Title

Name

Affiliation

Author's Note

Abstract

About 250 words

This study investigates ...
                      attempts to investigate ...

includes:
  definition of variables (very imp.)

  state of purpose

  participants

  materials

  procedures

  analysis

  results

  implication

(Brown, 1988, p. 127)

Title

Introduction (usually untitled)

A template to guide your research proposal as well as some interesting research questions for researchers / teachers.

History (usually untitled) The background or rationale for the study.
a)   Explain the nature of the problem, its history, and causes.
b)   Explain its relevance to the reader's problems, desires, and interests -   the reasons why the problem is important to the reader.

Literature review (usually untitled) A demonstration of how previous research is related to the study or if a new area, the route by which this new area was reached.   From general to specific.   Should provide a framework for viewing the study.

References & recommended readings

Vocabulary knowledge and comprehension

Comprehensible input
Word knowledge and schema theory
Lexicon size

Threshold Levels for various skills
(Chall, 1987)
(Coady, Magoto, Hubbard, Graney, & Mokhtari, 1993; Hirsh & Nation, 1992; Laufer, 1989, 1992a, 1992b)

Chall, J. S. (1987). Two vocabularies for reading: Recognition and meaning.
Coady, J., Magoto, J., Hubbard, P., Graney, J., & Mokhtari, K. (1993). High frequency vocabulary and reading proficiency in ESL readers.
Hirsh, D. & Nation, I. S. P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure?
Laufer, B. (1989). What percentage of text-lexis is essential for comprehension?
Laufer, B. (1992). How much lexis is necessary for reading comprehension.
What is word knowledge?

Bauer & Nation (1993) Word Families.
Kövecses, Z., & Szabó, P. (1996). Idioms: A view from cognitive semantics.

Laufer, B. (1992). Reading in a foreign language: How does L2 lexical knowledge interact with the reader's general academic ability?
What words are necessary?

Statement of purpose: 1. State precisely what the author is looking for.
2. State precisely including the null and alternative hypotheses, directionality and the alpha decision level.

Research Questions

A. What is the correlation between score gains on standardized tests (TOEIC, TOEFL or EIKEN) & time-on-task for the Word Engine?

B. What is the correlation between coverage scores using the Word Engine & valid score gains on standardized tests (TOEIC, TOEFL or EIKEN)?

C. Give the TOEIC can-do list to students & compare results with Lexit scores & time-on-task for the Word Engine.

Method

Participants

Each person in the study, how many, who, when, where, other characteristics, like age, gender, education, L1, proficiency, nationality, and socioeconomic status.

Materials

Lexxit scores
Current coverage scores (What is coverage? How does Lexxica calculate a respondent's coverage for different exams?)
Number of words know   (How does Lexxica count words? How does V-Check assess vocabulary size and composition for different learners?)
Time-on-task
Standardized test scores
TOEIC can-do list results

Procedures

Results

Analyses

Discussion/Conclusion

Relates technical report to Research Questions in layman's terms.

References

Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge: Cambridge University Press.

Chall, J. S. (1987). Two vocabularies for reading: Recognition and meaning. In M. G. McKeown & M. E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp. 7-17.). Hillsdale, NJ: Lawrence Erlbaum.

Coady, J., Magoto, J., Hubbard, P., Graney, J., & Mokhtari, K. (1993). High frequency vocabulary and reading proficiency in ESL readers. In T. Huckin, M. Haynes, & J. Coady (Eds.), *Second language reading and vocabulary learning* (pp. 217-226). Norwood, NJ: Ablex.

Hirsh, D., & Nation, I. S. P. (1992). What vocabulary size is needed to read unsimplified texts for pleasure? *Reading in a Foreign Language*, *8*(2), 689-96.

Laufer, B. (1989). What percentage of text-lexis is essential for comprehension? In C. Laurén & M. Nordman (Eds.), *Special language: From humans thinking to thinking machines* (pp. 316-323). Clevedon, England: Multilingual Matters.

Laufer, B. (1992a). How much lexis is necessary for reading comprehension. In H. Bejoint & P. J. L. Arnaud (Eds.), *Vocabulary and applied linguistics* (pp. 126-132). London: Macmillan.

Laufer, B. (1992b). Reading in a foreign language: How does L2 lexical knowledge interact with the reader's general academic ability? *Journal of Research in Reading*, *15*(2), 95-103.