ESKİŞEHİR OSMANGAZİ UNIVERSITY – FACULTY OF EDUCATION

Foreign Language Education Department - English Language Teaching - 2024-2025 Fall Term

17181320 TEACHING ENGLISH VOCABULARY

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**COURSE DESCRIPTION**

**TEACHING ENGLISH VOCABULARY** covers essential information on various aspects of what vocabulary knowledge means, how it is learned, how English vocabulary is presented, taught and tested, and how learners may benefit from vocabulary learning strategies. This course will introduce you to the elements of vocabulary teaching in the classroom, various text types that can be used in class, resources such as dictionary and compilation and vocabulary teaching techniques, exam question types that can be used to measure English vocabulary, and teaching/learning strategies that support students' vocabulary learning. You will create links between your lexical knowledge and methodological knowledge.

**The number of words** an L2 learner needs to know depends on their needs. During your faculty education, which you supposedly started as a B1/B2 Independent User according to the CEFR criteria, you need to be aspiring to the level of C2 Proficient User, who “*Can express themselves spontaneously, very fluently and precisely,* ***differentiating finer shades of meaning*** *even in the most complex situations*”. Bear in mind that learning words takes time. Develop your ‘self-directed learning’ strategies to speed up rather than solely relying upon ‘incidental learning’. **Expand your vocabulary knowledge** and support your learning by the concepts you are equipped with in this course, such as repetition, rote learning, retrieval, spacing and distributed practice.

There are two word classes: lexical (open class) and functional (closed class). Traditionally, the **teaching of vocabulary** deals with *lexical words* (usually nouns, verbs, adjectives, adverbs) whereas function words (e.g. preposition, article, pronoun) are focused in the domain of grammar teaching.

At the end of the course, teacher candidates will be able to;

* demonstrate and apply knowledge of basic and further aspects of vocabulary knowledge,
* understand how words are learned and its implications for teaching,
* identify classroom (ELT) sources and authentic sources of words,
* demonstrate an understanding of presenting vocabulary items involving the learners,
* exemplify how to relate and practise words in decision-making and production tasks,
* assess the different ways of testing vocabulary,
* prepare activities as part of a lesson plan, which implement vocabulary teaching and testing, and
* apply knowledge of strategy training to develop good vocabulary learners.

**COURSE MATERIALS**

Thornbury, S. (2002). *How to teach vocabulary*. Pearson Education.

Tokaç Kan, A. (2020). *Computer-Assisted Vocabulary Instruction*. Çizgi Kitabevi.

**Further Reading:**

Webb, S. & Nation, P. (2017). *How vocabulary is Learned*. OUP.

Harmer, J. (2007). *The practice of English language teaching*. Pearson Education.

Harmer, J. (2012). *Essential teacher knowledge: Core concepts in English language teaching.* Pearson.

Webb, S. (Ed.) (2020). *The Routledge handbook of vocabulary studies*. Routledge.

**COURSE OUTLINE**\*

The following contents will be studied mainly fromThornbury (2002) and supplemented from Kan (2020).

WEEK 01 Introduction to the course

WEEK 02 **What’s in a word?**(Chapter 1)

WEEK 03 **How words are learned** (Chapter 2)

WEEK 04 **Classroom sources of words** (Chapter 3)

WEEK 05 *Office meeting with the instructor*

WEEK 06 **Texts, dictionaries and corpora** Chapter 4

WEEK 07 Revision

WEEK 08 MID-TERM EXAM

WEEK 09 **How to present** vocabulary (Chapter 5)

WEEK 10 **How to put words to work** (Chapter 6)

WEEK 11 **Teaching word parts and word chunks** (Chapter 7)

WEEK 12 **How to test vocabulary** (Chapter 8)

WEEK 13 **How to train good vocabulary learners** (Chapter 9)

WEEK 14 Review of the contents studied

WEEK 15 Overview of the term - Course evaluations

(\*) The instructor has the right to make any changes in the course requirements and in the course outline.

**TERM ASSESSMENT**

1. **Assignment**: 20%
2. **Visa exam**(pen-and-paper test):20%
3. **Final exam**(pen-and-paper test):60%

The assignment mark consists of an annotation of a research article regarding vocabulary learning and/or teaching.

1. Search the journals given below to find an article. Make it confirmed by the instructor during the course hour in W05. Write a 1-page annotation (200-300 words) (any use of ChatGPT or any AI detection will cause a zero in your marking. (You should know what you are writing about.)
2. Upload your article annotation to Canvas the following week (W06).

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| ***Journal title****:* | *Publisher:* |
| [Language Learning & Technology](https://www.lltjournal.org/)  | (OASIS) |
| [Foreign Language Annals](https://onlinelibrary.wiley.com/journal/19449720)  | (Wiley) |
| [Language Learning](https://onlinelibrary.wiley.com/journal/14679922)  | (Wiley) |
| [Modern Language Journal](https://onlinelibrary.wiley.com/journal/15404781) | (Wiley) |
| [TESOL Journal](https://onlinelibrary.wiley.com/journal/19493533)  | (Wiley) |
| [Computer Assisted Language Learning](https://www.tandfonline.com/toc/ncal20/current)  | (Taylor & Francis) |
| [Studies in Higher Education](https://www.tandfonline.com/toc/cshe20/current) | (Taylor & Francis) |
| [System](https://www.sciencedirect.com/journal/system/issues)  | (ScienceDirect) |
| [Journal of Second Language Writing](https://www.sciencedirect.com/journal/journal-of-second-language-writing/issues) | (ScienceDirect) |
| [Linguistics and Education](https://www.sciencedirect.com/journal/linguistics-and-education/vol/78/suppl/C)  | (ScienceDirect) |
| [Language Teaching Research](https://journals.sagepub.com/home/ltr)  | (Sage) |

HOW TO WRITE THE ARTICLE ANNOTATION

1. Search last 5 issues of the given journals. You can use such search terms as: *vocabulary, lexis, lexical, lexicon, glosses, glossary, word learning, dictionary, thesaurus, terminology, jargon, slang words*.
2. During W05 classes, you will show your printed article and its outline to get it confirmed. (If you do not come to the office for this purpose, your annotation work will be marked over 5% instead of 20%).
3. Write the annotation including: 1-a summary 2- your evaluation/critique of the work. Useful questions:
* *What are the main points of the work?*
* *What is the author’s position on the topic? What credentials does the author have to speak to this topic?*
* *How well does the author make his/her point?  Is the author convincing?*
* *How useful is this work to your research?*
* *Are there important points that you want to remember?*
* *What is your reaction to the work?*

FORMAT

Times New Roman 12-pt, 1.5-spacing, proper 1.27 cm indent after the first line of the article reference, “normal” page margins, APA-style reference. Remember your Writing Skills courses in the ELT program. Proofread for spelling, punctuation, grammar, etc. Write in a blank MS Word document.

**COURSE POLICIES**

HONESTY POLICY

Students are expected to meet the prescribed requirements of the laws and regulations all along the course, and **submit their own work in studies and evaluations**. You can refer to other sources, get inspired by the work of others, but all the statements in your own work must be of your own. ***Plagiarism***, using someone else’s ideas and work without giving them any kind of credit, will result in the failure of the course. Those who do not comply with this will be considered as they acknowledged the relevant sanctions from the outset.

ATTENDANCE AND COUNSELLING

You must record your **attendance** yourself regularly. Even if you are a repeater student, quality class interaction with your peers and instructor will contribute to the expected increase in your knowledge and skills. Missing classes may result in failing the course. You need to make up the sessions if you should miss one. You are officially required to attend at least 70% (ten weeks) of all the course hours.

You can visit and ask me any question whether relevant or irrelevant to the course within my office hours scheduled on my weekly program at my office door. For private matters you can ask for appointments.