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This volume examines the area of second language vocabulary studies from three broad perspectives: description, acquisition and pedagogical context. The book's fifteen chapters are grouped together to achieve a balance between descriptions of what vocabulary is and how it behaves, how the mind learns new vocabulary and then uses it when it is learned, and pedagogical issues of teaching and testing L2 vocabulary.

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Nick C. Ellis, "Vocabulary acquisition: word structure, collocation, word-class, and meaning." Language is composed of strings of units hierarchically organized into increasingly large chunks. Ellis argues that the acquisition of phonological form, collocation and grammatical class results from unconscious analysis of sequence information.

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1. Word frequency and vocabulary size Paul Nation and Rob Waring 2. Variation in spoken and written language Michael McCarthy and Ron Carter 3. Vocabulary connections Rosamund Moon 4. Vocabulary and context William Nagy 5. Productive vs. receptive aspects of vocabulary Francine Melka 6. Models of lexical acquisition Paul Meara 7. Cognitive constraints on vocabulary acquisition Nick Ellis 8.

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VOcabULARY SIZE, TEXT COVERAGE AND WORD LISTS Paul Nation and Robert Waring In Schmitt, N. and M. McCarthy (Eds.): Vocabulary: Description, Acquisition and Pedagogy (pp. 6-19). Cambridge: Cambridge University Press. Version: Sept 1997 How much vocabulary does a second language learner need? There are three ways of answering this question.

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