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| Collana                 | Studies in bilingualism, , 0928-1533 ; ; v. 47  |
| Altri autori (Persone)  | JarvisScott <1966-><br>DallerHelmut <1957->   |
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| Soggetti                | Vocabulary - Ability testing<br>Language and languages - Ability testing  |
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| Formato                 | Materiale a stampa  |
| Livello bibliografico   | Monografia  |
| Note generali           | Description based upon print version of record.   |
| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Vocabulary Knowledge; Editorial page; Title page; LCC data; Table of contents; Bio data of authors; Introduction ; References ; Chapter 1. Defining and measuring lexical diversity ; 1. Introduction ; 2. Background and terminology ; 3. Identifying the construct ; 4. Defining the construct ; 5. Operationalizing the construct and calibrating the measures ; 6. Conclusions ; Acknowledgements ; References ; Appendix A ; Appendix B ; Chapter 2. From intrinsic to extrinsic issues of lexical diversity assessment ; Introduction ; Intrinsic issues of lexical diversity assessment<br>Extrinsic issues of lexical diversity assessment Developments in addressing intrinsic issues of lexical diversity assessment The Early Days ; Unanswered questions ; MTL D ; Validity ; Convergent validity ; Divergent validity ; Internal validity ; Incremental validity ; Summary ; Addressing extrinsic issues of lexical diversity assessment ; Design ; Lexical diversity approaches ; Material ; Procedure ; Correlation analysis ; Analysis of variance and covariance for nine groupings ; Analysis of variance and covariance for three groupings ; Analysis of variance and covariance for two groupings<br>Three groups of ninth graders Three groups of finns by grade ; Summary ; Discussion ; Acknowledgements ; References ; Chapter 3. Measuring lexical diversity among L2 learners of French ; Introduction ; 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

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## 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

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