

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

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| 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 Undergraduate, Taught Postgraduate 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 Analyze 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 Contextualize 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 | CILO _{1,2} CILLO ₁ | Lecture, tutorial, academic reading, quiz. |
| ● Morphology: <ul style="list-style-type: none">➤ The composition of English words➤ Morphemes (definitions and classifications) | CILO ₁ CILLO ₁ | Lecture, tutorial, academic reading, quiz. |
| ● Morphology: productivity and word formation processes. | CILO ₁ CILLO ₁ | Lecture, tutorial, academic reading, quiz. |
| ● Semantics: <ul style="list-style-type: none">➤ Sense and meaning | CILO ₂ CILLO ₁ | Lecture, tutorial, academic reading, quiz. |

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|---|---|--|
| <ul style="list-style-type: none"> ➤ Lexical sets and semantic fields ➤ Lexical relations – synonymy, antonymy, and hyponymy | | |
| <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>CILO_{3,4}</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>CILO_{1,2,3 & 4}</i> <i>CILLO₁</i> |

6. Required Text(s)

Nil

7. Recommended Readings

- Barcroft, J. (2015). *Vocabulary in language teaching*. London: Routledge.
- Baugh, A. C., & Cable, T. (2002). *A history of the English language*. Upper Saddle River, NJ: Prentice Hall.
- Benson, P. (2002). Hong Kong words: Variation and context. In K. Bolton (Ed.), *Hong Kong English: Autonomy and creativity*. 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.
- Collins Cobuild (1991). *English guides 2 – Word formation*. London: Harper Collins Publishers
- 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.
- Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-218.
- 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.
- 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.
- 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 & 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*. London: Longman.
- Nation, I. S. P. (1990). *Teaching & learning vocabulary*. Boston, MA: Heinle & Heinle Publishers.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nation, I. S. P. (2003) Vocabulary. In D. Nunan (Ed.) *Practical English language teaching*. New York: McGraw Hill, pp. 129-152.
- Schmitt, N., & McCarthy, M. (Eds.) (1997). *Vocabulary: Description, acquisition and pedagogy*. Cambridge: Cambridge University Press.
- Schmitt, N. (2013). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.
- Thornbury, S. (2002). *How to teach vocabulary*. London: Longman.
- Yule, G. (2010). *The study of language* (4th ed.). Cambridge: Cambridge University Press. (Ch. 5, 6, 9 & 17)
- Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford: Oxford University Press.
- Xu, Z. (2010). *Vocabulary studies: Lexis, morphology and semantics*. Singapore: Pearson Education South Asia.

8. Related Web Resources

Cambridge Dictionaries Online:
<http://dictionary.cambridge.org/>
Oxford Language Dictionaries Online:
<http://www.oxfordlanguagedictionaries.com/>

9. Related Journals

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

10. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

11. Others

Nil

17 January 2019