Universidad de Costa Rica
Escuela de Lenguas Modernas
Programa de Posgrado en la Enseñanza del Inglés
PF-0321 Vocabulary in Language Teaching

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I. Description

This is an elective four-credit course for the master's degree in TEFL. It is given over one semester, three hours a week. This course provides a comprehensive overview of the prominent role of vocabulary in language acquisition and introduces students to appropriate ways of teaching and assessing it.

II. General Objective

The main objective of this course is to help participants understand the incremental nature of vocabulary acquisition, the need to train their own learners in the use of appropriate vocabulary learning strategies, and the importance of designing suitable teaching and evaluation tasks.

III. Specific Objectives

1. Define and describe the concept of *vocabulary.*
2. Show understanding of the importance of linguistic, cultural and strategic knowledge in the acquisition and effective use of vocabulary.
3. Show understanding of how vocabulary is stored in the brain and how one can retrieve that knowledge and use it.
4. Make informed decisions when selecting, adapting and developing tasks and materials for the acquisition of vocabulary.
5. Develop appropriate instruments for the evaluation of vocabulary.
6. Model and guide their own learners to use appropriate vocabulary learning strategies.
7. Contribute to the development of an atmosphere of respect and tolerance in the classroom.

IV. Course Calendar

Assignment	Topic	Date
	What's in a word?	March 16
Schmitt, pp. 1-9 Schmitt, pp. 10-21	History of vocabulary in language teaching	March 23
Schmitt, pp. 22-44	Aspects of knowing a word: Meaning and organization 1 _____ _____	March 30
Schmitt, pp. 45-67 **Hand in research question (one for both members of the team)**	Word form and grammatical knowledge 2 _____ _____ **Sharing of research questions**	April 6
	EASTER April 10-14	April 13
Schmitt, pp. 68-95 **Hand in 2 original activities (1 each member of the team)**	Corpora in vocabulary studies 3 _____ _____ **Sharing of activities**	April 20
	Application: Collocation / the dictionary 4 _____ _____ 5 _____ _____ 6 _____ _____ 7 _____ _____	April 27
	NO CLASS: Work on review of the literature	May 4
Hand in Review of the Lit (individually) Schmitt, pp. 96-115	Vocabulary in Discourse 8 _____ _____	May 11
Schmitt, pp. 116-141	Vocabulary acquisition 9 _____ _____	May 18
Thornbury, pp. 144-161	How to train good vocabulary learners 10 _____ _____	May 25
Schmitt, pp. 142-162	Teaching and learning vocabulary 11 _____ _____	June 1
Thornbury, pp. 75-92	How to present vocabulary 12 _____	June 8

	_____	
Thornbury, pp. 93-105	How to put words to work 13 _____ _____ 14 _____ _____	June 15
Thornbury, pp. 106	Teaching word parts and word chunks 15 _____ _____ 16 _____ _____	June 22
Thornbury, pp. 129-143 Schmitt, 163-180	How to test vocabulary Assessing vocabulary knowledge 17 _____ _____ 18 _____ _____	June 29
Everybody hands in final paper.	Presentation of Research Projects 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____	July 6
	Presentation of Research Projects 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____	July 13

V Evaluation

Percentages	Criteria
10%	Class participation and peer evaluation
25%	Quizzes
25%	Applications to teaching
10%	Review of the literature
10%	Presentation of research project
20%	Research project (document)

<u>Class norms</u>
1. As a courtesy to all, please turn off all cell phones during class.
2. Quizzes will not necessarily be announced, and they will cover all the material, including the readings assigned for that particular day. There will be no make up quizzes.
3. You are expected to contribute to class discussion. Your active participation in group activities will make your experience richer and more enjoyable.
4. During our workshops, everybody is expected to listen to the presentations respectfully and attentively and participate actively whenever appropriate. Everybody is expected to give classmates feedback on their work.
5. In all oral and written tasks, the use of language will be evaluated. Therefore, you must proofread and edit all your work carefully. For each assignment, 80% of your grade corresponds to "content" and 20% to "use of the language."
6. All work must be word-processed and conform to any guidelines and instructions provided. *Use a 12-point Times New Roman font.*
7. Beware of **<u>plagiarism</u>** which is a serious academic offense. Plagiarism can take many forms such as **copying and submitting the work of a classmate**. However, the most common type is **creating an assignment or paper by cutting and pasting texts** (ideas, phrases, sentences or paragraphs) that are found on the Internet or in books or articles into a document, without proper citation. Another type is **self-plagiarism**. If you ever want to use a research paper that you wrote for class as a starting point for a new paper, you should check with your professor first and hand in a copy of the original paper.
8. The following are recommendations from *The Owl at Purdue* to avoid plagiarism http://owl.english.purdue.edu/owl/resource/589/01

   - Develop a topic based on what has already been said and written **but** write something new and original.

   - Rely on opinions of experts and authorities on a topic **but** improve upon and/or disagree with those same opinions.

   - Give credit to researchers who have come before you **but** make your own significant contribution.

   - <u>Improve your English or fit into a discourse community by building upon what you hear and read **but** use your own words and your own voice.</u>

VI. Research Project
1. Your research project will be conducted in one of the groups for the I year courses at the University of Costa Rica: LM-1001 Integrated English I and LM-1002 Integrated English II, and it will involve the teaching and assessment of vocabulary. The project will be done in pairs, but not with the people you will work with for your teaching applications.
2. Think about the following general topics. If you are not familiar with all/some of them, check your textbooks and the sources in the bibliography before you choose one.
   a. Teaching of collocations
   b. Teaching of phrasal verbs
   c. Teaching the use of dictionaries (monolingual and bilingual)
   d. Using vocabulary notebooks
   e. Analyzing affixes and roots
   f. Teaching word families

g. Teaching transparent vocabulary words

3. Formulate a research question (**due April 6**). If you need guidance, consult Lankshear, Colin & Knobel, Michele. (2004). *A handbook for teacher research: From design to implementation.*

4. Read about the topic you selected. Start writing the review of the literature for your final paper as soon as possible. It should include at least 5 sources. Keep in mind that this review is your theoretical background. It shows your <u>understanding</u> of the readings.

5. Design a series of activities for the teaching of the topic you chose. On **April 20**, bring 2 of those activities for class discussion. These activities must be related to the unit(s) in the book Q: Skills for Success 2 or Q: Skills for Success 3, but <u>they must be original</u> (not copied from textbooks).

6. After receiving feedback from your classmates, carry out the activities in any of the groups for LM-1001 or LM-1002. This project should take around three weeks. **Keep in mind that you don't need to devote the whole English class to the teaching of vocabulary. Ex. First day observe the class, second day apply your activity, on the third day assess students acquisition of those words you presented during the second class.**

7. Keep a file with all the materials you use. After the class, write a summary of what happened in the class, and reflect on the experience. Keep those notes. Keep samples of the students' work.

8. Assess vocabulary acquisition. Keep a copy of the test.

9. **DUE DATE: July 6**

10. The paper will include the following parts:
    a. A revised version of your review of the literature. In the last paragraph, remember to state the objective of the study. **1 point**
    b. A short description of the group of students, the institution, and the language program. **1/2 point**
    c. A summary of what took place during the lesson and how the data were collected **2 points**
    d. YOUR FINDINGS: analysis of the data / how much and how well the students learned the vocabulary. **3 points**
    e. A reflection on the experience. **1 point**
    f. A reference list: All citations in your paper must appear in the reference list. All references must be cited in text. Use APA format **1/2 point**
    g. Appendices: copies of the activities including expected answers, samples of the students' work and assessment **2 points**

11. You will present the results of your project to the class. For this activity, you will have **<u>only 20 minutes</u>**. Therefore, you must plan accordingly. **Concentrate on your findings.**

VII. Teaching applications (microteaching)
1. Teaching applications will be done <u>in pairs</u>. Each student will participate in <u>two</u>. You must select a different classmate for each of the two presentations. The purpose of the activity is to put into practice what you have read in the chapter assigned for that day (not to regurgitate the chapter). In other words, you will design either a task for your own students or a vocabulary quiz following the criteria in the textbook. You will present your work (teach a mini class), and your classmates and instructor will provide feedback.

2. For each teaching application, you will have 45 minutes.

VII. References

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