

**THE INFLUENCE OF AGE ON VOCABULARY ACQUISITION
IN ENGLISH AS A FOREIGN LANGUAGE**

Tesi doctoral presentada per

Immaculada Miralpeix Pujol

com a requeriment per a l'obtenció del títol de

Doctora en Filologia Anglesa

Programa de Doctorat: *Lingüística Aplicada*
(Bienni 2000-2002)
Departament de Filologia Anglesa i Alemanya

Directors: **Dra. Carme Muñoz Lahoz i Dr. Paul M. Meara**

Universitat de Barcelona

2008

REFERENCES

- Abutalebi, J., Cappa, S. F., & Perani, D. (2001). The bilingual brain as revealed by functional neuroimaging. *Bilingualism: Language and Cognition*, 4(2), 179-190.
- Alderson, J. C. (1983). The cloze procedure and proficiency in English as a foreign language. In J. W. Oller (Ed.), *Issues in language testing research* (pp. 205-213). Rowley, MA: Newbury House.
- Altman, R. (1997). Oral production of vocabulary: A case study. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 69-97). Cambridge: Cambridge University Press.
- Álvarez, E. (2006). Rate and route of acquisition in EFL narrative development at different ages. In C. Muñoz (Ed.), *Age and rate of foreign language learning* (pp. 127-155). Clevedon: Multilingual Matters.
- Andersson, T. (1960). The optimum age for learning the study of modern languages. *International Review of Education*, 6(3), 298-308.
- Arnaud, P. (1992). Objective lexical and grammatical characteristics of L2 written compositions and the validity of separate-component tests. In P. Arnaud & H. Béjoint (Eds.), *Vocabulary and applied linguistics* (pp. 133-145). London: Macmillan.
- Asher, J., & García, R. (1969). The optimal age to learn a foreign language. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 3-12). Rowley, MA: Newbury House.
- Asher, J., & Price, B. (1967). The learning strategy of the total physical response: Some age differences. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 76-83). Rowley, MA: Newbury House.
- Audin, L., Ligozat, M.A., & Luc, C. (1999). Enseignement des Langues Vivantes au CM2. Paris: Institut National de Recherche Pédagogique.

- Balasubrahmanyam, V. K., & Naranan, S. (1996). Quantitative linguistics and complex system studies. *Journal of Quantitative Linguistics*, 3(3), 177-228.
- Bates, E., & Goodman, J. C. (1997). On the inseparability of grammar and the lexicon: Evidence from acquisition, aphasia and real-time processing. *Language and Cognitive Processes*, 12(5/6), 507-584.
- Bialystok, E. (1994). Representation and ways of knowing. Three issues in second language acquisition. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 549-569). London: Academic Press.
- Bialystok, E. (1997). The structure of age: In search of barriers to second language acquisition. *Second Language Research*, 13(2), 116-137.
- Bialystok, E., & Hakuta, K. (1999). Confounded age: Linguistic and cognitive factors in age differences for second language acquisition. In D. Birdsong (Ed.), *Second language acquisition and the Critical Period Hypothesis* (pp. 161-181). Mahwah, NJ: Erlbaum.
- Birdsong, D. (Ed.). (1999). *Second language acquisition and the Critical Period Hypothesis*. Mahwah, NJ: Erlbaum.
- Birdsong, D. (2006). Age and second language acquisition and processing: A selective overview. *Language Learning*, 56(1), 4-49.
- Bley-Vroman, R. (1989). What is the logical problem of foreign language learning? In S. M. Gass & Shacter (Eds.), *Linguistic perspectives on second language acquisition* (pp. 41-68). Cambridge: Cambridge University Press.
- Bogaards, P. (2000). Testing L2 vocabulary knowledge at a high level: The case of the Euralex French Tests. *Applied Linguistics*, 21(4), 490-516.
- Bongaerts, T., Planken, B., & Schils, E. (1995). Can late starters attain a native accent in a foreign language? A test of the Critical Period Hypothesis. In D. Singleton & Z. Lengyel (Eds.), *The age factor in second language acquisition* (pp. 30-50). Clevedon: Multilingual Matters.
- Boyd Zimmerman, C. (1997). Historical trends in second language vocabulary instruction. In J. Coady & T. Huckin (Eds.), *Second language vocabulary acquisition* (pp. 5-19). Cambridge: Cambridge University Press.
- Broeder, P., Extra, G., & van Hout, R. (1993). Richness and variety in the developing lexicon. In C. Perdue (Ed.), *Adult language acquisition: Field methods* (Vol. 1, pp. 145-163). Cambridge: Cambridge University Press.

- Broeder, P., Extra, G., van Hout, R., Strömquist, S., & Voinmaa, K. (Eds.). (1988). *Processes in the developing lexicon. Final report to the European Science Foundation* (Vol. 3). Strasbourg, Tilburg and Göteborg: European Science Foundation.
- Burstall, C. (1968). *French form eight: A national experiment* (Vol. 18). London: National Foundation for Educational Research in England and Wales.
- Burstall, C., Jamieson, M., Cohen, S., & Hargreaves, M. (1974). *Primary French in the balance*. Windsor, Berks: NFER.
- Cameron, L. (2002). Measuring vocabulary size in English as an additional language. *Language Teaching Research*, 6(2), 145-173.
- Carter, R. (1987). *Vocabulary. Applied linguistic perspectives*. London: Allen & Unwin.
- Cenoz, J. (2002). Age differences in foreign language learning. *ITL Review of Applied Linguistics*, 135-136, 125-142.
- Cenoz, J. (2003). The influence of age on the acquisition of English: general proficiency, attitudes and code-mixing. In M. P. García Mayo & M. L. García Lecumberri (Eds.), *Age and the acquisition of English as a foreign language*. (pp. 77-93). Clevedon: Multilingual Matters.
- Chandler, B. (1989). *Longman Mini-Concordancer* (Version 1.01) [Computer software]. UK: Longman Group.
- Chapelle, C. A. (1994). Are C-tests valid measures for L2 vocabulary research? *Second Language Research*, 10(2), 157-187.
- Cobb, T. (2000a). *The Complete Lexical Tutor*, at <http://www.lextutor.ca>.
- Cobb, T. (2000b). One size fits all? Francophone learners and English vocabulary. *The Canadian Modern Language Review*, 57(2), 295-324.
- Cobb, T., & Horst, M. (1999). Vocabulary sizes of some city university students. *Journal of the Division of Language Studies of the City University of Hong Kong*, 1(1), 59-68.
- Collier, V. P. (1987). The effect of age on acquisition of a second language for school. *New Focus*, 2. Retrieved May 6, 2002, from National Clearinghouse for Bilingual Education: <http://www.ncbe.gwu.edu/ncbepubs/classics/focus/02aage.htm>.

- Collins, L., Halter, R. H., Lightbown, P. M., & Spada, N. (1999). Time and the distribution of time in L2 instruction. *TESOL Quarterly*, 33(4), 655-680.
- Coniam, D. (1999). An investigation into the use of word frequency lists in computing vocabulary profiles. *Hong Kong Journal of Applied Linguistics*, 4(1), 103-123.
- Cook, V. (1991). *Second language learning and language teaching*. Oxford: Oxford University Press.
- Cooper, T. (1997). Assessing vocabulary size: So what's the problem? *Language Matters*, 28, 96-117.
- Coppieters, R. (1987). Competence differences between native and near-native speakers. *Language*, 63, 544-573.
- Crookes, G. V. (1986). *Task classification: A cross-disciplinary review* (No. 4). Honolulu: Center for Second Language Research.
- Crystal, D. (Ed.). (1987). *The Cambridge Encyclopedia of Language* (1987 edition). Cambridge: Cambridge University Press.
- Cummins, J. (1979). Cognitive/ academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism*, 19, 197-205.
- Cummins, J. (1980). The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue. *TESOL Quarterly*, 14(2), 175-187.
- Cummins, J., & Swain, M. (1986). Linguistic interdependence: a central principle of bilingual education. In J. Cummins & M. Swain (Eds.), *Bilingualism in education: Aspects of theory, research and practice* (pp. 80-95). London: Longman.
- Curtiss, S. (1977). *Genie: A psycholinguistic study of a modern-day 'wild child'*. New York: Academic Press.
- Daller, H., Milton, J., & Treffers-Daller, J. (Eds.). (2007). *Modelling and assessing vocabulary knowledge*. Cambridge: Cambridge University Press.
- Daller, H., & Phelan, D. (2007). What is in a teacher's mind? Teacher ratings of EFL essays and different aspects of lexical richness. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary* (pp. 234-244). Clevedon: Multilingual Matters.

- Daller, H., van Hout, R., & Treffers-Daller, J. (2003). Lexical richness in the spontaneous speech of bilinguals. *Applied Linguistics*, 24(2), 197-222.
- Daller, H., & Xue, H. (2007). Lexical richness and the oral proficiency of Chinese EFL students. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 93-115). Cambridge: Cambridge University Press.
- D'Anna, C. A., Zechmeister, E. B., & Hall, J. W. (1991). Toward a meaningful definition of vocabulary size. *Journal of Reading Behaviour*, 23(1), 109-122.
- DeKeyser, R. (2000). The robustness of Critical Period effects in second language acquisition. *Studies in Second Language Acquisition*, 22(4), 499-533.
- DeKeyser, R., & Larson-Hall, J. (2005). What does the Critical Period really mean? In J. F. Kroll & A. M. B. de Groot (Eds.), *Handbook of bilingualism: Psycholinguistic approaches* (pp. 88-108). Oxford: Oxford University Press.
- Delphi* (Version 6) [Computer software]. Borland.
- Del Rincón, D., Arnal, J., Latorre, A., & Sans, A. (1995). *Técnicas de investigación en ciencias sociales*. Madrid: DyKinson.
- Dempster, F. N. (1987). Effects of variable encoding and spaced representations on vocabulary learning. *Journal of Educational Psychology*, 79(2), 162-170.
- Departament d'Ensenyament, Catalunya. (1990). *Disseny curricular. Ensenyament secundari postobligatori*. Barcelona: Generalitat de Catalunya.
- D'Odorico, L., Carubbi, S., Salerni, N., & Calvo, V. (2001). Vocabulary development in Italian children: a longitudinal evaluation of quantitative and qualitative research. *Journal of Child Language*, 28(2), 351-372.
- Dunn, L. M. (1959). Peabody Picture Vocabulary Test. Bloomington, MN: Pearson Assessments.
- Durán, P., Malvern, D., Richards, B., & Chipere, N. (2004). Developmental trends in lexical diversity. *Applied Linguistics*, 25(2), 220-242.
- Edwards, R., & Collins, L. (2007). Lexical frequency profiles and Zipf's law. [Submitted for publication].
- Egghe, L. (1999). On the law of Zipf-Mandelbrot for multi-word phrases. *Journal of the American Society for Information Science*, 50(3), 233-241.

- Ekstrand, L. (1976). Age and length of residence as variables related to the adjustment of migrant children, with special reference to second language learning. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 123-135). Rowley, MA: Newbury House.
- Ellegard, A. (1960). Estimating vocabulary size. *Word*, 16, 219-244.
- Ellis, A. W., & Lambon Ralph, M. A. (2000). Age of acquisition effects in adult lexical processing reflect loss of plasticity in maturing systems: Insights from connectionist networks. *Journal of Experimental Psychology: Learning Memory and Cognition*, 26(5), 1103-1123.
- Ellis, N. (Ed.). (1994a). *Implicit and explicit learning of languages*. London: Academic Press.
- Ellis, N. (1994b). Vocabulary acquisition: The implicit ins and outs of explicit cognitive mediation. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 211-282). London: Academic Press.
- Ellis, N. (1994c). Implicit and explicit language learning. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 1-31). London: Academic Press.
- Ellis, R. (1985). *Understanding second language acquisition* (1995 edition). Oxford: Oxford University Press.
- Ellis, R. (2002). Frequency effects in language processing. A review with implications for theories of implicit and explicit language acquisition. *Studies in Second Language Acquisition*, 24(2), 143-188.
- Engel, D. M., & Whitehead, M. R. (1993). More first words: A comparative study of bilingual siblings. *Early Years*, 14(1), 27-35.
- Ervin-Tripp, S. M. (1974). Is second language learning like the first? *TESOL Quarterly*, 8(2), 111-127.
- Eubank, L., & Gregg, K. R. (1999). Critical Period and (second) language acquisition: Divide et impera. In D. Birdsong (Ed.), *Second language acquisition and the Critical Period Hypothesis* (pp. 65-99). Mahwah, NJ: Erlbaum.
- European Commission. (2005). *Key data on teaching languages at school in Europe*. Brussels: Eurydice.

- Eyckmans, J. (2004). *Measuring receptive vocabulary size. Reliability and validity of the Yes/No vocabulary test for French-speaking learners of Dutch*. Unpublished doctoral dissertation, Catholic University of Nijmegen, Holland.
- Fabbro, F. (2002). The neurolinguistics of L2 users. In V. Cook (Ed.), *Portraits of the L2 user* (pp. 199-218). Clevedon: Multilingual Matters.
- Faerch, C., Haastrup, K., & Phillipson, R. (1984). Vocabulary. In C. Faerch, K. Haastrup & R. Phillipson (Eds.), *Learner language and language learning* (pp. 77-102). Clevedon: Multilingual Matters.
- Fan, M. (2000). How big is the gap and how to narrow it? An investigation into the active and passive vocabulary knowledge of L2 learners. *RELC Journal*, 31(2), 105-118.
- Fathman, A. (1975). The relationship between age and second language productive ability. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 115-122). Rowley, MA: Newbury House.
- Fathman, A., & Precup, L. (1983). Influences of age and setting on second language oral proficiency. In K. M. Bailey, M. Long & S. Peck (Eds.), *Second language acquisition studies* (pp. 151-161). Rowley, MA: Newbury House.
- Ferrer i Cancho, R. (2005). The variation of Zipf's Law in human language. *The European Physical Journal B*, 44, 249-257.
- Field, A. (2000). *Discovering statistics using SPSS*. London: Sage Publications.
- Fitzpatrick, T. (2007). Productive vocabulary tests and the search for concurrent validity. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 116-132). Cambridge: Cambridge University Press.
- Fitzpatrick, T., & Meara, P. M. (2004). Exploring the validity of a test of productive vocabulary. *Vigo International Journal of Applied Linguistics*, 1, 55-73.
- Flege, J. E. (1981). The phonological basis of a foreign accent. *TESOL Quarterly*, 15(4), 443-455.
- Folse, K. S. (2004). *Vocabulary myths: Applying second language research to classroom teaching*. Michigan: The University of Michigan Press.

- Fotos, S. (1991). The cloze test as an integrative measure of EFL proficiency: A substitute for essays on college entrance examinations? *Language Learning*, 41(3), 313-336.
- Franceschini, R., Zappatore, D., & Nitsch, C. (2003). Lexicon in the brain: What neurobiology has to say about languages. In J. Cenoz, B. Hufeisen & U. Jessner (Eds.), *The multilingual lexicon* (pp. 153-166): Kluwer Academic Publishers.
- Fuks, H., & Phipps, C. (2006). Toward a model of language acquisition threshold. In R. Wamkeue (Ed.), *Proceedings of the 17th IASTED International Conference on Modelling and Simulation* (pp. 263-267). Abaheim, CA: ACTA Press.
- Fullana, N. (2005). *Age-related effects on the acquisition of a foreign language phonology in a formal setting*. Unpublished doctoral dissertation, Universitat de Barcelona, Spain.
- García Mayo, M. P. (2003). Age, length of exposure and grammaticality judgements in the acquisition of English as a foreign language. In M. P. García Mayo & M. L. García Lecumberri (Eds.), *Age and the acquisition of English as a foreign language* (pp. 94-114). Clevedon: Multilingual Matters.
- Gardner, D. (2007). Validating the construct of *word* in applied corpus-based vocabulary research: A critical survey. *Applied Linguistics*, 28(2), 241-265.
- Gass, S. M. (1987). Introduction. *Studies in Second Language Acquisition*, 9(2), 129-132.
- Gass, S. M. (1999). Incidental vocabulary learning. *Studies in Second Language Acquisition*, 21(2), 319-333.
- Gass, S. M. (2003). Differential effects of attention. *Language Learning*, 53(3), 497-545.
- Gass, S. M., & Álvarez-Torres, M. J. (2005). Attention when? An investigation of the ordering effect of input and interaction. *Studies in Second Language Acquisition*, 27(1), 1-31.
- Goethals, M. (2005). *WordClassifier* (version 2.5) [Computer software]. Leuven, Holland.
- Goulden, R., Nation, I. S. P., & Read, J. (1990). How large can a receptive vocabulary be? *Applied Linguistics*, 11(4), 341-363.

- Granger, S. (1993). Cognates: An aid or barrier to vocabulary development ? *ITL Review of Applied Linguistics*, 99/100, 43-56.
- Grañena, G. (2006). Age, proficiency level and interactional skills: Evidence from breakdowns in production. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 183-207). Clevedon: Multilingual Matters.
- Green, D. (2003). Neural basis of lexicon and grammar in L2 acquisition. In R. van Hout, A. Hulk, F. Kuiken & R. Towell (Eds.), *The lexicon-syntax interface in second language acquisition* (pp. 197-218). Amsterdam: John Benjamins.
- Griffin, G. G. (1993). *The relationship between starting age and second language learning*. Unpublished Master Thesis, Faculty of the Dominican College, San Rafael, CA.
- Gui, S. (1982). A survey of the size of vocabulary knowledge of Chinese students. *Language Learning and Communication*, 1(2), 163-178.
- Haastrup, K., & Henriksen, B. (2001). The interrelationship between vocabulary acquisition theory and general SLA research. In S. Foster-Cohen & A. Nizegorodcew (Eds.), *EUROSLA yearbook* (Vol. 1, pp. 69-78). Amsterdam: John Benjamins.
- Hamilton, A., & Plunkett, K. (2000). Infant vocabulary development assessed with a British communicative development inventory. *Journal of Child Language*, 27(3), 689-705.
- Harley, B. (1986). *Age in second language acquisition*. Clevedon: Multilingual Matters.
- Harley, B., & Hart, D. (1997). Language aptitude and second language proficiency in classroom learners of different starting ages. *Studies in Second Language Acquisition*, 19(3), 379-400.
- Harley, B., & Jean, G. (1999). *Word analysis skills: The role of age, French proficiency and exposure*. Paper presented at the Colloquium Bilingual Child, Global Citizen, Fredericton, NB. Retrieved September 10, 2006, from <http://www.unb.ca/slec/Events/Actes/HarleyJean.html>
- Harley, B., & Wang, W. (1997). The Critical Period Hypothesis: Where are we now? In A. M. B. de Groot & J. F. Kroll (Eds.), *Tutorials in bilingualism* (pp. 19-51). Mahwah, NJ: Erlbaum.

- Hartmann, G. W. (1941). A critique of the common method of estimating vocabulary size, together with some data on the absolute word knowledge of educated adults. *Journal of Educational Psychology*, 32, 351-358.
- Harwood, N. (2002). Taking a lexical approach to teaching principles and problems. *International Journal of Applied Linguistics*, 12(2), 139-155.
- Hatch, E. (1983). Lexicon. In E. Hatch, *Psycholinguistics. A second language perspective* (pp. 58-74). Rowley, MA.: Newbury House.
- Hatch, E., & Lazaraton, A. (1991). *The research manual. Design and statistics for applied linguists*. New York: Newbury House.
- Hazenber, S., & Hulstijn, J. H. (1996). Defining a minimal receptive second-language vocabulary for non-native university students: an empirical investigation. *Applied Linguistics*, 17(2), 145-163.
- Heath, S. B. (1980, November). What no bedtime story means: Narrative skills at home and at school. Paper presented at the Terman Conference. Stanford: CA.
- Heaton, J. B. (1966). *Composition through pictures*. London: Longman.
- Henriksen, B., Albrechtsen, D., & Haastrup, K. (2004). The relationship between vocabulary size and reading comprehension in the L2. In D. Albrechtsen, K. Haastrup & B. Henriksen (Eds.), *Angles on the English speaking world. Writing and vocabulary in foreign language acquisition* (pp. 129-147). Copenhagen: Museum Tusulanum Press.
- Horst, M., & Collins, L. (2006). From *faible* to strong: How does their vocabulary grow? *The Canadian Modern Language Review*, 63(1), 83-106.
- Huckin, T., & Coady, J. (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 21(2), 181-193.
- Hui, D. (2004). Reflections on vocabulary size of Chinese university students. *International Educational Journal*, 5(4), 571-581.
- Hulstijn, J. H. (2001). Intentional and incidental second language vocabulary learning: a reappraisal of elaboration, rehearsal and automaticity. In P. Robinson (Ed.), *Cognition and second language instruction* (pp. 258-286). Cambridge: Cambridge University Press.
- Hulstijn, J. H. (2003). Incidental and intentional learning. In M. Long & C. Doughty (Eds.), *Handbook of SLA* (pp. 349-381). Oxford: Blackwell.

- Hyltenstam, K. (1988). Lexical characteristics of near-native second-language learners of Swedish. *Journal of Multilingual and Multicultural Development*, 9(1&2), 67-84.
- Hyltenstam, K. (1992). Non-native features of near-native speakers: On the ultimate attainment of childhood L2 learners. In R. J. Harris (Ed.), *Cognitive processing in bilinguals* (pp. 351-368). London: Elsevier.
- Ishihara, K., Okada, T., & Matsui, S. (1999). English vocabulary recognition and production: A preliminary survey report. *Doshisha Studies in Language and Culture*, 2(1), 143-175.
- Ishikawa, S., Uemura, T., Kaneda, M., Shimizu, S., Sugimori, N., Tono, Y., et al. (2003). *JACET 8000: JACET List of 8000 basic words*. Tokyo: JACET.
- Jaatinen, S., & Mankinen, T. (1993). The size of vocabulary of university students of English. In K. Sajavaara & S. Takala (Eds.), *Finns as learners of English: Three studies* (Vol. 16, pp. 147-211). Jyväskylä, Finland: Jyväskylä Cross Language Studies.
- Jackson-Maldonado, D., Thal, D., Marchman, V., Bates, E., & Gutiérrez-Clellen, V. (1993). Early lexical development in Spanish-speaking infants and toddlers. *Journal of Child Language*, 20(3), 523-549.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition*. Newbury: Rowley.
- Jarvis, S. (2002). Short texts, best-fitting curves and new measures of lexical diversity. *Language Testing*, 19(1), 57-84.
- Jarvis, S. (2003, October). Measuring lexical diversity through exhaustive sampling. Paper presented at the Second Language Research Forum. Tucson, AZ.
- Jia, G. & Aaronson, D. (2003). A longitudinal study of Chinese children and adolescents learning English in the United States. *Applied Psycholinguistics*, 24(1), 131-161.
- Jiménez Catalán, R. M. (1997-98). La memoria y el aprendizaje del inglés en el aula. *CAUCE, Revista de Filología y su Didáctica*, 20-21, 797-811.
- Jiménez Catalán, R. M., & Moreno, S. (2005, November-December). Elaboración de un corpus de composiciones escritas de estudiantes de inglés L2 en educación primaria. Paper presented at the IX Simposio Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura: La Lengua Escrita. La Rioja, Spain.

- Jiménez Catalán, R. M., & Ojeda, J. (2004, December). El vocabulario en composiciones escritas de aprendices de inglés de diez años. Paper presented at the VIII Congreso Internacional de la Sociedad Española de Didáctica de la Lengua y la Literatura. La Habana, Cuba.
- Jiménez Catalán, R. M., Ruiz de Zarobe, Y., & Cenoz, J. (2006). Vocabulary profiles of English Foreign Language learners in English as a subject and as a vehicular language. *Views*, 15(3), 23-27.
- Johnson, K., & Johnson, H. (Eds.). (1998). *Encyclopedic Dictionary of Applied Linguistics* (1999 edition). Malden, MA: Blackwell.
- Johnson, J. S., & Newport, E. L. (1989). Critical Period effects in second language learning: The influence of maturational state on the acquisition of English as a Second Language. *Cognitive Psychology*, 21, 60-99.
- Justman, J., & Nass, M. L. (1956). The high school achievement of pupils who were and were not introduced to a foreign language in elementary school. *The Modern Language Journal*, 40(3), 120-123.
- Kantler, I., & Kessler, D. A. (1995). Markov processes: linguistics and Zipf's Law. *Physical Review Letters*, 74(22), 4559-4562.
- Kelly, P. (1991). Lexical ignorance: The main obstacle to listening comprehension with advanced foreign language learners. *IRAL*, 29(2), 135-149.
- Kim, K. H. S., Relkin, N. R., Lee, K. M., & Hirsch, J. (1997). Distinct cortical areas associated with native and second languages. *Nature*, 388(6638), 171-174.
- Kirsner, K. (1994). Second language vocabulary learning: The role of implicit processes. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp.283-311). London: Academic Press.
- Kojic-Sabo, I., & Lightbown, P. M. (1999). Students' approaches to vocabulary learning and their relationship to success. *The Modern Language Journal*, 83(2), 176-192.
- Krashen, S., Long, M., & Scarcella, R. (1979). Age, rate and eventual attainment in second language acquisition. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 161-172). Rowley, MA: Newbury House.

- Kuczaj, S. A. & Maratsos, M. P. (1975). What children can say before they will. *Merrill-Palmer Quarterly*, 21(2), 89-112.
- Lasagabaster, D., & Doiz, A. (2003). Maturational constraints on foreign-language written production. In M. P. García Mayo & M. L. García Lecumberri (Eds.), *Age and the acquisition of English as a foreign language* (pp. 136-160). Clevedon: Multilingual Matters.
- Laufer, B. (1986). Possible changes in attitude towards vocabulary acquisition research. *IRAL*, 24(1), 69-75.
- Laufer, B. (1988). What percentage of text-lexis is essential for comprehension? In C. Laurén & M. Nordmann (Eds.), *Special language: From human thinking to thinking machines* (pp. 316-323). Clevedon: Multilingual Matters.
- Laufer, B. (1992). How much lexis is necessary for reading comprehension? In P. Arnaud & H. Béjoint (Eds.), *Vocabulary and applied linguistics* (pp. 126-132). London: MacMillan.
- Laufer, B. (1994). The lexical profile of second language writing. Does it change over time? *RELC Journal*, 25(2), 21-33.
- Laufer, B. (1995). Beyond 2000. A measure of productive lexicon in a second language. In L. Eubank, L. Selinker & M. Sharwood Smith (Eds.), *The current state of interlanguage. Studies in honour of William E. Rutherford* (pp. 265-272). Amsterdam: John Benjamins.
- Laufer, B. (1998). The development of passive and active vocabulary in a second language: same or different? *Applied Linguistics*, 19(2), 255-271.
- Laufer, B., Elder, C., Hill, K., & Congdon, P. (2004). Size and strength: Do we need both to measure vocabulary knowledge? *Language Testing*, 21(2), 202-226.
- Laufer, B., & Goldstein, Z. (2004). Testing vocabulary knowledge: Size, strength, and computer adaptiveness. *Language Learning*, 54(3), 399-436.
- Laufer, B., & Nation, I. S. P. (1995). Vocabulary size and use: Lexical richness in L2 written production. *Applied Linguistics*, 16(3), 307-323.
- Laufer, B., & Shahaf, D. (1995, September). The development of passive and active vocabularies. Are they related? Paper presented at the Second Language Research Forum. Cornell University, Ithaca, N.Y.

- Laumann, L., & Shaw, R. J. (2000). Adult age differences in vocabulary acquisition. *Educational Gerontology, 26*(7), 651-664.
- Lederberg, A. R., & Spencer, P. (2005). Critical periods in the acquisition of lexical skills. Evidence from deaf individuals. In P. Fletcher & J. F. Miller (Eds.), *Developmental theory and language disorders* (pp. 121-145). Amsterdam: John Benjamins.
- Lee, S. H., & Muncie, J. (2006). From receptive to productive: Improving ESL learners' use of vocabulary in a postreading composition task. *TESOL Quarterly, 40*(2), 295-320.
- Leech, G., Rayson, P., & Wilson, A. (2001). *Word frequencies in written and spoken English*. London: Longman.
- Lenko-Szymanska, A. (2002). How to trace the growth in learners' active vocabulary? A corpus-based study. In B. Kettermann & M. Georg (Eds.), *Teaching and learning by doing corpus analysis* (pp. 217-230). Amsterdam: Rodopi.
- Lenneberg, E. H. (1967). *Biological foundations of language*. New York: Wiley.
- Lewis, M. (1993). *The lexical approach: The state of ELT and a way forward*. Hove: Language Teaching Publications.
- Lightbown, P. M., & Libben, G. (1984). The recognition and use of cognates by L2 learners. In R. W. Anderson (Ed.), *A crosslinguistic perspective for second language research* (pp.123-140). Rowley, MA: Newbury House.
- Lightbown, P. M., & Spada, N. (1993). *How languages are learned*. Oxford: Oxford University Press.
- Linnarud, M. (1986). *Lexis in composition: A performance analysis of Swedish learners' written English*. Lund: CWK Gleerup.
- Liu, N., & Nation, I. S. P. (1985). Factors affecting guessing vocabulary in context. *RELC Journal, 16*(1), 33-42.
- Liu, E. T. K., & Shaw, P. M. (2001). Investigating learner vocabulary: A possible approach to looking at EFL/ESL learners' qualitative knowledge of the word. *IRAL, 39*(3), 171-194.
- Long, M. (1990). Maturation constraints on language development. *Studies in Second Language Acquisition, 12*(3), 251-285.

- Long, M. (2005). Problems with supposed counter-evidence to the Critical Period Hypothesis. *IRAL*, 43(4), 287-317.
- Lorenzo-Dus, N., & Meara, P. M. (2005). Examiner support strategies and test-taker vocabulary. *IRAL*, 43(3), 239-258.
- MacWhinney, B. (1995). *The CHILDES project: Tools for analysing talk*. Hillsdale, N.J: Erlbaum.
- Mägiste, E. (1987). Further evidence for the optimal age hypothesis in second language learning. In J. Lantolf & A. Labarca (Eds.), *Research in language learning: Focus on the classroom. Proceedings of the 6th Delaware Symposium on Language Studies* (pp. 51-58). Norwood: Ablex.
- Malson, L. (1973). *Los niños selváticos*. Madrid: Alianza.
- Malvern, D., & Richards, B. (1997). A new measure of lexical diversity. In A. Ryan & A. Wray (Eds.), *Evolving models of language. Papers from the Annual Meeting of the BAAL* (pp. 58-71). Clevedon: Multilingual Matters.
- Malvern, D., & Richards, B. (2002). Investigating accommodation in language proficiency interviews using a new measure of lexical diversity. *Language Testing*, 19(1), 85-104.
- Malvern, D., Richards, B., Chipere, N., & Durán, P. (2004). *Lexical diversity and language development*. New York: Palgrave Macmillan.
- Marinova-Todd, S. H., Marshall, D., & Snow, C. E. (2000). Three misconceptions about age and L2 learning. *TESOL Quarterly*, 34(1), 9-34.
- Martohardjono, G., & Flynn, S. (1995). Is there an age-factor for Universal Grammar? In D. Singleton & Z. Lengyel (Eds.), *The age factor in second language acquisition* (pp. 135-153). Clevedon: Multilingual Matters
- Martorell, J. (2006). English language teaching in our schools: A real challenge. *APAC Quarterly Magazine*, 58, 38-45.
- Matsunobu, J. T. (1981). *A sore thumb? Identifying the ESL writer*. Unpublished manuscript, University of Pennsylvania, PA.
- Mayberry, R. I., & Eichen, E. B. (1991). The long-lasting advantage of learning sign-language in childhood: Another look at the Critical Period for language acquisition. *Journal of Memory and Language*, 30, 486-512.

- Mayberry, R. I., Lock, E., & Kazmi, H. (2002). Linguistic ability and early language exposure. *Nature Neuroscience*, 417(6884), 38.
- McCarthy, M. J. (1990). *Vocabulary*. Oxford: Oxford University Press.
- McCarthy, P. M. & Jarvis, S. (2007). Vocd: A theoretical and empirical evaluation. *Language Testing*, 24(4), 459-488.
- McKee, G., Malvern, D., & Richards, B. (2000). Measuring vocabulary diversity using dedicated software. *Literary and Linguistic Computing*, 15(3), 323-338.
- McLaughlin, J., Osterhout, L., & Kim, A. (2004). Neural correlates of second-language word learning: minimal instruction produces rapid change. *Nature Neuroscience*, 7(7), 702-704.
- McNamara, T. (2000). *Language testing*. Oxford: Oxford University Press.
- Meara, P. M. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language Teaching and Linguistics*, 14, 221-246.
- Meara, P. M. (1990). A note on passive vocabulary. *Second Language Research*, 6(2), 150-154.
- Meara, P. M. (1996). The dimensions of lexical competence. In G. Brown, K. Malmkjagr & J. Williams (Eds.), *Performance and competence in second language acquisition* (pp. 33-51). Cambridge: Cambridge University Press.
- Meara, P. M. (2001). *P_Lex* (Version 1.1) [Computer software]. Swansea: Lognostics.
- Meara, P. M. (2003). *V_Tools* (Version 0.2) [Computer software]. Swansea: Lognostics.
- Meara, P. M. (2005). Lexical frequency profiles: A Monte Carlo analysis. *Applied Linguistics*, 26(1), 32-47.
- Meara, P. M. (2006a, March). Assessing Vocabulary Size. Personal Communication. University of Barcelona: Barcelona.
- Meara, P. M. (2006b). [Review of the book *Vocabulary in a second language*]. *System*, 34(2), 284-286.
- Meara, P. M., & Bell, H. (2001). P_Lex: A simple and effective way of describing the lexical characteristics of short L2 texts. *Prospect. A Journal of Australian TESOL*, 16(3), 5-19.

-
- Meara, P. M., & Jones, G. (1988). Vocabulary size as a placement indicator. In P. Grunwell (Ed.), *Applied linguistics in society* (pp. 80-87). London: CILT.
- Meara, P. M., Lightbown, P. M., & Halter, R. H. (1997). Classrooms as lexical environments. *Language Teaching Research*, 1(1), 28-47.
- Meara, P. M., & Milton, J. (2003). *The Swansea Levels Test*. Newbury: Newbury Express.
- Meara, P.M. & Miralpeix, I. (2004). *D_Tools* (Version 1.0) [Computer software]. Swansea: Lognostics
- Meara, P.M. & Miralpeix, I. (2004). *V_Size* (Version 1.0) [Computer software]. Swansea: Lognostics.
- Melka, F. (1982). Receptive vs. productive vocabulary: A survey. *Interlanguage Studies Bulletin - Utrecht*, 6(2), 5-33.
- Melka, F. (1997). Receptive vs. productive aspects of vocabulary. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 84-102). Cambridge: Cambridge University Press.
- Milton, J. (2007). Lexical profiles, learning styles and the construct validity of lexical size tests. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 47-58). Cambridge: Cambridge University Press.
- Milton, J., & Hales, T. (1997). Applying a lexical profiling system to technical English. In A. Ryan & A. Wray (Eds.), *Evolving models of language. Papers from the Annual Meeting of the BAAL* (pp. 72-82). Clevedon: Multilingual Matters.
- Milton, J., & Meara, P. M. (1995). How periods abroad affect vocabulary growth in a foreign language. *ITL Review of Applied Linguistics*, 107-108, 17-34.
- Milton, J., & Vassiliu, P. (2000). *Frequency and lexis of low level EFL texts*. In K. Nicolaidis, K. & M. Mattheoudakis (Eds.), *Proceedings of the 13th International Symposium on Theoretical and Applied Linguistics* (pp. 444-455), Thessaloniki: Aristotle University of Thessaloniki.
- Miralpeix, I. (2002). *Lexis in free written production of learners of English as an L3 with different starting ages: A computational analysis*. Unpublished manuscript, Universitat de Barcelona, Spain.

- Miralpeix, I. (2007, June). Testing receptive vocabulary size: X_Lex and Y_Lex. Paper presented at the 29th Language Testing Research Colloquium. Barcelona.
- Mochida, A., & Harrington, M. (2006). The Yes/No Test as a measure of receptive vocabulary knowledge. *Language Testing*, 23(1), 73-98.
- Mochizuki, M. (2003). JACET 8000 compared with other vocabulary lists. In M. Murata, S. Yamada & Y. Tono (Eds.), *Dictionaries and language learning: How can dictionaries help human and machine learning? Asialex'03 Tokyo Proceedings* (pp. 378-383). Urayasu, Chiba, Japan: The Asian Association for Lexicography.
- Mora, J. C. (2006). Age effects on oral fluency and development. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 65-88). Clevedon: Multilingual Matters.
- Morris, L., & Cobb, T. (2004). Vocabulary profiles as predictors of the academic performance of TESL trainees. *System*, 32(1), 75-87.
- Muncie, J. (2002). Process writing and vocabulary development: comparing Lexical Frequency Profiles across drafts. *System*, 30(2), 225-235.
- Munro, M. J. (1998). The effect of noise on the intelligibility of foreign-accented speech. [Special Issue]. *Studies in Second Language Acquisition*, 20, 139-154.
- Munro, M. J., Flege, J. E., & MacKay, I. R. A. (1996). The effects of age of second language learning on the production of English vowels. *Applied Psycholinguistics*, 17, 313-334.
- Muñoz, C. (1997). Age, exposure and foreign language learning. *APAC Monographs*, 2, 16-24.
- Muñoz, C. (2000). The effects of age on rate of acquisition in a foreign language. In P. Gallardo & E. Llurda (Eds.), *Proceedings of the XXII International Conference of AEDEAN* (pp. 567-571). Lleida: Universitat de Lleida.
- Muñoz, C. (2003). Variation in oral skills development and age of onset. In M. P. García Mayo & M. L. García Lecumberri (Eds.), *Age and the acquisition of English as a foreign language* (pp. 161-181). Clevedon: Multilingual Matters.
- Muñoz, C. (Ed.). (2006a). *Age and the rate of foreign language learning*. Clevedon: Multilingual Matters.

- Muñoz, C. (2006b). The effects of age on foreign language learning: The BAF Project. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 1-40). Clevedon: Multilingual Matters.
- Muñoz, C. (2008). Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning. *Applied Linguistics*, 29(4), 578-596.
- Murata, M. (2003). Background of revision of JACET Word List. In M. Murata, S. Yamada & Y. Tono (Eds.), *Dictionaries and language learning: How can dictionaries help human and machine learning? Asialex'03 Tokyo Proceedings* (pp. 356-359). Urayasu, Chiba, Japan: The Asian Association for Lexicography.
- Nation, I. S. P. (1990). *Teaching and learning vocabulary*. New York: Newbury House.
- Nation, I. S. P. (1993a). Vocabulary size, growth and use. In R. Schreuder & B. Weltens (Eds.), *The bilingual lexicon* (pp. 115-134). Amsterdam: John Benjamins.
- Nation, I. S. P. (1993b). Using dictionaries to estimate vocabulary size: essential, but rarely followed, procedures. *Language Testing*, 10(1), 27-40.
- Nation, I. S. P. (1995a). *VocabProfile: Vocabulary analysis software* [Computer software]. Victoria University of Wellington, New Zealand: English Language Institute.
- Nation, I. S. P. (1995b). Vocabulary learning through spoken use. *JAAL Bulletin*, 9, 11-12.
- Nation, I. S. P. (1996). *Vocabulary lists*. Victoria University of Wellington, New Zealand: English Language Institute, Occasional Publication n.17.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I. S. P., & Waring, R. (1997). Vocabulary size, text coverage and word lists. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, acquisition and pedagogy* (pp. 6-19). Cambridge: Cambridge University Press.
- Nattinger, J. (1988). Some current trends in vocabulary teaching. In R. Carter & M. McCarthy (Eds.), *Vocabulary in language teaching* (pp. 62-82). New York: Longman.
- Nattinger, J. R., & DeCarrico, J. S. (1992). *Lexical phrases and language teaching*. Oxford: Oxford University Press.

- Navés, T. (2006). *The long-term effects of an early start on foreign language writing*. Unpublished doctoral dissertation. Universitat de Barcelona, Spain.
- Navés, T., Miralpeix, I., & Celaya, M. L. (2005). Who transfers more...and what? Crosslinguistic influence in relation to school grade and language dominance in EFL. *International Journal of Multilingualism*, 2(2), 113-134.
- Navés, T., Torras, M. R., & Celaya, M. L. (2003). Long-term effects of an earlier start. An analysis of EFL written production. In S. H. Foster-Cohen & S. Pekarek Doehler (Eds.), *Eurosla yearbook* (Vol. 3, pp. 103-129). Amsterdam: John Benjamins.
- Neville, H. J., Mills, D. L., & Lawson, D. S. (1992). Fractioning language: Different neural subsystems with different sensitive periods. *Cerebral Cortex*, 2(3), 244-258.
- Nikolov, M., & Mihaljevic, J. (2006). Recent research on age, second language acquisition, and early foreign language learning. *Annual Review of Applied Linguistics*, 26, 234-260.
- Ninio, A. (2006). Kernel vocabulary and Zipf's law in maternal input to syntactic development. In D. Bamman, T. Magnitskaia & C. Zaller (Eds.), *BUCLD 30: Proceedings of the 30th Annual Boston University Conference on Language Development* (pp. 423-431). Somerville, MA: Cascadilla Press.
- Norris, J. J., Brown, J. D., Hudson, T., & Yoshioka, J. (1998). *Designing second language performance assessments*. Manoa: Second Language Teaching and Curriculum Center.
- Nurweini, A., & Read, J. (1999). The English vocabulary knowledge of Indonesian university students. *English for Specific Purposes*, 18(2), 161-175.
- Oller, J. (1972). Scoring methods and difficulty levels for cloze tests of ESL proficiency. *The Modern Language Journal*, 56(3), 151-157.
- Oller, J., & Nagato, N. (1974). The long term effects of FLES: An experiment. *The Modern Language Journal*, 58(1-2), 15-19.
- Olson, L., & Samuels, S. J. (1973). The relationship between age and accuracy of foreign language pronunciation. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 67-75). Rowley, MA: Newbury House.

- Oyama, S. (1976). A sensitive period for the acquisition of a nonnative phonological system. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 20-38). Rowley, MA: Newbury House.
- Oyama, S. (1978). A sensitive period and comprehension of speech. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 39-51). Rowley, MA: Newbury House.
- Ovtcharov, V., Cobb, T., & Halter, R. H. (2006). La richesse lexicale des productions orales: Mesure fiable du niveau de compétence langagière. [The lexical richness of oral production: A reliable measure of linguistic competence]. *The Canadian Modern Language Review*, 63(1), 107-125.
- Pallant, J. (2001). *SPSS survival manual*. Buckingham: Oxford University Press.
- Papalia, A. (1975). Students' learning styles in ascribing meaning to written and oral stimuli. *Hispania*, 58(1), 106-108.
- Paradis, M. (1994). Neurolinguistic aspects of implicit and explicit memory: Implications for bilingualism and SLA. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 393-419). London: Academic Press.
- Patkowski, M. (1979). The sensitive period for the acquisition of syntax in a second language. Reprinted in S. Krashen, R. Scarcella & M. Long (Eds.) (1982), *Child-adult differences in second language acquisition* (pp. 52-63). Rowley, MA: Newbury House.
- Penfield, W., & Roberts, L. (1959). *Speech and brain mechanisms*. Princeton, N.J.: Princeton University Press.
- Perani, D., Dehaene, S., Grassi, F., Cohen, L., Cappa, S. F., Dupoux, E., et al. (1996). Brain processing of native and foreign languages. *NeuroReport*, 7(10), 2439-2444.
- Perani, D., Paulesu, E., Sebastian, N., Dupoux, E., Dehaene, S., Bettinardi, V., et al. (1998). The bilingual brain. Proficiency and age of acquisition of the second language. *Brain*, 121(10), 1841-1852.
- Pressley, M., & Dennis-Rounds, J. (1980). Transfer of a mnemonic keyword strategy at two age levels. *Journal of Educational Psychology*, 72(4), 575-582.

- Pressley, M., Levin, J. R., & McCormick, C. B. (1980). Young children's learning of foreign language vocabulary: a sentence variation of the keyword method. *Contemporary Educational Psychology, 5*, 22-29.
- Peters, A. M. (1985). Language segmentation: Operating principles for the perception and analysis of language. In D. I. Slobin (Ed.), *The crosslinguistic study of language acquisition* (Vol. 2: Theoretical Issues). Hillsdale, NJ: Erlbaum.
- Qian, D. D. (2002). Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective. *Language Learning, 52*(3), 513-536.
- Read, J. (2000). *Assessing vocabulary*. Cambridge: Cambridge University Press.
- Read, J. (2005). Applying lexical statistics to the IELTS speaking test. *Research Notes, 20*, 12-16.
- Richards, B. (1987). Type/Token ratios: What do they really tell us? *Journal of Child Language, 14*(2), 201-209.
- Richards, B., & Malvern, D. (2000, September). Measuring vocabulary diversity in teenage learners of French. Paper presented at the British Educational Research Association Conference, Cardiff. Retrieved December 29, 2002, from B. E. R. Association (Ed.). Cardiff: Education-line Electronic Database.
- Richards, B., & Malvern, D. (2007). Varidity and threats to the validity of vocabulary measurement. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 79-92). Clevedon: Multilingual Matters.
- Ridley, D. R. (1982). Zipf's Law in transcribed speech. *Psychological Research, 44*(1), 97-103.
- Ridley, D. R., & Gonzales, E. A. (1994). Zipf's Law extended to small samples of adult speech. *Perceptual and Motor Skills, 79*, 153-154.
- Rieder, A. (2003). Implicit and explicit learning in incidental vocabulary acquisition. *Vienna English Working Papers, 12*(2), 24-39.
- Riley, P., & Whistler, B. (2000). Teacher perceptions of student vocabulary. In D. Brooks, R. Long & J. Robbins (Eds.), *On JALT 1999. Teacher belief, teacher action: Connecting research and the classroom* (pp. 153-159). Tokyo: JALT.
- Ringbom, H. (1987). *The role of the first language in foreign language learning*. Londres: Multilingual Matters.

- Ringeling, T. (1984). Subjective estimations as a useful alternative to word frequency counts. *Interlanguage Studies Bulletin - Utrecht*, 8(1), 59-69.
- Robinson, P. (1989). Procedural vocabulary and language learning. *Journal of Pragmatics*, 13, 523-546.
- Saville-Troike, M. (1984). What really matters in second language learning for academic achievement? *TESOL Quarterly*, 18(2), 199-219.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Schmitt, N., & McCarthy, M. (Eds.). (1997). *Vocabulary. Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- Schmitt, N., Schmitt, D., & Clapham, C. (2001). Developing and exploring the behaviour of two new versions of the Vocabulary Levels Test. *Language Testing*, 18(1), 55-88.
- Scottish Education Department. (1969). *French in the primary school*. Edinburgh: Her Majesty's Stationery Office.
- Scovel, T. (1969). Foreign accents, language acquisition, and cerebral dominance. *Language Learning*, 69(3-4), 245-253.
- Scovel, T. (2000). A critical review of the critical period research. *Annual Review of Applied Linguistics*, 20, 213-223.
- Seashore, R. H. (1933). The measurement and analysis of extent of vocabulary. *Psychological Bulletin*, 30, 709-710.
- Serrano, R. (2007). *Time distribution and the acquisition of English as a foreign language*. Unpublished doctoral dissertation. Universitat de Barcelona, Barcelona.
- Service, E., & Craik, F. I. M. (1993). Differences between young and older adults in learning a foreign vocabulary. *Journal of Memory and Language*, 32(5), 608-623.
- Silverberg, S., & Samuel, A. G. (2004). The effect of age of second language acquisition on the representation and processing of second language words. *Journal of Memory and Language*, 51(3), 381-398.

- Sinclair, J. (2004). New evidence, new priorities, new attitudes. In Sinclair, J. (Ed). *How to use corpora in language teaching* (pp. 271-299). Amsterdam: John Benjamins.
- Singleton, D. (1995). Introduction: A critical look at the Critical Period Hypothesis in second language acquisition. In D. Singleton & Z. Lengyel (Eds.), *The age factor in second language acquisition* (pp. 1-29). Clevedon: Multilingual Matters.
- Singleton, D. (1999). *Exploring the second language mental lexicon*. Cambridge: Cambridge University Press.
- Singleton, D. (2001). Age and second language acquisition. *Annual Review of Applied Linguistics*, 21, 77-89.
- Singleton, D., & Lengyel, Z. (1995). *The age factor in second language acquisition*. Clevedon: Multilingual Matters.
- Singleton, D., & Ryan, L. (2004). *Language acquisition: The age factor* (2nd edition). Clevedon: Multilingual Matters.
- Skehan, P. (1998a). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Skehan, P. (1998b). The role of memory and lexical learning. In P. Skehan, *A cognitive approach to language learning* (pp. 29-41). Oxford: Oxford University Press.
- Slabakova, R. (2006). Is there a critical period for semantics? *Second Language Research*, 22(3), 302-338.
- Slavoff, G. R., & Johnson, J. (1995). The effects of age on the rate of learning a second language. *Studies in Second Language Acquisition*, 17(1), 1-16.
- Snow, C. E. (1983). Age differences in second language acquisition: research findings and folk psychology. In K. M. Bailey, M. Long & S. Peck (Eds.), *Second language acquisition* (pp. 141-150). London: Newbury House.
- Snow, C. E., & Hoefnagel-Höhle, M. (1978). Age differences in second language acquisition. In E. M. Hatch (Ed.), *Second language acquisition. A book of readings* (pp. 333-344). Rowley: Newbury House.
- Sökmen, A. J. (1993). Word association results: A window to the lexicons of ESL students. *JALT Journal*, 15(2), 135-150.

- Sorace, A. (2003). Near nativeness. In C. Doughty & M. Long (Eds.), *The handbook of second language acquisition* (pp. 130-151). London: Blackwell.
- Spadaro, K. (1998). *Maturation constraints on lexical acquisition in a second language*. Unpublished doctoral dissertation, University of Western Australia, Crawley, WA.
- Spiegel, M. R., & Stephens, L. J. (1999). *Statistics* (3rd edition). Singapore: McGraw-Hill.
- Stankowski Gratton, R. (1980). Una ricerca sperimentale sull'insegnamento del tedesco dalla prima classe elementare. [An experimental study on the teaching of German from the first elementary grade]. *Rassegna Italiana di Linguistica Applicata*, 12 (3), 119-141.
- Statistical Package for Social Sciences* (version 11.5) [Computer software].
- Stubbs, M. (1986). Language development, lexical competence and nuclear vocabulary. In K. Durkin (Ed.), *Language development in the school years* (pp. 57-76). Beckenham, Kent: Croom Helm.
- Swain, M. (1981). Time and timing in bilingual education. *Language Learning*, 31(1), 1-15.
- Swain, M. (1985). Communicative competence: some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-252). Cambridge, MA: Newbury House.
- Swain, M., & Lapkin, S. (1989). Canadian immersion and adult second language teaching: What's the connection? *The Modern Language Journal*, 73(2), 150-159.
- Takala, S. (1985). Estimating students' vocabulary sizes in foreign language teaching. In V. Kohonen, H. Von Hessen & C. Klein-Braley (Eds.), *Practice and problems in language testing* (Vol. 8, pp. 157-165). Tampere: AfinLa.
- Tidball, F., & Treffers-Daller, J. (2007). Exploring measures of vocabulary richness in semi-spontaneous French speech. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 133-149). Cambridge: Cambridge University Press.

- Torras, M. R., & Celaya, M. L. (2001). Age-related differences in the development of written production. An empirical study of EFL school learners. *International Journal of English Studies*, 1(2), 103-126.
- Torras, M. R., Navés, T., Celaya, M. L., & Pérez-Vidal, C. (2006). Age and IL development in writing. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 156-182). Clevedon: Multilingual Matters.
- Torras, M. R., Tragant, E., & García, M. L. (1997). Croyances populaires sur l'apprentissage précoce d'une langue étrangère. *AILE*, 10, 127-158.
- Tragant, E. (2006). Language learning motivation and age. In C. Muñoz (Ed.), *Age and the rate of foreign language learning* (pp. 237-267). Clevedon: Multilingual Matters.
- Tschirner, E. (2004). Breadth of vocabulary and advanced English study: An empirical investigation. *Electronic Journal of Foreign Language Teaching*, 1(1), 27-39.
- Turner, G. (1983). Teaching French vocabulary: a training study. *Educational Review*, 35(1), 81-88.
- Ullman, M. T., Corkin, S., Coppola, M., Hickok, G., Growdon, J. H., Koroshetz, W. J., et al. (1997). A neural dissociation within language: Evidence that the mental dictionary is part of declarative memory, and that grammatical rules are processed by the procedural system. *Journal of Cognitive Neuroscience*, 9(2), 266-276.
- Ure, J. (1971). Lexical density and register differentiation. In G. E. Perren & J. L. M. Trim (Eds.), *Applications of linguistics. Selected papers of the Second International Congress of Applied Linguistics, Cambridge, 1969* (pp. 443-452). Cambridge: Cambridge University Press.
- Van Hout, R., & Vermeer, A. (2007). Comparing measures of lexical richness. In H. Daller, J. Milton & J. Treffers-Daller (Eds.), *Modelling and assessing vocabulary knowledge* (pp. 93-115). Cambridge: Cambridge University Press.
- Verhallen, M., & Schoonen, R. (1993). Lexical knowledge of monolingual and bilingual children. *Applied Linguistics*, 14(4), 344-363.
- Vermeer, A. (2000). Coming to grips with lexical richness. *Language Testing*, 17(1), 65-83.

- Vermeer, A. (2004). The relation between lexical richness and vocabulary size in Dutch L1 and L2 children. In P. Bogaards & B. Laufer (Eds.), *Vocabulary in a second language* (pp. 173-189). Amsterdam: John Benjamins.
- Vihman, M. M. (1985). Language differentiation by the bilingual infant. *Journal of Child Language*, 12(2), 297-324.
- Wachal, R. S., & Spreen, O. (1973). Some measures of lexical diversity in aphasic and normal language performance. *Language and Speech*, 16(2), 169-181.
- Waring, R. (1997). A comparison of the receptive and productive vocabulary sizes of some second language learners. *Immaculata; The Occasional Papers at Notre Dame Seishin University*, 1, 53-68.
- Waring, R., & Nation, I. S. P. (2004). Second language reading and incidental vocabulary learning. In D. Albrechtsen, K. Haastrup & B. Henriksen (Eds.), *Angles on the English speaking world. Writing and vocabulary in foreign language acquisition* (pp. 97-110). Copenhagen: Museum Tusulanum Press.
- Wesche, M., & Paribakht, T. S. (Eds.). (1999). *Incidental L2 Vocabulary Acquisition: Theory, Current Research and Instructional Implications* [Special Issue]. *Studies in Second Language Acquisition* 21(2).
- West, M. (1936). *A General Service List of English Words* (1953 edition). London: Longmans.
- White, L., & Genessee, F. (1996). How native is near-native? The issue of ultimate attainment in adult second language acquisition. *Second Language Research*, 12(3), 233-265.
- Wilkins, D. A. (1972). *Linguistics in language teaching*. London: Arnold.
- Witalisz, E. (2007). Vocabulary assessment in writing: lexical statistics. In Z. Lengyel & J. Navracsis (Eds.), *Second language lexical processes: Applied linguistics and psycholinguistic perspectives* (pp. 101-116). Clevedon: Multilingual Matters.
- Wolfe-Quintero, K., Inagaki, S., & Kim, H. (1998). *Second language development in writing: Measures of fluency, accuracy and complexity*. Hawaii: University of Hawaii at Manoa.
- Xue, G., & Nation, I. S. P. (1984). A University Word List. *Language Learning and Communication*, 3(2), 215-229.

- Yamada, J., Takatsuka, S., Kotake, N., & Kurusu, J. (1980). On the optimum age for teaching foreign language vocabulary to children. *IRAL*, 18, 245-247.
- Yoshida, M. (1978). The acquisition of English vocabulary by a Japanese-speaking child. In E. M. Hatch (Ed.), *Second language acquisition. A book of readings* (pp. 91-100). Rowley: Newbury House.
- Zareva, A. (2005). Models of lexical knowledge assessment of second language learners of English at higher levels of language proficiency. *System*, 33(4), 547-562.
- Zareva, A., Schwanenflugel, P., & Nikolova, Y. (2005). Relationship between lexical competence and language proficiency. Variable Sensitivity. *Studies in Second Language Acquisition*, 27(4), 567-595.
- Zechmeister, E. B., D'Anna, C. A., Hall, J. W., Paus, C., H., & Smith, J. A. (1993). Metacognitive and other knowledge about mental lexicon: do we know how many words we know? *Applied Linguistics*, 14(2), 188-206.
- Zimmerman, J. K. (2004). *The role of vocabulary size in assessing second language*. Unpublished Master Thesis, Brigham Young University, Hawaii.
- Zipf, G. K. (1935). *The psycho-biology of language: An introduction to dynamic philology*. Boston: Houghton Mifflin.