

## Aspects of vocabulary acquisition, learning and teaching

### A szókincs-elsajátítás, szókincstanulás és tanítás kérdései

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#### AIMS & SYLLABUS

This course is intended to provide insights into various aspects of vocabulary knowledge, acquisition and teaching, and to give impetus for independent research in the following areas:

1. The mental lexicon and the bilingual mental lexicon
2. First language and second language lexical acquisition
3. The role of formulaic language in lexical acquisition
4. Cross-linguistic influences in second language lexical acquisition
5. The role of vocabulary knowledge in L2 reading and the role of reading in vocabulary acquisition; incidental learning vs. teaching of vocabulary
6. Vocabulary in ESP teaching; problems of terminology and sub-technical vocabulary



The course presupposes some knowledge of current issues in semantics, second language acquisition and language testing. Accordingly, the list of readings does not include general introductions to the above areas. The main focus is on issues specifically related to the problems of vocabulary knowledge, acquisition and teaching.

**Specific aims:** The aim of the course is to provide an overview at PhD level of first and second language lexical storage and processing as well as to show students what is currently known about second language vocabulary acquisition, research and teaching. Topics to be covered: vocabulary size, breadth, depth and fluency of word knowledge; word frequency and lexical coverage; receptive vs. productive aspects of vocabulary acquisition, direct and indirect learning of vocabulary, lexicography, assessment of vocabulary knowledge, and the use of technology in learning words

**Requirements:** reading the chapters and articles & taking notes, attendance and active participation, short presentations on chapters/articles, a term paper

**Assessment:** on the basis of the presentations and research paper/review of literature as well as attendance and participation in the lessons

Week	Topics to be covered
1	Introduction; the role of vocabulary; basic terminology, needs analysis
2	The mental lexicon of L1 and bilingual learners; lexical storage and lexical access, the role of memory
3	How many words – vocabulary size, lexical coverage, frequency & lexical profiling
4	How words are learned – depth of vocabulary, lexical fluency
5	Explicit teaching vs. incidental vocabulary learning
6	Texts, dictionaries and corpora – lexicography, issues with translation
7	Formulaic language: lexical phrases and chunks; vocabulary learning strategies
	Autumn break
8	Spoken vs. written vocabulary; pattern grammar; how to research and measure vocabulary
9	Learning and researching vocabulary inside the classroom (the task-based approach in vocabulary teaching), ESP
10	Assessing and testing vocabulary
11	Researching the relationship between vocabulary and technology
	Rector's break
12	Individual consultation

Reading text(s):

Webb, S. (Ed.). *The Routledge handbook of vocabulary studies* (pp. 46-65). New York, NY: Routledge. (set chapters) + articles to be assigned weekly

Brigitta Dóczi graduated from Eötvös Loránd University, School of English and American Studies in 1999 and has been teaching various courses at the Department of English Applied Linguistics since that time. She obtained her PhD degree in 2012, and parts of her research were published by Oxford University Press in "Longitudinal developments in vocabulary knowledge and lexical organization", co-authored with Judit Kormos, her consultant. Her main fields of interest are second language vocabulary development as well as task-based teaching and materials design. She has extensive experience in teacher training, while still actively teaching English as a foreign language. Apart from offering courses related to vocabulary research, she also teaches research methodology to PhD students at the Faculty of Social Sciences and academic writing at CEU. Currently she is member of a research team that investigates the role of emotions and individual differences in EFL learning and has been responsible for the classroom observation part of the research project.