**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


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