589 Vocabulary Building in Language Teaching
Spring Semester, 2016

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——— COURSE SYLLABUS ———

Course Location

➢ Our regular classroom is Communications 1018
➢ Four of our classes (February 22nd and 29th; March 7th and 21st) will take place in Morris Library, Computer Lab 139, on the first floor, close to the coffee lounge.

Course Content and Objectives

Research has provided evidence that vocabulary knowledge is central to second language proficiency and a significant predictor of second language reading ability. In line of these findings, this class aims to achieve the following goals:

1) To raise future second language teachers’ awareness of the importance of building learners’ vocabulary knowledge in a systematic and consistent way.

2) To introduce future teachers to current theories and techniques for teaching second language vocabulary, primarily focusing on Data Driven Learning (DDL).

3) To train teachers to develop meaningful data-driven activities for lexical, morphological, and grammatical targets.

4) To provide opportunities for sharing and improving the first drafts of the developed materials after constructive peer and instructor feedback.

The theoretical framework of the course is built on principles of the Lexical Approach and the Cognitive Approach, with a strong focus on Data-driven Vocabulary Learning.
(DDL). Specifically, we will be working with the data and tools provided by the *Corpus of Contemporary American English* (COCA).

Contrary to common DDL practices, where both teachers and learners discover language patterns at the same time, this course puts *primary importance* on the teacher’s preliminary work in identifying the most appropriate language data for a target lexical, morphological, or grammatical target. In other words, this class promotes the idea that teachers should generate, analyze and use the data to prepare data-driven language building activities in a systematic and well thought-out way.

The course follows a six-phase process of training teachers how to develop corpus-based materials with a specific *lexical, grammatical and morphological focus*.

**Phase One:** Teachers are trained to use their *metalinguistic knowledge* of English in order to identify morphological, lexical and grammatical targets in reading passages or listening scripts which are good candidates for DDL. It is emphasized that *not all* words or grammatical structures are worth the time to explore through DDL.

**Phase Two:** Once they have learned how to identify relevant morphological, lexical and grammatical targets, teachers are trained how to *conduct corpus-based searches* in order to generate the most pertinent data for a particular lexical, grammatical or morphological target.

**Phase Three:** Having generated the concordance data, teachers learn how to examine the data critically in order to *identify the most common patterns* of morphological, lexical and grammatical uses. They are encouraged to validate their analysis with relevant reference materials. They also receive practice in *editing concordance* data in order to prepare data sets with an optimum number of the best examples, where inappropriate words, unnecessary symbols, and redundant information have been replaced or removed.

**Phase Four:** Teachers learn how to use the edited concordance data to develop vocabulary learning materials which incorporate three connected stages: 1) *The Analysis Stage*; 2) *The Practice Stage*; 3) *The Use Stage*

**Phase Five:** Teachers present their data-driven vocabulary building materials and receive constructive peer and instructor feedback.

**Phase Six:** Teachers revise and edit their materials in view of the peer and instructor feedback. They compile the edited materials in *Vocabulary Teaching Portfolios*. 

2
Methodology

In teaching this class, I use a variety of teaching techniques, including lectures, class discussions, demonstrations of sample activities, computer-lab work, student presentations, and peer feedback. The majority of our classes will follow a workshop format with active involvement of the students. For the materials development assignments, we will follow the process approach, allowing students to improve their vocabulary building materials by continuous revisions and edits.

Students’ Responsibilities

Students’ responsibilities include: **regular** class attendance, participation in class activities, and completion of all assignments on time. Final grades will be determined on the basis of the following assessment formats:

1) Mid-term exam 20%
2) Materials development assignments (6) 50%
3) Presentations of vocabulary and grammar building materials (2 x 10) 20%
4) Portfolio of revised homework assignments 10%

Grade Assignment System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Achievement Ranges</th>
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<tbody>
<tr>
<td></td>
<td>Graduate Students</td>
</tr>
<tr>
<td>A</td>
<td>90% -100%</td>
</tr>
<tr>
<td>B</td>
<td>80% -99%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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Explanation of Assignments

1) Mid-term exam
This will be a take-home exam which will involve critical reading and/or application tasks related to the class topics and practice, but based on novel readings and sources.

2) Materials development assignments (N = 6)
These assignments will involve creating data-driven teaching materials based on corpus data from the Corpus of Contemporary American English. In the process of completing the assignments students will follow the steps:
   a) Use their metalinguistic knowledge to identify meaningful lexical, grammatical, and morphological targets for corpus searches and Data Driven Learning.
   b) Generate concordance data for the target lexical, grammatical or morphological items using the Corpus of Contemporary American English.
   c) Copy and Edit the concordance data in a Word document
   d) Create vocabulary learning activities with three specific stages: 1) Analysis, 2) Practice, and 3) Use. The activities should be based on principles of Data-driven learning, the Cognitive approach, and the Lexical approach.

3) Presentations of data-driven teaching materials (N = 2)
Each student will give two presentations (for lexical and grammatical targets) of the data-driven teaching materials they have created. More detailed directions will be provided at the appropriate time of the semester.

4) Portfolio of Vocabulary Teaching Materials
All data-driven teaching materials will be revised in view of the instructor and peer feedback. The revised materials will, then, be assembled in a Portfolio of Vocabulary Teaching Materials followings specific guidelines that will be given in the second half of the semester.

Required Web Resources
All students in this class should register and create an account for the following free online resource. We will be using it throughout the semester, in class and for all of the homework assignments.

1) Corpus of Contemporary American English (COCA) at: http://corpus.byu.edu/coca/
To open an account, go to the COCA website at: http://corpus.byu.edu/coca/
   ✓ Click on Enter.
   ✓ In the top right corner, click on Register and fill in the required information.
   ✓ Remember your password!
   ✓ For convenience, bookmark and add COCA to your Favorites.
2) **Corpus of Global Web-based English**
   Note: Once you have registered as a user of COCA, you will have access to GLOWBE too, using the same login name and password.


4) **Your dictionary** at: [http://www.yourdictionary.com/](http://www.yourdictionary.com/)

**Required Books and Ebooks**


Scanned Chapters (1, 2, 3 & 7) from:


**Recommended Books and Resources**


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Jan. 25th</td>
<td>Introductions. Course syllabus and requirements.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Topic:</strong> The place of vocabulary in second language teaching. Basic rules of effective vocabulary instruction.</td>
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<td>Readings: 1) Schmitt, Chapters 1 and 2</td>
<td>Assignment 1 is given.</td>
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<tr>
<td>Feb. 1st</td>
<td><strong>Topic:</strong> Aspects of knowing a word. Teaching and learning vocabulary</td>
<td>Assignment 1 is due.</td>
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<td>Readings: 1) Schmitt, Chapter 3: <em>Meaning and organization</em>; 2) Schmitt, Chapter 4: <em>Word form and grammatical knowledge</em>; Schmitt, Chapter 8: <em>Teaching and learning vocabulary</em></td>
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| Feb. 8th   | **Topic:** The Lexical Approach and vocabulary teaching
              The Cognitive Approach and vocabulary teaching. |                              |
|            | Readings: 1) Lewis, Chapters 1 and 2 (scanned text)                      |                              |
| Feb. 15th  | **Topic:** Data driven vocabulary teaching: Concordances and collocations |                              |
|            | Readings: 1) Schmitt, Chapter 5: *The use of corpora in language studies*; 2) Shaw, Chapter 1: *Corpus Linguistics and Language Education* |                              |
| Feb. 22nd  | **COCA (Corpus of Contemporary American English)**
              **Topic:** Generating corpus data for lexical items
              Readings: Shaw, Chapter 2: *Frequency Knowledge and Example sentences*; Chapter 3: *Part of speech knowledge* | Assignment 2 is given.       |
|            | **LAB 139**                                                            |                              |
| Feb. 29th  | **Topic:** Using corpus data to develop vocabulary teaching materials
              Readings: Shaw, Chapter 6: *Collocational knowledge*  
              Lewis, Chapters 6 and 7 (scanned text) | Assignment 2 is due         |
|            | **LAB 139**                                                            |                              |
| March 7th  | **Topic:** GLOWBE
              Corpus Of Global WebBased English  
              Ref: Class handout and sample materials | **Mid-term exam is given**   |
<p>|            | <strong>LAB 139</strong>                                                            |                              |</p>
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td>March 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td><strong>Work with COCA</strong>&lt;br&gt;&lt;br&gt;<strong>Topic</strong>: Generating data for grammatical items&lt;br&gt;Readings: Shaw, Chapter 6: <em>Collocational knowledge</em></td>
<td>Mid-term exam is due.&lt;br&gt;Assignment 3 is given</td>
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<td>March 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Topic</strong>: Using corpus data to develop grammar teaching materials&lt;br&gt;Ref: Class handout and sample materials</td>
<td>Assignment 3 is due&lt;br&gt;Assignment 4 is given</td>
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<td>April 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Work with COCA</strong>&lt;br&gt;&lt;br&gt;<strong>Topic</strong>: Generating data for morphological items.&lt;br&gt;Readings: Shaw, Chapter 4: <em>Morphological knowledge</em></td>
<td>Assignment 4 is due&lt;br&gt;Assignment 5 is given</td>
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<td>April 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Topic</strong>: Developing teaching materials for building learners’ morphological competence&lt;br&gt;Ref: Class handout and sample materials</td>
<td>Assignment 5 is due&lt;br&gt;Assignment 6 is given</td>
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<td>April 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Topic</strong>: Assessing L2 vocabulary knowledge&lt;br&gt;Readings: Schmitt, Chapter 8: <em>Assessing vocabulary knowledge</em></td>
<td>Assignment 6 is due.</td>
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<td>April 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Student presentations of vocabulary building materials&lt;br&gt;Constructive feedback and peer evaluations</td>
<td>Assignment 6 is due.</td>
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<tr>
<td>May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Student presentations of grammar building materials&lt;br&gt;Constructive feedback and peer evaluations</td>
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<tr>
<td>May 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday of Final exams week&lt;br&gt;The class will not meet on this Monday.</td>
<td>Portfolios are due</td>
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