



**School of Linguistics and Applied Language Studies
Course Outline**

**LALS 522, Teaching and Learning Vocabulary
Trimester 1, 2010
(March 1-July 4)**

Trimester dates

Teaching dates: 1 March 2010 to 4 June 2010

Mid-trimester break: 5 April to 18 April 2010

Study week: 7 June to 11 June 2010

Examination/Assessment period: 11 June to 4 July 2010

Withdrawal dates

Information on withdrawals and refunds may be found at

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

1. Course Coordinator: Dr. Stuart Webb

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2. Staff: Lecturers: Stuart Webb

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Office hours: by appointment

Class times and rooms:

Thursdays, 4:10-6:00 pm

24 KP 103

Announcements:

Additional information concerning this course will be posted on the course blackboard site.

LALS main office: VZ210, 2nd floor Von Zedlitz Building, Kelburn Parade

Course Administrator: Rachel Scholes, Postgraduate administration
Tel: 463-5600

Web contact: www.blackboard.vuw.ac.nz

Course Delivery

The course is delivered in two modes: on campus and by distance. On-campus classes are run as workshops. For distance students, the course is available at <http://blackboard.vuw.ac.nz>. Blackboard is Victoria's online teaching and learning system. In both modes, students are expected to participate actively in activities and discussions. Further information about Blackboard is available under Frequently Asked Questions, on the MA page.

Aims:

The goals of the course are to allow you to:

- look at the role of direct learning and meaning focused activities in the teaching and learning of vocabulary;
- examine the statistical nature of vocabulary and research-based principles of vocabulary learning;
- learn to analyze and evaluate vocabulary activities for their probable value in promoting language acquisition;

Objectives:

By the end of the course, course members should be able to:

1. discuss some of the important current issues in teaching and learning vocabulary,
2. describe important areas for research in vocabulary,
3. comment critically on research and practice,
4. design the vocabulary component of a language course,
5. be able to advise teachers and learners on vocabulary learning.

Content:

Date	Topics	Reading from Nation (2001)	Other reading
11/3	Counting words and types of words	Chapter 1	None
18/3	Vocabulary knowledge	Chapters 2 and 3	Sokmen (1992)
25/3	Corpus-driven studies of vocabulary	None	Nation (2006) Cobb (2007) Webb & Nation (2008)
1/4	Incidental vocabulary learning	Chapter 5	Nagy, Herman, & Anderson (1985) Laufer (2003) Waring & Takaki (2003)
22/4	Explicit vocabulary learning	Chapter 8	Schmitt, & Schmitt (1995) Hulstijn & Laufer (2001)
29/4	Vocabulary learning strategies	Chapter 7	Nation (2000) Schmitt (1997)
6/5	Multi-word units	Chapter 9	Webb & Kagimoto (2009) Grant & Bauer (2004)
13/5	Specialized vocabulary	Chapter 6	Coxhead (2000) Chung & Nation (2003) Crabbe & Nation (1991)
20/5	Assessing vocabulary	Chapter 10	Nation & Beglar (2007)
27/5	Planning for vocabulary in a course	Chapter 11	Nation (2008) Chapters 1 and 10

Texts:

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

This book is available at Vicbooks. It can also be purchased through Amazon.com or ordered through most mainstream booksellers. Customers can order textbooks and student notes online at www.vicbooks.co.nz or can email an order or enquiry to enquiries@vicbooks.co.nz. Books can be couriered to customers or they can be picked up from the shop. Customers will be contacted when they are available.

Opening hours are 8.00 am – 6.00 pm, Monday – Friday during term time (closing at 5.00 pm in the holidays). Phone: 463 5515.

For the first two weeks of trimester all undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer, while postgraduate textbooks and student notes will be available from the top floor of vicbooks in the Student Union Building, Kelburn Campus. After week two all undergraduate textbooks will be sold from vicbooks and student notes from the Student Notes Distribution Centre on the ground floor of the Student Union Building.

LALS 522: Teaching and Learning Vocabulary Selected Readings

This set of readings is available as downloadable files from the LALS 522 Blackboard site, or can be purchased from Student Notes Shop (www.victoria.ac.nz/home/study/notetexts.aspx), a part of VicBooks (www.vicbooks.co.nz/cms_display.php)

Assessment:

Your achievement of the course objectives will be assessed by means of weekly article responses, and two assignments. The purpose of the assignments is to allow you to apply your knowledge of the readings to classroom applications and research. During the class, you will also be expected to complete weekly article responses, as outlined in the course content below. Completion of the class requires completion of these responses as well. Article responses should be posted to blackboard the day of the lecture.

Component	Value	Word count	Due date
Article responses	10%	Maximum 400 words	See schedule below
Assignment 1	45%	2000	Monday, 19 April
Assignment 2	45%	2000	Friday, 4 June

Assignment 1:

Evaluate the appropriateness of text (the text or texts should consist of at least 1000 running words) for in class use with students. Use the Vocabulary Size Test or the Vocabulary Levels Test and RANGE and the 14 BNC word lists (available at: <http://www.victoria.ac.nz/lals/staff/paul-nation/nation.aspx>) or Antword (available at: http://www.antlab.sci.waseda.ac.jp/antwordprofiler_index.html) and the 14 BNC word lists available from Paul Nation's homepage to determine how the text might be used. Use data from the output to critically assess the degree to which students would understand the vocabulary in the text, learn vocabulary through reading or hearing the text, and what might be done to increase comprehension and vocabulary learning. Support your points with samples of the RANGE output and references related to vocabulary learning and the required readings.

If you do not currently have access to students then please provide an estimate of their mean scores on the VST or VLT to work with.

Assignment 2:

There are two options for Assignment 2:

Design a vocabulary development program for a class or a student that you are very familiar with. You should describe the overall plan and its daily implementation. Justify your decisions.

OR

Design and carry out a small piece of research focusing on vocabulary. There are research suggestions based on the core text at Paul Nation's website <http://www.victoria.ac.nz/lals/resources/vocrefs/vocab-research.aspx>

Please note that because the first assignment is focused on corpus-driven research, the second assignment should have a different focus. If you would like to do a corpus-driven study, you will need permission from the instructor.

Note: A primary purpose of this course paper is for you to go back to the readings, look at them more carefully, and relate them to each other and, in this course, to a particular educational context. Therefore, your paper will be much stronger if you have frequent references to TESOL/SLA literature provided in our course texts and from other sources.

Article Responses

The weekly article responses require preparation through reading before class, and attendance at lectures (for on-campus students) or timely participation on blackboard (for distance students). For on campus students, you will need to reflect on questions about the readings during the trimester. The article responses should involve critiquing the research studies we read each week, not the Nation (2001) book. You will need to write a short (300-400 word) critique on one of the assigned articles. If there are multiple readings each week, you can choose one reading for the article response. You should read all of the readings though. You need to bring these responses with you to class each week. I will not accept late responses. Your responses will form part of our class discussions. Your article responses can also include questions about research that the article raised for you.

Distance students will also submit article responses, but will do so online. Your responses will be submitted on the discussion board. You will be assigned to small groups at the beginning of the trimester. On Blackboard, in the menu tab called "Distance Students" is a space set up for each group. Under this tab, you will find a group learning journal for each group.

By the day of each lecture (Thursdays weekly) you will be required to read the assigned readings and write a response on one of these. These should be similar to those of the on-campus students, described above. You should read the responses by other students in your groups, and you can comment on them in separate entries or by using the comments option.

Penalties:

No specific penalty will be imposed if you obtain permission to submit the assignment after the deadline. If you find that you need an extension, you **must** get explicit permission from the course coordinator before the due date. Extensions will only be granted when the assignment is not completed due to unforeseeable circumstances such as illness or family emergencies.

For assignments handed in late without an extension the maximum grade possible is B+ and no personal comment will be provided

Be careful to keep within the word limits. Assignments that are slightly excessive in length (more than 10% over the limit) will be marked down one grade ie. from a B+ to a B, or from a B to a B-. Assignments that are far over the word limit (more than 25% over the limit) will be marked down one full grade ie. from B+ to C+, or A- to B-.

Plagiarism will result in failure in the course. See also Academic Integrity and Plagiarism below, and page 17 of the MA Handbook.

Submitting assignments and tasks

On-campus students may submit a hardcopy to the School office, or submit electronically through BB. If you have a problem submitting through BB you can submit by email to LALS-MA@vuw.ac.nz. However, please note that I will not be looking for submissions in that mailbox so if you were to submit there you will need to let me know.

General guidelines

When submitting typed or word-processed assignments:

- Set margins to at least 2.5 cm
- Set line spacing to 1.5
- Set font size of 12 point
- Include page numbers
- Include a title page which shows the course number and name, your name, the course lecturer, the title of the assignment, and the date the assignment is due
- Provide a word count at the end of the assignment (not including the Reference section)
- Follow APA citation guidelines.

Hard copy submissions

- Put a LALS cover-sheet on the assignment, and complete the information requested there
- Type on one side of A4 paper
- Staple pages together
- Avoid presenting assignments in bulky folders or sleeves unless necessary
- Avoid inserting individual pages in clearfile sleeves

USE OF TURNITIN

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an online plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Relationship between assessment and course objectives:

Assignment 1 will help you fulfil objectives 1 and 5. Assignment 2 will help you fulfil objectives 1-5, and the article responses 1-3, and 5.

Workload:

It is anticipated that you will invest a minimum of 12 hours per week on this course, including lecture attendance. However, in order to achieve a high grade in the course, most students will find it necessary to spend more time on this course.

Mandatory Course Requirements (Terms):

In order to pass this course, you must attend all lectures unless otherwise excused (on-campus students) or participate weekly online (distance students), and complete both assignments. Additionally, you should prepare article responses ahead of time and bring them to class or upload them to the website (distance) on blackboard by each Thursday.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Academic Integrity and Plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work.

Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as presenting someone else's work as if it were your own, whether you mean to or not. 'Someone else's work' means anything that is not your own idea. Even if it is presented in your own style, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet

- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material

Find out more about plagiarism, how to avoid it and penalties, on the University's website: <http://www.victoria.ac.nz/home/study/plagiarism.aspx>

GENERAL UNIVERSITY STATUTES AND POLICIES

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the *Victoria University Calendar* or go to the Academic Policy and Student Policy sections on:

<http://www.victoria.ac.nz/home/about/policy>

The AVC(Academic) website also provides information for students in a number of areas including Academic Grievances, Student and Staff conduct, Meeting the needs of students with impairments, and student support/VUWSA student advocates. This website can be accessed at:

<http://www.victoria.ac.nz/home/about/avcademic/Publications.aspx>

Victoria University of Wellington
School of Linguistics and Applied Language Studies

COVER SHEET

**COURSE NAME &
CODE**
e.g. LING 211

SURNAME : _____

GIVE NAME : _____

ID NUMBER : _____

TUTOR / LECTURER : _____

ASSIGNMENT TITLE / : _____
NO

NUMBER OF WORDS : _____

DUE DATE : _____

Please complete the following checklist:

tick box

I have checked my work carefully before submitting

I have included a list of references, properly formatted

I have numbered the pages of this work

I have retained a copy of this work

There is no plagiarism in this work

I value your feedback and will collect my work promptly

OR

I do not require any feedback on this work

STUDENT'S SIGNATURE :

DATE : _____