



**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 2014**

**Important dates**

**Trimester dates:** 14 July to 16 November 2014

**Teaching dates:** 14 July to 27 July 2014

**Mid-trimester break:** 25 August to 7 September 2014

**Last assessment item due:** 19 September

**Study week:** 20–24 October 2014

**Withdrawal dates:** Refer to [www.victoria.ac.nz/students/study/withdrawals-refunds](http://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](http://www.victoria.ac.nz/students/study/exams/aegrotats).

**Class times and locations**

This course is delivered in 2014 as an intensive course at RELC in Singapore from Monday to Friday 14 July to 27 July 2014 (precise class times and locations to be announced). For distance students, the virtual venue is the LALS 512 Blackboard site.

**Names and contact details**

**Course coordinator and lecturer**

Dr Stuart Webb    Office:        Von Zedlitz Building, Room 412  
                         Office        By arrangement  
                         hours:  
                         Phone:        (04) 463 9779 (direct line)    Fax: (04) 463 5604  
                         Email:        [stuart.webb@vuw.ac.nz](mailto:stuart.webb@vuw.ac.nz)  
                         Post:         School of Linguistics and Applied Language Studies  
                                        Victoria University of Wellington  
                                        P O Box 600  
                                        Wellington 6140  
                                        New Zealand

## Course administrator

Janet Attrill            Office:            Von Zedlitz Building, Room 210  
Phone:                (04) 463 5894 or 463 5600    Fax: (04) 463 5604  
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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

Class	Date	Topics	Reading from Nation (2001)	Other reading
1	14/7/2014	Counting words and types of words	Chapter 1	None
2	15/7/2014	Vocabulary knowledge	Chapters 2 and 3	Sokmen (1992)
3	16/7/2014	Corpus-driven studies of vocabulary	None	Webb & Nation (2012) Webb & Nation (2008)
4	17/7/2014	Incidental vocabulary learning	Chapters 4 and 5	Waring & Takaki (2003)
5	18/7/2014	Explicit vocabulary learning		Webb (2011)
6	21/7/2014	Vocabulary learning strategies	Chapters 7, 8, 9	Nation (2000)
7	22/7/2014	Multi-word units	Chapter 12	
8	23/7/2014	Specialized vocabulary	Chapter 6	Coxhead (2000)
9	24/7/2014	Assessing vocabulary	Chapter 13	Nation & Beglar (2007)
10	25/7/2014	Planning for vocabulary in a course	Chapter 14	Nation (2008) Chapters 1 & 10

## Course learning objectives (CLOs)

Students who pass this course 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. advise teachers and learners on vocabulary learning.

## 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. Further information about Blackboard is available under Frequently Asked Questions, under the Study tab of the School website.

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](mailto: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. attend all lectures unless otherwise excused (on-campus students) or participate online (distance students),
2. complete both assignments,
3. prepare article responses ahead of time and bring them to class or upload them to blackboard (distance).

## 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 (and review of lectures for distance students), and 20 hours preparing and commenting on article responses.

## Assessment

Your achievement of the course objectives will be assessed by means of completion of required readings, article responses (daily discussion/write up of responses to posted questions on Blackboard related to the readings), 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 course, you will also be expected to complete article responses, as outlined in the course content below. Completion of the class requires completion of these responses as well. For

distance students article responses should be posted to Blackboard on the day of the lecture.

Component	Word count	Value	CLO(s)	Due date
Article responses	200	10%	1,3,5	See schedule above
Assignment 1	2000	45%	1,2,3,5	Friday, 8 August
Assignment 2	2000	45%	1,2,3,4,5	Friday, 19 September

**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**

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](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 key components. The daily implementation of the program and the tasks and activities that are used do not need to be described in detail. However, it should be possible for other teachers to read your program and be able to follow its outline to help them to reach its vocabulary learning objectives. Justify your decisions with references to the core text, the supplementary readings, and outside sources that focus on vocabulary.

OR

Design and carry out a small piece of research focusing on vocabulary. 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 literature provided in our course texts and from other vocabulary related sources.

**Article Responses**

The article responses require preparation through reading before class and timely participation on blackboard (for distance students). The article responses should involve describing and discussing the readings. You will need to write a short (200 word) response in answer to questions related to the readings. You need to bring these responses with you to class. 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.

## 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.

### 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

## 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-.

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

## Set texts

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

Textbooks and student notes may be purchased from vicbooks: [www.vicbooks.co.nz](http://www.vicbooks.co.nz).

## Recommended reading

This 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

Enhancements made to the course based on the feedback of previous students will be covered during the course. Student feedback on University courses may be found at [www.cad.vuw.ac.nz/feedback/feedback\\_display.php](http://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](http://www.victoria.ac.nz/students/study/exams/integrity-plagiarism)
- Aegrotats: [www.victoria.ac.nz/students/study/exams/aegrotats](http://www.victoria.ac.nz/students/study/exams/aegrotats)
- Academic Progress: [www.victoria.ac.nz/students/study/progress/academic-progress](http://www.victoria.ac.nz/students/study/progress/academic-progress) (including restrictions and non-engagement)
- Dates and deadlines: [www.victoria.ac.nz/students/study/dates](http://www.victoria.ac.nz/students/study/dates)
- FHSS Student and Academic Services Office: [www.victoria.ac.nz/fhss/student-admin](http://www.victoria.ac.nz/fhss/student-admin)
- Grades: [www.victoria.ac.nz/students/study/progress/grades](http://www.victoria.ac.nz/students/study/progress/grades)
- Resolving academic issues: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Special passes: [www.victoria.ac.nz/about/governance/dvc-academic/publications](http://www.victoria.ac.nz/about/governance/dvc-academic/publications)
- Statutes and policies including the Student Conduct Statute: [www.victoria.ac.nz/about/governance/strategy](http://www.victoria.ac.nz/about/governance/strategy)
- Student support: [www.victoria.ac.nz/students/support](http://www.victoria.ac.nz/students/support)
- Students with disabilities: [www.victoria.ac.nz/st\\_services/disability](http://www.victoria.ac.nz/st_services/disability)
- Student Charter: [www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/student-charter)
- Student Contract: [www.victoria.ac.nz/study/apply-enrol/terms-conditions/student-contract](http://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](http://www.cad.vuw.ac.nz/wiki/index.php/Turnitin)
- University structure: [www.victoria.ac.nz/about/governance/structure](http://www.victoria.ac.nz/about/governance/structure)
- Victoria graduate profile: [www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile](http://www.victoria.ac.nz/learning-teaching/learning-partnerships/graduate-profile)
- VUWSA: [www.vuwsa.org.nz](http://www.vuwsa.org.nz)

**Victoria University of Wellington**  
**School of Linguistics and Applied Language Studies**

**COVER SHEET**

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

**SURNAME :** \_\_\_\_\_

**GIVEN NAME :** \_\_\_\_\_

**ID NUMBER :** \_\_\_\_\_

**TUTOR / LECTURER :** \_\_\_\_\_

**ASSIGNMENT TITLE :** \_\_\_\_\_

**NUMBER OF WORDS :** \_\_\_\_\_

**DUE DATE :** \_\_\_\_\_

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**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 :** \_\_\_\_\_