



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

LALS 522, Teaching and Learning Vocabulary

TRIMESTER 1 2011

28 February to 2 July 2011

Trimester dates

Teaching dates: 28 February to 3 June 2011

Mid-trimester break: 18 April to 1 May 2011

Study week: 6–10 June 2011

Examination/Assessment period: 10 June to 2 July 2011

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 201

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: Kirsten Sims, 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: <http://www.victoria.ac.nz/lals/study/faq.aspx>

Aims:

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

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:

Week	Date	Topics	Reading from Nation (2001)	Other reading
1	3/3	Counting words and types of words	Chapter 1	None
2	10/3	Vocabulary knowledge	Chapters 2 and 3	Sokmen (1992)
3	17/3	Corpus-driven studies of vocabulary	None	Nation (2006) Cobb (2007) Webb & Nation (2008)
4	24/3	Incidental vocabulary learning	Chapter 5	Nagy, Herman, & Anderson (1985) Laufer (2003) Waring & Takaki (2003)
5	31/3	Explicit vocabulary learning		Hulstijn & Laufer (2001) Webb (2011)
6	7/4	Vocabulary learning strategies	Chapter 7 Chapter 8	Nation (2000)
7	14/4	Multi-word units	Chapter 9	Webb & Kagimoto (2010) Grant & Bauer (2004)
8	5/5	Specialized vocabulary	Chapter 6	Coxhead (2000) Chung & Nation (2003)
9	12/5	Assessing vocabulary	Chapter 10	Nation & Beglar (2007)
10	19/5	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.

All undergraduate textbooks and student notes will be sold from the Memorial Theatre foyer from 7 February to 11 March 2011, 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 of the trimester all undergraduate textbooks and student notes will be sold from vicbooks on Level 3 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.

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 by the day of the lecture. For week 1 your article response should be on Chapter 1 from Nation (2001).

Component	Value	Word count	Due date
Article responses	10%	Maximum 400 words	See schedule above
Assignment 1	45%	2000	Thursday, 7 April
Assignment 2	45%	2000	Friday, 3 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). The article responses should involve describing and discussing the research studies we read each week, not the Nation (2001) book. You will need to write a short (300-400 word) response 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.

Distance students will also submit article responses, but will do so online. Your responses will be submitted on the discussion board. On Blackboard, in the menu tab called "Distance Students" is a space set up for the article responses.

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, and comment on at least one of them each week 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 must submit a hardcopy to the School office, and submit electronically through BB. Distance students should submit 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.

All assignments will automatically be submitted to turnitin to check for plagiarism.

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 need to devote approximately 15 hours per week to this course (including readings, class attendance or discussion board postings, outside readings, working on assignments, etc.). Please remember that this is considered a minimum time requirement. You may find that you require more.

Mandatory Course Requirements:

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

One class representative will be selected in the first week of classes in T1 for the MA programme. 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>

WHERE TO FIND MORE DETAILED INFORMATION

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study. Find out how academic progress is monitored and how enrolment can be restricted at www.victoria.ac.nz/home/study/academic-progress. Most statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the *Calendar* webpage at www.victoria.ac.nz/home/study/calendar.aspx (See Section C).

Other useful information for students may be found at the website of the Assistant Vice-Chancellor (Academic), at www.victoria.ac.nz/home/about_victoria/avcacademic

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 : _____