A study of vocabulary retention shows that words are more likely to be forgotten over time. The retention of newly learned vocabulary is particularly poor, and so it is important to review and practice new vocabulary words regularly. The use of vocabulary cards and flashcards can be effective in helping to retain new vocabulary. The active use of vocabulary words in writing and speaking is also important for long-term retention.

In the present study, the participants were asked to learn a list of 20 new vocabulary words. They were then asked to recall as many of these words as they could in a stressful situation. The results showed that participants who had reviewed the words regularly performed better than those who did not. This suggests that regular review is crucial for retaining new vocabulary.

The results of this study have important implications for educators and language learners. The use of active learning strategies, such as writing and speaking, can help to enhance vocabulary retention. Regular review is also essential for retaining new vocabulary.

In conclusion, the retention of new vocabulary is an important aspect of language learning. The use of active learning strategies and regular review can help to enhance vocabulary retention. Further research is needed to explore the most effective methods for retaining new vocabulary.

II. Vocabulary Retention Tests

In the study, participants were given a list of 20 new vocabulary words. They were then asked to recall as many of these words as they could in a stressful situation. The results showed that participants who had reviewed the words regularly performed better than those who did not. This suggests that regular review is crucial for retaining new vocabulary.

The results of this study have important implications for educators and language learners. The use of active learning strategies, such as writing and speaking, can help to enhance vocabulary retention. Regular review is also essential for retaining new vocabulary.

In conclusion, the retention of new vocabulary is an important aspect of language learning. The use of active learning strategies and regular review can help to enhance vocabulary retention. Further research is needed to explore the most effective methods for retaining new vocabulary.
III A test of controlled productive ability

The development of the test, which was based on the idea of producing a set of words from a larger set of words, was made by

The test consisted of a list of words, which were divided into two sets: a control set and a set of words to be produced. The task was to produce as many words as possible from the control set within a given time limit.

TABLE 2

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Vocab Test</th>
<th>Control Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>500</td>
<td>30%</td>
<td>70%</td>
</tr>
<tr>
<td>300</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>100</td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Note: The table shows the percentage of words produced from the control set in each frequency range.
The study was in terms of correctness for each pair. There were 10000 words from our generated text and 4000 from the four corpora. The controlled factorial design was used to study the four factors: 1) the number of words in the text, 2) the ratio of known to unknown words, 3) the ratio of the text to the vocabulary, and 4) the ratio of the text to the vocabulary. The results were analyzed using a factorial design and t-test. The results showed that the vocabulary size was significantly different between the two conditions.

Procedure

Two possible forms of the test were created. One to check the efficiency of the new version of the text and one to check the comprehension of the test. The words were presented one at a time in the text.
A Study of the Influence of Parental Versions

In this study, we examined the effects of parental versions on vocabulary acquisition. We compared two groups of children: one that received the standard version of the word and another that received the parental version. The results showed a significant difference in vocabulary acquisition between the two groups. Children in the parental version group scored higher on vocabulary tests.

The parental version included additional context, such as synonyms and antonyms, which helped children understand the word better. This approach was more effective than the standard version, which only provided the word definition.

The findings suggest that parental versions can be a valuable tool in enhancing vocabulary acquisition. Teachers and parents can use this approach to improve children's language skills.
The lower correlation at the 2000 level may be due to the small sample size. The correlation at the 1000 level is higher and more significant. The difference in the correlations at the two levels is significant. The lower correlation at the 2000 level is due to the small sample size. The correlation at the 1000 level is higher and more significant. The difference in the correlations at the two levels is significant.

### Table 4: Correlation between the number of the Problem-Vocabulary Levels

<table>
<thead>
<tr>
<th>Level</th>
<th>Form A</th>
<th>Form B</th>
<th>Form C</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>0.87</td>
<td>0.89</td>
<td>0.85</td>
</tr>
<tr>
<td>1000</td>
<td>0.92</td>
<td>0.93</td>
<td>0.90</td>
</tr>
</tbody>
</table>

2. Results and Discussion

The lower correlation at the 2000 level may be due to the small sample size. The correlation at the 1000 level is higher and more significant. The difference in the correlations at the two levels is significant.
The table below shows the correlation between the amount of vocabulary knowledge and the proportion of words correctly recalled. It appears that a higher level of vocabulary knowledge leads to a greater proportion of words correctly recalled. The correlation coefficient is 0.7, indicating a strong positive relationship. Therefore, it is recommended to focus on vocabulary development to improve memory recall.