Victoria
UNIVERSITY OF WELLINGTON
Te Whare Wānanga
o te Ūpoko o te Ika a Māui

School of Linguistics and Applied Language Studies
Course Outline

LALS 522, Teaching and learning vocabulary, Trimester 3, 2008

1. Course Coordinator:

Paul Nation   Office: Von Zedlitz Building, Room VZ 317
               Phone: (04) 463 5628 (direct line)   Fax: (04) 463 5604
               E-mail: Paul.Nation@vuw.ac.nz)
               Post: School of Linguistics and Applied Language Studies
                          Victoria University of Wellington
                          PO Box 600
                          Wellington 6140
                          NEW ZEALAND

2. Staff: Paul Nation
3. Class times and rooms: Thursday 4-6 pm, 24 Kelburn Parade Room 103.

The class meets on the following dates:

    November 27, December 4, 11, 18 [Break]; January 8, 15, 22, 29; February 5, 12.

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

Before you log into Blackboard or make any use of your Victoria University programs, you will need to change your original password. Please visit here https://password.student.vuw.ac.nz/psynch/docs/en-us/index.html. Please login with your username and your student ID (your student number) as the initial password to change it. You can also find the link to change your password in the top of the box on the left on the Blackboard login page.
Your Userid is printed in the top right section of your Confirmation of Study form that the university sends you. It typically is the first six letters of your family name followed by the first four letters of your first name. If your name results in a userid and is the same as someone

else's, there will be a number added to the end of your username. Look on your Confirmation of Study form to check your username.

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 2008. The website is www.victoria.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 2008. The handbook is available on the web.
http://www.victoria.ac.nz/lals/degrees/Handbook%202008.pdf

5. LALS main office: VZ 210, 2nd floor Von Zedlitz Building, Kelburn Parade

6. LALS 522 Course Administrator: Rachel Scholes, Postgraduate administration
                                          Tel: 463 5600/463 5255/472 1000 ext 8386
                                          Web contact: 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 three 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**
    (Learning Vocabulary in Another Language (LVAL) Ch.1; Adolphs and Schmitt, 2003; Chung and Nation, 2003)
2 **The Vocabulary Levels Test** TASK
    (Schmitt, Schmitt and Clapham, 2001)
3 **Communicating meaning**
    (LVAL Ch. 2&3 pp 81-94; McKeown, 1993; Nation, 2000)
4 **Vocabulary and speaking**
    (LVAL Ch. 4 1994; Elley, 1989; Stahl and Vancil, 1986; Simcock, 1993) TASK
5 **Multi-word units**
    (LVAL Ch. 3 pp. 60-81)
6 **Specialised vocabulary**
    (LVAL Ch.6; Coxhead, 2000; Crabbe and Nation, 1991)
7 **Learning from word cards**

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

8 **Words in context and incidental learning through reading**
     (LVAL Ch.7 pp. 232-262; Nagy, Herman and Anderson, 1985; Waring and Takaki, 2003)

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). It costs $91.95.

There is also a set of supplementary readings, called *LALS 522: Teaching and Learning Vocabulary: Selected Readings* (cost around NZ$25.00. 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 are both available free as pdf files in Blackboard, or can be bought from student notes (studentnotes@vicbooks.co.nz). The LALS and ELI Occasional Publications are now available at 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 three tasks totalling 40% of the final grade.

The assignment is due by Friday 13 February 2009. Assignments are expected to be around 3,000-3,500 words.

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

Task 1   18 December   (15% of the final grade)
Task 2   15 January   (15% of the final grade)
Task 3   29 January   (10% of the final grade)

Assignment   13 February 2009

N.B. Note that work worth 30% of the final grade needs to be submitted for assessment before the last three weeks of teaching, in case of 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. 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.victoria.ac.nz/lals/staff/paul-nation/vocrefs/researchlval.aspx

Tasks

The three 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 (18 December)
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 ᴀMS-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 4 (15 January)
1   Make five changes to the *Find the change* activity to enhance vocabulary learning (Table 4.3 in *LVAL* p. 140 lists options).
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.

Suggest three ways of encouraging generative use in a ranking activity.

Task 3: Module 7 (29 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 3 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 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* available in hardcopy or under "about Victoria" on the Victoria homepage at:

http://www.victoria.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically under "Course Outline General Information" at:

http://www.victoria.ac.nz/home/about/newspubs/universitypubs.aspx#general

- Student and Staff Conduct
- Academic Grievances
- Academic Integrity and Plagiarism
- Meeting the Needs of Students with Impairments
- Student Support