



**Istituto nazionale per la valutazione del sistema educativo di
istruzione e di formazione**

WORKING PAPER N. 68/2022

Titolo

A Wordlist for Italian Young English as Foreign Language Learners: a Reference Tool for Language Assessment and Teaching in 5th-grade Primary School.

Claudia Buonaiuto – Assegnista di ricerca Invalsi

Collana: Working Papers INVALSI

ISSN: 2611 - 5719

The views and opinions expressed in this article are those of the authors and do not necessarily reflect the view and the official policy or position of INVALSI.

Le opinioni espresse nei lavori sono attribuibili esclusivamente agli autori e non impegnano in alcun modo la responsabilità dell'Istituto. Nel citare i temi, non è, pertanto, corretto attribuire le argomentazioni ivi espresse all'INVALSI o ai suoi Vertici

Abstract:

Lexical competence is crucial for developing receptive skills, which are assessed nationally at the end of primary school in Italy. Identifying appropriate vocabulary for a given proficiency level is challenging. A reference tool for English as a Foreign Language test developers is the English Vocabulary Profile (EVP) which categorizes English vocabulary according to the CEFR proficiency levels.

This study focuses on Italian 5th grade students, who are expected to achieve A1 proficiency in English. Young learners (YLS) are considered a distinct group with specific linguistic needs and acquisition processes that may differ from those of adults. The objective of this research is to identify words that, while classified above the A1 level in the EVP, could still be part of the lexical repertoire of Italian YLS.

To this aim, we analysed a corpus of wordlists from 23 textbooks used in 5th grade classrooms across a representative sample of 100 Italian schools. These wordlists were manually revised, including word isolation and lemmatization, and then checked using Textinspector to determine their CEFR level and meanings according to the EVP. We obtained a wordlist of 3,380 lemmas, which was further analysed to identify word frequency and words with multiple meanings.

Our study provides an evidence-based vocabulary list that could enhance both assessment and teaching practices. It offers a valuable reference for a wide range of stakeholders, including test developers, researchers, and educational practitioners such as editors and teachers working with Italian young EFL learners.

Keywords: vocabulary; 5th grade students; textbooks; wordlists.



1. Introduction: Language Assessment in European Education and Standardized Testing Practices

All language tests are based on a clear understanding of language abilities, whether derived from a teaching syllabus or a general theory of language. These tests require methods to measure language performance. While this may seem obvious, designing a language test is a complex task. The way we define the language abilities we wish to measure influences the test methods we use. One significant challenge in language testing is ensuring that the test methods reflect real-world language use. Most modern language approaches focus on communication and are supported by extensive research, providing us with enough evidence to understand language ability and its functioning.

Bachman (1990) introduced the concept of communicative language ability, which includes two types of competence: strategic competence and language competence. Language competence is divided into four areas: grammar, text structure, speech acts, and social language use. In Bachman's model, language competence refers to knowing facts about the language, while strategic competence involves knowing how to use the language effectively in real communication.

In developing language tests, practical solutions arise when assessments are "substantially grounded," meaning they are based on clear, reliable content, such as a course syllabus (Green, 2013). This article specifically takes into consideration proficiency tests that assess a person's language ability according to a set standard.¹ Formal testing organizations typically administer these tests under standardized conditions. However, proficiency assessments can sometimes differ from what teachers do in the classroom, as large-scale tests often follow strict standards that may not align directly with course content. In reality, these assessments have much in common, and in a well-functioning educational system, both classroom assessments and large-scale assessments should complement each other.

¹ Reference handbooks are: *Aligning Language Education with the CEFR: A Handbook*. (2022). British Council, UKALTA, EALTA and ALTE; Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR). Cambridge University Press; Council of Europe. (2011). *Manual for Language Test Development and Examining*. ALTE; Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Council of Europe Publishing; OECD. (2021). *PISA 2025 Foreign Language Assessment Framework*, PISA, OECD Publishing.



In Europe, many countries use large-scale assessments to evaluate their educational systems. In particular, low-stakes assessments are crucial in supporting student learning and informing targeted teaching interventions without affecting a student's future. Our research started by investigating 5th grade students of Primary school in Italy and the way national tests are implemented compared to what happens in the rest of Europe, where some countries, like Norway, assess young learners of English as a Foreign Language (EFL) at the A1 level of the Common European Framework of Reference (CEFR, Council of Europe, 2001).²

In 2010, the Norwegian Ministry of Education launched a program to enhance school evaluations, initially for four years, and later extended for another four years. The program has seen significant participation, improving the culture and practice of evaluation within school curricula, standardizing evaluation terminology, and increasing awareness among local school authorities about the role of evaluation and learning. National tests in basic skills are mandatory for 5th-grade students in reading (Norwegian/Sami), English, and numeracy. The results are publicly available at the municipal, county, and national levels on www.udir.no. School-specific results are provided directly to the schools. The primary goal of these national tests is to gather data on students' basic skills and serve as tools for local and central improvement and development. Test results help teachers tailor their instruction to meet the needs of individual students as part of ongoing assessment. The national tests are completed digitally.³

Every year, Invalsi, the Italian National Institute for the Evaluation of the Education System, assesses 5th-grade pupils in Italian, Maths and the receptive skills of EFL at a national level.⁴ English reading and listening skills are evaluated at the A1 level of the CEFR through a standardised procedure. This low-stakes assessment provides an overview of the basic skills students have acquired by the end of Primary education in order to provide a full picture of the education system in the Italian schools. In fact, the outcomes of external assessment by Invalsi provide a map that can be used to identify difficult situations with great precision. However, this data does not provide an understanding of why that situation generated: social, cultural, family, psychological or other contingent factors might contribute to determine the lack of proficiency, and test results hardly tell us how that situation can be resolved. Yet, the annual report presented by Invalsi has had a significant impact on the evaluation of the school system in Italy in the last two decades, gathering relevant

² The National Education Systems of 40 countries can be consulted at <https://eurydice.eacea.ec.europa.eu/>.

³ The executive Agency for the Norwegian Ministry of Education is the Norwegian Directorate for Education and Training. All information about Norwegian tests can be consulted at <https://udir.no>.

⁴ The Research Institute holds the National System of Evaluation (*SNV*). For criteria and regulations see <https://www.invalsi.it/invalsi/index.php>. For an overview of the Invalsi English tests see https://invalsi-areaprove.cineca.it/docs/2018/INVALSI_tests_according_to_INVALSI.pdf



data on millions of students' performance every year, dividing results by student, by class, by school, and by region.⁵ The tests have been administered in a paper-and-pencil format, but in the coming years, the shift to digital will lead to computer-based testing also for 5th grade tests.

Our research focuses on developing new tools for English test creation, specifically in the area of vocabulary, to enhance the validity and accountability of assessments intended for use by Invalsi. When assessing receptive skills (reading and listening) at the end of Primary school, there may be words that exceed the expected the A1 level but are still part of the learner's vocabulary. In response, we have been developing a new wordlist that could benefit test developers as well as a wider range of stakeholders. Therefore, the findings of our study should be relevant to researchers, policymakers, and educational practitioners alike.

1.1 Vocabulary for EFL and Italian Textbooks in the 5th grade Primary Schools

Vocabulary is universally recognized as a fundamental element of teaching, learning, and assessment in EFL. (Laufer, 1989, 1992; Liu & Nation, 1985; Nation, 2001; Benigno and De Jong, 2017). To comprehend a text, learners need to know between 95% and 98% of the words (Laufer & Ravenhorst-Kalovski, 2010). However, identifying the appropriate vocabulary for different proficiency levels is challenging, as lexical competence varies based on subjective and objective factors. Many studies suggest that young learners of EFL might gain 500 words per year from the most frequent words used in classrooms. Depending on the ability and age of the learners (with older students progressing more slowly), some students may acquire more vocabulary than others. The lexicon needed to communicate in a foreign language is estimated to be beyond 2,000 words (Konstantakis and Alexiou, 2012).

This research started a path of investigation into wordlists available to 5th grade students in Italy starting from the vocabulary currently used in a selection of 23 English textbooks out of 100 schools in the last year of Primary school. The schools were randomly chosen from the National Registry of Education.

The textbooks are expected to raise young learners to CEFR at A1 Level, as according to the Italian Government at the end of the Italian 5th year of Primary school, young learners should achieve A1 competencies in Listening comprehension:

- understand short dialogues, instructions, expressions and phrases of everyday use when clearly spoken;
- identify the general theme of a speech in which familiar topics are discussed;

⁵ Invalsi test results can be consulted at <https://invalsiopen.it/risultati>.



- understand short multimedia texts by identifying key words and the general meaning.

For the Reading comprehension, they should achieve A1 competencies in:

- Reading and understanding short and simple texts, preferably accompanied by visual aids, grasping the overall meaning by identifying familiar words and phrases.⁶

Only in 2023, the Italian Ministry of Education has implemented a regulation on the teaching of foreign languages, primarily English as recognised as the first second language in Italy. It has established that in Primary schools the teaching of English should be done by specialised teachers of foreign languages, while before it was given to teachers of other disciplines or to private teachers, and for 2 hours a week.⁷

The main teaching tool in Italian Primary classrooms appears to be the textbook. These books are usually based on the story of some characters that develops from the first to the fifth year, implementing a vocabulary that is offered to pupils from 6 to 11 years old. The main source of vocabulary for young students in classes are story cards and pictures, songs and above all storytelling. Depending on the kind of teaching approaches teachers might adopt in school teaching, vocabulary can have a central role to the teaching of EFL. In fact, all the textbooks taken into consideration in this study are provided with vocabulary lists.

We took into consideration 23 textbooks out of 47 books overall used in all the 5th-grade classes in the country.⁸

⁶ Italian Ministry of Education Guidelines, “Decreto” n. 254, 2012.

⁷ A “Note” from the Ministry of Education specified the hours of English per week and the teachers of English to be chosen among the specialised teachers in Primary schools. *MIM 26962, 2023*.

⁸ The Italian Association of Editors (AIE) kindly provided the titles of books in use in 5th grade schools in 2024.

Book	Publisher
<i>You and Me Friends</i>	Celtic
<i>Circle Time</i>	Giunti
<i>I Like English</i>	Giunti
<i>New Treetops</i>	Oxford
<i>Happy Days</i>	Celtic
<i>Billy Bot. Stories for Supercitizens</i>	Pearson
<i>Go Kids</i>	Pearson
<i>Play on Gold</i>	Rizzoli
<i>The Story Garden</i>	Eli
<i>Now I Can</i>	Eli
<i>Great!</i>	Oxford
<i>Learn with us</i>	Oxford
<i>Rainbow Bridge</i>	Oxford
<i>Let's be friends</i>	Pearson
<i>Top Secret</i>	Pearson
<i>Super Wow</i>	Raffaello
<i>Go!</i>	Lang
<i>The Story Lane</i>	Celtic
<i>Hello Ginger</i>	Cetem
<i>Buddy and Friends</i>	Cetem
<i>Billy Bot Gold</i>	Pearson
<i>Play on</i>	Fabbri
<i>Shine on</i>	Oxford

The books are by different publishers and all of them dedicate part of their books to the Invalsi tests, often including sections to the comprehension of the national test, might it be in the book itself or in a separate section.

All 23 textbooks have wordlists at the end of each book. The wordlists that we have analysed can be categorised into three types: word banks, wordlists, and glossaries. In the first case, word banks are the list of the single words used overall in the textbook. The wordlists of the second type are the ones that take all the words used in the different units of the books included some short sentences and some small expressions. Glossaries of the third type are the ones that include all the words used in the different units of the textbooks, plus different parts of speech, such as phrases and expressions that form part of the single units. All the wordlists have translation into Italian, and glossaries are the most common of the type and are in fact present in most of the 23 textbooks.

As mentioned before, we have analysed all the words that form part of the different types of wordlists, using as reference *The English Vocabulary Profile* (EVP) funded by Cambridge University Press and Cambridge



ESOL Examinations. (Capel, 2010) The EVP provides graded vocabulary lists in relation to CEFR by using as major source of data collection: the learners' written production from the Cambridge English Profile Corpus derived from Cambridge Learners Corpus. One of the potential caveat of EVP is that it is not culturally specific. For example, the word 'olive' is categorized as a B1 item, but in regions where olives are not grown, it might be considered B2 or higher. Although some words are not included in the CEFR level A1 they might form part of the lexical knowledge thanks to culture-specific factors. For instance 'olive' for Italian pupils might be considered part of their lexical repertoire due to the fact that olives are part of their everyday life food. This illustrates the risk of over-generalization, particularly with nouns that are culturally or geographically specific. Of course, this issue is less significant for most verbs and probably non-existent for function words, such as prepositions or conjunctions. (Chen, 2012) Moreover, even the less frequent words form the picture of the world students should have to be able to communicate in a different language, thus textbooks usually provide an amount of expressions that are not only less frequent but also sometimes above level (Konstanakis, 2012).

2. Aims

Our focus is on measuring reading and listening skills in Primary school pupils (10-11 years old), who are expected to perform at the A1 CEFR level. At this stage, it is crucial to identify the vocabulary they have acquired, as this will directly affect their ability to understand and process reading and listening tasks. The EVP lists words that correspond to different CEFR levels but are not specific to any particular age group or first language. (Capel, 2015) While the EVP lists are widely used, they do not fully account for the specific vocabulary exposure of young learners (YL), who are recognized as a distinct group with linguistic needs and acquisition processes that differ significantly from those of adults.

We aim to expand the EVP lists by incorporating words that, although classified above the A1 level, frequently appear in students' productions and in the textbooks most commonly used in Italian primary schools. These words are likely part of the students' actual lexical repertoire, as their vocabulary is influenced by what they are exposed to in class and through their textbooks.

Since very few studies focus on how many English words students know by the end of the first cycle of education in Italy, and because pupils at the end of 5th-grade are required to undertake reading and listening tests in English by Invalsi, it is crucial for test developers to understand how many words and with what



frequency students can use English vocabulary by the end of Primary education in Italy. Therefore, our study aims to fill this gap, providing valuable insights for test developers and a broader range of stakeholders.

3. Method, phases of research and tools.

We used corpus-based analysis to use the large collection of data (corpora) in order to examine language patterns and structures. (Thompson & Alzeer, 2019; Dang, 2020; Crosthwaite, 2024; Leńko-Szymańska, 2024) This approach can allow researchers to analyse authentic language data, revealing usage trends and frequencies, and might contextualize the meaning of words and phrases. In applied linguistics, corpus-based research has proven invaluable, particularly for language assessment, as it enables the creation of wordlists tailored to specific learner levels (Nation, 2001).

In this Italian context-related analysis, we focused on actual language use from textbooks used in Italian Primary school. Our research suggests that of course the textbooks have much more vocabulary than the one recognised by EVP that is used to construct tests by Invalsi. Thanks to the teamwork of expert researchers at Invalsi, we have started our compilation of the wordlists, by dividing and analysing the lists of words that form part of the level A1 in the EVP and the ones that are above-level, thanks to the use of the online tool generated by the University of Bedford (UK), *Textinspector*.⁹ The tool recognises the CEFR level of each word in accordance to the EVP and provides its corresponding grammatical category and definition:

⁹ *Textinspector* can be used at <https://textinspector.com/>.

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	april,A1,noun,"the fourth month of the year, after March and before May"												
2	august,A1,noun,"the eighth month of the year, after July and before September"												
3	band,A1,noun,"MUSIC a group of musicians who play modern music together"												
4	behind,A1,preposition,"BACK at or to the back of someone or something"												
5	bill,A2,noun,"a piece of paper that tells you how much you must pay for something you have bought or for a service you have used"												
6	bitter,B1,adjective,"TASTE with an unpleasantly sharp taste"												
7	brass,C1,noun,"METAL a shiny yellow metal"												
8	building,A2,noun,"a structure with walls and a roof such as a house or factory, or the business of making these"												
9	busy,A2,adjective,"PERSON If you are busy, you are working hard, or giving your attention to a particular thing"												
10	calculator,B1,noun,"an electronic device that you use to do mathematical calculations"												
11	calf,B1,noun,"ANIMAL a young cow"												
12	camera,A1,noun,"a device for taking photographs or making films or television programmes"												
13	cent,A2,noun,"a unit of money worth 0.01 of the US dollar and of the main monetary unit of many countries, or a coin with this value"												
14	champion,B1,noun,"WINNER a person, animal, or team that wins a competition"												
15	city,A1,noun,"a large town"												
16	coin,B1,noun,"a small, flat, usually round piece of metal used as money"												
17	cold,A1,adjective,"TEMPERATURE having a low temperature"												
18	conductor,B2,noun,"MUSIC someone who stands in front of a group of musicians or singers and controls their performance"												
19	cough,B1,noun,"when you cough or an illness that makes you cough"												
20	countryside,A2,noun,"land which is not in towns, cities or industrial areas and is either used for farming or left in its natural condition"												

In order to compile a corpus-driven list of words available to testers, with the purpose of facilitating the work of Invalsi test developers, we have then decided to divide textbook wordlists into different categories:

- a. “single words”;
- b. “collocations”, such as phrasal verbs and other expressions with high frequency of usual combinations thanks to the checking tool of the *Oxford Collocation Dictionary*;
- c. “untitled words”, such as numbers, days of the week, months of the year;
- d. “long sentences”, such as idioms, phrases or other longer tenses which are related to the different contents of each unit of the books and that are often reported in glossaries.

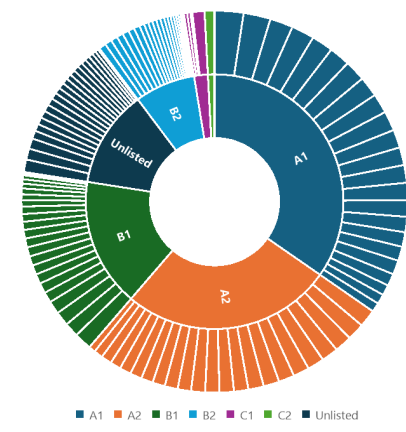
With the aim of examining the nature and the extent of the vocabulary presented in the course books, we have manually started to lemmatize in base forms only the “single words” and those “untitled words” recognized by the tool *Textinspector* as having an entry in the EVP. For example, the plural nouns were put in a singular form and the verbs in the base form. We have then checked the same words with different meanings and thus the eventual corresponding different CEFR level, only accepting those entries in accordance to the choice made by the books’ authors.

We have finally investigated:

- a. the number of words above-level;
- b. which frequent words are presented.

The wordlist of 3,380 lemmas in alphabetical order has shown a non-homogeneous distribution of CEFR level words in the different books. We have not investigated the criteria underlying the 5th grade compilation of wordlists in books nor the reasons why authors choose some above-level words instead of others. Although the lack of insights on the part of these editorial decisions, it is pretty clear that students of 5th grade have access to an enriched vocabulary, as the results of our analysis demonstrate. Therefore, the lexical repertoire of Italian students at the end of Primary education exceeds the A1 CEFR level as it is explained in the following graphics elaborated by expert researchers at Invalsi.

Graphic 1. Percentage of distribution of CEFR level lemmas in the books.



The radial graph's inner ring represents the CEFR levels. For each of them, the discs in the outer ring represent the textbooks: the larger the disc, the higher the number of A1/A2/B1/B2/C1/C2/unlisted terms in the wordlist of the textbook. The percentage of above-level lemmas in the books overcomes the overall percentage of A1 words.

Graphic 2. Percentage of distribution of CEFR level lemmas in the single books.



The radial graph’s inner ring represents the 23 textbooks. For each of them, the outer ring specifically represent the percentage of A1/A2/B1/B2/C1/unlisted terms in the wordlist of the corresponding textbook. It is more evident here that some books have more above-level lemmas than the A1 expected to have.

Conclusion: Enhancing Language Assessment with Vocabulary Insights

This research has investigated the vocabulary knowledge of 5th grade students in Italy, particularly in the context of EFL through a deep analysis of glossaries in textbooks. Our findings show that while the current English textbooks used in Italian primary schools predominantly target the CEFR A1 level, the vocabulary presented to students extends beyond this level, incorporating a considerable number of above-level words, thus surpassing the prescribed A1 level, influencing their ability to perform in standardized assessments like Invalsi.

The analysis of vocabulary across textbooks used in this study suggests that students are exposed to a diverse range of words, including collocations, phrases, idioms and expressions that might not strictly adhere to the A1 CEFR guidelines but still reflect their linguistic exposure. We have only started to analyse the “single



words” in the glossaries, but we will further investigate the collocations and the overall multi-word units. In fact, the lexical framework included in textbooks is based on multi-word units, instead of a simple compilation of words: it usually includes contextual information about language use, such as frequent word combinations, parts of speech, sample sentences, phrases, idioms, rather than only providing a simple list of individual words.

We believe that this enriched vocabulary plays a crucial role in pupils’ ability to comprehend and respond to reading and listening tasks. Consequently, the insights drawn from this research can inform test developers, providing them with a more accurate representation of students' language abilities and improving the accuracy of assessments. We will disseminate our wordlist by testing the wordlist with teachers and students before possibly incorporating the list in the Invalsi test development. Moreover, as the shift toward digital testing in Italy continues, incorporating a more comprehensive vocabulary list that accounts for both standard and above-level words will further refine the assessment process.

Ultimately, this research serves as a valuable resource for policymakers, educators, and test developers, ensuring that assessments not only reflect students' language competencies but also align with their actual learning experiences. By enhancing the vocabulary dimensions of language tests, we can foster a more accurate and fair evaluation of language proficiency, helping to shape better teaching strategies and support the development of students’ language skills.

Acknowledgements: I thank Dr Francesca La Russa, Dr Clelia Cascella and Dr Rita Marzoli from Invalsi, for their contributions to this study.

- Aligning Language Education with the CEFR: A Handbook.* (2022). British Council, UKALTA, EALTA and ALTE.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.
- Benigno, V., & De Jong, N. (2017). Global Scale of English (GSE) vocabulary for young learners. Pearson.
- Capel, A. (2010). A1–B2 Vocabulary: Insights and Issues Arising from the English Profile Wordlists Project. *English Profile Journal*, 1, 1-11.
- Capel, A. (2015). The English vocabulary profile. *English profile in practice*, 5(1), 9-27.
- Capperucci, D. (2017). Insegnamento della lingua inglese nella scuola primaria: strumenti per la progettazione curricolare. *Giornale Italiano della Ricerca Educativa*, 19, 175-194.
- Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR). Cambridge University Press.
- Council of Europe. (2011). *Manual for Language Test Development and Examining*. ALTE
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors*. Council of Europe Publishing.
- Crosthwaite, P., (2024). *Corpora for Language Learning: Bridging the Research-Practice Divide*. London: Routledge.
- Dang, T. N. Y. (2020). Corpus-based word lists in second language vocabulary research, learning, and teaching. In S. Webb (ed.), *The Routledge Handbook of Vocabulary Studies*. New York: Routledge.
- Dürlich, L., & François, T. (2018). EFLLex: A graded lexical resource for learners of English as a foreign language. In Proceedings of the Eleventh International Conference on Language Resources and Evaluation (LREC 2018).
- English Vocabulary Profile*. Cambridge University Press and Assessment.
- Goodwin, S., Attali, Y., LaFlair, G. T., Runge, A., Park, Y., von Davier, A. A., & Yancey, K. P. (2023). *Duolingo English Test: Writing construct*. Duolingo Research Report DRR-22-03. Duolingo.
- Green, A. (2013). *Exploring Language Assessment and Testing: Language in Action*. Routledge.
- Hatfield, J.L., & Soløst, T.E.T. (2024). Assessing the assessment: exploring Norwegian primary education teachers' perception of national accountability testing. *Scandinavian Journal of Educational Research*, 1-18.
- Italian Ministry of Education "Note" ("Nota"). *MIM 26962 del 12 aprile 2023*.
- Italian Ministry of Education Guidelines ("Linee Guida"). *Decreto 16 novembre 2012, n. 254*.
- Konstantakis, N., and Alexiou, T. (2012). Vocabulary in Greek Young Learners' English as a Foreign Language Course Books, *The Language Learning Journal* Vol. 40, No. 1, 35–45
- Laufer, B. (1989). What percentage of text-lexis is essential for comprehension? In: Lauren, C. & Nordman M. (eds.), *Special Language: From Humans Thinking to Thinking Machines*. Multilingual Matters. Clevedon, 316-323.
- Laufer, B. (1992). Reading in a foreign language: How does L2 lexical knowledge interact with the reader's general academic ability. *Journal of Research in Reading*, 15(2), 95-103.
- Laufer, B., & Ravenhorst-Kalovski, G. C. (2010). Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension. *Reading in a Foreign Language*, 22(1), 15-30.
- Leńko-Szymańska, A. (2024). Corpora in L2 Vocabulary Assessment. In Leńko-Szymańska, A. ed. *Corpora for Language Learning*. Routledge.
- Liu, N., & Nation, I. S. P. (1985). Factors affecting guessing vocabulary in context. *RELC Journal*, 16(1), 33-42.
- Martinez, R., & Schmitt, N. (2012). A phrasal expressions list. *Applied linguistics*, 33(3), 299-320.



- Millar, E. (2016). In Search of Common Core of Key Vocabulary Among EFL Coursebooks for Secondary Education in Cantabria Using Corpus Linguistics Applications, Universidad de Cantabria, Jornadas Iberoamericanas de Innovación Educativa en el ámbito de las TIC, Las Palmas de Gran Canaria.
- Nation, I. S., (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
- OECD. (2021). *PISA 2025 Foreign Language Assessment Framework*, PISA, OECD Publishing.
- Oxford Collocation Dictionary*. Oxford University Press.
- Sarıgöz, İ. H., & Fişne, F. N. (2018). English language assessment and evaluation practices in the 4th grade classes at main stream schools. *Journal of Language and Linguistic Studies*, 14(3), 380-395.
- Thompson, P., & Alzeer, S. N. (2019). A survey of issues, practices and views related to corpus-based word lists for English language teaching and learning. *International Journal of Applied Linguistics and English Literature*, 8(6), 43-53.
- Webb, S., Sasao, Y., & Ballance, O. (2017). The updated Vocabulary Levels Test: Developing and validating two new forms of the VLT. *ITL-International Journal of Applied Linguistics*, 168(1), 33-69.
- Yu-Hua Chen. (2012). *To Wordlist or Not to Wordlist? The dilemma and challenges for language learning and testing*. Birmingham: Pearson.
- <https://eurydice.eacea.ec.europa.eu/>
- https://invalsi-areaprove.cineca.it/docs/2018/INVALSI_tests_according_to_INVALSI.pdf
- <https://invalsiopen.it/risultati>
- <https://textinspector.com/>
- <https://udir.no>
- <https://www.invalsi.it/invalsi/index.php>
- Pearson Global Scale of English descriptors: <https://www.english.com/gse/teacher-toolkit/user/lo?page=1&sort=gse;asc&gseRange=10;90&audience=YL&skill=SKL00003>