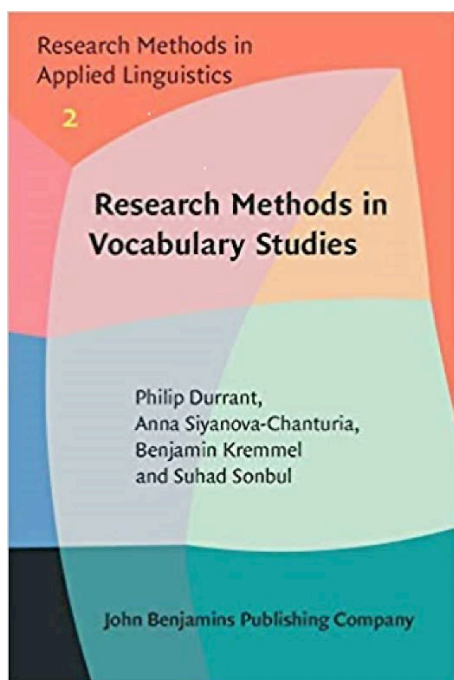***Research Methods in Vocabulary Studies.*** Philip Durrant, Anna Si-
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Vocabulary studies are rooted in and mo-
tivated by practical concerns such as second
language teaching and learning as vocabulary
knowledge constitutes one of the most basic
and essential parts of language proficiency
(Schmitt, 2014). A systematic review of the
research in vocabulary studies will inform both
vocabulary reseachers and language teachers
on how to research and teach vocabulary. In
this sense, the book under review provides
timely and insightful perspectives

This book consists of four main parts,
each focusing on a major area of vocabulary
research: corpus linguistics, psycholinguistics,
testing, and teaching and learning. Within
each part, the first chapter overviews the area,
describing its key aims and theoretical ideas.
The second chapter raises fundamental con-
siderations which are crucial to all research in
the area. The third chapter expounds in detail
the important research tools and methods in
the area. The final chapter of each part il-
lustrates the key topics, showcasing how the
ideas and methods are put to practical cases
and guiding readers to the cutting-edge research. The same structure and clear division of
topics greatly increase readability. Besides the main parts, the book starts with an intro-
duction part (Part I) that outlines the key concepts of vocabulary research and ends with a
concluding part (Part VI) that explores how to work acros the four main areas and points
to areas for future development.

Part II, Describing vocabulary in use: Corpus linguistics, mainly illustrates how the
tools and methods in corpus linguistics can aid or inform vocabulary research. Corpus
linguistic research can address multiple vocabulary-related issues such as how words are
used in contexts, how vocabulary differs across contexts or registers, how second language
develops, and how to create and evaluate pedagogical materials.

Part III, Examining vocabulary in the mind: Psycholinguistics approaches, examines how vocabulary-related issues are addressed by psycholingusitic methods such as online measures (e.g., lexcial decision tasks, grammaticality judgement tasks), reaction time (RT) measures, self-paced reading, eye movements, event-related brain potentials (ERPs), and tasks used in studying spoken and written productive language use. All these methods tap into the unconscious and implicit dimensions of vocabulary knowledge, which in turn can inform L1 and L2 vocabulary research, teaching and learning.

Part IV, Measuring vocabulary knowledge: Vocabulary testing, reviews the different methods and techniques to investigate the workings of vocabulary tests. Considering their importance as both pedagaogical and research tools, vocabulary researcers endeavour to understand what and how tests assess and to develop prominent tests for research and pedagogical purposes. Three key topics are elaborated in great detail: test item formats, coganate effect, and sample effect.

Part V, Understanding vocabulary development: teaching and learning, explores how various research tools and methods can be applied to interpret the complex process in L2 lexical development.

With its comprehensive coverage of vocabulary research, this book provides a state-of-the-art overview of the diverse strands of inquiry and how they inform each other. It is an engaging read for those who aspire to gain systematic and up-to-date insights into vocabulary research, teaching and learning.

REFERENCES

Schmitt, N. (2014). Size and depth of vocabulary knowledge: What the research shows. *Language Learning*, 64(4), 913-951. https://doi.org/10.1111/lang.12077