

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Words and their Meanings
Course Code	: ENG2347
Department	: Department of Linguistics and Modern Language Studies (LML)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 2

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course provides grounding in concepts, theory and research underlying approaches to vocabulary teaching and learning. Topics covered include vocabulary knowledge, morphology, semantics, vocabulary learning strategies, teaching principles and assessment practices. This course focuses on morphological analysis of words, word formation processes, word relations and the application of relevant vocabulary theories into the Hong Kong school context.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO1 Analyse English words morphologically based on updated linguistic research and practice
- CILO2 Identify and exemplify major word formation processes and word relations based on updated linguistic research and practice
- CILO3 Apply knowledge of lexis, morphology and semantics to relevant vocabulary learning, teaching and assessment in creative and innovative ways
- CILO4 Contextualise vocabulary learning, teaching and assessment in the Hong Kong school context

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO1 Apply their understanding of vocabulary learning strategies to improve their vocabulary range, particularly words in UWL (University Word List) and AWL (Academic Word List) to facilitate their spoken and written English communication in academic, professional and multilingual contexts

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Introduction to Vocabulary Studies: <ul style="list-style-type: none">➤ Lexis, morphology and semantics➤ Basic concepts in English vocabulary studies➤ UWL and AWL	CILO1,2 CILLO1	Lecture, tutorial, academic reading, quiz.
● Morphology: <ul style="list-style-type: none">➤ The composition of English words➤ Morphemes (definitions and classifications)	CILO1 CILLO1	Lecture, tutorial, academic reading, quiz.
● Morphology: productivity and word formation processes.	CILO1 CILLO1	Lecture, tutorial, academic reading, quiz.

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
<ul style="list-style-type: none"> ● Semantics: <ul style="list-style-type: none"> ➤ Sense and meaning ➤ Lexical sets and semantic fields ➤ Lexical relations – synonymy, antonymy, and hyponymy 	<i>CILO2</i> <i>CILLO1</i>	Lecture, tutorial, academic reading, quiz.
<ul style="list-style-type: none"> ● Semantics: <ul style="list-style-type: none"> ➤ More lexical relations – prototype, homophony, homography, homonymy, and polysemy ➤ Denotation, connotation, and collocation ➤ Metonymy, anomaly, metaphor and idioms 	<i>CILO2</i> <i>CILLO1</i>	Lecture, tutorial, academic reading, quiz.
<ul style="list-style-type: none"> ● Vocabulary knowledge: <ul style="list-style-type: none"> ➤ Historical review of English words ➤ Lexical change and variation 	<i>CILO1</i> <i>CILLO1</i>	Lecture, tutorial, academic reading, quiz.
<ul style="list-style-type: none"> ● Vocabulary learning, teaching and assessment: <ul style="list-style-type: none"> ➤ Vocabulary acquisition/learning ➤ Mental lexicon ➤ Vocabulary learning strategies ➤ Vocabulary teaching principles, vocabulary error analysis ➤ Vocabulary assessment issues and practices 	<i>CILO3,4</i> <i>CILLO1</i>	Lecture, tutorial, academic reading and writing, quiz.

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) A portfolio (1200 – 1500 words) with analysis of the word formation processes of 15-20 lexical items taken from authentic contexts.	40%	<i>CILO3</i> <i>CILLO1</i>
(b) An Essay on a given topic (1800 words)	60%	<i>CILO1,2,3 & 4</i> <i>CILLO1</i>

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Nil

8. Recommended Readings

- Barcroft, J. (2015). *Vocabulary in language teaching*. London: Routledge.
- Baugh, A. C. & Cable, T. (2002). *A history of the English language* (5th ed.). Upper Saddle River, N.J.: Prentice Hall.
- Bauer, L. (1983). *English word-formation*. Cambridge: Cambridge University Press.
- Benson, P. (2002). Hong Kong words: Variation and context. In K. Bolton (Ed.), *Hong Kong English: Autonomy and Creativity* (pp. 161-170). Hong Kong: Hong Kong University Press.
- Carter, R. (2012). *Vocabulary: Applied linguistic perspectives*. London: Routledge.
- Carter, R., & McCarthy, M. (2014). *Vocabulary and language teaching*. London: Routledge. [Electronic Version]
- Coady, J. & Huckin, T. (1997) *Second language vocabulary acquisition*. (eds). Cambridge: Cambridge University Press.
- Cook, V. (2016). *Second language learning and language teaching* (5th ed.). New York: Routledge.
- Corson, D. J. (1995). *Using English words*. Dordrecht: Kluwer Academic Publishers.
- Collins Cobuild (1991). *English guides 2 – Word formation*. London: Harper Collins Publishers
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-218.
- Coxhead, A. (2019). Vocabulary and language for specific purposes. In *The Encyclopedia of Applied Linguistics*, C.A. Chapelle (Ed.). doi:[10.1002/9781405198431.wbeal1266.pub2](https://doi.org/10.1002/9781405198431.wbeal1266.pub2)
- Dang, T., Coxhead, A., & Webb, S. (2017). The academic spoken word list. *Language Learning*, 67(4), 959-997.
- Decarrico, J. S. (2001). Vocabulary learning and teaching. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. Boston: Heinle & Heinle Thomson Learning.
- Gardner, D., & Davies, M. (2014). A new academic vocabulary list. *Applied Linguistics*, 35(3), 305-327.
- Gu, P. Y. (2005). *Vocabulary learning strategies in the Chinese EFL context*. Singapore: Times Academic Press.
- Harley, H. (2017). *English words: A linguistic introduction*. Oxford: John Wiley & Sons.
- Hill, M. (2005). *Harsh words: English words for Chinese learners*. Hong Kong: Hong Kong University Press.
- Hung, T. (2002). The use of language corpora in the teaching of English. *Hong Kong Journal of Applied Linguistics*, 7(1), 34-48.
- Jackson, H. (2002). *Grammar and Vocabulary: A resource book for students*. London: Routledge.
- Jackson, H. & Amvela, E. (2007). *Words, meaning and vocabulary: An introduction to modern English lexicology* (2nd ed). London & New York: Continuum.
- Katamba, F. (2005). *English words* (2nd ed.). London and New York: Routledge.
- Katamba, F. & Stonham, J. (2006). *Morphology*. New York: Palgrave.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Leech, G., Rayson, P. & Wilson, A. (2001). *Word frequencies in written and spoken English*. Harlow, England: Longman.
- Nation, I. S. P. (1990). *Teaching & learning vocabulary*. Boston, Mass.: Heinle & Heinle Publishers.

- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge: Cambridge University Press.
- Nation, I. S. (2016). *Making and using word lists for language learning and testing*. John Benjamins Publishing Company.
- Nation, I.S.P. (2003) Vocabulary. In D. Nunan (ed.) *Practical English Language Teaching*. New York: McGraw Hill, pp. 129-152.
- Ma, Q. (2009). *Second Language Vocabulary Learning*. Bern: Peter Lang.
- Reppen, R. (2010). *Using corpora in the language classroom*. Cambridge University Press.
- Schmitt, N. & McCarthy, M. (1997). *Vocabulary: Description, acquisition and pedagogy*. (eds.). Cambridge: Cambridge University Press.
- Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Sinclair, J., & University of Birmingham. (1991). *Collins COBUILD English guides. 2, Word formation*. London: HarperCollins.
- Thornbury, S. (2002). *How to teach vocabulary*. Harlow, England: Longman.
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford: Oxford University Press.
- Yule, G. (2020). *The study of language* (7th ed.). Cambridge: Cambridge University Press. (Ch. 5, 6, 9 & 17)
- Xu, Z. (2010). *Vocabulary studies: Lexis, morphology and semantics*. Singapore: Pearson Education South Asia.

9. Related Web Resources

Cambridge Dictionaries Online: <http://dictionary.cambridge.org/>

Longman Dictionary of Contemporary English Online: <https://www.ldoceonline.com/>

10. Related Journals

Applied Linguistics
ELT Journal
Language Learning
Language Teaching Research System
TESOL Quarterly

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

12. Others

Nil

18 July 2025