

Measuring Native-Speaker Vocabulary Size. I.S.P. Nation & Averil Coxhead (2021). John Benjamins, 160 pages, ISBN: 978-90-272-0814-9.

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This book provides a detailed description on the historically researched aspect of measuring native speaker vocabulary size. As the authors state in the introduction of their book, their aim is to answer three questions: How many words does a native speaker of English know? At what rate does a native speaker's vocabulary grow? And what influences the rate of growth? These are important questions that need to be specifically addressed following a sound methodology as the authors do in the eleven different chapters of the book. This review will begin with a brief description of each of them before making some final remarks with an overall critical appraisal of the content.

The second chapter comes after the introduction and addresses the question of the number of words that young learners know, which has not been as much researched as other similar topics such as the size of vocabulary knowledge of young native speakers from different socio-economic groups.

The third chapter starts with a review of previous dictionary-based studies and then continues with an explanation of different procedures for drawing a representative sample from a dictionary. The same structure is followed in chapter 4, in which first different previous studies are reviewed before the authors explain the Picture Vocabulary Size Test of receptive listening vocabulary size.

In chapter five the authors deal with vocabulary sizes of native speakers of English in secondary schools. In chapter six the authors analyse the frequency-list based studies of adult native-speakers' vocabulary size and its different forms and how the results obtained from this test can be interpreted.

Chapter seven focuses on the factors that affect the vocabulary size and growth of native speakers of a language following a model for this purpose. In chapter 8 the authors analyse how parents, teachers and individuals can support vocabulary growth at different levels. Different suggestions are provided on how to give attention to vocabulary.

Chapter 9 continues with an explanation of measures and item types used to estimate native speaker vocabulary size. The authors include different sections with information on different ways to measure vocabulary and, as in previous chapters. It is in chapter 10 when the authors explain the eleven necessary steps to create a vocabulary size test which include, among others, deciding its purpose or what will be exactly measured. The final chapter concludes with some final reflections on needed research and thoughts on how to continue contributing in this field. The authors suggest some useful pieces that can be further explore, such as developing research tools or improving the methodology of vocabulary size research.

Overall, the book can be considered a highly valuable and timely contribution in the field of language learning for scholars, learners, and teachers alike. It specifically examines many different aspects of a very important topic and provides specific answers with analytical data to support them. The examples provided in each chapter also highlight the application of the methodology that is explained and how it can be used for the different purposes that are explained. All in all, with this book the authors have successfully gathered a very insightful variety of research material in the different chapters to give valuable insight into a very much needed area of study.