Overview: Do not let the name of this course scare you off. This is not a linguistics course as such. Rather, this course explores the lexical element in language and looks specifically at corpus and related on-line tools and how they might be used to enhance the teaching of language as a predominantly lexical entity to EFL learners. In essence, this three-hour-per-week course is designed to provide students with a course in issues and practices related to the teaching and development of EFL vocabulary focusing on corpus and other computer assisted tools. Although the goals of this class are practical, there will be some theory involved centering mostly on aspects of lexis/vocabulary. In this course we will be taking the widening viewpoint that vocabulary is the central component of language and that teaching language should revolve around different aspects of vocabulary and how they interact with and shape other aspects of language. This is most fitting here because it is through extensive study of corpus that linguists can observe these connections in real language use. Further, it is from corpus use that teachers can help their students better understand real language use Thus, we will learn how to use this corpus-based approach as a tool for helping our students learn English better.

Objectives: This course has three main goals; (1) to improve the students’ knowledge of how the different components of language interact through lexis (vocabulary), (2) to get a feel for the array of different on-line and corpus-based tools available for a usage-based approach to language, and (3) to get the students to develop teaching perspectives which in which they can use this new knowledge. By the end of the course, all students will have a much better idea of how languages really work and are used, particularly in relation to the various roles word units play in language as well as the different corpus and related tools available which document and allow us to explore these roles in real language. This knowledge should enable teachers to carry out more theoretically sound approaches to the teaching of EFL vocabulary making use of such computer-based tools.

Texts
Primary Texts:
Anderson, W. and Corbett, J. (2009). Exploring English with online corpora. New York: Palgrave. This short book will be used as a way of complementing the main text. It offers up-to-date and concise explanations of some of the key ideas we wish to explore in relation to using corpora.
O’Keeffe, A., McCarthy, M. and Carter, R. (2007). From corpus to classroom: Language use and language teaching. Cambridge: CUP. This is going to be our main textbook and we will cover all of its sections. It provides a practically-oriented treatment of vocabulary-related phenomenon from a corpus-based perspective.

Additional Texts:
In addition to books above, we will devote a bit of time in the class to a discussion of more pedagogical-based aspects of aspects of vocabulary and vocabulary teaching. The materials from these books will be provided students.
Winter Reading Project:
Over the winter break and before the class actually begins, everyone is required to read the rather simple and entertaining introduction to the mental lexicon shown below. This book should provide a basic background in the nature of lexis which will be further explored in this class. The reaction paper to this reading is due the second week of class (March 9th) and is counted as the first assignment for this course.


More information on this assignment is available on my website. Please go to the relevant file under this course, Winter Reading Project, and familiarize yourself with the project and the options.

**Methodology**

**Language Policy:** Following the international model upon which this MA rests, students are expected to produce all course work in English. This means all writing assignments must be in English. Linguistic behavior in the classroom should be conducted in a way that is non-exclusionary. Language use should be used appropriately as a means of enhancing and integrating understanding of the course content, not as a way of avoiding other languages or individuals.

**Classroom:** In the classroom, there will be both direct lecturing and more discussion-oriented activities and tasks. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions. There are no clear-cut answers to any of these issues we will discuss together in class. Students need to come to class ready with their own ideas and are expected to have further questions and points they wish to discuss. In order to do this they need to do the reading. Please, always come prepared or you will be lost and will not be able to perform well in class.

**Attendance:** Students are expected to attend all scheduled classes. Two or more absences will result in a significantly lowered final grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and assigned in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible, but bear in mind that there is no such thing as an excused absence.

**Assignments**

**Reading:** The most important assignment for this class is to do the reading every week and be ready to fully participate in class. If students do not do the reading or strive to understand it, they will have difficulty in following the class and ultimately, in doing their assignments. All
the readings are posted in the syllabus and students will be informed of any changes in advance.

**Written Assignments**: All together, there will be eight (8) different written assignments for this class. This basically makes 7 regular short writing assignments and the final project. The writing assignments generally occur in two-week intervals. The written assignments will be based on the reading and what we do in class and will be a mix of theoretical content (through reactions to and extensions of the reading) and actual projects that the students will undertake partially in class.

**Materials Search**: In this assignment each week (starting from week 2) students need to search for a useful website or on-line application that is useful for vocabulary development. The student will simply post a link to the site or the site where the application is procurable into a special space set up for this purpose. Each student needs to post up one link per week. By the end of the course we will hopefully have put together a vast set of useful resources for people to use. We will be posting these materials (links to materials) into a special group page on Edmodo (https://www.edmodo.com/home#/group?id=19075613). You will need to sign up for this when the class begins.

**Final Project**: This will be where you get to show creatively how you can use the knowledge acquired in this course in a more practical sense. Basically, this will be a 15 to 20-page paper that is a general revision and vast extension of one of the smaller writing assignments done earlier. More specific information about this will be made available during the course.

**Grades**: Final grades will be based on performance in the following categories.

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<th>Category</th>
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<tr>
<td>Writing Assignments</td>
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<tr>
<td>Materials Search</td>
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<tr>
<td>Participation</td>
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<tr>
<td>Final Project</td>
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Instructor: Stephen P. van Vlack  
Office: Haengpa Faculty Building 206  
Telephone: 2077-7761  
e-mail: vxvlack@gmail.com

P.S. There is also a complimentary website for this class. I will be posting assignments, notes, and voice files each week, so make sure you go and look. The address for the website is: http://www.udindfor.com  
From the main page you need to go to the Current Courses page and from there just click the name of the course. It is easy. Also, feel free to explore all the different things located within the site.