

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Modelling and Assessing Vocabulary Knowledge

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

THE CAMBRIDGE APPLIED LINGUISTICS SERIES

Series editors: Michael H. Long and Jack C. Richards

This series presents the findings of work in applied linguistics that are of direct relevance to language teaching and learning and of particular interest to applied linguists, researchers, language teachers, and teacher trainers.

Recent publications in this series:

Cognition and Second Language Instruction *edited by Peter Robinson*

Computer Applications in Second Language Acquisition *by Carol A. Chapelle*

Contrastive Rhetoric *by Ulla Connor*

Corpora in Applied Linguistics *by Susan Hunston*

Criterion-Referenced Language Testing *by James Dean Brown and Thom Hudson*

Critical Pedagogies and Language Learning *edited by Bonny Norton and Kelleen Toohey*

Culture in Second Language Teaching and Learning *edited by Eli Hinkel*

Exploring the Dynamics of Second Language Writing *by Barbara Kroll*

Exploring the Second Language Mental Lexicon *by David Singleton*

Feedback in Second Language Writing *edited by Ken Hyland and Fiona Hyland*

Focus on Form in Classroom Second Language Acquisition *edited by Catherine Doughty and Jessica Williams*

Immersion Education: International Perspectives *edited by Robert Keith Johnson and Merrill Swain*

Insights into Second Language Reading *by Keiko Koda*

Interfaces between Second Language Acquisition and Language Testing *Research edited by Lyle F. Bachman and Andrew D. Cohen*

Learning Vocabulary in Another Language *by I. S. P. Nation*

Network-Based Language Teaching *edited by Mark Warschauer and Richard Kern*

Practice in a Second Language *edited by Robert M. DeKeyser*

Pragmatics in Language Teaching *edited by Kenneth R. Rose and Gabriele Kasper*

Research Genres: Explorations and Applications *by John Swales*

Research Perspectives on English for Academic Purposes *edited by John Flowerdew and Matthew Peacock*

Researching and Applying Metaphor *edited by Lynne Cameron and Graham Low*

Second Language Needs Analysis *edited by Michael H. Long*

Second Language Vocabulary Acquisition *edited by James Coady and Thomas Huckin*

Sociolinguistics and Language Teaching *edited by Sandra Lee McKay and Nancy H. Hornberger*

Task-Based Language Education *edited by Kris Van den Branden*

Teacher Cognition in Language Teaching *by Devon Woods*

Text, Role and Context *by Ann M. Johns*

Understanding Expertise in Teaching *by Amy B. M. Tsui*

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Modelling and Assessing Vocabulary Knowledge

Edited by

*Helmut Daller, James Milton
and Jeanine Treffers-Daller*



Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521703277

© Cambridge University Press 2007

This book is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2007

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data

Modelling and assessing vocabulary knowledge / edited by Helmut Daller, James Milton, and Jeanine Treffers-Daller.

p. cm. – (Cambridge applied linguistics series)

Includes bibliographical references and index.

ISBN 978-0-521-70327-7 (pbk.) – ISBN 978-0-521-87851-7 (hardback)

1. Language and languages–Ability testing. 2. Vocabulary–Ability testing.

I. Daller, Helmut, 1957– II. Milton, James, 1955–

III. Treffers-Daller, Jeanine, 1959– IV. Title. V. Series.

P53.9.M63 2007

418.0076–dc22

2007020745

ISBN 978-0-521-87851-7 hardback

ISBN 978-0-521-70327-7 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

<i>List of contributors</i>	vii
<i>List of abbreviations</i>	viii
<i>Acknowledgements</i>	ix
<i>Foreword</i>	xi
<i>Series Editors' Preface</i>	xii
Editors' introduction	1
Conventions, terminology and an overview of the book <i>Helmut Daller, James Milton and Jeanine Treffers-Daller</i>	
I Fundamental issues	33
Chapter 1	Fundamental issues in modelling and assessing vocabulary knowledge <i>Paul Nation</i> 35
II Vocabulary and learner differences	45
Chapter 2	Lexical profiles, learning styles and the construct validity of lexical size tests <i>James Milton</i> 47
Chapter 3	Learners' response behaviour in Yes/No Vocabulary Tests <i>June Eyckmans, Hans Van de Velde, Roeland van Hout and Frank Boers</i> 59
III The unit of assessment and multiple vocabulary measures	77
Chapter 4	Validity and threats to the validity of vocabulary measurement <i>Brian Richards and David Malvern</i> 79
Chapter 5	Comparing measures of lexical richness <i>Roeland van Hout and Anne Vermeer</i> 93
Chapter 6	Productive vocabulary tests and the search for concurrent validity <i>Tess Fitzpatrick</i> 116

vi	<i>Contents</i>	
Chapter 7	Exploring measures of vocabulary richness in semi-spontaneous French speech <i>Françoise Tidball and Jeanine Treffers-Daller</i>	133
Chapter 8	Lexical richness and the oral proficiency of Chinese EFL students <i>Helmut Daller and Huijuan Xue</i>	150
IV	Metaphors and measures in vocabulary knowledge	165
Chapter 9	Implementing graph theory approaches to the exploration of density and structure in L1 and L2 word association networks <i>Clarissa Wilks and Paul Meara</i>	167
Chapter 10	Insights into the structure of L1 and L2 vocabulary networks: intimations of small worlds <i>Ellen Schur</i>	182
V	Vocabulary measures in use	205
Chapter 11	Assessing vocabulary for the purpose of reading diagnosis <i>Hilde Hacquebord and Berend Stellingwerf</i>	207
Chapter 12	The best of both worlds? Combined methodological approaches to the assessment of vocabulary in oral proficiency interviews <i>Nuria Lorenzo-Dus</i>	220
Chapter 13	What is in a teacher’s mind? Teacher ratings of EFL essays and different aspects of lexical richness <i>Helmut Daller and David Phelan</i>	234
References		245
Appendices		263
Index		269

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Contributors

Frank Boers, *Erasmuscollege, Brussels, Belgium*

Helmut Daller, *University of the West of England, Bristol, UK*

June Eyckmans, *Erasmuscollege, Brussels, Belgium*

Tess Fitzpatrick, *University of Wales, Swansea, UK*

Hilde Hacquebord, *University of Groningen, The Netherlands*

Nuria Lorenzo-Dus, *University of Wales, Swansea, UK*

David Malvern, *University of Reading, UK*

Paul Meara, *University of Wales, Swansea, UK*

James Milton, *University of Wales, Swansea, UK*

Paul Nation, *Victoria University of Wellington, New Zealand*

David Phelan, *University of the West of England, Bristol, UK*

Brian Richards, *University of Reading, UK*

Ellen Schur, *The Open University, Israel*

Berend Stellingwerf, *University of Groningen, The Netherlands*

Françoise Tidball, *University of the West of England, Bristol, UK*

Jeanine Treffers-Daller, *University of the West of England, Bristol, UK*

Hans Van de Velde, *Utrecht Institute of Linguistics OTS, The Netherlands*

Roeland van Hout, *University of Nijmegen, The Netherlands*

Anne Vermeer, *University of Tilburg, The Netherlands*

Clarissa Wilks, *Kingston University, UK*

Huijuan Xue, *University of the West of England, Bristol, UK*

Abbreviations

AWL	Academic Word List
BNC	British National Corpus
CHAT	Codes for the Human Analysis of Transcripts
CHILDES	Child Language Data Exchange System
CLAN	Computerised Language Analysis Program
EVST	Eurocentre’s Vocabulary Size Tests
LFP	Lexical Frequency Profile
SALT	Systematic Analysis of Language Transcripts
TTR	Type–Token Ratio
X-Lex	X-Lex the Swansea Placement Test

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Acknowledgements

We would like to acknowledge financial support given by the British Association for Applied Linguistics (BAAL) and the Linguistics Association of Great Britain (LAGB) for the organisation of a BAAL/CUP workshop (with the Universities of the West of England, Reading and Swansea) on 8–9 January 2004.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

Cambridge University Press for Table 1 on p. 5: ‘What is involved in knowing a word?’ taken from *Learning Vocabulary in Another Language*, written by I.S.P. Nation (2001); for Figure 2 on p. 11: extract from an X-Lex test of French, written by J. Milton (2006), which appeared in *Journal of French Language Studies* 16 (2); for the text on p. 90: extract taken from *Statistics in Language Studies*, written by Woods, Fletcher and Hughes © (1986). Used by permission of Cambridge University Press.

Oxford University Press for Table 2 on p. 14: example of a vocabulary profile produced by Laufer and Nation’s Lexical Frequency Profile (1995), which appeared in ‘Vocabulary Size and Use: Lexical Richness in L2 Written Production’ in *Applied Linguistics* 16, 307–322. Used by permission of Oxford University Press.

Blackwell Publishing for the text on p. 37: ‘Dialogue Vocabulary development: a morphological analysis’, which appeared in *Mono-graphs of the Society for Research and Child Development*, Serial no: 238, Vol. 58, written by J.M. Anglin. Used by permission of Blackwell Publishing Ltd.

Thomson Learning for the text on p. 43: ‘Vocabulary’ from *Testing ESL Composition*, 1st edition, by Jacobs 0883772256 (1981); for Table 3 on p. 129: ‘Aspects of Word Knowledge’ taken from *Teaching and Learning Vocabulary*, 1st edition by Nation (1990). Reprinted with permission of Heinle, a division of Thomson Learning: <http://www.thomsonrights.com>

University College, Swansea: Centre for Applied Language Studies

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

x *Acknowledgements*

for Figure 1 on p. 48: ‘Vocabulary knowledge of a typical learner’, taken from *EFL Vocabulary Tests* by P. Meara © (1992). Used by permission of University College, Swansea.

Table 7 on p. 99: Means scores for 20 adult L2-informants (nine-month intervals)’ taken from ‘Measuring Lexical Richness and Variety in Second Language Use’, *Polyglot* 8, 116, written by Broeder, Extra and Van Hout.

Elsevier for the extract on p. 223: ‘The language tester’s statistical toolbox’, reprinted from *System* 28 (4), 605–617, written by F. Davidson © (2000). Used with permission from Elsevier.

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Foreword

Modelling and assessing vocabulary knowledge are two sides of the same coin. Progress in modelling will help to develop more refined ways of assessing vocabulary knowledge, and empirical data from assessments will feed into the development of models for this aspect of language proficiency. The focus of this book is on both, modelling and assessing. The initiative for this book came after a BAAL/CUP workshop in January 2004 at the University of the West of England, Bristol. Researchers from various backgrounds were discussing their way of approaching vocabulary knowledge in the development and evaluation of measures, or in the discussion of models. After an intensive discussion over two days we decided to bring our views on this topic together by replying to the keynote chapter of Paul Nation, who outlined the threats to the validity of various measures of lexical knowledge. Chapter 1 of this book gives an overview of these threats; the remainder of the book is dedicated to the approaches to overcome these methodological problems. Overall, most researchers in the field stress that a single ‘one-size-fits-all’ measure or a ‘Holy Grail’ does not exist for the measurement of vocabulary knowledge. Instead many researchers stress the importance of multiple measures to give a valid picture of the lexical richness of a person. A broad variety of these measures are discussed in this book.

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Series Editors' Preface

This book explores approaches to the measurement of vocabulary knowledge and vocabulary development in second and foreign language learners. Vocabulary plays an important role in the lives of all language users, since it is one of the major predictors of school performance, and successful learning and use of new vocabulary is also key to membership of many social and professional roles. The measurement of vocabulary knowledge in second language learners is of interest not only to language teachers, who are often required to make assessments of development of their learners' language proficiency, but also to researchers and test developers who seek to develop valid and reliable measures of second language knowledge and use. While there is a considerable literature of many aspects of language testing, the assessment of lexical knowledge has received relatively little attention until recently, despite the fact that vocabulary can be viewed as the core component of all the language skills. The papers in this book show how scholars in a number of different countries are addressing fundamental questions related to vocabulary modelling and measurement.

Modelling and Assessing Vocabulary provides an overview of issues involved in vocabulary measurement in second and foreign language learning. The central question which the contributors to the book explore is, how can one assess the extent and richness of a person's vocabulary knowledge and use? Lexical competence is difficult to assess with a single measure since vocabulary knowledge is multi-faceted. Multiple measures are needed across a variety of tasks and settings in order to provide an adequate picture of the extent of a learner's vocabulary. In this book a number of approaches to the measurement of the L2 lexicon are illustrated. Many standard vocabulary tests are shown to reflect a partial view of the nature of lexical competence, and the papers demonstrate how researchers are attempting to develop more sophisticated and representative measures of lexical competence. The contributors show that among the factors affecting the validity of vocabulary measures are the definition of a word itself, individual variables learners bring to the testing process, test-taking strategies employed by learners, learners' motivation to complete a test, the characteristics of the test itself, the

Cambridge University Press

978-0-521-87851-7 - Modelling and Assessing Vocabulary Knowledge

Edited by Helmut Daller, James Milton and Jeanine Treffers-Daller

Frontmatter

[More information](#)

Series Editors' Preface xiii

source of the items included in tests, and the choice of first language versus second language test formats.

As a whole the papers in this book throw valuable light on the issues involved in measuring vocabulary learning in a second or foreign language and illustrate ways in which vocabulary tests can seek to capture the complex and multi-dimensional nature of lexical knowledge.

Michel H. Long
Jack C. Richards