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The year 2020, unlike any in recent memory, has presented the vocabulary education and research community with both unexpected challenges for continuing our work and opportunities for learning new things. We look forward to seeing how this influences work in our field. This issue of VERB has two empirical studies, each of which combines the education and research foci of this bulletin. First, **Alla Zareva** compares the use of multi-word verbs in spoken presentations given by L2 and L1 users of English at the university level. Then **Melanie González** uses a carefully manipulated student essay to examine the judgment of lexical quality at three levels of lexical diversity.

Finally, we would like to inform you that this is the final issue of VERB under our editorship. We are deeply appreciative of the opportunity to work with the many talented SIG members and VERB contributors.

Magda Kitano & Tim Stoeckel, VERB editors

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Short Paper

L2 Students' Prepositional and Phrasal Verb Use in Academic Presentations

Alla Zareva azareva@odu.edu

Corpus-based research has determined that multi-word verbs (MWVs) are a salient feature of the English language (e.g., Biber, Johansson, Leech, Conrad, & Finegan, 1999; Siyanova & Schmitt, 2007). Considering their prominence in natural language and the challenges they pose to second language (L2) learning, the current study explores their use in English as a native language (L1) and L2 college students' presentations. It focuses on how proficient L2 users compared to L1 students in taking advantage of these highly functional structures in their oral academic discourse. The investigation was driven by several motivations: 1) the under-researched status of MWVs as a whole; 2) the overall lack of research on the use of those structures in academic speech; 3) the lexical problems higher proficiency L2 students experience with multi-word lexical items (including MWVs); and 4) the implications of the findings for vocabulary teaching, learning, and material design for academic purposes.

MWVs are traditionally described as structures that form a single unit syntactically and semantically (Biber et al., 1999; Quirk, Greenbaum, Leech, & Svartvik, 1985). They include several subcategories of different composition (e.g., phrasal, prepositional, phrasal-prepositional verbs, and a category of "other"). This study focuses on only two of them—i.e. prepositional (e.g., *think about*) and phrasal verbs (e.g., *look into* = investigate)—in comparison to free combinations. The main reasons for the exclusion of the phrasal-prepositional verbs (e.g., *pull away from* = move ahead of a competitor) and the subcategory of "other" (e.g., *take for granted*) from the analysis are, first, because their frequency in natural language and in the data was negligible and, second, the subcategory of "other" is syntactically and structurally quite diverse.

The three verb constructions under investigation were determined as defined by Biber et al. (1999). In brief, free combinations consist of verbs followed by a preposition or prepositional phrase (PP) which do not form a unit with the verb (e.g., *come in a minute*). Prepositional verbs, on the other hand, are constructions consisting of a verb followed by a preposition in a relatively fixed syntactic combination; however, semantically, they are usually not completely idiomatic (e.g., *focus on*). Finally, phrasal verbs consist of a verb followed by an adverbial particle, and the meaning of the resultant structures is largely idiomatic (e.g., *go over* = to overview). Biber et al. (1999) also

emphasized that there is some overlap across the structures; thus, the distinction between them is subtle and context-dependent (see Biber et al., 1999, for a detailed description of the subcategories and identification tests).

The main goal of this study is to examine the status of the three verb constructions in L1 and L2 student academic presentations. In general, determining their typical distribution in L1 and L2 college students' prepared oral academic discourse will certainly be a useful starting point for English for academic purposes (EAP) instructors, material designers, and test developers to highlight these structures in their materials and practices. The study addressed the following research questions (RQs):

- 1) Is there a significant difference between the L2 students' overall use of prepositional and phrasal verbs in their presentations and the correctly formed ones?
- 2) Is there a significant difference between the L1 and L2 presenters' use of prepositional and phrasal verbs compared to free combinations?
- 3) What is the hierarchy of usage of the three verb subcategories in the L1 and L2 presentations? How do the groups compare on their preferences?

Method

Participants

Two groups of college students ($N = 60$) participated in the study—L1 participants ($n = 30$, 22 females and 8 males, M age = 26.8 years) and L2 students ($n = 30$, 19 females and 11 males, M age = 29 years). At the time of data collection, they were all students in degree-granting programs at several U.S. universities. The L2 participants came from various L1 backgrounds (e.g., Arabic, Chinese, French, German, Japanese, Korean, Russian, etc.) and had studied English only in their native countries through formal instruction. They were considered advanced L2 users of English based on their TOEFL scores (range = 587-610) and IELTS results ($M = 6.5$ academic module).

Data

The data consist of the participants' final project presentations which were a graded component of their coursework. Content-wise, the presentations were based on library research on topics of the students' own academic interests. The presentations had a time limit of 15 to 20 minutes, which all presenters observed. The word count of the presentations was similar across the two groups (L1 $M = 2,009$ words, L2 $M = 1933$ words). Overall, these are characteristics that are typical of student presentations in most disciplinary areas where the primary focus is on subject-area learning rather than language learning per se.

The presentations were audio-recorded, transcribed orthographically, tagged for part of speech, and then analyzed. The MWV identification procedure used in this study followed Zareva’s (2016) methodology. Once the phrasal and prepositional verbs were identified, their MWV status was confirmed against Oxford English Dictionary online (<http://www.oed.com>). Since RQ1 concerned the correctness of L2 students’ phrasal and prepositional verbs, these data were also analyzed for correctness.

Results

To address the first RQ related to the correctness of the L2 students’ use of phrasal and prepositional verbs, their total number (which included the incorrectly formed structures; $M = 30.00, SD = 14.174$) was compared to the total number of correctly formed ones ($M = 28.10, SD = 14.003$). The pairwise comparison showed that the mean difference was significant ($t(29) = 3.098, p < .05, d = .59$), indicating that the usage of incorrectly formed prepositional and phrasal verbs was noticeable in the L2 presentations.

Based on this finding, the subsequent comparisons between the two groups were carried out only with the correctly formed and used structures. A series of one-way ANOVAs, addressing RQ2, compared the L1 and L2 students’ use of free combinations, phrasal, and prepositional verbs to find out if there were differences in their frequencies. The results confirmed that the two groups differed significantly on all comparisons (see Table 1).

Table 1

Comparison of L1 and L2 Presenters’ Correct Use of Free Combinations, Phrasal, and Prepositional Verbs

| Verb Structure | df | Mean | | SD | | F | p | ω^2 |
|----------------------------|----|-------|-------|-------|-------|--------|-------|------------|
| | | L1 | L2 | L1 | L2 | | | |
| <i>Phrasal Verbs</i> | 58 | 14.00 | 8.06 | 6.39 | 6.25 | 10.815 | .002 | .14 |
| <i>Prepositional Verbs</i> | 58 | 26.77 | 20.03 | 7.49 | 11.18 | 5.199 | .026 | .07 |
| <i>Free Combinations</i> | 58 | 50.67 | 65.37 | 16.57 | 26.29 | 6.712 | .012 | .09 |
| <i>Total MWVs</i> | 58 | 40.77 | 28.10 | 11.22 | 14.00 | 14.955 | <.001 | .19 |

The last RQ addressed the hierarchy of usage of the three verb subcategories by running paired samples *t*-tests between the subcategories within the L1 and L2 data and also across the groups. The analyses showed that both groups preferred to use mostly free combinations, followed by prepositional and phrasal verbs; however, all differences between the two groups across the categories were significant ($p < .05$; Figure 1).

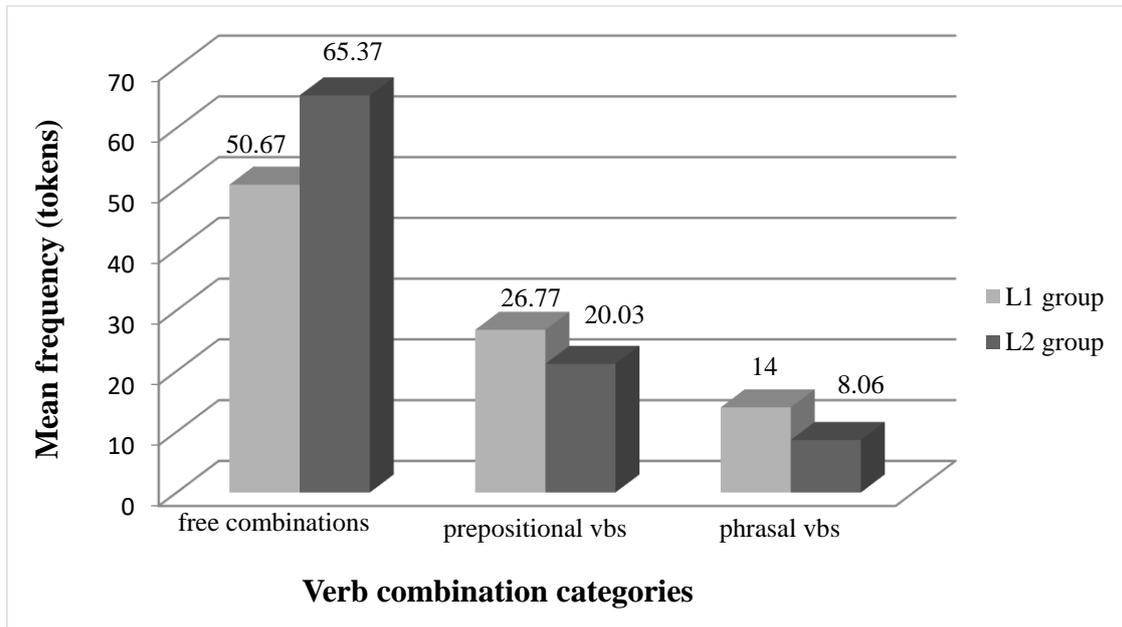


Figure 1. Mean Frequency of Verb Combinations in L1 and L2 Presentations

Conclusions and Implications

This present study compared L1 and L2 college students' use of two of the most prominent categories of MWVs in natural language—phrasal and prepositional verbs (in comparison to free combinations)—in their academic presentations. The main findings and their implications can be summarized as follows:

- 1) L2 students' use of incorrectly formed prepositional and phrasal verbs was markedly noticeable in their presentations, which implies that they were not simply slips of the tongue but, rather, gaps in L2 students' MWV knowledge. Future research should look into the patterns of usage that the incorrectly formed and/or used phrasal and prepositional verbs reveal so that they can be addressed in language learning and academic communication classes.
- 2) The L2 students differed noticeably from the L1 participants along all comparisons, though in various directions—i.e., they used significantly more free verb combinations and significantly fewer phrasal and prepositional verbs in their presentations. The finding suggests that, possibly, fewer MWVs are available in L2 students' productive lexical repertoire in prepared academic discourse or, perhaps, that L2 students do not perceive these structures as functionally useful as much as L1 students do. Either way, language teaching and EAP materials should make students aware that the genre itself tolerates a relatively high frequency of MWV structures.

- 3) For both groups, the preferred hierarchy of usage across the different subcategories was similar—i.e. the students used most frequently free combinations, followed by prepositional verbs, and phrasal verbs. However, the frequency differences between the L1 and L2 students across the MWV categories was more worrisome as it revealed that the L2 presenters seemed to overlook the phrasal and prepositional verb structures (see Figure 1).
- 4) The results also revealed the specific contribution of each subcategory to students' oral academic performance and highlighted the much greater utility of prepositional verbs than phrasal verbs for presentation purposes. In that sense, it will be practically useful for EAP materials and teaching to address each of the subcategories adequately relative to their contribution to the discourse and with regard to the challenges they pose for learning.

On a final note, the present study should not be seen as a comparison that aims at establishing the L1 students' presentations as a model that L2 students need to follow. Rather, one of its goals is to prompt L2 students to consciously think of and use a wider range of MWVs in their presentations not only to avoid excessive repetitions, but also to take advantage of the high functionality of those structures and balance their use alongside free combinations.

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Short Paper**Instructor Perceptions of the Lexical Quality of a Bilingual Student-Authored Text**

Melanie C. González gonzalezmelaniec@gmail.com

Examination of common postsecondary ESL writing rubrics like TOEFL and IELTS reveals that three main criteria assess the lexical quality of a student-authored text: a) the use of a sophisticated vocabulary (the use of uncommon/low-frequency words), a range of vocabulary (the use of a variety of different words), and accurate word-choice, mechanics, or collocations (British Council, 2020a; 2020b; Educational Testing Service, 2020). These three indicators have been empirically coded in the literature as: lexical sophistication, lexical diversity, and lexical error (Laufer & Nation, 1995).

When looking into which of these lexical criteria positively contribute to ESL postsecondary writing quality, studies have found that lexical diversity rises from the three as the key significant predictor (Crossley & McNamara, 2012; Crossley, Salsbury, McNamara, & Jarvis, 2010; Engber, 1995; Friginal, Li, & Weigle, 2014; González, 2017; Laufer & Nation, 1995). However, many of these studies have been correlational in design. Additionally, few have examined lexical diversity's influence from the perceptions of writing instructors who routinely evaluate multilingual writers' texts.

Aims

The aim of this study is to explore how a text's lexical diversity impacts ESL writing instructors' perceptions of its lexical quality. Two research questions guided the study:

- 4) How and in which ways do writing instructors judge the lexical quality of a postsecondary bilingual student-authored text?
- 5) To what degree does lexical diversity influence their judgments of overall lexical quality?

Method

This experiment involved four tasks that assessed the lexical quality of a text. Participants were first asked to read a bilingual student-authored text and then rate the text's lexical quality using an analytical rubric containing criteria relating to lexical sophistication, diversity, and error (see Appendix A). Afterwards, the participants justified their ratings with examples and explanations and rated the degree to which each of the

lexical criteria influenced their final perception of overall lexical quality (see Appendix B). The final task involved a demographic survey about the participants' backgrounds.

Participants

Twenty-three raters fully completed the tasks. In terms of education, 63% of the participants possessed a Master's degree in TESOL, Linguistics, or Applied Linguistics, and 27% held a doctorate in these same fields. Their experience teaching ESL writing ranged from 4 to 35 years, with 72% of participants reporting more than 6 years of experience. Sixty percent of the participants considered themselves multilingual with English being their strongest language, 17% were fluent in English only, 7% were equally bi/multilingual in English and another language(s), and 7% were bi/multilingual but with a language other than English identified as their strongest. Nine percent of participants did not disclose their languages.

The Essay

The selected essay was the final draft of a short personal opinion essay from an advanced writing course that prepares multilingual students for postsecondary-level writing in English (see Appendix C). The essay's author was a female, Arabic-English bilingual student who was preparing to start a Bachelor's degree in a U.S. university. In her essay, she discussed the precedence of internal beauty over external beauty.

The essay totaled 487 tokens, and its lexical profile indicated that the author used mostly high-frequency words with 98% of the tokens (99% of the types; see Table 1). As indicated by the Measure of Textual Lexical Diversity (MTLD; McCarthy & Jarvis, 2010), the essay possessed an average amount of lexical diversity (MTLD = 68.88) based on the typical range of lexical diversity scores (McCarthy & Jarvis, 2010). The content words that were most often repeated were: beauty (19), inner (11), and people (9).

There were four lexical errors present in the essay: one spelling error, two word-choice errors, and one collocational error. The spelling error was corrected to calculate the lexical indices reported above but was reinstated before the essay was rated by the study participants.

Text Manipulations

In order to isolate the effects of lexical diversity, the essay was manipulated twice. Lexical diversity was increased by inserting single-word synonyms for the three most frequent content words and decreased by repeating these words more often.

Table 1

Lexical Profile of the Original Essay

| Frequency | Band | Types | | Tokens | |
|--------------|----------|--------|--------|--------|--------|
| | | Number | % | Number | % |
| <i>High</i> | K-1 | 165 | 83.33 | 450 | 92.20 |
| | K-2 | 19 | 9.60 | 20 | 4.30 |
| | K-3 | 10 | 5.05 | 12 | 2.50 |
| <i>Mid</i> | K-4 | 2 | 1.01 | 3 | 0.60 |
| <i>Low</i> | Off-list | 1 | 1.01 | 2 | 0.51 |
| <i>Total</i> | | 197 | 100.00 | 487 | 100.00 |

Note. Frequency indices obtained using Lextutor's Vocabprofile Compleat BNC-COCA 1-25K (<https://www.lexutor.ca/vp/comp/>).

Data Collection and Analysis Procedures

The survey software Qualtrics (SAP, n.d.) organized data collection using a hyperlink emailed to participants upon study consent. When participants entered the study, Qualtrics' algorithm evenly, randomly, and blindly divided the participants into three conditions: a control condition that received the unmodified text (with a medium-level of diversity; medium-LD; $n = 8$); a low-lexical diversity (low-LD) group that received the text with reduced lexical diversity ($n = 7$), and a high-lexical diversity (high-LD) group that received the text with increased lexical diversity ($n = 8$). Participants then read their assigned version of the text, rated its lexical quality on a scale of one to five (1 = lowest score; 5 = highest score) using an analytical rubric (Appendix A), and completed the follow-up questionnaire and demographic survey (Appendix B). Data analysis of the rubric and questionnaire results involved quantitative statistics to analyze the numerical data and qualitative axial coding of the 'other' and open response sections.

Results

Research Question 1: How and in what ways do writing instructors judge the lexical quality of postsecondary bilingual student-authored text?

The overall lexical quality ratings of the text between the three conditions was not statistically different (Table 2 displays descriptive statistics and Table 3 displays ANOVA results). Lexical error was the only aspect of lexical quality that differed significantly across conditions ($F_{2,21} = 4.18, p < .05, \eta^2 = .36$; Table 3), with ratings decreasing as lexical diversity increased. A Scheffe's post-hoc analysis revealed that lexical error ratings in the high-LD condition ($M = 3.00, SD = .50$) were significantly lower than those

in the low-LD ($M = 4.33$; $SD = 1.03$) and control/medium-LD ($M = 3.5$, $SD = 1.07$) conditions.

Lexical error received the highest favorable ratings in the low- and control/medium-LD conditions. Lexical diversity was more positively rated in all three groups over lexical sophistication, but all three aspects of lexical quality stabilized in the high-LD group, more closely matching their overall mean score of 3.11 (Table 2).

Table 2
Descriptive Statistics for the Total Sample and the Three Conditions

| Condition | N | Range | Min. | Max. | M | SD |
|---------------------------------------------|----|-------|------|------|------|------|
| Lexical Sophistication Rating (Total) | 23 | 4 | 1 | 5 | 2.83 | .89 |
| Low-LD Condition | 7 | 3 | 1 | 4 | 2.50 | 1.05 |
| Control/Mid-LD Condition | 8 | 3 | 2 | 5 | 3.00 | .93 |
| High-LD Condition | 8 | 2 | 2 | 4 | 2.89 | .78 |
| Lexical Diversity Rating (Total) | 23 | 3 | 2 | 5 | 3.13 | .97 |
| Low-LD Condition | 7 | 2 | 2 | 4 | 2.83 | .98 |
| Control/Mid-LD Condition | 8 | 3 | 2 | 5 | 3.38 | .92 |
| High-LD Condition | 8 | 3 | 2 | 5 | 3.11 | 1.05 |
| Lexical Error Rating (Total) | 23 | 3 | 2 | 5 | 3.52 | .99 |
| Low-LD Condition | 7 | 2 | 3 | 5 | 4.33 | 1.03 |
| Control/Mid-LD Condition | 8 | 3 | 2 | 5 | 3.50 | 1.07 |
| High-LD Condition | 8 | 2 | 2 | 4 | 3.00 | .50 |
| Overall Lexical Quality Rating (Total) | 23 | 3 | 2 | 5 | 3.39 | .72 |
| Low-LD Condition | 7 | 2 | 2 | 4 | 3.50 | .84 |
| Control/Mid-LD Condition | 8 | 2 | 3 | 5 | 3.63 | .74 |
| High-LD Condition | 8 | 2 | 2 | 4 | 3.11 | .60 |
| Influence of Lexical Sophistication (Total) | 23 | 4 | 1 | 5 | 3.04 | 1.02 |
| Low-LD Condition | 7 | 3 | 1 | 4 | 2.67 | 1.03 |
| Control/Mid-LD Condition | 8 | 3 | 2 | 5 | 3.13 | .99 |
| High-LD Condition | 8 | 2 | 2 | 4 | 2.89 | .78 |
| Influence of Lexical Diversity (Total) | 23 | 3 | 2 | 5 | 3.39 | .84 |
| Low-LD Condition | 7 | 2 | 2 | 4 | 3.17 | .98 |
| Control/Mid-LD Condition | 8 | 2 | 3 | 5 | 3.63 | .74 |
| High-LD Condition | 8 | 3 | 2 | 5 | 3.11 | 1.05 |
| Influence of Lexical Error (Total) | 23 | 3 | 2 | 5 | 2.96 | .88 |
| Low-LD Condition | 7 | 2 | 2 | 4 | 2.83 | .75 |
| Control/Mid-LD Condition | 8 | 2 | 2 | 4 | 2.63 | .74 |
| High-LD Condition | 8 | 3 | 2 | 5 | 3.33 | 1.00 |

Table 3

ANOVA Comparing Participants' Ratings and Influence of Lexical Quality Criteria Under Three Conditions

| Variable | Sum of Squares | df | Mean Square | F | Sig. | Effect Size |
|-------------------------------------|----------------|----|-------------|------|------|-------------|
| Lexical Sophistication Rating | .92 | 2 | .46 | .56 | .58 | .10 |
| Lexical Diversity Rating | 1.01 | 2 | .51 | .52 | .61 | .04 |
| Lexical Error Rating | 6.41 | 2 | 3.20 | 4.18 | .03 | .36 |
| Overall Lexical Quality | 1.21 | 2 | .61 | 1.18 | .33 | .16 |
| Influence of Lexical Sophistication | 1.19 | 2 | .60 | .55 | .59 | .16 |
| Influence of Lexical Diversity | .77 | 2 | .39 | .52 | .60 | .01 |
| Influence of Lexical Error | 2.25 | 2 | 1.12 | 1.53 | .24 | .10 |

Research Question 2: To what degree does lexical diversity influence raters' judgments of lexical quality?

In the low-LD and medium-LD/control conditions, lexical diversity more strongly influenced participants' overall ratings (Table 2), but it was not statistically different from the influence of sophistication and error (see Table 4). Participants in the high-LD condition flagged lexical error as the stronger influence on their judgments (Table 2). Again the influence of all three lexical criteria clustered more closely around the overall lexical quality mean in the high-LD condition, indicating more co-equal influence or possible overlap of all three aspects of lexical quality where there are fewer repeated words.

Table 4

ANOVA Comparing Influence of the Lexical Criteria on Participants' Overall Lexical Quality Scores

| Lexical Criteria | Sum of Squares | df | Mean Square | F | Sig. | Effect size |
|-------------------------------------|----------------|----|-------------|------|------|-------------|
| Influence of Lexical Sophistication | 4.86 | 2 | 1.62 | 1.70 | .20 | .01 |
| Influence of Lexical Diversity | 3.30 | 2 | 1.10 | 1.71 | .20 | .04 |
| Influence of Lexical Error | 1.40 | 2 | .47 | .57 | .64 | .34 |

In their qualitative open responses, most of the participants' comments indicated that lexical diversity more strongly affected their judgments of vocabulary over lexical sophistication and error (see Table 5).

Table 5

Qualitative Open Responses Justifying Ratings and Influence Rankings

| Criteria | Number of responses | Representative comments |
|-------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lexical Sophistication | 11 | <ul style="list-style-type: none"> “...virtually all the vocabulary could be found in the New GSL list.” (Low-LD) “No use of unusual or uncommon words.” (Mid-LD/Control) “Nothing uncommon. The use of sophisticated synonyms to help vary word is needed.” (High-LD) |
| Lexical Diversity | 17 | <ul style="list-style-type: none"> “The repetition of the words ‘beautiful’ and ‘beauty’ and ‘outer’ and ‘outside’ without synonyms indicated to me either a lack of vocabulary for the task or the need for a range of vocabulary which caused me to rate the text lower.” (Low-LD) “Overused beauty throughout. Writer did switch from inner to inside beauty, but still sounded simplistic.” (Mid-LD/Control) “A variety of synonyms for beauty used” (High-LD) |
| Lexical Error | 12 | <ul style="list-style-type: none"> “There was very little LE in this text, such as ‘constently’, ‘if you are a horrible personality’.” (Low-LD) “There were minor collocational errors.” (Mid-LD/Control) “As a seasoned ESL/EFL educator, I'm primed to spot LE. They definitely influenced me.” (High-LD) |
| Other | 9 | <ul style="list-style-type: none"> “Paragraphs flowed.” (Low-LD) “Copied and pasted from source.” (Mid-LD/Control) “Vocabulary is very difficult in any language. I have trouble even in my L1.” (High-LD) |
| TOTAL | 49 | |

Conclusions

Lexical diversity maintains its status as a top indicator of lexical quality over sophistication and error.

Participants’ qualitative justifications for their ratings extended quantitative findings: that lexical diversity is the top contributor to lexical quality. A rater in the high-LD group cited the “variety of synonyms for *beauty*” throughout the text as a positive aspect of the text. In the medium- and low-LD groups, participants felt the lack of diversity impacted the flow of the writing, made the writing sound “simplistic,” and that the writer “lack[ed] vocabulary for the task.”

Instructors perceive an overlap between diversity and sophistication.

Many of the participants’ open responses were not so clear when identifying how and in which ways lexical diversity influenced their judgments. Their responses evidence an overlap in instructors’ evaluations of diversity and sophistication - that writers should

deploy “sophisticated synonyms to help vary” their word-choice. This finding suggests that the repetition of perceived simple vocabulary could indicate weaker writing, but it is unclear if repeating sophisticated words in a text would still be bothersome. Additionally, this overlap is present in the finding that the means of the three lexical criteria in the high-LD condition clustered closer to the overall lexical quality mean.

Text length, genre, and topic impact the influence of lexical diversity.

Participants also spoke to the impact of text length, genre, and topic on the vocabulary of the text. A participant in the medium-LD/control group spoke to the “sheer number of times the word *beauty* was used in such a short piece,” indicating that the text’s short length showcased a lack of variation. However, a few participants felt that the overuse of the word was “unavoidable given the topic” and the genre. As such, participants sympathized with the author’s word repetition, with one participant stating that “there are only so many synonyms for *beauty*” that would “not detract from the [text’s] main message.” This finding suggests that instructors, therefore, are keenly aware of rhetorical conditions that impact a text’s lexical diversity.

Limitations and Future Directions

The primary limitation of this study relates to the challenge of manipulating a text’s lexical diversity while limiting the impact of such changes on other aspects of lexical quality or other features of academic writing. Despite the care taken to maintain a similar profile of lexical sophistication and error in the two manipulated conditions, future research investigating instructors’ perceptions might aim to use unmodified texts (e.g., on the same topic, but different essays) possessing different lexical diversity indices to validate this study’s findings.

A second limitation connects to the participants’ desire to comment on other aspects of writing quality. Asking them to focus their ratings solely on vocabulary made the task inauthentic to their everyday practices. Follow-up studies might utilize instruments that ask participants to more authentically evaluate writing.

In Summary

In conclusion, the present study’s finding that lexical diversity positively influences raters’ perceptions of lexical quality in writing validates the findings of precedent studies. However, participants’ qualitative responses reveal that they blur the lines between the three measures of lexical quality when judging a text’s vocabulary, especially between lexical sophistication and diversity. This finding lends support for Jarvis’ (2013) assertion that “lexical diversity judgments [are] likely...affected by

numerous interrelated factors” (p. 101).

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Appendix A

Rubric

Directions: Please select one option in each category.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Lexical diversity</p> <p>(lexical diversity is defined as using a range and variety of words to limit word repetition and convey precise meaning)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> (5) Uses a wide range of vocabulary fluently and flexibly to convey precise and connected meanings <input type="checkbox"/> (4) Uses a range of vocabulary to convey some flexibility and precision for conveying meaning <input type="checkbox"/> (3) Uses an adequate range of vocabulary for conveying meaning <input type="checkbox"/> (2) Uses a limited range of vocabulary, which may be used repetitively but this is minimally adequate for conveying meaning <input type="checkbox"/> (1) Uses a limited range of vocabulary words and/or the repetition of words distracted from the meaning of the text <input type="checkbox"/> Other, please explain _____ |
| <p>Lexical sophistication</p> <p>(lexical sophistication is defined as using uncommon vocabulary items accurately and with appropriate collocations)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> (5) Demonstrates very natural and sophisticated control of uncommon lexical items and their collocations <input type="checkbox"/> (4) Skillfully uses uncommon lexical items but there may be occasional minor inaccuracies in word use and/or collocation <input type="checkbox"/> (3) Attempts to use some less common lexical items but with some inaccuracies in use of these words and/or their collocations <input type="checkbox"/> (2) Uses mostly common lexical items and may attempt a few less common words but with some inaccuracies in word use and/or collocation <input type="checkbox"/> (1) Uses common lexical items only with many inaccuracies in use of these common words and/or their collocations <input type="checkbox"/> Other, please explain _____ |
| <p>Lexical error</p> <p>(lexical error is defined as mistakes or errors in choosing the right word(s), leaving out word(s), spelling, and/or forming words)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> (5) Produces rare and very minor errors that only occur as ‘slips’ that do not distract the reader <input type="checkbox"/> (4) Produces rare errors in word-choice, omission, spelling, and/or word formation that do not distract the reader <input type="checkbox"/> (3) May produce occasional errors in word-choice, omission, spelling and/or word formation but they do not cause difficulty for the reader <input type="checkbox"/> (2) May make noticeable errors in word-choice, omission, spelling and/or word formation that may cause some difficulty for the reader <input type="checkbox"/> (1) Has limited control of word-choice, omission, word formation, and/or spelling that causes significant difficulties for the reader <input type="checkbox"/> Other, please explain _____ |
| <p>Please provide any additional comments on the lexical quality of this text</p> | |

Appendix B

Questionnaire

Directions: Please select one option for each question.

1. **On a scale of 1 to 5, how would you rate the overall quality of vocabulary in this text?**
1-Poor 2-Fair 3-Neutral 4-Good 5-Excellent

2. **a. Of the three measures of lexical quality, which had the GREATEST influence on your final rating of the text's overall lexical quality?**
 Lexical diversity
 Lexical sophistication
 Lexical error
 Other (please explain) _____
b. Please provide an justification and/or example or examples from the text that you feel contributed to your response to this question

3. **a. Of the three measures of lexical quality, which had the LEAST influence on your final rating of the essay's overall lexical quality?**
 Lexical diversity
 Lexical sophistication
 Lexical error
 Other (please explain) _____
b. Please provide an justification and/or example or examples from the text that you feel contributed to your response to this question

4. **On a scale of 1 to 5, how much did lexical diversity influence your rating of lexical quality?**
1-Did not influence at all
2-Little influence
3-Neutral
4-Some influence
5-Strongly influenced

5. **On a scale of 1 to 5, how much did lexical sophistication influence your rating of lexical quality?**
1-Did not influence at all
2-Little influence
3-Neutral
4-Some influence
5-Strongly influenced

6. On a scale of 1 to 5, how much did lexical error influence your rating of lexical quality?

1-Did not influence at all

2-Little influence

3-Neutral

4-Some influence

5-Strongly influenced

Appendix C

The Essay

Internal vs. External Beauty

How important is it to you if you look at someone and decide whether she/he is beautiful? Most of us see external beauty differently, but inner beauty remains the same in most people's minds. It is true that many people focus on the outside beauty leaving behind their inside beauty. Actually, they are different in many ways, and I will contrast them in this essay.

One of the obvious difference between these kinds of beauty is that outside beauty is temporary. It does not last forever, and it is constantly changing for many reasons, for example, people are getting old, or there could be some injuries or accidents that damaged their looks. Also, being sick affects your beauty. However, the inner beauty does not change no matter what happens or when it happens. It lasts forever, and although anyone can fake the outside to make himself/ herself look better and prettier, inner beauty cannot be faked. For example, you could be the most beautiful person in the world, but if you are a horrible personality it just makes you ugly.

Another difference from the outside and the inside beauty is how they are perceived by others and yourself. The physical beauty matters in your skin, your hair, your body shape, and all the visual aspects. But inner beauty matters in how you act and feel; things like honesty and how friendly you are. Looking beautiful is worth very little if you don't feel beautiful. Inner beauty is related to the quality of your relationships and the purpose you have in your life. It is also if you feel good, you will look beautiful to yourself and others.

The last contrast between these kinds of beauty is how you can have these qualities. Physical beauty cannot be owned by everyone. Because it is gift from God. That is why many people try to fake their beauty by doing plastic surgery just to look pretty. It is not fair to judge people by their outside and love them because of that. On the other hand, inner beauty can be owned by everyone. All people can be beautiful on the inside which makes them more beautiful on the outside too. Real love grows because you know your love's personality. That is why we love our grandmothers more than anything else, even if they do not look so perfect, and they look old, but we see them as the most beautiful angels in this world.

In the end, I can say that inner beauty has a higher meaning for how we look at what is attractive. We should be more interested in the inner beauty first before seeking what is on the outside. This is, however, yet to be realized as most people are blinded by what they see in the outside only to later realize that the people they were attracted to are not as beautiful on the inside.



SIG News

Upcoming Events

JALT2020: Vocabulary SIG Member Showcase and AGM

Tuesday November 17 slot, 8:00-9:30 p.m. (90 minutes)

This event will showcase presentations which were originally intended for SIG events cancelled due to Typhoon Hagibis and the novel coronavirus. Imogen Custance and Clint Denison will discuss student-created, field-specific word lists. Louis Lafleur will discuss the indirect spaced repetition concept. Finally, Tomoko Ishii will discuss learners' knowledge of parts of speech and the relationship to vocabulary knowledge. Presentations will be followed by the SIG's annual general meeting at 9 p.m.

Speakers:

Aaron Gibson- Fukuoka University (SIG President)

Imogen Custance - Osaka Jogakuin University & Junior College

Clint Denison - Mukogawa Women's University

Tomoko Ishii - Meiji Gakuin University

Louis Lafleur - Ritsumeikan University

The VERB salutes the cooperation and hard work of our reviewers:

VERB Reviewers: Phil Bennett, Thuy Bui, David Coulson, Tomoko Ishii, Brandon Kramer, Jenifer Larson-Hall, Mimi Masson, Atsushi Mizumoto, Ian Munby, John Racine, James Rogers, Rachel Ruegg, Jeff Stewart, Raymond Stubbe, Haidee Thomson, and Yuka Yamamoto.

VERB Call for Papers

The VERB welcomes submissions related to vocabulary research and education.

Short papers are peer reviewed and may require rewriting and resubmission for acceptance. They must not exceed 1500 words, excluding references, tables, and titles. Short papers fall into the categories of completed research, ongoing research, and teaching and learning in practice.

Other submissions encouraged are classroom activities related to vocabulary, book reviews, opinion pieces, and event reports and commentary. All submissions are expected to adhere to APA 7th edition formatting guidelines.

The next upcoming deadline for submissions is **March 15, 2021**.

For submissions and all correspondence: <jaltvocabsig.verb@gmail.com>

Latest information: <https://jaltvocab.weebly.com/publications.html>

The following are guidelines for short paper submissions (please include these sections):

| Completed research: | Ongoing research: | Teaching and learning in practice: |
|----------------------------|--------------------------------|-------------------------------------------|
| * Background | * Background | * Theoretical framework |
| * Aims | * Aims | * Teaching context |
| * Methods | * Methods | * Procedure |
| * Results | * Sample | * (Preliminary) Results |
| * Conclusions | * (Preliminary) Results | * (Preliminary) Conclusions |
| * Future directions | * (Preliminary) Conclusions | * Future directions |
| | * Future directions | |

**If you are thinking about submitting, but your article doesn't fit into one of the above categories, please email us at the above address and let us know what you would like to submit and we can work it out.

***Vocabulary Learning & Instruction* Call for Papers**

The Vocabulary SIG's *Vocabulary Learning and Instruction* (VLI) journal is calling for submissions for an upcoming issue. Submissions will be published online upon acceptance, and combined into an issue later in the year.

VLI accepts long-form research papers (2000-7000 words) and brief reports, summaries, and commentaries (2000-3000 words) related to vocabulary acquisition, pedagogy, assessment, and lexical networks.

As an open journal, content is indexed on Google Scholar and made freely available on the internet without paywalls. Authors are free to also make their work available on sites such as academia.edu and researchgate.

All submissions are subject to a 2-step peer-review process:

A) Editors review manuscripts to ensure basic requirements are met, and that the work is of sufficient quality to merit external review. This process typically takes 1-2 weeks, at which point authors are informed of the outcome.

B) Submissions which meet these requirements are sent out for blind peer review by 2-3 experts in the field. This process takes approximately 1-2 months. Following external review, authors are sent copies of external reviewers' comments and notified of decisions (accept, accept pending changes, revise and resubmit, or reject).

Please see <http://vli-journal.org/submissions.html> for details