Week 1 - Backgrounds
• Day 1 - Tuesday, September 1
We start the course by discussing backgrounds. First we will discuss the backgrounds of the course, offering introductions to the topic and the way the course will run. Then I will provide a survey that deals with the students’ knowledge and feelings about vocabulary, both as an area of linguistic competence and as something they are endeavoring to get their heads around in a more general, inclusive sense.


Week 2 – History of Vocabulary Teaching
This week we review some of the ways people have tried to learn/teach vocabulary in an additional language. We review some of the most popular approaches and discuss what aspects of vocabulary these have tended to focus on.
• Day 1 - Tuesday, September 6
On this first day we look at some of the specific language teaching methodologies that have been popular and examine the position of vocabulary within those different language teaching methodologies. Different specific techniques will be discussed in their relation to certain methods.
• Day 2 - Thursday, September 8
In this class we look more generally at the different approaches one can take to vocabulary teaching/learning. Much of what we discuss in this course, of course, depends on how a method or approach envisions vocabulary. To get a feel for this we very quickly review some of the basic research into vocabulary. From this we will also better develop our own ideas of how vocabulary fits into language and language learning.

Week 3 – Introduction to Vocabulary
This week we look specifically at vocabulary, focusing briefly on two major points. The first of these is the idea of breadth. The breadth perspective of vocabulary involves trying to assess and develop the size of one’s vocabulary. The other point is that of depth. In depth we are trying to examine and enhance our knowledge of the complex nature of a word.
• Day 1 – Tuesday, September 13
The issue we explore in the first class this week is that of vocabulary size. Regarding size, there are two major issues – that of how many words there are in a language and how many of these do people know or need to know. We cover both issues in our exciting class today.
• Day 2 - Thursday, September 15 (Holiday – To be rescheduled)
In this class we make our first foray into the issue of lexical complexity. In essence, words are very complex entities composed of a huge amount of information bundled together. In this class we introduce issues that will come to form the core of the entire class – the different aspects of words that we need to know to be proficient users of a language.

**Homework:** Read Schmitt (2000) Chapter 3.

**Week 4 – Knowing a word – Meaning**
This week we tackle the big issue of word meaning. The big conclusion we draw is that meaning is not fixed. We need to find ways as learners and teachers to deal with the complexity and fluidity of word meaning.

- **Day 1 - Tuesday, September 20**
  This class we have a lot of fun looking at how words get their meaning. In this exciting class, we introduce a basic list of potential sources for meaning.

- **Day 2 - Thursday, September 22**
  In this class the goal will be to help students to understand how meaning is generated in a context on the basis of all the various potential sources. This is a fascinating topic and one that is central to understanding how vocabulary words at a basic level.

*Assignment 1 due.*
**Homework:** Read van Vlack (2013).

**Week 5 – Word Associations**
This week we take a slight detour and look more carefully at one specific aspect of word meaning, that of word associations.

- **Day 1 - Tuesday, September 27**
  van Vlack (2013) The Lexical Systems of Korean EFL Learners: Revelations from Word Association Tests
  On this day we introduce words associations. We take a look at what they are, their different types and why this is claimed to be important.

- **Day 2 - Thursday, September 29**
  On this day we look more deeply into word associations. We look at some of the different ways we can design and use word association tests as a way of eliciting information about our students and ourselves. We also discuss the implications of word associations on our view of vocabulary and meaning for additional language learners.

**Homework:** Read Schmitt (2000) Chapter 4.

**Week 6 – Knowing a word – Form**
In addition to meaning words are also defined by other properties. These include their forms and, in particular, patterns of use.

- **Day 1 - Tuesday, October 4**
  This class we cover issues related to forms. These relate to the graphemic and phonological forms of words and how they are learned and stored.

- **Day 2 - Thursday, October 6**
We examine the different grammatical aspects of words and how these are a necessary part of word knowledge. The argument goes that grammar is in fact not a separate entity at all and only exists as a part of word knowledge. To be able to use a given word at all effectively one needs a wealth of grammatical information stored as part of the word.


**Week 7 – Assessing Vocabulary Knowledge**
Now that we have a basic understanding of vocabulary we will review how we can test vocabulary.

- **Day 1 - Tuesday, October 11**
  On this first day of the week we look at some of the different concerns or variables that need to be taken into consideration when designing a vocabulary test. It should be clear at this point that vocabulary is a very complex and multifaceted entity. There is no one type of test that can adequately measure all aspects. Therefore, teachers and also learners need to consider what the test can and should measure.

- **Day 2 - Thursday, October 13**
  On the second day of this week, we look at the different types and formats for tools we can use to measure vocabulary knowledge.

*Assignment 2 due.*

*Homework:* Be happy!

**Week 8 – Midterm Week**
There is no reading for this week. This week we introduce the idea of keeping a lexis notebook. It is a basic introduction with practice and students who are interested can build on this to make their final project.

- **Day 1 - Tuesday, October 18**
- **Day 2 - Thursday, October 20**

**Week 9 – Corpus Linguistics**
This week we introduce the idea of corpus linguistics. We try to determine what a corpus is and how corpora are used.

- **Day 1 - Tuesday, October 25**
  Reppen (2010) Chapter 1: Corpora and language learning
  On this day we try to define what a corpus and examine what different design features they have.

- **Day 2 - Thursday, October 27**
  In this class we look at the different kinds of corpora that are a out there. We also look at ways in which they can be used.


**Week 10 – Using Corpora**
This week we look specifically at the ways that we might be able to use corpora to gather information about how language is actually used.

- **Day 1 - Tuesday, November 1**
Reppen (2010) Chapter 2: Using corpus studies to inform language teaching
This class, following Reppen (2010), we take a more general look at how we might use corpora to investigate language.

- Day 2 - Thursday, November 3

In this exciting day we look at some suggestions from Schmitt (2000) on how we might use corpora for looking into specific phenomena related to vocabulary. One of the revelations of corpus analysis is that actual language use is quite different from what we often find in course books.

**Homework:** Read Reppen (2010) Chapter 3.

**Week 11 – Using Corpora and other Internet-based Resources**
This week we look at the composition and specific features of different on-line tools that can used to help us better understand and learn vocabulary.

- Day 1 - Tuesday, November 8

Reppen (2010) Chapter 3: Using corpus Internet resources in the classroom
This class we look in some detail at a specific corpus. We will go through how one can use it. The idea is that some of these corpora are quite complicated and are not always easy to navigate, so we will go though carefully to see how we can do that.

- Day 2 - Thursday, November 10

In the second class this week we take a look at other Internet-based resources that are available for common use. Some of these are related and similar to corpus in design while others are a bit different and work on different principles, but they are generally simpler to use.


**Week 12 – Patterns in Vocabulary**
One of the biggest fallouts of the new corpus studies is that it is now clear that there are regular patterns in vocabulary use. This week we look at these patterns.

- Day 1 - Tuesday, November 15

In this class we introduce some of the different types of multi-word units that are clearly revealed to function more or less like words.

- Day 2 - Thursday, November 17

In this class we look at how these lexical units behave in actual language use. Basically we are looking at the ways in which words, including larger lexical units are patterned in discourse. This reveals some startling and often overlooked aspects of vocabulary.

*Assignment 3 due.*

**Homework:** Read O’Keeffe, McCarthy, and Carter (2007) Chapter 4.

**Week 13 – Idiomatic Uses of Language/Vocabulary**
This week we take another quick detour from our regular resources to investigate the idea of idiomaticity. If we are interested in looking at vocabulary from a usage-based perspective then we cannot ignore the central concern of idiomaticity. That is what we look at this week.

- Day 1 - Tuesday, November 22
O’Keeffe, McCarthy, and Carter (2007) Chapter 4: Idioms in everyday use and language teaching
In the first class this we look at idioms or what may also be termed fixed chunks. First, we look at this type, formation and use. Then we discuss their role in language use and learning.

- Day 2 - Thursday, November 24
On this day we expand the notion of idiomaticity beyond just fixed chunks. Looking at the nature of vocabulary items in general it should be clear that all word use is in some way idiomatic. We discuss the implications of this for language learning and teaching.


Week 14 – Vocabulary Learning
This week we take a quick look at how people actually learn vocabulary.

- Day 1 - Tuesday, November 29
Schmitt (2000) Chapter 7: Vocabulary acquisition
In this class we explore the central idea in vocabulary learning, that of the incremental nature of vocabulary learning. This basically means that people learn in small bits that somehow need to be connected together.

- Day 2 - Thursday, December 1
On this day we quickly review some of the different ways we can help enhance vocabulary learning in relation to the different types of word knowledge. We will also go over some basic strategies for vocabulary learning.

*Assignment 4 due.

Week 15 – Teaching and Learning Vocabulary
This week we look at some of the specific ways to teach or study vocabulary.

- Day 1 - Tuesday, December 6
Schmitt (2000) Chapter 8: Teaching and learning vocabulary
Here we explore the major issues at hand. Since we are now aware of the complexities of vocabulary it seems necessary to have to consider first several issues related to teaching or studying vocabulary.

- Day 2 - Thursday, December 8
In this class, taking those initial issues into consideration, we look at some of the specific approaches taken to learning and relearning new words. These include input as well as output-based approaches.

Homework: Prepare for the final project.

Week 16 – Final Issues
This week we tie up any loose ends by making up any missed classes and working on the final project.

- Day 1 - Tuesday, December 13
Work on the final project in class!

- Day 2 - Thursday, December 15
Work on the final project in class!

Homework: Enjoy your winter holidays.