

Romanian Students' Lexical Availability in Spanish as a Foreign Language

La disponibilidad léxica en alumnos rumanos de español como lengua extranjera

Bianca Sandu

University of Las Palmas de Gran Canaria
sandu_bianca@yahoo.com

Resumen: La disponibilidad léxica es un campo que persigue conocer aquellas palabras que vienen de forma inmediata y natural a la mente cuando la conversación gira en torno a una serie de estímulos verbales. Nuestra investigación se centra en el vocabulario disponible de doscientos ochenta estudiantes de colegios e institutos bilingües rumano-españoles de Bucarest. El objetivo principal de este estudio es averiguar si los factores 'sexo' y 'haber visitado un país hispanohablante' inciden en el léxico disponible de español como lengua extranjera. El análisis cuantitativo y cualitativo de cada una de estas variables, junto con su correlación con el 'nivel de estudios', saca a la luz resultados destacados cuya explicación solo puede encontrarse en otras disciplinas, como son la sociolingüística o las ciencias cognitivas.

Palabras clave: disponibilidad léxica, interdisciplinariedad, enseñanza del español como lengua extranjera, sociolingüística, ciencias cognitivas, léxico-estadística.

Abstract: Lexical availability is an area of knowledge which aims at discovering those words which come immediately and naturally to our mind when the conversation turns on a series of stimuli. Our research focuses on the available vocabulary of two hundred and eighty students from Romanian-Spanish bilingual primary schools and high-schools from Bucharest. The main objective of this study is to ascertain whether the factors 'gender' and 'having visited a Spanish-speaking country' affect lexical availability in Spanish as a foreign language. The quantitative and qualitative analysis of each of these variables, together with their correlation with the 'degree of competence', brings to light outstanding results whose explanation can only be found by turning to other disciplines, such as sociolinguistics or cognitive sciences.

Keywords: lexical availability, interdisciplinarity, teaching Spanish as a foreign language, sociolinguistics, cognitive sciences, lexico-statistics.

1. Lexical Availability

1.1. Introduction

Lexical availability is an area of knowledge which aims at discovering those words which come immediately and naturally to our mind when the conversation turns on a series of stimuli. Our research focuses on the available vocabulary of 280 students from Romanian-Spanish bilingual primary schools and high-schools. The participants in the lexical availability test were studying Spanish as a foreign language in primary schools Federico García Lorca and Uruguay, which offered intensive courses of 4 hours per week, and in bilingual high-schools Miguel de Cervantes,

Iulia Hasdeu and Mihail Sadoveanu, where learners had up to 6 hours per week. In the present study, lexical availability, sociolinguistics, and cognitive sciences “cross-fertilize” each other in order to find and explain the quantitative and qualitative effect of the variables ‘level of competence/age’, ‘gender’ and ‘having visited a Spanish-speaking country’ in the lexicon available to our subjects.

The research questions that we pose are the following:

- Is there an associative relationship between ‘gender’ and word production? Is there any relation between ‘gender’ and the type of words each group produces? At what age is their lexical availability more affected by this factor?
- Does direct contact with Spanish language and culture have any impact on students’ vocabulary? Which is the most affected age of exposure?

1.2. Studies review

Lexical availability studies began in France, more than five decades ago, in order to advance in the field of teaching French as a foreign language. French linguists George Gougenheim, René Michéa, Paul Rivenc, and Aurélien Sauvageot made it clear that frequency was not enough as research criterion, as widely known and habitually used words presented a very low frequency rate, which hindered their inclusion in an elementary listing. In Michéa’s view, an available word has a very concrete meaning (*dents, métro, roi*, etc.) and, “without being necessarily frequent, it is always ready to be used and comes immediately and naturally to our minds when it is needed” (Michéa 1953: 339). The link established between available words and a specific communicative situation led them to the associative tests. They used different topics as stimuli (“centres of interest”), which came from the associantist theories in psycholinguistics.

However, the interdisciplinarity of this field of research was broadened in the Spanish linguistics area. In the nineties, López Morales pioneered the pan-Hispanic project of lexical availability and Spanish and Hispanic researchers, who participated in this project, highlighted the essential nature of this tool not only in the teaching of Spanish as a mother tongue, but also for other related disciplines, such as sociolinguistics, dialectology, psycholinguistics and etnolinguistics.

Although the main reason for the first studies of this kind was teaching French as a foreign language, it was not until the end of the nineties that Spanish researchers realised the usefulness of this methodology for programming Spanish as a foreign language vocabulary lessons. The main innovation in this field was achieved by Carcedo, who worked for the first time with a sample group made up of foreign students. Until that moment, the lexical availability tasks had been carried out by native speakers. On the other hand, Samper Hernández contributed to this field with two novelties: she carried out her research with learners of different nationalities in a

complete immersion setting; moreover, she established certain criteria to be followed when dealing with the editing of data of non-native participants.

Following this research line, during the last years many have highlighted the importance of lexical availability in various aspects of Spanish as a foreign language teaching/learning. These studies are important because they offer us the available lexicon of students of distinct nationalities who learn Spanish in their country or in an immersion context.

Our research is framed within this project, parallel to the pan-Hispanic, and it aims to discover the vocabulary available to Romanian students who learn Spanish as a foreign language in their native country. The results obtained in an exploratory study, which precedes this one (Sandu, 2009), have encouraged us to go on with the analysis of their lexical availability, this time with a wider sample and with more variables, in order to complete and confirm the conclusions reached in that first research.

1.3. Method

The lexical availability task was carried out in 2009 with a sample of 280 students who are distributed according to the variables we have considered in the present study as follows:

- 'level of competence/age': 103 twelve-year-old students with an A2 level, 101 fifteen-year-old learners with a B1 level, and 76 eighteen-year-old apprentices with a B2 level¹;
- 'gender': 76 boys and 204 girls²;
- 'having visited a Spanish-speaking country': 64 learners who had (23 twelve-year-old students, 18 fifteen-year-old students and 24 eighteen-year-old students) and 216 who had not (81 twelve-year-old students, 83 fifteen-year-old students and 52 eighteen-year-old students).

As regarding the test, the first page requested sociological information and the main body contained 17 lexical domains. Students had to write down all the vocabulary they knew on the numbered lines below each of the following lexical domains³: 01 'Parts of the body', 02 'Clothes', 03 'Parts of the house (without furniture)', 04 'Furniture (house)', 05 'Food and drink', 06 'Objects placed on the table at meals', 07

1 Data were collected when the learners were attending three different grades : twelve-year students were enrolled in 6th, fifteen-year students in 9th grade, and eighteen-year students in 12th grade.

2 This higher demand of Spanish as a foreign language classes among girls can be noticed in most research on lexical availability, though they use random samples: Samper Hernández (2002): 28 women and 17 men; Carcedo (2000): 295 women and 55 men; Jing (2006): 200 women and 63 men; Pérez González (2010): 202 women and 39 men; López Rivero (2008): 27 women and 15 men; Pérez Serrano (2009): 31 women and 12 men. The only exception is the study of Serfati (2010) carried out in Agadir, whose sample is made of 17 women and 23 men.

3 Participants were given two minutes to complete each topic.

'The kitchen and its utensils', 08 'School: furniture and materials', 09 'Lighting heating and means of airing places', 10 'The City', 11 'The countryside', 12 'Means of transport', 13 'Gardening and farming', 14 'Animals', 15 'Games and entertainment', 16 'Jobs and professions', 17 'Colours'.

We have edited the data following the general criteria gathered by Samper Padilla (1998) and, for the most specific aspects, those of Samper Hernández (2001), and we have processed it with the programme LexiDisp⁴, which gives us the availability of each lexical unit, the percentage of occurrence, frequency in relation to the total of the words, accumulated frequency, etc.

For the qualitative analysis we have limited the amount of words studied to 75% of accumulated frequency, because this is a relative index and because it gathers the most relevant vocabulary for each lexical domain.

2. Lexical Availability and Sociolinguistics

There are a series of extralinguistic factors or learner characteristics which affect language acquisition, as this process takes place in a social context. In order for us to carry out a careful description of interlanguage, we might have to consider these external variables which belong to the field of sociolinguistics. Trudgill, in the preface of *Sociolinguistics and Second Language Acquisition* (Preston, 1989: viii) regrets "that so few have as yet been able to take advantage of the high degree of overlap between at least parts of the two areas". And one aspect which belongs to sociolinguistics and affects second language acquisition is 'gender'. The main purpose of this section is to analyse the lexical availability of girls and boys who learn Spanish as a foreign language (SFL) at three different school stages and determine whether there are gender differences regarding the amount and the type of words they produce.

2.1. Quantitative analysis

Most gender studies concerning lexical availability in SFL have yielded results which point to a slight female superiority, though there are some exceptions where boys outperform their female peers⁵. Moreover, researchers established a connection between the lexical production of some cue words and the social roles traditionally related to women: this group stands out in 'Clothes', 'Food and drink', and also in 'Parts of the house (without furniture)' or 'Furniture (house)'.

4 LexiDisp is an application for Windows which can be downloaded on line on <http://www.linguas.net/Proyectos/LexiDisp/tabid/73/language/es-ES/Default.aspx>.

5 Whereas Samper Hernández (2002), Carcedo González (2000), Jing (2006), Pérez González (2010) and López Rivero (2008) found that women exceed men, Serfati (2010) and Pérez Serrano (2009) claim that boys excel girls. However, it should be taken into consideration that Serfati's sample is made up of 17 women and 23 men, and that Pérez Serrano only studies cue words 'Means of transport' and 'Jobs and Professions'.

As regarding our results, the table below clearly reveals that girls produced a much higher amount of words than boys in all lexical domains: the first obtained a mean of 172.77 words, while the latter only 124.09. Some lexical fields which stand out are 01 'Parts of the body' (4.63), 05 'Food and drink' (4.5) and 10 'The city' (4.36), but also 02 'Clothes' (3.99) or 11 'The countryside' (3.71). On the contrary, the distance becomes less marked in 09 'Lighting, heating and means of airing places' (1.22), 12 'Means of transport' (1.51) or 13 'Gardening and farming' (1.64). These findings might tempt us to establish a relation between some semantic fields and the role men and women play in society; however, we should be cautious as the highest divergences are obtained in the most productive cue words for both groups and the most trifling are found in the less productive lexical domains. In spite of these differences regarding the amount of words of the two subgroups, it can be seen that lexical productivity goes up and down homogeneously in all topics: girls and boys score highest in 01, 05, 14 and 10, and lowest in 13, 09 and 06.

CUE WORDS	1. MALE (76)			2. FEMALE (204)		
	WORDS	MEAN	RANK	WORDS	MEAN	RANK
01 'Parts of the body'	886	11.66	1	3325	16.29	1
02 'Clothes'	494	6.5	11	2140	10.49	8
03 'Parts of the house (without furniture)'	393	5.17	13	1448	7.09	14
04 'Furniture (house)'	449	5.9	12	1767	8.66	12
05 'Food and drink'	874	11.5	2	3264	16	2
06 'Object placed on the table at meals'	290	3.81	15	1184	5.8	15
07 'The kitchen and its utensils'	368	4.84	14	1517	7.43	13
08 'School : furniture and materials'	654	8.6	5	2359	11.56	6
09 'Lighting, heating and means of airing places'	217	2.85	16	831	4.07	16
10 'The city'	840	11.05	4	3145	15.41	3
11 'The countryside'	643	8.46	6	2484	12.17	5
12 'Means of transport'	581	7.64	9	1868	9.15	10
13 'Gardening and farming'	145	1.9	17	723	3.54	17
14 'Animals'	868	11.42	3	3024	14.82	4
15 'Games and entertainment'	519	6.82	10	1796	8.8	11
16 'Jobs and professions'	611	8.03	7	2356	11.54	7
17 'Colours'	604	7.94	8	2030	9.95	9
MEAN		7.29	-	-	10.06	-

Table 1: Mean number of words according to the variable 'gender'

When we correlate the variable 'gender' with 'level of competence', we find that the distance between girls and boys is still noticeable. As well as that, this correlation allows us to discover that while in the first two school stages (12-year old and

15-year old learners) girls and boys practically maintain the same distance (2.47 and 2.55, respectively), in the highest level (18-year old students) this divergence becomes more significant (3.51). We shall also highlight the development of vocabulary during the first two stages, whereas, after reaching the second level, girls come to a standstill and boys lose their interest and write down less lexical units than their youngest male peers⁶.

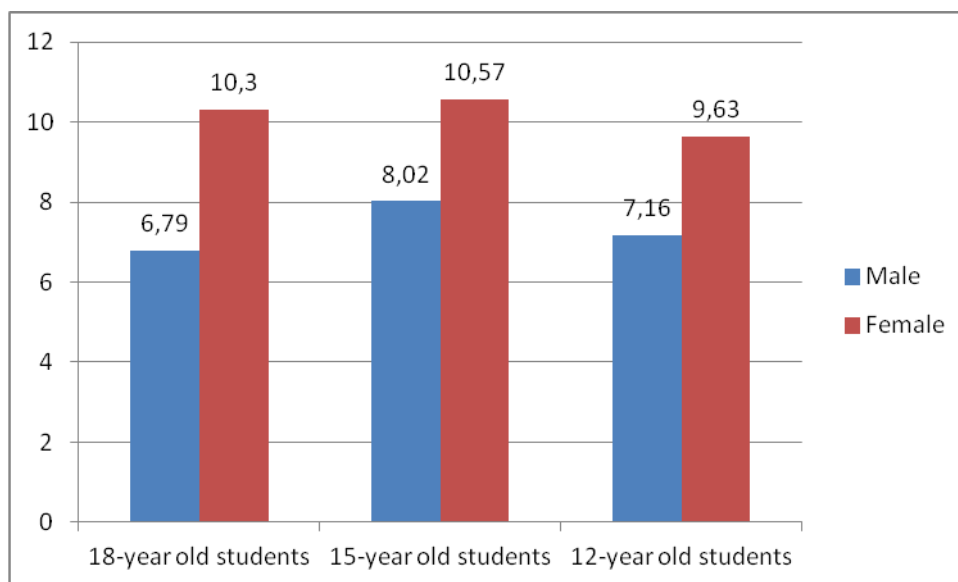


Fig. 1: Correlation between 'gender' and 'level of competence/age'

2.2. Qualitative analysis

The quantitative analysis reveals that girls are ahead of their male peers regarding the number of words they produce. But is their knowledge different from that of boys? Is there any distinction in the type of words that come to girls' and boys' minds when dealing with a certain thematic field? In order to find answers to these interrogations, we are going to analyse those units which are within the 75% of accumulated frequency, which gathers the most relevant vocabulary for each lexical do-

6 When studying the effect of 'level of competence/age' in the lexicon available to our subjects, we could see that there was an increase in the number of words from the sixth year to the ninth, but, contrary to expectations, we could see a slight decrease when reaching the highest education level. However, a closer look at the words produced in each level, made the picture change, as the qualitative analysis proved that age plays an important role in the election process of the vocabulary related to the various cue words: 18-year students produced words that are more closely related to the lexical domains and more complex, whereas 15- and 12-year participants included, besides essential lexicon of the thematic category, vocabulary not strictly linked to it. That is, learners with a higher level of proficiency wrote down less vocabulary than their younger peers because they were more careful and stricter when completing the lists. These findings together with those obtained with the correlation of 'gender' and 'level of competence' show us that, even though 18-year students are more careful when completing the lists, females of this level still introduce a great amount of words.

main. Moreover, this is a relative index, as it takes into account that not all cue words are equally productive.

CUE WORDS	MALE	FEMALE	COMMON WORDS	%	RANK ACCORDING TO % OF CONVERGENCE
01 'Parts of the body'	17	21	16	94 ⁷	4
02 'Clothes'	19	23	16	84	10
03 'Parts of the house (without furniture)'	13	15	13	100	1
04 'Furniture (house)'	15	18	13	87	9
05 'Food and drink'	47	48	37	79	13
06 'Object placed on the table at meals'	9	8	7	87.5	8
07 'The kitchen and its utensils'	20	21	18	90	5
08 'School : furniture and materials'	25	27	24	96	3
09 'Lighting, heating and means of airing places'	16	16	13	81	12
10 'The city'	53	65	39	73.6	15
11 'The countryside'	40	43	33	83	11
12 'Means of transport'	9	11	8	89	6
13 'Gardening and farming'	37	51	23	62	17
14 'Animals'	25	26	22	88	7
15 'Games and entertainment'	56	67	38	68	16
16 'Jobs and professions'	53	54	39	74	14
17 'Colours'	7	8	7	100	2
MEAN	27	31	21.5	84.47	-

Table 2: Number of words which fall within the 75% of accumulated frequency and degree of convergence according to the variable 'gender'

From the data in table 2, it can be inferred that there is a high level of coincidence in the type of vocabulary male and female learners write down (Average:

⁷ The percentage of convergences is calculated taking into account the amount of the subgroup which gathers the minimum of lexical units within the limit we established (75% of accumulated frequency).

84.47%). The greatest divergences are given in cue words 13 and 15, the most diffuse according to the cohesion index⁸, which would explain this finding. On the contrary, thematic fields 03 and 17 show a total coincidence.

In order to ascertain whether there are gender differences regarding the type of words they know, we first analyzed the common words, as the position they were written down in each list of words could point to certain role tendencies. In first place, we shall highlight the coincidences regarding the order in which the lexical units were produced by male and female participants. However, the study revealed some significant divergences, such as those found in 16 'Jobs and professions', where boys prefer *futbolista*, *piloto*, or *mecánico*, and girls *enfermero*, *peluquero*, or those discovered in 15 'Games and entertainment', where males place *ordenador* in the fourth position and *bailar* in the fourteenth, whereas girls reverse this order. All these terms are well-known by the contrast group because they are within 75% of accumulated frequency.

As can be seen in the table above, there is a number of words expressed in the lexical availability task which is not shared by the two groups. When studying this vocabulary, the exact position they hold in the lists has been considered and we have found that many of them are very close to the borderline that we have established, though there are also lexical units which are included with a low availability degree or that are totally absent from one of the two inventories. The analysis of these words allows us to conclude that girls and boys activate vocabulary that has to do with their needs and daily activities: in 02 'Clothes', male participants do not write *anillo*, *pulsera*, *reloj*, *pendiente*, whereas females do not activate *gorro*, *zapatilla* and *anorak*; in 05 'Food and drink' it becomes plain that boys prefer drink, especially lexicalized brand names, such as *sprite*, *fanta*, *pepsi*, while girls bring up food (*fresa*, *zanahoria*, *pepino*, *pastel*, etc.); in 15 'Games and entertainment', *equitación*, *bar*, *hockey*, *póquer*, *rugby*, *béisbol*, *boxeo*, etc. can be found in the girls' list in very low positions, of course, outside the limit we have set up, and *videojuego* or *juego de video* are completely missing; on the other hand, boys do not include in their tests *pasear*, *chatear*, *concierto*, *excursion*, etc.; cue word 16 'Jobs and professions' also stands out, as male subjects prefer *instalador*, *entrenador*, *inspector*, *conductor* but also less conventional professions, like *ladrón* or *mendigo*. They do not write *actriz*, *ama de casa*, *sirviente* or *asistentita*.

3. Lexical availability and cognitive sciences

Another factor that we have considered in our research is 'having visited a Spanish-speaking country', which we believe has a great deal to do with learner's

⁸ This concept relates the amount of words (*total de palabras*) with that of different units (*vocablos*) and with the number of participants to the task and gives us the degree of cohesion of each cue word (Max S. Echeverría, 1991). This way we find which lexical domains are compact and which are diffuse. In most research work, these two themes (13 and 15) are quite dispersed and, therefore, gather a rather diversified set of words which gives place to a great amount of divergences.

motivation, as it reflects their interest in discovering more about the culture of the target language. This positive attitude could be both the cause and the effect of learning Spanish; that is, students learn this second language because, among other reasons, they wish to visit a Spanish-speaking country and, after such an experience, their motivation increases.

But at what age does this factor have a greater impact on learning outcomes? According to the "Critical Period Hypothesis" (CPH), language learning is easier at a younger age; therefore, we shall expect 12-year old students who have been to a Spanish-speaking country to be more efficient than their older peers. However, recent findings have discovered that the CPH is only true in a naturalistic second language acquisition context, "that is when the learner is immersed in the host environment and has regular and rich interactions with a variety of native speakers" (Dörnyei, 2009: 249). But in our case, this principle does not hold at all, as the participants in the lexical availability task are learning SFL as a school subject and in this situation "not only is younger not better but [...] the opposite seems to be true" (Dörnyei, 2009: 250). This could be because older language learners have a greater cognitive maturity and a wider variety of learning techniques. Nevertheless, we still have a doubt: is this greater cognitive maturity enough for the older students to surpass their younger peers? The quantitative and the qualitative analysis of the variable 'having visited a Spanish-speaking country' and its correlation with 'level of competence/age' might give us some answers.

The figures in table 3 show us that learners who have visited a Spanish-speaking country have a higher lexical competence than their peers, who have never had a direct contact with the target language and culture. We shall point to the greater average score obtained by the first group in all cue words, except 13 'Gardening and farming'. The most outstanding divergences can be seen in 05 'Food and drink' (2.99), 01 'The body' (2.92) and 02 'Clothes' (2.14).

CUE WORD	YES (63 PARTICIPANTS)			NO (217 PARTICIPANTS)		
	RANK	WORDS	MEAN	RANK	WORDS	MEAN
01	1	1090	17.3	1	3121	14.38
02	6	697	11.06	9	1937	8.92
03	14	464	7.36	14	1377	6.34
04	11	577	9.15	12	1639	7.55
05	2	1077	17.09	2	3061	14.1
06	15	379	6.01	15	1095	5.04
07	13	469	7.44	13	1416	6.52
08	8	693	11	6	2320	10.69
09	16	275	4.36	16	773	3.56
10	3	976	15.49	3	3009	13.86
11	5	760	12.06	5	2367	10.9
12	10	595	9.44	10	1854	8.54

13	17	185	2.93	17	683	3.14
14	4	972	15.42	4	2920	13.45
15	12	550	8.73	11	1765	8.13
16	7	697	11.06	7	2270	10.46
17	9	641	10.17	8	1993	9.18
Media	-	176.07	10.35	-	154.76	9.1

Table 3: Mean of words and rank according to the variable 'having visited a Spanish-speaking country'

Regarding the correlation of this variable with 'level of competence/age', the following graphic makes obvious that "the older the better" in our case of an instructive context. High-school learners who have visited a Spanish-speaking country produce a much higher amount of lexical units than their counterparts. This proves that direct contact with Spanish language and culture has a greater impact on older students' vocabulary. One obvious reason why these participants might be more efficient than their younger peers is their motivation and interest in learning about the target language sociolinguistic context, together with a greater cognitive maturity. This would explain the progress of the students who have been to a Spanish-speaking country and the loss of word power of those who have not.

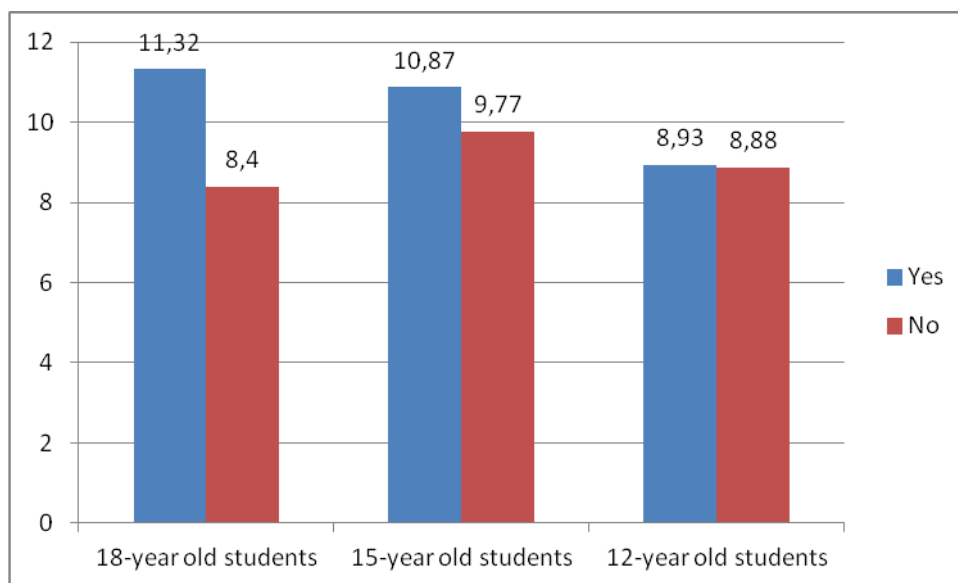


Figure 2: Correlation of the variable 'having visited a Spanish-speaking country' with 'level of competence/age'

Concerning the qualitative analysis, the most outstanding finding is related to cue word 5 'Food and drink', in which students who have stayed in a Spanish-speaking country write words that are closely related to the target language culture,

such as *tortilla*, *sangría*, *tequila*, *maíz*, *paella*, and that are totally unknown to their peers or written in lower positions (*paella*).

4. Conclusions

The present study revealed the effect of 'gender' on the lexical availability of learners of Spanish as a foreign language. The quantitative analysis of this extralinguistic factor showed a significant superiority of girls over boys, especially in cue words 01 'Parts of the body', 05 'Food and drink', 10 'The city' or 02 'Clothes', where the girls obtain an average of more than 3 words above the boys. Although male participants shorten the distance in some lexical domains which we could link with the role this group plays in society, such as 09 'Lightening, heating and means of airing places' or 13 'Gardening and farming', we must be prudent when establishing this relation, as these themes are the least productive for both groups. The correlation of 'gender' with 'level of competence/age' enables us to conclude that the divergence becomes much more significant in the highest level (18-year old students), when boys seem to lose their interest and produce less vocabulary than their youngest counterparts. The results that we obtained with the qualitative study highlighted that boys and girls share the 84.47% of the words they write, though there are also relevant divergences, sometimes very related to gender schemas.

Regarding the incidence of the variable 'having visited a Spanish-speaking country', we have found that learners who have had direct contact with the target language and culture obtain greater average scores than their peers. Furthermore, the quantitative analysis indicates that "the older the better" is true in our case of an instructive context, which is due to a greater cognitive maturity and to a high motivation and interest in learning about the target language sociolinguistic context. Only this can explain the progress of the participants who have been to a Spanish-speaking country and the loss of word power of those who have not. Our study also revealed some outstanding qualitative divergences in cue word 05 'Food and drink', one of the most useful and most related to daily life for students who visit a Spanish-speaking country.

This research allows us to conclude that, indeed, the dialogue between lexical availability, sociolinguistics and cognitive science helps us understand findings such as those we have discovered through the analysis of the variables 'level of competence/age', 'gender' and 'having visited a Spanish-speaking country'.

Bibliography

- CARCEDO, Alberto (2000): *Disponibilidad léxica en español como lengua extranjera: el caso finlandés*. Turku: Turun Yliopisto.
- DÖRNYEI, Zoltán (2009): *The Psychology of Second Language Acquisition*. Oxford: Oxford University Press.
- ECHEVERRÍA, Max (1991): "Crecimiento de la disponibilidad léxica en estudiantes chilenos de nivel básico y medio", in Humberto López Morales (ed.): *La enseñanza del español como lengua materna*. Río Piedras: Universidad de Puerto Rico, 61-78.
- GOUGENHEIM, Georges, René MICHÉA, Paul RIVENC and Aurélien SAUVAGEOT (1964): *L'élaboration du français élémentaire*. Paris: Didier.
- JING, Lin (2006): *Estudio de disponibilidad léxica de los estudiantes chinos de español como lengua extranjera* [Final Master's Report]. Alcalá de Henares: Universidad de Alcalá.
- LÓPEZ GONZÁLEZ, Antonio María (2010): "La evaluación del desarrollo de la competencia léxica en L2 por medio de la disponibilidad léxica", [on line] *redELE (Red Electrónica de Didáctica del Español como Lengua Extranjera)*, 18 [article accessed on 02 September 2012, available on: http://www.educacion.gob.es/dctm/redele/Material-RedEle/Revista/2010_18/2010_redELE_18_01Lopez.pdf?documentId=0901e72b80dd3177].
- LÓPEZ MORALES, Humberto (1999): *Léxico disponible de Puerto Rico*. Madrid: Arco Libros.
- LÓPEZ RIVERO, Eva (2008): *Estudio de disponibilidad léxica en 43 estudiantes de ELE* [Final Master's Report]. Madrid: Universidad Antonio de Nebrija.
- MICHÉA, René (1953): "Mots fréquents et mots disponibles. Un aspect nouveau de la statistique du langage". *Les langues modernes*, 47, 338-344.
- PÉREZ SERRANO, Mercedes (2008-2009): *Estudio de disponibilidad léxica en estudiantes de E/LE en los centros de interés "Medios de transporte" y "Profesiones y oficios"* [Final Master's Report]. Madrid: Instituto Cervantes and Universidad Internacional Menéndez Pelayo.
- PRESTON, Dennis R. (1989): *Sociolinguistics and Second Language Acquisition*. Oxford: Basil Blackwell.
- SAMPER HERNÁNDEZ, Marta (2001): *Disponibilidad léxica en alumnos de español como lengua extranjera*, MS.
- SAMPER HERNÁNDEZ, Marta (2002): *Disponibilidad léxica en alumnos de español como lengua extranjera*. Málaga: ASELE.
- SAMPER PADILLA, José Antonio (1990): *Estudio sociolingüístico del español de Las Palmas de Gran Canaria*. Las Palmas de Gran Canaria: La Caja de Canarias.
- SAMPER PADILLA, José Antonio (1998): "Criterios de edición del léxico disponible: sugerencias". *Lingüística*, 10, 311-333.

- SAMPER PADILLA, José Antonio and Marta SAMPER HERNÁNDEZ (2006): "Aportaciones recientes de los estudios de disponibilidad léxica". *LynX. Panorámica de estudios lingüísticos*, 5, 5-95.
- SANDU, Bianca (2009): *Disponibilidad léxica en español como lengua extranjera de los alumnos rumanos (Estudio exploratorio)* [Diploma of Advanced Studies' Report]. Universidad de Las Palmas de Gran Canaria.
- SERFATI, Mohamed (2010): *Disponibilidad léxica en alumnos marroquíes de español como lengua extranjera (nivel universitario)* [Final Master's Report]. Agadir: Universidad de Ibn Zohr.

Fecha de recepción: 30/06/2013

Fecha de aceptación: 24/09/2013