

## Bibliographie

- Ausubel; David. "The Use of Advance Organizers in the Learning and Retention of Meaningful Verbal Material". *Journal of Educational Psychology* 51 (1960): 267- 272.
- Baleghizade, Sasan/Naeim, Mehrad Yousefpoori. "Enhancing Vocabulary Retention through Semantic Mapping: A Single-Subject Study." *The International Journal – Language Society and Culture* 32 (2011); 11-16.
- Bird, Steve. "Expert knowledge, distinctiveness, and levels of processing in Language learning." *Applied Psycholinguistics* 33 (2012): 665-689.
- Borer. Linda. "Depth of Processing in Private and Social Speech: Its Role in the Retention of Word Knowledge by Adult EAP Learners". *The Canadian Modern Language Review* 64.2. (2007): 269-296.
- Byrnes, Heidi. "Linking 'Task' and Curricular Thinking: An Affirmation of the TBLT Educational Agenda." *Task-Based Language Teaching: Issues, Research and Practice* 8 (2015): 193-224.
- Chun, Dorothy M./Plass, Jan L. "Effects of Multimedia Annotations on Vocabulary Acquisition." *Modern Language Journal* 80.2 (1996): 183-198.
- Ellis, Nick. "Vocabulary Acquisition: Psychological Perspectives and Pedagogical Implications." *The Language Teacher* 19 (1995): 12-16.
- Ellis, Rod. "Factors in the Incidental Acquisition of Second Language Vocabulary from Oral Input: A Review Essay." *Applied Language Learning* 5.1 (1994): 1-32.
- Ellis, Rod. "Modified oral input and the acquisition of meaning." *Applied Linguistics* 16.4 (1995): 409-441.
- Ellis, Rod. "Vocabulary Acquisition: Psychological perspectives and pedagogical implications." *The Language Teacher* 19 (1995): 12-16.
- Emberson, Jan. "Foreign Language Retention through Infusion of Culture: Evidence from Cognitive Science." *Hispania* 89 (2006): 159-160.
- Hayati, Majid. "The effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners." *The Reading Matrix* 6.2 (2006): 125-134.
- Kitajima, Ryu. "The Effect of Instructional Conditions on Students' Vocabulary Retention." *Foreign Language Annals* 34.3 (2001): 470-482.
- Krashen, Stephen D./Scarcella, Robin C. (eds). *Research in Second Language Acquisition. Selected Papers of the Los Angeles Second Language Acquisition Research Forum*. Newbury House Publishers: Massachusetts, 1980.
- Krashen, Stephen. "The Comprehension Hypothesis Extended". Piske, Thorsten/Young-Scholten, Martha. Eds. *Input Matters in SLA*. Bristol/Buffalo/Toronto: Multilingual Matters, 2009: 81-94.
- Krashen, Stephen. "The Pleasure Hypothesis". *Georgetown University Round Table on Languages and Linguistics*. Washington: DC: Georgetown University Press, 1994. 299-322.

Latifi, Mehdi/Ketabi, Saeed/Mohammadi, Elham. "The Comprehension Hypothesis Today: An Interview with Stephen Krashen." *Electronic Journal of Foreign Language Teaching* 10.2 (2013): 221-233.

Lew, Robert/Mickiewicz, Adam. "Electronic Dictionary entries with animated pictures: Lookup Preferences and word retention." *International Journal of Lexicography* 22.3 (2009): 239-257.

Li, Cheng-Hong. "The Effect of Anxiety on University-Level L2 Learner Ability to Recall Items in the Lexicon." *The Journal of Language Teaching and Learning* 1 (2015): 24-33.

Mason, Beniko. "Efficient use of literature in second language education: Free Reading and Listening to Stories." Bland, Janice. Ed. *Children's literature in second language education*. London: Bloomsbury, 2013. 25-32.

Moir, Jo. "Vocabulary and Good Language Learners." Griffiths, Carol. ed. *Lessons from Good Language Learners*. Cambridge: Cambridge University Press, 2008. 159-173.

Nassaji, Hossein/Hu, Hsueh-chao Marcella. "Ease of Inferring, Learner Inferential Strategies, and Their Relationship with the Retention of Word Meanings Inferred from Context." *The Canadian Modern Language Review* 68.1. (2012): 54-77.

Nation, I.S.P. *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press, 2001.

Nation, Paul. "Analysing Vocabulary Teaching Techniques". Jaén, Maria Moreno. Ed. *Exploring new paths in language pedagogy: Leis and corpus-based language teaching*. London et al.: Equinox, 2010. 9-24.

Nation, I.S.P. "Research into Practice: Vocabulary." *Language Teaching* 44 (2011): 529-539.

Nowbakht, Mohammad. "The comparative effects of presenting new words in semantically related sets vs. Semantically unrelated sets on the receptive acquisition of L2 vocabulary items." *The Journal of Language Teaching and Learning* 1 (2015): 68-78.

Nowbakht, Mohammad. "The comparative effects of Comprehensible Input, Output and Corrective Feedback on the Receptive Acquisition of L2 Vocabulary Items." *Advances in Language and Literary Studies* 6.4 (2015): 103-114.

Paribakht, T. Sima/Wesche, Marjorie. "Lexical Inferencing in L1 and L2: Implications for Vocabulary Instruction and Learning at Advanced Levels." Byrnes, Heidi/Weger-Guntharp, Heather D./ Sprang, Katherine. Eds. *Educating for Advanced Foreign Language Capacities*. Washington, D.C.: Georgetown University Press, 2006.

Pulido, Diana. "The Relationship Between Text Comprehension and Second Language Incidental Vocabulary Acquisition: A Matter of Topic Familiarity?" *Language Learning* 57.1 (2007): 155-199.

Rinner, Susanne/Weigert, Astrid. "From Sports to the EU Economy: Integrating Curricula through Genre-Based Content Courses." Byrnes, Heidi/Weger-

- Guntharp/Sprang, Katherine. Eds. *Educating for Advanced Foreign Language Capacities*. Washington, DC: Washington University Press; 2005. 136-151.
- Rivers, Wilga. "Recognition, Retention, Retrieval: The Three Rs of Vocabulary Use." *Studies in Language Learning and Spanish Linguistics*. New York: McGraw-Hill, 1994: 246-257.
- Rodrigo, Victoria/Krashen, Stephen/Gribbons, Barry. "The effectiveness of two comprehensible-input approaches to foreign language instruction at the intermediate level." *System* 32 (2004): 53-60.
- Rott, Susanne. "The Effect of Frequency of Input-Enhancements on Word Learning and Text Comprehension." *Language Learning* 57.2 (2007): 165-199.
- Suzuki, Wataru. "The Effects of an Output-Based Task on Subsequent Aural Input in a Japanese University Setting." Thomas, Michael. Ed. *Contemporary task-based language learning and teaching in Asia*. London/New York: Bloomsbury Academic, 2015. 313-327.
- Terrell, Tracy David. "Acquisition in the Natural Approach: The Bindung/Access Framework." *The Modern Language Journal* 70.3 (1986): 213-227.
- Vidal, Karina. "Academic Listening: A Source of Vocabulary Acquisition?" *Applied Linguistics* 24.1 (2003): 56-89.
- Wang, Xiaoru. "Features of Input of Second Language Acquisition." *Journal of Language Teaching and Research* vol. 1, No. 3 (2010): 282-284.
- Waring, Rob/Nation, Paul. "Second Language Reading and Incidental Vocabulary Learning." *Angles on the English-Speaking World* 4 (2004): 97-110.
- Watanabe, Yuichi. "Input, Intake, and Retention. Effects of Increased Processing on Incidental Learning of Foreign Language Vocabulary." *SSLA* 19 (1997): 287-307.
- White, Lydia. (1986) "Against Comprehensible Input: The Input Hypothesis and the Development of Second-language Competence." *Applied Linguistics* 8.2 (1987): 95-110.
- Yaqubi, B.; Rayati, R.A.; Gorgi, N. Allemzade. "The Involvement Load Hypothesis and Vocabulary Learning: The Effect of Task Types and Involvement Index on L2 Vocabulary Acquisition." *The Journal of Teaching Language Skills (JTLS)* 2.1. (2010): 145-163.
- Yoshi, Makoto/Flaitz, Jefra. "Second Language Incidental Vocabulary Retention: The Effect of Text and Picture Annotation Types." *CALICO Journal* 20.1. (2002): 33-58.