

LIN 4930 / 6905: Second Language Vocabulary

Dr. Theresa A. Antes

MWF 6th Period

212 Dauer Hall

MAT 151

273-3767

antes@ufl.edu

Office Hours M, F 9:30-10:20

W 1:55-2:45

& by appointment

COURSE DESCRIPTION Second Language Vocabulary examines the processes by which L2 learners acquire, store and produce vocabulary. We will begin the semester with a general overview of the L2 lexicon, including how many words learners need, and the role of vocabulary on proficiency, then move into various theories concerning the structure of the mental lexicon itself. From there, we will examine factors influencing vocabulary acquisition and use, such as frequency, cognate status, collocations, etc. We will end the semester with questions of assessment and pedagogy.

REQUIRED TEXTBOOK / READINGS There is one required textbook for this course:

- Webb, Stuart and Nation, Paul (2017). *How Vocabulary is Learned*. Oxford: OUP. ISBN: 978-0-19-440355-9

Additionally, we will read journal articles throughout the course of the semester, as listed on your syllabus. These articles are all available in pdf form on our Canvas course site. The day that these articles are discussed, students are asked to bring a copy of the article to class with them. This article may be electronic or hardcopy, but to facilitate discussion, all students must have a copy in front of them.

Students are expected to come to class having read all material listed for that class period, and prepared to discuss it in detail. Active participation in this discussion is an essential component of the course, and will form the basis for exam questions, discussion board posts, reaction papers and data analyses. I encourage you to come prepared to engage in the discussion and to ask questions, and this will likely enhance your success on graded components of the course. Students experiencing difficulties that interfere with class attendance / performance are encouraged to speak with their instructor immediately, and/or to contact a counselor U Matter We Care at www.umatter.ufl.edu.

COURSE REQUIREMENTS

The following elements make up the graded components of the course:

Reaction papers: Students will be required to turn in three reaction papers on assigned topics, as noted on your syllabus. These papers will be based on readings and/or assignments. For full credit, students should answer all questions completely, with reference to assigned readings and class discussions as they explain their reactions.

Discussion board posts: To continue discussions begun in class, and especially to link discussions between related journal articles, students will participate in three discussions on Canvas. Topics for the discussion board post will be announced prior to the day when the post is due. Students will be expected to respond to at least two classmates' posts during the three-day period following the initial post. Prolonged discussion is encouraged.

Exams: There will be three 50-minute exams in this course. Format of the exams will be discussed in class.

Perusall and class participation: The Perusall app will be enabled in Canvas. For journal articles, it will be expected that students will finish reading no later than 11:45 am on the assigned day, adding any questions concerning their reading and/or adding annotations using the Perusall app. These questions / annotations will be used, along with posted discussion questions, later in class. Class participation will also be noted on a daily basis. Active participation that thorough preparation of assigned materials is expected. Asking questions about material that has not been understood is a sign of preparation / participation, and is welcome.

Final exam (LIN 4930) / Final research paper (LIN 6905): Students registered for LIN 4930 will end the semester with a take-home exam. This exam will consist of essay questions drawing all aspects of the course together. Students registered for LIN 6905 will complete a final research paper on a topic related to L2 vocabulary. This topic must be approved no later than Nov. 14; presentations of work in progress will be made to the class on Dec. 5.

Grading System: The final grade for this course will be distributed in the following way:

Reaction Papers: 3 @ 8% = 24%

Discussion Board Posts: 3 @ 7% = 21%

Exams: 3 @ 10 % = 30%

Perusall / Participation = 10%

Final exam (4930) / Final Paper (6905) = 15%

Final Letter Grade: A=93-100; A-=90-92; B+=87-89%; B=83-86%; B-=80-82; C+=77-79%; C=73-76%; C-=70-72; D+=67-69%; D=63-66%; D-=60-62; E=below 60%. S is equivalent to C or better. The College of Liberal Arts and Sciences requires that students earn a final grade of C

or better (or S) in order satisfy general education requirements. Note that a C- does not satisfy this requirement; students must earn a C or better in the course in order to move on to the next course and satisfy general education requirements.

OFFICE HOURS: Will be held in person this semester at the times and location listed on p. 1. All students attending office hours are expected to wear a mask. Students who prefer may attend office hours virtually in my personal meeting room via Zoom: <https://ufl.zoom.us/j/9490848604>

ATTENDANCE AND LATE WORK POLICY: Students are expected to be in class every day, and to take an active role in class discussions, however. Unexcused absences will result in a significantly lowered participation grade. Late work, with the exception of exams, will be accepted with a 10% reduction per day, unless documentation is provided. All work may be completed early. If you know that you must be absent on the day of an exam, please see me for an alternate date.

ACADEMIC DISHONESTY: The University of Florida statement regarding academic honesty and more specifically “giving and/or receiving unauthorized aid on student’s work” reads as follows:

- “Giving information includes, but is not limited to, allowing other students to use or copy work or answers to exam questions either while the exam is being given or after having taken the exam.
- Further, the taking of information includes, but is not limited to, copying from the answers provided in the book or ancillary materials, copying from another student’s paper [...], using information already written in books, [...], or asking anyone, students or not to review and/or correct assignments.
- Students found in violation of this policy will be referred to the appropriate administration for appropriate action according to the student judicial process.

Students may view the entire UF honor code at :
<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

STUDENTS WITH DISABILITIES: The University of Florida policy related to accommodations for students with disabilities reads as follows:

“Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.”

Students who believe they may qualify for accommodations should contact the Dean of Students Office: <http://www.dso.ufl.edu/drc/current.php>

COURSE EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

USE OF ELECTRONICS IN CLASS: Use of electronics for anything other than coursework is distracting to both you and those seated around you, and will not be tolerated. It is expected

that you will silence all electronic equipment and will refrain from consulting email, social media or text messages during class. Use of electronics during an exam will result in a zero.

Health standards? Update this policy in August per UF guidelines

COURSE CALENDAR

Weeks 1 -3: Introduction and General Concepts: What Do We Learn When We Learn L2 Vocabulary?

Wed. Aug. 24 – Intro. Milton (2013) article – The Second Language Lexicon

Friday Aug. 26 - Webb & Nation Ch. 1 AND

Bilingualism: A Framework for Understanding the Mental Lexicon: Ch. 1

Discussion board post 1 due

Mon. Aug. 29 Webb & Nation Ch. 2

Wed. Aug. 31 Milton (2013) – contribution of vocab to proficiency

Fri. Sept. 2 Webb & Nation Ch. 3

Mon. Sept. 5 – Labor day – no class

Wed. Sept 7 – Bilingualism... Ch. 4 Meade & Dijkstra – Mechanisms underlying word learning in SLA

Reaction Paper Due

Fri. Sept. 9 – Discussion

Weeks 4 – 6 How is the bilingual lexicon structured? How does learning happen? Theoretical considerations

Mon. Sept 19 – **EXAM 1**

Wed. Sept. 21 – Freitas Perira Toassi and Borges Mota (2015) Lexical Access of bilinguals and multilinguals

Fri. Sept. 23 – Dufour and Kroll (1995) – Matching Words to Concepts

Mon. Sept. 26 – Dufour and Kroll (1995) continued

Wed. Sept. 28 – Brysbaert and Duyck (2010)

Fri. Sept. 30 – Van Hell (2002)

Discussion board post 2 due

Mon. Oct.3 -- Webb & Nation Ch. 4 (16 pp)

Wed. Oct. 5 -- Boers Ch. 2 Estimating the Chances of Incidental Acquisition

Fri. Oct. 7 – Homecoming – No Class

Weeks 7– 10: Factors contributing to vocabulary learning

Mon. Oct. 10 -- **Exam 2**

Wed. Oct. 12 – Hashimoto & Egbert (2019) More than Frequency? Exploring predictors of word difficulty...

Fri. Oct. 14 – Crossley, Salsbury & Kyle (2016) A Usage-Based Investigation of L2 Lexical Acquisition

Mon. Oct. 17 – Szabo (Ch. 10 – Booth & Clenton) – pp 162-8: Cognates: definitions, linguistic & cognitive perspectives; Start Costa & et al. 2000

Wed. Oct. 19 -- Costa & et al. 2000 – Cognate facilitation

Fri. Oct. 21 – Hoshino & Kroll 2007 – Cognate facilitation

Reaction Paper Due

Mon. Oct. 24 -- Sheng et al (2016) – Cognate advantage **OR** Jiang & Pae (Ch. 2 – Booth & Clenton) – Pseudohomophone effect

Wed. Oct. 26 -- Henriksen (2013) (Milton 2013 edited volume) – overview of L2 collocational research – Definitions, psycholinguistic reality, etc.

Fri. Oct. 28 -- Wolter (2006) Lexical Network Structures and L2 Vocabulary Acquisition

Mon. Oct. 31 -- Obukadeta (Ch. 8 – Booth & Clenton) – Collocations

Wed. Nov. 2 -- Discussion

Fri. Nov. 4 – **Exam 3**

Weeks 11-12 Measuring Second Language Vocabulary

Mon. Nov. 7 -- Gyllstad chapter (Milton 2013 edited volume)

Wed. Nov. 9 -- Szabo – Ch. 10 (Booth & Clenton edited volume) – pp. 168 to end

Fri. Nov. 11 – Veteran’s Day – No Class

Mon. Nov. 14 – Zhang and Koda (2017) Assessing L2 Vocabulary Depth

Wed. Nov.16 – Wang-Taylor and Clenton (2022) Exploring the Relationship between Vocabulary Size and Speaking

Fri. Nov. 18 -- Webb and Nation Ch. 7

Discussion board post 3 due

Weeks 13– 15: Developing Autonomous Learners – L2 Vocabulary Resources

Mon. Nov. 21—Webb, Yanagisawa & Uchihara (2020) How Effective are Intentional Vocabulary Learning Activities?

Wed. Nov. 23 – Fri. Nov. 25 – Thanksgiving Break – No Class

Mon. Nov. 28 -- Webb and Nation Ch. 9

Wed. Nov. 30 – Kim, Kang and D’Arienzo (2021): Implementation of an Uncontrolled, Real-World Task

Reaction Paper Due

Fri. Dec. 2– Discussion – Websites / Apps

Mon. Dec. 5 – Grad student presentations

Wed. Dec. 7 – Last day of class - conclusions

This syllabus may be adjusted at any time for pedagogical purposes.