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2. Method ; 3. Results ; 3.1 The effect of lemmatization ; 3.2 Predictive validity ; 3.3 Internal validity: Dependence on text length ; 3.4 Convergent, divergent and incremental validity ; 4. Discussion and conclusion ; References ; Chapter 4. Validating lexical measures using human scores of lexical proficiency ; Introduction ; Validity ; Validity studies of automated lexical indices
Methods Corpus collection ; Survey instrument ; Human ratings ; Variable selection ; Statistical analysis ; Results ; Pearson correlations ; Semantic co-referentiality ; Collocations scores ; Sense relation scores ; Sense frequency scores ; Frequency scores ; Lexical diversity scores ; Multiple regression analysis ; Discussion ; Conclusion ; Acknowledgments ; References ; Appendix ; Holistic rating form ; Chapter 5. Computer simulations of MRC Psycholinguistic Database word properties ; Introduction ; Word concreteness ; Word familiarity ; Word imageability ; Method and hypotheses ; Corpus
Lexical variables Results ; Pearson correlations training set ; Multiple regression training set ; Word concreteness ; Word familiarity ; Word imageability ; Discussion ; Conclusion ; Acknowledgements ; References ; Chapter 6. Modelling L2 vocabulary learning ; Modelling L2 vocabulary learning ; Background ; Model assumptions ; A Model of vocabulary acquisition ; Modelling text production ; Testing the model on ESL texts ; Procedure ; Results and consequences ; Discussion ; Conclusion ; Author note ; Appendix A ; References ; Chapter 7. Vocabulary acquisition and the learning curve
1. Introduction

Sommario/riassunto

Many studies in a variety of educational contexts show that learning curves are non-linear (e.g. Freedman, 1987 for the development of story telling skills in the first language, DeKeyser, 1997 for the acquisition of morphosyntactic rules of an artificial second language or Brooks and Meltzoff, 2007 for the development of vocabulary in two-year-old infants), but there is no agreement on the best non-linear model which may vary between different contexts. Although there are strong arguments, both on empirical and on theoretical grounds, that a power curve is appropriate in most educational sett