



## School of Linguistics and Applied Language Studies Course Outline

### LALS 522, Teaching and learning vocabulary, Trimester 3, 2006

#### 1. Course Coordinator:

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NEW ZEALAND

**2. Staff:** Paul Nation and Peter Gu. In November and December the course will be taught by Paul Nation, in January and February by Peter Gu.

**3. Class times and rooms:** Thursday 4-6 pm, 24 Kelburn Parade Room 203.

The class meets on the following ten dates:

November 16, 23, 30    December 7, 14, 21 [Break], January 11, 18, 25, February 1.

For distance students, the course is available at <http://blackboard.vuw.ac.nz>. 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 [scs-hda@vuw.ac.nz](mailto:scs-hda@vuw.ac.nz) or phone (04) 463 5050. If you want to use other student computing services, you need to call the SCS Help Desk on (04) 463 5050. Staff will re-confirm your username and re-set your password after confirming your identity. Useful websites include <http://manuka.its.vuw.ac.nz/its/scs> and <http://distance.scs.vuw.ac.nz/>. If you are an international student the following site could be useful for you <http://www.victoria-international.ac.nz/>.

Distance students are welcome to come to the class if they are in Wellington. Contact Paul Nation for details.

Online Enrolment is now available for students wanting to study at Victoria University in 2006. The website is [www.vuw.ac.nz/enrol](http://www.vuw.ac.nz/enrol)

**4. Announcements:** MA noticeboard Level 2 Von Zedlitz

Some additional information relevant to this course can be found in the School MA Handbook for 2006. The handbook is available on the web.

<http://www.vuw.ac.nz/lals/degrees/docs/Handbook%202006.pdf>

**5. LALS main office:** VZ 210, 2<sup>nd</sup> floor Von Zedlitz Building, Kelburn Parade

**6. LALS 522 Course Administrator:** Jane Dudley, Postgraduate administration  
Tel: 463 5600/463 5255/472 1000 ext 8386  
Web contact: [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz)

**7. Aims:** This course looks at the role played by direct learning and meaning focused activities in the teaching and learning of vocabulary. It examines the statistical nature of vocabulary and research-based principles of vocabulary learning in order to help teachers plan the vocabulary learning component of language courses.

**8. Objectives:** By the end of the course, course members should be able to discuss some of the important current issues in teaching and learning vocabulary, describe important areas for research in vocabulary, comment critically on research and practice, design the vocabulary component of a language course, and advise teachers and learners on vocabulary learning.

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set text and set readings.

**9. Content:** The following topics will be covered in the course. The reading for each topic is indicated in brackets. The full references can be found in the table of contents of the set readings. There is a task associated with five of the topics that needs to be submitted on the due date for assessment. Crabbe and Nation (1991) is in the *Vocabulary Resources Booklet*.

**1 The statistical nature of vocabulary**

(LVAL *Learning Vocabulary in Another Language* (LVAL) Ch.1; Adolphs and Schmitt, 2003; Chung and Nation, 2003) TASK

**2 The Vocabulary Levels Test**

(Schmitt, Schmitt and Clapham, 2001)

**3 Communicating meaning**

(LVAL Ch. 2&3 pp 81-94; McKeown, 1993; Nation, 2000) TASK

**4 Vocabulary and speaking**

(LVAL Ch. 4 1994; Elley, 1989; Stahl and Vancil, 1986; Simcock, 1993) TASK

**5 Collocation**

(LVAL Ch. 3 pp. 60-81)

**6 Specialised vocabulary**

(LVAL Ch.6; Coxhead, 2000; Crabbe and Nation, 1991) TASK

**7 Words in context and incidental learning through reading**

(LVAL Ch.7 pp. 232-262; Nagy, Herman and Anderson, 1985; Waring and Takaki, 2003)

**8 Learning from word cards**

(LVAL Ch.8 296-316; Schmitt and Schmitt, 1995; Baddeley, 1990; Pimsleur, 1967) TASK

**9 Word parts**

(LVAL Ch. 8 263-281; White, Power and White, 1989; Fountain, 1979)

**10 Testing vocabulary**

(LVAL Ch.10, Appendixes 2-5; Read, 1988)

**10. Texts:** The set text for the course is *Learning Vocabulary in Another Language* by Paul Nation (Cambridge University Press, 2001) and is available from the Victoria Book Centre ([enquiries@vicbooks.co.nz](mailto:enquiries@vicbooks.co.nz)). It costs \$72.95. There is also a set of supplementary readings, called *LALS 522: Teaching and Learning Vocabulary: Selected Readings* (cost NZ\$24.40. The PLU number is 4244), and a set of tests, lists etc called *Vocabulary Resources Booklet* (Cost NZ\$15:40. The Barcode number is 2907). These can be bought from student notes ([studentnotes@vicbooks.co.nz](mailto:studentnotes@vicbooks.co.nz)). The LALS and ELI Occasional Publications are now available at [www.vicbooks.co.nz](http://www.vicbooks.co.nz) under the heading *VUW Occasional Publications*. They can be ordered online at that site and paid for by credit card. This is the preferred way of ordering. There is a special student price for such publications.

**11. Assessment:** The course will be assessed by an assignment worth 60% of the final grade and five tasks each worth 8% totalling 40% of the final grade.

The assignment is due by Friday 2<sup>nd</sup> February 2007. Assignments are expected to be around 2,500 words.

The tasks are due on the following dates. Each task is expected to be around 300 words or less.

Task 1	30 November
Task 2	7 December
Task 3	21 December
Task 4	11 January
Task 5	25 January

Assignment	2 February 2007
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**N.B.** Note that if no work is submitted for assessment before the last three weeks of teaching, there will be nothing on which to base an aegrotat consideration.

Tasks and assignments can be submitted as e-mail attachments. Please submit each one as a single document in either WORD or WordPerfect format, and e-mail them to [LALS-522@vuw.ac.nz](mailto:LALS-522@vuw.ac.nz). If you send them by post, please include **two** copies of each assignment or task. The other will be retained for external examining. The postal address is on page 1 of this outline. The assignment topics and tasks are described in this course outline.

### Assignment

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 on Paul Nation's web site - <http://www.vuw.ac.nz/lals/staff/paul-nation/vocrefs/researchlval.aspx>

### Tasks

Each task is worth 8% of the final grade. The five tasks total 40% of the final grade. They must be submitted on the assigned dates. The answers to each task should typically fit within two

pages. The tasks are designed to draw on set reading and to get you to apply ideas covered in the course.

**Task 1: Modules 1 and 2** (30 November)

# Use the FREQUENCY program to do a frequency count on the *fluency* text which is exactly 1000 words (tokens) long. (FREQUENCY can be downloaded from Paul Nation's home page. Read the INSTRUCTIONS file first). You will have to save this text as what is called an "MS-DOS Text with Line Breaks" (if you are using WORD as your wordprocessor) or an ASCII DOS text (if you are using WordPerfect as your wordprocessor).

Run the *fluency* text through FREQUENCY and complete these statements using data from the text.

- 1 The 10 most frequent words cover \_\_\_% of the tokens.
- 2 \_\_\_\_\_ types occur only once in the text. This represents \_\_\_% of the types and covers \_\_\_% of the tokens.
- 3 The following words are the most frequent words closely related to the topic of the text \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ), \_\_\_\_\_ ( ). Write their rank on the frequency list next to them.
- 4 This text would be difficult for a non-native speaker with a small vocabulary to read because \_\_\_\_\_

# What should a teacher do about high frequency words? Why?

# What should a learner do about low frequency words? Why?

# What level most needs attention? A and B intend to do academic study. C does not, but wants to read newspapers.

	2000	3000	5000	AWL	10,000	Total
A	30	20	16	8	4	78
B	18	12	9	2	2	43
C	28	20	10	10	4	72

**Task 2: Module 3** (7 December)

# What aspects of these words would you focus on when teaching them? In order to answer this question you have to analyze the learning burden of the words. Table 2.1 in *LVAL* p.27 can be used as a guide.

foreign                      word                      comment                      difference

# Interference: Explain which of these sets would be helpful, neutral, or interfering.

Annoy, irritate, hassle, anger, goad  
Snack bar, swimming, competition, get back, circus  
Abandon, abstract, academy, access  
Heat, electricity, efficient, circulate  
Dancing, walking, cooking, reading, windsurfing

**Task 3: Module 4** (21 December)

# Make five changes to the following speaking activity to make it more likely to result in vocabulary learning. Table 4.3 in Chapter 4 of *LVAL* provides suggestions for changes. Briefly justify each change you make.

### **Find the change**

All the learners in the group can see a picture. They make their own simplified copy of the picture changing one important feature. Each learner is then questioned by the others in the group in order to find out the change.

# From a vocabulary learning perspective, list five things that are not satisfactory with the following speaking activity.

*Discuss whether there should be capital punishment for the most serious crimes.*

### **Task 4: Module 6** (11 January)

# Use the RANGE program to help you look at the academic vocabulary in the *economics* academic text. You will need to convert the text to MS-DOS with Line Breaks as you did in Task 1.

- 1 How closely are the words marked as academic vocabulary related to the topic of the text?
- 2 Could the text be simplified by replacing the academic vocabulary with high frequency vocabulary? What is the effect on the message of the text by this replacement?
- 3 Choose two of the academic words in the text and briefly describe how you would deal with them in class.
- 4 Which academic words are technical words in this text?

### **Task 5: Module 7** (25 January)

Learn at least 50 words in a language you do not know using word cards. There are some lists in the *Vocabulary Resources Booklet*. Keep a careful record of how many words you already know in the first go through the pack as a result of making the cards. Look carefully at *LVAL* pages 303-314 to guide your learning. Write a brief report on your learning. Keep the report short (one or two pages)!

- 1 Keep a record of how much time and how many repetitions were needed to learn the words. How many repetitions were needed to learn half of the words, three-quarters, all of them?
- 2 What words were difficult to remember? Why?
- 3 Describe a use of the keyword technique for one or more words. Explain your keyword and the image used. Was it effective?
- 4 Briefly list three research questions that would be worth exploring with this type of technique.

**12. Penalties:** Assignments and tasks must be submitted by the due date. There is no penalty for late submission but permission must be sought and a good reason given. Try to keep within the word limits especially for the tasks. Assignments and tasks which are plagiarised will not receive a grade and cannot be resubmitted.

### **13. Relationship between assessment and course objectives:**

The assignment provides an opportunity to evaluate research, plan teaching, and carry out a small scale research project. The tasks assess the practical application of ideas and comprehension of the set texts and set readings.

**14. Workload:** LALS 522 is a fifteen point one-trimester paper. Course members should expect to spend about 12 hours per week for ten weeks on all the work for this course including lectures.

**15. Mandatory Course Requirements (Terms):** There are minimum course requirements which must be satisfied to be assessed for the final grade. In order to meet these requirements, course members must

complete the 5 tasks

attend all the ten classes or participate at least once in each of the ten web-based discussions

complete the assignment.

**16. Attendance:** On-campus course members must attend all ten lectures. If an absence is unavoidable, then the course member should participate in the Blackboard Discussion Board for that week. Course members studying by distance must make a contribution to each one of the ten Discussion Boards.

## General University policies and statutes

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 available in hard copy or under 'About Victoria' on the VUW home page at [www.vuw.ac.nz](http://www.vuw.ac.nz).

### Student and staff conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy website at:

[www.vuw.ac.nz/policy/studentconduct](http://www.vuw.ac.nz/policy/studentconduct)

The Policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/staffconduct](http://www.vuw.ac.nz/policy/staffconduct)

### Academic grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievance Policy which is published on the VUW website at:

[www.vuw.ac.nz/policy/academicgrievances](http://www.vuw.ac.nz/policy/academicgrievances)

### Academic integrity and plagiarism

Academic integrity is about honesty – put simply it means *no cheating*. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. The University defines plagiarism as follows:

*The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.*

It is still plagiarism even if you re-structure the material or present it in your own style or words.

*Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.*

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course

- suspension from the course or the University.

Find out more about plagiarism, and how to avoid it, on the University's website:

[www.vuw.ac.nz/home/studying/plagiarism.html](http://www.vuw.ac.nz/home/studying/plagiarism.html)

### **Students with Impairments** (see Appendix 3 of the Assessment Handbook)

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, please contact the course coordinator as early in the course as possible. Alternatively, you may wish to approach a Student Adviser from Disability Support Services (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building:

Telephone: 463-6070

Email: [disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The School's Disability Liaison Person for 2006 is Dr Dianne Bardsley, ext 5644, email [Dianne.Bardsley@vuw.ac.nz](mailto:Dianne.Bardsley@vuw.ac.nz).

### **Student Support**

Staff at Victoria want students to have positive learning experiences at the University. Each faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. In the Faculty of Humanities and Social Sciences the support contact is **Dr Allison Kirkman, Murphy Building, room 407**. Assistance for specific groups is also available from the Kaiwawao Maori, Manaaki Pihipihinga or Victoria International.

In addition, the Student Services Group (email: [student-services@vuw.ac.nz](mailto:student-services@vuw.ac.nz)) is available to provide a variety of support and services. Find out more at:

[www.vuw.ac.nz/st\\_services/](http://www.vuw.ac.nz/st_services/)

VUWSA employs Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office (tel. 463-6983 or 463-6984, email at [education@vuwsa.org.nz](mailto:education@vuwsa.org.nz)) is located on the ground floor, Student Union Building.