

A key to developing your academic literacy - and ensuring success in your studies - is expanding your knowledge of words. This will happen as a matter of course in your degree, as you read about and communicate ideas in your subjects. The following however, are some strategies you can use to actively develop your word power.

### 1. Use the Academic Word List to prioritise your learning of words

The **Academic Word List (AWL)**, developed at Victoria University in New Zealand, is a list of the most frequently used content words in general academic texts. The idea behind the list is that if you have a good knowledge of these words the task of understanding your academic texts will be a lot easier. Knowing these words will also help you to express your ideas more powerfully in your academic writing.

A total of 570 word families are included in the AWL, organized into 10 sub-lists. The following words are from sub-list 1, the top 60 items. Many of these words will probably be familiar to you; less familiar words are found in later sub-lists, located at:

<http://www.victoria.ac.nz/lals/resources/academicwordlist/most-frequent>



| SUBLIST 1: Most frequently occurring words in academic texts |                  |                    |                 |
|--|------------------|--------------------|-----------------|
| 1. analysis  | 16. definition   | 31. indicate       | 46. procedure   |
| 2. approach  | 17. derived      | 32. individual     | 47. process     |
| 3. area  | 18. distribution | 33. interpretation | 48. required    |
| 4. assessment  | 19. economic     | 34. involved       | 49. research    |
| 5. assume  | 20. environment  | 35. issues         | 50. response    |
| 6. authority   | 21. established  | 36. labour         | 51. role        |
| 7. available   | 22. estimate     | 37. legal          | 52. section     |
| 8. benefit   | 23. evidence     | 38. legislation    | 53. sector      |
| 9. concept   | 24. export       | 39. major          | 54. significant |
| 10. consistent   | 25. factors      | 40. method         | 55. similar     |
| 11. constitutional   | 26. financial    | 41. occur          | 56. source      |
| 12. context  | 27. formula      | 42. percent        | 57. specific    |
| 13. contract   | 28. function     | 43. period         | 58. structure   |
| 14. create   | 29. identified   | 44. policy         | 59. theory      |
| 15. data   | 30. income       | 45. principle      | 60. variables   |

#### ACTIVITY 1: Vocabulary knowledge scale

A good strategy is to systematically go through the AWL, making a note of how well you know each word. Use the following scale for this purpose:

##### *Vocabulary knowledge scale*

*1 = I am familiar with this word, but don't know what it means*

*2 = I know this word, and I think it means \_\_\_\_\_ (say synonym or translation)*

*3 = I know this word. It means \_\_\_\_\_ (say synonym or translation)*

*4 = I can use this word in sentence. \_\_\_\_\_ (say sentence)*

Use your ratings for each item to organise your learning of key academic words. You should give priority to items you marked 1 or 2.

For more information about AWL, see Coxhead, Averil (2000) A New Academic Word List. TESOL Quarterly, 34(2): 213-238.

## 2. Be aware of specialist uses of words in the university

In your academic study, you will find that some words have meanings that are different from the way they are used in everyday life. The following are some examples.

|                         |  |
|-------------------------|--|
| <b>ARGUMENT</b>         |  |
| COMMON USE:             | <i>The problem is that he comes home each night and just wants to have an <b>argument</b> (i.e. a verbal fight, quarrel).</i>  |
| ACADEMIC USE:           | <i>The problem is that he tends to write essays that just don't have an <b>argument</b> (i.e. a proposition supported by reasons).</i>                                 |
| <b>MATERIALIST</b>      |  |
| COMMON USE:             | <i>In her lifestyle, she's such a <b>materialist</b> (i.e. a person who seeks to have many possessions; a consumer).</i>   |
| ACADEMIC USE:           | <i>In her philosophical outlook, she's such a <b>materialist</b>. (i.e. a person who believes in the theory that physical matter is the only reality).</i>             |
| <b>CULTURAL CAPITAL</b> |  |
| COMMON USE:             | <i>Many say that the <b>cultural capital</b> of Australia is Melbourne. (i.e. a place with a strong reputation for arts, music etc.).</i>                              |
| ACADEMIC USE:           | <i>Many say that the possession of <b>cultural capital</b> underlies the academic success of many students. (i.e. extensive knowledge about history, culture etc.)</i> |

### ACTIVITY 2: Academic meanings of terms

The following are some other examples. Are you aware of the more specifically 'academic' meanings of these terms?

an assignment      a journal      validity      significance  
quote      discipline      (being) critical

[Click here for answers](#)

It's important to be aware of some of these potential differences. Can you think of any other examples like those above that you have encountered in your studies?

## 3. Actively learn new terms related to your subjects (disciplines)

The Academic Word List shown above includes words of a general nature; that is words that you may encounter broadly in your academic reading. A different type of vocabulary to learn are those words associated with study specific subjects (or 'disciplines'). Sometimes these words are referred to negatively as **jargon**. A better way to think of them however, is as **technical** terms that in fact are indispensable to the processes of knowledge-building in a discipline.

### ACTIVITY 3: Identifying technical terms in specific subjects

Look at the following words which are taken from textbooks in three different subject areas – **Sociology, Accounting, and Mechanical Engineering**. Drawing on your general knowledge, try to decide which subject each word is from. Mark either **S, A** or **ME**.

|                       |              |                  |
|-----------------------|--------------|------------------|
| Alienation            | Ethnocentric | Damping capacity |
| Isotropic             | Ledger       | Moral panic      |
| Particle displacement | A tappet     | Revenue          |
| Amortize              | Feminisation | Breakeven point  |

[Click here for answers](#)

- Now make a list of four key terms (words or phrases) you have learned recently in one of your subjects.

You are likely to be more successful in your subjects if you can use these terms accurately. Note: in many exams, students are tested on their knowledge of key terms in the subject. In essay and assignments, your lecturers will want to see that you can use such terms appropriately.

How to identify key terms in your subjects

- In lectures, your teachers will draw special attention to certain words e.g. by highlighting them on their power point slides, providing definitions of them etc.
- In textbooks and articles, certain terms will be bolded (e.g. **alienation**), or sometimes shown in inverted comma (e.g. "alienation"). Many textbooks also provide a glossary of terms, usually found at the back of the book.
- Comprehensive lists of these terms are also compiled in subject-specific dictionaries e.g.

*Oxford Dictionary of Sociology*  
<http://www.oxfordreference.com/view/10.1093/acref/9780199533008.001.0001/acref-9780199533008>

*Oxford Dictionary of Accounting*  
<http://www.oxfordreference.com/view/10.1093/acref/9780199563050.001.0001/acref-9780199563050>

*Oxford Dictionary of Mechanical Engineering*  
<http://www.oxfordreference.com/view/10.1093/acref/9780199587438.001.0001/acref-9780199587438>

Keep your own personal list of key terms for each of your subjects – with their definitions, and an example of their use. Also include any other relevant information: e.g. any contrasting terms; the particular writer or theorist with whom the term is associated etc.)

Your list might look like this – the term ‘Alienation’ (mentioned above) has been used as an example:

| Term              | Definition (sociology)                                      | Other information   | Sample sentence  |
|-------------------|---|---|--|
| <i>Alienation</i> | <i>Feeling of powerlessness, and separation from things</i> | <i>Term used by Karl Marx to refer to workers losing control over their work, and lives</i> | <i>“In the age of automation, it is easy for workers to have a sense of alienation in their workplaces”.</i> |

#### ACTIVITY 4: Getting started with your own subject-specific glossaries

For the four words you listed above, prepare your own version of the table. Use a similar table for all your subjects.

| Term | Definition (sociology) | Other information | Sample sentence |
|------|------------------------|-------------------|-----------------|
|      |                        |                   |                 |

Look at your lists regularly. Cover up definitions, and try to say aloud all you know about the term.

## 4. Develop your knowledge of prefixes and suffixes in English

In English, many words are formed through the use of:

**prefixes** = elements that come at the beginnings of words  
 (e.g. **pro**-democracy; **extra**-terrestrial).

**suffixes** = elements that come at the ends of words  
 (e.g. happiness, freedom).

You can improve your knowledge of words by developing a good understanding of the way that prefixes and suffixes operate in the language - known in linguistics as **affixation**.

The function of affixation is evident in the following word, listed in some sources as the longest, non-scientific word in English.

***antidisestablishmentarianism***

What does this word mean?

In Britain in the 1800s, there was a political movement that wanted to see the removal of the Anglican Church’s (or Church of England) special status as the official church – or for it to be ‘disestablished’. The people pushing this view were known as:

*Disestablishment-arians* (-arian = type of person, e.g. librarian, authoritarian etc.)

And their political belief or position was known as:

*Disestablishmentarian-ism* (-ism= school of thought, doctrine e.g. nationalism, liberalism etc.)

There was a rival position however, that was supportive of the church’s status, and which opposed the activities of the *Disestablishmentarians*, hence:

*Anti-disestablishmentarianism* (-anti= against, opposed to e.g. antisocial, antibiotic etc.)

It must be said that this word, ‘*antidisestablishmentarianism*’ is one you are very unlikely to encounter in your studies. However, in the structure of this long and difficult word, you can see how affixation operates to build on simpler words in the creating of new meanings.

Some common prefixes and suffixes used in academic English, as listed in the *Cambridge Advanced Learner’s Dictionary* are shown below.

If you don’t know them, learn them! They will often help you to decode new and unfamiliar words.

### Common prefixes

|  |  |
|--|--|
| <b>ante</b> = before or in front of<br>e.g. <i>antenatal (before birth), antecedent</i>      | <b>mono</b> = one or single<br>e.g. <i>monolingual, monologue</i>  |
| <b>anti</b> = opposed or against<br>e.g. <i>antiracist, anti-aircraft</i>                    | <b>multi</b> = many<br>e.g. <i>multi-millionaire, multi-tasking</i>                                      |
| <b>auto</b> = operating without control of humans<br>e.g. <i>autopilot, autobiography</i>    | <b>neo</b> = new form of something, near to something<br>e.g. <i>neo-natal (newly born), neo-liberal</i> |
| <b>co</b> = with or together<br>e.g. <i>co-author, cooperate</i>                             | <b>omni</b> = everywhere, or everything<br>e.g. <i>omnipresent; omnipotent (all powerful)</i>            |
| <b>contra</b> = against or opposite to<br>e.g. <i>contradiction, contraception</i>           | <b>para</b> = beside, beyond<br>e.g. <i>paranormal, paramedic</i>  |
| <b>counter</b> = opposing or reaction against<br>e.g. <i>counter-attack, counterfactual</i>  | <b>poly</b> = many<br>e.g. <i>polygamy (more than one wife/husband)</i>                                  |
| <b>cross</b> = across<br>e.g. <i>cross-cultural, cross-disciplinary</i>                      | <b>post</b> = after or later than<br>e.g. <i>postgraduate, post-modern</i>                               |
| <b>cyber</b> = relating to computers<br>e.g. <i>cybercrime, cyberculture</i>                 | <b>pre</b> = before or earlier than<br>e.g. <i>pre-school, prehistoric</i>                               |
| <b>eco</b> = relating to the environment<br>e.g. <i>eco-friendly, ecotourism</i>             | <b>pseudo</b> = false<br>e.g. <i>pseudonym (false name), pseudoscience</i>                               |
| <b>geo</b> = relating to the Earth<br>e.g. <i>geophysics, geothermal</i>                     | <b>psycho</b> = of the mind, or mental processes<br>e.g. <i>psychology, psychotic</i>                    |
| <b>hyper</b> = having a lot/too much of a quality<br>e.g. <i>hyperactive, hypersensitive</i> | <b>quasi</b> = partly, appearing to be similar to<br>e.g. <i>quasi particle</i>                          |
| <b>ill</b> = in a way that is bad or unsuitable<br>e.g. <i>ill-prepared, ill-judged</i>      | <b>retro</b> = look back<br>e.g. <i>retrospective, retrofitting</i>                                      |
| <b>inter</b> = between or among<br>e.g. <i>internet, interstate</i>                          | <b>socio</b> = relating to society<br>e.g. <i>sociocultural, sociopath</i>                               |
| <b>intra</b> = within<br>e.g. <i>intranet, intrastate</i>                                    | <b>sub</b> = below, under<br>e.g. <i>sub-zero, sub-culture</i>   |
| <b>macro</b> = relating to the whole of something<br>e.g. <i>macroeconomics, macroscopic</i> | <b>super</b> = extremely or more than usual<br>e.g. <i>super-rich, super conductor</i>                   |
| <b>mega</b> = extremely large (1,000 times)<br>e.g. <i>megastore, megabyte</i>               | <b>trans</b> = across<br>e.g. <i>trans-Atlantic, transgender</i>   |
| <b>meta</b> = beyond, at a different level<br>e.g. <i>metadata, meta-analysis</i>            | <b>ultra</b> = extremely<br>e.g. <i>ultramodern, ultramarathon</i>                                       |
| <b>micro</b> = very small<br>e.g. <i>microscopic, microchip</i>                              |  |

### Common suffixes

Suffixes operate slightly differently from prefixes. Often their role is to change the forms of words, as in the following examples.

- ▶ To change an adjective to a noun (e.g. *-ness, -ity*)
 

|                             |   |                           |
|-----------------------------|---|---------------------------|
| <i>good (adjective)</i>     | → | <i>goodness (noun)</i>    |
| <i>specific (adjective)</i> | → | <i>specificity (noun)</i> |
  
- ▶ To change a noun to a verb (e.g. *-ise, -ate*)
 

|                       |   |                         |
|-----------------------|---|-------------------------|
| <i>harmony (noun)</i> | → | <i>harmonise (verb)</i> |
| <i>vaccine (noun)</i> | → | <i>vaccinate (verb)</i> |
  
- ▶ To change a verb to an adjective (e.g. *-ful, -able*)
 

|                    |   |                             |
|--------------------|---|-----------------------------|
| <i>help (verb)</i> | → | <i>helpful (adjective)</i>  |
| <i>read (verb)</i> | → | <i>readable (adjective)</i> |

Other suffixes however, like prefixes, function to create new meanings. Some of the more common are:

|   |  |
|---|--|
| <b>-arian</b> = type of person<br>e.g. <i>vegetarian</i>                      | <b>-mania</b> = irrational tendency<br>e.g. <i>egomania, Beatlemania</i>                         |
| <b>-archy</b> = rule, leadership<br>e.g. <i>oilgarchy, anarchy</i>            | <b>-ography</b> = writing or field of study<br>e.g. <i>calligraphy, cinematography</i>           |
| <b>-cide</b> = murder, killing agent<br>e.g. <i>suicide, fungicide</i>        | <b>-ology</b> = field of study<br>e.g. <i>biology, neurology</i>                                 |
| <b>-cracy</b> = form of government<br>e.g. <i>democracy, theocracy</i>        | <b>-oid</b> = resembling<br>e.g. <i>android, cuboid</i>  |
| <b>-holic</b> = love, addiction<br>e.g. <i>alcoholic, shopaholic</i>          | <b>-phile</b> = person attracted to specified thing/person<br>e.g. <i>Anglophile, paedophile</i> |
| <b>-ism</b> = school of thought, doctrine<br>e.g. <i>athiesm, catholicism</i> | <b>-phobia</b> = fear<br>e.g. <i>homophobia, microphobia</i>                                     |
| <b>-ist</b> = type of person<br>e.g. <i>dentist, optimist</i>                 | <b>-phone</b> = related to sound<br>e.g. <i>microphone, megaphone</i>                            |
| <b>-itis</b> = disease, inflammation<br>e.g. <i>hepatitis, arthritis</i>      | <b>-ship</b> = state of being<br>e.g. <i>apprenticeship, citizenship</i>                         |

### ACTIVITY 5: Deducing the meaning of terms from their prefixes and suffixes

The following is a list of words that contain prefixes and /or suffixes. Can you work out what they mean?

bibliophile      megafauna      pseudo intellectual      meta-analysis  
 technophobia      paranormal      quasi-religious      macroeconomics

[Click here for answers](#)

### 5. Use internet resources (games, puzzles etc.) to build your word power. Have fun!

There is now a plethora\* of sites and resources on the web to help you expand your vocabulary. Here are some examples to get your started:

*\*a large amount*

*How Strong Is Your Vocabulary?*

<http://www.merriam-webster.com/word-games/vocabulary-quiz>

*Name that thing*

<http://www.merriam-webster.com/word-games/name-that-thing>

## 8. Activity answers

### ACTIVITY 2 - ANSWERS

|                       |               |  |
|-----------------------|---------------|--|
| <b>an assignment</b>  | Common use:   | allocation of someone or something as belonging to a particular group; generally, a task   |
|                       | Academic use: | a piece of work set as part of the assessment requirements of a course   |
| <b>a journal</b>      | Common use:   | a daily record of news and events of a personal nature; a diary  |
|                       | Academic use: | a specialist publication dealing with a particular subject or professional activity. Also a particular type of written assignment – a reflective journal |
| <b>validity</b>       | Common use:   | the state of being legally or officially binding or acceptable<br>e.g. a valid air ticket  |
|                       | Academic use: | the quality of being logically sound; in philosophy, when a conclusion follows on logically from a set of premises<br>e.g. a valid argument              |
| <b>significance</b>   | Common use:   | the quality of being worthy of attention; importance   |
|                       | Academic use: | In statistics, the likelihood that a result or relationship is caused by something other than mere random chance.<br>e.g. statistical significance       |
| <b>a quote</b>        | Common use:   | the estimated price of a job or service; the repeating of another's words  |
|                       | Academic use: | repeating or copying out of words (from a text) to include in one's own work   |
| <b>discipline</b>     | Common use:   | use of punishment to correct disobedience  |
|                       | Academic use: | a branch of knowledge, typically one studied in higher education   |
| <b>being critical</b> | Common use:   | expressing adverse or disapproving comments, finding fault   |
|                       | Academic use: | involving an analysis of the merits and faults of a work, idea, theory etc.  |

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**ACTIVITY 3: ANSWERS**

|   |                                   |                                       |
|---|-----------------------------------|---------------------------------------|
| Alienation ( <i>Sociology</i> )           | Ethnocentric ( <i>Sociology</i> ) | Damping capacity ( <i>Mech Eng</i> )  |
| Isotropic ( <i>Mech Eng</i> )             | Ledger ( <i>Accounting</i> )      | Moral panic ( <i>Sociology</i> )      |
| Particle displacement ( <i>Mech Eng</i> ) | A tappet ( <i>Mech Eng</i> )      | Revenue ( <i>Accounting</i> )         |
| Amortize ( <i>Accounting</i> )            | Feminisation ( <i>Sociology</i> ) | Breakeven point ( <i>Accounting</i> ) |

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**ACTIVITY 5: ANSWERS**

|                              |   |
|------------------------------|---|
| <b>bibliophile</b> =         | biblio (book) + phile (person attracted to something) = lover of books  |
| <b>megafauna</b> =           | mega (extremely large) + fauna (animals) = large animals (usually) mammals of a particular region, period   |
| <b>pseudo</b> intellectual = | pseudo (false) + intellectual (scholarly person ) = a person attempting to appear intellectual, but with no basis in scholarship  |
| <b>meta</b> analysis =       | meta (beyond, at a different level ) + analysis (study) = a study that involves the combined analysis of a number of previous studies   |
| <b>technophobia</b> =        | techno (relating to technology ) + phobia (fear) = the fear or dislike of advanced technology, especially computers   |
| <b>paranormal</b> =          | para (beyond ) + normal (what is usual ) = phenomena beyond the scope of normal scientific understanding e.g. mind reading  |
| <b>quasi</b> -religious =    | quasi (similar) + religious = resembling a religion, often used in relation to cults e.g. scientology   |
| <b>macro</b> economics =     | macro (relating to the whole of something) + economics = the study of economics on a large-scale, concerned with general economic factors, such as interest rates and national productivity |

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