COMPLEAT LEXICAL TUTOR

Website

Many interactive resources for learning vocabulary in numerous contexts, and works well as a teaching resource

Especially good for focus on EAP-AWL

Also, basic vocabulary-K1,K2

Website focuses on English, French and Spanish

So many functions, not even I know all the uses of website

Today, focus on VocabProfile and Concordancer
OUTLINE OF WORKSHOP

Learn how to use Tom Cobb’s Compleat Lexical Tutor

1. VocabProfile
   - check texts range and density of vocabulary
     - percentage of K1, K2, AWL
     - breakdown into word families, types, tokens

2. Concordancer
   - search collocations
   - check to see whether use of a word is appropriate
   - discuss in/out of class collocation activities
VOCAB PROFILE - CHECK RANGE AND DENSITY OF VOCABULARY

Written texts by native speakers – 70-10-10-10

- 70%-K1
- 10%-K2
- 10%-AWL
- 10%-less frequent vocab (abbreviations, specialist vocabulary, proper nouns)
## VOCAB USAGE IN SPECIFIC CONTEXTS

<table>
<thead>
<tr>
<th>Context</th>
<th>K1</th>
<th>K2</th>
<th>AWL</th>
<th>Less frequent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td>84</td>
<td>6</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Fiction</td>
<td>82</td>
<td>5</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Newspapers</td>
<td>76</td>
<td>5</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Academic Texts</td>
<td>74</td>
<td>5</td>
<td>9</td>
<td>14</td>
</tr>
</tbody>
</table>
Students and learners can perform a text analysis to understand student performance and acquisition

- If students are expected to be performing at a high level, teachers and students can analyze student work to ensure AWL usage (texts-70-10-10-10/74-9-14)

- Students can compare their text before and after revision, at beginning of course vs. at completion of course. Include more AWL words/or synonyms for overuse of words-as can be seen as “types”

- Teachers can perform text analysis on materials for class

- After a text analysis of materials for class, teachers can make a vocab list based on text vocabulary (students can do the same), pre-teach vocab

Let’s try it!!
The Compleat Lexical Tutor, v.4

<table>
<thead>
<tr>
<th>Title</th>
<th>The Compleat Lexical Tutor (v.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Tom Cobb</td>
</tr>
<tr>
<td>Web address</td>
<td><a href="http://www.lextutor.ca/">http://www.lextutor.ca/</a></td>
</tr>
<tr>
<td>Product Type</td>
<td>Website with concordancer, vocabulary profiler, exercise maker, interactive exercises, and much more.</td>
</tr>
<tr>
<td>Platform</td>
<td>Windows, Macintosh</td>
</tr>
</tbody>
</table>
| Minimum System Requirements: | - Internet Explorer (IE 5 + preferred) or Netscape (not optimal)
- 56K Modem (Cable or DSL preferred)
- Speaks for Itself, Text-to-Speech (TTS) plug-in, and Real Player are required for some of the activities on this site.
- Some activities require speakers and a Sound Card. |
| Contact     | [http://www.lextutor.ca/mailer/](http://www.lextutor.ca/mailer/) |
| Price       | Free                             |
Compleat Lexical Tutor v.6.2
For data-driven language learning on the Web

TUTORIAL
- Test your lexis
- List Learn
- Group Lex v.7.8
  Slow return of TTS...
- RA-Reading
  Cross-Browse, Plugless
- Corpus
- Grammar
- Concord Writer v.3

RESEARCH
- Range
- Vocabprofile
  BNC: COGNATES 11-0
- Concordance
- N-Gram v.6
- RT Builder v.3
- Vocab Stats
  *NEW* Correlations Trainer
- Research Base

TEACHERS
- ID Word
  "NEW" Words
- TTS
  Out of date
  See Spelling > Dictator
  See Group Lex
- Cloze
  YouTube's back!
- Hypertext v.2
- Spelling
  New! TTS
  New! Gudespell

UQÀM
Université du Québec à Montréal

To the free dissemination of knowledge
VocabProfile Home

"NEW": Edit-to-Profile Facility (BNC, BNL & Classic - on Window input)

Classic VP English v.3 ➔ Click here to access VocabProfile
Laurel and Nation's classic four-way (GSL1/GSL2/AWL/OFFLIST) word sorter
Plus
  "Virtual" VP Negative
  See which k-words are not in your text
  [+ 1-word version]
  [-  Allied VP-CLOZE builder]

Archived
- Web VP 1.0 (2001)
- Web VP 1.5 (2003)

Experimental Variations

BNC-20 | VP-kids | BNL

French VP_Fr v.2.7 proper nouns automated

Archived
- VP 1.3 (2002) French

Vocabulary Profilers break texts down by word frequencies in the language at large. Most of the English web Vocabprofilers on this site are based on Laurel and Nation's Lexical Frequency Profiler, and divide the words of texts into first and second thousand levels, academic words, and the remainder or "offlist." VP is used for many research and teaching purposes (like matching text to learner via the Levels Test).

Click here to get the Levels Test. Here you can test students vocabulary at different levels. It tests vocabulary both productively and through recognition. This can allow you to choose appropriate tests for learners.

Upgrades Jan 2006

Sample output

Output text: buck did not read the newspapers or he would have known that trouble was brewing not only for himself but for every tide water dog strong of muscle and with warm long hair from puget sound to san diego

Breakdown

1k types: [families 27 : types 29 : tokens 31] and [1] buck [1]


INSTRUCTIONS Type or paste your text here and click SUBMIT window. VocabProfile will tell you how many words the text contains from the following four frequency levels: (1) the list of the most frequent 1000 word families, (2) the second 1000, (3) the Academic Word List, and (4) words that do not appear on the other lists. For a demo, enter this text, or one of the sample texts below.

TEXT SET-UP
General: Include an empty space after every comma or full stop.
Research: Deal with spelling errors and proper nouns.

Non-Lexical Proper Nouns: Recategorize these words as 1k. [Type, paste, or dbl-click text area items].

Non-Lexical Proper Nouns: Recategorize these words as 1k. [Type, paste, or dbl-click text area items].

Input method A Type or paste smaller text (<2000 words) below and click Submit window to see its Frequency Profile.

Input method B To upload larger text files [*NEW* option to load technical list]
### Web VP Output for File: News 1

Words re-categorized by user as 1k items (proper nouns etc): STOCKWELL DAY ART HANGER VAL MEREDITH (total 3 tokens)

<table>
<thead>
<tr>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K1 Words (1-1000):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>263</td>
<td>350</td>
<td>1502</td>
</tr>
<tr>
<td>Function:</td>
<td>...</td>
<td>...</td>
<td>(858)</td>
</tr>
<tr>
<td>Content:</td>
<td>...</td>
<td>...</td>
<td>(644)</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>(263)</td>
</tr>
<tr>
<td><strong>K2 Words (1001-2000):</strong></td>
<td></td>
<td></td>
<td>104</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>(15)</td>
</tr>
<tr>
<td><strong>1k+2k</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AWL Words (academic):**

<table>
<thead>
<tr>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61</td>
<td>76</td>
<td>150</td>
</tr>
<tr>
<td>&gt; Anglo-Sax</td>
<td>...</td>
<td>...</td>
<td>(9)</td>
</tr>
</tbody>
</table>

**Off-List Words:**

<table>
<thead>
<tr>
<th>Families</th>
<th>Types</th>
<th>Tokens</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>370+?</td>
<td>584</td>
<td>1966</td>
</tr>
</tbody>
</table>

**Words in text (tokens):** 1966

**Different words (types):** 584

**Type-token ratio:** 0.30

**Tokens per type:** 3.37

**Lex density (content words/total):** 0.56

**Pertaining to onlist only**

**Tokens:** 1756

**Types:** 478

**Families:** 370

**Tokens per family:** 4.75

**Types per family:** 1.29

**Anglo-Sax Index:** 65.21%

**Greco-Lat/Fr-Cognate Index:** (Inverse of above) 34.79%

For easy editing as MS Word table - Edit/print-friendly table

Note: In the output text, punctuation is eliminated; all figures (1, 20, etc) are replaced by the word number; contractions are replaced by constituent words (won't => will not); type-token ration is calculated using said constituents; and in the 1k sub-analysis content + function words may sum to less than total (depending on user treatment of proper nouns and program decision to class numbers as 1k although not contained in 1k list); single letters are eliminated except for 'a' and '1.
Those who have visited a local bar or university restroom have surely noticed the written messages on the wall. These vandalized messages written in haste are usually of love, desire, hate, politics and sex. Depending on your gender, some of these themes seem to occur more often than not making this study especially intriguing if you have ever wondered what is being written in the bathrooms of the opposite sex. The current study was inspired by Wardhaugh (2006) and sets out to explore the gender differences in bathroom graffiti at local bars and university buildings. More specifically, this study will look at gender differences in graffiti in terms of language use and common themes to see if any correlation can be made between these variables.

Methodology
Purpose of Study
The purpose of the study is to find differences, if any, between male and female graffiti in bathrooms. The un-researched assumption may be that male bathrooms are more profane, while women's bathrooms are less profane, and may include more messages/themes of love. In terms of legitimate research on a related topic of gender verbal differences, Coates (1986) found that in all-male groups men tend to argue just for the sake of arguing including name calling, shouting, threats and insults. On the other hand, she found that women avoid unpleasant
FAMILYS


Family List

family [number of tokens] [1]

1k families: [families 263 : types 350 : tokens 1502 ]

OTHER USES FOR VOCAB PROFILE

-use Nation’s levels test to test students’ vocabulary level and then chose texts accordingly (consider i+1). (Nation, (2001) suggests 5% more difficulty in target area)
-create cloze activity-enter text and select words that are left out of text
-choose a specific word (self-chosen or select randomly from K1,K2,AWL)- get dictation, fill in the blank collocation quiz, word recognition test, spelling test
CONCORDANCER

Teachers/students can use it to search common collocations—includes 13 English corpora (spoken and written form-AUTHENTIC texts)

Provides learners a variety of contexts (especially important for unpredictable collocations) to learn words=greater retention, flexibility (Cobb, 1999), and fluency through stored chunks (Nation, 2001)

Students can self-check their own use of collocations, correct errors, learn new collocations

Let’s give it a go!!
Online concordancers

A concordance gives a list of several words, phrases, or distributed structures along with immediate contexts, from a corpus or other collection of texts assembled for language study.

1. Corpus-based concordances: English | French | German | Clean Sentences Conc (English)
   - Entry is user's word, phrase or structure
   - Output is all instances of the entry in context throughout a sizeable corpus
   - English corpora include Brown, BNC spoken & written samplers (1,000,000 words) + text collections
   - French corpora include LeMonde, de Maupassant (1,000,000 words) + collections
   - MAJOR UPGRADE July 08 (new algo, single interface, no-chop contexts, user-extractable)

   + Multi_Concordance Build 05, update 08, English
     - Enter several words, word families, or multi-word units
     - Multiple outputs allows easy comparison
     - Plus task-builder option (worksheet or interactive)
     - Randomization and incorporation in concordances site Oct 08

2. Text-based concordances: English | French
   - Entry is user's text, output is concordance-linked frequency index for entire text
   - Same-screen right-left collocate sort options

3. Story concordancers: English | French
   - Every word in a full length story is click-linked to concordances from rest of the story + other works by author

4. Related: Range (En | Fr) and Phrase extractor (Eng, Fr) are types of concordances; Concord Writer is a writing assistant integrated with Conc 1 above.
324 hits (normalized to 107 per million for comparison)  

001. in the country since the bread protests in Brasov in 1987. **EYB**-witnesses say that the demonstrators marched on the loca

002. _swim-gear bags, North African body paint and a supply of 49 _EYB_ shadows). Sarah (Lewkowicz) lives on the Upper West Side

003. e wall below to a suitable level. (The window must be above **EYB**-level so that the sill is not visible.) The curtain will

004. a state of panic: he could see nothing out of the afflicted **EYB**. At dawn Arquinto went to Jacopo Galli. Galli arrived wi

005. 1,100 policemen -- scattered throughout Namibia to keep an **EYB** on proceedings at 359 polling booths. The symbol of each

006. caused his family to assign a full-time maid to keeping an **EYB** on the boy. But one afternoon Mrs. Mercer met her; both

007. complained about, but you'd think they would be keeping an **EYB** and he hates drama so much and it, he's got drama tomorr

008. its drab all-American course. Individual senators, with an **EYB** to the voters back home, occasionally introduced smelt

009. the wall at the northeast corner of the mission to keep an **EYB** on the ridge road and give a signal when he first glimps

010. chips for lunch. "But never fear, Nephew Tom. We'll keep an **EYB** on 'un." She was an enormous woman, strong as an elephan

011. cookfire, and his wife was busy at it now. Conchita kept an **EYB** on the twins and little Elena, trying to keep them from

012. did the trick. That was all it needed. Erm, they do keep an **EYB**. Yes, just to make sure it doesn't go. That's right. back.

013. e due to due to exactly the same thing not patching erm, an **EYB** at the, the right age. Oh! Well. Erm, leaving it too lon

014. e wave of mass strikes sweeping across the country. With an **EYB** on recent developments in neighbouring Romania, trade un

015. ed a word about art, but there was no doubt that he had an **EYB** for the best. He was able to smell a bargain- and a mast

016. ellip; and having to walk around with one eye covered by an **EYB**-patch." "Why was that, dad? Why did they have — " "

017. em. I'm sure they do it on purpose though. Look, there's an **EYB**. Ah! They sting. And it gets stuck in your eye and you g

018. features of the garden. Routine care consists of keeping an **EYB** open for pests and diseases along with the occasional di

019. fit to you. If a concessionaire runs the cafeteria, keep an **EYB** out for quality and price. If the soup tastes like dishw

020. g a system of holidays in which time off is granted with an **EYB** to minimum inconvenience to the operation of the plant.

021. getting out as fast as they could. Physical ferocity and an **EYB** for human responses -- the latter fostered by my mother

022. h places is that they often have someone on hand to keep an **EYB** on the exhibitions. Perhaps you can strike a deal with a

023. had drunk at the fountain of Mimir and had to pledge an **EYB**. Old Mother Jacobsen would chuckle over this: "How much

024. hat Lachy had run away to sea just so that he could wear an **EYB**-patch and pretend he was a pirate. He had joined the mer

025. have a complete study of the Sunday sales laws made with an **EYB** to their revision at the next session of the legislature

026. he dress parade on Wednesdays); to Washington, D.C., for an **EYB**-filling tour of the city; or to Lancaster, Pa., the cent

027. henever I have a minute I can be working at it, and keep an **EYB** on the baby and the stove at the same time. And I can go
we been avoided completely. Rather than being deceived, the EYE is puzzled; instead of seeing objects in space, it sees

Labour Party. But of course, the modernizers have got their EYE on a bit of the Party operation in need of their attenti

y stopped to look at some model homes that had caught their EYE. Mr. (Leonard) Wurzel said he did not think he could aff

some tests on the first and second floor since we did this EYE test and er, humidity is in fact, within the th e r the

He read Henry James and used to pretend profundity through EYE-beamings at people. Mr. Gozbooco looked down. He would n

quite a a robust character but they don't quite see eye to EYE on the issues of the company. Public relations well as I

"...Andy sighed. "Seems like we're never going to see eye to EYE, Lieutenant. Didn't they tell you what I wanted the p. a

Erm number one strength Alan erm although he doesn't see to EYE T eye eye to eye with er a lot of the city institutions

of keeping the surface at arm's length fell all the more to EYE-undeceiving contrivances. To reinforce, and sometimes to

length Alan erm although he doesn't see to eye I eye eye to EYE with er a lot of the city institutions and a lot of the

r been in Lindsey. This shows Stukeley's keen topographical EYE and fanciful imagination, but whilst the St. Peter's are

were at last passable, they decided to use it. With a wary EYE on the farmer's bull, Fred Somers of Montpelier and Mr.

at the table beside was reading the menu, I kept a watchful EYE on her until she put it down on the table-cloth beside h

1s as proof. Trembling visibly with fear under the watchful EYE of Mr Upadhya and the police, the official also said t

in the story, years ago, about when Fergus put Lachy Watt's EYE out; he'd stuck a fossil bone in it, or something. Rory

ike said when she tested him, she said it's erm Just a weak EYE. Ah! Ah! He uses it. If it's er a proper squint are you

excellent part in an upcoming TV series, Underwater Western EYE, a documentary-type show to be sponsored by Octnut Grits

real incentive for me to do them, but in Underwater Western EYE I'd have a chance to act. I could show what I can do".

irst such major sponsorship by a company. In Nigeria, where EYE disease is a particular problem, we have provided fundin

not the salt taste of him. Above the tongue, an aged yellow EYE, sallow and time-cast, encrusted within a sphere of marb

have you ever had er, erm, ever had er a fly fly into your EYE or your mouth or something? The little greenfly! They do

do to truth, it becomes a permanent blur in the corer of your EYE, and when something nudges it into outline it is like be

, there's an eye. Ah! They sting. And it gets stuck in your EYE and you go, you go ah! I know! I remember when a bee was

;" "Lachy? Lachy.. Lachy! Lachy; I'm sorry about your EYE... really really sorry; never forgave myself, never

o page eighty eight, President, sorry er, couldn't get your EYE. Er, Tom it's regarding er, Direct. by the way represen

LEFT IMMEDIATE 1 W1D COLLOCS (Freq>2) for eye (assoc=)

the=58 an=35 his=21 one=14 private=14 bulls=10 and=6 her=6 my=6 blind=5 minds=5 naked=5 of=5 public=5 screw=5 to=5

your=5 left=4 by=3 little=3 see=3 big=2 close=2 critical=2 full=2 good=2 human=2 me=2 other=2 that=2 their=2 watchful=2

ALL POTENTIAL COLLOCS (n=51) for eye (assoc=) (freq>4, content only, within 5 words either side):

keep=20 see=20 private=15 can=14 bull=11 got=9 caught=8 er=8 go=6 little=8 said=6 all=7 get=7 mind=7 Mn=7 blind=6

keeping=6 like=6 only=6 public=6 put=6 around=5 erm=5 good=5 kept=5 naked=5 next=5 open=5 patch=5 people=5 screw=5
COLLOCATION ACTIVITIES IN AND OUT OF CLASS/HOW TO CHOOSE WHICH COLL. TO FOCUS ON

Choose high-frequency words -2K-covers about 90.3% of native speaker daily conversation (Nation, 2001)(quick matching game-see my act.)

If possible, have a Collocation Dictionary in class for reference (students are more likely to remember a word if they make the initiative to look up a word in a dictionary.

Also consider a balance with meaning-focused/productive activities-improve fluency of most common words (learn collocations implicitly)...read and retell, listen and retell, time pressure activities, extensive reading, read and discuss

Students keep a journal (show my workbook). Focus on 2k words, own definition, look up in dictionary, compare with own definition-students search and evaluate meaning. Students could also enter word into Concordancer and write sentences using most common collocations (could do this with AWL words as well)—keep a chart, noting common words of left and right of target word
(Activity 4)

**Directions:** Match all of the appropriate adjectives/verbs in one column with the appropriate noun in the opposite column. You may use your Collocation Dictionary for this exercise.

<table>
<thead>
<tr>
<th>Adjectives:</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dead</td>
<td></td>
</tr>
<tr>
<td>Smart</td>
<td></td>
</tr>
<tr>
<td>Enough</td>
<td></td>
</tr>
<tr>
<td>Weak</td>
<td></td>
</tr>
<tr>
<td>Intellectual</td>
<td></td>
</tr>
<tr>
<td>Due</td>
<td></td>
</tr>
<tr>
<td>Big</td>
<td></td>
</tr>
<tr>
<td>Tiny</td>
<td></td>
</tr>
<tr>
<td>Sheer</td>
<td></td>
</tr>
<tr>
<td>Large</td>
<td></td>
</tr>
<tr>
<td>Political</td>
<td></td>
</tr>
<tr>
<td>Ideal</td>
<td></td>
</tr>
<tr>
<td>Flat</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>Heavy</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: CROSS OUT ANY VERBS OR ADJECTIVES THAT DO NOT NORMALLY COLLOCATE WITH THE BOLD NOUNS.

1. My university does not serve good food, but on a **brighter note** the school’s **fresh / modern / new** technology is the best in the state.

2. She **caught / took / held** sight of the deer before it ran off into the forest.

3. The students **lent their voices** to the **just / noble / polite** cause.

4. On the second day of their trip across the country the family **covered a lot of ground** which put them ahead of their **rigid / tight / solid** schedule.
IN CONJUNCTION WITH VOCAB JOURNAL?

<table>
<thead>
<tr>
<th>Common words on left</th>
<th>AWL WORD</th>
<th>Common words on right</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now, write 5 sentences using the target AWL word and some of its collocates

1. 
2. 
3. 
4. 
5.
If you would like a copy of this ppt, please email me at: hollywarzecha22@hotmail.com

Google: AWL (Coxhead, 2000)

Also, please visit the English Language Fellows on Facebook!

Thank you!
REFERENCES

