IMPLEMENTING AND DESIGNING A VOCABULARY STUDY PROGRAM:

ENGLISH FOR ACADEMIC PURPOSES IN AN ECUADORIAN UNIVERSITY

Maria Loretta Moreira

Escuela Superior Politécnica del Litoral

Abstract

The purpose of this study is to develop and implement a program for learning second language (L2) academic vocabulary with the objective of enhancing vocabulary learning strategies for reading proficiency and comprehension.

This specially tailored program, based on language learning research, consists of five alternative strategies in order to identify ways of learning academic vocabulary for university level EFL learners. Vocabulary knowledge not only implies being familiar with the meaning of a word, but also with its form (spoken, written, and its affixation) and its uses (collocations, grammatical pattern, and limits of its use). My experience as an English teacher of university students is that learners have considerable technical vocabulary because they are required to read texts in English related to their field of study.   For that reason, their word knowledge is merely related to meaning by translation.   They do not pay attention to other important aspects as parts of the speech, affixes, and collocations that would aid them to enrich their academic vocabulary and indeed their reading proficiency and comprehension. Throughout this study, L2 learners were trained with new techniques (word formation, word family, collocation and cognates) that may be applied in an implicit process that involves the understanding and recognition of words in any context. The training included vocabulary activities to strengthen retention which aimed towards retaining new vocabulary in long-term memory. The results of this study suggests that incidental vocabulary acquisition from reading is more likely to force words to only partial rather than full level of mastery, and that any recall is more productively recalled when learners use word formation strategies. For that reason, it is essential to provide students with strategies to

facilitate and develop their word knowledge by intentional learning activities. With

this input students can become independent readers and continue improving their

lexicon by incidental learning.

Dedication

I would like to devote this research work to all the people I admire who have overcome difficulties, and accepted challenges to accomplish a goal, a dream, a wish or a mission.

My mother, who throughout her life has always been misunderstood, and therefore suffered and struggled because of her health, attitudes and feelings. To her I express my love and appreciation.

My father who was really patient with my mother and tried to help the family to relieve our pain, devoting himself to his children and supporting them in their dreams with his wise advice.

My brothers, victims of this unconscious situation, have always been close to our mother despite having received the worst part.

My husband, who despite his difficult childhood, established his goals and with hard work, he was able to achieve them. His love and dedication to his mother has made him a great man.   He has always been my support in my personal and professional life.

My close and true friend, Janet, a strong woman who had to withstand her mother's death when she was a child and made great efforts to nurture her bothers without her father's help. I have been very lucky to have her as my friend and co-worker for a long time. I have learned a lot from her friendship.

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My appreciation to my friend and co-worker, Karen Yambay, for having helping me to recruit the participants for my two studies, motivating them to take part of this project

Finally, I would like to thank all friends and my family who have accepted my defects and strengthened my weaknesses. My family being my main power base and source of my essence as a human being who has conveyed to me directly or indirectly, the importance of education, values and faith in God, which have enabled me to overcome trouble and to realize my goals despite any difficulties.

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CHAPTER 1

INTRODUCTION

Reading is an important tool that university students must have to be successful and efficient in their personal and future professional lives, especially in academic environments. Therefore, we need to be aware that without considerable vocabulary knowledge, it is difficult to develop the skills necessary for academic and professional reading comprehension. There are many strategies available for teaching reading rate, linking student background knowledge to new texts, practicing comprehension, and developing special skills for reading for specific purposes. Research in the field of second language acquisition (SLA) has also explored the role of vocabulary learning in reading comprehension.

SLA research on the relationship of vocabulary learning and reading offers information about the effectiveness of a variety of vocabulary learning tools and techniques that include the use of word lists, translation tools, dictionary use, mini corpus, word banks (Horst,M.,Cobb, T. & Nicolae, I., 2005); meaning guessing, cognate recognition (Frantzen, D., 2003); rote memorization-repetition (Anderson, 2001); rehearsal (Ellis, 1994, Hulstijn, 2001), and filling-in-the-blank exercises with collocations.

While teaching Ecuadorian students; I have observed that they not only lack reading skills in English, but also in their native language. This deficiency makes it very difficult for them to read and comprehend what they are reading. In Ecuadorian universities students are required to read many of their texts, and technical books in English. They complain that they do not have enough vocabulary in English to understand even basic English reading passages.

The purpose of this study is to develop and implement a program for L2 academic vocabulary study, which will be useful for Ecuadorian university students in diverse fields of study. The program will be designed, so that students learn to reflect on their own processes for learning vocabulary, and to express the effect the program has on their understanding of L2 academic reading comprehension, by exploring and describing different strategies for extending their L2 vocabulary.

University students have to read textbooks in English from the first academic year, without sufficient prior knowledge and instruction for the strategic reading of English textbooks. Some of them have not taken any English courses, while others have low levels of English knowledge. For that reason, students have to translate word by word into Spanish in order to be able to understand their content and study; it takes them too much time and impedes their reading comprehension. Being aware that vocabulary learning is one of the most important strategies to help students gain reading comprehension, I will prepare a program for academic vocabulary development which will include activities based on four techniques of explicit vocabulary instruction that students should be able to apply, even at basic levels of English knowledge, to learn and retain words for meaningful and extensive reading comprehension. The goal is to enhance the students' repertoires of strategies in order to facilitate independent vocabulary learning.

CHAPTER 2

LITERATURE REVIEW

Vocabulary learning is a complex process. I have divided this review of the literature into sections on how vocabulary is learned, categories of vocabulary, and vocabulary and the reading theories, reading as a bottom-up activity, and cultivating vocabulary learning.

How vocabulary is learned

L1 vocabulary is learned by natural input, with reading playing a great role, therefore, for EFL learners, the role of reading in L2 vocabulary acquisition is much more important because the process is slow and unpredictable. Paribakht and Wesche (1999) comment that including written vocabulary activities to facilitate the retention of vocabulary after a reading task is an important aspect of a vocabulary learning program:

> From the perspective of a language teaching program which aims at developing learners' reading proficiency and related receptive vocabulary, a reading-based, incidental reading approach may be adequate, but for programs which aim at developing learners' production skills, rapid vocabulary expansion and some measure of influence over what is learned, such an approach would appear insufficient. (p.3)

Although Ehri (1994, 1998) believes that vocabulary should be taught separately and not in context, the new trend is to introduce vocabulary as an implicit process. The implicit process is related to understand the meaning of words in a context and not separately, including written vocabulary activities to strengthen retention and keep it in long-term memory.

Students can be proficient readers if they know 98% or more of the vocabulary presented in a passage or text (Hunt & Beglar, 2005). Therefore, it is important to teach students to recognize and learn words primarily in order to encourage them to read and comprehend the text.   Moreover, limited vocabulary can lead to misunderstanding of meanings, or partial or fully incorrect inferences (Fukking, Block, and de Glopper, 2001)

Categories of vocabulary

According to Pikulski & Templeton (2004), there are two types of vocabulary that infers "use", expressive vocabulary and receptive vocabulary. Expressive vocabulary is the lexicon that we use to express ourselves. The receptive vocabulary involves the listening and reading skills. When we refer to "terminology", vocabulary has two categories, meaning and oral vocabulary and literate vocabulary. Meaning and oral vocabulary combine the listening and reading vocabularies, while literate vocabulary is a mixture of reading and writing vocabularies.

Vocabulary and the reading theories

In the L1, we first acquire meaning/oral vocabulary, while literate vocabulary learning usually comes with formal schooling.   Reading is part of written communication, which necessitates development of meaning vocabulary and effective decoding skills. Effective decoding requires that students have the skills to recognize printed words precisely and to read rapidly and automatically.

Anderson (2001) introduces three models of reading based on reading research and theory. All of the models have connections to the teaching of vocabulary. They are Reading Bottom-up View, Reading Top-Down View and Reading as an Interactive Process.

A bottom-up reading model emphasizes a single-direction, part-to-whole processing of a text. In the beginning stages reading gives little emphasis to the influences of the reader's world knowledge, contextual information, and other higher-order processing strategies. (Dechant 1991). A bottom-up reading model is a reading model that emphasizes the written or printed text; says reading is driven by a process that results in meaning (or, in other words, reading is driven by text), and proceeds from part to whole. (Boothe, Walter & Stringer, 1999)

Top-down reading models suggest that processing of a text begins in the mind of the readers with meaning-driven processes, or an assumption about the meaning of a text. From this perspective, readers identify letters and words only to confirm their assumptions about the meaning of the text. (Dechant 1991).

An interactive reading model attempts to combine the valid insights of bottom-up and top-down models. It attempts to take into account the strong points, and the interaction of the bottom-up and top-down models, and tries to avoid the criticisms leveled against each, making it one of the most promising approaches to the theory of reading today (McCormick, T. 1988). An interactive reading model is a reading model that recognizes the interaction of bottom-up and top-down processes simultaneously throughout the reading process (Boothe, Walter & Stringer, 1999). According to Goodman (1991), this model provides input through print and has output by meaning. Additionally, readers can offer input, interacting with the text.   Anderson (1999) also considers reading as an interactive process of both bottom-up and top-down models, including six strategies to teach in EFL reading class. He calls this process ACTIVE:

Activate prior knowledge; Cultivate vocabulary; Teach for comprehension; Increase

reading rate; Verify reading strategies; Evaluate Progress.

Cultivating Vocabulary Learning

One of the six Anderson's (1999) active strategies to apply in an EFL reading

class is cultivating vocabulary. He indicates that vocabulary skills require time to

develop. This process of learning vocabulary includes recognizing parts of speech and

their relation with meaning; fluency and automaticity of word recognition; knowledge of

an extensive vocabulary, and the ability to predict meaning by using clues within the

context.

Besides word meaning, it is essential to focus on other aspects of word

knowledge, including, spelling, part of the speech, morphology, meaning in a specific

context, connotation, usage, synonyms, antonyms, and collocations. (Folse, 2006).

Meaning and word formation are the two factors that influence on reading

comprehension.

According to Grabe & Stoller (2002), L2 fluency requires learning at least 10,000

words in the new language. One way of helping students to master the learning of this

high number of words, is to focus on the 2,000 to 3,000 most common words in a

language, as a foundation for word-recognition automaticity. Then the learner must focus

on vocabulary that is suitable to specific topics and fields of study. These specific topics

make the Academic Word List. Some authors such as Nation, Coxhead, Huntley, and

other experts in vocabulary knowledge have designed their own Academic Word List

based on different textbooks used in universities. A proficient reader is required to know

the meaning of 95% of the words in a text and recognize them rapidly. Schmitt (2000)

points out that foreign students require 2,000 words to understand dialogues, 3,000 word families to read authentic texts, and are required to know more than 10,000 words to comprehend demanding academic texts.

According to Nation (2001) and Schmitt (2000) vocabulary acquisition is a key factor for developing reading skill. Folse (2006) proposes building vocabulary retention by using written exercise using fill-in-blank exercises with unknown words, although Hulstijn and Laufin (2001) do not give that too much credit to this technique.   Skilled readers can guess and infer meanings when the number of unknown words is small; however, the process becomes more difficult if the proportion of unknown words is too high, especially if these words have key meanings for the whole comprehension (Carver, 1994).

August, Carlo, Dressler and Snow (2005) in their study found out that English language learners who face slow vocabulary development are less able to comprehend text at grade level than English-only peers.

Vocabulary plays an important role in models of reading and influences significantly on earlier reading, for that reason some authors advocate including phonological, orthographic and morphosyntactic processes in the acquisition of reading skill (Anglin, 1993; Carlisle & Nomanbhoy, 1993; Muter & Diethelm, 2001, Verhallen & Schoonen, 1993, Wang & Geva, 2003).

Vocabulary is the learners' knowledge of *word meanings*. This concept differs from *word recognition* or the form of words or sight vocabulary that involves automatic recognition of words "by sight" (Stahl & Nagy, 2006).

The main goal of teaching vocabulary is to broaden the lexicon, however, when a word is presented as an isolated unit with a single meaning, it limits students from learning multiple meanings of just one word (polysemy).   Additionally, students need to know how to deal with unknown words by strategically using the techniques to guess their meanings in context, retain them and apply new vocabulary in different contexts. (Buikema & Grave, 1993; Nagy, Winsor, Osbord, & O'Flahavan, 1993).

Another strategy to improve vocabulary is to keep a word notebook in which learners write down interesting words with their corresponding dictionary definitions and examples of word formation (Bear, Invernizzi, Templeton, and Johnston, 2004). Stahl & Nagy (2006) suggest helping students to become skilled word learners by teaching about word parts, context clues, definitions and strategies for dealing with unfamiliar words. A useful strategy for learning vocabulary from reading is collocation. To collocate means to co-occur, and there is a great tendency for certain words to occur together, for example student goes with teacher (Upton, 2004).

Because both English and Spanish share common roots with Greek and Latin, teaching cognates (words that share similar written form and same meanings) is another strategy for students to use guess to the meanings of unknown words (Mora, 2005) However, it is relevant to warn students about false cognates like lecture, success, policy, and estate. Jimenez, García and Pearson (1996) support this idea in their study of strategies employed by bilingual Spanish-English readers.

A limited vocabulary is the biggest problem that readers have to deal with. The well-prepared native speaker of English entering college knows about twenty thousand words (Upton, 2004). According to him, two thousand high-frequency words compose

76% of those we encounter as we read. Fortunately, these high-frequency words are constantly used and they have abstract meanings that do not influence on the context like the, these, many, and it facilitates their learning. Besides, there are 570 word families common in academic texts. Students will know over 86% of the words they read in academic textbooks (Coxhead 2000). The other 14% percent in academic text are technical words that are usually new for every student and defined in the texts. There are also low-frequency words that you are not seen very often.

Pikulski &Templeton (2004) introduce an illustration to explain the process of guessing meaning based on the recognition of words.

Strategy for deriving word meanings

Carefully look at the world; decide how to pronounce it.

Look around the word for context clues	Look in the word
• Look within the sentence. • Reread previous sentence • Read ahead for more clues.	• Look for prefixes and suffixes. • Look for base words. • Look for root words.

Make your best guess at the word's meaning	
If you don't have a good idea as to the word's meaning and if the word seems important, use a dictionary or a glossary.	If you think you have figured out the meaning of the word or if the word doesn't seem important, keep reading

Source: "Teaching and Developing Vocabulary: Key to Long-Term Reading Success"

Statement of the problem

Most students that enter to study at the Escuela Superior Politecnica del Litoral have a low level of English. However, they are forced to read academic textbooks or articles in English from the first semester as part of course bibliographies.   Considering that the vocabulary could be one of their difficulties in the reading process, it is important to prepare them, providing useful strategies to enhance vocabulary knowledge.   For that reason, I will design a study program with five strategies for helping students guess, learn, and retain new academic words in context for a better reading comprehension.

Research questions

How can a program of vocabulary learning strategies be applied for EAP?

What perceptions do participants have about the application of the vocabulary study program?

What is the difference between student vocabulary learning at the basic and advanced levels for students with similar educational background in the same institution?

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

My study will employ a qualitative case study methodology. I will describe and analyze the process of implementing five strategies for acquiring and retaining academic vocabulary in context. I have chosen five strategies word family, word formation, word meaning, cognates, and collocation, because they help students not only learn the unknown-word meaning, but also use this word to expand their vocabulary knowledge with its derivation or connection.

To achieve my research, I will do a literature review about similar studies to inform my research. Some authors (Anderson, Nation, Schmitt, Coxhead, Ellis, Horst, etc) have provided theories about the appropriate methods for teaching and learning English vocabulary in context to promote better reading comprehension. Liu and Shaw (2001) in their study suggest that the best way of measuring students' vocabulary knowledge is not to know how many words they have already learned in an isolated way, but how well they can use them implicitly. They indicate that when students learned words separate from content, students will easily forget them because words will be kept in short memory, while students that learn new vocabulary in context, they will retain this information in long memory which guarantees their use in future work and additionally will enhance their reading comprehension. I chose these five strategies because I consider it will not only help students guess and learn the meaning in context, but they also contribute to cultivate vocabulary knowledge to enhance reading comprehension, especially academic textbooks due to they use these materials outside English class and

indeed they do not receive any instruction to understand the content.   Therefore, they have to translate word by word often without success.

In EAP Vocabulary Study Programs for many years, it was deemed that vocabulary should be taught separately; however, currently the trend has drastically changed. Most authors advise teaching vocabulary in context.   In my program, I would like to demonstrate and support these new theories by applying cognates, word family, word formation, and word meaning as strategies for learning and improving vocabulary included in the Academic Word List. A goal is to help the students become independent learners by increasingly applying the strategies of the program of study to help successful and meaningful reading comprehension.

For my study, I have chosen Coxhead's Academic Word List because it has been compiled from 3.5 million words from academic passages and simplified root words in 570 word families that were commonly used in academic texts from all subjects. Upton (2006) in his book adapted the 570 word families, distributing them in 300 Common Academic Words and 270 Additional Common Word List. Through the word families and the knowledge of the five strategies, students will be able to increase their academic vocabulary. For instance, *attach* is part of Academic Word List, however it has some additional derivational words, adding prefixes or changing suffixes (unattached, attached, attachment).   Rubin (2009) also includes the Coxhead Academic Word List in his books for considering an appropriate tool for the word learning and reading.

Participants

Six, native-Spanish-speaking volunteer participants, three female and three male college students will collaborate in this study. They are enrolled in a Coastal Ecuadorian

university in a variety of career programs or major areas of study. Most of these careers are technical, so students are required to read academic books in English. Participants are attending basic and intermediate level English courses.

Data Collection Procedures and Instruments

Data will be gathered from two interviews one at the beginning and another at the end administrated to the participants; a questionnaire; (at the beginning and at the end). They will also take two unannounced vocabulary tests related specifically to their fields of study. Then, I will observe students' attitudes and changes through a think-aloud protocol toward the development and implementation of the five strategies.

Description of the Pilot Study

The process of implementation of the five strategies of vocabulary acquisition will be held in five sessions.   In the first session of class, students will take two unannounced tests individually. The first one will measure how many academic words students already know and the second one will be based on their majors or courses.

Once students have finished, participants will receive instruction in a group about the process and main objectives of the study. In addition, I will explain two of the five strategies (word family, word formation) to handle unknown words in context in order to increase vocabulary, transferring and retaining their meanings for better reading comprehension. Students will be required to read a one-page passage on a general topic and will prepare a word notebook where they will include information of every unknown word and describe its meaning, formation, family and cognates. They will receive a model to follow.

In the second session, students will continue practicing with the remaining three strategies with different activities. I will also explain the next activities, using their own three-page passages included in their bibliography. Based on the provided readings, I will design a package for self-study incorporating activities with the five strategies.

For the third session, I will prepare a package and hand it in to students based on their own passages and the strategies that they have learned. I will give instructions how to do every single activity and set up time for them to return their work.

For the fourth session, students will submit their individualized study packet and take the same test the package, and take the same test that they did in the first session in order to see their improvement.

For the fifth session, I will review the word notebook and return the packet to students and give a passage to students in order to tell me what they think about the reading (think-aloud protocols).
After the think-aloud protocol, I will interview students individually. Participants will then have the opportunity to express their reactions to each of the activities.

Results and Decisions from the Pilot Study

Several months after I finished the EAP Vocabulary Study Program pilot study with my first group of students, I decided to rework the program for several reasons. First, I realized that the AWL Vocabulary Test that I administered in the pilot study did not reflect the number of words that students know, because when they were taking the test, several students commented afterwards, that they had ignored the words and guessed the answers, because they did not comprehend the context. Their feedback led me to

decide that this test was not at a suitable level for them. According to Nation (2007), students should know the 95% of words to understand a context.

For that reason, I determined that before exposing students to this test or teaching the Academic Word List, I should find out where the learners are in their knowledge of the AWL words, beginning with the high frequency vocabulary of the first 2000 words. The students seemed to need to be not only introduced to, but also receive ample practice of learning strategies to make them independent and skilled in vocabulary learning. The pilot study group was at the Basic A level, and the material I planned for them just seemed to be too difficult, so I decided to do this research with a new group of advanced level students.

The pilot study seemed to support what some authors said (Nation, 2006; McCarthy (2005); Schmitt (2004) in recent research, students need to know more than 95%   of words in texts to obtain adequate comprehension. Authors agree that an acceptable percentage of vocabulary knowledge would be between 95 to 98%; however there is a contradiction in the required number of word families. For example, Laufer (1992) suggests 3,000 word families; Nation (2006) advocates 8,000-9,000 word families, and so on. Regarding this huge difference Schmitt (2007) recommends yielding a relationship between vocabulary coverage and reading comprehension.

The Academic Word List Test compiled by Coxhead (2000) is based on 7,000 words, and most students got grades lower than 2,500. Although the scores probably don't reflect real student vocabulary knowledge, they give a general idea of the students' vocabulary learning and confirm that these students were not ready for the EAP Vocabulary Study Program.

Second, based on the opinions of the students in the pilot study, the word formation strategy was useful for them for recognizing and retaining words when they knew the base word. In teaching vocabulary to even basic level students, there are different things to know about words, mainly their forms (spoken, written, component affixes and stem); however, their meanings (underlying concepts, matching words, and associations); and their use (collocations, grammatical patterns, and constraints) are important as well.

The feedback of the students in the pilot study also indicated that the pilot group also considered the "collocation" strategy as very useful strategy for enhancing their reading skills. This is the third reason, I decided to revise and study the application of EAP Vocabulary Learning Program with an advanced group of students. From the data of the pilot study a pattern of appreciation for the collocation strategy emerged. Participants wrote these representative comments:

Roberto: "Now. I can connect with other words".

Pedro: "The most important [strategy] was the collocation. For example, I don't know the meaning, but I know the collocation I can guess the meaning."

The fourth rational I have for adding the more advanced group to the study, is that I noticed in the pilot study that the students seemed discouraged with the level of difficulty of the EAP Vocabulary Study Program. I think that another essential factor for better reading comprehension is student motivation. If basic level students are exposed to high level books, they probably will find several unknown words, and indeed might lose their interest in continuing to read. Therefore their background knowledge also influences reading comprehension. (Krashen, Zwann and Rapp, 2006). The content of the EAP

Vocabulary Study Program was too difficult for the basic group, perhaps because of what Krashen calls the input hypothesis.

Krashen's (1985) input hypothesis agrees with Vygotsky's theory that there are two ways of learning a language, first, by acquisition which is an unconscious and natural process; and second, by learning, which is a conscious process that needs to be taught and understood. Therefore, Krashen asserted that Non-native speakers (NNSs) should be exposed to comprehensible input or real-world experience. Krashen and Vygotsky both wrote that language acquisition is achieved through human social interaction-communication and that acquisition takes place when they are exposed to "comprehensible input. " For that reason, Krashen generally assumes that the most suitable method for learning additional languages is through intentional learning.. This point of view is also supported by Coleman (2005) who emphasizes that L2 learners need to be connected to external input to trigger a change in the process of language learning.

The fifth reason for my decision to expand this research study also came from the feedback of the students. Several students advocated a longer course. One comment that was typical of these students was: "I think that more time. I can learn more. I think this course is very good and useful."   Others said "this project can be a useful class for students." Therefore, the new group will have a three-hour period of class in four sessions (12 in-class hours) compared to the group in the pilot study which had (8 in-class hours). They will also have extra assignments for their notebooks and on SIDWEB (an institutional website to prepare additional work for students) to reinforce and practice the strategies acquired during class in order to improve their vocabulary knowledge and reading comprehension.

The question of insufficient time and the organization of instructional time relate to O'Malley and Chamot (1990), teachers should not spend too much time on vocabulary teaching, but they should encourage students to read and work with the new vocabulary outside the classroom in order to enhance their vocabulary by applying the strategies they have learned.

Schmitt's suggests (1995), the use of vocabulary notebooks where students can keep their vocabulary learning by task work, extensive reading, or explicit classroom vocabulary exercises. Schmitt also suggests that these notebooks provide a useful tool for students to recall words or to apply teacher's feedback to their learning. As Schmitt says "…the vocabulary notebook should become each student's personal word store. (p. 140.)" As a result teachers might foster independent learning and encourage students to find their own words from reading and class lessons applying their newly attained strategies. In the pilot group, I did not work with the students to develop their vocabulary notebooks, because they found this activity too difficult. None of the eight students in the pilot study turned in the vocabulary notebook.

In the pilot study, the instructions were sometimes misunderstood due to the language used in them. If students are at the basic levels, they need basic instructions to follow, which adds a sixth reason for expanding the study to include the advanced group.

The Participants

The new group had 10 participants, six women and four men. Six of them are in the most advanced level of the English program at Templo University (Advanced B), a mandatory requirement for completing their professional programs of study in order to earn their degrees in Food, Mechanical and Telecommunication Engineering. This

advanced group has finished all their core courses with the exception of English with

exception of one private student, a graphic designer.

Data Collection Procedures and Instruments

I will use the same mechanism to collect information as the pilot group.

Description of the Revised EAP Vocabulary Study Program

The AWL Test

According to Coxhead (2000) students need a minimum 10,000 words to take the

TOEFL exam, one of the requirements for English study in the United States and in other

countries in the Americas at both the undergraduate and graduate levels.   Therefore, I

considered Coxhead's Vocabulary Test as appropriate for my study because it consists of

50 multiple-choice questions, designed to measure individual vocabulary knowledge

ranging between 1,000 and 10,000 words. The average time for completing the test is

about 15 minutes based on statistics of 5,000 users who have taken it.

I will administer the test at the beginning of the EAP program and again at the

end in order to compare the results in order to find out if explicitly teaching vocabulary

study strategies will influence the enhancement.

The Exercises

I began to search for books based on the Academic Word List so I could have an

improved and updated guide for developing the vocabulary study program. Fortunately,

I found a really interesting book which has a publication date of 2009 that met my

requirements. The book *Inside reading: The Academic Word List in Context*, is also

divided in sections that lend themselves to study in the fields offered in the university

setting of the study, which is primarily an engineering and technical university.

I designed a new program to develop and achieve vocabulary improvement with

advanced level students. I changed the presentation of activities and words from the

AWL. In some cases, I extracted whole exercises from Zwier (2009) *Inside reading: The*

Academic Word List in Context, a very recently published book, that is constructed

around vocabulary study research and the AWL.

In other instances, I adapted the exercises in the book to the strategies I would be

teaching. Additionally, I designed a student's vocabulary notebook following the

suggestions in Folse's (2007) book because he presented the steps in a useful, simple and

practical way in order to avoid being overwhelming to the students.

Teaching the strategies in the pilot study

For my pilot study, I chose Coxhead's (2000) Academic Word List because it was

compiled from 3.5 million words from academic passages and simplified base form

words in 570 word families that were commonly used in academic texts from all subjects.

(http://www.insightin.com/test/take_test.phtml).

Upton (2006) in his book adapted Coxhead's 570 word families, from the AWL

distributing them in the 300 word Common Academic Words List and the 270 Additional

Common Word List. Through the knowledge of word families and the knowledge of the

five strategies, students will be able to increase their academic vocabulary. For instance,

attach is part of Academic Word List, however it has some additional derivational words,

adding prefixes or changing suffixes (unattached, attached, attachment).

In the first session, I taught two strategies that are related to each other: the Word Family Strategy and the Word Formation Strategy. When words suffer derivational changes, they are transformed into nouns, adjectives, verbs or adverbs. I explained these two strategies to the pilot study group, and we practiced them with readings where I explained how to recognize a word by their endings. However, in the students struggle to understand texts in their academic reading, partially because of their gaps in vocabulary knowledge because of their basic level, they had only seen concrete and simple words, and not abstract words. .

In the second session, I taught the Word Meaning Strategy. In order to smooth the students' progress and increase their motivation, I chose the easiest activity; matching the word with the meaning

In the third session, I prepared an activity to teach them the fourth strategy, Collocation in a simple way, applying formulas (verb + noun; Verb + Adjective + noun; etc.) Students seemed enthusiastic and engaged. Because many of them were engineering students, they identified with this method as they expressed in their post-interview "The most useful strategy was the position of the verb, adjective, noun, and adverb in the sentence. How [to] recognize words."

The last session was undemanding because the Cognate Recognition Strategy was easy to communicate to them, and they understood right away. The only part that I had to explain to them was the concept of false cognates.

Planned modifications for the expanded study

I decided to apply the same five strategies that I taught in the pilot group because I realized the difficulties the students were having were probably not because of the

strategies themselves, but rather because of the level of difficulty. The strategies were:

:The Word Family Strategy*;* a group of words that is sufficiently closely related to each

other to form a 'family'.   They are similar in forms and their meanings are related.   A

word family in forms is compound of "a base form with its inflectional morphemes (i.e –

ed, -ing, and –s to a verb); inflections don't change the word family. Conversely,

derivational morphemes produce a different word family, taking different suffixes to

form the same part of the speech (i.e. –ness, hood, -tion, etc for nouns). The four major

parts of speech are nouns, verbs, adjectives, and adverbs because they carry most of the

content or meaning of a sentence.

1. *The Word Formation* Strategy studies the structure of a word with its

    three parts, while the word family strategy only includes the two last ones.

    a.   *A base* that can usually stand alone as a word, like happy, or it can

        be part of more complex word, like happiness. Many times you

        can guess the meaning of a word if you can recognize its base.

    b. *A prefix* is the part of a word that comes before the base. Prefixes

        usually add to or change the meaning of the base. For instance,

        happy means "cheerful." If we add the prefix un-, which means

        "not" to create unhappy, the meaning changes to "not cheerful."

    c. A suffix is the part of a word that comes after the base.

2. *The Word Meaning Strategy*; the main objective of this strategy is to

    convey the definition of a word through a short explanation or significant

    approaches, like synonyms with target words in meaningful sentences a

    simple phrase, word maps, or "four square vocabulary activity.

Hultijn (2001) also suggests the multiple-choice glosses because it requires mental effort to retain or recall the attained knowledge and provides different options to stimulate learners to search and evaluate the target word in context.

3. *The Collocation Strategy* is the relationship between two words or groups of words that often go together and form a common expression. Two or three word groups which occur with a more than chance regularity throughout spoken and written English. (Schuemann & Benz, 2003). Collocation is a useful strategy when L1 translation or L2 synonyms have been learned and its necessary to develop other ways of word knowledge. (Schmitt, 1995)

4. *The Cognate Strategy*. The 'convertible' English to Spanish words are known as cognates, words in both languages which share the same Latin root and which are visibly and often audibly very similar.   There are true and false cognates. The true cognates fall into suffix categories which, for clarity and convenience, have been grouped under the following terms of grammar: nouns, adjectives verbs, and adverbs. However, it is essential to pay attention to false cognates (i.e. policy)

 Furthermore, four of these strategies are included in the new textbook series adopted by the English program at the university where the study took place.

Although the strategies I taught are the same in the pilot and expanded studies, the activities are different. I chose the new activities with the intent of encouraging and teaching them to be independent readers and learners without overwhelming them.

In the second session, of the expanded study group, the date was moved from Saturday to Friday because students had to take the final exams, so they needed time to prepare their oral presentation and study. Therefore, there were six students of the eleven registered students; however a new student attended.

As I mentioned before, I used the same strategies in this new group, so I started introducing ten academic words from the textbook that they use in their English Class "Passages". They had to categorize them in a chart according to their vocabulary knowledge (I have never seen the word before; I have seen the word but I am not sure what it means; I understand the word when I see it or hear it in a sentence, etc.). After that they had to place each word in the corresponding word family chart (noun, verb, adjective, and adverb.) Once they finished putting the words in each section, students checked their answers with each other.

After that, I explained that one way to recognize words is by their endings (suffixes). I taught my students that several words are broken up into the prefixes, base form and suffixes. So, I handed pieces of suffixes and asked them to separate prefixes and suffixes, and then divided the suffixes into nouns, adjectives, verbs and adverbs. The winner received a prize for his achievement.   To introduce these two strategies, I did not use the target words in context because I wanted to apply what Nation (2007) mentioned in one of his virtual conference, that to make students proficient in strategies, teachers have to follow three steps. First, train students to develop their skill; next, test

them to know if they acquired the skill and finally, teach them by using words in context

to measure reading comprehension.   Once students finished this activity, I asked them to

mix the words up and write back the part of the speech of each ending.   After that they

had to guess the meaning of each prefix. I provided them examples for this exercise.

       We had two class hours, and then we went to the laboratory to explain to them the

assignments for the next class. They were assigned to bring an academic reading

selection; insert the text in http://www.er.uqam.ca/nobel/r21270/textools/web_vp.html to

know the number of academic words, underline the academic words and complete the

Knowledge Chart and the Word Family Chart with these words *(Inside reading: The*

Academic Word List in context, by Zwier (2009) . Find the derivations of each word.   If

they found other unknown words, they had to write them out in the vocabulary notebook

with the target word, synonyms, part of the speech, translation, and a simple example.

Take the word formation test the TATWEB, and keep a journal. I also gave them some

websites with extra activities to practice.   I have included translation in the notebook

based on what Laufer and Smmueli (1997) who write: "words glossed in L1 are always

retained better than words glossed in L2."   I also believed it is necessary to incorporate

computer technology because it might be a functional interactive learning tool in an EFL

environment where students can continue practicing outside the classroom.

       In the third session, I had to make some changes in my lesson plan because there

were six more new students. I reviewed the two first vocabulary strategies that I taught

in the previous class with practical tasks. I also explained to the new participants the

process of this study and how to handle the notebook where they have to do some

assignments and keep the handouts given in class. It took me about forty minutes. After

that, I handed them the list of the most common prefixes with an exercise with the

prefixes that means "not or the opposite" (dis-, il-, ir, im-, in-, un-, mis). I prepared this

activity because I wanted to make them aware of the importance of knowing the meaning

of each prefix to recognize a word.   I enlightened them that a prefix changes the meaning

of a word.   For instance, the high-frequent word "understand" with the prefix

"misunderstand" takes a negative connotation from the base form.

The next activity was a list of ten different academic verbs for each student.

Students were instructed to change the verbs to nouns using the appropriate suffix. I

provided them a list of noun suffixes. This activity is part of the process of training. I

decided to implement this exercise because Schmitt and Zimmermen's (2002) study

found that students tend to learn nouns and verb forms faster than adjective and/or adverb

forms. It might be reasonable because nouns or verbs carry semantic information (nouns

depict names of places, persons, or things, and verbs actions)

The Word Meaning Strategy was taught with a filling-in-the-gaps exercise with

the correct synonyms. Students read the statement and according to the context and the

meaning between parentheses, they had to choose the appropriate synonyms from the

target vocabulary list. According to Folse (2006) teachers do not need to burden

students with complex definitions of unknown words, on the contrary instructors should

relieve their learning using simple tactics that can not only help them understand the

word in context, but they can also retain the word meaning in the long-term memory for

a subsequent exposure to the same word.

I continued teaching the Collocation Strategy. First, I explained to them that the

first step to understanding the meaning of a word in context is to break up words into

three parts (prefix-base form-suffix). Secondly, to know what word family (noun, verb, adjective and adverb) this word belongs. Finally, to guess the meaning by context or observing the word is before and after the target word. In this way, I introduced the next strategy enlightening that the link of two words or groups of words that often go together and form a common expression is called collocation. Subsequently, I gave them a handout with a reading taken from Zwier's book and a chart of collocation formulas. I highlighted the significance to know the position and recognition of the four major parts of speech (noun, verb, adjective and adverb). I asked them to tell me the position of each part of speech with examples. Most of them had trouble identifying the position of adverbs and adjectives.

Nation (2007) advocates that the teacher's job is to facilitate strategies to students and train them to choose their own way of learning of vocabulary knowledge, so teachers will not spend too much time on vocabulary reasoning. According to Nation, teachers should follow a process. First, they have to plan, ensuring that opportunities for vocabulary learning occurs in all of the four equally balance skills, then, they have to train learners, helping them develop skills in strategies, after that, they should test students to know their development, and finally instructors need to teach the frequency words and academic words in appropriate contexts.

As I had already taught four strategies, I believed it was necessary to follow Nation's suggestion and I started the fourth session testing my students with exercises extracted from preparation books of the two international English exams: TOEFL (Test of English as a Foreign Language from the United States of America) and FCE (First Certificate of English from the United Kingdom) taken to foreign students to study

abroad.   The FCE exercises focused on Word Family strategies, while the TOEFL

exercises also included the Word Formation and Collocation strategies. I also included

these exercises in the TATWEB for additional practice. To assess the Word Meaning

strategy, I incorporated an exercise from Zwier (2009). It took them around two hours

and then they did peer checking and correction.

Next, I introduced the last strategy, Cognates. To explain to them this strategy, I

wrote down the words "success" and "liberal" on the board and ask them to translate

these words into Spanish. Most of them answered "suceso" and "liberal". Using these

examples as a model, I presented the true and false cognates and give them their

concepts.

Spanish and English have literally thousands of cognates, words that are basically

the same in both languages, having the same etymology and similar meanings. But

combinations such as *decepción* and "deception" are so-called false cognates — known

more precisely as "false friends" or *falsos amigos* — word pairs that look like they might

mean the same thing but do not. They can be confusing, and if you make the mistake of

using them in speech or writing you are likely to be misunderstood. It did not consume

too much time because the single purpose of this strategy was to develop an awareness

of how wrong translations of false cognates can be misinterpreted and interfere in

reading comprehension, There is a tendency that adult learners tend to use translation to

understand a word.

The fifth session was based on two academic readings whose topics were

about technology and food, because most of the participants study Electrical and Food

Engineering where I assessed the five strategies. First, they work individually, after that

they checked their answer with their partner, and finally it was done on the board for a better understanding. Participants took the post-test to know if they had improved their vocabulary proficiency. They will be asked to answer the post-interview form.

Results and Decisions from the New Study

The new group had a better development and participation in class due to students' English level. It was shown by the pre-test because they got higher grades than the pilot group and indeed, they were more motivated to learn more. This group also considers word formation and collocation strategies as the most fruitful for the enhancement of their vocabulary learning and reading comprehension.

The attendance was irregular because most of the participants had to work. As a consequence of the same reason, there were four withdrawals.

CHAPTER IV

PRESENTATION OF RESULTS

My research was designed to study different approaches to enriching target language vocabulary knowledge in order to improve reading comprehension by applying explicitly taught strategies to determine effective vocabulary learning.

This chapter will present the analysis and findings from the data obtained through the development of this program. The patterns resulting from the questionnaire, pre and post-test, and pre and post-interview, and how they overlap will be discussed. This analysis provides a general landscape of characteristics of target language vocabulary strategy practice and the effectiveness of their application.

Pre-Post Tests

This test included 50 multiple-choice items, based on 10,000 more frequent words. The students were asked to respond to all questions on the test. This test was administered at the beginning to know participant's vocabulary knowledge and at the end of the study to identify student's vocabulary improvement.

In the pilot group there were six students who had passed the two first English courses of their study program. Even though their vocabulary knowledge was low, all of them obtained a higher score in the post-test, which was taken after they participated in the vocabulary study program.

As it is shown in Table 1, students from the pilot group had a positive increase in their vocabulary knowledge. Two students gained 100 new words, two students learned 200 target words and one of them got an improvement of 500 words and there was one

that expanded the vocabulary from 3,400 to 4000, gaining 600 target words within a

period of four weeks (one session per week).

Table 1

Comparison of Pre-test and Post-Test Scores by 10,000 more frequent words.

Pilot Group	Pre-Test Vocabulary Score- Number of Words	Post-Test Vocabulary Score- Number of Words	Increase in Vocabulary
Ivan	1400	1600	+200
Rubén	2000	2500	+500
Jaime	2200	2300	+100
Clara	3400	4000	+600
Rosa	3600	3700	+100
Mery	4400	4600	+200
M	17000/6= 2833.33	18700/6= 3116.66	2975

Another perspective on the test scores is illustrated in Figure 1, which shows the

difference between the pre and post-test. There was an improvement in the results. Bars

that represent post-test are higher.

Figure 1.

Comparison of Pre-test and Post-Test Scores by 10,000 more frequent words
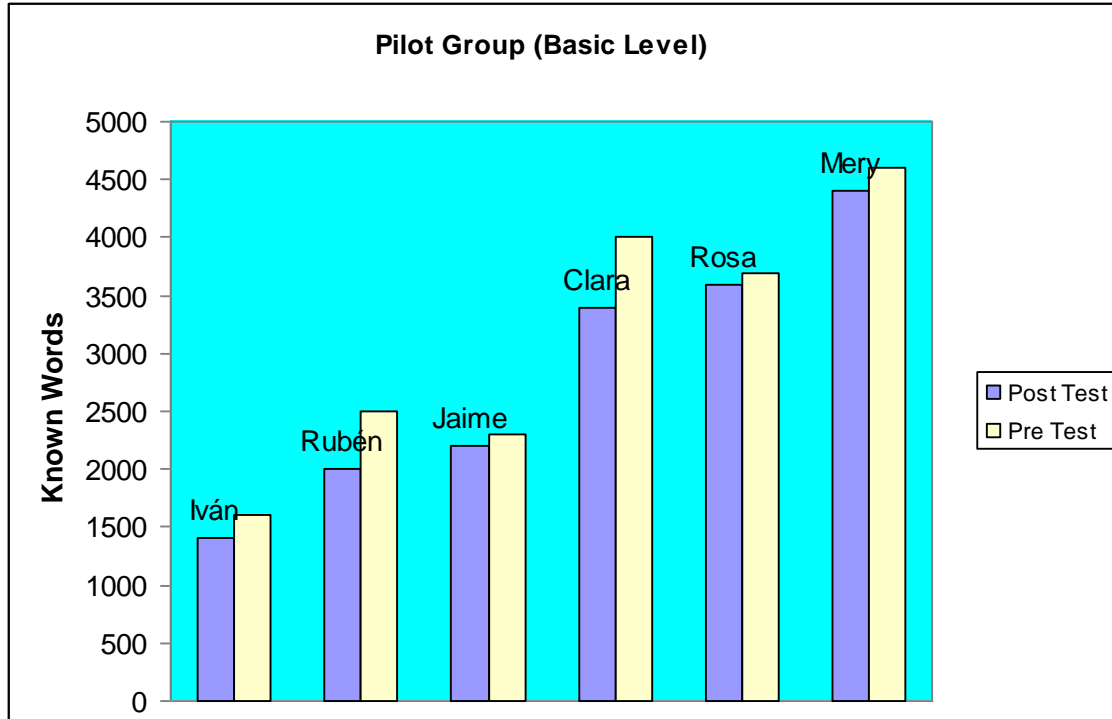
Students taking the final course of their English program formed the expanded group. The expanded group seemed to have higher vocabulary knowledge than the pilot group. Despite this progress, there was a significant scoring gap among the participants of the new group. The lowest was 2800 and the highest was 6200. As you can see in table 2, there were two students that obtained a significant increase in their vocabulary knowledge. They improved their vocabulary knowledge more than one thousand words according to the post-test results despite they were exposed to those words twice.

Table 2.

Comparison of Pre-test and Post-Test Scores by 10,000 more frequent words.

Expanded Group	Pre-test Score- Number of Known Vocabulary Words	Post-test Number of Known Vocabulary Words	Increase in Vocabulary
Maria	2800	2900	+ 100
Juan	4000	4200	+ 200
Luis	4200	4400	+ 200
Jose	4200	6000	+1800
David	4600	5600	+1000
Marcia	4800	5400	+ 600
Julio	5200	3000	-2200
Eva	6200	6500	+ 300
M	**36000/8= 4500**	**38000/8= 4750**	4625

The data suggest a possible relationship between English level and word acquisition on the pretest and the post-test, while the more advanced students are, the, higher the level of their improvement. It seemed that the more advanced students, from the expanded group learned new words in fewer exposures. There was a case where Julio, one of the students had a lower score on the posttest. This result was really unexpected. Therefore, I asked the participant for an explanation, and he mentioned that he had not paid attention to his responses because he did not have time. He had chosen the answers randomly. (See Figure 2.)

Figure 2.   *Graphic representation of the Comparison of the Pre-test and Post-test*
            Vocabulary- Number of Words Expanded words
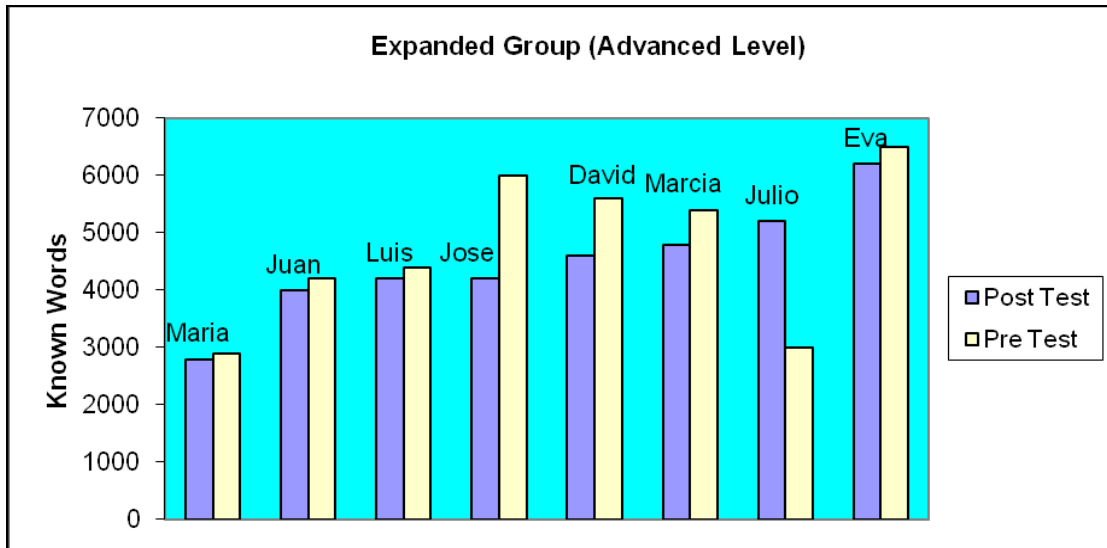
Questionnaire

This survey (see Appendix F) assessed students' vocabulary learning. For that

reason, it was provided at the beginning of the program. Students indicated the frequency

of use of vocabulary strategies on a 7 point scale, never (1) and always (7).   There were

five patterns that overlapped among participants of both groups.

The first pattern is related to the frequency that their former teachers had provided

explicit vocabulary learning strategies as part of their English classes. Eleven of the

fourteen students marked on a Likert scale 7-always (n=3), 6-usually (n=1); and 5 often

(n=7). They indicated in the first that they received instructions on how to learn new

words. (See Figure 3)

Figure 3   *Previous Experience of Explicit L2 Vocabulary Learning Strategies*
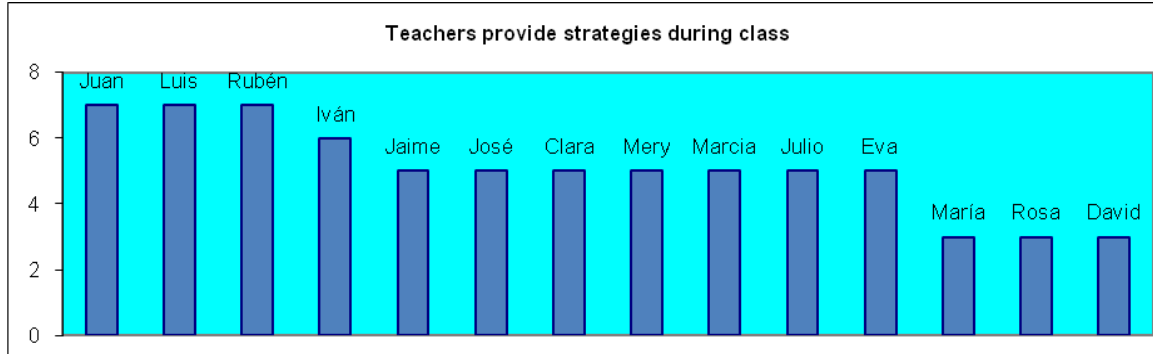
The next overlap was regarding the use of Spanish-English dictionaries as a tool to increase vocabulary. Eleven of the fourteen participants reported that the translation of definitions is a common way of learning vocabulary as they indicated on a Likert scale 7-always (n=5), 6-usually (n=3); 5 often (n=3). The familiarity and use of Spanish English dictionaries was also corroborated in the pre-interview where they suggested that dictionary use as a vocabulary learning tool in this process. More of the expanded group students highlighted the importance of dictionary use (n=6). Rubén, one participant of this group said, "When I don't understand a word, the first thing I do is to check the Spanish-English dictionary" (See Figure 4)

Figure 4 Participant Bilingual Dictionary Use
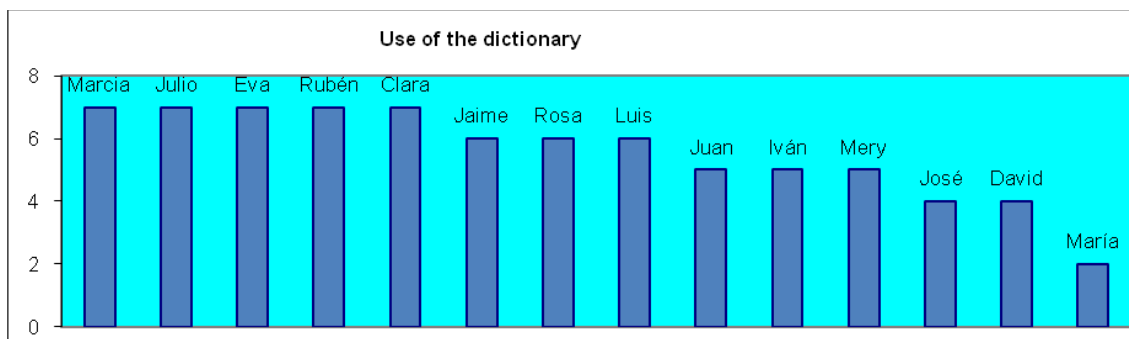
The third commonality among the participants in the pilot and expanded groups emerged when students were asked about the usefulness of reading to learn new words.

Twelve of the fourteen participants stated that is the best way of acquiring vocabulary was reading. However, they expressed their concern about their difficulty retaining words. For example, Juan said: "When in a reading I find a new word, I look it up the dictionary and then I forget it easily"

Figure 5   *Learning New Words by Reading*

The fourth pattern that emerged from the data from the two groups refers to cognates, where students emphasized that they use the Spanish meaning to guess the English meaning. Ten of the fourteen learners indicated their familiarity with this strategy for deducing the meaning new words. As a result, they reported in the post-interview that cognates were not a useful strategy for learning vocabulary. Figure 6 illustrates this overlapping pattern.

Figure 6. *Participant Spanish-English Dictionary Use before Program Implementation*
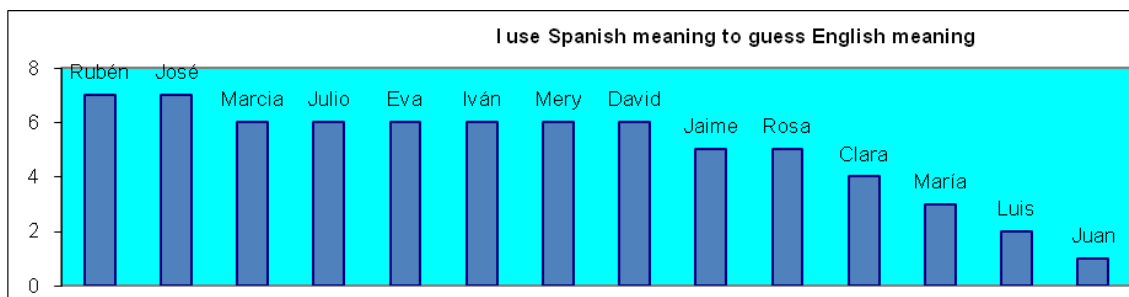
The last pattern, where a significant overlap occurred was how 9 of the students marked 7- always on the Likert Scale to indicate that the most fruitful technique for learning meaning when they look up a new word in a dictionary that has different meanings, they choose the best option by guessing from context.

Pre-Program Interview

The notable results from the pre-program interviews for both pilot and expanded groups were students' long-term goals and frequency of practicing their own vocabulary strategies. All of the participants from both groups described their interest in enhancing their word knowledge in order to have better reading comprehension.

When asked about having vocabulary study strategies participants from both groups indicated that they almost never worked on the few strategies of which they were aware.   For example, Juan said, "I practice my strategies few times, I only do it when I'm in an English course";

Their responses suggest that they have do not see the value in reading for increased vocabulary knowledge.

Post-Interview

In the post-interview data, participants indicated that they felt that their vocabularies in English had expanded.. It was Juan from the expanded group said "I have learned lots of words that I have never seen before. My comprehension has improved. I would like to continue with this kind of project because it helped me read better." Mary from the pilot group also emphasized "I improved my reading comprehension. I enjoy reading now." Nine of the fourteen students pointed out the advantage of participating in this program.

This interview protocol provided information on students' perceptions of improvement in the five strategies that were taught. I will explain these strategies one-by-one to analyze the influence of these strategies on their vocabulary and reading comprehension. The strategies are 1) Word Formation; 2) Word Family ; 3) Collocations; 4) Word Meaning; 5) Cognates

Vocabulary Learning Strategy 1 -Word Formation

All of the fourteen students considered the word formation strategy fundamental for recognizing words, and guessing their meaning through affix recognition. Julio, one of the students of the expanded group, said:

…to identify word endings (suffixes) has been very useful. For example when a word ends in –full, and -less are opposite adjectives, and –ness are nouns

Eva´s comments support Julio´s:

I didn't know the importance of affixes in the recognition of word to understand the meaning of a word...

Their comments are supported by the responses of rest of the expanded group. As an English teacher of this university, I have worked with their textbook, and I know that the English textbooks that are used in their university English program, include the word formation strategy. The students reported being unfamiliar with it and acknowledged the importance and use of vocabulary acquisition strategies.

During the session where the Word Formation Strategy was taught, I observed that students showed real interest in the instructions, and asked some questions related to them. They worked in groups of three to do the activities of changing nouns to adjectives, and from adjectives to adverbs, etc. Most of them finished the exercises

included in the notebook. For the advanced group I took real exercises from the TOEFL

(Test of English as a Foreign Language), standard English exam which is taken to

measure English knowledge and is accepted by American universities to study in USA,

and FCE (First Certificate of English), standard European English Test.

María, one of the students stated:

"From now I know if I am familiar with the stem of word, I will be able to guess

the meaning by its affixes (prefixes and suffixes).

Another student remarked that after the course she could identify the part of speech of a

word by the ending (suffix).

Vocabulary Study Strategy 2 –Word Family

The Word Formation Strategy is linked to the Word Family Strategy because it

gives an idea to students about the parts of the speech, especially with words that have

common endings. Students should be able to use these strategies to recognize word

families (ie. soft→ soften→softness) ; to change words from one part of the speech, with

The Word Formation Strategy (i.e. soft (adjective); soften (verb); and softness (noun)

and finally to be given a root word, like [soft] to the other possible word forms. If one

member of a family from the 570 word families of the Academic Word List is known,

students are empowered to guess the other members of the family by suffixes.

Therefore, I explained this strategy to the students, and then, included it as a main part of

every single activity in the notebook.

Vocabulary Study Strategy 3 -Collocations

Another strategy that was considered very important by the participants of both

groups was the Collocation Strategy (n=9). According to them, this strategy is functional

for retaining words in the memory. For easy understanding, I provided a formula

(Williams, 2006) of the most frequent collocations: verb + noun [make sense]; adjective

+ noun [distinctive mark]; verb + adjective + noun [get contradictory results]; adverb +

verb [originally built]; adverb + adjective + noun [extremely successful brand]; adjective

+ preposition [special to]; and noun + noun [basketball stars].

Once the study participants were familiar with the parts of the speech and the

collocation formulas, students practiced with a reading from the book *Inside Reading*:

The Academic Word List in Context. They extracted examples of two-word collocations,

and wrote them down in the corresponding place inside the table. In both groups, there

were five participants each who had problems identifying prepositions, though they knew

the meaning of the most common prepositions (of, from, at, in, on, etc). But, it was

complicated for them to categorize them. It might be for two reasons, they had not

practiced this process regularly in their native language, or I had only emphasized the

parts of the speech that take affixes. Mery, a student from the pilot group pointed out:

 "With collocation[s] I avoid to learn "alone words" I always learned a next word.

It improves my vocabulary and my comprehension."

Marcia, another participant from the expanded group indicated:

 "Collocation is useful to remember a word. When I learn a word alone, I used to

forget it. It is also useful to guess the meaning."

Vocabulary Study Strategy 4 –Word Meaning

In order to know if students were applying the acquired strategy of Guessing

Meanings from Context, I wrote and then gave them a fill-in-the -blank exercise where

students had to choose the appropriate synonym. This exercise was successfully

completed. According to students' responses they first tried to guess the meaning by context. If they could not get meaning by context, they checked the part of the speech by collocation or affixes. This exercise was carried out in groups of three. Students had to complete the sentences, using the target vocabulary in the box. Synonyms were provided in each gap, so one of them (leader), asked the rest to choose the most appropriate synonym, then the leader analyzed the given word in context and corroborated if the answer was right. I observed that when a student struggled to guess the meaning, another would explain the strategies to him or her. I felt satisfied with the development of this collaborative task.

Vocabulary Notebook

Norbert and Diane Schmitt (1995) promoted the vocabulary notebook as a vehicle for providing students with strategies to learn autonomously. Researchers and teachers have found that this tool may be one way to foster the incremental learning of new words and different aspects of word knowledge. Therefore, I designed a notebook to supplement classroom activities. I attached the Academic Word List and a list of the most useful websites for practicing and enhancing their vocabulary. I gave them this handout in the first session. In each session, I introduced the twelve new words taken from the Academic Word List, and students had to place the word in the category box, according to their own vocabulary knowledge. For instance, if the new word is [assume], participants had to insert the word in one of the boxes:

I have never seen the word before	I have seen the word by am not sure what it means	I understand the word when I see it or hear it in a sentence	I have tried to use the word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing
		assume			

Then they had to categorize the part of the speech of the word, and fill in the word family

boxes of the same word.

WORD FORM CHART

NOUN	VERB	ADJECTIVE	ADVERB
assumption	assume	assumed	-----------

After that, participants had to provide a synonym or a brief meaning, and indicate the

word formation of the target word. If a word had more than one meaning, they had to

write them down.

Target word	**Word Formation**
assume: <u>believe</u>; accept; take control	Verb (without prefixes and suffixes)

Then, when they read the text, they had to return and choose the best choice by

context. In the pilot group, the vocabulary notebook was given and completed as an

assignment; however, the assignment did not have good results because students always

complained that they did not have time to finish it. Therefore, for the expanded group, I

changed the approach, and I decided to ask the students to complete the process during

class. This change resulted in better outcomes. Students cooperated among themselves,

and helped each other accomplish the task. Despite students' positive attitudes, there

were three of them that did not finish their vocabulary notebooks.

Vocabulary Study Strategy 5 – Cognates

During the post-interview students mentioned that Cognate Strategy was easy to

deal with because they could deduct the meaning of a word by their similar writing and

meaning in Spanish and there are few false cognates that they could simply recognize

them and guess their meaning by context.

Academic Website

As a reinforcement tool, I also uploaded the designed vocabulary study program

to the university's UFES internet classroom management system which is used for

academic purposes (TATWEB) so the students could access the vocabulary documents

when they had time or they wanted to strengthen or rehearse their vocabulary knowledge.

As participants mentioned before, they were aware that reading is the most suitable way

of acquiring new words, but they forgot them later. For that reason, they needed to keep

practicing with target words.

To find out the number of words that students know before the study, participants

could take the vocabulary test in the www.insight.com/test/take_test.phtmlwebsite. Once

they knew about their vocabulary knowledge, they were able to start learning about the

five vocabulary strategies. I divided the web vocabulary program into three parts:

syllabus folder where I included objectives and generalization about this study; content

folder has an explicit explanation about the five strategies with exercises.. They could

also find the different more common word lists from the basic 100 more frequent words

to the Academic Word List with different websites to practice, and exercises in context.

The Academic Vocabulary program is still accessible to students by TATWeb.

For example, if students wanted to practice word formation (prefixes) with the

first three thousand common words in context, there were practical exercises on BBC

World Service Website.

In a business meeting: I'm sorry John, can I stop you there? I completely

 agree with the point you've just made.

a)   un

b)   mis

c)   dis

d)   de

For better understanding of word families, there were exercises taken from the

same website.

I was so _____ when I forgot her name.

a)   embarrassment

b)   embarrassing

c)   embarrassed

d)   embarrass

Furthermore, they could find different websites with fill-in-the-gap

academic vocabulary exercises to learn new words from the AWL. The students

commented, in the post-interview that the website was useful for them because

they had the opportunity to encounter target words in different texts and contexts

while practicing the learned strategies.

CHAPTER V

DISCUSSION, RECOMMENDATION AND CONCLUSIONS

This chapter discusses and analyzes the main findings from the obtained data, and provides recommendation for future research. The first part covers the finds and addresses conclusions directly related to the research questions. The second part presents overall conclusions and the last part focuses on recommendation for other research work.

Summary of Main Findings

Results from the pre-test and the post-test imply that overall the students acquired strategies which helped them improve their vocabulary knowledge, even considering, the time limit (five sessions of two hours); absences; withdrawals and lack of practice. Their scores surpassed my expectations, but at the same time, achieved and approached my aspirations. Generally, these results suggests that that a well-prepared vocabulary study program can help students develop and cultivate their interest in vocabulary acquisition, and motivation for reading in a practical and useful way from the basic levels.

The pre-test and post-test had 50 multiple-choice questions, which were based on Coxhead's 10,000 Academic Word List (2000). This researcher and author, is an expert in developing reading and vocabulary proficiency. The AWL has served as a guide for my research work and others related to academic vocabulary. From Coxhead´s point of view, there is a natural relationship between academic reading and vocabulary acquisition. This test was designed to show this relationship. Students had to choose one of 4 options that were suitable for the target word underlined in the sentence to estimate their vocabulary size. After taking the pre-test, I gave participants the scores, and asked them about the reasons for their low results. They admitted failing the test because they

did not know the meaning or because they had focused on the underlined word without reading the whole sentence to decide the best answer by context. Zwier, author of Inside Reading: The Academic Word List in Context, is the book from where I adapted all of the exercises for the expanded group, said,"Word learning and reading are increasingly independent: rich word knowledge facilitates reading, and effective reading skills facilitate vocabulary comprehension and learning (p.)"

Scores from the post-test confirmed that instruction and practice with vocabulary strategies before reading considerably helped students. This finding is very similar to Zwier (2009) who stated:

Increase their ability to comprehend academic reading material by recognizing words or guessing meaning by context. The word knowledge that is needed by the reader in this reciprocal process is more than knowledge of definitions. Knowing a word well means knowing something about grammar, word forms, collocations, to make the inferences needed to understand the word's meaning in a particular text.

The pilot group and the expanded group data from the pre-interview pointed out that teachers provided strategies to learn new vocabulary in class. It seems that their familiarity with some strategies is because the book series used at their ELI which includes some strategies which their teachers may have emphasized as part of their vocabulary study, for better reading comprehension.

I checked the textbook used for the English classes of the participants, and realized that these exercises from the text supported the types of strategies I had been teaching, such as the Collocation and Word Family Strategies in the Vocabulary Section

and Word Formation, Word Family and Word Meaning in the Reading and Vocabulary

Section from the basic level.

Most of the students in the study, did not report intentional efforts to

autonomously learn vocabulary outside of class. In their pre-class interview, the students

justified their lack of practice because of lack of time to devote to English vocabulary

acquisition.

Participants reported that before this study, they did not pay attention to word

formation either in Spanish or in English, However, by the end of this program, they

reported recognizing words by identifying affixes on unfamiliar and known words to

guess their meaning.

The participants in both groups in this study indicated that they thought that the

best way to learn vocabulary is to read,. However, they did not feel motivated. Some

authors (Nation, Schmitt, Liu and Shaw) maintain that vocabulary knowledge influences

the motivation to read. Therefore, it might be fruitful to measure their vocabulary by

preparing tests using target words according to their frequencies to establish their level

and advocate appropriate reading.

Schmitt (2008) states that once students expanded their vocabulary, they would

become independently motivated readers, cultivating the incidental learning for more

encounters of target words and keep them in long-term memory.

How can a program of vocabulary learning strategies be applied for EAP?

At the present time, university students have to read books in English to do

research and assignments without having enough vocabulary to comprehend academic

textbooks.   They struggle but they try to accomplish their tasks by translating the text

into Spanish to achieve their research work. It would be different if students had a study program to teach them how to cope with unfamiliar words through vocabulary strategies to train them to read any academic text. In this way, they would avoid old-fashioned methods to produce higher outcomes for professional success. The idea is to teach students strategies to make them autonomous readers by incidental learning, rather than intentional learning because it promotes higher numbers of repetitions which are necessary to encourage the incremental learning of a word.

As Schmitt said "Incidental learning is clearly both possible and effective when the demands of a task focus attention on what is learnt.

The implementation of vocabulary notebooks is another instrument for keeping, organizing, and recalling new words in order to retrieve them again because words need to be recycled to be learnt. A well-organized vocabulary notebook will also allow students apply the learnt strategies in a practical way as it was shown above. As Nation (2007) said "Later meetings with a word are more important than the initial presentation"

What perceptions do participants have about the application of the vocabulary study program?

Implications for Teaching

My concern about the improvement in vocabulary knowledge is that students can easily forget the acquired vocabulary. Many vocabulary experts (Horst, Cobb, Meara, Schmitt) mention that a learner needs to be exposed to a keyword more than five times to be retain in the long-term memory. Due to time constraints, students encountered target words only once in a learning environment. For that reason, I would recommend including this vocabulary program in each teacher plan based on the target words and

strategies included in their textbooks and take regular tests to measure their vocabulary knowledge for reading comprehension. Being the TATWeb a helpful tool of teaching, it is also a way of learning in order to promote autonomy and self-improvement.

Some of the participants (n=7) explained that lack of time or practice had slowed their achievement of this study, and one of them suggested that dividing this project by levels and included it in the TATweb, so it would be available when they wanted to rehearse and engage with a variety of vocabulary acquisition activities. Horst, Cobb and Nicolae (2005) designed an interactive on-line with the same perspectives with excellent results. It was designed to foster retention by involving learners in deep processing, a feature that is often described as missing in computer exercises for vocabulary learning.

Implications for Future Research

To design this academic vocabulary program changed my mind about how to teach students to enhance and increase their vocabulary knowledge in a receptive and productive way. Before this study, I believed that vocabulary is simply related to word meaning; however, when I started reading other vocabulary researchers, I understood that there were other complex items like its forms and its uses that we had to consider in the vocabulary learning process. Likewise, I learned that the best way to facilitate vocabulary acquisition is by implementing strategies in the journey from target words to reading proficiency. Vocabulary takes an important role in the reading development. Schmitt (2008) defined vocabulary as a predictor of context.

I hope my research work conducts to other research whose purpose is to train students with the suitable tools to improve vocabulary and reading comprehension.

What is the difference between student vocabulary learning at the basic and advanced levels of students with similar educational background in the same institution?

Vocabulary knowledge influences on students' reading proficiency. Therefore, students from basic levels who had less time devoted to English learning struggled more than advanced learners .

Zahar, Cobb, and Spada (2001) mentioned in one of their research work that number of reading exposures needed to retain a word might depend on the proficiency level of the learners because more advanced learners who know more words seem to be able to acquire target words in fewer exposures and it facilitates the learning process. However, it could happen that a basic level student is more exposed to unknown words because he likes to read and it might explain why two students from the pilot group obtained higher scores than the average of the expanded group.

The pilot group knew fewer words than the expanded group according to the final scores. Although, the expanded group obtained higher scores on the pre and post-tests, they did not have enough vocabulary (more than 10,000 words) to comprehend demanding academic texts. However, word formation and word family strategies may simplify the number of vocabulary words to 570 word families, knowing how to expand a member of the family. For instance, if students learn "achieve" as a target word and dominate the affixes and parts of the speech, they can increase their vocabulary from one word to four words..achievable (adjective); achieved (verb past tense); .achievement (noun).

It might happen that Academic Word List and academic reading were too difficult for the pilot group students who were enrolled in basic level English courses;

nevertheless, the strategies certainly seemed to facilitate the vocabulary learning process. As a result, I recommend promoting the vocabulary learning strategies to facilitate vocabulary acquisition and help students develop academic reading by providing multiple exposures to a word in actual use and opportunities to work with its meaning, grammatical elements (parts of the speech), word forms, and collocation,   A well-prepared student for academic work could benefit from instruction that includes attention to the language as well as attention the process of reading.

Another aspect that I would like to mention is that strategies not only help students improve reading proficiency and vocabulary acquisition, but also to write.

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Cognate Exercise

Dr. Claude Goldenberg, from the award winning PBS documentary, *Becoming Bilingual*. says that Spanish and English have around 10 to 15, 000 cognates and it could confuse students. Therefore one of issues for teachers is to catch them on because "the use of cognates is not automatic". Considering that English and Spanish have similarities in the written form, real cognates give clues to guess the meaning and read faster for a better comprehension. Nevertheless, it is also necessary to teach them the false cognate (embarrassed/embarazada) that could confuse the meaning and misunderstand the main idea, especially if these cognates are key words within the context. For a full explanation of the individual exercises, see Appendixes A.

Word Family Exercise

A word family is defined as "a base word with its inflections and derivatives (stimulate+stimulated, stimulates, stimulating, stimulation, stimulant, and stimulative)" (Schmitt & McCarthy, 1997).   Some researches suggest that learners can identify the word stem within a longer affixed and it could help them recognize the complete word. In other words, a known stem in an unknown derivative can make easy the recognition of that derivative (Schmitt N., Zimmernan C., 2002). Students will read a passage. This passage will contain underlined frequent words in families chosen from the Academic Word List and students have to circle the word ending (suffixes), identify the part of speech that it belongs and place it in the corresponding box (noun, adjective, verb, adverb). After that, students will add the other word family where is possible. For a full explanation of the individual exercises, see Appendixes B

Appendix A

COGNATE EXERCISE

In this paragraph you can find 20 words from the academic word list that look like Spanish words. Underline the words, and provide the Spanish meanings. Do not look any of the words up in the dictionary. After you have written as many meanings as you can, read the selection again, and circle the words from your list that don't make sense, according to the Spanish meanings.

When I was looking for a graduate program in psychology, I assumed that all of the programs of study were the same. I had to do a lot of research on the Internet. Consequently, I found that all graduate programs are not equivalent. Part of my method for my search was to keep a journal of all the information that I gathered. Another technique I used was to visit several campuses. For example, I went to a lecture at the University of Pennsylvania, where I discovered that their department of psychology offered several majors, among them: experimental psychology, cognitive psychology, cross-cultural psychology, social psychology, and clinical psychology. I wanted to consider the geographical location of the program, the quality and reputation of the university and their academic policies. In addition, I had to pay attention to program costs, and the availability of scholarships and financial aid, even though my grandmother had left me an inheritance from her estate for my studies. One of the benefits of having a highly educated family was that they were able to assist me in my search, and to facilitate the funds for my visits to several universities. I finally made my decision based on all of these factors. You can not imagine my joyful reaction, when I received my acceptance letter in the mail, with a full scholarship, and the offer of a teaching assistantship. (Dara Shaw)

Appendix B

WORD FAMILIES

Circle the suffixes of the underlined words. Based on the endings determine which part of speech is and provide derivational words that you know in the table below.

Galbraith suggested that America <u>concentrate</u> on genuine needs and satisfy them immediately. He was deeply concerned about the <u>environment</u> and suggested that clean air was a priority that should take <u>precedence</u> over industry. He supported development of the arts and <u>stressed</u> the <u>importance</u> of improving housing across the nation. His effort was directed at trying to help Americans change certain basic values by giving up the pursuit of <u>useless</u> consumer novelties and <u>substituting</u> a program a genuine <u>social</u> development. The commitment to consumer products as the basis of the <u>economy</u> naturally argued against a redirection of effort toward the <u>solution</u> of social <u>problems</u>. (A World of Ideas, L. Jacobus, Page 403-404)

Word	Noun	Adjective	Verb	Adverb
concentrate			concentrate	
environment	environment			
precedence	precedence			
stressed			stressed	
importance	importance			
useful		Useful		
substituting			substituting	
social		Social		
economy	economy			
solution	solution			
problem	problem			

Most Common Suffixes in Academic Words

Suffix	Meaning	Part of Speech	Sample Words
-(a)tion	action/instance of V –ing	Noun	realization, protection, insertion
-ity	state of quality of	Noun	reliability, ability
-ism	Doctrine of N; movement characterized by Adj.	Noun	Marxism, Buddhism, capitalism, socialism
-ness	state or quality of being Adj.	Noun	happiness, friendliness
-ment	action/instance of V-ing	Noun	statement, payment, treatment
-ize	to make/create	Verb	specialize, modernize, stabilize
-en	to make/create	Verb	liven, soften, harden
-ate	to make/create	Verb	pollinate, differentiate
-(i)fy	to make/create	Verb	solidify, beautify
-(i)al	having nature of; related to N	Adj.	intentional, residential, medical
-able	able to be V-ed	Adj.	likable, teachable
-ent	having nature of; related to N	Adj.	different, confident
-ive	causing V	Adj.	restrictive, prohibitive, impressive
-(i)ous	having nature of; related to N	Adj.	spacious, scandalous, ridiculous
-ly	in this manner	Adv.	obviously rapidly

Source: Data from D. Biber, S. Johansson, G. Leech, S. Conrad, and E. Finegan, Longman Grammar of

Spoken and Written English (Essex: Longman, 1999)

Appendix C

WORD FORMATION

Read the passage and write the meaning of the underlined words. Break down words into prefix, base form and suffix where is possible. Students will guess the meaning, writing the meaning and then they will look up the meaning of each word in the dictionary and compare their response.

New emergency measures have been incorporated into security checks at airports worldwide. Five years after the 911 terrorist attacks, would-be mass murderers are still coming up with ways to breach the tightest of safety checks, as witnessed by the foiled bombings planned on transatlantic planes last week. The perpetrators intended to use liquids to make bombs on board airliners. Authorities have banned all liquids from carry-on luggage. Depending on the destination, all non-essential items must be checked in and stored in the airline's hold. This includes laptop computers and other electrical items, car keys with a remote control fob and liquid medication that is not on airports' lists of acceptable substances. In some cases, mothers have to drink the baby milk they carry to satisfy check-in staff of its authenticity.

The stringent new actions are creating havoc at major airports. London's Heathrow is canceling one third of its daily flights to ensure the safety of passengers. Airlines are up in arms at the cancellations, which they deem as a short-term fix and unsustainable for the longer term. Passengers too are facing greater inconveniences and anxiety. Business travelers may switch to private charter jets to avoid having to stow away their computers and peripherals out of reach. Many executives may view the small additional cost they would incur would outweigh the hassles of having no hand baggage. Economy class passengers will inevitably worry about whether their valuables will be lost, pilfered or broken after check-in. Many fear baggage handlers might rifle through suitcases, which

may have to be checked-in unlocked. Most airlines do not recompense for damage to or

loss of fragile items.

Transatlantic

   a. What is the base? _____

   b. What does it mean? _____

   c. Is there a prefix? If so, what is it? _____

   d. Can you guess what the word means? _____

Non-essential
   a. What is the base? _____

   b. What does it mean? _____

   c. Is there a prefix? If so, what is it? _____

   d. Can you guess what the word means? _____

Unsustainable

   a. What is the base? _____

   b. What does it mean? _____

   c. Is there a prefix? If so, what is it? _____

   d. Can you guess what the word means? _____

Inconvenience

   a. What is the base? _____

   b. What does it mean? _____

   c. Is there a prefix? If so, what is it? _____

   d. Can you guess what the word means? _____

Outweigh

    a.   What is the base? _____

    b.   What does it mean? _____

    c.   Is there a prefix? If so, what is it? _____

    d.   Can you guess what the word means? _____

Inevitably

    e.   What is the base? _____

    f.   What does it mean? _____

    g.   Is there a prefix? If so, what is it? _____

    h.   Can you guess what the word means? _____

Appendix D

Most Common Prefixes in Academic Words

Prefix	Common Meaning	Alternate Form	Sample Words
be-	make		belittle, be friend
com-	together, with	con, col-, cor-, co-	combine, compete, contest, cooperate
de-	down, away		detach, defrost
dis-	not		dislike, disrespect
fore-	before, front		forecast, forehead
in-	not	im-, il-, ir-	insane, impolite, illiterate, irrelevant
inter-	between		interstate, intersect
mis-	wrong		misspell, mistake
over-	above, excessive		oversight, overload
out-	away from, better		outbound, outdo
pre-	before		predict, preseason
re-	again, back	retro-	repeat, reenact
sub-	under	sup-, sus-	submarine, support, sustain
trans-	across, beyond		transport, transmit
un-	not		unsafe, unlike

Activity

Appendix E

Read this passage and fill in the blanks with the corresponding words in the right

column, making changes in words, according to the collocation formulas

Collocation Formula

Verb + noun	
Adjective + noun	
Verb + Adjective + noun	
Adverb + verb	
Adverb + adjective	
Adverb + adjective + noun	
Adjective + preposition	
Noun + Noun	

Workers in microchip implant trial

An American company has started piloting a controversial new programme

aimed at increasing security.   Three workers from City Watcher.com, a

surveillance _____ provider, have volunteered to be electronically   *equip*

_____ via a silicon chip implanted in their arms. A digital   *monitor*

via silicon chip implanted in their arms. A digital tagging device, the size

of a grain of rice, has been injected into biceps of the workers. These radio

frequency _____ devices (RFIDs) will emit radio signals that   *identify*

will provide information to a central _____ system that will   monitor

allow the workers _____ to secure areas of the workplace.   access

The chips were originally _____ for medical purposes. Morgue   *design*

workers used the chips after Hurricane Katrina to keep track of unidentified

remains.

Sean Darks, CEO of City Watcher, said the glass –encased chips more like

identity cards that are inserted inside the recipient's body. He said it was

very different from Global Positioning Satellite _____, which   *technological*

allow the tracking and _____ of a person's whereabouts.   *monitor*

Mr. Darks insisted there was nothing sinister in the new trials and

and elected to be included as one of the first guinea pigs. In spite of

his enthusiasm, many _____libertarians are expressing concerns   *civilize*

over the _____ of privacy. Many believe RFID technology   *issue*

has huge _____ for abuse and that some time soon, serious   *potentiality*

decisions will have to be made by judiciary. Mr. Darks remains

unperturbed, reminding people that his workers can always opt to

to have chips _____   *remove*

Appendix F

COGNATE EXERCISE

In this paragraph you can find 20 words from the academic word list that look like Spanish words. Underline the words, and provide the Spanish meanings. Do not look any of the words up in the dictionary. After you have written as many meanings as you can, read the selection again, and circle the words from your list that don't make sense, according to the Spanish meanings.

When I was looking for a graduate program in psychology, I assumed that all of the programs of study were the same. I had to do a lot of research on the Internet. Consequently, I found that all graduate programs are not equivalent. Part of my method for my search was to keep a journal of all the information that I gathered. Another technique I used was to visit several campuses. For example, I went to a lecture at the University of Pennsylvania, where I discovered that their department of psychology offered several majors, among them: experimental psychology, cognitive psychology, cross-cultural psychology, social psychology, and clinical psychology.   I wanted to consider the geographical location of the program, the quality and reputation of the university and their academic policies. In addition, I had to pay attention to program costs, and the availability of scholarships and financial aid, even though my grandmother had left me an inheritance from her estate for my studies. One of the benefits of having a highly educated family was that they were able to assist me in my search, and to facilitate the funds for my visits to several universities. I finally made my decision based on all of these factors. You can not imagine my joyful reaction, when I received my acceptance letter in the mail, with a full scholarship, and the offer of a teaching assistantship. (Dara Shaw)

Appendix G

Word meaning: Four Square Vocabulary Learning

Read the passage with ten missed academic words. Once they have finished reading, students will choose a word for each blank. Write the target word in the upper left square. Then , match the ten target words with the corresponding meaning based on the context and place in the lower left square. Then we will check their response and compare their response. In the upper right, provide one example and one of non-examples of each word.

The Bill and Melinda Gates Foundation has announced _____ totaling 287 million

dollars to _____an international network of research _____ in an effort to

speed up the development of a vaccine for HIV. This report from Matt McGrath:

It's been 25 years since the HIV virus was _____but in that time scientists have

struggled to develop an effective vaccine against it. Dozens of human clinical trials with

different potential vaccines have been carried out, but none have been _____

because of the virus's ability to mutate and because it attacks the human immune system,

the very thing that vaccines try and stimulate to ward off infections.

Now the Gates Foundation hopes that its funding will help coordinate large scale

collaborative_____that can crack the _____ scientific problems. They

will bring together 165 researchers from 19 countries to _____ a range of

innovative _____. Among the projects that will be funded is research that will

isolate a large number of antibodies from humans and animals, including llamas, to see if

they can neutralize HIV. They will also _____ a project that will try to use

viruses related to smallpox as potential vaccines.

The foundation says that they are also developing global access plans to ensure that any

discoveries from the research will be accessible and affordable in developing countries.

Almost 700 million dollars is spent annually on developing an HIV vaccine, but

researchers say this is only half of what needs to be spent to reach that goal.

Matt McGrath, BBC, Science Reporter

grants	to agree to give somebody what they ask for,
create	achieving your aims or what was intended
major	planned pieces of work that are designed to find information about something.
pursue	very large or important
fund	to do sth or try to achieve sth over a period of time
successful	found or discovered somebody/something:
projects	plans that are intended to achieve a particular purpose
identified	to provide money for sth, usually sth official
strategies	a group of people who work together at a particular job.
teams	to make something happen or exist.

Target meaning	Example of the concept
Definition from the list	Non-example of target word

Developed by Eeds and Cockrum (1985)

Appendix H

Word Notebook Model

Word Definition: _____

_____

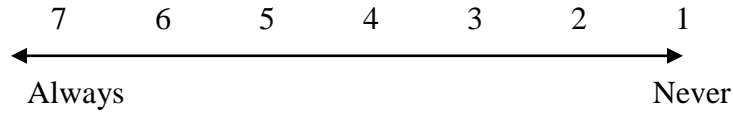**Word Formation:** _____

_____

Word Family   : _____

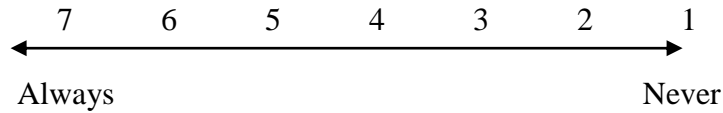**Part of the speech:**_____

**Sentence:**   _____

Appendix I
Questionnaire

1. Does your teacher provide you strategies during the English class to help you learn
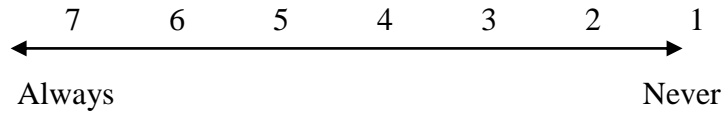   new vocabulary words?

   | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never

2. How often do you study to learn new vocabulary words outside of English class?

   | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never

3. English textbooks give us new vocabulary. How often do you study vocabulary using
   textbooks (in class and out)?

   | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never
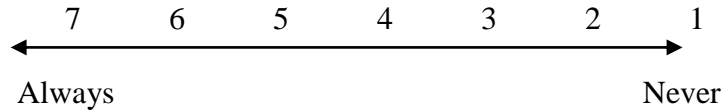
4. When we learn vocabulary in Spanish, we study the different word forms, prefixes,
   suffixes and verb endings. Do you consider these forms when you study vocabulary
   in English?

   | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never

5. When you speak English with native speakers, do you focus on learning new
   vocabulary?

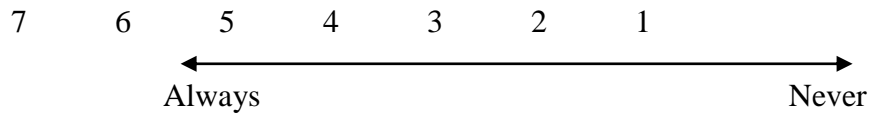 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never
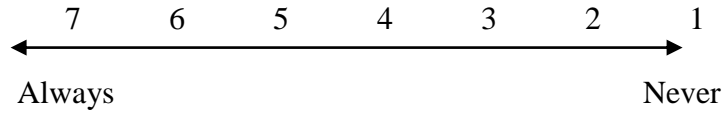
6. I am able to learn vocabulary for my test in class, but then I forget the vocabulary
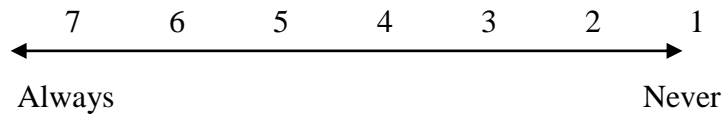   less than a week later.

   | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

   Always   Never
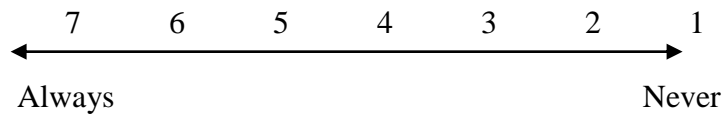
7. I recognize words when I read them but later I forget to use them.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never
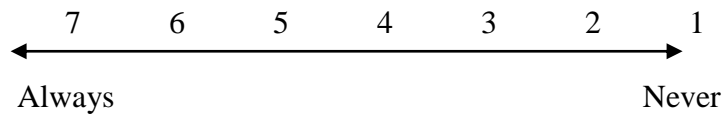
8. I know what words mean, but I use them inappropriately, according to my teacher.

7   6   5   4   3   2   1

Always   Never

9. I am satisfied with my ability to remember words

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never

10. I use dictionaries in my vocabulary study

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never

11. I use a thesaurus or dictionary of synonyms and antonyms to study vocabulary.

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never
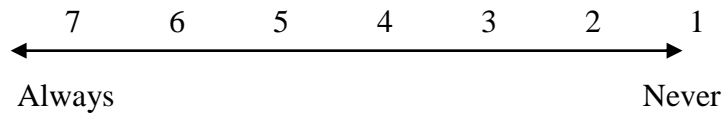
12. I keep a vocabulary notebook

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never
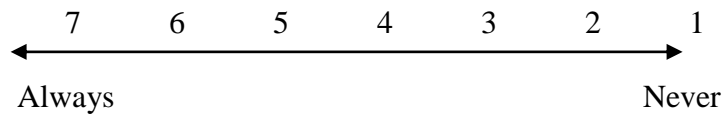
13. I use vocabulary cards for vocabulary studies

| 7 | 6 | 5 | 4 | 3 | 2 | 1 |

Always   Never
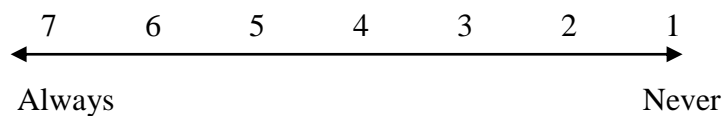
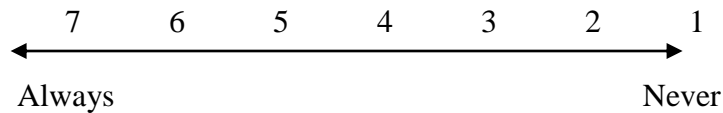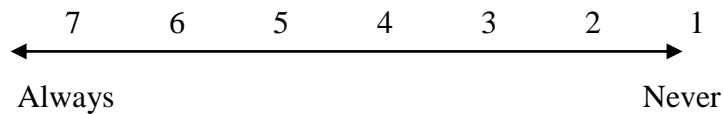14. I use word lists with Spanish translations of the words

7   6   5   4   3   2   1

Always   Never
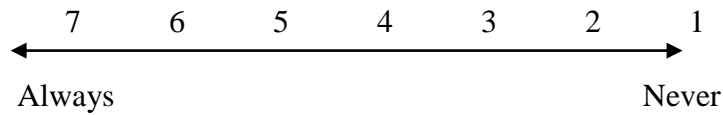
15. I practice new vocabulary by using new words in a sentence

7   6   5   4   3   2   1

Always   Never

16. When I read textbooks, I learn new words

7   6   5   4   3   2   1

Always   Never

17. When I look up a word in a dictionary and it has different meanings, I choose the best option by context.

7   6   5   4   3   2   1

Always   Never
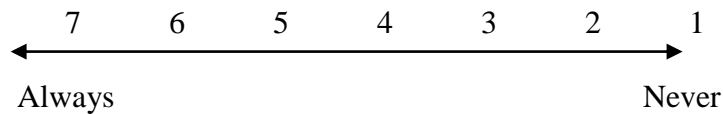
18. When I look up a word in a dictionary and it has different meanings, I choose the first option.

7   6   5   4   3   2   1

Always   Never
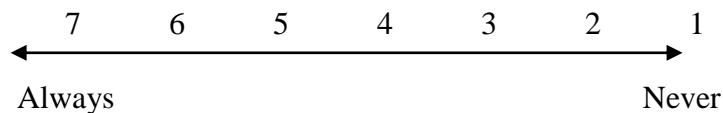
19. When I look up a word in a dictionary and it has different meanings, I ask someone else to help me.

7   6   5   4   3   2   1

Always   Never
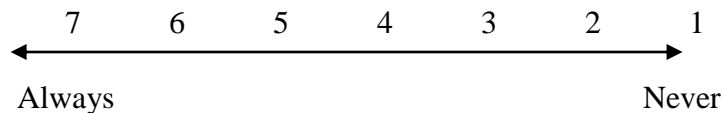
20. When I look up a word in a dictionary and it has different meanings, I pay attention to the part of speech (noun, verb, adjective)

7   6   5   4   3   2   1

Always   Never
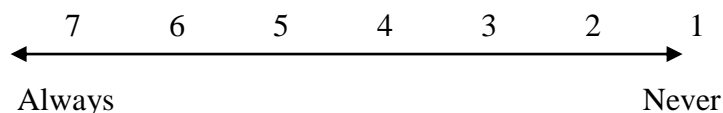
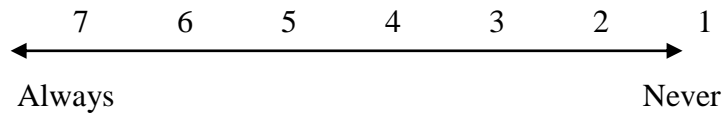21. When I find a new word that looks like Spanish word, I use the Spanish meaning to guess the English meaning?

           7   6   5   4   3   2   1

        Always   Never
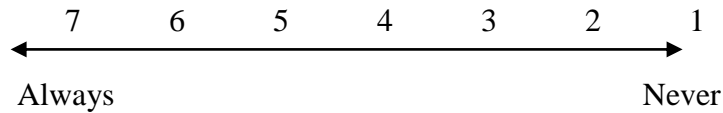
22. When I study new vocabulary, I try to relate the new words to things I know.

           7   6   5   4   3   2   1

        Always   Never

 23. When I study new vocabulary, I repeat the words aloud several times.

           7   6   5   4   3   2   1

        Always   Never
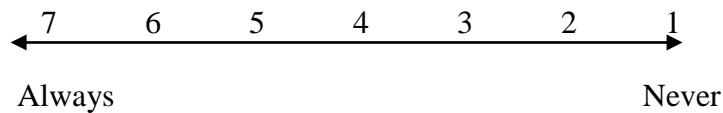
24. When I study new vocabulary, I write the words several times

           7   6   5   4   3   2   1

        Always   Never
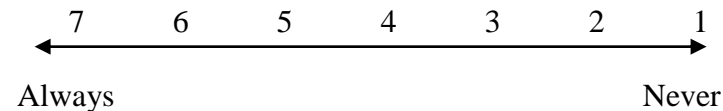
25. When I see new words, I try to guess the meaning without looking up the words

           7   6   5   4   3   2   1

        Always   Never
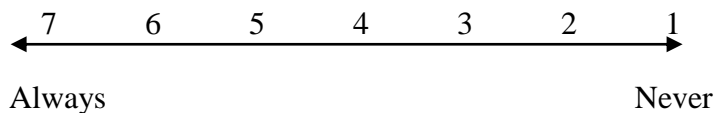
26. When I study new vocabulary, I skip the unknown words

           7   6   5   4   3   2   1

        Always   Never
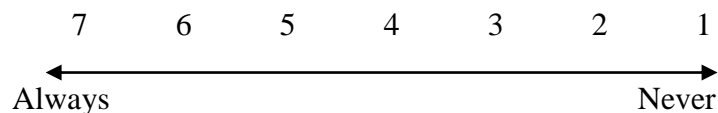
27. When I study new vocabulary, I ask someone else

           7   6   5   4   3   2   1

        Always   Never
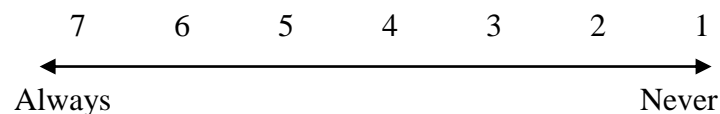
Appendix J
Pre-Interview Questions

Why do you think it is important to participate in this project?

What is your personal goal for vocabulary learning in this project?

What are your short-term goals for this project?

What are your long-term goals for this project?

Describe your own process for learning new vocabulary. (Explain step by step everything you do to learn new vocabulary.)

How often do you practice each of the activities that you talk about in your last answer?

What are the best strategies for expanding your vocabulary?

How much time do you dedicate to vocabulary study

Appendix K
Post InterviewQuestions

What have you learned during this project?

Have you met your short-term goals in this project?

When you read now are there any differences in your understanding of new vocabulary?

When you read textbooks in your field, are there any differences in your understanding of new terms?

What are your long-term goals for vocabulary learning?

What are you doing differently when you study vocabulary now?

What did you find more useful in this project?

Describe the way you think about vocabulary study now?

Which vocabulary learning strategies are most useful? Please explain

Which vocabulary learning strategies are not useful? Please explain.

Is there anything else you want to tell me about your participation in this project?

Appendix L

Academic Word List (Coxhead A, (2000)

Sublist 1 of the Academic Word List Family Derivation

analyse
  analysed
  analyser
  analysers
  analyses
  analysing
  analysis
  analyst
  analysts
  analytic
  analytical
  analytically
  analyze
  analyzed
  analyzes
  analyzing
approach
  approachable
  approached
  approaches
  approaching
  unapproachable
area
  areas
assess
  assessable
  assessed
  assesses
  assessing
  assessment
  assessments
  reassess
  reassessed
  reassessing
  reassessment
  unassessed
assume
  assumed
  assumes
  assuming
  assumption
  assumptions
authority
  authoritative
  authorities
available
  availability
  unavailable

economy
  economic
  economical
  economically
  economics
  economies
  economist
  economists
  uneconomical
environment
  environmental
  environmentalist
  environmentalists
  environmentally
  environments
establish
  disestablish
  disestablished
  disestablishes
  disestablishing
  disestablishment
  established
  establishes
  establishing
  establishment
  establishments
estimate
  estimated
  estimates
  estimating
  estimation
  estimations
  over-estimate
  overestimate
  overestimated
  overestimates
  overestimating
  underestimate
  underestimated
  underestimates
  underestimating
evident
  evidenced
  evidence
  evidential
  evidently

legislate
  legislated
  legislates
  legislating
  legislation
  legislative
  legislator
  legislators
  legislature
major
  majorities
  majority
method
  methodical
  methodological
  methodologies
  methodology
  methods
occur
  occurred
  occurrence
  occurrences
  occurring
  occurs
  reoccur
  reoccurred
  reoccurring
  reoccurs
percent
  percentage
  percentages
period
  periodic
  periodical
  periodically
  periodicals
  periods
policy
  policies
principle
  principled
  principles
  unprincipled
proceed
  procedural
  procedure
  procedures
  proceeded
  proceeding
  proceedings
  proceeds

benefit
- beneficial
- beneficiary
- beneficiaries
- benefited
- benefiting
- benefits

concept
- conception
- concepts
- conceptual
- conceptualisation
- conceptualise
- conceptualised
- conceptualises
- conceptualising
- conceptually

consist
- consisted
- consistency
- *consistent*
- consistently
- consisting
- consists
- inconsistencies
- inconsistency
- inconsistent

constitute
- constituencies
- constituency
- constituent
- constituents
- constituted
- constitutes
- constituting
- constitution
- constitutions
- *constitutional*
- constitutionally
- constitutive
- unconstitutional

context
- contexts
- contextual
- contextualise
- contextualised
- contextualising
- uncontextualised
- contextualize
- contextualized
- contextualizing
- uncontextualized

export
- exported
- exporter
- exporters
- exporting
- exports

factor
- factored
- factoring
- *factors*

finance
- financed
- finances
- *financial*
- financially
- financier
- financiers
- financing

formula
- formulae
- formulas
- formulate
- formulated
- formulating
- formulation
- formulations
- reformulate
- reformulated
- reformulating
- reformulation
- reformulations

function
- functional
- functionally
- functioned
- functioning
- functions

identify
- identifiable
- identification
- *identified*
- identifies
- identifying
- identities
- identity
- unidentifiable

income
- incomes

indicate
- indicated
- indicates
- indicating
- indication
- indications
- indicative
- indicator
- indicators

process
- processed
- processes
- processing

require
- *required*
- requirement
- requirements
- requires
- requiring

research
- researched
- researcher
- researchers
- researches
- researching

respond
- responded
- respondent
- respondents
- responding
- responds
- *response*
- responses
- responsive
- responsiveness
- unresponsive

role
- roles

section
- sectioned
- sectioning
- sections

sector
- sectors

significant
- insignificant
- insignificantly
- significance
- significantly
- signified
- signifies
- signify
- signifying

similar
- dissimilar
- similarities
- similarity
- similarly

source
- sourced
- sources
- sourcing

specific
- specifically
- specification
- specifications
- specificity
- specifics

contract
>contracted
>contracting
>contractor
>contractors
>contracts

create
>created
>creates
>creating
>creation
>creations
>creative
>creatively
>creativity
>creator
>creators
>recreate
>recreated
>recreates
>recreating

data

define
>definable
>defined
>defines
>defining
>*definition*
>definitions
>redefine
>redefined
>redefines
>redefining
>undefined

derive
>derivation
>derivations
>derivative
>derivatives
>*derived*
>derives
>deriving

distribute
>distributed
>distributing
>*distribution*
>distributional
>distributions
>distributive
>distributor
>distributors
>redistribute
>redistributed
>redistributes
>redistributing
>redistribution

individual
>individualised
>individuality
>individualism
>individualist
>individualists
>individualistic
>individually
>individuals

interpret
>*interpretation*
>interpretations
>interpretative
>interpreted
>interpreting
>interpretive
>interprets
>misinterpret
>misinterpretation
>misinterpretations
>misinterpreted
>misinterpreting
>misinterprets
>reinterpret
>reinterpreted
>reinterprets
>reinterpreting
>reinterpretation
>reinterpretations

involve
>*involved*
>involvement
>involves
>involving
>uninvolved

issue
>issued
>*issues*
>issuing

labour
>labor
>labored
>labors
>laboured
>labouring
>labours

legal
>illegal
>illegality
>illegally
>legality
>legally

structure
>restructure
>restructured
>restructures
>restructuring
>structural
>structurally
>structured
>structures
>structuring
>unstructured

theory
>theoretical
>theoretically
>theories
>theorist
>theorists

vary
>invariable
>invariably
>variability
>variable
>*variables*
>variably
>variance
>variant
>variants
>variation
>variations
>varied
>varies
>varying

Sublist 2 of the Academic Word List

achieve
    achievable
    achieved
    achievement
    achievements
    achieves
    achieving
acquire
    acquired
    acquires
    acquiring
    acquisition
    acquisitions
administrate
    administrates
    administration
    administrations
    administrative
    administratively
    administrator
    administrators
affect
    affected
    affecting
    affective
    affectively
    affects
    unaffected
appropriate
    appropriacy
    appropriately
    appropriateness
    inappropriacy
    inappropriate
    inappropriately
aspect
    aspects
assist
    assistance
    assistant
    assistants
    assisted
    assisting
    assists
    unassisted
category
    categories
    categorisation
    categorise
    categorised
    categorises
    categorising
    categorization
    categorized
    categorizes
    categorizing
chapter
    chapters

distinct
    distinction
    distinctions
    distinctive
    distinctively
    distinctly
    indistinct
    indistinctly
element
    elements
equate
    equated
    equates
    equating
    equation
    equations
evaluate
    evaluated
    evaluates
    evaluating
    evaluation
    evaluations
    evaluative
    re-evaluate
    re-evaluated
    re-evaluates
    re-evaluating
    re-evaluation
feature
    featured
    features
    featuring
final
    finalise
    finalised
    finalises
    finalising
    finalize
    finalized
    finalizes
    finalizing
    finality
    finally
    finals
focus
    focused
    focuses
    focusing
    focussed
    focussing
    refocus
    refocused
    refocuses
    refocusing
    refocussed
    refocusses
    refocussing

participate
    participant
    participants
    participated
    participates
    participating
    participation
    participatory
perceive
    perceived
    perceives
    perceiving
    perception
    perceptions
positive
    positively
potential
    potentially
previous
    previously
primary
    primarily
purchase
    purchased
    purchaser
    purchasers
    purchases
    purchasing
range
    ranged
    ranges
    ranging
region
    regional
    regionally
    regions
regulate
    deregulated
    deregulates
    deregulating
    deregulation
    regulated
    regulates
    regulating
    regulation
    regulations
    regulator
    regulators
    regulatory
    unregulated
relevant
    irrelevance
    irrelevant
    relevance

commission
 commissioned
 commissioner
 commissioners
 commissioning
 commissions
community
 communities
complex
 complexities
 complexity
compute
 computation
 computational
 computations
 computable
 computer
 computed
 computerised
 computers
 computing
conclude
 concluded
 concludes
 concluding
 conclusion
 conclusions
 conclusive
 conclusively
 inconclusive
 inconclusively
conduct
 conducted
 conducting
 conducts
consequent
 consequence
 consequences
 consequently
construct
 constructed
 constructing
 construction
 constructions
 constructive
 constructs
 reconstruct
 reconstructed
 reconstructing
 reconstruction
 reconstructs
consume
 consumed
 consumer
 consumers
 consumes
 consuming
 consumption

impact
 impacted
 impacting
 impacts
injure
 injured
 injures
 injuries
 injuring
 injury
 uninjured
institute
 instituted
 institutes
 instituting
 institution
 institutional
 institutionalise
 institutionalised
 institutionalises
 institutionalising
 institutionalized
 institutionalizes
 institutionalizing
 institutionally
 institutions
invest
 invested
 investing
 investment
 investments
 investor
 investors
 invests
 reinvest
 reinvested
 reinvesting
 reinvestment
 reinvests
item
 itemisation
 itemise
 itemised
 itemises
 itemising
 items
journal
 journals
maintain
 maintained
 maintaining
 maintains
 maintenance

reside
 resided
 residence
 resident
 residential
 residents
 resides
 residing
resource
 resourced
 resourceful
 resources
 resourcing
 unresourceful
 under-resourced
restrict
 restricted
 restricting
 restriction
 restrictions
 restrictive
 restrictively
 restricts
 unrestricted
 unrestrictive
secure
 insecure
 insecurities
 insecurity
 secured
 securely
 secures
 securing
 securities
 security
seek
 seeking
 seeks
 sought
select
 selected
 selecting
 selection
 selections
 selective
 selectively
 selector
 selectors
 selects
site
 sites
strategy
 strategic
 strategies
 strategically
 strategist
 strategists

credit
    credited
    crediting
    creditor
    creditors
    credits
culture
    cultural
    culturally
    cultured
    cultures
    uncultured
design
    designed
    designer
    designers
    designing
    designs

normal
    abnormal
    abnormally
    normalisation
    normalise
    normalised
    normalises
    normalising
    normalization
    normalize
    normalized
    normalizes
    normalizing
    normality
    normally
obtain
    obtainable
    obtained
    obtaining
    obtains
    unobtainable

survey
    surveyed
    surveying
    surveys
text
    texts
    textual
tradition
    non-traditional
    traditional
    traditionalist
    traditionally
    traditions
transfer
    transferable
    transference
    transferred
    transferring
    transfers

Sublist 3 of the Academic Word List

alternative
    alternatively
    alternatives
circumstance
    circumstances
comment
    commentaries
    commentary
    commentator
    commentators
    commented
    commenting
    comments
compensate
    compensated
    compensates
    compensating
    compensation
    compensations
    compensatory
component
    componentry
    components
consent
    consensus
    consented
    consenting
    consents
considerable
    considerably

emphasis
    emphasise
    emphasised
    emphasising
    emphasize
    emphasized
    emphasizes
    emphasizing
    emphatic
    emphatically
ensure
    ensured
    ensures
    ensuring
exclude
    excluded
    excludes
    excluding
    exclusion
    exclusionary
    exclusionist
    exclusions
    exclusive
    exclusively
framework
    frameworks
fund
    funded
    funder
    funders
    funding
    funds

philosophy
    philosopher
    philosophers
    philosophical
    philosophically
    philosophies
    philosophise
    philosophised
    philosophises
    philosophising
    philosophize
    philosophized
    philosophizes
    philosophizing
physical
    physically
proportion
    disproportion
    disproportionate
    disproportionately
    proportional
    proportionally
    proportionate
    proportionately
    proportions
publish
    published
    publisher
    publishers
    publishes
    publishing
    unpublished

constant
- constancy
- constantly
- constants
- inconstancy
- inconstantly

constrain
- constrained
- constraining
- constrains
- constraint
- *constraints*
- unconstrained

contribute
- contributed
- contributes
- contributing
- *contribution*
- contributions
- contributor
- contributors

convene
- *convention*
- convenes
- convened
- convening
- conventional
- conventionally
- conventions
- unconventional

coordinate
- coordinated
- coordinates
- coordinating
- *coordination*
- coordinator
- coordinators
- co-ordinate
- co-ordinated
- co-ordinates
- co-ordinating
- co-ordination
- co-ordinator
- co-ordinators

core
- cores
- coring
- cored

corporate
- corporates
- corporation
- corporations

correspond
- corresponded
- correspondence
- *corresponding*
- correspondingly
- corresponds

criteria
- criterion

illustrate
- *illustrated*
- illustrates
- illustrating
- illustration
- illustrations
- illustrative

immigrate
- immigrant
- immigrants
- immigrated
- immigrates
- immigrating
- *immigration*

imply
- implied
- *implies*
- implying

initial
- initially

instance
- instances

interact
- interacted
- interacting
- *interaction*
- interactions
- interactive
- interactively
- interacts

justify
- justifiable
- justifiably
- *justification*
- justifications
- justified
- justifies
- justifying
- unjustified

layer
- layered
- layering
- layers

link
- linkage
- linkages
- linked
- linking
- links

locate
- located
- locating
- *location*
- locations
- relocate
- relocated
- relocates
- relocating
- relocation

react
- reacted
- reacts
- reacting
- *reaction*
- reactionaries
- reactionary
- reactions
- reactive
- reactivate
- reactivation
- reactor
- reactors

register
- deregister
- deregistered
- deregistering
- deregisters
- deregistration
- *registered*
- registering
- registers
- registration

rely
- reliability
- reliable
- reliably
- *reliance*
- reliant
- relied
- relies
- relying
- unreliable

remove
- removable
- removal
- removals
- *removed*
- removes
- removing

scheme
- schematic
- schematically
- schemed
- schemes
- scheming

sequence
- sequenced
- sequences
- sequencing
- sequential
- sequentially

sex
- sexes
- sexism
- sexual
- sexuality
- sexually

shift
- shifted
- shifting
- shifts

deduce
  deduced
  deduces
  deducing
  deduction
  deductions
demonstrate
  demonstrable
  demonstrably
  demonstrated
  demonstrates
  demonstrating
  demonstration
  demonstrations
  demonstrative
  demonstratively
  demonstrator
  demonstrators
document
  documentation
  documented
  documenting
  documents
dominate
  dominance
  dominant
  dominated
  dominates
  dominating
  domination

maximise
  max
  maximised
  maximises
  maximising
  maximisation
  maximize
  maximized
  maximizes
  maximizing
  maximization
  maximum
minor
  minorities
  minority
  minors
negate
  negative
  negated
  negates
  negating
  negatively
  negatives
outcome
  outcomes
partner
  partners
  partnership
  partnerships

specify
  specifiable
  specified
  specifies
  specifying
  unspecified
sufficient
  sufficiency
  insufficient
  insufficiently
  sufficiently
task
  tasks
technical
  technically
technique
  techniques
technology
  technological
  technologically
valid
  invalidate
  invalidity
  validate
  validated
  validating
  validation
  validity
  validly
volume
  volumes
  vol

access
  accessed
  accesses
  accessibility
  accessible
  accessing
  inaccessible
adequate
  adequacy
  adequately
  inadequacies
  inadequacy
  inadequate
  inadequately
annual
  annually
apparent
  apparently
approximate
  approximated
  approximately
  approximates
  approximating
  approximation
  approximations
attitude
  attitudes

error
  erroneous
  erroneously
  errors
ethnic
  ethnicity
goal
  goals
grant
  granted
  granting
  grants
hence
hypothesis
  hypotheses
  hypothesise
  hypothesised
  hypothesises
  hypothesising
  hypothesize
  hypothesized
  hypothesizes
  hypothesizing
  hypothetical
  hypothetically

parallel
  paralleled
  parallelled
  parallelling
  parallels
  unparalleled
parameter
  parameters
phase
  phased
  phases
  phasing
predict
  predictability
  predictable
  predictably
  predicted
  predicting
  prediction
  predictions
  predicts
  unpredictability
  unpredictable
principal
  principally
prior

attribute
    attributable
    attributed
    attributes
    attributing
    attribution
civil
code
    coded
    codes
    coding
commit
    commitment
    commitments
    commits
    committed
    committing
communicate
    communicable
    communicated
    communicates
    communicating
    communication
    communications
    communicative
    communicatively
    uncommunicative
concentrate
    concentrated
    concentrates
    concentrating
    concentration
confer
    conference
    conferences
    conferred
    conferring
    confers
contrast
    contrasted
    contrasting
    contrastive
    contrasts
cycle
    cycled
    cycles
    cyclic
    cyclical
    cycling
debate
    debatable
    debated
    debates
    debating
despite
dimension
    dimensional
    dimensions
    multidimensional

implement
    implementation
    implemented
    implementing
    implements
implicate
    implicated
    implicates
    implicating
    implication
    implications
impose
    imposed
    imposes
    imposing
    imposition
integrate
    integrated
    integrates
    integrating
    integration
internal
    internalise
    internalised
    internalises
    internalising
    internalize
    internalized
    internalizes
    internalizing
    internally
investigate
    investigated
    investigates
    investigating
    investigation
    investigations
    investigative
    investigator
    investigators
job
    jobs
label
    labeled
    labeling
    labelled
    labelling
    labels
mechanism
    mechanisms
obvious
    obviously

professional
    professionally
    professionals
    professionalism
project
    projected
    projecting
    projection
    projections
    projects
promote
    promoted
    promoter
    promoters
    promotes
    promoting
    promotion
    promotions
regime
    regimes
resolve
    resolution
    resolved
    resolves
    resolving
    unresolved
retain
    retained
    retaining
    retainer
    retainers
    retains
    retention
    retentive
series
statistic
    statistician
    statisticians
    statistical
    statistically
    statistics
status
stress
    stressed
    stresses
    stressful
    stressing
    unstressed
subsequent
    subsequently
sum
    summation
    summed
    summing
    sums

domestic
 domestically
 domesticate
 domesticated
 domesticating
 domestics
emerge
 emerged
 emergence
 emergent
 emerges
 emerging

occupy
 occupancy
 occupant
 occupants
 occupation
 occupational
 occupations
 occupied
 occupier
 occupiers
 occupies
 occupying
option
 optional
 options
output
 outputs
overall

summary
 summaries
 summarise
 summarised
 summarises
 summarising
 summarisation
 summarisations
 summarization
 summarizations
 summarize
 summarized
 summarizes
 summarizing
undertake
 undertaken
 undertakes
 undertaking
 undertook

Sublist 5 of the Academic Word List

academy
 academia
 academic
 academically
 academics
 academies
adjust
 adjusted
 adjusting
 adjustment
 adjustments
 adjusts
 readjust
 readjusted
 readjusting
 readjustment
 readjustments
 readjusts
alter
 alterable
 alteration
 alterations
 altered
 altering
 alternate
 alternating
 alters
 unalterable
 unaltered

amend
 amended
 amending
 amendment
 amendments
 amends

expand
 expanded
 expanding
 expands
 expansion
 expansionism
 expansive
expose
 exposed
 exposes
 exposing
 exposure
 exposures
external
 externalisation
 externalise
 externalised
 externalises
 externalising
 externality
 externalization
 externalize
 externalized
 externalizes
 externalizing
 externally

facilitate
 facilitated
 facilitates
 facilities
 facilitating
 facilitation
 facilitator
 facilitators
 facility

orient
 orientate
 orientated
 orientates
 orientation
 orientating
 oriented
 orienting
 orients
 reorient
 reorientation
perspective
 perspectives
precise
 imprecise
 precisely
 precision
prime
 primacy
psychology
 psychological
 psychologically
 psychologist
 psychologists
pursue
 pursued
 pursues
 pursuing
 pursuit
 pursuits
ratio
 ratios
reject
 rejected
 rejecting
 rejection
 rejects
 rejections

aware
- awareness
- unaware

capacity
- capacities
- incapacitate
- incapacitated

challenge
- challenged
- challenger
- challengers
- challenges
- challenging

clause
- clauses

compound
- compounded
- compounding
- *compounds*

conflict
- conflicted
- conflicting
- conflicts

consult
- consultancy
- consultant
- consultants
- *consultation*
- consultations
- consultative
- consulted
- consults
- consulting

contact
- contactable
- contacted
- contacting
- contacts

decline
- declined
- declines
- declining

discrete
- discretely
- *discretion*
- discretionary
- indiscrete
- indiscretion

draft
- drafted
- drafting
- drafts
- redraft
- redrafted
- redrafting
- redrafts

enable
- enabled
- enables
- enabling

energy
- energetic

fundamental
- fundamentally

generate
- *generated*
- generates
- generating

generation
- generations

image
- imagery
- images

liberal
- liberalise
- liberalism
- liberalisation
- liberalised
- liberalises
- liberalising
- liberalization
- liberalize
- liberalized
- liberalizes
- liberalizing
- liberate
- liberated
- liberates
- liberation
- liberations
- liberating
- liberator
- liberators
- liberally
- liberals

licence
- licences
- license
- licensed
- licensing
- licenses
- unlicensed

logic
- illogical
- illogically
- logical
- logically
- logician
- logicians

margin
- *marginal*
- marginally
- margins

medical
- medically

mental
- mentality
- mentally

revenue
- revenues

stable
- instability
- stabilisation
- stabilise
- stabilised
- stabilises
- stabilising
- stabilization
- stabilize
- stabilized
- stabilizes
- stabilizing
- *stability*
- unstable

style
- styled
- *styles*
- styling
- stylish
- stylise
- stylised
- stylises
- stylising
- stylize
- stylized
- stylizes
- stylizing

substitute
- substituted
- substitutes
- substituting
- *substitution*

sustain
- *sustainable*
- sustainability
- sustained
- sustaining
- sustains
- sustenance
- unsustainable

symbol
- *symbolic*
- symbolically
- symbolise
- symbolises
- symbolised
- symbolising
- symbolism
- symbolize
- symbolized
- symbolizes
- symbolizing
- symbols

target
- targeted
- targeting
- targets

transit

energetically
energies
enforce
enforced
enforcement
enforces
enforcing
entity
entities
equivalent
equivalence
evolve
evolution
evolved
evolving
evolves
evolutionary
evolutionist
evolutionists

modify
modification
modifications
modified
modifies
modifying
unmodified
monitor
monitored
monitoring
monitors
unmonitored
network
networked
networking
networks
notion
notions
objective
objectively
objectivity

transited
transiting
transition
transitional
transitions
transitory
transits
trend
trends
version
versions
welfare
whereas

Sublist 5 of the Academic Word List

academy
academia
academic
academically
academics
academies
adjust
adjusted
adjusting
adjustment
adjustments
adjusts
readjust
readjusted
readjusting
readjustment
readjustments
readjusts
alter
alterable
alteration
alterations
altered
altering
alternate
alternating
alters
unalterable
unaltered
amend
amended
amending
amendment
amendments
amends

expand
expanded
expanding
expands
expansion
expansionism
expansive
expose
exposed
exposes
exposing
exposure
exposures
external
externalisation
externalise
externalised
externalises
externalising
externality
externalization
externalize
externalized
externalizes
externalizing
externally
facilitate
facilitated
facilitates
facilities
facilitating
facilitation
facilitator
facilitators
facility

orient
orientate
orientated
orientates
orientation
orientating
oriented
orienting
orients
reorient
reorientation
perspective
perspectives
precise
imprecise
precisely
precision
prime
primacy

psychology
psychological
psychologically
psychologist
psychologists
pursue
pursued
pursues
pursuing
pursuit
pursuits
ratio
ratios

aware
  awareness
  unaware
capacity
  capacities
  incapacitate
  incapacitated
challenge
  challenged
  challenger
  challengers
  challenges
  challenging
clause
  clauses
compound
  compounded
  compounding
  compounds
conflict
  conflicted
  conflicting
  conflicts
consult
  consultancy
  consultant
  consultants
  consultation
  consultations
  consultative
  consulted
  consults
  consulting
contact
  contactable
  contacted
  contacting
  contacts
decline
  declined
  declines
  declining
discrete
  discretely
  discretion
  discretionary
  indiscrete
  indiscretion
draft
  drafted
  drafting
  drafts
  redraft
  redrafted
  redrafting
  redrafts
enable
  enabled
  enables
  enabling

fundamental
  fundamentally
generate
  generated
  generates
  generating
generation
  generations
image
  imagery
  images
liberal
  liberalise
  liberalism
  liberalisation
  liberalised
  liberalises
  liberalising
  liberalization
  liberalize
  liberalized
  liberalizes
  liberalizing
  liberate
  liberated
  liberates
  liberation
  liberations
  liberating
  liberator
  liberators
  liberally
  liberals
licence
  licences
  license
  licensed
  licensing
  licenses
  unlicensed
logic
  illogical
  illogically
  logical
  logically
  logician
  logicians
margin
  marginal
  marginally
  margins
medical
  medically
mental
  mentality
  mentally

reject
  rejected
  rejecting
  rejection
  rejects
  rejections
revenue
  revenues
stable
  instability
  stabilisation
  stabilise
  stabilised
  stabilises
  stabilising
  stabilization
  stabilize
  stabilized
  stabilizes
  stabilizing
  stability
  unstable
style
  styled
  styles
  styling
  stylish
  stylise
  stylised
  stylises
  stylising
  stylize
  stylized
  stylizes
  stylizing
substitute
  substituted
  substitutes
  substituting
  substitution
sustain
  sustainable
  sustainability
  sustained
  sustaining
  sustains
  sustenance
  unsustainable

energy
  energetic
  energetically
  energies
enforce
  enforced
  enforcement
  enforces
  enforcing
entity
  entities
equivalent
  equivalence
evolve
  evolution
  evolved
  evolving
  evolves
  evolutionary
  evolutionist
  evolutionists

modify
  modification
  modifications
  modified
  modifies
  modifying
  unmodified
monitor
  monitored
  monitoring
  monitors
  unmonitored
network
  networked
  networking
  networks
notion
  notions
objective
  objectively
  objectivity

symbol
  symbolic
  symbolically
  symbolise
  symbolises
  symbolised
  symbolising
  symbolism
  symbolize
  symbolized
  symbolizes
  symbolizing
symbols
target
  targeted
  targeting
  targets
transit
  transited
  transiting
  transition
  transitional
  transitions
  transitory
  transits
trend
  trends
version
  versions
welfare
whereas

Sublist 6 of the Academic Word List

abstract
  abstraction
  abstractions
  abstractly
  abstracts
accurate
  accuracy
  accurately
  inaccuracy
  inaccuracies
  inaccurate
acknowledge
  acknowledged
  acknowledges
  acknowledging
  acknowledgement
  acknowledgements
aggregate
  aggregated
  aggregates
  aggregating
  aggregation

enhance
  enhanced
  enhancement
  enhances
  enhancing
estate
  estates
exceed
  exceeded
  exceeding
  exceeds
expert
  expertise
  expertly
  experts
explicit
  explicitly
federal
  federation
  federations
fee
  fees
flexible
  flexibility
  inflexible
  inflexibility
furthermore

neutral
  neutralisation
  neutralise
  neutralised
  neutralises
  neutralising
  neutrality
  neutralization
  neutralize
  neutralized
  neutralizes
  neutralizing
nevertheless
overseas
precede
  preceded
  precedence
  precedent
  precedes
  preceding
  unprecedented

allocate
- allocated
- allocates
- allocating
- *allocation*
- allocations

assign
- *assigned*
- assigning
- assignment
- assignments
- assigns
- reassign
- reassigned
- reassigning
- reassigns
- unassigned

attach
- *attached*
- attaches
- attaching
- attachment
- attachments
- unattached

author
- authored
- authoring
- authors
- authorship

bond
- bonded
- bonding
- bonds

brief
- brevity
- briefed
- briefing
- briefly
- briefs

capable
- capabilities
- capability
- incapable

cite
- citation
- citations
- *cited*
- citing
- cites

cooperate
- cooperated
- cooperates
- cooperating
- cooperation
- *cooperative*
- cooperatively
- co-operate
- co-operated
- co-operates
- co-operation
- co-operative
- co-operatively

gender
- genders

ignorant
- ignorance
- ignore
- *ignored*
- ignores
- ignoring

incentive
- incentives

incidence
- incident
- incidentally
- incidents

incorporate
- *incorporated*
- incorporates
- incorporating
- incorporation

index
- indexed
- indexes
- indexing

inhibit
- inhibited
- inhibiting
- *inhibition*
- inhibitions
- inhibits

initiate
- initiated
- initiates
- initiating
- initiation
- initiations
- initiative
- *initiatives*
- initiator
- initiators

input
- inputs

instruct
- instruction
- instructed
- instructing
- *instructions*
- instructive
- instructor
- instructors
- instructs

intelligent
- *intelligence*
- intelligently
- unintelligent

interval
- intervals

lecture
- lectured
- lecturer
- lecturers
- lectures
- lecturing

presume
- presumably
- presumed
- presumes
- presuming
- *presumption*
- presumptions
- presumptuous

rational
- irrational
- rationalisation
- rationalisations
- rationalise
- rationalised
- rationalises
- rationalising
- rationalism
- rationality
- rationalization
- rationalizations
- rationalize
- rationalized
- rationalizes
- rationally

recover
- recoverable
- recovered
- recovering
- recovers
- *recovery*

reveal
- *revealed*
- revealing
- reveals
- revelation
- revelations

scope

subsidy
- *subsidiary*
- subsidies
- subsidise
- subsidised
- subsidises
- subsidising
- subsidize
- subsidized
- subsidizes
- subsidizing

tape
- taped
- *tapes*
- taping

trace
- traceable
- traced
- traces
- tracing

transform

discriminate
    discriminated
    discriminates
    discriminating
    discrimination
display
    displayed
    displaying
    displays
diverse
    diversely
    diversification
    diversified
    diversifies
    diversify
    diversifying
    diversity
domain
    domains
edit
    edited
    editing
    edition
    editions
    editor
    editorial
    editorials
    editors
    edits

migrate
    migrant
    migrants
    migrated
    migrates
    migrating
    migration
    migrations
    migratory
minimum
ministry
    ministered
    ministering
    ministerial
    ministries
motive
    motivate
    motivated
    motivates
    motivating
    motivation
    motivations
    motives
    unmotivated

    transformation
    transformations
    transformed
    transforming
    transforms
transport
    transportation
    transported
    transporter
    transporters
    transporting
    transports
underlie
    underlay
    underlies
    underlying
utilise
    utilisation
    utilised
    utilises
    utilising
    utiliser
    utilisers
    utility
    utilities
    utilization
    utilize
    utilized
    utilizes
    utilizing

Sublist 7 of the Academic Word List

adapt
    adaptability
    adaptable
    adaptation
    adaptations
    adapted
    adapting
    adaptive
    adapts
adult
    adulthood
    adults
advocate
    advocacy
    advocated
    advocates
    advocating
aid
    aided
    aiding
    aids
    unaided
channel
    channelled
    channelling
    channels
chemical

equip
    equipment
    equipped
    equipping
    equips
extract
    extracted
    extracting
    extraction
    extracts
file
    filed
    files
    filing
finite
    infinite
    infinitely
foundation
    foundations
globe
    global
    globally
    globalisation
    globalization

grade

prohibit
    prohibited
    prohibiting
    prohibition
    prohibitions
    prohibitive
    prohibits
publication
    publications
quote
    quotation
    quotations
    quoted
    quotes
    quoting
release
    released
    releases
    releasing
reverse
    reversal
    reversed
    reverses
    reversible
    reversing
    reversals
    irreversible
simulate

chemically
chemicals
classic
classical
classics
comprehensive
comprehensively
comprise
comprised
comprises
comprising
confirm
confirmation
confirmed
confirming
confirms
contrary
contrarily
convert
conversion
conversions
converted
convertible
converting
converts
couple
coupled
coupling
couples
decade
decades
definite
definitely
definitive
indefinite
indefinitely
deny
deniable
denial
denials
denied
denies
denying
undeniable
differentiate
differentiated
differentiates
differentiating
differentiation
dispose
disposable
disposal
disposed
disposes
disposing
dynamic
dynamically
dynamics

eliminate
eliminated
eliminates

graded
grades
grading
guarantee
guaranteed
guaranteeing
guarantees
hierarchy
hierarchical
hierarchies
identical
identically
ideology
ideological
ideologically
ideologies
infer
inference
inferences
inferred
inferring
infers
innovate
innovation
innovated
innovates
innovating
innovations
innovative
innovator
innovators
insert
inserted
inserting
insertion
inserts
intervene
intervened
intervenes
intervening
intervention
interventions
isolate
isolated
isolates
isolating
isolation
isolationism
media
mode
modes
paradigm
paradigms
phenomenon
phenomena
phenomenal
priority
priorities
prioritisation
prioritise
prioritised
prioritises

simulated
simulates
simulating
simulation
sole
solely
somewhat
submit
submission
submissions
submits
submitted
submitting
successor
succession
successions
successive
successively
successors
survive
survival
survived
survives
surviving
survivor
survivors
thesis
theses
topic
topical
topics
transmit
transmission
transmissions
transmitted
transmitting
transmits
ultimate
ultimately
unique
uniquely
uniqueness
visible
visibility
visibly
invisible
invisibility
voluntary
voluntarily
volunteer
volunteering
volunteered
volunteers

eliminating
elimination
empirical
    empirically
    empiricism

prioritising
prioritization
prioritize
prioritized
prioritizes
prioritizing

Sublist 8 of the Academic Word List

abandon
    abandoned
    abandoning
    abandonment
    abandons
accompany
    accompanied
    accompanies
    accompaniment
    accompanying
    unaccompanied
accumulate
    accumulated
    accumulating
    accumulation
    accumulates
ambiguous
    ambiguities
    ambiguity
    unambiguous
    unambiguously
append
    appendix
    appended
    appends
    appending
    appendices
    appendixes
appreciate
    appreciable
    appreciably
    appreciated
    appreciates
    appreciating
    appreciation
    unappreciated
arbitrary
    arbitrariness
    arbitrarily
automate
    automatic
    automated
    automates
    automating
    automatically
    automation

bias

detect
    detectable
    detected
    detecting
    detection
    detective
    detectives
    detector
    detectors
    detects
deviate
    deviated
    deviates
    deviating
    deviation
    deviations
displace
    displaced
    displacement
    displaces
    displacing
drama
    dramas
    dramatic
    dramatically
    dramatise
    dramatised
    dramatising
    dramatises
    dramatisation
    dramatisations
    dramatist
    dramatists
    dramatization
    dramatizations
    dramatize
    dramatized
    dramatizes
    dramatizing
eventual
    eventuality
    eventually
exhibit
    exhibited
    exhibiting
    exhibition
    exhibitions
    exhibits

exploit
    exploitation

minimise
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    minimises
    minimising
    minimize
    minimized
    minimizes
    minimizing
nuclear
offset
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    offsetting
paragraph
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    paragraphs
plus
    pluses
practitioner
    practitioners
predominant
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    predominantly
    predominate
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    predominates
    predominating
prospect
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    prospects
radical
    radically
    radicals
random
    randomly
    randomness
reinforce
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    reinforcement
    reinforcements
    reinforces
    reinforcing
restore
    restoration
    restored
    restores
    restoring

revise

biased
biases
biasing
unbiased
chart
charted
charting
charts
uncharted
clarify
clarification
clarified
clarifies
clarifying
clarity
commodity
commodities
complement
complementary
complemented
complementing
complements
conform
conformable
conformability
conformance
conformation
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conforming
conformist
conformists
conformity
conforms
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nonconformity
non-conformist
non-conformists
non-conformity
contemporary
contemporaries
contradict
contradicted
contradicting
contradiction
contradictions
contradictory
contradicts
crucial
crucially
currency
currencies
denote
denotation
denotations
denoted
denotes
denoting

exploited
exploiting
exploits
fluctuate
fluctuated
fluctuates
fluctuating
fluctuation
fluctuations
guideline
guidelines
highlight
highlighted
highlighting
highlights
implicit
implicitly
induce
induced
induces
inducing
induction
inevitable
inevitability
inevitably
infrastructure
infrastructures
inspect
inspected
inspecting
inspection
inspections
inspector
inspectors
inspects
intense
intensely
intenseness
intensification
intensified
intensifies
intensify
intensifying
intension
intensity
intensive
intensively
manipulate
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manipulates
manipulating
manipulation
manipulations
manipulative

revised
revises
revising
revision
revisions
schedule
reschedule
rescheduled
reschedules
rescheduling
scheduled
schedules
scheduling
unscheduled
tense
tension
tensely
tenser
tensest
tensions
terminate
terminal
terminals
terminated
terminates
terminating
termination
terminations
theme
themes
thematic
thematically
thereby
uniform
uniformity
uniformly
vehicle
vehicles
via
virtual
virtually
visual
visualise
visualised
visualising
visualisation
visualize
visualized
visualizing
visualization
visually
widespread

Sublist 9 of the Academic Word List

accommodate
    accommodated
    accommodates
    accommodating
    accommodation
analogy
    analogies
    analogous
anticipate
    anticipated
    anticipates
    anticipating
    anticipation
    unanticipated
assure
    assurance
    assurances
    assured
    assuredly
    assures
    assuring
attain
    attainable
    attained
    attaining
    attainment
    attainments
    attains
    unattainable
behalf
bulk
    bulky
cease
    ceased
    ceaseless
    ceases
    ceasing
coherent
    coherence
    coherently
    incoherent
    incoherently
coincide
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    coincides
    coinciding
    coincidence
    coincidences
    coincident
    coincidental
commence
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    commences
    commencement
    commencing
    recommences
    recommenced
    recommencing

diminish
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    diminishing
    diminution
    undiminished
distort
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    distortion
    distortions
    distorts
duration
erode
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    erodes
    eroding
    erosion
ethic
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    ethically
    ethics
    unethical
format
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found
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    founder
    founders
    founding
    unfounded
inherent
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insight
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    insights
integral
intermediate
manual
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mature
    immature
    immaturity
    maturation
    maturational
    matured
    matures
    maturing
    maturity
mediate
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    mediating
    mediation
medium
military

preliminary
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protocol
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qualitative
    qualitatively
refine
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    refinement
    refinements
    refines
    refining
relax
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    relaxed
    relaxes
    relaxing
restrain
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    restraining
    restrains
    restraint
    restraints
    unrestrained
revolution
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    revolutionaries
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    revolutionist
    revolutionists
    revolutionize
    revolutionized
    revolutionizes
    revolutionizing
    revolutions
rigid
    rigidities
    rigidity
    rigidly
route
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    routes
    routing
scenario
    scenarios
sphere
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    spherical
    spherically
subordinate
    subordinates
    subordination

compatible
    compatibility
    incompatibility
    incompatible
concurrent
    concurrently
confine
    confined
    confines
    confining
    unconfined
controversy
    controversies
    controversial
    controversially
    uncontroversial
converse
    conversely
device
    devices
devote
    devoted
    devotedly
    devotes
    devoting
    devotion
    devotions

minimal
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    minimalise
    minimalises
    minimalised
    minimalising
    minimalist
    minimalists
    minimalistic
    minimalization
    minimalize
    minimalized
    minimalizes
    minimalizing
    minimally
mutual
    mutually
norm
    norms
overlap
    overlapped
    overlapping
    overlaps
passive
    passively
    passivity
portion
    portions

supplement
    supplementary
    supplemented
    supplementing
    supplements
suspend
    suspended
    suspending
    suspends
    suspension
team
    teamed
    teaming
    teams
temporary
    temporarily
trigger
    triggered
    triggering
    triggers
unify
    unification
    unified
    unifies
    unifying
violate
    violated
    violates
    violating
    violation
    violations
vision
    visions

Sublist 10 of the Academic Word List

adjacent
albeit
assemble
    assembled
    assembles
    assemblies
    assembling
    assembly
collapse
    collapsed
    collapses
    collapsible
    collapsing
colleague
    colleagues
compile
    compilation
    compilations
    compiled
    compiles
    compiling

depress
    depressed
    depresses
    depressing
    depression
encounter
    encountered
    encountering
    encounters
enormous
    enormity
    enormously
forthcoming
incline
    inclination
    inclinations
    inclined
    inclines
    inclining
integrity
intrinsic
    intrinsically

    ongoing
panel
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    panelling
    panels
persist
    persisted
    persistence
    persistent
    persistently
    persisting
    persists
pose
    posed
    poses
    posing
reluctance
    reluctant
    reluctantly
so called
straightforward

conceive
    conceivable
    conceivably
    conceived
    conceives
    conceiving
    inconceivable
    inconceivably
convince
    convinced
    convinces
    convincing
    convincingly
    unconvinced

invoke
    invoked
    invokes
    invoking
levy
    levies
likewise
nonetheless
notwithstanding
odd
    odds

undergo
    undergoes
    undergoing
    undergone
    underwent
whereby

http://language.massey.ac.nz/staff/awl/sublists.shtml
Cited on http://llt.msu.edu/vol9num2/horst/default.html

Appendix M

Vocabulary Size Test

Complete the following 50 multiple-choice questions to **estimate your vocabulary size.**
Choose one of 4 choices that's most appropriate for the word underlined in the sentence.

1 Many of the questions raised pertaining to cultural <u>issues</u> are new.

    a) an important question in dispute and must be settled

    b) insurance

    c) trouble

    d) publication

2 To help meet this need, we have compiled an annotated bibliography of models for evaluating open learning approaches and <u>associated</u> technologies.

    a) associating

    b) related

    c) advanced

    d) new

3 He had an <u>edge</u> on the competition.

    a) border

    b) a slight advantage

    c) a slight margin

    d) success

4 The applicants of the <u>Proposal</u> Competition are invited to provide the Frontier Science Research City Project with visions for creating a 21st century-style city.

    a) performance

    b) plan

    c) business

    d) communication

5 The dollar fell against the Euro for the fourth day in five and dropped against the yen on <u>concern</u> a recovery in the US economy is faltering.

    a) evidence

    b) interest

    c) worry

    d) relief

6 I wonder if that <u>factor</u> is going to impact on XYZ Corp.

    a) element

    b) person

    c) event

    d) action

7 Specifically, we are disappointed with the new emphasis on so-called high stakes testing as <u>an instrument</u> to assess and rank schools.

○ a) a device

○ b) a test

○ c) a system

○ d) a way

8 It is almost <u>impossible</u> to get it done today.

○ a) implicit

○ b) trivial

○ c) insignificant

○ d) totally unlikely

9 The closest the world has come to nuclear war was the Cuban <u>Missile</u> Crisis of October 1962.

○ a) mission

○ b) atomic bomb

○ c) election

○ d) a rocket-propelled vehicle

10 The Complete and <u>Utter</u> Idiot's Guide to Ordering Pizza

○ a) new

○ b) absolute

○ c) practical

○ d) short

11 Would you prefer to <u>rotate</u> meeting locations or have a consistent meeting place?

○ a) alternate

○ b) set up

○ c) rent

○ d) inspect

12 The students will perform activities to learn how estimation and <u>measurement</u> would be important in the construction industry.

○ a) surveying

○ b) dimension

○ c) development

○ d) budget

13 He has a unique talent to inspire and <u>compel</u> each person to recognize his or her own personal uniqueness and value.

○ a) force

○ b) cheer

○ c) command

○ d) lead

14 Survey show that the silence <u>majority</u> agree with me and not you.

○ a) minority   ○ b) major

○ c) senior   ○ d) bulk

15 The lowering of the <u>threat</u> level is not a signal to government, law enforcement or citizens that the danger of a terrorist attack is passed.

○ a) throat   ○ b) thread

○ c) territory   ○ d) terror

16 That person can help you decide whether you do need to lose weight and, if so, the best way to achieve and <u>maintain</u> a weight that is healthy for you.

○ a) reduce   ○ b) increase

○ c) alter   ○ d) hold

17 This is a short report on our <u>trip</u> to Colorado.

○ a) strip   ○ b) journey

○ c) mission   ○ d) research

18 The estimates above could therefore represent an under-estimate of the total consumer <u>detriment</u> in the economy.

○ a) population   ○ b) confidence

○ c) damage   ○ d) behavior

19 Ooops, I meant to say shouldn't <u>deny</u> love.

○ a) refuse   ○ b) addict to

○ c) hurt   ○ d) confuse

20 Nobody asked me to <u>prove</u> it.

○ a) show evidence of   ○ b) test

○ c) demonstrate   ○ d) investigate

21 Scripture does not <u>forbid</u> anything which God has given us for our use.

  a) support

  b) encourage

  c) describe

  d) prevent

22 It wasn't long before she was off the <u>hill</u>

  a) hip

  b) natural elevation

  c) mountain

  d) pond

23 We're seeking to <u>strengthen</u> intellectual property protection.

  a) increase

  b) fortify

  c) improve

  d) change

24 In this sample chapter, you'll learn how to <u>compose</u> a message and send it.

  a) write

  b) compile

  c) complain

  d) conduct

25 Students seem to complain about the lack of a dating <u>scene</u>.

  a) scenario

  b) picture

  c) shot

  d) guide

26 The risk of loss or damage is <u>transferred</u> to the buyer.

  a) replaced

  b) minimized

  c) shifted

  d) diminished

27 Great Lakes signal great <u>shift</u> in seasonal changes.

  a) translation

  b) shaft

  c) switch

  d) example

28 The holes should be a little larger than the <u>coin</u> or washer.

  a) penny

  b) metal

  c) pipe

  d) corn

29 So, your focus is not <u>inward</u> on your own processes, but outward, on supply chain processes.

    ○ a) based   ○ b) dependent

    ○ c) inside   ○ d) inbound

30 Ours is a field increasingly driven by both rapidly evolving <u>solutions</u> to existing problems and by new interpretations of the nature of the problems we face.

    ○ a) method   ○ b) mixture

    ○ c) lotion   ○ d) problem

31 How did she keep it <u>secret</u> for nine years.

    ○ a) secretary   ○ b) mystery

    ○ c) hidden   ○ d) information

32 The new program will integrate social and employment services with <u>treatment</u> for drug addicted persons and their families.

    ○ a) assistance   ○ b) treat

    ○ c) care   ○ d) discussion

33 Customers qualify for a Standard <u>license</u> if no Small Business Server software is currently licensed.

    ○ a) copy   ○ b) permission

    ○ c) freedom   ○ d) software

34 Each Christmas, our family enjoys decorating the tree with our <u>homemade</u> ornaments.

    ○ a) made by yourself   ○ b) trendy

    ○ c) sophisticated   ○ d) made by hand

35 Wall Street bankers met behind closed doors (under the <u>auspices</u> of the New York Federal Reserve Bank) to put the finishing touches on the renegotiation of Korea's short-term debt.

    ○ a) roof   ○ b) protection

    ○ c) power   ○ d) guidance

36 We also provide vacation & <u>leisure</u> travel for the employees of these top companies as well.

   a) relaxation   b) freedom

   c) fancy   d) discount

37 There are many things on the Net that are put there by one person or group that has a certain <u>opinion</u>.

   a) credibility   b) idea

   c) view   d) origination

38 Since his election to the <u>Legislature</u> in 1994, Sen. Kermit Brashear of Omaha has made a name for himself as a man who carefully considers what he believes in and then forcefully argues his point.

   a) body of lawmakers   b) lecturer

   c) congress   d) army

39 No wonder, many companies are finding difficult to <u>sustain</u> the growth.

   a) expand   b) subdue

   c) maintain   d) reverse

40 They're <u>supposed</u> to be preparing us for the meeting.

   a) scheduled   b) believed

   c) forced   d) replaced

41 Particular attention is paid to the <u>repertoire</u> and quality of performance presented on the audition.

   a) originality   b) a collection of works

   c) uniqueness   d) depth

42 Retail <u>petrol</u> price decreased in April.

   a) gas   b) oil

   c) computer   d) grain

43 Governor Bush and first lady <u>proclaim</u> September 23 Family Day in Florida.

   a) claim   b) recognize

   c) announce   d) declare formally

44 The <u>Warden</u> told him that I was his roommate before he died.

   a) official in charge of army   b) official in charge of a company

   c) official in charge of a prison   d) official in charge of a county

45 I like <u>cauliflower</u>.

   a) flower   b) vegetable

   c) fish   d) cat

46 Here it is paired with metallic <u>twill</u>, the latest trend in twill.

   a) ornament   b) art work

   c) shoe   d) cloth

47 These structural changes have also led to a <u>palpable</u> change in attitude towards foreign investment.

   a) significant   b) dramatical

   c) tangible   d) drastical

48 This paper is lighted in a way to accentuate the <u>motley</u> color distribution..

   a) visible   b) fuzy

   c) mixed   d) new

49 Plan to photograph stars along a <u>swath</u> running perpendicular to the Milky Way.

   a) strip   b) vertical line

   c) area   d) star

50 A new project is funded to investigate <u>Estrogen</u>'s effects on the female body.

○ a) Yoga

○ b) vegetable

○ c) hormone

○ d) vitamin

http://www.insightin.com/test/take_test.phtml