VICTORIA
UNIVERSITY OF WELLINGTON

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

MASTER OF ARTS
LALS 522 TEACHING AND LEARNING VOCABULARY
15 POINTS

TRIMESTER 2 2015

Important dates

Trimester dates: 13 July to 15 November 2015
Teaching dates: 27 July to 16 October 2015
Mid-trimester break: 24 August to 6 September 2015
Last assessment item due: 26 October 2015
Study period: 19–23 October 2015

Withdrawal dates: Refer to www.victoria.ac.nz/students/study/withdrawals-refunds. If you cannot complete an assignment or sit a test or examination, refer to www.victoria.ac.nz/students/study/exams/aegrotats.

Class times and locations

Thursday 4.10 – 6pm (course starts 30/7/15)
Room: von Zedlitz 107

Names and contact details

Course coordinator

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Communication of additional information

Additional information about this course and information about any changes will be posted on the course website in Blackboard and announced in on-campus classes.

Prescription

Study of the direct and indirect learning and teaching of vocabulary through the skills of listening, speaking, reading and writing.

Course content

Here is the draft timetable for the course. Note that there will be an extra reading for each week on BlackBoard for you to read and discuss in class. We will also supply a list of possible extra readings for the assignment topics.

Class	Week starting	Area of study	Topics	Reading from Nation (2013)
1	27/7/2015	Issues of selection	Single words and families	Chapter 1
2	3/8/2015		Multi-word units	Chapters 2 and 12
3	10/8/2015	Acquisition of vocabulary	Incidental vocabulary learning	Chapters 3 and 8
4	17/8/2015		Explicit vocabulary learning	
5	7/9/2015	Planning for and testing vocabulary	Specialized vocabulary	Chapter 6
6	14/9/2015		Planning for vocabulary in a course	Chapter 14

7	21/9/2015	Planning for and testing vocabulary	Vocabulary learning strategies	Chapters 7
8	28/9/2015		Assessing aspects of vocabulary	Chapter 13
9	5/10/2015		Classroom-based assessment	Chapter 13
10	12/10/2015		Presentation of your third assignments in class for feedback. Revision of the course	N/A

Course learning objectives (CLOs)

Students who pass this course should be able to:
1. Assess the challenges that learners face in building a sizeable L2 vocabulary in general, and assess the challenges for learning posed by particular lexical items
2. Gauge the likelihood that particular lexical items will be acquired incidentally, i.e., without the need for targeted instruction, in a given learning context
3. Make research-informed predictions about the likely benefits for L2 vocabulary learning resulting from particular interventions (ranging from textual enhancement to mnemonic techniques)
4. Assess the way a textbook (or other material designed for L2 learning) deals with vocabulary, and make suggestions for alternative ways
5. Design the vocabulary component of a language course, with due consideration to the learners' profile and needs, and mindful of the recommendations distilled from the body of research on L2 vocabulary learning.
6. Give research-informed advice to teachers and learners on vocabulary learning
7. Identify and discuss trends in current research on teaching and learning vocabulary.

Teaching format

The course is delivered in two modes: on campus and by distance. On campus classes are run as lectures plus 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.

When you enrol you will automatically be given a computer user account, which will be on your *Confirmation of Study* form. Usually, it is the first six letters of your family name and four letters of your first name. So if your name is Robert Cameron, your user name might be *camerorobe*. Your password will be your student ID number. You need to use this computer user account when you access journals from off-campus. For help, contact its-service@vuw.ac.nz or phone (04) 463 5050. For IT services available to students see http://www.victoria.ac.nz/its.

If you are an international student the following site could be useful: http://www.victoria-international.ac.nz/.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Achieve at least 50% in each piece of assessment.
2. Attend all ten classes (on-campus).*
3. Participate in each of the ten web-based discussions (distance).

*If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that topic. Please let Averil know that you will be online for that topic.

Course members studying by distance must make a contribution to each topic of the Discussion Boards. If this is not possible, please email Averil.

Any student who is concerned that they have been (or might be) unable to meet any of the Mandatory Course Requirements because of exceptional personal circumstances, should contact the course coordinator as soon as possible.

Workload

LALS 522 is a fifteen point one-trimester paper. The expected number of hours to cover this course is 150 over the trimester. This consists of approximately 50 hours of reading, 60 hours preparing assignments, 20 hours course attendance in classes for on campus students/review of lectures for distance students and participation in our online environment (20 hours).

Assessment

Component	Word count	Value	Due Date	Course Learning Objectives
Assignment 1	1000	20%	Wednesday 12 August	1, 2
Assignment 2	1500	30%	Wednesday 9 September	3, 4
Assignment 3	2500	50%	Monday 26 October	5, 6, 7

The criteria for marking are:

- Coherence and clarity of the argumentation
- Evidence of depth and breadth of relevant reading (vocabulary studies) and analysis regarding the issues or questions raised in the task description
- The degree of critical insight into the issues related to the task.

Assignment 1
Putting yourself in the shoes of L2 learners whose profile you are familiar with, gauge the likelihood that particular lexical items will be acquired incidentally, i.e., picked up from exposure to the language. You will be provided with a set of lexical items for you to compare and contrast. What factors may make some of these items more problematic than others?

Assignment 2
You have been asked to assess the suitability of a course book for a group of learners and their teachers. Describe the general approach to vocabulary taken by the course book. Then find at least two vocabulary exercises of vocabulary-oriented activities in the book and evaluate their effectiveness for this group. Suggest possible improvements for the book's general approach to vocabulary and for the exercises / activities you have analyzed. Support your suggestions by referring to the research literature. Make a recommendation about whether this course book is suitable for the target group and say why.

Assignment 3
Design a vocabulary development programme for a class or a student that you are very familiar with. You should describe the overall plan and its daily implementation, based on principles, readings, and research. Include concrete examples of materials and activities. Also include details of assessment materials / procedures. Justify your decisions in your design.

More information on the assignments will be posted on Blackboard at the start of the course.

Submission and return of work

All assignments are to be submitted electronically via Blackboard. All assignments will automatically be submitted to Turnitin to check for plagiarism. Feedback will be given to students also via Blackboard. Feedback on assignments will be given within a period of two weeks after submission. Feedback on the article responses will be given within one day of the due date.

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.

Extensions and penalties

Extensions

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.

Penalties

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-.

Any instances of plagiarism will be addressed through the Student Conduct Statute. See also Academic Integrity and Plagiarism below.

Set texts

Nation, I.S. P. (2013). *Learning Vocabulary in Another Language*, second edition. Cambridge. Cambridge University Press.

The textbook may be purchased from vicbooks: www.vicbooks.co.nz.

Recommended reading

A set of readings is available as downloadable files from the LALS 522 Blackboard site.

Class representative

There is one class representative for the MA programme. Details are posted on Blackboard.

Student feedback

The last student feedback on this course suggested that we needed to focus on developing communication skills and the workload for the course. To address communication skills, we are building in more opportunities for class discussions on BlackBoard and in face-to-face classes. For workload, we have cut back on the number of readings expected per week and we are drawing more on the textbook.   Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/students/study/exams/integrity-plagiarism
- Aegrotats: www.victoria.ac.nz/students/study/exams/aegrotats
- Academic Progress: www.victoria.ac.nz/students/study/progress/academic-progess (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/students/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/students/study/progress/grades
- Resolving academic issues: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Special passes: www.victoria.ac.nz/about/governance/dvc-academic/publications
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/about/governance/strategy
- Student support: www.victoria.ac.nz/students/support
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter
- Student Contract: www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract
- Subject Librarians: http://library.victoria.ac.nz/library-v2/find-your-subject-librarian
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/about/governance/structure
- Victoria graduate profile: www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile
- VUWSA: www.vuwsa.org.nz