258-278). Cambridge: Cambridge University Press.
- Odlin, T., & Natalicio, D. (1982). Some characteristics of word classification in a second language. *Modern Language Journal*, 66(1), 34-38. {2.6}
- Ogden, C. K. (1932). *The Basic Words*. London: Kegan Paul, Trench, Trubner & Co.
- Okamoto, M. (2007). Lexical attrition in Japanese university students: A case study. *JACET Journal*, 44, 71-84. {7.4}
- Oldfield, R. C. (1963). Individual vocabulary and semantic currency: a preliminary study. *British Journal of Social and Clinical Psychology*, 2, 122-130. {7.3}
- Oliver, R., McKay, G., & Rochecouste, J. (2003). The acquisition of colloquial terms by Western Australian primary school children from non-English speaking backgrounds. *Journal of Multilingual and Multicultural Development*, 24(5), 413-430. {7.4}
- O'Loughlin, K. (1995). Lexical density in candidate output on direct and semi-indirect versions of an oral proficiency test. *Language Testing*, 12(2), 217-237. {13.2}
- O'Loughlin, R. (2012). Tuning in to vocabulary frequency in coursebooks. *RELC Journal*, 43(2), 255-269. {11.1}
- Olshain, E. (1987). The acquisition of new word formation processes in second language acquisition. *Studies in Second Language Acquisition*, 9, 221-232. {6.3}
- Omanson, R. C. (1985). Knowing words and understanding texts. In T. H. Carr (Ed.), *The Development of Reading Skills* (Vol. No. 27 New Directions for Child Development, pp. 35-53). San Francisco: Jossey-Bass Inc.
- Omanson, R. C., Beck, I. L., McKeown, M. G., & Perfetti, C. A. (1984). Comprehension of texts with unfamiliar versus recently taught words: assessment of alternative models. *Journal of Educational Psychology*, 76(6), 1253-1268. {14.2}
- O'Neil, A. F., Abedi, J., Miyoshi, J., & Mastergeorge, A. (2005). Monetary incentives for low-stakes tests. *Educational Assessment*, 10, (3), 185-208. {24.5}
- O'Neill, R. (1987). *The Longman Structural Readers Handbook*. London: Longman.
- Onions, C. T. (Ed.). (1973). *The Shorter Oxford English Dictionary* (3rd ed.). Oxford: Oxford University Press.
- Ooi, D., & Lee, K.-S. J. (1996). Vocabulary teaching: looking behind the word. *ELT Journal*, 50(1), 52-58. {2.2}
- Ooi, V. B. Y. (1999). Review of Peyaway The Core Vocabulary of International English. 147-151. {1.4}
- Ordonez, C., Carlo, M., Snow, C., & McLaughlin, B. (2002). Depth and breadth of vocabulary in two languages: Which vocabulary skills transfer? *Journal of Educational Psychology*, 94(4), 719-728. {3.2}
- O'Rourke, J. P. (1974). *Toward a Science of Vocabulary Development*. The Hague: Mouton.
- Orszagh, L. (1969). Wanted: better English dictionaries. *ELT Journal*, 23(3), 216-222.

- {21.2}
- Ortega, L. (1999). Planning and focus on form in L2 oral performance. *SSLA*, 21(1), 109-148. {1.5}
- Orwell, G. (1945). *Animal Farm*. London: Longman.
- Osgood, C., May, W., & Miron, M. (1975). *Cross-cultural Universals of Affective Meanings*. Urbana: University of Illinois Press.
- Osgood, C. E. (1949). The similarity paradox in human learning: a resolution. *Psychological Review*, 56, 132-143. {3.2}
- Oskarsson, M. (1975). On the role of the mother tongue in learning foreign language vocabulary: an empirical investigation. *ITL: Review of Applied Linguistics*, 27, 19-32. {6.4}
- Ostyn, P., & Godin, P. (1985). RALEX: an alternative approach to language teaching. *Modern Language Journal*, 69(4), 346-355. {14.1}
- Otnes, W. (1971). Pronunciation at a glance. *English Teaching Forum*, 9(2), 28-29. {22.2}
- Ott, C. E., Blake, R. S., & Butler, D. C. (1976). Implications of mental elaboration for the acquisition of foreign language vocabulary. *IRAL*, 14(1), 37-48. {20.1}
- Ott, C. E., Butler, D. C., Blake, R. S., & Ball, J. P. (1973). The effect of interactive-image elaboration on the acquisition of foreign language vocabulary. *Language Learning*, 23(2), 197-206. {20.3}
- Otterman, L. M. (1955). The value of teaching prefixes and word-roots. *Journal of Educational Research*, 48, 611-616. {6.5}
- Ouellette, G. (2006). What's meaning got to do with it? The role of vocabulary in word reading and reading comprehension. *Journal of Educational Psychology*, 98(3), 554-566. {14.2}
- Oxford, R. (1990). *Language Learning Strategies: What every Teacher should Know*. New York: Newbury House\Harper and Row.
- Oxford, R., & Crookall, D. (1990). Vocabulary learning: a critical analysis of techniques. *TESL Canada Journal*, 7(2), 9-30. {22.1}
- Oxford, R. L., & Scarcella, R. C. (1994). Second language vocabulary learning among adults: state of the art in vocabulary instruction. *System*, 22(2), 231-243. {22.1}
- Padron, Y. N., & Waxman, H. C. (1988). The effect of ESL students' perceptions of their cognitive strategies on reading achievement. *TESOL Quarterly*, 22(1), 146-150. {17.1}
- Pagel, M., Atkinson, Q. D., & Meade, A. (2007). Frequency of word-use predicts rates of lexical acquisition through Indo-European history. *Nature*, 449, 717-720. {2.3}
- Paikeday, T. M. (1973). Letter to the editor about Carroll et al (1971). *Research in the Teaching of English*, 7(3), 402-408. {8.1}
- Paivio, A. (1983). Strategies in language learning. In M. Pressley & J. R. Levin (Eds.), *Cognitive Strategy Research: Educational Applications* (pp. 189-210). New York: Springer-Verlag.
- Paivio, A., & Desrochers, A. (1981). Mnemonic techniques in second-language learning. *Journal of Educational Psychology*, 73(6), 780-795. {20.1}
- Palincsar, A. S., & Brown, A. L. (1986). Interactive teaching to promote independent learning from text. *The Reading Teacher*, 40, 771-777. {9.4}
- Palmberg, R. (1983). On the use of lexical avoidance strategies in foreign-language communication. *In Ringbom*, 146-154. {13.2}

- Palmberg, R. (1985). How much English vocabulary do Swedish-speaking primary-school pupils know before starting to learn English at school? *Reports from the Research Institute of the Abo Akademi Foundation*. {7.4}
- Palmberg, R. (1985). Making sense of foreign vocabulary - evidence from a fairytale. In A. (ed) (Ed.), *Bilingualism and Second Language Acquisition Scandinavian Working Papers on Bilingualism 4* (pp. 68-84). Abo: Faculty of Education, Abo Akademi.
- Palmberg, R. (1986). Vocabulary teaching in the foreign-language classroom. *English Teaching Forum*, 24(3), 15-24. {22.1}
- Palmberg, R. (1987). Five experiments of EFL vocabulary learning: a project report. *Paper delivered at AILA conference, Sydney*. {19.1}
- Palmberg, R. (1987). On lexical inferencing and the young foreign-language learner. *System*, 15(1), 69-76. {18.4}
- Palmberg, R. (1987). Patterns of vocabulary development in foreign language learners. *Studies in Second Language Acquisition*, 9, 202-221. {7.4}
- Palmberg, R. (1988a). Computer games and foreign-language learning. *ELT Journal*, 42(4), 247-251. {22.3}
- Palmberg, R. (1988b). On lexical inferencing and language distance. *Journal of Pragmatics*, 12, 207-214. {18.4}
- Palmberg, R. (1989). Computer vocabulary: an availability study. In B. Hammarberg (Ed.), *Language Learning and Learner Language. Papers from a conference held in Stockholm and Abo, October 1988 Scandinavian Working Papers on Bilingualism 8* (pp. 95-102).
- Palmberg, R. (1990). Improving foreign-language learners' vocabulary skills. *RELC Journal*, 21(1), 1-10. {22.1}
- Palmberg, R. (1993). Survival Finnish for foreign tourists. In B. Hammarberg (Ed.), *Proceedings*.
- Palmberg, R. (1993). Using learner-initiated vocabulary to increase learners' word power. *English Teaching Forum*, 31(2), 34-36. {22.2}
- Palmer, D. M. (1982). Information transfer for listening and reading. *English Teaching Forum*, 20(1), 29-33. {1.5}
- Palmer, H. E. (1917). *The Scientific Study and Teaching of Languages*. London.
- Palmer, H. E. (1921). *The Principles of Language Study*. London: George G. Harrap & Co.
- Palmer, H. E. (1925). Conversation. In R. C. Smith (Ed.), *The Writings of Harold E. Palmer: A Overview (1999)* (pp. 185-191). Tokyo: Hon-no-Tomosha.
- Palmer, H. E. (1931). *Second interim report on vocabulary selection submitted to the Eighth Annual Conference of English Teachers under the auspices of the Institute for Research in English Teaching*. Tokyo: IRET.
- Palmer, H. E. (1933). *Second Interim Report on English Collocations*. Tokyo: Kaitakusha.
- Palmer, H. E. (1938). *A Grammar of English Words*. London: Longman.
- Palmer, H. E., & Hornby, A. S. H. (1937). *Thousand-word English*. London: George C. Harrap and Co. Ltd.
- Pan, B. A., Rowe, M. L., Singer, J. D., & Snow, C. E. (2005). Maternal correlates of growth in toddler vocabulary production in low-income families. *Child Development*, 76(4), 763-782. {7.1}
- Panman, O. (1982). Homonymy and polysemy. *Lingua*, 58, 105-136. {3.3}

- Pany, D., & Jenkins, J. R. (1978). Learning word meanings: a comparison of instructional procedures. *Learning Disability Quarterly*, 1, 21-32. {18.3}
- Pany, D., Jenkins, J. R., & Schreck, J. (1982). Vocabulary instruction: effects on word knowledge and reading comprehension. *Learning Disability Quarterly*, 5, 202-215. {14.2}
- Papagno, C., Valentine, T., & Baddeley, A. (1991). Phonological short-term memory and foreign-language vocabulary learning. *Journal of Memory and Language*, 30, 331-347. {2.3}
- Papalia, A. (1975). Students' learning styles in ascribing meaning to written and oral stimuli. *Hispania*, 58, 106-108. {11.4}
- Papathanasiou, E. (2009). An investigation of two ways of presenting vocabulary. *ELT Journal*, 63(4), 313-322. {22.2}
- Parel, R. (2004). The impact of lexical inferencing strategies on second language reading proficiency. *Reading and Writing: an Interdisciplinary Journal*, 17, 847-873. {18.4}
- Parent, K. (2012). The most frequent English homonyms. *RELC Journal*, 43(1), 69-81. {3.3}
- Paribakht, S. (2005). The influence of first language lexicalization on second language lexical inferencing: A study of Farsi-speaking learners of English as a foreign language. *Language Learning*, 55(4), 701-748. {18.4}
- Paribakht, T. S., & Wesche, M. (1999). Reading and "incidental" L2 vocabulary acquisition: an introspective study of lexical inferencing. *Studies in Second Language Acquisition*, 21, 195-224. {18.4}
- Paribakht, T. S., & Wesche, M. B. (1993). Reading comprehension and second language development in a comprehension-based ESL programme. *TESL Canada Journal*, 11(1), 9-27. {14.4}
- Paribakht, T. S., & Wesche, M. B. (1996). Enhancing vocabulary acquisition through reading: a hierarchy of text-related exercise types. *Canadian Modern Language Review*, 52(2), 155-178. {22.4}
- Parker, K., & Chaudron, C. (1987). The effects of linguistic simplifications and elaborative modifications on L2 comprehension. *University of Hawaii Working Papers in ESL*, 6(2), 107-133. {9.2}
- Parkin, M. (1984). *Macroeconomics*. Englewood Cliffs, N.J.: Prentice Hall.
- Parry, K. (1991). Building a vocabulary through academic reading. *TESOL Quarterly*, 25(4), 629-653. {14.4}
- Parry, K. (1993). Too many words: learning the vocabulary of an academic subject. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 109-129). Norwood, N.J.: Ablex.
- Parry, K. (1997). Vocabulary and comprehension: two portraits. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 55-68). Cambridge: Cambridge University Press.
- Partington, A. (2004). Review of Reading Concordances by J. Sinclair (2003) London: Longman. *System*, 32, 459-462. {5.1}
- Paterson, A. (2004). The development and trialling of an EFL vocabulary test. *Ehime University Journal of English Education Research*, 3, 29-49. {24.4}
- Patty, W. W., & Painter, W. I. (1931). A technique for measuring the vocabulary burden of textbooks. *Journal of Educational Research*, 24(2), 127-134. {8.3}

- Pauk, W. (1984). *How to Study in College*. Boston: Houghton Mifflin.
- Paul, P. V., Stallman, A. C., & O'Rourke, J. P. (1990). Using three test formats to assess good and poor readers' word knowledge. *Technical Report No. 509 Center for the Study of Reading, University of Illinois at Urbana-Champaign*. {24.2}
- Pauwels, P. (1995). Levels of metaphorization: the case of put. In L. Goossens & e. al (Eds.), *By Word of Mouth* (pp. 125-158). Amsterdam: John Benjamins.
- Pawley, A., & Syder, F. H. (1983). Two puzzles for linguistic theory: nativelike selection and nativelike fluency. In J. C. Richards & R. W. Schmidt (Eds.), *Language and Communication* (pp. 191-225). London: Longman.
- Pearson, B. Z., Fernandez, S. C., & Oller, D. K. (1993). Lexical development in bilingual infants and toddlers: comparison to monolingual norms. *Language Learning*, 43(1), 93-120. {7.4}
- Pearson, P. D., Hiebert, E. H., & Kamil, M. L. (2007). Vocabulary assessment: What we know and what we need to learn. *Modern Language Journal*, 42(2), 282-296. {24.1}
- Pellicer-Sanchez, A., & Schmitt, N. Scoring Yes-No vocabulary tests: Reaction time vs non-word approaches. {24.1}
- Pellicer-Sanchez, A., & Schmitt, N. (2010). Incidental vocabulary acquisition from an authentic novel: Do *Things Fall Apart?* *Reading in a Foreign Language*, 22(1), 31-55. {14.4}
- Pelsma, J. R. (1914). A child's vocabulary and its development. *Pedagogical Seminary*, 17, 329-369. {7.1}
- Pemberton, R. (2009). Acting on a hunch: Can L1 reading instruction affect L2 listening ability. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 141-153). Bristol: Multilingual Matters.
- Peñas, A., Verdejo, F., & Gonzalo, J. (2001). Corpus-based terminology extraction applied to information access *Proceedings of the Corpus Linguistics 2001 Conference* (pp. 458-464). Lancaster University, UK: University Centre for Computer Research on Language.
- Perfetti, C. (2010). Decoding, vocabulary, and comprehension. In M. G. McKeown & L. Kucan (Eds.), *Bringing Reading Research to Life* (pp. 291-303). New York: Guilford Press.
- Perfetti, C., & Hart, L. (2001). The lexical basis of comprehension skill. In D. S. Gorfien (Ed.), *On the consequences of meaning selection: Perspectives on resolving lexical ambiguity* (pp. 67-86). Washington, D.C.: American Psychological Association.
- Perfetti, C. A., & Hart, L. (2002). The lexical quality hypothesis. In L. Verhoeven, C. Elbro & P. Reitsma (Eds.), *Precursors of Functional Literacy* (pp. 189-213). Amsterdam: John Benjamin.
- Perfetti, C. A., & Lesgold, A. M. (1977). Discourse comprehension and sources of individual differences. In M. Just & P. Carpenter (Eds.), *Cognitive Processes in Comprehension* (pp. 141-183). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Perfetti, C. A., & Lesgold, A. M. (1979). Coding and comprehension in skilled reading and implications for reading instruction. In L. B. Resnick & e. al (Eds.), *Theory and Practice of Early Reading* (pp. 57-84). Hillsdale, N.J.: Lawrence Erlbaum Associates.

- Perkins, K., & Brutten, S. R. (1983). The effects of word frequency and contextual richness on ESL students' word identification abilities. *Journal of Research in Reading*, 6(2), 119-128. {18.4}
- Perkins, K., & Linville, S. E. (1987). A construct definition study of a standardised ESL vocabulary test. *Language Testing*, 4(2), 125-141. {24.1}
- Perry, B. (1997). Electronic learners' dictionaries: an overview. In P. Lewis & T. Shiozawa (Eds.), *CALL: Basics and Beyond* (pp. 47-50). Tokyo: JALT.
- Perry, B. C. (1998). Interactive exercises in electronic learners' dictionaries. In P. Lewis (Ed.), *Teachers, Learners and Computers: Exploring Relationships in CALL* (pp. 113-117). Tokyo: JALT.
- Peters, E. (2007). Manipulating L2 learners' online dictionary use and its effect on L2 word retention. *Language Learning & Technology*, 11(2), 36-58. {21.3}
- Peters, E. (2016). The learning burden of collocations: The role of interlexical and intralexical factors. *Language Teaching Research*, 20(1), 113-138. {5.1}
- Peters, E., Hulstijn, J. H., Sercu, L., & Lutjeharms, M. (2009). Learning L2 German vocabulary through reading: The effect of three enhancement techniques compared. *Language Learning*, 59(1), 113-151. {14.4}
- Petersen, S. (1997). *The effects of learning nouns in lexical sets*. (DEd), Temple University Japan, Tokyo.
- Peterson, S. (1944). The word-dexterity test, a better measure of college aptitude. *Educational and Psychological Measurement*, 4, 307-313. {24.1}
- Petti, V. (1975). Review of the Oxford Advanced Learners Dictionary. *Moderna Sprak*, 69(2), 169-175. {21.1}
- Petty, W. T., Herold, C. P., & Stoll, E. (1968). *The state of knowledge about the teaching of vocabulary*. Illinois: N.C.T.E.
- Philip, G. (2009). Review of Lexical priming by M. Hoey. *Language Awareness*, 18(1), 90-92. {1.4}
- Phillips, M. (1989). *Lexical Structure of Text*. Birmingham: University of Birmingham.
- Phun, J. (1986). Vocabulary teaching: some principles. *Guidelines*, 8(1), 35-34 31. {22.1}
- Pichette, F., de Serres, L., & Lafontaine, M. (2012). Sentence reading and writing for second language vocabulary acquisition. *Applied Linguistics*, 33(1), 66-82. {22.2}
- Pickard, N. (1996). Out of class language learning strategies. *ELT Journal*, 50(2), 150-159. {17.1}
- Pickering, M. (1982). Context-free and context-dependent vocabulary learning: an experiment. *System*, 10(1), 79-83. {19.2}
- Piczon-Llamzon, P. (1979). Reading the dictionary for the pronunciation of English words. *Guidelines*, 2, 49-53. {21.3}
- Pienemann, M. (1985). Learnability and syllabus construction. In K. Hyltenstam & M. Pienemann (Eds.), *Modelling and Assessing Second Language Development* (pp. 23-75). Clevedon: Multilingual Matters.
- Pierson, H. (1989). Using etymology in the classroom. *ELT Journal*, 43(1), 57-63. {6.4}
- Pigada, M., & Schmitt, N. (2006). Vocabulary acquisition from extensive reading: a case study. *Reading in a Foreign Language*, 18(1), 1-28. {14.5}
- Pimsleur, P. (1967). A memory schedule. *Modern Language Journal*, 51(2), 73-75. {11.2}
- Pinker, S. (1999). *Words and rules: The ingredients of language*. New York: Basic Books.
- Pino-Silva, J. (1993). Untutored vocabulary acquisition and L2 reading ability. *Reading in*

- a Foreign Language*, 9(2), 845-857. {14.2}
- Piotrowski, T. (1989). Monolingual and bilingual dictionaries: fundamental differences. In M.L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 72-83). Singapore: SEAMEO Regional Language Centre.
- Pitts, M., White, H., & Krashen, S. (1989). Acquiring second language vocabulary through reading: a replication of the Clockwork Orange study using second language acquirers. *Reading in a Foreign Language*, 5(2), 271-275. {18.4}
- Plaister, T. (1981). Teaching vocabulary, listening comprehension, and reasoning by means of analogies. *Foreign Language Annals*, 14(1), 25-29. {22.1}
- Plass, J. L., Chun, D. M., Mayer, R. E., & Leutner, D. (2003). Cognitive load in reading a foreign language text with multimedia aids and the influence of verbal and spatial abilities. *Computers in Human Behavior*, 19, 221-243. {21.4}
- Plass, J. L., & Jones, L. (2005). Multimedia learning in second language acquisition. In R. Mayer (Ed.), *The Cambridge Handbook of Multimedia Learning* (pp. 467-488). New York: Cambridge University Press.
- Porte, G. (1988). Poor language learners and their strategies for dealing with new vocabulary. *ELT Journal*, 42(3), 167-172. {17.1}
- Porter, D., & Williams, E. (1984). Review of Teaching Vocabulary by M. Wallace. *ELT Journal*, 38(1), 60-61. {1.4}
- Potter, M. C., So, K. F., von Eckardt, B., & Feldman, L. B. (1984). Lexical and conceptual representation in beginning and proficient bilinguals. *Journal of Verbal Learning and Verbal Behavior*, 23, 23-38. {3.2}
- Poulisse, N. (1993). A theoretical account of lexical communication strategies. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 157-189). Amsterdam/Philadelphia: John Benjamins.
- Poulshock, J. (2010). Extensive graded reading in the liberal arts and sciences. *Reading in a Foreign Language*, 22(2), 304-322. {14.5}
- Pouwels, J. B. (1992). The effectiveness of vocabulary visual aids for auditory and visual foreign language students. *Foreign Language Annals*, 25(5), 391-401. {22.1}
- Prados, M. D. (2010). Gender and L1 influence on EFL learners' lexicon. In R. M. J. Catalan (Ed.), *Gender Perspectives on Vocabulary in Foreign and Second Languages* (pp. 44-73). New York: Palgrave Macmillan.
- Praninskas, J. (1972). *American University Word List*. London: Longman.
- Pravec, N. A. (2001). Survey of learner corpora. *ICAME Journal*, 26, 81-114. {8.4}
- Preller, A. G. (1967). Some problems involved in compiling word frequency lists. *Modern Language Journal*, 51(7), 399-402. {8.1}
- Pressley, M. (1977). Children's use of the keyword method to learn simple Spanish vocabulary words. *Journal of Educational Psychology*, 69(5), 465-472. {20.3}
- Pressley, M., & Ahmad, M. (1986). Transfer of imagery-based mnemonics by adult learners. *Contemporary Educational Psychology*, 11, 150-160. {20.2}
- Pressley, M., & Dennis-Rounds, J. (1980). Transfer of a mnemonic keyword strategy at two age levels. *Journal of Educational Psychology*, 72, 575-582. {20.2}
- Pressley, M., Levin, J., Hall, J., Miller, G., & Berry, J. K. (1980). The keyword method and foreign word acquisition. *Journal of Experimental Psychology: Human Learning and Memory*, 5, 22-29. {20.3}
- Pressley, M., Levin, J., Kuiper, N., Bryant, S., & Michener, S. (1982). Mnemonic versus

- nonmnemonic vocabulary-learning strategies: additional comparisons. *Journal of Educational Psychology*, 74, 693-707. {20.2}
- Pressley, M., Levin, J., Nakamura, G., Hope, D., Bispo, J., & Toye, A. (1980). The keyword method of foreign vocabulary learning: an investigation of its generalisability. *Journal of Applied Psychology*, 65, 635-642. {20.3}
- Pressley, M., & Levin, J. R. (1978). Developmental constraints associated with children's use of the keyword method of foreign language vocabulary learning. *Journal of Experimental Child Psychology*, 26, 359-372. {20.3}
- Pressley, M., Levin, J. R., & Delaney, H. (1982). The mnemonic keyword method. *Review of Educational Research*, 52(1), 61-91. {20.1}
- Pressley, M., Levin, J. R., Digdon, N., Bryant, S. L., & Ray, K. (1983). Does method of item presentation affect keyword method effectiveness? *Journal of Educational Psychology*, 75, 586-591. {20.2}
- Pressley, M., Levin, J. R., & Ghatala, E. S. (1984). Memory strategy monitoring in adults and children. *Journal of Verbal Learning and Verbal Behavior*, 23, 270-288. {20.2}
- Pressley, M., Levin, J. R., & McCormick, C. B. (1980). Young children's learning of foreign language vocabulary: a sentence variation of the keyword method. *Contemporary Educational Psychology*, 5, 22-29. {20.3}
- Pressley, M., Levin, J. R., & McDaniel, M. A. (1987). Remembering versus inferring what a word means: mnemonic and contextual approaches. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 107-127). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Pressley, M., Levin, J. R., & Miller, G. E. (1981). How does the keyword affect vocabulary comprehension and usage? *Reading Research Quarterly*, 16, 213-226. {20.2}
- Pressley, M., Levin, J. R., & Miller, G. E. (1981). The keyword method and children's learning of foreign vocabulary with abstract meanings. *Canadian Journal of Psychology*, 35, 283-287. {20.3}
- Pressley, M., Levin, J. R., & Miller, G. E. (1982). The keyword method compared to alternative vocabulary learning strategies. *Contemporary Educational Psychology*, 7, 50-60. {20.2}
- Pressley, M., Samuel, J., Hershey, M., Bishop, S., & Dickinson, D. (1981). Use of a mnemonic technique to teach young children foreign language vocabulary. *Contemporary Educational Psychology*, 6, 110-116. {20.3}
- Prichard, C. (2008). Evaluating L2 readers' vocabulary strategies and dictionary use. *Reading in a Foreign Language*, 20(2), 216-231. {21.3}
- Prince, P. (1996). Second language vocabulary learning: the role of context versus translations as a function of proficiency. *Modern Language Journal*, 80(4), 478-493. {19.2}
- Prisca, A. (2013). No dictionaries in the classroom: Translation equivalents and vocabulary acquisition. *International Journal of Lexicography*, 26(3), 362-385. {21.3}
- Prowse, P. (2001). *Cambridge English Readers: Word List*. Cambridge: Cambridge University Press.
- Prowse, P. (2002). Top ten principles for teaching extensive reading: A response. *Reading in a Foreign Language*, 14(2), 142-145. {14.5}
- Puangmali, S. (1976). A study of engineering English vocabulary. *RELC Journal*, 7(1),

- 40-52. {10.2}
- Pueyo, I. G., & Val, S. (1996). The construction of technicality in the field of plastics: a functional approach towards teaching technical terminology. *English for Specific Purposes*, 14(4), 251-278. {10.4}
- Pulido, D. (2003). Modelling the role of second language proficiency and topic familiarity in second language incidental vocabulary acquisition. *Language Learning*, 53(2), 233-284. {14.4}
- Pulido, D. (2004a). The effect of cultural familiarity on incidental vocabulary acquisition through reading. *The Reading Matrix*, 4(2), 20-53. {18.4}
- Pulido, D. (2004b). The relationship between text comprehension and second language incidental vocabulary acquisition: A matter of topic familiarity? *Language Learning*, 54(3), 469-523. {14.4}
- Pulido, D. (2007a). The relationship between text comprehension and second language incidental vocabulary acquisition: The effect of topic familiarity. *Language Learning*, 57(Suppl 1), 155-199. {14.4}
- Pulido, D. (2007b). The effects of topic familiarity and passage sight vocabulary on L2 lexical inferencing and retention through reading. *Applied Linguistics*, 28(1), 66-86. {18.4}
- Pulido, D. (2009). How involved are American L2 learners of Spanish in lexical input processing tasks during reading? *Studies in Second Language Acquisition*, 31, 31-58. {18.4}
- Pulido, D., & Hambrick, D. Z. (2008). The *virtuous* circle: Modeling individual differences in L2 reading and vocabulary development. *Reading in a Foreign Language*, 20(2), 164-190. {14.4}
- Putnam, H. (1975). The Meaning of Meaning. In K. Gunderson (Ed.), *Language, Mind and Knowledge* (pp. 131-193): Minnesota Studies in the Philosophy of Science 7.
- Putnam, H. (1975). *Mind, Language and Reality*. Cambridge: Cambridge University Press.
- Pyc, M. A., & Rawson, K. A. (2007). Examining the efficiency of schedules of distributed retrieval practice. *Memory & Cognition*, 35(8), 1917-1927. {11.2}
- Pyc, M. A., & Rawson, K. A. (2009). Testing the retrieval hypothesis: Does greater difficulty correctly recalling information lead to higher levels of memory? *Journal of Memory and Language*, 60, 437-447. {11.3}
- Qian, D. (1999). Assessing the roles of depth and breadth of vocabulary knowledge in reading comprehension. *Canadian Modern Language Review*, 56(2), 282-307. {24.2}
- Qian, D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: an assessment perspective. *Language Learning*, 52(3), 513-536. {24.2}
- Qian, D. (2004). Second language lexical inferencing: Preferences, perceptions, and practices. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 155-169). Amsterdam: John Benjamins.
- Qian, D., & Schedl, M. (2004). Evaluation of an in-depth vocabulary knowledge measure for assessing reading performance. *Language Testing*, 21(1), 28-52. {24.2}
- Qian, D. D. (2008). From single words to passages: contextual effects on predictive power of vocabulary measures for assessing reading performance. *Language*

- Assessment Quarterly*, 5(1), 1-19. {24.1}
- Qing, M., & Kelly, P. (2006). Computer assisted vocabulary learning: Design and evaluation. *Computer Assisted Language Learning*, 19(1), 15-45. {22.3}
- Quealy, R. J. (1969). Senior high school students' use of context aids in reading. *Reading Research Quarterly*, 4(4), 512-532. {18.3}
- Quinn, E., & Nation, I. S. P. (1974). *Speed Reading*. Kuala Lumpur: Oxford University Press.
- Quinn, E., Nation, I. S. P., & Millett, S. (2007). *Asian and Pacific Speed Readings for ESL Learners*: available from studentnotes@vicbooks.co.nz.
- Quinn, G. (1968). *The English vocabulary of some Indonesian university entrants*. Salatiga: IKIP Kristen Satya Watjana.
- Quist, C. (1991). Semantic features of scientific and technical languages. *Copenhagen Studies in Language*, 14, 24-38. {10.2}
- Radwan, A. A., & Rikala-Boyer, J. (2011). Semantic processing and vocabulary development of Adult ESL learners. *Asian Journal of English Language Teaching*, 21, 1-21. {22.2}
- Raimes, A. (1985). What unskilled ESL students do as they write: a classroom study of composing. *TESOL Quarterly*, 19(2), 229-258. {15.3}
- Ralph, B. (2010). Developing vocabulary acquisition strategies in the Japanese tertiary classroom: An action research study. *TESL Reporter*, 43(1), 1-13. {17.1}
- Ramsay, J. W. (1981). Vocabulary preparation for reading in the content area. In J. C. Fisher, M. A. Clarke & J. Schachter (Eds.), *On TESOL '80* (pp. 214-225). Washington: TESOL.
- Randall, M. (1980). Word association behaviour in learners of English as a foreign language. *Polyglot*, 2(Fiche2). {4.1}
- Randell, M., & Meara, P. (1988). How Arabs read roman letters. *Reading in a Foreign Language*, 4(2), 133-145. {2.5}
- Rankin, E. F., & Overholser, B. M. (1969). Reaction of intermediate grade children to contextual clues. *Journal of Reading Behavior*, 1(3), 50-73. {18.1}
- Rapaport, W. J. (XX). *What is "context" for contextual vocabulary acquisition?*
- Raptis, H. (1997). Is second language vocabulary best learned by reading? *Canadian Modern Language Review*, 53(3), 566-580. {18.4}
- Rasekh, Z., & Ranjbar, R. (2003). Metacognitive strategy training for vocabulary learning. *TESL-EJ*, 7(2), 1-17. {17.1}
- Rash, J., Johnson, T. D., & Gleadow, N. (1984). Acquisition and retention of written words by kindergarten children under varying learning conditions. *Reading Research Quarterly*, 19(4), 452-460. {14.4}
- Rasinski, T. V. (1989). Fluency for everyone: incorporating fluency instruction in the classroom. *The Reading Teacher*, 42, 690-693. {1.5}
- Rasinski, T. V. (2000). Speed does matter in reading. *The Reading Teacher*, 54(2), 146-151. {1.5}
- Raugh, M. R., & Atkinson, R. C. (1975). A mnemonic method for learning a second-language vocabulary. *Journal of Educational Psychology*, 67, 1-16. {20.3}
- Raugh, M. R., Schupbach, R. D., & Atkinson, R. C. (1977). Teaching a large Russian language vocabulary the mnemonic keyword method. *Instructional Science*, 6(3), 199-221. {20.3}

- Rausch, A. S. (1996). Suggestopedic vocabulary acquisition in the language classroom. *The Language Teacher*, 20(7), 11-13. {22.2}
- Read, J. (1987). Towards a deeper assessment of vocabulary knowledge. *Paper presented at the 8th World Congress of Applied linguistics, Sydney, Australia.* {24.3}
- Read, J. (1988). Measuring the vocabulary knowledge of second language learners. *RELC Journal*, 19(2), 12-25. {24.4}
- Read, J. (1993). The development of a new measure of L2 vocabulary knowledge. *Language Testing*, 10(3), 355-371. {24.3}
- Read, J. (1995). Refining the word associates format as a measure of depth of vocabulary knowledge. *New Zealand Studies in Applied Linguistics*, 1, 1-17. {24.3}
- Read, J. (1997). Assessing vocabulary in a second language. In C. Clapham & D. Corson (Eds.), *Encyclopaedia of Language and Education Vol. 7: Language Testing and Assessment* (pp. 99-107). Netherlands: Kluwer Academic Publishers.
- Read, J. (1997). Vocabulary and testing. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 303-320). Cambridge: Cambridge University Press.
- Read, J. (1998). Validating a test to measure depth of vocabulary knowledge. In A. J. Kunnan (Ed.), *Validation in Language Assessment* (pp. 41-60). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Read, J. (2000). *Assessing Vocabulary*. Cambridge: Cambridge University Press.
- Read, J. (2004). Plumbing the depths: How should the construct of vocabulary knowledge be defined? In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition and Testing* (pp. 209-227). Amsterdam: John Benjamins.
- Read, J. (2004). Research in teaching vocabulary. *Annual Review of Applied Linguistics*, 24, 146-161. {22.1}
- Read, J. (2007). Review of "Focus on Vocabulary". *New Zealand Studies in Applied Linguistics*, 13(1), 101-103. {1.4}
- Read, J. (2007). Second language vocabulary assessment: Current practices and new directions. *International Journal of English Studies*, 7(2), 105-125. {24.1}
- Read, J. (2013). Research timeline: Second language vocabulary assessment. *Language Teaching*, 46(1), 41-52. {24.1}
- Read, J., & Chapelle, C. (2001). A framework for second language vocabulary assessment. *Language Testing*, 18(1), 3-32. {24.1}
- Read, J., & Nation, I. S. P. (2004). Measurement of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences* (pp. 23-35). Amsterdam: John Benjamins.
- Read, J., & Nation, P. (2009). Introduction: Meara's contribution to research in lexical processing. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 1-12). Bristol: Multilingual Matters.
- Read, J. A. S., & Nation, I. S. P. (2006). An investigation of the lexical dimension of the IELTS speaking test. *IELTS Research reports*, 6, 207-231. {24.4}
- Reda, G. (2003). English coursebooks: prototype texts and basic vocabulary norms. *ELT Journal*, 57(3), 260-268. {23.1}
- Renandya, W. A. (2007). The power of extensive reading. *RELC Journal*, 38(2), 133-149. {14.5}
- Renouf, A., & Sinclair, J. (1991). Collocational frameworks in English. In K. Aijmer & B.

- Altenberg (Eds.), *English Corpus Linguistics* (pp. 128-143). Harlow: Longman.
- Repin, V., & Orlov, R. S. (1967). The use of sleep and relaxation in the study of foreign languages. *Australian Journal of Psychology*, 19(3), 203-207. {19.1}
- Reppen, R. (2001). Review of Monoconc Pro and Wordsmith Tools. *Language Learning & Technology*, 5(3), 32-36. {8.4}
- Reppen, R. (2010). *Using corpora in the language classroom*. New York: Cambridge University Press.
- Reppen, R., & Ide, N. (2004). The American National Corpus: overall goals and the first release. *Journal of English Linguistics*, 32(2), 105-113. {8.4}
- Reynolds, B. L. (2012). Comments on Anthony Bruton, Miguel Garcia Lopez, and Raquel Esquiliche Mesa's "Incidental L2 vocabulary learning: An impracticable term?". *TESOL Quarterly*, 46(4), 812-816. {11.1}
- Reynolds, B. L. (2013). Comments on Stuart Webb and John Macalister's "Is Text Written for Children Useful for L2 Extensive Reading?". *TESOL Quarterly*, 47(4), 849-852. {14.5}
- Reynolds, D. W. (1995). Repetition in nonnative speaker writing. *Studies in Second Language Acquisition*, 17, 185-209. {15.3}
- Reznik, J. S., & Goldsmith, L. (1989). A multiple form word production checklist for assessing early language. *Journal of Child Language*, 16, 91-100. {24.1}
- Rhode, A., & Tiefenthal, C. (2000). Fast mapping in early L2 lexical acquisition. *Studia Linguistica*, 54, 167-174. {7.4}
- Rice, M. L., & Woodsmall, L. (1988). Lessons from television: Children's word learning when viewing. *Child Development*, 59, 420-429. {12.1}
- Richards, B. (1987). Type/token ratios: what do they really tell us? *Journal of Child Language*, 14, 201-209. {15.1}
- Richards, B. J., & Malvern, D. D. (1997). *Quantifying lexical diversity in the study of language development*. Reading: University of Reading.
- Richards, I. A. (1943). *Basic English And Its Uses*. London: Kegan Paul, Trench, Trubner & Co.
- Richards, J. C. (1970). A psycholinguistic measure of vocabulary selection. *IRAL*, 8(2), 87-102. {9.1}
- Richards, J. C. (Ed.). (1974). *Error Analysis*. London: Longman.
- Richards, J. C. (1974). Word lists: problems and prospects. *RELC Journal*, 5(2), 69-84. {8.1}
- Richards, J. C. (1976). The role of vocabulary teaching. *TESOL Quarterly*, 10(1), 77-89. {2.1}
- Richards, J. C., & Taylor, A. (1992). Defining strategies in folk definitions. *Working Papers of the Department of English, City Polytechnic of Hong Kong*, 4(2), 1-8. {21.5}
- Richards, M. M. (1982). Empiricism and learning to mean. In S. A. K. II (Ed.), *Language Development* (pp. 365-396). N.J.: Lawrence Erlbaum.
- Richardson, M. (1990). Vocabulary learning hypercard stack. *Macademia*, December, 9. {22.3}
- Ridley, J., & Singleton, D. (1995). Strategic L2 lexical innovation: case study of a university-level ab initio learner of German. *Second Language Research*, 11(2), 137-148. {17.1}
- Rieder, A. (2003). Implicit and explicit learning in incidental vocabulary instruction. XX,

- 12(2), 24-39. {2.3}
- Riegel, K. F. (1968). Some theoretical considerations of bilingual development. *Psychological Bulletin*, 70(6), 647-670. {3.2}
- Rilling, S., & Pazvant, O. (2002). Computer concordancing for ESP materials. *TESOL Journal*, 11(3), 43-35. {22.3}
- Ringbom, H. (1982). The influence of other languages on the vocabulary of a foreign language learner *Error Analysis, Contrastive Linguistics and Interlanguage*. Heidelberg: Julius Groos Verlag.
- Ringbom, H. (1983). Borrowing and lexical transfer. *Applied Linguistics*, 4, 207-212. {6.4}
- Ringbom, H. (1983). Psycholinguistics and foreign learning. *Abo Akademi, Abo*. {1.1}
- Ringbom, H. (1987). *The Role of the First Language in Foreign Language Learning*. Clevedon: Multilingual Matters.
- Ringbom, H. (1990). Effects of transfer in foreign language learning. In H. W. Dechert (Ed.), *Current Trends in European Second Language Acquisition Research* (pp. 205-218). Clevedon: Multilingual Matters.
- Ringbom, H. (1998). Vocabulary frequencies in advanced learner English. In S. Granger (Ed.), *Learner English on Computer* (pp. 41-52). London: Longman.
- Ringbom, H. (1999). High-frequency verbs in the ICLE corpus. In A. Renouf (Ed.), (pp. 191-200).
- Ringeling, T. (1984). Subjective estimations as a useful alternative to word frequency counts. *Interlanguage Studies Bulletin*, 8(1), 59-69. {8.1}
- Rinsland, H. B. (1945). *A Basic Vocabulary of Elementary School Children*. New York: Macmillan.
- Rinvoluceri, M. (1981). Words - How to teach them. *Modern English Teacher*, 9(2), 19-20. {22.2}
- Rivero, G. A., & Best, M. (1978). Strategies for solving lexical problems through discourse and context. In C. H. Blatchford & J. Schachter (Eds.), *On TESOL '78* (pp. 191-198). Washington: TESOL.
- Rivers, W. M. (1981). Apples of gold in pictures of silver: where have all the words gone? *Studia Linguistica*, 35(1-Feb), 114-129. {1.3}
- Rivers, W. M., & Temperley, M. S. (1977). Building and maintaining an adequate vocabulary. *English Teaching Forum*, 15(1), 2-7. {22.1}
- Rizo-Rodriguez, A. (2004). Current lexicographical tools in EFL: monolingual resources for the advanced learner. *Language Teaching*, 37, 29-46. {21.1}
- Rizo-Rodriguez, A. (2010). Access routes to lexical collocations in English learner's dictionaries. In M. Moreno Jaen, F. Serrano Valverde & M. Calzada Perez (Eds.), *Exploring New Paths in Language Pedagogy: Lexis and Corpus-based Language Teaching* (pp. 111-124). London: Equinox.
- Robb, T. (2002). Extensive reading in the Asian context -- an alternative view. *Reading in a Foreign Language*, 14(2), 146-147. {14.5}
- Robb, T. N., & Susser, B. (1989). Extensive reading vs skill building in an EFL context. *Reading in a Foreign Language*, 5(2), 239-251. {9.4}
- Roberts, A. H. (1965). *A Statistical Linguistic Analysis of American English*. The Hague: Mouton & Co.
- Roberts, P. (1987). Towards a lexis syllabus. *IATEFL Newsletter*, 96, 38-39. {23.1}
- Robinson, A. H. (1963). A study of techniques of word identification. *Reading Teacher*,

- 16, 238-242. {2.5}
- Robinson, P., & Gilabert, R. (2007). Task complexity, the cognition hypothesis and second language learning and performance. *IRAL*, 45, 161-176. {11.1}
- Robinson, P. J. (1988). A Hallidayan framework for vocabulary teaching: an approach to organising the lexical content of an EFL syllabus. *IRAL*, 26(3), 229-238. {23.1}
- Robinson, P. J. (1989a). A rich view of lexical competence. *ELT Journal*, 43(4), 274-282. {2.1}
- Robinson, P. J. (1989b). Procedural vocabulary and language learning. *Journal of Pragmatics*, 13, 523-546. {21.5}
- Robinson, P. J. (1993). Procedural and declarative knowledge in vocabulary learning: communication and the language learner's lexicon. In T. H. M. a. C. J. e. Huckin (Ed.), *Second Language Reading and Vocabulary* (pp. 229-262). Norwood, N.J.: Ablex.
- Roby, W. B. (1999). "What's in a gloss?". *Language Learning & Technology*, 2(2), 94-101. {21.4}
- Rodgers, M. P. H., & Webb, S. (2011). Narrow viewing: The vocabulary in related television programs. *TESOL Quarterly*, 45(4), 689-717. {12.2}
- Rodgers, T. (1968). *Measuring Vocabulary Difficulty*. Stanford University.
- Rodgers, T. S. (1969). On measuring vocabulary difficulty: an analysis of item variables in learning Russian-English vocabulary pairs. *IRAL*, 7(4), 327-343. {2.2}
- Rodriguez, M., & Sadoski, M. (2000). Effects of rote, context, keyword, and context/keyword methods on retention of vocabulary in EFL classrooms. *Language Learning*, 50(2), 385-412. {20.3}
- Rodriguez, M. C. (2005). Three options are optimal for multiple-choice items: A meta-analysis of 80 years of research. *Educational Measurement: Issues and Practice*, 24(2), 3-13. {24.1}
- Roediger, H. L. (1990). Implicit memory: Retention without remembering. *American Psychologist*, 45, 1043-1056. {19.1}
- Roessingh, H., Elgie, S., & Kover, P. (2015). Using lexical profiling tools to investigate children's written vocabulary in grade 3: An exploratory study. *Language Assessment Quarterly*, 12(1), 67-86. {15.1}
- Rogers, J., Webb, S., & Nakata, T. (2015). Do the cognacy characteristics of loanwords make them more easily learned than noncognates? *Language Teaching Research*, 19(1), 9-27. {6.4}
- Rogerson, H. D., Davis, B., Hershelman, S. T., & Jasnow, C. (1988). *Words for Students of English*. Pittsburgh, Pa: University of Pittsburgh Press.
- Rohrer, J. (1980). Learning styles and teaching vocabulary. In J. E. Alatis (Ed.), *Current Issues in Bilingual Education* (pp. 280-288): Georgetown University Round Table.
- Ronald, J. (2009). Repeated L2 reading with and without a dictionary. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 82-94). Bristol: Multilingual Matters.
- Rosch, E., Mervis, C. B., Gray, W. D., Johnson, D. M., & Boyes-Braem, P. (1976). Basic objects in natural categories. *Cognitive Psychology*, 8, 382-439. {3.3}
- Rosenheck, M. B., Levin, M. E., & Levin, J. R. (1989). Learning botany concepts mnemonically: seeing the forest and the trees. *Journal of Educational Psychology*, 81(2), 196-203. {20.2}

- Rosenshine, B. V. (1980). Skill hierarchies in reading comprehension. In R. J. Spiro, B. C. Bruce & W. F. Brewer (Eds.), *Theoretical Issues in Reading Comprehension* (pp. 535-554). Englewood Cliffs, N.J.: Lawrence Erlbaum Associates.
- Rosenweig, M. R., & McNeill, D. (1962). Inaccuracies in the semantic count of Lorge and Thorndike. *American Journal of Psychology*, 75, 316-319. {8.1}
- Rossiter, M. J., Derwing, T. M., Manimtim, L. G., & Thomson, R. I. (2010). Oral fluency: the neglected component in the communicative language classroom. *Canadian Modern Language Review*, 66(4), 583-606. {1.5}
- Rosszell, H. R. (2010). Class readers: The learner's perspective. *Global Japanese Studies Review, Meiji University*, 2(1), 51-76. {14.5}
- Rott, S. (1999). The effect of exposure frequency on intermediate language learners' incidental vocabulary acquisition through reading. *Studies in Second Language Acquisition*, 21(1), 589-619. {14.4}
- Rott, S. (2005). Processing glosses: a qualitative exploration of how form-meaning connections are established and strengthened. *Reading in a Foreign Language*, 17(2), 95-124. {21.4}
- Rott, S. (2007). The effect of frequency of input-enhancements on word learning and text comprehension. *Language Learning*, 57(2), 165-199. {11.1}
- Rott, S., & Williams, J. (2003). Making form-meaning connections while reading: a qualitative analysis of word processing. *Reading in a Foreign Language*, 15(1), 45-75. {21.4}
- Rott, S., Williams, J., & Cameron, R. (2002). The effect of multiple-choice glosses and input-output cycles on lexical acquisition and retention. *Language Teaching Research*, 6(3), 183-222. {21.4}
- Rowe, E. C., & Rowe, H. (1913). The vocabulary of a child at four and six years of age. *Pedagogical Seminary*, 20, 187-208. {7.1}
- Rowe, L. (1996). Let the children read: Early extensive exposure to reading using a school library. *The Language Teacher*, 20(5), 23-27. {14.5}
- Rowe, M. L. (2012). A longitudinal investigation of the role of quantity and quality of child-directed speech in vocabulary development. *Child Development*, 83(3), 1762-1774. {7.1}
- Rowe, M. L., & Goldin-Meadow, S. (2009). Differences in early gesture explain SES disparities in child vocabulary size at school entry. *Science*, 323, 951-953. {7.1}
- Rowe, M. L., Raudenbush, S. W., & Goldin-Meadow, S. (2012). The pace of vocabulary growth helps predict later vocabulary skill. *Child Development*, 83(2), 508-525. {7.1}
- Rowland, L. (2011). Lessons about learning: Comparing learner experiences with language research. *Language Teaching Research*, 15(2), 254-267. {22.2}
- Royer, J. M. (1973). Memory effects for test-like-events during acquisition of foreign language vocabulary. *Psychological Reports*, 32, 195-198. {19.1}
- Rua, P. L. (2010). Making and breaking the rules: lexical creativity in the alternative music scene. *Language Awareness*, 19(1), 51-67. {11.1}
- Rubin, D. C. (1976). The effectiveness of context before, after, and around a missing word. *Perception and Psychophysics*, 19, 214-216. {18.3}
- Ruddell, M. R. (1994). Vocabulary knowledge and comprehension: a comprehension-process view of complex literacy relationships. In R. B. Ruddell,

- M. R. Ruddell & H. Singer (Eds.), *Theoretical Models and Processes of Reading* (4th ed., pp. 414-447). Newark, Del.: International Reading Association.
- Rudzka, B., Channell, J., Putseys, Y., & Ostyn, P. (1981). *The Words You Need*. London: Macmillan.
- Ruegg, R., Fritz, E., & Holland, J. (2011). Rater sensitivity to qualities of lexis in writing. *TESOL Quarterly*, 45(1), 63-80. {15.1}
- Ruffell, S. K. (2008). *Reading recovery and the vocabulary knowledge of young children*. (Master of Arts in Applied Linguistics), Victoria University of Wellington, Wellington.
- Ruhl, C. (1975). Primary verbs. *Lacus Forum*, 1, 436-445. {3.3}
- Ruhl, C. (1976). Pragmatic metonymy. *Lacus Forum*, 2, 370-380. {3.3}
- Ruhl, C. (1977). Idioms and data. *Lacus Forum*, 3, 456-466. {3.3}
- Ruhl, C. (1978). Alleged idioms with HIT. *Lacus Forum*, 5, {3.3}
- Ruhl, C. (1978). Two forms of reductionism. *Lacus Forum* 4, 370-383. {3.3}
- Ruhl, C. (1989). *On Monosemy: A Study in Linguistic Semantics*. Albany: State University of New York Press.
- Rumszewicz, W. (1967). On contemporary dramatic and scientific English. *Glottodidactica*, 2, 71-83. {10.2}
- Rundell, M. (2002). *Macmillan English Dictionary for Advanced Learners* (1st ed.). Oxford: Macmillan Education.
- Russell, D. H., & Fea, H. R. (1963). Research on teaching reading. In N. L. Gage (Ed.), *Handbook of Research on Teaching* (pp. 883-896). Chicago: Rand McNally.
- Russell, D. H., & Saadeh, I. Q. (1962). Qualitative levels in children's vocabularies. *Journal of Educational Psychology*, 53(4), 170-174. {21.5}
- Ryan, A. (1997). Learning the orthographical form of L2 vocabulary - a receptive and productive process. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 181-198). Cambridge: Cambridge University Press
- Ryden, E. R. (1948). Vocabulary as an index of learning in a second language. *Journal of Educational Psychology*, 39, 436-440. {7.4}
- Ryder, R. J., & Graves, M. F. (1994). Vocabulary instruction presented prior to reading in two basal readers. *Elementary School Journal*, 95(2), 139-153. {14.2}
- Ryder, R. J., & Hughes, M. (1985). The effect on text comprehension of word frequency. *Journal of Educational Research*, 78(5), 286-291. {14.2}
- Rye, J. (1985). Are cloze items sensitive to constraints across sentences? A review. *Journal of Research in Reading (UKRA)*, 8(2), 94-105. {18.1}
- Sachs, H. J. (1943). The reading method of acquiring vocabulary. *Journal of Educational Research*, 36, 457-464. {18.3}
- Sadler, R. K., Hayllar, T. A. S., & Powell, C. J. (1981). *Working With Words*. Melbourne: Macmillan.
- Sadoski, M. (2005). A dual coding view of vocabulary learning. *Reading & Writing Quarterly*, 21, 221-238. {11.3}
- Saemen, R. A. (1970). *Effects of commonly known meanings on determining obscure meanings of multiple-meaning words in context*. Office of Education (DHEW), Washington, D.C.
- Sagarra, N., & Alba, M. (2006). The key is in the keyword: L2 vocabulary learning methods with beginning learners of Spanish. *Modern Language Journal*, 90(2),

- 228-243. {20.3}
- Salager, F. (1983). The lexis of fundamental medical English: classificatory framework and rhetorical function (a statistical approach). *Reading in a Foreign Language*, 1(1), 54-64. {10.2}
- Salager, F. (1984). The English of medical literature research project. *English for Specific Purposes, Oregon State University*, 87(5-Jul). {10.2}
- Salisbury, A. (1894). A child's vocabulary. *Educational Review*, 7, 289-290. {7.1}
- Salling, A. (1954). The principles of simplification. *French Review*, 28(2), 153-159. {9.2}
- Salling, A. (1959). What can frequency counts teach the language teacher? *Contact*, 3, 24-29. {8.1}
- Salsbury, T., Crossley, S., & McNamara, D. (2011). Psycholinguistic word information in second language oral discourse. *Second Language Research*, 27(3), 343-360. {3.1}
- Samuels, S. J. (1977). The method of repeated readings. *The Reading Teacher*, 32(50)(5), 378-381. {1.5}
- Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. *Modern Language Journal*, 79(1), 15-28. {17.1}
- Sanaoui, R. (1996). Processes of vocabulary instruction in 10 French as a second language classrooms. *Canadian Modern Language Review*, 52(2), 179-199. {22.2}
- Sanchez, M. J. (2004). Effect of instruction with expert patterns on the lexical learning of English as a foreign language. *System*, 32, 89-102. {3.4}
- Sandosham, L. (1980). Using the word bank as a vocabulary building aid. *Guidelines*, 3, 54-60. {22.2}
- Sanford, E. C. (1891). Notes on studies of the language of children. *Pedagogical Seminary*, 1, 257-260. {7.1}
- Santos, T. (1988). Professors' reactions to the academic writing of nonnative-speaking students. *TESOL Quarterly*, 22(1), 69-90. {15.1}
- Saragi, T. (1974). *A study of English suffixes*. (Unpublished MA thesis), Sanata Dharma, Yogyakarta, Indonesia.
- Saragi, T., Nation, I. S. P., & Meister, G. F. (1978). Vocabulary learning and reading. *System*, 6(2), 72-78. {18.4}
- Sarawit, M. (1980). Vocabulary in a communicative context: 'the assembly'. *Guidelines*, 3, 73-75. {22.2}
- Sasaki, A., & Takeuchi, O. (2010). EFL students' vocabulary learning in NS-NNS e-mail interactions: Do they learn new words by imitation? *ReCALL*, 22(1), 70-83. {22.3}
- Sasao, Y. (2013). *Diagnostic tests of English vocabulary learning proficiency: guessing from context and knowledge of word parts*. (PhD), Unpublished PhD thesis, Victoria University of Wellington, New Zealand.
- Sasao, Y., & Webb, S. (2015). The word part levels test. *Language Teaching Research*. {24.4}
- Saville-Troike, M. (1984). What really matters in second language learning for academic achievement? *TESOL Quarterly*, 18(2), 199-219. {1.5}
- Saxton, S., & Saxton, I. (1999). Happy word families. *Modern English Teacher*, 8(3), 31-35. {6.5}
- Scarcella, R., & Zimmerman, C. (1998). Academic words and gender. *Studies in Second*

- Language Acquisition*, 20, 27-49. {10.1}
- Schachter, W. S. (1979). An investigation of the effects of vocabulary instruction and schemata orientation upon reading comprehension. *Dissertation Abstracts International*, 39(A7303). {14.2}
- Schaefer, C. F. (1980). Episodic memory, semantic memory, and fluency. *IRAL*, 23(4), 321-325. {3.2}
- Schane, S. A. (1977). Rule breaking in English spelling: a study of final e. In P. J. Hopper (Ed.), *Current Issues in Linguistic Theory*. Amsterdam: John Benjamins.
- Schatz, E. K., & Baldwin, R. S. (1986). Context clues are unreliable predictors of word meaning. *Reading Research Quarterly*, 21(4), 439-453. {18.1}
- Schauer, G. A., & Adolphs, S. (2006). Expressions of gratitude in corpus and DCT data: Vocabulary, formulaic sequences, and pedagogy. *System*, 34, 119-134. {5.1}
- Scherfer, P. (1993). Indirect L2 vocabulary learning. *Linguistics*, 31, 1141-1153. {18.4}
- Schiff, R., & Calif, S. (2007). Role of phonological and morphological awareness in L2 oral reading. *Language Learning*, 57(2), 271-298. {2.5}
- Schleifer, A. (1985). Reaching out: a strategy for advanced vocabulary acquisition. *English Teaching Forum*, 23(2), 9-15. {22.1}
- Schmidt, R. W. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11(2), 129-158. {1.5}
- Schmidt, R. W. (1992). Psychological mechanisms underlying second language fluency. *Studies in Second Language Acquisition*, 14, 357-385. {1.5}
- Schmidt, R. W., & Frota, S. (1986). Developing basic conversational ability in a second language: a case study of an adult learner of Portuguese. In R. Day (Ed.), *Talking to Learn: Conversation in Second Language Acquisition* (pp. 237-326). Rowley, Mass.: Newbury House.
- Schmitt, D. (2002). Review of Learning Vocabulary in Another Language. *ELT Journal*, 56(1), 91-93. {1.4}
- Schmitt, D., & Schmitt, N. (2005). *Focus on Vocabulary: Mastering the Academic Word List*. New York: Longman Pearson Education.
- Schmitt, N. (1993). Comparing native and nonnative teachers' evaluations of error seriousness. *JALT Journal*, 15(2), 181-191. {1.5}
- Schmitt, N. (1993). Word knowledge: what it takes to really know a word. *Unpublished paper*. {2.1}
- Schmitt, N. (1994). Vocabulary testing: questions for test development with six examples of tests of vocabulary size and depth. *Thai TESOL Bulletin*, 6(2), 9-16. {24.2}
- Schmitt, N. (1995). A brief perspective on vocabulary. *The Language Teacher*, 19(2), 34-35. {1.3}
- Schmitt, N. (1995). The word on words: an interview with Paul Nation. *The Language Teacher*, 19(2), 5-7. {1.3}
- Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 199-227). Cambridge: Cambridge University Press.
- Schmitt, N. (1998). Measuring collocational knowledge: key issues and an experimental assessment procedure. *ITL Review of Applied Linguistics*, 119-120, 27-47. {24.3}
- Schmitt, N. (1998). Tracking the incidental acquisition of second language vocabulary: a longitudinal study. *Language Learning*, 48(2), 281-317. {2.1}

- Schmitt, N. (1999). The relationship between TOEFL vocabulary items and meaning, association, collocation and word class knowledge. *Language Testing*, 16(2), 189-216. {2.1}
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Schmitt, N. (Ed.). (2004). *Formulaic Sequences*. Amsterdam: John Benjamins.
- Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 325-363. {1.1}
- Schmitt, N. (2008). Teaching vocabulary. *Pearson Education* *handout*. {1.3}
- Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Basingstoke: Palgrave Macmillan.
- Schmitt, N., & Carter, R. (2000). The lexical advantages of narrow reading for second language learners. *TESOL Journal*, 9(1), 4-9. {14.1}
- Schmitt, N., & Carter, R. (2004). Formulaic sequences: An introduction. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Schmitt, N., Dornyei, Z., Adolphs, S., & Durow, V. (2004). Knowledge and acquisition of formulaic sequences: a longitudinal study. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Schmitt, N., & Dunham, B. (1999). Exploring native and non-native intuitions of word frequency. *Second Language Research*, 14(4), 389-411. {2.1}
- Schmitt, N., Grandage, S., & Adolphs, S. (2004). Are corpus-derived recurrent clusters psycholinguistically valid? In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Schmitt, N., Jiang, X., & Grabe, W. (2011). The percentage of words known in a text and reading comprehension. *The Modern Language Journal*, 95(1), 26-43. {14.2}
- Schmitt, N., & McCarthy, M. (Eds.). (1997). *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.
- Schmitt, N., & Meara, P. (1997). Researching vocabulary through a word knowledge framework: word associations and verbal suffixes. *Studies in Second Language Acquisition*, 19, 17-36. {2.1}
- Schmitt, N., Ng, J. W. C., & Garras, J. (2011). The word associates format: validation evidence. *Language Testing*, 28(1), 105-126. {24.4}
- Schmitt, N., & Schmitt, D. (1993). Identifying and assessing vocabulary learning strategies. *Thai TESOL Bulletin*, 5(4), 27-33. {17.1}
- Schmitt, N., & Schmitt, D. (1995). Vocabulary notebooks: theoretical underpinnings and practical suggestions. *ELT Journal*, 49(2), 133-143. {17.1}
- Schmitt, N., & Schmitt, D. (2014). A reassessment of frequency and vocabulary size in L2 vocabulary teaching. *Language Teaching*, 47(4), 484-503. {8.1}
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing*, 18(1), 55-88. {24.4}
- Schmitt, N., & Underwood, G. (2004). Exploring the processing of formulaic sequences through a self-paced reading task. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Schmitt, N., & Zimmerman, C. (2002). Derivative word forms: What do learners know? *TESOL Quarterly*, 36(2), 145-171. {6.3}

- Schneider, E. W. (1988). On polysemy in English, considering consider. In W. Hillen & R. Schulz (Eds.), *Understanding the lexicon* (pp. 157-169). Tübingen: Max Niemeyer Verlag.
- Schneider, V. I., Healy, A. F., & Bourne, L. E. (1998). Contextual interference effects in foreign language vocabulary acquisition and retention. In A. F. Healy & L. E. Bourne (Eds.), *Foreign Language Learning: Psycholinguistic Studies on Training and Retention* (pp. 78-90). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Schneider, V. J., Healy, A. F., & Bourne, L. E. (2002). What is learned under difficult conditions is hard to forget: Contextual interference effects in foreign vocabulary acquisition, retention, and transfer. *Journal of Memory and Language*, *46*, 418-440. {11.3}
- Schneidman, L. A. (2013). What counts as effective input for word learning. *Journal of Child Language*, *40*, 672-686. {7.1}
- Scholes, R. J. (1966). *Phonotactic Grammaticality*. The Hague: Mouton & Co.
- Scholfield, P. (1991). *Vocabulary rate in coursebooks - living with an unstable lexical economy*. Paper presented at the Proceedings of the 5th Symposium on the description and/or comparison of English and Greek, Thessaloniki: Aristotle University.
- Scholfield, P. (2001). Why shouldn't monolingual dictionaries be as easy to use as bilingual ones? *Longman Language Review*, *2*, 6-9. {2.1}
- Scholfield, P. J. (1980). Explaining meaning by paraphrase: problems and principles. *Guidelines*, *3*, 24-37. {21.5}
- Scholfield, P. J. (1981). Writing, vocabulary errors and the dictionary. *Guidelines*, *6*, 31-40. {21.3}
- Scholfield, P. J. (1982a). The role of bilingual dictionaries in ESL/EFL: a positive view. *Guidelines*, *4*(1), 84-98. {21.3}
- Scholfield, P. J. (1982b). Using the English dictionary for comprehension. *TESOL Quarterly*, *16*(2), 185-194. {21.3}
- Scholfield, P. J. (1997). Vocabulary reference works in foreign language learning. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 279-302). Cambridge: Cambridge University Press.
- Scholfield, P. J., & Gitsaki, C. (1996). What is the advantage of private instruction? The example of English vocabulary learning in Greece. *System*, *24*(1), 117-127. {22.1}
- Schonell, F. J., Meddleton, I. G., & Shaw, B. A. (1956). *A study of the oral vocabulary of adults*. Brisbane: University of Queensland Press.
- Schoonen, R. (2001). Review of Read (2000). *Language Testing*, *18*(1), 118-125. {1.4}
- Schoonen, R., & Verhallen, M. (2008). The assessment of deep word knowledge in young first and second language learners. *Language Testing*, *25*(2), 211-236. {24.3}
- Schouten-van Parreren, C. (1988). Action psychology and vocabulary learning. In M. Hildebrand-Nihlson & Ruckriem (Eds.), (Vol. Proceedings of the 1st International Congress on Activity Theory, pp. 325-331).
- Schouten-van Parreren, C. (1991). Psychological aspects of vocabulary learning in a foreign language. *Paper presented at the Vocabulary Acquisition in L2 Symposium at the University of Malaga, December 1991*. {22.1}
- Schouten-van Parreren, C. (1991). Reading and vocabulary learning. *Paper presented at the Vocabulary Acquisition in L2 Symposium at the University of Malaga*,

- December 1991. {14.2}
- Schouten-van Parreren, C. (1996). Vocabulary learning and metacognition. In K. Sajavaara & C. Fairweather (Eds.), *Approaches to Second Language Acquisition* (pp. 63-69). Jyvaskyla: University of Jyvaskyla.
- Schouten-van-Parreren, C. (1992). Individual differences in vocabulary acquisition: a qualitative experiment in the first phase of secondary education. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 94-101). London: Macmillan.
- Schreck, R. (1983). Review essay. *Language Learning*, 33(2), 247-258. {3.1}
- Schreuder, R., & Weltens, B. (Eds.). (1993). *The Bilingual Lexicon*. Amsterdam: John Benjamins.
- Schuetze, U. (2015). Spacing techniques in second language vocabulary acquisition: Short-term gains vs. long-term memory. *Language Teaching Research*, 19(1), 28-42. {11.2}
- Schwanenflugel, P. J., & Akin, C. E. (1994). Developmental trends in lexical decisions for abstract and concrete words. *Reading Research Quarterly*, 29(3), 252-264. {3.2}
- Schwanenflugel, P. J., Stahl, S. A., & McFalls, E. L. (1997). Partial word knowledge and vocabulary growth during reading comprehension. *Journal of Literacy Research*, 29(4), 531-553. {14.4}
- Schwanenflugel, P. J., & Stowe, R. W. (1989). Context availability and the processing of abstract and concrete words in sentences. *Reading Research Quarterly*, 24(1), 114-126. {19.2}
- Schweers, C. W., Jr. (1996). What do I do next? Strategies for handling lexical ignorance. *TESOL Matters*, 6, 2. {9}
- Scott, J. A., Flinspach, S. L., Miller, T. F., Gage-Serio, O., & Vevea, J. L. (2009). An analysis of reclassified learners, and native English fourth graders on assessments of receptive and productive vocabulary *58th Annual Yearbook of the National Reading Conference* (pp. 312-329). Oak Creek, WI: National Reading Conference.
- Scott, J. A., Flinspach, S. L., Miller, T. F., Vevea, J. L., & Gage-Serio, O. (in press). Vocabulary growth over time: results of multiple level vocabulary assessment based on grade level materials.
- Scott, J. A., & Nagy, W. E. (1997). Understanding the definitions of unfamiliar verbs. *Reading Research Quarterly*, 32(2), 184-200. {21.5}
- Scott, J. A., & Nagy, W. E. (2004). Developing word consciousness. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 201-217). Guilford Press: New York.
- Scott, J. A., Nagy, W. E., & Flinspach, S. L. More than merely words (pp. 182-210).
- Scott, M. (1997). PC analysis of key words and key key words. *System*, 25(2), 233-245. {8.4}
- Scott, M., & Tribble, C. (2006). *Textual Patterns: Key words and corpus analysis in language education*. Amsterdam: John Benjamins.
- Seashore, R. H. (1933). The measurement and analysis of extent of vocabulary. *Psychological Bulletin*, 30, 709-710. {7.3}
- Seashore, R. H. (1939). Further data on the measurement of general English vocabularies. *Psychological Bulletin*, 36, 525. {7.3}

- Seashore, R. H. (1948). The importance of vocabulary in learning language skills. *Elementary English*, 25(3), 137-152. {7.3}
- Seashore, R. H. (1949). Implications of the Seashore vocabulary report. *Elementary English*, 26, 407-413. {7.3}
- Seashore, R. H., & Eckerson, L. D. (1940). The measurement of individual differences in general English vocabularies. *Journal of Educational Psychology*, 31, 14-38. {7.3}
- Seashore, R. H., & Morin, R. E. (1950). Clearing the way for vocabulary development. *Education Digest*, 16(2), 43-45. {7.3}
- Seegers, J. C., & Seashore, R. H. (1949). How large are children's vocabularies? A discussion. *Elementary English*, 26(4), 181-194. {7.2}
- Segal, C. (2012). Working when no one is watching: Motivation, test scores, and economic success. *Management Science*, 58(8), 1438-1457. {24.5}
- Segalowitz, S. J., Segalowitz, N. S., & Wood, A. G. (1998). Assessing the development of automaticity in second language word recognition. *Applied Psycholinguistics*, 19, 53-67. {1.5}
- Segalowitz, N. (1995). Automaticity and lexical skills in second language fluency: Implications of computer assisted language learning. *Computer Assisted Language Learning*, 8, 129-149. {1.5}
- Segalowitz, N. (2010). *The Cognitive Bases of Second Language Fluency*. New York: Routledge.
- Segalowitz, N., Watson, V., & Segalowitz, S. (1995). Vocabulary skill: single-case assessment of automaticity of word recognition in a timed lexical decision task. *Second Language Research*, 11(2), 121-136. {11.1}
- Segler, T. M., Pain, H., & Sorace, A. (2002). Second language vocabulary acquisition and learning strategies in ICALL environments. *Computer Assisted Language Learning*, 15(4), 409-422. {22.3}
- Seibert, L. C. (1927). An experiment in learning French vocabulary. *Journal of Educational Psychology*, 18, 294-309. {19.1}
- Seibert, L. C. (1930). An experiment on the relative efficiency of studying French vocabulary in associated pairs versus studying French vocabulary in context. *Journal of Educational Psychology*, 21, 297-314. {19.2}
- Seibert, L. C. (1945). A study of the practice of guessing word meanings from a context. *Modern Language Journal*, 29(4), 296-323. {18.2}
- Selinker, L. (1992). *Rediscovering Language*. New York: Longman.
- Sen, A. L. (1983). Teaching vocabulary through riddles. *English Teaching Forum*, 21(2), 12-17. {22.2}
- Senechal, M., & Cornell, E. H. (1993). Vocabulary acquisition through shared reading experiences. *Reading Research Quarterly*, 28(4), 361-374. {14.4}
- Senechal, M., Thomas, E., & Monker, J. (1995). Individual differences in 4-year-old children's acquisition of vocabulary during schoolbook reading. *Journal of Educational Psychology*, 87(2), 218-229. {12.1}
- Serra, M. C. (1953). The concept burden of instructional materials. *Elementary School Journal*, 53, 508-512. {14.3}
- Serrano, R., Stengers, H., & Housen, A. (2015). Acquisition of formulaic sequences in intensive and regular EFL programmes. *Language Teaching Research*, 19(1), 89-106. {5.2}

- Service, E. (1992). Phonology, working memory, and foreign language learning. *Quarterly Journal of Experimental Psychology*, 45A (1), 21-50. {2.3}
- Service, E., & Craik, F. I. M. (1993). Differences between young and older adults in learning a foreign language. *Journal of Memory and Language*, 32, 608-623. {2.3}
- Service, E., & Kohonen, V. (1995). Is the relation between phonological memory and foreign language learning accounted for by vocabulary acquisition? *Applied Psycholinguistics*, 16, 155-172. {2.3}
- Shak, J., & Gardner, S. (2008). Young learner perspectives on four focus-on-form tasks. *Language Teaching Research*, 12(3), 387-408. {22.2}
- Shand, M. A. (1990). Lexical processing and second language comprehension. *Unpublished paper*. {14.4}
- Shand, M. A. (1990). The role of lexical processing in second language reading. *TESOL-GRAM*, 17(1), 5-6 & 17, 12:18-10. {14.2}
- Shand, M. A. (1991). The use of dual language editions in second language acquisition. *TESOL-GRAM*, 18(1), 6-7. {14.4}
- Shapiro, A., & Waters, D. (2005). An investigation of the cognitive processes underlying the keyword method of foreign vocabulary learning. *Language Teaching Research*, 9(2), 129-146. {20.3}
- Sharma, R. S. (1985). Teaching semantic distinctions through literature. *IRAL*, 23(3), 246-253. {3.4}
- Sharman, R. A. (1989). *Observational evidence for a statistical model of language. Report 205*. Winchester: IBM UK Scientific Centre.
- Shefelbine, J. L. (1990). Student factors related to variability in learning word meanings from context. *Journal of Reading Behavior*, 22(1), 71-97. {18.3}
- Shei, C. C., & Pain, H. (2000). An ESL writer's collocational aid. *Computer Assisted Language Learning*, 13(2), 167-182. {5.3}
- Shepherd, J. F. (1974). Research on the relationship between the meanings of morphemes and the meanings of derivatives. *Interaction: Reading and Practice for College-Adult Reading* 115-119. {6.1}
- Sheu, S. (2003). Extensive reading with EFL learners at beginning level. *TESL Reporter*, 36(2), 8-26. {9.4}
- Shibles, B. (1959). How many words does a first-grade child know? *Elementary English*, 36, 42-47. {7.2}
- Shillaw, J. (1995). Using a word list as a focus for vocabulary learning. *The Language Teacher*, 19(2), 58-59. {19.1}
- Shillaw, J. (2009). Putting yes/no tests in context. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 13-24). Bristol: Multilingual Matters.
- Shin, D. (2007). Effective ways of extracting terms for ESP programs for law. *Multimedia-Assisted Language Learning*, 10(2), 184-199. {10.4}
- Shin, D. (2007). The high frequency collocations of spoken and written English. *English Teaching*, 62(1), 199-218. {5.1}
- Shin, D. (2007). What English collocations would be unpredictable for Korean EFL learners? *Korean Journal of Applied Linguistics*, 23(2), 83-98. {5.2}
- Shin, D. (2009). *A collocation inventory for beginners: Spoken collocations of English*. Köln: LAP LAMBERT Academic Publishing AG & Co.

- Shin, D., & Chon, Y. V. (2011). A corpus-based analysis of curriculum-based elementary and secondary English textbooks. *Multimedia-Assisted Language Learning*, 14(1), 149-175. {23.1}
- Shin, D., Chon, Y. V., & Kim, H. (2011). Receptive and productive vocabulary sizes of high school learners: What next for the basic word list? *English Teaching*, 66(3), 127-152. {7.4}
- Shin, D., & Joo, H. (2008). Development of a vocabulary list for English textbook authorization: Reflection on vocabulary analysis programs and the basic vocabulary list. *Multimedia-Assisted Language Learning*, 11(3), 93-111. {8.1}
- Shin, D., & Kim, D. (2004). Lexical chunks for task-based language teaching. *Korean Journal of Applied Linguistics*, 20(2), 85-101. {5.1}
- Shin, D., & Nation, I. S. P. (2008). Beyond single words: the most frequent collocations in spoken English. *ELT Journal*, 62(4), 339-348. {5.1}
- Shintani, N. (2011). A comparative study of the effects of input-based and production-based instruction on vocabulary acquisition by young EFL learners. *Language Teaching Research*, 15(2), 137-158. {13.2}
- Shintani, N. (2012). Input-based tasks and the acquisition of vocabulary and grammar: A process-product study. *Language Teaching Research*, 16(2), 253-279. {12.2}
- Shintani, N. (2012). Repeating input-based tasks with young beginner learners. *RELC Journal*, 43(1), 39-51. {12.2}
- Shiotsu, T., & Weir, C. J. (2007). The relative significance of syntactic knowledge and vocabulary breadth in the prediction of reading comprehension test performance. *Language Testing*, 24(1), 99-128. {14.3}
- Shneidman, L. J., Arroyo, M. E., Levine, S. C., & Goldin-Meadow, S. (2013). What counts as effective input for word learning? *Journal of Child Language*, 40, 672-686. {7.1}
- Shore, W., & Kempe, V. (1999). The role of sentence context in accessing partial knowledge of word meanings. *Journal of Psycholinguistic Research*, 28(2), 145-163. {24.1}
- Shore, W. J., & Durso, F. (1990). Partial knowledge in vocabulary acquisition: general constraints and specific detail. *Journal of Educational Psychology*, 82(2), 315-318. {2.1}
- Shu, H., Anderson, R. C., & Zhang, Z. (1995). Incidental learning of word meanings while reading: a Chinese and American cross-cultural study. *Reading Research Quarterly*, 30(1), 76-95. {18.3}
- Sibayan, B. P., Bautista, M. L. S., & Gonzalez, A. (1993). Teaching and learning simplification strategies in a Philippine classroom. In M. L. Tickoo (Ed.), *Simplification: Theory and Application RELC anthology series no. 31* (pp. 155-192). Singapore: SEAMEO-RELC.
- Sidowski, J. B., Kopstein, F. J., & Shillestad, I. J. (1961). Prompting and confirmation variables in verbal learning. *Psychological Reports*, 8, 401-406. {19.1}
- Siegel, M. A., & Misselt, A. L. (1984). Adaptive feedback and review paradigm for computer-based drills. *Journal of Educational Psychology*, 76(2), 310-317. {22.3}
- Silverberg, S., & Samuel, A. G. (2004). The effect of age of second language acquisition on the representation and processing of second language words. *Journal of Memory and Language*, 51, 381-398. {2.1}
- Sim, D., & Bensoussan, M. (1979). Control of contextualized function and content words

- as it affects EFL reading comprehension test scores. In R. Mackay, B. Barkman & R. R. Jordan (Eds.), *Reading in a Second Language* (pp. 36-44). Rowley, Mass.: Newbury House.
- Sim, D. D., & Laufer-Dvorkin, B. (1984). *Vocabulary Development*. London: Collins English Language Teaching.
- Simcock, M. (1993). Developing productive vocabulary using the 'Ask and Answer' technique. *Guidelines*, 15(2), 1-7. {13.2}
- Simensen, A. M. (1987). Adapted readers: how are they adapted? *Reading in a Foreign Language*, 4(1), 41-57. {9.3}
- Simpson, G. (1984). Lexical ambiguity and its role in models of word recognition. *Psychological Bulletin*, 96(2), 316-340. {3.3}
- Simpson, R., & Mendis, D. (2003). A corpus-based study of idioms in academic speech. *TESOL Quarterly*, 37(3), 419-441. {5.1}
- Simpson-Vlach, R., & Ellis, N. C. (2010). An academic formulas list: New methods in phraseology research. *Applied Linguistics*, 31(4), 487-512. {5.1}
- Sims, V. M. (1923). The reliability and validity of four types of vocabulary tests. *Journal of Educational Research*, 20, 91-96. {24.2}
- Sinclair, J. (1996). The search for units of meaning. *Textus*, 9, 75-106. {5.1}
- Sinclair, J. (2003). *Collins COBUILD Advanced Learner's English Dictionary* (4th ed.). Glasgow: HarperCollins Publishers.
- Sinclair, J. (2004). New evidence, new priorities, new attitudes. In J. Sinclair (Ed.), *How to Use Corpora in Language Teaching* (pp. 271-299). Amsterdam: John Benjamins.
- Sinclair, J. (2004). *Trust the Text*. London: Routledge.
- Sinclair, J. M. (Ed.). (1987). *Collins COBUILD English Language Dictionary*. London: Collins.
- Sinclair, J. M. (1987). Collocation: a progress report. In R. Steele & T. Threadgold (Eds.), *Language Topics: Essays in Honour of Michael Halliday* (Vol. 2, pp. 319-331). Amsterdam: John Benjamins.
- Sinclair, J. M. (1987). *Looking Up*. London: Collins ELT.
- Sinclair, J. M. (1987). The nature of the evidence (pp. 150-159).
- Sinclair, J. M. (1988). Sense and structure in lexis. In J. D. Benson, M. J. Cummings & W. S. Greaves (Eds.), *Linguistics in a Systemic Perspective* (pp. 73-97). Amsterdam: John Benjamins.
- Sinclair, J. M. (1989). Uncommonly common words. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 135-152). Singapore: SEAMEO Regional Language Centre
- Sinclair, J. M. (1991). *Corpus, Concordance, Collocation*. Oxford: Oxford University Press.
- Sinclair, J. M. (1995). *Collins COBUILD Dictionary* (2nd ed.). London: Harper Collins.
- Sinclair, J. M. (1996). The empty lexicon. *International Journal of Corpus Linguistics*, 1(1), 99-119. {2.1}
- Sinclair, J. M., & Renouf, A. (1988). A lexical syllabus for language learning. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 140-160). London: Longman.
- Singleton, D. (1994). Learning L2 lexis: a matter of form? In G. B. (ed) (Ed.), *The Dynamics of Language Processes: Essays in Honour of Hans W. Dechert* (pp.

- 45-57). Tübingen: Gunter Narr Verlag Tübingen.
- Singleton, D. (1996). Formal aspects of the L2 mental lexicon: some evidence from university-level learners of French. In K. Sjövaara & C. Fairweather (Eds.), *Approaches to Second Language Acquisition*. (pp. 79-85). Jyväskylä: University of Jyväskylä.
- Singleton, D. (1997). Learning and processing L2 vocabulary. *Language Teaching*, 30, 213-225. {2.1}
- Singleton, D. (1999). *Exploring the Second Language Mental Lexicon*. Cambridge: Cambridge University Press.
- Singleton, D., & Little, D. (1991). The second language lexicon: some evidence from university-level learners of French and German. *Second Language Research*, 7(1), 61-81. {2.3}
- Singleton, D. M. (1983). Alien intrusions in learner French: a case study. *TEANGA: Journal of the Irish Association for Applied Linguistics*, 3, 87-128. {6.4}
- Sitthipol, U. (1994). Vocabulary overlap in different newspaper accounts of the same event. *TESOLANZ Journal*, 2, 59-68. {14.4}
- Siyanova, A., & Schmitt, N. (2007). Native and nonnative use of multi-word vs. one-word verbs. *IRAL*, 45(2), 119-139. {5.2}
- Siyanova, A., & Schmitt, N. (2008). L2 learner production and processing of collocation: a multi-study perspective. *Canadian Modern Language Review*, 64(3), 429-458. {5.2}
- Siyanova-Chanturia, A., Conklin, K., & Schmitt, N. (2011). Adding more fuel to the fire: an eyetracking study of idiom processing by native and non-native speakers. *Second Language Research*, 27(2), 251-272. {5.2}
- Siyanova-Chanturia, A., & Martinez, R. (2015). The idiom principle revisited. *Applied Linguistics*, 36(5), 549-569. {5.1}
- Sjöholm, K. (1989). Characteristic features in lexical restructuring among Finnish- and Swedish-speaking learners of English. *Scandinavian Working Papers on Bilingualism*, 8, 103-113. {3.4}
- Sjöholm, K. (1998). A reappraisal of the role of cross-linguistic and environmental factors in lexical L2 acquisition. In K. Haastруп & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 209-236). Lund: Lund University Press.
- Skaaden, H. (1999). Lexical knowledge and interpreter aptitude. *International Journal of Applied Linguistics*, 9(1), 77-97. {13.2}
- Skehan, P. Early lexical development and the prediction of foreign language learning success. In H. Lunt (Ed.), *Proceedings of the CILT/ESRC conference on second language acquisition research*. London: CILT.
- Skehan, P. (1996). A framework for the implementation of task-based instruction. *Applied Linguistics*, 17(1), 38-62. {23.1}
- Slimani, A. (1989). Learning words from classroom discourse. In P. Meara (Ed.), *Beyond Words* (pp. 79-93). London: BAAL/CILT.
- Sloat, C., & Taylor, S. (1985). *The Structure of English Words* (3rd ed.). Iowa: Kendall Hunt Pub. Co.
- Smidt, E., & Hegelheimer, V. (2004). Effects of online academic lectures on ESL listening comprehension, incidental vocabulary acquisition, and strategy use. *Computer Assisted Language Learning*, 17(5), 517-556. {12.2}

- Smith, B. (2004). Computer-mediated negotiated interaction and lexical acquisition. *Studies in Second Language Acquisition*, 26, 365-398. {22.3}
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39(1), 33-58. {13.2}
- Smith, F. (1982). *Understanding Reading*. New York: Holt, Rinehart & Winston.
- Smith, H. (1996). An individualised vocabulary programme. *TESOLANZ Journal*, 4, 41-51. {23.1}
- Smith, M. K. (1941). Measurement of the size of general English vocabulary through the elementary grades and high school. *Genetic Psychology Monographs*, 24, 311-345. {7.2}
- Smith, P. (1969). Teaching vocabulary. *Modern Language Journal*, 53(8), 531-537. {22.1}
- Smith, R. C. (1999). *The Writings of Harold E. Palmer: A Overview*. Tokyo: Hon-no-Tomosha.
- Smith, R. M. (1987). Assessing partial knowledge in vocabulary. *Journal of Educational Measurement*, 24(3), 217-231. {24.1}
- Snedecor, G. W., & Cochran, W. G. (1980). *Statistical Methods* (7th ed.). Ames, Iowa: Iowa State University Press.
- Snellings, P., van Gelderen, A., & de Glopper, K. (2002). Lexical retrieval: An aspect of fluent second language production that can be enhanced. *Language Learning*, 52(4), 723-754. {2.1}
- Snellings, P., van Gelderen, A., & de Glopper, K. (2004). Validating a test of second language written lexical retrieval: a new measure of fluency in written language production. *Language Testing*, 21(2), 174-201. {24.4}
- Snider, J. G., & Osgood, C. E. (Eds.). (1969). *Semantic Differential Technique: a Sourcebook*. Chicago: Aldine Publishing Co.
- Snodgrass, J. G. (1993). Translating versus picture naming: similarities and differences. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 83-114). Amsterdam/Philadelphia: John Benjamins.
- Snow, C. E., Porche, M. V., Tabors, P. O., & Harris, S. R. (2007). Closing the literacy achievement gap and promoting reading for learning: Two challenges *Is Literacy Enough? Pathways to Academic Success for Adolescents* (pp. 9-25). Baltimore: Paul H. Brookes.
- Soderman, T. (1989). Word associations of foreign language learners and native speakers. *Scandinavian Working Papers on Bilingualism*, 8, 114-121. {4.1}
- Söderman, T. (1993). Word associations of foreign language learners and native speakers: the phenomenon of a shift in response type and its relevance for lexical development. In H. Ringbom (Ed.), *Near Native Proficiency in English* (pp. 81-182). Abo: Abo Akademi.
- Soekemi. (1989). How to use a dictionary? In M. L. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 204-212). Singapore: SEAMEO Regional Language Centre.
- Sokmen, A. (1997). Current trends in teaching second language vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 237-257). Cambridge: Cambridge University Press.
- Sokmen, A. J. (1992). Students as vocabulary generators. *TESOL Journal*, 1(4), 16-18.

{22.2}

- Sonaiya, R. (1991). Vocabulary acquisition as a process of continuous lexical disambiguation. *IRAL*, 29(4), 273-284. {3.3}
- Sonbul, S., & Schmitt, N. (2009). Direct teaching of vocabulary: Is it worth the effort? *English Language Teaching Journal*, 64(3), 253-260. {5.2}
- Sonbul, S., & Schmitt, N. (2013). Explicit and implicit lexical knowledge; Acquisition of collocations under different input conditions. *Language Learning*, 63(1), 121-159. {19.1}
- Song, Y., & Fox, R. (2008). Using PDA for undergraduate student incidental vocabulary learning. *ReCALL*, 20(3), 290-314. {22.3}
- Sopprasong, L. (1994). *Do the Thai secondary school reading textbooks help the students prepare for the vocabulary of the university entrance test?* (MA research project), Victoria University of Wellington, Wellington.
- Sorell, C. J. (2012). Zipf's law and vocabulary. In C. A. Chapelle (Ed.), *Encyclopaedia of Applied Linguistics*. Oxford: Wiley-Blackwell.
- Sorell, J., & Shin, D. T., (). (2007). The next step in concordance-based language learning: Constructing an online language learning resource for high-frequency vocabulary and collocations. *International Journal of Learning*, 13(12), 217-222. {5.2}
- Sowa, J. F. (XX). *Logical structures in the lexicon*.
- Spache, G. (1953). A new readability formula for primary grade reading materials. *Elementary School Journal*, 53, 410-413. {14.3}
- Spaulding, S. (1951). Two formulas for estimating the reading difficulty of Spanish. *Educational Research Bulletin*, 30, 117-124. {14.3}
- Spearitt, D. (1972). Identification of subskills of reading comprehension by maximum likelihood factor analysis. *Reading Research Quarterly*, 8(1), 92-111. {14.2}
- Speciale, G., Ellis, N. C., & Bywater, T. (2004). Phonological sequence learning and short-term store capacity determine second language vocabulary acquisition. *Applied Psycholinguistics*, 25, 293-321. {2.3}
- Spinelli, E., & Siskin, H. J. (1992). Selecting, presenting and practicing vocabulary in a culturally-authentic context. *Foreign Language Annals*, 25(4), 305-315. {22.1}
- Spiro, R. J., Bruce, B. C., & Brewer, W. F. (Eds.). (1980). *Theoretical Issues in Reading Comprehension*. New Jersey: Lawrence Erlbaum Associates.
- Spitza, K., & Fischer, S. D. (1981). Short term memory as a test of language proficiency. *TESL Talk*, 12(4), 32-41. {24.1}
- Split, J. L., Koomen, H. M. Y., & Harrison, L. J. (2015). Language development in the early school years: The importance of close relationships with teachers. *Developmental Psychology*, 51(2), 185-196. {7.1}
- Spottl, C., & McCarthy, M. (2004). Comparing knowledge of formulaic sequences across L1, L2, L3, and L4. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Sprago, E. (1989). *Timed Readings. Book 3* (3rd ed.). Providence, R.I: Jamestown Publishers.
- Sprenger, S. A., Levelt, W. J. M., & Kempen, G. (2006). Lexical access during the production of idiomatic phrases. *Journal of Memory and Language*, 54, 161-184. {5.1}

- Spyridakis, J. H., & Wenger, M. J. (1991). An empirical method of assessing topic familiarity in reading comprehension research. *British Educational Research Journal*, 17(4), 353-360. {14.3}
- Staehr, L. S. (2009). Vocabulary knowledge and advanced listening comprehension in English as a foreign language. *Studies in Second Language Acquisition*, 31(4), 577-607. {12.2}
- Stahl, S., & Dougherty Stahl, K. (2004). Word wizards all: Teaching word meanings in preschool and primary education. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 59-78). New York: Guilford Press.
- Stahl, S., & Nagy, W. (2006). *Teaching Word Meanings*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Stahl, S. A. (1983). Differential word knowledge and reading comprehension. *Journal of Reading Behavior*, 15(4), 33-50. {14.2}
- Stahl, S. A. (1988). Review of *The Nature of Vocabulary Acquisition* by M. McKeown and M. Curtis (eds). *Journal of Reading Behavior*, 20(1), 89-95. {1.4}
- Stahl, S. A. (1990). Beyond the instrumentalist hypothesis: some relationships between word meanings and comprehension. *Technical report no. 505 of the Center for the Study of Reading, University of Illinois at Urbana-Champaign*. {14.2}
- Stahl, S. A., & Clark, C. H. (1987). The effects of participatory expectations in classroom discussion on the learning of science vocabulary. *American Educational Research Journal*, 24(4), 541-545. {12.1}
- Stahl, S. A., & Fairbanks, M. M. (1986). The effects of vocabulary instruction: a model-based meta-analysis. *Review of Educational Research*, 56(1), 72-110. {14.2}
- Stahl, S. A., Hare, V. C., Sinatra, R., & Gregory, J. F. (1991). Defining the role of prior knowledge and vocabulary in reading comprehension: the retiring of number 41. *Journal of Reading Behavior*, 23(4), 487-508. {14.2}
- Stahl, S. A., & Jacobson, M. G. (1986). Vocabulary difficulty, prior knowledge, and text comprehension. *Journal of Reading Behavior*, 18(4), 309-323. {14.2}
- Stahl, S. A., Jacobson, M. G., Davis, C. E., & Davis, R. L. (1989). Prior knowledge and difficult vocabulary in the comprehension of unfamiliar text. *Reading Research Quarterly*, 24(1), 27-43. {14.2}
- Stahl, S. A., & Murray, B. A. (1994). Defining phonological awareness and its relationship to early reading. *Journal of Educational Psychology*, 86, 221-234. {2.3}
- Stahl, S. A., Richek, M. A., & Vandevier, R. J. (1991). Learning meaning vocabulary through listening: A sixth-grade replication. In J. Zutell & S. McCormick (Eds.), *Learner Factors/ Teacher Factors: Issues in Literacy Research and Instruction (Fortieth yearbook of the National Reading Conference)* (pp. 185-192). Chicago: National Reading Conference.
- Stahl, S. A., & Vancil, S. J. (1986). Discussion is what makes semantic maps work in vocabulary instruction. *The Reading Teacher*, 40(1), 62-67. {13.1}
- Stallman, A. C., Commeyras, M., Kerr, B. M., Meyer-Reime, r. K., Jimenez, R., Hartman, D. K., & Pearson, P. D. (1989). Are "new" words really new? *Technical Report No. 471 Center for the Study of Reading, University of Illinois*. {23.1}
- Stalnaker, J. M. (1935). Recognition and recall in a vocabulary test. *Pedagogical*

- Seminary and the Journal of Genetic Psychology*, 46, 463-464. {24.1}
- Stalnaker, J. M., & Kurath, W. (1935). A comparison of two types of foreign language vocabulary test. *Journal of Educational Psychology*, 26, 435-442. {24.2}
- Stambuk, A. (1998). Tenets of cognitive linguistics as a framework for terminology research. *Papers and Studies in Contrastive Linguistics*, 34, 233-243. {10.2}
- Stanovich, K. E. (1980). Toward an interactive-compensatory model of individual differences in the development of reading fluency. *Reading Research Quarterly*, 16(1), 32-71. {14.2}
- Statman, S. (1981). The activation of semantic memory: a pedagogical technique in the EFL classroom. *ELT Journal*, 35(3), 232-233. {22.2}
- Stauffer, R. G. (1942). A study of prefixes in the Thorndike list to establish a list of prefixes that should be taught in the elementary school. *Journal of Educational Research*, 35(6), 453-458. {6.2}
- Stein, G. (1979). Nuclear Energy: Reflections on the structure of its vocabulary. *Poetica*, 10, 27-52. {10.2}
- Stein, G. (1988). ELT dictionaries, the teacher and the student. *JALT Journal*, 11(1), 36-45. {21.2}
- Stein, G. (1989). Recent developments in EFL dictionaries. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 10-41). Singapore: SEAMEO Regional Language Centre.
- Stein, G. (2002). *Developing Your English Vocabulary*. Tübingen: Stauffenburg Verlag.
- Stein, M. J. (1993). The healthy inadequacy of contextual definition. In T. H. M. a. C. J. e. Huckin (Ed.), *Second Language Reading and Vocabulary* (pp. 203-214). Norwood, N.J: Ablex.
- Steinbeck, J. (1949). *Of Mice And Men/Cannery Row*. Harmondsworth: Penguin Books.
- Steinbeck, J. (1975). *Of Mice and Men* (Vol. retold by Winter Martin). London: Heinemann Educ. Books.
- Steinberg, J. S. (1978). Context clues as aids in comprehension. *English Teaching Forum*, 16(2), 6-9. {18.3}
- Steinel, M. P., Hulstijn, J. H., & Steinel, W. (2007). Second language idiom learning in a paired-associate paradigm: Effects of direction of learning, direction of testing, idiom imageability, and idiom transparency. *Studies in Second Language Acquisition*, 29(3), 449-484. {19.1}
- Steiner, R. J. (1984). Guidelines for reviewers of bilingual dictionaries. (6), 166-181. {21.1}
- Stenstrom, A. (1990). Lexical items peculiar to spoken discourse. In J. Svartvik (Ed.), *The London-Lund Corpus of Spoken English: Description and Research. Lund Studies in English 82* (pp. 137-175). Lund: Lund University Press.
- Sternberg, R. J. (1987). Most vocabulary is learned from context. In M. McKeown & M. Curtis (Eds.), *The Nature of Vocabulary Acquisition* (pp. 89-105). Mahwah, N.J. : Lawrence Erlbaum Associates.
- Sternberg, R. J., & Powell, J. S. (1983). Comprehending verbal comprehension. *American Psychologist*, 38, 878-893. {18.3}
- Stevens, L. C. (1943). Textbook vocabularies and deceptive cognates in Spanish. *Modern Language Journal*, 27(2), 116-118. {6.4}
- Stevens, V. (1991). Classroom concordancing: vocabulary materials derived from

- relevant, authentic text. *English for Specific Purposes*, 10, 35-46. {22.3}
- Stevens, V. (1995). Concordancing with language learners: Why? When? What? *CAELL Journal*, 6(2), 2-10. {22.3}
- Stewart, J. (2014). Do multiple-choice options inflate estimates of vocabulary size on the VST? *Language Assessment Quarterly*, 11(3), 271-282. {24.4}
- Stewart, J., Batty, A. O., & Bovee, N. (2012). Comparing multidimensional and continuum models of vocabulary acquisition: An empirical examination of the Vocabulary Knowledge Scale. *TESOL Quarterly*. {24.4}
- Stewart, J., & White, D. A. (2011). Estimating guessing effects on the Vocabulary Levels Test for differing degrees of word knowledge. *TESOL Quarterly*, 45(2), 370-380. {24.4}
- Stieglitz, E. L. (1983). A practical approach to vocabulary reinforcement. *ELT Journal*, 37(1), 71-75. {2.2}
- Stieglitz, E. L., & Stieglitz, V. S. (1981). SAVOR the word to reinforce vocabulary in the content areas. *Journal of Reading*, 25(1), 46-51. {22.2}
- Stock, P. F. (1983). Polysemy. In R. R. K. Hartmann (Ed.), *International Conference on Lexicography* (pp. 131-140).
- Stockdale, J. (1994). Reinforcing vocabulary: writing analogies. *English Teaching Forum*, 32(2), 44-45. {22.2}
- Stockwell, G. (2007). Vocabulary on the move: Investigating an intelligent mobile phone-based vocabulary tutor. *Computer Assisted Language Learning*, 20(4), 365-383. {22.3}
- Stoddard, G. D. (1929). An experiment in verbal learning. *Journal of Educational Psychology*, 20(6), 452-457. {2.4}
- Stoeckel, T., Bennett, P., & McLean, S. ((in press)). Is "I don't know" a viable answer choice on the Vocabulary Size Test? *TESOL Quarterly*. {24.4}
- Stoeckel, T., Reagan, N., & Hann, F. (201XX). Extensive reading quizzes and reading attitudes. *TESOL Quarterly*(1), 187-198. {14.5}
- Stoller, F. L., & Grabe, W. (1993). Implications for L2 vocabulary acquisition and instruction from L1 vocabulary research. In T. Huckin, M. Haynes & J. Coady (Eds.), *Second Language Reading and Vocabulary* (pp. 24-45). Norwood, N.J.: Ablex.
- Stone, C. R. (1943). A reply to "all in favor of a low vocabulary...". *Elementary School Journal*, 44, 41-44. {9.2}
- Stone, C. R. (1956). Measuring difficulty of primary reading material: a constructive criticism of Spache's measure. *Elementary School Journal*, 57, 36-41. {14.3}
- Stotsky, S. (1983). Types of lexical cohesion in expository writing: implications for developing the vocabulary of academic discourse. *College Composition and Communication*, 34(4), 430-446. {16.1}
- Strapp, C. M., Helmick, A. L., Tonkovich, H. M., & Bleakney, D. M. (2011). Effects of negative and positive evidence on adult word learning. *Language Learning*, 61(2), 506-532. {11.1}
- Stratton, E. P., & Nacke, P. L. (1974). The role of vocabulary knowledge in comprehension. In P. Nacke (Ed.), *Interaction: Reading and Practice for College-Adult Reading* (pp. 185-192). Clemson, S.C.: National Reading Conference.

- Stevens, P. (1973). Technical, technological, and scientific English. *ELT Journal*, 27(3), 223-234. {10.2}
- Strick, G. J. (1980). A hypothesis for semantic development in a second language. *Language Learning*, 30(1), 155-176. {3.4}
- Stuart, M., Dixon, M., Masterson, J., & Gray, B. (2003). Children's early reading vocabulary: description and word frequency lists. *British Journal of Educational Psychology*, 73, 585-598. {7.1}
- Stubbs, M. (1986). Language development, lexical competence and nuclear vocabulary. In K. D. (ed) (Ed.), *Language Development in the School Years*. London: Croom Helm.
- Stubbs, M. (1995). Collocations and semantic profiles. *Functions of Language*, 2(1), 23-55. {5.1}
- Stubbs, M. (1995). Corpus evidence for norms of lexical collocation. In G. Cook & B. Seidlhofer (Eds.), *Principle and Practice in Applied Linguistics: Essays in Honour of Henry Widdowson* (pp. 245-256). Oxford: Oxford University Press.
- Stubbs, M. (2001). Text, corpora and problems of interpretation: a response to Widdowson. *Applied Linguistics*, 22(2), 149-172. {8.4}
- Stubbs, M. (2003). Review of S. Jones *Antonymy: a corpus-based perspective*. *International Journal of Applied Linguistics*, 13(1), 147-151. {1.4}
- Stubbs, M. (2009). The search for units of meaning: Sinclair on empirical semantics. *Applied Linguistics*, 30(1), 115-137. {5.1}
- Summers, D. (1988). The role of dictionaries in language learning. In R. Carter & M. McCarthy (Eds.), *Vocabulary and Language Teaching* (pp. 111-125). London: Longman.
- Summers, D. (Ed.). (1993). *Longman Language Activator*. Harlow: Longman.
- Summers, D. (1995). *Longman Dictionary of Contemporary English* (3rd ed.). Harlow: Longman.
- Summers, D. (1995). Vocabulary learning: do dictionaries really help? *The Language Teacher*, 19(2), 25-28. {21.3}
- Summers, D. (2001). *Longman Dictionary of Contemporary English* (3rd ed.). Harlow: Pearson Education Ltd.
- Sun, Y., & Dong, Q. (2004). An experiment on supporting children's English vocabulary learning in multimedia context. *Computer Assisted Language Learning*, 17(2), 131-147. {22.3}
- Sun, Y. C. (2007). Learner perceptions of a concordancing tool for academic writing. *Computer Assisted Language Learning*, 20(4), 323-343. {5.3}
- Sun, Y. C., & Wang, L. Y. (2003). Concordancers in the EFL classroom: Cognitive approaches and collocation difficulty. *Computer Assisted Language Learning*, 16, 83-94. {5.3}
- Sunderland, J. (1990). Vocabulary and gender. *English Studies (British Council)*, 5, 8-10. {2.1}
- Sunderland, G. (2006). First language activation during second language lexical processing. *Studies in Second Language Acquisition*, 28, 387-422. {4.1}
- Sutarsyah, C., Nation, P., & Kennedy, G. (1994). How useful is EAP vocabulary for ESP? A corpus based study. *RELC Journal*, 25(2), 34-50. {10.2}
- Svartvik, J., & Quirk, R. (1980). *A Corpus of English Conversation*. Lund: C.W.K. Gleerup.

- Swaby, B. E. (1977). The effects of advance organizers and vocabulary introduction on the reading comprehension of sixth grade students. *Dissertation Abstracts International*, 39(A115). {14.2}
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. In S.M. Gass and C.G. Madden, 235-253. {1.5}
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook & B. Seidlhofer (Eds.), *Principle and Practice in Applied Linguistics* (pp. 125-144). Oxford: Oxford University Press.
- Swain, M., & Lapkin, S. (1998). Interaction and second language learning: Two adolescent French immersion students working together. *Modern Language Journal*, 82, 320-337.
- Swan, M. (1997). The influence of the mother tongue on second language vocabulary acquisition and use. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 156-180). Cambridge: Cambridge University Press.
- Swanborn, M. S. L., & de Glopper, K. (1999). Incidental word learning while reading: a meta-analysis. *Review of Educational Research*, 69(3), 261-285. {14.4}
- Sweeney, C. A., & Bellezza, F. S. (1982). Use of the keyword mnemonic for learning English vocabulary. *Human Learning*, 1, 155-163. {20.2}
- Swenson, E., & West, M. P. (1934). On the counting of new words in textbooks for teaching foreign languages. *Bulletin of the Department of Educational Research, University of Toronto*, 1. {2.1}
- Swenson, R. N. (1967). *A frequency count of contemporary German vocabulary based on three current leading newspapers*. (Ph.D. Thesis), University of Minnesota. (University of Minnesota (Order no. 67-14)
- Sykes, J. B. (Ed.). (1982). *The Concise Oxford Dictionary* (7th ed.). Oxford: Oxford University Press.
- Symonds, P. M. (1926). Size of recognition and recall vocabularies. *School and Society*, 24, 559-560. {7.2}
- Symonds, P. M., & Penney, E. M. (1930). The increasing of English vocabulary in the English class. *Journal of Educational Research*, 15(2), 93-101. {7.2}
- Syodorenko, T. (2010). Modality of input and vocabulary acquisition. *Language Learning & Technology*, 14(2), 50-73. {12.2}
- Szalay, L. B., & Deese, J. (1978). *Subjective Meaning and Culture: An Assessment through Word Associations*. Hillsdale: Erlbaum.
- T., S., & Bennett, P. (2015). A test of the new General Service List. *Vocabulary Learning and Instruction*, 4(1), 1-8. {24.4}
- Tabata-Sandom, M., & Macalister, J. (2009). That "eureka" feeling": A case study of extensive reading in Japanese. *New Zealand Studies in Applied Linguistics*, 15(2), 41-60. {14.5}
- Tabossi, K., Wolf, K., & Koterle, S. (2009). Idiom syntax: Idiosyncratic or principled? *Journal of Memory and Language*, 61(1), 77-96. {5.1}
- Tabossi, P. (1982). Sentential context and the interpretation of unambiguous words. *Quarterly Journal of Experimental Psychology*, 34, 79-90. {19.2}
- Tabossi, P., & Johnson-Laird, P. N. (1980). Linguistic context and the priming of semantic

- information. *Quarterly Journal of Experimental Psychology*, 32, 595-603. {19.2}
- Takala, S. (1984). *Evaluation of students' knowledge of English vocabulary in the Finnish comprehensive school: Reports from the Institute for Educational Research, University of Jyväskylä.*
- Takase, A. Investigating students' reading motivation through interviews. *Forum for Foreign Language Education (Institute of Foreign Language Education and Research, Kansai University, Osaka)*, 3. {14.5}
- Takase, A. (2007). Japanese high school students' motivation for extensive L2 reading. *Reading in a Foreign Language*, 19(1), 1-18. {14.5}
- Takefuta, J. (1997). Three types of CALL courseware developed for teaching vocabulary to Japanese college students. *JACET Bulletin*, 28, 103-117. {22.3}
- Talmas, A., Kroll, J. F., & Dufour, R. (1999). From form to meaning: stages in the acquisition of second-language vocabulary. *Bilingualism: Language and Cognition*, 2(1), 45-58. {2.1}
- Talmas, A., Kroll, J. F., & Dufour, R. (1999). From form to meaning: Stages in the acquisition of second language vocabulary. *Bilingualism: Language and Cognition*, 2(1), 45-58. {3.2}
- Tamayo, J. M. (1987). Frequency of use as a measure of word difficulty in bilingual vocabulary test construction and translation. *Educational and Psychological Measurement*, 47, 893-902. {2.2}
- Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: an empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, 7(1), 115-131. {9.4}
- Tang, G. M. (1997). Pocket electronic dictionaries for second language learning: help or hinderance? *TESL Canada Journal*, 15(1), 39-57. {21.2}
- Tangpijaikul, M. (2014). Preparing business vocabulary for the ESP classroom. *RELC Journal*, 45(1), 51-65. {10.3}
- Tate, H. L. (1939). Two experiments in reading - vocabulary building. *Modern Language Journal*, 23(3), 214-218. {22.4}
- Taylor, A. (2004). Review of Learning Vocabulary in Another Language. *English for Specific Purposes*, 23(1), 87-90. {1.4}
- Taylor, A. (2006). Factors associated with glossing: Comments on Ko (2005). *Reading in a Foreign Language*, 18(1), 72-73. {21.4}
- Taylor, A. (2010). Glossing is sometimes a distraction: Comments on Cheng and Good (2009) *Reading in a Foreign Language*, 22(2), 353-354. {21.4}
- Taylor, C. V. (1979). The English of High School Text Books. *ERDC Report, No. 18.* {10.3}
- Taylor, C. V. (1980). Educational English as she is written. *SET*, 1980(1). {5.1}
- Taylor, C. V. (1983). Vocabulary for education in English. *World Language English*, 2(2), 100-104. {5.1}
- Taylor, I. (1976). Similarity between French and English words: a factor to be considered in bilingual language behaviour. *Journal of Psycholinguistic Research*, 5(1), 85-94. {6.4}
- Taylor, L. (1990). *Teaching and Learning Vocabulary.* Hemel Hempstead: Prentice-Hall International.
- Taylor, L. (1992). *Vocabulary in Action.* Hemel Hempstead: Prentice-Hall International.
- Teachers, B. C. (1980). Six aspects of vocabulary teaching. *Guidelines*, 2, 80-94. {22.1}

- Templeton, S. (2004). The vocabulary-spelling connection: Orthographic development and morphological knowledge at the intermediate grades and beyond. In J. F. Baumann & E. J. Kame'enui (Eds.), *Vocabulary Instruction: Research to Practice* (pp. 118-138). New York: Guilford Press.
- Templeton, S., & Morris, D. (1999). Questions teachers ask about spelling. *Reading Research Quarterly*, 34(1), 102-112. {2.5}
- Templin, M. (1957). *Certain language skills in children: their development and inter-relationships*: Institute of Child Welfare, University of Minnesota Press.
- Tennyson, R. D., & Cocchiarella, M. U. (1986). An empirically based instructional design theory for teaching concepts. *Review of Educational Research*, 56(1), 40-71. {3.1}
- Terhune, D. R., & Moore, B. (1991). Computer vs paper: A preliminary study on vocabulary expansion. *CALL*, 2, 30-34. {21.3}
- Terman, L. M. (1918). The vocabulary test as a measure of intelligence. *Journal of Educational Psychology*, 9, 452-466. {24.1}
- Terman, L. M., & Childs, H. G. (1912). A tentative revision and extension of the Binet-Simon measuring scale of intelligence. Pt 2. *Journal of Educational Psychology*, 3, 204-208. {7.5}
- Terrell, P., Schnorr, V., Morris, W. V. A., & Breitspreche, r. R. (1991). *Collins German Dictionary* (2nd ed.). Glasgow: Collins.
- Terrell, T. D. (1982). The natural approach to language teaching: an update. *Modern Language Journal*, 66(2), 121-132. {1.5}
- Tessmer, M., Wilson, B., & Driscoll, M. (1990). A new model of concept teaching and learning. *Educational Technology Research and Development*, 38(1), 45-53. {3.1}
- Tharp, J. B. (1940). The measurement of vocabulary difficulty. *Modern Language Journal*, 24(3), 169-178. {8.1}
- Thelen, J. (1986). Vocabulary instruction and meaningful learning. *Journal of Reading*, 29(7), 603-609. {22.2}
- Thomas, H. C. R. (1984). Developing the stylistic and lexical awareness of advanced students. *ELT Journal*, 38(3), 187-191. {22.4}
- Thomas, H. C. R., & Hill, D. R. (1993). Seventeen series of graded readers. *ELT Journal*, 47(3), 250-267. {9.3}
- Thomas, M. H., & Dieter, J. N. (1987). The positive effects of writing practice on integration of foreign words in memory. *Journal of Educational Psychology*, 79(3), 249-253. {11.1}
- Thompson, B. (1982). Initial vocabularies for reading. *Set - research information for teachers, NZCER, Wellington*(No. 2), Item 3(a). {14.2}
- Thompson, E. (1958). The 'master word' approach to vocabulary training. *Journal of Developmental Reading*, 2, 62-66. {6.5}
- Thompson, G. (1987). Using bilingual dictionaries. *ELT Journal*, 41(4), 282-286. {21.3}
- Thompson, G., & Ye, Y. (1991). Evaluation in the reporting verbs used in academic papers. *Applied Linguistics*, 12(4), 365-382. {16.1}
- Thompson, I. (1987). Memory in language learning. In A. Wenden & J. Rubin (Eds.), *Learner Strategies in Language Learning* (pp. 43-54). London: Prentice-Hall.
- Thompson, P., & Nesi, H. (2001). The British Academic Spoken English project. *Language Teaching Research*, 5(3), 263-264. {8.4}
- Thornbury, S. (1998). The Lexical Approach: a journey without maps. *Modern English*

- Teacher*, 7(4), 7-13. {5.2}
- Thorndike, E. L. (1908). Memory for paired associates. *Psychological Review*, 15, 122-138. {19.1}
- Thorndike, E. L. (1914). Repetition versus recall in memorizing vocabularies. *Journal of Educational Psychology*, 5, 596-597. {19.1}
- Thorndike, E. L. (1921). *The Teacher's Word Book*. New York: Teachers College Columbia University.
- Thorndike, E. L. (1924). The vocabularies of school pupils. In J. C. Bell (Ed.), *Contributions to Education* (pp. 69-76). New York: World Book Co.
- Thorndike, E. L. (1932). *Teacher's Word Book of 20,000 Words*. New York: Teachers College Columbia University.
- Thorndike, E. L. (1941). *The teaching of English suffixes*. New York: Teachers College, Columbia University.
- Thorndike, E. L., & Lorge, I. (1944). *The Teacher's Word Book of 30,000 Words*. New York: Teachers College Columbia University.
- Thorndike, R. L. (1973). Reading as reasoning. *Reading Research Quarterly*, 9(2), 135-147. {14.2}
- Thorpe, R. (1982). My Word Book Multilithed material. 19. {9.6}
- Thurstun, J., & Candlin, C. N. (1998). Concordancing and the teaching of the vocabulary of academic English. *English for Specific Purposes*, 17(3), 267-280. {22.3}
- Tickoo, M. L. (1987). New dictionaries and the ESL teacher. *Guidelines*, 9(2), 57-67. {21.3}
- Tickoo, M. L. (1988). Michael West in India: a centenary salute. *ELT Journal*, 42(4), 294-300. {1.2}
- Tickoo, M. L. (Ed.). (1989). *Learners' Dictionaries: State of the Art*. Singapore: SEAMEO Regional Language Centre.
- Tickoo, M. L. (1989). Which dictionaries and why? Explaining some options. In M. L. Tickoo (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 184-203). Singapore: SEAMEO Regional Language Centre.
- Tickoo, M. L. (1990). Review of The Lexical Syllabus by D. Willis. *RELC Journal*, 21(2), 87-94. {1.4}
- Tickoo, M. L. (Ed.). (1993). *Simplification: Theory and Application*. Singapore: SEAMEO-RELC.
- Tickoo, M. L. (2008). *Harold E. Palmer: From Learner-teacher to Legend*. Hyderabad: Orient Longman.
- Tight, D. (2010). Perceptual learning style matching and L2 vocabulary acquisition. *Language Learning*, 60(4), 792-833. {2.3}
- Tilley, H. C. (1936). A technique for determining the relative difficulty of word meanings among elementary school children. *Journal of Experimental Education*, 5(1), 61-64. {24.1}
- Tinker, M. A., Hackner, F., & Wesley, M. W. (1940). Speed and quality of association as a measure of vocabulary knowledge. *Journal of Educational Psychology*, 31, 575-582. {24.3}
- Tinkham, T. (1989). Rote learning, attitudes, and abilities: a comparison of Japanese and American students. *TESOL Quarterly*, 23(4), 695-698. {19.1}
- Tinkham, T. (1993). The effect of semantic clustering on the learning of second language

- vocabulary. *System*, 21(3), 371-380. {2.2}
- Tinkham, T. (1997). The effects of semantic and thematic clustering on the learning of second language vocabulary. *Second Language Research*, 13(2), 138-163. {2.2}
- Tobias, S. (1995). Interest and metacognitive word knowledge. *Journal of Educational Psychology*, 87(3), 399-405. {3.1}
- Todaka, Y. (1991). Review of Words for Students. *TESOL Quarterly*, 25(4), 725-727. {1.4}
- Todd, R. W. (2001). Induction from self-selected concordances and self-correction. *System*, 29(1), 91-102. {5.3}
- Tomaszczyk, J. (1979). Dictionaries: users and uses. *Glottodidactica*, 12, 103-119. {21.3}
- Tomaszczyk, J. (1981). Issues and developments in bilingual pedagogical lexicography. *Applied Linguistics*, 2(3), 287-296. {21.3}
- Tono, Y. (1988). Assessment of EFL learners' dictionary using skills. *JACET Bulletin*, 19, 103-126. {21.3}
- Tonzar, C., Lotto, L., & Job, R. (2009). L2 vocabulary acquisition in children: Effects of learning method and cognate status. *Language Learning*, 59(3), 623-646. {6.4}
- Towell, R., Hawkins, R., & Bazergui, N. (1996). The development of fluency in advanced learners of French. *Applied Linguistics*, 17(1), 84-119. {2.1}
- Townsend, D., & Collins, P. (2009). *Reading and Writing*, 22, 993-1019. {10.1}
- Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *The Elementary School Journal*, 112(3), 497-518. {10.1}
- Tozcu, A., & Coady, J. (2004). Successful learning of frequent vocabulary through CALL also benefits reading comprehension and speed. *Computer Assisted Language Learning*, 17(5), 473-495. {22.3}
- Tracy, F. (1893). The language of childhood. *American Journal of Psychology*, 6(1), 107-138. {7.1}
- Trampe, P. (1983). Foreign language vocabulary learning. In H. Ringbom (Ed.), (pp. 241-246).
- Tran, T. N. Y., & Nation, I. S. P. (2014). Reading speed improvement in a speed reading course and its effect on language memory span. *Electronic Journal of Foreign Language Teaching*, 11(1), 5-20. {1.5}
- Tran, Y. T. N. (2012). The effects of a speed reading course and speed transfer to other types of texts. *RELC Journal*, 43 (1), 23-37. {1.5}
- Tran, Y. T. N. (2012). *EFL reading fluency development and its effects*. (PhD), Victoria University of Wellington, Wellington.
- Traub, R. E., Hambleton, R. K., & Singh, B. (1969). Effects of promised reward and threatened penalty on performance of a multiple-choice vocabulary test. *Educational and Psychological Measurement*, 29, 847-861. {24.1}
- Treiman, R. (1994). Sources of information used by beginning spellers. In I. B. a. E. (eds) (Ed.), (pp. 75-91).
- Tremblay, A., Derwing, B., Libben, G., & Westbury, C. (2011). Processing advantages of lexical bundles: Evidence from self-paced reading tasks. *Language Learning*, 61(2), 569-613. {5.2}
- Tribble, C. (2003). Five electronic learners' dictionaries. *ELT Journal*, 57(2), 182-197. {21.1}

- Tribble, C., & Jones, G. (1997). *Concordances in the Classroom: A Resource Book for Teachers* (2nd ed.). Harlow: Longman.
- Trimble, L. (1985). *English for Science and Technology: a Discourse Approach*. Cambridge: Cambridge University Press.
- Tripp, S. D. (1990). The idea of a lexical meta-syllabus. *System*, 18(2), 209-220. {23.1}
- Tritch, M. (1981). Improving vocabulary: problems in co-occurrence and grammatical marking. *English Teaching Forum*, 19(2), 22-27. {22.1}
- Tsai, K.-J. (2015). Profiling the collocation use in ELT textbooks and learner writing. *Language Teaching Research*, 19(6), 723-740. {5.2}
- Tsang, W.-k. (1996). Comparing the effects of reading and writing on writing performance. *Applied Linguistics*, 17(2), 210-233. {1.5}
- Tseng, W., & Schmitt, N. (2008). Toward a model of motivated vocabulary learning: A structural equation modeling approach. *Language Learning*, 58(2), 357-400. {2.3}
- Tseng, W.-T., Dornyei, Z., & Schmitt, N. (2006). A new approach to assessing strategic learning: the case of self-regulation in vocabulary acquisition. *Applied Linguistics*, 27(1), 78-102. {17.1}
- Tuckman, B. W. (1972). *Conducting Educational Research (Units 3-4)*. New York: Harcourt Brace Jovanovich, Inc.
- Tudor, I., & Hafiz, F. (1989). Extensive reading as a means of input to L2 learning. *Journal of Research in Reading*, 12(2), 164-178. {9.4}
- Tuinman, J. J., & Brady, M. E. (1974). How does vocabulary account for variance on reading comprehension tests? A preliminary instructional analysis. In P. Nacker (Ed.), *Interaction: reading and practice for college-adult reading* (pp. 176-184). Clemson, S.C.
- Turner, G. (1983). Teaching French vocabulary: a training study. *Educational Review*, 35(1), 81-88. {19.1}
- Turner, S. J. (1986). Self-correction jigsaw pictures. *Modern English Teacher*, 13(4), 28-30. {22.2}
- Tversky, A., & Kahnemann, D. (1973). Availability: a heuristic for judging frequency and probability. *Cognitive Psychology*, 5, 207-232. {8.1}
- Twaddell, F. (1973). Vocabulary expansion in the TESOL classroom. *TESOL Quarterly*, 7(1), 61-78. {22.1}
- Tweissi, A. I. (1998). The effects of the amount and type of simplification on foreign language reading comprehension. *Reading in a Foreign Language*, 11(2), 191-206. {9.2}
- Tyler, A., & Nagy, W. (1989). The acquisition of English derivational morphology. *Journal of Memory and Language*, 28, 649-667. {6.1}
- Tyler, A., & Nagy, W. (1990). Use of derivational morphology during reading. *Cognition*, 36, 17-34. {6.1}
- Tyler, L. K., Waksler, R., & Marslen-Wilson, W. D. (1993). Representation and access of derived words in English. In G. Altmann & R. Shillcock (Eds.), *Cognitive Models of Speech Processing* (pp. 125-140). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Uberman, A. (1998). The use of games for vocabulary presentation and revision. *English Teaching Forum*, 36(1), 20-27, 35. {22.2}
- Uden, J. (2013). Review of The Extensive Reading Foundation's Guide to Extensive Reading. *ELT Journal*, 67(2), 270-272. {9.4}

- Uden, J., Schmitt, D., & Schmitt, N. (2014). Jumping from the highest graded readers to ungraded novels: Four case studies. *Reading in a Foreign Language*, 26(1), 1-28. {9.2}
- Uhrbrock, R. S. (1935). The vocabulary of a five-year-old. *Educational Research Bulletin*, 14(44), 85-97. {7.1}
- Ulanoff, S., & Pucci, S. (1999). Learning words from books: the effects of read aloud on second language vocabulary acquisition. *Bilingual Research Journal*, 23(4), 319-332. {11.1}
- Umbel, V. M., & Oller, D. K. (1994). Developmental changes in receptive vocabulary in Hispanic bilingual school children. *Language Learning*, 44(2). {7.4}
- Umbel, V. M., Pearson, B. Z., Fernandez, M. C., & Oller, D. K. (1992). Measuring bilingual children's receptive vocabularies. *Child Development*, 63, 1012-1020. {3.2}
- Underhill, A. (1980). *Use Your Dictionary*. Oxford: Oxford University Press.
- Underwood, B. J. (1961). Ten years of massed practice and distributed practice. *Psychological Review*, 68, 229-247. {19.1}
- Underwood, B. J., Ekstrand, B. R., & Keppel, G. (1965). An analysis of intralist similarity in verbal learning with experiments on conceptual similarity. *Journal of Verbal Learning and Verbal Behavior*, 4, 447-462. {2.2}
- Underwood, G., Schmitt, N., & Galpin, A. (2004). The eyes have it: An eye-movement study into the processing of formulaic sequences. In N. Schmitt (Ed.), *Formulaic Sequences* (pp. 153-172). Amsterdam: John Benjamins.
- Ur, P. (1981). *Discussions that Work*. Cambridge: Cambridge University Press.
- Ure, J. (1993). Lexical density and register differentiation. In G. P. a. J. L. M. T. (eds) (Ed.), *Applications of Linguistics* (pp. 443-452). Cambridge: Cambridge University Press.
- Vaid, J. (1988). Bilingual memory representation: a further test of dual coding theory. *Canadian Journal of Psychology*, 42, 84-90. {11.3}
- Valcourt, G., & Wells, L. (1999). *Mastery: A University Word List Reader*. Ann Arbor: University of Michigan Press.
- Valencia, S. W., Stallman, A. C., Commeyras, M., Pearson, P. D., & Hartman, D. K. (1991). Four measures of topical knowledge: a study of construct validity. *Reading Research Quarterly*, 26(3), 204-233. {24.2}
- van Bussel, F. J. J. (1994). Design rules for computer-aided learning of vocabulary items in a second language. *Computers in Human Behavior*, 10, 63-76. {22.3}
- van Daalen-Kapteijns, M., Elshout-Mohr, M., & de Glopper, K. (2001). Deriving the meaning of unknown words from multiple contexts. *Language Learning*, 51(1), 145-181. {18.3}
- van Daalen-Kapteijns, M. M., & Elshout-Mohr, M. (1981). The acquisition of word meanings as a cognitive learning process. *Journal of Verbal Learning and Verbal Behavior*, 20, 386-399. {18.3}
- van der Eijk, P., O., A., & M., F. (1995). Lexical semantics and lexicographic sense distinction. *International Journal of Lexicography*, 8(1), 1-27. {3.3}
- van der Meer, G. (1997). Four English dictionaries and their treatment of figurative meanings. *English Studies*, 6, 556-571. {21.2}
- van Elsen, E., van Deun, K., & Decoo, W. (1991). Wordchip: the application of external versatility to an English lexical CALL program. *System*, 19(4), 401-417. {22.3}

- van Ginkel, C. I., & van der Linden, E. H. (1996). Word associations in foreign language learning and foreign language loss. In K. Sajavaara & C. Fairweather (Eds.), *Approaches to Second Language Acquisition* (pp. 25-33). Jyvaskyla: University of Jyvaskyla.
- van Hell, J. G., & Mahn, A. C. (1997). Keyword mnemonics versus rote rehearsal: learning concrete and abstract foreign words by experienced and inexperienced learners. *Language Learning*, 47(3), 507-546. {20.3}
- van Parreren, C. F., & Schouten-van Parreren, M. (1978). Erwerb eines fremdsprachlichen wortschatzes. In K. Detering & R. Hogel (Eds.), *Englisch auf der Sekundarstufe 1* (pp. 22-36). Hannover: Schroedel.
- van Parreren, C. F., & Schouten-van Parreren, M. (1981). Contextual guessing: a trainable reader strategy. *System*, 9(3), 235-241. {18.5}
- Van Patten, B., & Rott, S. (Eds.). (2004). *Form-meaning Connections in Second-language Acquisition*. New Jersey: Lawrence Erlbaum Associates.
- van Zeeland, H., & Schmitt, N. (2013). Lexical coverage and L1 and L2 listening comprehension: The same or different from reading comprehension? *Applied Linguistics*, 34(4), 457-479. {14.1}
- Vanniarajan, S. (1997). An interactive model of vocabulary acquisition. *Applied Language Learning*, 8(2), 183-216. {2.3}
- Varley, S. (2009). I'll just look that up in the concordancer: integrating corpus consultation in to the language learnign environment. *Computer Assisted Language Learning*, 22(2), 133-152. {5.3}
- Vasey, F. T. (1919). Vocabulary of grammar grade school children. *Journal of Educational Psychology*, 10, 104-107. {7.2}
- Venezky, R. L. (1970). *The Structure of English Orthography*. The Hague: Mouton & Co.
- Verhallen, M., & Schoonen, R. (1993). Lexical knowledge of monolingual and bilingual children. *Applied Linguistics*, 14(4), 344-363. {2.1}
- Verhallen, M., & Schoonen, R. (1998). Lexical knowledge in L1 and L2 of third and fifth graders. *Applied Linguistics*, 19(4), 452-470. {7.4}
- Verkoeijen, P. P. J. L., & Delaney, P. F. (2008). Rote rehearsal and spacing effects in the free recall of pure and mixed lists. *Journal of Memory and Language*, 58, 35-47. {11.2}
- Vermeer, A. (1992). Exploring the second language learner lexicon. In L. Verhoeven & J. H. A. L. d. Jong (Eds.), *The Construct of Language Proficiency: Applications of Psychological Models to Language Assessment* (pp. 147-162). Amsterdam: John Benjamins.
- Vermeer, A. (2000). Coming to grips with lexical richness in spontaneous speech data. *Language Testing*, 17(1), 65-83. {15.1}
- Vermeer, A. (2001). Breadth and depth of vocabulary in relation to L1/L2 acquisition and frequency of input. *Applied Psycholinguistics*, 22, 217-234. {24.2}
- Vermeer, A. (2004). The relation between lexical richness and vocabulary size in Dutch L1 and L2 children. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (pp. 173-189). Amsterdam: John Benjamins.
- Vernon, P. E. (1950). The estimation of difficulty of vocabulary. *British Journal of Educational Psychology*, 20, 77-82. {14.3}

- Verspoor, M., & Lowie, W. (2003). Making sense of polysemous words. *Language Learning*, 53(3), 547-586. {3.3}
- Verstraten, L. (1992). Fixed phrases in monolingual learners' dictionaries. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 28-40). London: Macmillan.
- Viberg, A. (1989). A semantic field approach to vocabulary acquisition. *Unpublished paper*, 1-38. {3.3}
- Viberg, A. (1998). Crosslinguistic perspectives on lexical acquisition: the case of language-specific semantic differentiation. In K. Haastrup & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 175-208). Lund: Lund University Press.
- Vidal, K. (2003). Academic listening: a source of vocabulary acquisition? *Applied Linguistics*, 24(1), 56-89. {12.2}
- Vidal, K. (2011). A comparison of the effects of reading and listening on incidental vocabulary acquisition. *Language Learning*, 61(1), 219-258. {12.2}
- Vincent, M. (1983). Writing non-fiction readers. In R. R. Jordan (Ed.), *Case Studies in ELT* (pp. 170-178). London: Collins ELT.
- Vincent, M., & Carter, R. (1986). Simple text and reading text. In C. J. Brumfit & R. Carter (Eds.), *Literature and Language Teaching* (pp. 208-222). Oxford: Oxford University Press.
- Visser, A. (1989). Learning core meanings. *Guidelines*, 11(2), 10-17. {22.2}
- Visser, A. (1990). Learning vocabulary through underlying meanings: an investigation of an interactive technique. *RELC Journal*, 21(1), 11-28. {22.2}
- Von Elek, T. (1982). Test of Swedish as a second language: an experiment in self-assessment. *Working Papers from the Language Teaching Research Centre, SPC, Goteborgs Universitet*, 31. {24.1}
- Vossen, P. (1991). Polysemy and vagueness of meaning descriptions in the Longman dictionary of contemporary English. In S. Johansson & A.-B. Stenstrom (Eds.), *English Computer Corpora* (pp. 105-123). Berlin: Mouton de Gruyter.
- Vougiouklis, P. S. K. (1990). Lexical decomposition as a strategy for guessing unknown words. *Unpublished MS*. {18.4}
- Vougiouklis, P. S. K. (1990). Native and non-native readers' accuracy and confidence when guessing meanings of unknown words. *BAAL proceedings*. {18.4}
- Vougiouklis, P. S. K. (1990). Using dictionaries to correct lexical errors by Greek learners - some empirical evidence. *Unpublished MS*. {21.3}
- Wagner, M. J., & Tilney, G. (1983). The effect of 'superlearning techniques' on the vocabulary acquisition and alpha brainwave production of language learners. *TESOL Quarterly*, 17(1), 5-17. {22.2}
- Wajnryb, R. (1987). Vocabulary - consolidation through clusters. *English Teachers Journal (Israel)*, 35, 67-70. {3.4}
- Walker, C. (2011). A corpus-based study of the linguistic features and processes which influence the way collocations are formed: some implications for the learning of collocations. *TESOL Quarterly*, 45(2), 294-312. {5.1}
- Walker, L. J. (1983). Word identification strategies in reading a foreign language. *Foreign Language Annals*, 16(4), 293-299. {17.1}
- Wallace, C. (1992). *Reading*. Oxford: Oxford University Press.

- Wallace, D. (2003). An analysis of the vocabulary of NCEA. *TESOLANZ Journal*, 11, 57-64. {14.1}
- Wallace, E. (2010). Review of Connected Words: Word Associations and Second Language Vocabulary Acquisition by Paul Meara. *Reading in a Foreign Language*, 22(2), 348-352. {1.4}
- Wallace, M. (1982). *Teaching Vocabulary*. London: Heinemann.
- Walter, C. (1996). Review of three learner dictionaries. *ELT Journal*, 50(4), 356-359. {21.1}
- Walters, J. (2004). Teaching the use of context to infer meaning: A longitudinal survey of L1 and L2 vocabulary research. *Language Teaching*, 37, 243-252. {18.4}
- Walters, J. (2006). Methods of teaching inferring meaning from context. *RELC Journal*, 37(2), 176-190. {18.5}
- Walters, J., & Bozkurt, N. (2009). The effect of keeping vocabulary notebooks on vocabulary acquisition. *Language Teaching Research*, 13(4), 403-423. {17.1}
- Wan-a-rom, U. (2008). Comparing the vocabulary of different graded-reading schemes. *Reading in a Foreign Language*, 20(1), 43-69. {9.3}
- Wan-a-rom, U. (2010). Self-assessment of word knowledge with graded readers: A preliminary study. *Reading in a Foreign Language*, 22(2), 323-338. {14.3}
- Wang, A. Y., & Thomas, M. H. (1992). The effect of imagery-based mnemonics on the long-term retention of Chinese characters. *Language Learning*, 42(3), 359-376. {20.3}
- Wang, A. Y., & Thomas, M. H. (1995). Effect of keywords on long-term retention: help or hinderance? *Journal of Educational Psychology*, 87(3), 468-475. {20.3}
- Wang, A. Y., Thomas, M. H., Inzana, C. M., & Primicerio, L. J. (1993). Long-term retention under conditions of intentional learning and the keyword mnemonic. *Bulletin of the Psychonomic Society*, 31(6), 545-547. {20.3}
- Wang, J., & Calhoun, G. (1997). A useful function for assessing the effect of guessing on true-false and multiple-choice tests. *Educational and Psychological Measurement*, 57(1), 179-185. {24.1}
- Wang, J., Liang, S., & Ge, G. (2008). Establishment of a medical academic word list. *English for Specific Purposes*, 27(4), 442-458. {10.3}
- Wang, M., Cheng, C., & Chen, S. W. (2006). Contribution of morphological awareness to Chinese-English biliteracy acquisition. *Journal of Educational Psychology*, 98(3), 542-553. {6.3}
- Wang, M., & Koda, K. (2005). Commonalities and differences in word identification skills among learners of English as a second language. *Language Learning*, 55(1), 71-98. {2.5}
- Wang, M.-t. K., & Nation, P. (2004). Word meaning in academic English: Homography in the Academic Word List. *Applied Linguistics*, 25(3), 291-314. {10.3}
- Ward, J. (1999). How large a vocabulary do EAP Engineering students need? *Reading in a Foreign Language*, 12(2), 309-323. {14.1}
- Ward, J. (2009). A basic engineering English word list for less proficient foundation engineering undergraduates. *English for Specific Purposes*, 28, 170-182. {10.3}
- Ward, J., & Chuenjundaeng, J. (2009). Suffix knowledge: Acquisition and applications. *System*, 37, 461-469. {6.3}
- Waring, R. (1995). Review of Vocabulary in Action by L. Taylor. *The Language Teacher*,

- 19(2), 51. {1.4}
- Waring, R. (1997a). A study of receptive and productive learning from word cards. *Studies in Foreign Languages and Literature (Notre Dame Seishin University, Okayama)*, 21(1), 94-114. {2.4}
- Waring, R. (1997b). A comparison of the receptive and productive vocabulary sizes of some second language learners. *Immaculata (Notre Dame Seishin University, Okayama)*, 1, 53-68. {2.4}
- Waring, R. (1997c). The negative effects of learning words in semantic sets: a replication. *System*, 25(2), 261-274. {2.2}
- Waring, R. (2000). Getting the most out of your readers. *OUP Website*. {9.4}
- Waring, R. (2000). *Guide to the 'why' and 'how' of using graded readers*. Japan: Oxford University Press.
- Waring, R. (2000). The 'state rating task' - an alternative method of assessing receptive and productive vocabulary. *Studies in Foreign Languages and Literature (Notre Dame Seishin University)*, 24(1), 125-154. {2.4}
- Waring, R. (2000). *The 'Why' and 'How' of using Graded Readers*. Oxford: Oxford University Press.
- Waring, R. (2001). *Learner dictionaries: Getting your students to use their dictionaries effectively*. Japan: Oxford University Press.
- Waring, R. (2001). Research in extensive reading. *Studies in Foreign Language and Literature (Notre Dame Seishin University, Kiyo)*, 25(1), 1-25. {14.5}
- Waring, R. (2002). Scales of vocabulary knowledge in second language vocabulary assessment. *Kiyo (Occasional papers of Notre Dame Seishin University, Okayama)*, 26(1), 40-54. {24.1}
- Waring, R. (2003). On the reliability of vocabulary judgements by non-native speakers. *Unpublished paper*. {24.2}
- Waring, R., & Nation, P. (2004). Second language reading and incidental vocabulary learning. *Angles on the English-speaking World*, 4, 97-110. {14.4}
- Waring, R., & Takaki, M. (2003). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Reading in a Foreign Language*, 15(2), 130-163. {9.4}
- Warkentin, E. (1982). Is this a hammer which I see before me? Teaching technical vocabulary. *TESL Talk*, 13(3), 155-159. {10.1}
- Warren, R. E. (1973). Review of the American Heritage Word Frequency Book. *American Journal of Psychology*, 86(1), 207. {1.4}
- Watanabe, Y. (1997). Effects of single and multiple-choice glosses on incidental vocabulary learning. *JACET Bulletin*, 28, 177-191. {21.4}
- Watanabe, Y. (1997). Input, intake and retention: effects of increased processing on incidental learning of foreign vocabulary. *Studies in Second Language Acquisition*, 19, 287-307. {18.4}
- Watts, J. (2004). The effects of multiple texts on vocabulary acquisition. *TESOLANZ*, www.tesolanz.org.nz/vocab.htm, 1-29. {14.4}
- Watts, S. M. (1995). Vocabulary instruction during reading lessons in six classrooms. *Journal of Reading Behavior*, 27(3), 399-424. {22.4}
- Waxman, S. R., & Senghas, A. (1992). Relations among word meanings in early lexical development. *Developmental Psychology*, 28(5), 862-873. {4.1}

- Webb, S. (2005). Receptive and productive vocabulary learning: The effects of reading and writing on word knowledge. *Studies in Second Language Acquisition*, 27, 33-52. {22.2}
- Webb, S. (2007a). Learning word pairs and glossed sentences: The effects of a single context on vocabulary knowledge. *Language Teaching Research*, 11(1), 63-81. {19.2}
- Webb, S. (2007b). The effects of repetition on vocabulary knowledge. *Applied Linguistics*, 28(1), 46-65. {11.2}
- Webb, S. (2007c). The effects of synonymy on second-language vocabulary learning. *Reading in a Foreign Language*, 19(2), 120-136. {11.1}
- Webb, S. (2008a). The effects of context on incidental vocabulary learning. *Reading in a Foreign Language*, 20, 232-245. {19.2}
- Webb, S. (2008b). Receptive and productive vocabulary sizes of L2 learners. *Studies in Second Language Acquisition*, 30, 79-95. {7.4}
- Webb, S. (2009a). The effects of pre-learning vocabulary on reading comprehension and writing. *Canadian Modern Language Review*, 65, 441-470. {14.2}
- Webb, S. (2009a). L2 vocabulary: Perspectives on teaching, learning, testing, and formulaic sequences -a comparative book review. *Language Teaching*, 42(3), 405-414.
- Webb, S. (2009c). The effects of receptive and productive learning of word pairs on vocabulary knowledge. *RELC Journal*, 40(3), 360-376. {2.1}
- Webb, S. (2009d). Pre-learning low frequency vocabulary in second language television programs. *Language Teaching Research*. {12.2}
- Webb, S. (2010). A corpus driven study of the potential for vocabulary learning through watching movies. *International Journal of Corpus Linguistics*, 15(4), 497-519. {12.2}
- Webb, S. (2010a). Pre-learning low frequency vocabulary in second language television programs. *Language Teaching Research*. {12.2}
- Webb, S. (2010b). Using glossaries to increase the lexical coverage of television programs. *Reading in a Foreign Language*, 22(1), 201-221. {21.4}
- Webb, S., & Chang, A. C.-S. (2012). Vocabulary learning through assisted and unassisted repeated reading. *Canadian Modern Language Review*, 68(3), 1-24. {14.4}
- Webb, S., & Chang, A. C.-S. (2015). Second language vocabulary learning through extensive reading with audio support: How do frequency and distribution of occurrence affect learning? *Language Teaching Research*, 19(6), 667-686. {14.4}
- Webb, S., & Kagimoto, E. (2009). The effects of vocabulary learning on collocation and meaning. *TESOL Quarterly*, 43(1), 55-77. {22.2}
- Webb, S., & Macalister, J. (2013). Is text written for children useful for L2 extensive reading? *TESOL Quarterly*, 47(2), 300-322. {14.5}
- Webb, S., & Macalister, J. (2013). A response. *TESOL Quarterly*, 47(4), 852-855. {6.3}
- Webb, S., & Nation, I. S. P. (2008). Evaluating the vocabulary load of written text. *TESOLANZ Journal*, 16, 1-10. {8.4}
- Webb, S., Newton, J., & Chang, A. C.-S. (2013). Incidental learning of collocation. *Language Learning*, 63(1), 91-120. {5.2}
- Webb, S., & Rodgers, M. P. H. (2009). The lexical coverage of movies. *Applied*

- Linguistics*, 30(3), 407-427. {12.2}
- Webb, S., & Rodgers, M. P. H. (2009). The vocabulary demands of television programs. *Language Learning*, 59(2), 335-366. {12.2}
- Webb, S. A., & Chang, A. C.-S. (2012). Second language vocabulary growth. *RELC Journal*, 43(1), 113-126. {7.4}
- Webb, S. A., & Sasao, Y. (2013). New directions in vocabulary testing. *RELC Journal*, 44(3), 263-277. {24.1}
- Webb, W. B. (1962). The effects of prolonged learning on learning. *Journal of Verbal Learning and Verbal Behavior*, 1, 173-182. {19.1}
- Webber, N. E. (1978). Pictures and words as stimuli in learning foreign language responses. *The Journal of Psychology*, 98, 57-63. {19.1}
- Webster, M. (1983). *9,000 words*. Massachusetts: Merriam-Webster Inc.
- Wehmeier, S. (2005). *Oxford Advanced Learner's Dictionary* (7th ed.). Oxford: Oxford University Press.
- Wei, Y., & Lei, L. (2011). Lexical bundles in the academic writing of advanced Chinese EFL learners. *RELC Journal*, 42(2), 155-166. {5.1}
- Wei, Z. (2012). *Word Roots in English: Learning English Words through Form and Meaning Similarity*. (PhD), Victoria University of Wellington, Wellington.
- Wei, Z. (2015). Does teaching mnemonics for vocabulary learning make a difference? Putting the keyword method and the word part technique to the test. *Language Teaching Research*, 19(1), 43-69. {17.1}
- Wei, Z., & Nation, P. (2013). The word part technique: A very useful vocabulary teaching technique. *Modern English Teacher*, 22(1), 12-16. {6.5}
- Weisleder, A., & Fernald, A. (2013). Talking to Children Matters: Early Language Experience Strengthens Processing and Builds Vocabulary. *Psychological Science*. {7.1}
- Weltens, B., & Grendel, M. (1993). Attrition of vocabulary knowledge. In R. Schreuder & B. Weltens (Eds.), *The Bilingual Lexicon* (pp. 135-156). Amsterdam/Philadelphia: John Benjamins.
- Wepman, J. M., & Haas, W. (1969). *A spoken word count: children: Western Psychological Services*.
- Werner, H., & Kaplan, B. (1952). The acquisition of word meanings: a developmental study. *Monographs of the Society for Research in Child Development*, 15 (51, 1). {3.1}
- Werner, H., & Kaplan, E. (1950). Development of word meaning through verbal context: an experimental study. *Journal of Psychology*, 29, 251-257. {18.2}
- Wesche, M., & Paribakht, T. S. (1996). Assessing second language vocabulary knowledge: depth versus breadth. *Canadian Modern Language Review*, 53(1), 13-40. {24.3}
- Wesche, M., & Paribakht, T. S. (1998). The influence of task in reading-based L2 vocabulary acquisition: evidence from introspective studies. In K. Haastrop & A. Viberg (Eds.), *Perspectives on Lexical Acquisition in a Second Language* (pp. 19-59). Lund: Lund University Press.
- Wesche, M., & Paribakht, T. S. (1999). Introduction. *Studies in Second Language Acquisition*, 21, 175-180. {1.3}
- Wesche, M. B., & Paribakht, T. S. (2000). Reading-based exercises in second language

- vocabulary learning. *Modern Language Journal*, 84(2), 196-213. {22.4}
- Wesche, M. B., & Paribakht, T. S. (2010). *Lexical Inferencing in a First and Second Language*. Bristol: Multilingual Matters.
- Wesman, A. G., & Seashore, H. G. (1949). Frequency vs. complexity of words in verbal measurement. *Journal of Educational Psychology*, 40, 395-404. {24.1}
- West, M. (1930). Speaking-vocabulary in a foreign language. *Modern Language Journal*, 14(7), 509-521. {13.2}
- West, M. (1932). *New Method Readers. Standard edition*. London: Longman.
- West, M. (1934). A note on the inferability of cognates. *High Points*, 16, 23-25. {6.4}
- West, M. (1935). Definition vocabulary. *Bulletin of the Department of Educational Research, University of Toronto*, 4. {21.5}
- West, M. (1935). *The New Method English Dictionary*. London: Longman, Green and Co.
- West, M. (1937). The present position in vocabulary selection for foreign language teaching. *Modern Language Journal*, 21(6), 433-437. {8.1}
- West, M. (1947). Types of exercise in language teaching. *ELT Journal*, 1(5), 139-142. {22.2}
- West, M. (1949). Vocabulary selection for speech and writing. *ELT Journal*, 4(1), 17-21. {13.2}
- West, M. (1950). 'Simplified and abridged'. *ELT Journal*, 5(2), 48-52. {9.2}
- West, M. (1951). Catenizing. *ELT Journal*, 5(6), 147-151. {2.2}
- West, M. (1952). Examinations in a foreign language. *ELT Journal*, 6(2), 60-63. {1.5}
- West, M. (1952). How much English grammar? *ELT Journal*, 7(1), 14-20. {1.5}
- West, M. (1953). *A General Service List of English Words*. London: Longman, Green & Co.
- West, M. (1953). Is a textbook really necessary? *ELT Journal*, 8(2), 64-67. {1.5}
- West, M. (1953). The technique of reading aloud to a class. *ELT Journal*, 8(1), 21-24. {12.2}
- West, M. (1953). What would you do? *ELT Journal*, 7(4), 135-137. {1.5}
- West, M. (1955). Catenizing (chaining words together) *Learning to read a Foreign Language* (pp. 61-68). London: Longman.
- West, M. (1955). English spelling. *ELT Journal*, 9(4), 132-136. {2.5}
- West, M. (1955). *Learning to Read a Foreign Language* (2nd ed.). London: Longman.
- West, M. (1956). The gap: The problem of the approach to technical and scientific writing. *ELT Journal*, 10(4), 153-157. {10.1}
- West, M. (1956). In the classroom: 2: The problem of pupil talking time. *ELT Journal*, 10(2), 71-73. {1.5}
- West, M. (1956). A plateau vocabulary for speech. *Language Learning*, 7(1&2), 1-7. {9.1}
- West, M. (1957). The adult learner. *ELT Journal*, 11(2), 50-57. {1.5}
- West, M. (1958). American and British usage. *ELT Journal*, 12(2), 41-45. {1.5}
- West, M. (1958). Bilingualism. *ELT Journal*, 12(3), 94-97. {1.5}
- West, M. (1959). At what age should language study begin? *ELT Journal*, 14(1), 21-26. {1.5}
- West, M. (1959). Practice teaching in the training of language-teachers. *ELT Journal*, 13(4), 149-154. {1.5}
- West, M. (1960). Learning English as behaviour. *ELT Journal*, 15(1), 3-11. {13.2}
- West, M. (1960). *Teaching English in Difficult Circumstances*. London: Longman.

- West, M. (1963). Conversational tags. *ELT Journal*, 17(4), 164-167. {5.2}
- West, M. (1964). Criteria in the selection of simplified reading books. *ELT Journal*, 18(4), 146-151. {9.2}
- West, M. (1965). *An International Reader's Dictionary*. London: Longmans.
- West, M. (1965). The problem of spelling. *ELT Journal*, 20(1), 10-14. {2.5}
- West, M. (1966). Language without words. *ELT Journal*, 20(3), 213-216. {22.2}
- West, M. (1968). Factual English. *ELT Journal*, 12(4), 121-131. {10.1}
- West, M. (1968). The minimum adequate: a quest. *ELT Journal*, 22(3), 205-210. {9.1}
- West, M., & Kimber, P. F. (1957). *Deskbook of Correct English*. London: Longmans Green and Co.
- West, M. P. (1913). *Clair de Lune and other troubador romances*: George G. Harrap and Co.
- West, M. P., Swenson, E., Fawkes, K. M., Russell, F. L., & de Magellanes Wilf, J. (1934). A critical examination of Basic English. *Bulletin of Department of Educational Research, University of Toronto*, 2. {8.1}
- Whipple, G. M. (1908). Vocabulary and word-building tests. *Psychological Review*, 15, 94-105. {7.3}
- Whipple, G. M., & Whipple, M. (1909). The vocabulary of a three-year-old boy with some interpretive comments. *Pedagogical Seminary*, 16(1), 1-22. {7.1}
- Whitcut, J. (1979). *Learning With LDOCE*. London: Longman.
- White, C. J. (1988). The role of associational patterns and semantic networks in vocabulary development. *English Teaching Forum*, 26(4), 9-11. {4.1}
- White, T. G., Graves, M. F., & Slater, W. H. (1990). Growth of reading vocabulary in diverse elementary schools: decoding and word meaning. *Journal of Educational Psychology*, 82(2), 281-290. {14.4}
- White, T. G., Power, M. A., & White, S. (1989). Morphological analysis: Implications for teaching and understanding vocabulary growth. *Reading Research Quarterly*, 24(3), 283-304. {6.1}
- White, T. G., Slater, W., & Graves, M. (1992). Yes/No method of vocabulary assessment: valid for whom and useful for what? , *Unpublished paper*. {24.1}
- Whitmore, J., Shore, W., & Smith, P. (2004). Partial knowledge of word meanings: Thematic and taxonomic representations. *Journal of Psycholinguistic Research*, 33(2), 317-329. {2.1}
- Whitney, N. (1990). Vocabulary and the Cambridge First Certificate exam: the sticky end of the lexical lollipop. *English Studies (British Council)*, 5, 31-36. {24.1}
- Wicklow, C. H. (1974). Review of Advanced English Vocabulary by H. Barnard. *Language Learning*, 24(1), 167-170. {1.4}
- Widdowson, H. G. (1976). The authenticity of language data. In J. F. Fanselow & R. Crymes (Eds.), *On TESOL '76* (pp. 261-270). Washington, D.C.: TESOL.
- Widdowson, H. G. (1979). *Explorations in Applied Linguistics*. Oxford: Oxford University Press.
- Widmann-Sadler, P. (1988). Getting involved with words. *Practical English Teaching*, 8(4), 17-18. {22.4}
- Wierzbicka, A. (1983). "Apples" are not a kind of "Fruit": the semantics of human categorization. *American Ethnologist*, 11(2), 313-328. {3.1}
- Wijk, A. (1966). *Rules of Pronunciation for the English Language*. London: Oxford

- University Press.
- Wilcox, A., & Medina, A. (2013). Effects of semantic and phonological clustering on L2 vocabulary acquisition among novice learners. *System*, 41, 1056-1069. {2.2}
- Wilcox, G. (1979). Teaching and testing vocabulary: a method to use with advanced students. *English Teaching Forum*, 17(3), 2-9. {22.2}
- Wild, K., Kilgarriff, A., & Tugwell, D. (2013). The Oxford Children's Corpus: Using a children's corpus in lexicography. *International Journal of Lexicography*, 26(2), 190-218. {8.4}
- Wilhelm, A. E. (1986). Building vocabulary through exercises in context. *English Teaching Forum*, 24(2), 45. {3.4}
- Wilks, C. (1999). *Untangling word webs: Graph theory approaches to L2 lexicons*. (PhD), University of Wales, Swansea.
- Wilks, C. (2009). Tangled webs ...: Complications in the exploration of L2 lexical networks. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 25-37). Bristol: Multilingual Matters.
- Wilks, C., & Meara, P. (2002). Untangling word webs: graph theory and the notion of density in second language word association networks. *Second Language Research*, 18(4), 303-324. {2.3}
- Wilks, C., & Meara, P. (2007). Implementing graph theory approaches to the exploration of density and structure in L1 and L2 word association networks. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and Assessing Vocabulary Knowledge* (pp. 167-181). Cambridge: Cambridge University Press.
- Wilks, C., Meara, P., & Wolter, B. (2005). A further note on simulating word association behaviour in a second language. *Second Language Research*, 21(4), 359-372. {2.3}
- Willerman, B., & Melvin, B. (1979). Reservations about the keyword method. *Canadian Modern Language Review*, 35, 443-453. {20.3}
- Williams, C. B. (1970). *Style and Vocabulary: Numerical Studies*. London: Griffin.
- Williams, E., & Porter, D. (1983). Review of The Words You Need by Rudska et al. *Reading in a Foreign Language*, 1(1), 68-71. {1.4}
- Williams, G. (2008). A multilingual matter: Sinclair and the bilingual dictionary. *International Journal of Lexicography*, 21(3), 255-266. {21.5}
- Williams, H. M. (1932). Some problems of sampling in vocabulary tests. *Journal of Experimental Education*, 1(2), 131-133. {7.5}
- Williams, J. (1999). Learner-generated attention to form. *Language Learning*, 51, 303-346. {13.2}
- Williams, J. (2001). The effectiveness of spontaneous attention to form. *System*, 29(3), 325-340. {13.2}
- Williams, J. (2005). Form-focused instruction. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp. 671-691). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Williams, J. N., & Cheung, A. (2011). Using priming to explore early word learning. In P. Trofimovich & K. McDonough (Eds.), *Applying Priming Methods to L2 Learning, Teaching and Research: 1* (pp. 73-103). Amsterdam: John Benjamins.
- Williams, R. (1983). *Keywords: A vocabulary of culture and society*. London: Fontana.
- Williams, R. (1985). Teaching vocabulary recognition strategies in ESP reading. *ESP*

- Journal*, 4(2), 121-131. {17.1}
- Williams, R. S., & Morris, R. K. (2004). Eye movements, word familiarity, and vocabulary acquisition. *European Journal of Cognitive Psychology*, 16(1/2), 312-339. {14.4}
- Willis, D. (1988). A lexical approach to syllabus design. *EL Gazette*, August. {23.1}
- Willis, D. (2003). *Rules, Patterns and Words: Grammar and Lexis in English Language Teaching*. Cambridge: Cambridge University Press.
- Willis, J. (1990). A lexical syllabus for language learners. *English Studies (British Council)*, 5, 11-14. {23.1}
- Williams, R., & Dallas, D. (1984). Aspects of vocabulary in the readability of content area L2 educational textbooks: a case study. In J. C. Alderson & A. H. Urquhart (Eds.), (pp. 199-212).
- Willson, V. L. (1982). Maximising reliability in multiple choice questions. *Educational and Psychological Measurement*, 42, 69-72. {24.1}
- Wilson, D. (1988). Vocabulary for business. *EL Gazette*(August). {10.2}
- Winkler, B. (2001). English Learners' dictionaries on CD-ROM as language learning and reference tools. *ReCALL*, 13(2), 191-205. {21.1}
- Winks, M. (1975). *Simplification of Of Mice and Men by John Steinbeck*. London: Heinemann.
- Winn, S. (1996). Vocabulary revitalized. *TESOL Journal*, 5(4), 40. {22.2}
- Winter, C. (1992). Bilingual dictionaries: Between language and speech. In P. J. L. Arnaud & H. Bejoint (Eds.), *Vocabulary and Applied Linguistics* (pp. 41-51). London: Macmillan.
- Winter, E. O. (1977). A clause-relational approach to English texts: a study of some predictive lexical items in written discourse. *Instructional Science*, 6(1), 1-92. {16.1}
- Winter, E. O. (1978). A look at the role of certain words in information structure. In K. P. Jones & V. Horsnell (Eds.), *Informatics 3* (Vol. 1, pp. 85-97). London: Aslib.
- Wise, S. L. (2006). An investigation of the differential effort received by items on a low-stakes computer-based test. *Applied Measurement in Education*, 19(2), 95-114. {24.5}
- Wise, S. L., & DeMars, C. E. (2005). Low examinee effort in low-stakes assessment: Problems and potential solutions. *Educational Assessment*, 10(1), 1-17. {24.5}
- Wise, S. L. D., C. E. (2010). Examinee noneffort and the validity of program assessment results. *Educational Assessment*, 15(1), 27-41. {24.5}
- Wittrock, M. C. (1974). Learning as a generative process. *Educational Psychologist*, 11(1), 87-95. {11.3}
- Wittrock, M. C. (1991). Generative teaching of comprehension. *Elementary School Journal*, 92(2), 169-184. {11.3}
- Wittrock, M. C., Marks, C., & Doctorow, M. (1975). Reading as a generative process. *Journal of Educational Psychology*, 67(4), 484-489. {18.3}
- Wixson, K. K. (1986). Vocabulary instruction and children's comprehension of basal stories. *Reading Research Quarterly*, 21(3), 317-329. {14.2}
- Wode, H. (1999). Incidental vocabulary acquisition in the foreign language classroom. *Studies in Second Language Acquisition*, 21, 243-258. {14.4}
- Wode, H., Rohde, A., Gassen, F., Weiss, B., Jekat, M., & Jung, P. (1992). L1, L2, L3: Continuity vs. discontinuity in lexical acquisition. In P. J. L. Arnaud & H. Bejoint

- (Eds.), *Vocabulary and Applied Linguistics* (pp. 52-61). London: Macmillan.
- Wodinsky, M., & Nation, P. (1988). Learning from graded readers. *Reading in a Foreign Language*, 5(1), 155-161. {9.3}
- Wolff, F. E. (1910). A boy's dictionary. *Child-Study Monthly*, 2, 141-150. {7.1}
- Wolfe, L. M., & McGee, L. M. (1979). On the determination of causal ordering between vocabulary and comprehension. *Journal of Reading Behavior*, 11(3), 273-277. {14.2}
- Wolter, B. (2001). Comparing the L1 and L2 mental lexicon. *Studies in Second Language Acquisition*, 23, 41-69. {2.3}
- Wolter, B. (2002). Assessing proficiency through word associations: Is there still hope? *System*, 30, 315-329. {24.1}
- Wolter, B. (2006). Lexical network structures and L2 vocabulary acquisition: the role of L1 lexical/conceptual knowledge. *Applied Linguistics*, 27(4), 741-747. {2.3}
- Wolter, B. (2009). Meaning-last vocabulary acquisition and collocational productivity. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. 128-140). Bristol: Multilingual Matters.
- Wolter, B., & Gyllstad, H. (2011). Collocational links in the L2 mental lexicon and the influence of L1 intralexical knowledge. *Applied Linguistics*, 32(4), 430-449. {5.1}
- Wood, D. (2006). Uses and functions of formulaic sequences in second language speech: an exploration of the foundations of fluency. *Canadian Modern Language Review*, 63(1), 13-33. {5.2}
- Wood, J. (2001). Can software support children's vocabulary development? *Language Learning & Technology*, 5(1), 166-201. {22.3}
- Woodeson, E. (1982). Communicative crosswords. *Modern English Teacher*, 10(2), 29-30. {13.2}
- Woodward, T. (1984). Vocabulary review game. *Modern English Teacher*, 11(3), 49. {22.2}
- Woodward, T. (1985). From vocabulary review to classroom dictionary. *Modern English Teacher*, 12(4), 29. {22.2}
- Woodward, T. (1988). Vocabulary posters. *Modern English Teacher*, 15(3), 31-32. {22.2}
- Woodward-Kron, R. (2008). More than just jargon - the nature and roles of specialist knowledge in learning disciplinary knowledge. *Journal of English for Academic Purposes*, 7, 234-249. {10.2}
- Woolard, S. (1988). The battering ram: some observations on graded texts. *Modern English Teacher*, 15(2), 19-20. {9.3}
- Worthington, D., & Nation, P. (1996). Using texts to sequence the introduction of new vocabulary in an EAP course. *RELC Journal*, 27(2), 1-11. {23.1}
- Wray, A. (2000). Formulaic sequences in second language teaching: principles and practice. *Applied Linguistics*, 21(4), 463-489. {5.2}
- Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge: Cambridge University Press.
- Wray, A. (2004). 'Here's one I prepared earlier': Formulaic language learning on television. In N. Schmitt (Ed.), *Formulaic Sequences*. Amsterdam: John Benjamins.
- Wray, A. (2008). *Formulaic Language: Pushing the Boundaries*. Oxford: Oxford University Press.

- Wray, A. (2009). A research network model. In T. Fitzpatrick & A. Barfield (Eds.), *Lexical Processing in Second Language Learners* (pp. xi-xvii). Bristol: Multilingual Matters.
- Wright, B. D. (1988). Some comments about guessing. *Rasch Measurement Transactions*, 1(2), 9. {24.1}
- Wu, S., Franken, M., & Witten, I. H. (2010). Supporting collocation learning with a digital library. *Computer Assisted Language Learning*, 23(1), 87-110. {22.3}
- Wysocki, K., & Jenkins, J. R. (1987). Deriving word meanings through morphological generalization. *Reading Research Quarterly*, 22(1), 66-81. {6.1}
- Xiao, R. (2009). Multidimensional analysis and the study of world Englishes. *World Englishes*, 28(4), 421-450. {8.4}
- Xie, X. (2013). Vocabulary explanation in English major university classrooms in China. *ELT Journal*, 67(4), 435-445. {10.2}
- Xing, P., & Fulcher, G. (2007). Reliability assessment for two versions of the Vocabulary Levels test. *System*, 35, 182-191. {24.4}
- Xue, G., & Nation, I. S. P. (1984). A university word list. *Language Learning and Communication*, 3(2), 215-229. {10.3}
- Yamada, H. (2009). Japanese EFL learners' vocabulary learning strategies from the perspective of word frequency. *JACET Journal*, 49, 43-56. {17.1}
- Yamada, J., Takatsuka, S., Kotake, N., & Kurusu, J. (1980). On the optimum age for teaching foreign vocabulary to children. *IRAL*, 18(3), 245-247. {11.1}
- Yamada, K. (2005). Lexical patterns in the eyes of intermediate EFL readers. *RELC Journal*, 36(2), 177-188. {16.1}
- Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System*, 36(4), 661-672. {14.4}
- Yamashita, J., & Ichikawa, S. (2010). Examining reading fluency in a foreign language: Effects of text segmentation on L2 readers. *Reading in a Foreign Language*, 22(2), 263-283. {1.5}
- Yamashita, J., & Jiang, N. (2010). L1 influence on the acquisition of L2 collocations: Japanese ESL users and EFL learners acquiring English collocations. *TESOL Quarterly*, 44(4), 647-668. {5.2}
- Yamazaki, S. (1997). Collocations as a source of variation in English. *English Corpus Studies*, 4, 93-116. {5.1}
- Yang, H. (1986). A new technique for identifying scientific/technical terms and describing science texts. *Literary and Linguistic Computing*, 1(2), 93-103. {10.2}
- Yang, L. (1997). Tracking the acquisition of L2 vocabulary: the Keki language experiment. In J. Coady & T. Huckin (Eds.), *Second Language Vocabulary Acquisition* (pp. 125-156). Cambridge: Cambridge University Press.
- Yang, M. N. (2015). A nursing academic word list. *English for Specific Purposes*, 37, 27-38. {10.3}
- Yanguas, I. (2009). Multimedia glosses and their effect on L2 text comprehension and vocabulary learning. *Language Learning & Technology*, 13(2), 48-67. {21.4}
- Yano, Y., Long, M. H., & Ross, S. (1994). The effects of simplified and elaborated texts on foreign language comprehension. *Language Learning*, 44(2), 189-219. {9.2}
- Yap, K. O. (1979). On the determination of causal ordering - between vocabulary and comprehension - a rejoinder. *Journal of Reading Behavior*, 11(3), 279-280. {14.2}

- Yap, K. O. (1979). Vocabulary - building blocks of comprehension? *Journal of Reading Behavior*, 11(1), 49-59. {14.2}
- Yarmohammadi, L. (1980). Contact analysis of English and Persian measure words for pedagogical purposes. *IRAL*, 18(1), 1-20. {6.4}
- Yasui, M. (No date). *Consonant patterning in English*. Tokyo: Kenkyushu.
- Yavuz, H. (1963). The retention of incidentally learned connotative responses. *Journal of Psychology*, 55, 409-418. {4.1}
- Yavuz, H., & Bousfield, W. A. (1969). Recall of connotative meaning. *Psychological Reports*, 5, 319-320. {4.1}
- Yeh, Y., Liou, H. C., & Li, Y. H. (2007). Online synonym materials and concordancing for EFL college writing. *Computer Assisted Language Learning*, 20(2), 131-152. {5.3}
- Yeung, A. S. (1999). Cognitive load and learner expertise: split-attention and redundancy effects in reading comprehension tasks with vocabulary definitions. *Journal of Experimental Education*, 67(3), 197-217. {21.4}
- Yin, K. M. (1980). What does knowing an item of vocabulary mean? *Guidelines*, 3, 76-79. {2.1}
- Yopp, H. K. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly*, 23, 160-177. {2.3}
- Yorkey, R. (1974). Which dictionary is 'best'. *English Teaching Forum*, 12(4), 16-33. {21.1}
- Yorkey, R. (1979). Review of Longman Dictionary of Current English. *TESOL Quarterly*, 13(3), 393-403. {21.2}
- Yorkey, R. (1981). *Checklists for Vocabulary Study*. New York: Longman.
- Yoshida, M. (1978). The acquisition of English vocabulary by a Japanese speaking child. In E. M. Hatch (Ed.), *Second Language Acquisition* (pp. 91-100). Rowley, Mass.: Newbury House.
- Yoshii, M. (2006). L1 and L2 glosses: Their effects on incidental vocabulary learning. *Language Learning & Technology*, 10(3), 85-101. {21.4}
- Yoshikawa, M. (1998). Vocabulary acquisition by advanced learners: factors that cause difficulty for advanced learners. *Australian Review of Applied Linguistics, Series S Number 15*, 169-182. {2.2}
- Young, D. J. (1999). Linguistic simplification of SL reading material: effective instructional practice? *Modern Language Journal*, 83(3), 350-366. {9.2}
- Yu, G. (2009). Lexical diversity in writing and speaking task performances. *Applied Linguistics*, 31(2), 236-259. {15.1}
- Yu, S. Y. (2001). Acquiring vocabulary through a context-based approach. *English Teaching Forum*, 39(1), 18-21, 34. {18.1}
- Yule, G. U. (1944). *The Statistical Study of Literary Vocabulary*. Cambridge: Cambridge University Press.
- Zahar, R., Cobb, T., & Spada, N. (2001). Acquiring vocabulary through reading: effects of frequency and contextual richness. *Canadian Modern Language Review*, 57(3), 541-572. {14.4}
- Zaki, H., & Ellis, R. (1999). Learning vocabulary through interacting with a written text. In R. Ellis (Ed.), *Learning a second language through interaction* (pp. 153-169). Amsterdam: John Benjamins.
- Zapata, G., & Sagarra, N. (2007). CALL on hold: The delayed benefits of an online

- workbook on L2 vocabulary learning. *Computer Assisted Language Learning*, 20(2), 153-171. {22.3}
- Zareva, A. (2005). Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency. *System*, 33, 547-562. {24.2}
- Zareva, A. (2007). Structure of the second language mental lexicon: How does it compare to native speakers' organization? *Second Language Research*, 23(2), 123-153. {2.3}
- Zareva, A., Schwanenflugel, P., & Nikolova, Y. (2005). Relationship between lexical competence and language proficiency. *Studies in Second Language Acquisition*, 27, 567-595. {7.4}
- Zareva, A., & Wolter, B. (2012). The 'promise' of three methods of word association analysis to L2 lexical research. *Second Language Research*, 28(1), 41-67. {4.1}
- Zechmeister, E. B., Chronis, A. M., Cull, W. L., D'Anna, C. A., & Healy, N. A. (1995). Growth of a functionally important lexicon. *Journal of Reading Behavior*, 27(2), 201-212. {7.3}
- Zechmeister, E. B., D'Anna, C. A., Hall, J. W., Paus, C. H., & Smith, J. A. (1993). Metacognitive and other knowledge about the mental lexicon: Do we know how many words we know? *Applied Linguistics*, 14(2), 188-206. {7.5}
- Zeno, S. M., Ivens, S. H., Millard, R. T., & Duvvuri, R. (1995). *The Educator's Word Frequency Guide*: Touchstone Applied Science Associates.
- Zettersten, A. (1978). *A word frequency list based on American English press reportage*. Copenhagen: Akademisk Forlav.
- Zgusta, L. (1989). Idle thoughts of an idle fellow; or, Vaticinations on the learners' dictionary. In M. L. T. (ed) (Ed.), *Learners' Dictionaries: State of the Art RELC Anthology Series No. 23* (pp. 1-9). Singapore: SEAMEO Regional Language Centre.
- Zhang, B., & Li, C. (2011). Classification of L2 vocabulary learning strategies: Evidence from exploratory and confirmatory factor analysis. *RELC Journal*, 42(2), 141-154. {17.1}
- Zhang, F., & Barber, B. (2008). *Handbook of Research on Computer-Enhanced Language Acquisition and Learning*. Hershey, New York: Information Science Reference.
- Zhang, J. Z., & bin Anaul, S. (2008). The role of vocabulary in reading comprehension: The case of secondary school students learning English in Singapore. *RELC Journal*, 39(1), 51-76. {14.2}
- Zhang, S. (1995). Semantic differentiation in the acquisition of English as a second language. *Language Learning*, 45(2), 225-249. {3.4}
- Zhang, X. (2013). The I Don't Know option in the Vocabulary Size Test. *TESOL Quarterly*, 47, 790-811. {24.4}
- Zheng, Y. (2016). The complex, dynamic development of L2 lexical use: A longitudinal study on Chinese learners of English. *System*, 56, 40-53. {7.4}
- Zhou, A. A. (2009). What adult ESL learners say about improving grammar and vocabulary in their writing for academic purposes. *Language Awareness*, 18(1), 31-46. {10.1}
- Zimmerman, C. B. (1997). Do reading and interactive vocabulary instruction make a difference? An empirical study. *TESOL Quarterly*, 31(1), 121-140. {14.4}

- Zimmerman, C. B. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), *Second language Vocabulary Acquisition* (pp. 5-19). Cambridge: Cambridge University Press.
- Zimmerman, K. (2005). Newly placed versus continuing students: Comparing vocabulary size. *TESL Reporter*, 38(1), 52-60. {7.4}
- Zimmermann, R. (1986). Classification and distribution of lexical errors in the written work of German learners of English. *Papers and studies in contrastive linguistics*, 21, 31-40. {15.2}
- Zimmermann, R. (1986). Semantics and lexical error analysis. *Englisch Amerikanische Studien*, 2(86), 294-305. {3.4}
- Zimmermann, R. (1987). Form-oriented and content-oriented lexical errors in L2 learners. *IRAL*, 25(1), 55-67. {2.2}
- Zimmermann, R. (1987). Lexical search in an L2 as impeded communication. *Folia Linguistica*, 21(2-4), 407-424. {3.2}
- Zimmermann, R. (1987). Retrospective and introspective methods in the study of L2 lexical strategies. In R. Bohm & H. Wode (Eds.), *Anglisten Tag 1986* (Vol. , pp. 439-461): Hoffmann Verlag Giessen.
- Zimmermann, R. (1988). Paraphrase errors and word-formation errors in advanced German learners of English. In J. Klegraf & D. Nehls (Eds.), *Essays on the English Language and Applied Linguistics on the Occasion of Gerhard Nickel's 60th Birthday* (pp. 300-314). Heidelberg: Julius Groos Verlag.
- Zimmermann, R. (1989). Introspective evidence for strategies of L2 lexical search. In J. Arabski (Ed.), *On Foreign Language Learning. Selected Papers* (pp. 15-30). Wroclaw: Ossolineum.
- Zimmermann, R. (1989). Markedness, productivity and naturalness in L2 learner lexis. In O. M. Tomic (Ed.), *Markedness in Synchrony and Diachrony* (pp. 151-173). Berlin: Mouton de Gruyter.
- Zimmermann, R. (1989). A partial model of lexical search in L1-L2 translations. In H. W. Dechert & M. Raupach (Eds.), *Interlingual Processes* (pp. 87-103). Tübingen: Gunter Narr Verlag Tübingen.
- Zimmermann, R., & Schneider, K. P. (1987). Dialogical aspects of individual lexical search. *Multilingua*, 6(2), 113-130. {3.2}
- Zipf, G. K. (1935). *The Psycho-Biology of Language*. Cambridge, Mass.: M.I.T. Press.
- Zipf, G. K. (1949). *Human Behavior and the Principle of Least Effort: An Introduction to Human Ecology*. New York: Hafner.
- Zoubir-Shaw, S., & Oxford, R. (1995). Gender differences in language strategy use in university-level introductory French classes. In C. A. Klee (Ed.), *Faces in a crowd: The individual learner in multisection courses* (pp. 181-213). Boston: Heinle.
- Zughoul, M. R. (1991). Lexical choice: towards writing problematic word lists. *IRAL*, 29(1), 45-60. {2.2}
- Zyzik, E. (2006). Transitivity alternations and sequence learning: insights from L2 Spanish production data. *Studies in Second Language Acquisition*, 28, 449-485. {2.6}
- Zyzik, E. (2011). Second language idiom learning: The effects of lexical knowledge and pedagogical sequencing. *Language Teaching Research*, 15(4), 413-433. {5.2}