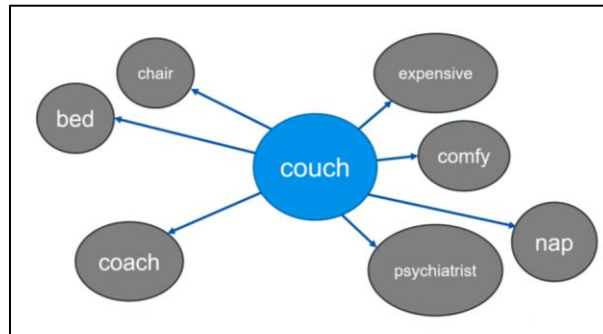SPN 6735 (Section 26493) / LIN 7725

IN OTHER WORDS:
APPROACHES TO SECOND LANGUAGE VOCABULARY LEARNING

Tuesdays Period 4 (10:40-11:30am) | Thursdays Periods 4-5 (10:40am-12:35pm)

MAEB 229

INSTRUCTOR INFORMATION

Instructor: Dr. M. Gabriela Puscama
Office: 003d Dauer Hall
Email: mpuscama@ufl.edu **(preferred method of communication)**
Phone: 352-273-3761
Office hours: Mondays 3:00-4:30pm, Tuesdays 12:00-1:30pm (in person only), or by appointment (in person or through Zoom)

About the instructor
(https://mgpuscama.github.io/site/)

COURSE GOALS AND OBJECTIVES

This course provides an overview of topics and theories in second language vocabulary learning, with a focus on the linguistic, cognitive, and pedagogic aspects of learning words in a new language during adulthood. The course will explore in depth different angles of L2 vocabulary, through topics that include lexical access and processing, instructed learning, immersion, learning through technology, word associations and networks, vocabulary breadth and depth, incidental learning, the role of the L1, and vocabulary assessment. Students will be encouraged to build on previous and/or current interests and to pursue them within approaches to L2 vocabulary learning.

Through engagement in critical discussions and assignments, students in this course will:
- gain an understanding of topics with a long-standing tradition in the literature on L2 vocabulary learning, as well as important directions that have emerged in recent years;
- develop critical understanding of current methodological approaches as well as their application to research in L2 vocabulary learning;
- be able to investigate issues in L2 vocabulary learning in connection with their own research interests;
- critically assess and review a colleague's work, by providing rigorous and respectful feedback.

COURSE MATERIALS

There is no textbook for this class. The articles and chapters listed on the Bibliography are available digitally through the university libraries, interlibrary loan, or open access sources. The instructor will provide the full reference for each article, and you will be responsible for finding it. This exercise will help you improve your bibliography search skills, which is indispensable to conduct research successfully. Links to resources on how to use the library search engine as well as interlibrary loan services are posted on Canvas.

ASSESSMENT

Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 93-100	C(S) = 73-76.99
A- = 90-92.99	C-(U) = 70-72.99
B+ = 87-89.99	D+ = 67-69.99
B = 83-86.99	D = 63-66.99
B- = 80-82.99	D- = 60-62.99
C+ = 77-79.99	E = 0-59.99

For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at catalog.ufl.edu/UGRD/academic-regulations/grades-grading- policies/.
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Graded Course Components

- Participation = 10%
- Weekly Perusall Discussion = 15%
- Article Discussion = 15%
- Annotated Bibliography = 10%
- Final Paper Introduction Draft = 10%
- Introduction Draft Peer Review = 15%
- Final Paper = 25%

Participation (10%)

In a graduate seminar, discussion is essential to get the most out of the course. You should read the materials assigned before each class and be prepared to engage in meaningful exchange of ideas and support your arguments with the literature. Additionally, outside of class, engagement with the content and your classmates is expected (e.g., responding to classmate's comments/questions on Perusall, see "Weekly Perusall Discussion" below). **All interactions with your instructor and your classmates must be conducted in a respectful manner**.

- Attendance is expected in all class sessions. Missing class is not allowed, except for university-approved absences (see "POLICIES" section, below). In order for absences to be excused, they must be justified, properly documented, and discussed with the instructor in a timely manner.

Weekly Perusall Discussion (15%)

Perusall is a collaborative reading platform that we will be using to prepare for class discussion. From the list of readings for each week, 1 paper will be marked as a target **(T)** reading on the calendar. You must still read and be prepared to discuss all the papers listed for each week, and the target paper is just the focus of this assignment. The target papers will be posted weekly on Perusall. You are required to make at least 4 meaningful posts on each target paper. At least 1 of the 4 posts must be a discussion question. In each post/question you are free to focus on the overall ideas of the paper, methodological issues, theoretical implications, or any other aspect you found interesting and/or discussion worthy. These posts are due 24 hours before we meet (i.e., Monday by noon each week), and they will be addressed during our class discussion. Since unforeseen circumstances may arise, each student gets one (1) free pass for this assignment. Thus, you may miss one weekly Perusall discussion without any penalties. Examples of good and bad discussion comments/questions will be posted on Canvas.

Article Discussion (15%)

During the semester, you will choose one article from the schedule that interests you and lead the class discussion. The article cannot be the target paper for that week. You will be responsible for summarizing the main points of the paper and its relevance and facilitating the group discussion by preparing insightful questions. A grading rubric for this assignment will be posted on Canvas.

Annotated Bibliography (10%)

In preparation for the final paper (see "Final Paper" below), you will compile a list of at least eight (8) empirical articles relevant to your project. These articles must be new readings, not cited in our course Bibliography. Each source should be properly cited in APA style and accompanied by a summary of the main points, including motivation, research questions, methodology, results, implications, and relevance for your paper. Examples and a grading rubric will be posted on Canvas.

Final Paper Introduction Draft (10%)

Before submitting your final paper, you will draft and submit the introduction section for review (~5-6 pages). You will receive feedback from your instructor and from two classmates, anonymously (see "Introduction Draft Peer Review" below). A grading rubric will be posted on Canvas.

Introduction Draft Peer Review (15%)

Providing constructive feedback is an important aspect of academic work. You will conduct a double-blind peer review of the introduction drafts. Each student will review two drafts and suggest major and minor revisions for them. Even though the process will be completely anonymous, you will be evaluated on your ability to criticize someone else's work respectfully and constructively, while being rigorous in your critique. Your comments will have no bearing on your classmates' grades. Examples and a grading rubric will be posted on Canvas.

Final Paper (25%)

To culminate the coursework, you will submit a final paper (~20 pages double spaced) on a topic of your interest within L2 vocabulary acquisition. You are free to write a theoretical paper, a research proposal, or an empirical paper (if you already have pilot data to share). The topic should be chosen in consultation with the instructor before the annotated bibliography is due. You will be evaluated on the final product of the paper, but also on your ability to incorporate the feedback you received from your instructor and from your peers during the review process.

CALENDAR

This calendar is subject to changes for pedagogical or logistical motivations. To the extent possible, students will be notified in advanced of any such changes.

The articles are listed in the suggested order of reading. You can find the full references in the Bibliography after the calendar. Target papers for the weekly Perusall discussions are marked as **(T)**.

DATE	TOPIC & READINGS (to be completed prior to class)	OTHER ASSIGNMENTS
Th 08/25	Introduction to the course	Read syllabus and choose a topic from the schedule to lead discussion.
Tu 08/30 Th 09/01	**Vocabulary and L2 communication: The relevance of words** Meara (1996) **(T)** Uchihara & Clenton (2020) Hwang et al. (2020)	Perusall Practice due M 08/29 by noon
Tu 09/06 Th 09/08	**What does it mean to know a word?** González-Fernández & Schmitt (2020) **(T)** Elgort (2022)	Perusall discussion 1 due M 09/05 by noon
Tu 09/13 Th 09/15	**Lexical access and vocabulary processing in an L2** **(T)** Cook & Gor (2015) Darcy et al. (2013)	Perusall discussion 2 due M 09/12 by noon
Tu 09/20 Th 09/22	**L2 vocabulary breadth and depth** Nation (2006) **(T)** Read (2004) Vermeer (2001)	Perusall discussion 3 due M 09/19 by noon
Tu 09/27 Th 09/29	**L2 word associations and semantic networks** Meara (1992) Fitzpatrick & Thwaites (2020) **(T)** Zhao & Li (2010)	- Perusall discussion 4 due M 09/26 by noon - Schedule an **appointment** with instructor for the Week of 10/03-10/07 to discuss **final paper topic**. Submit Doodle poll by **F 09/30** at noon.
Tu 10/04 Th 10/06	**The role of the L1 in L2 vocabulary learning and processing** Jiang (2004) **(T)** Sunderman & Kroll (2006)	Perusall discussion 5 due M 10/03 by noon
Tu 10/11 Th 10/13	**Beyond the word: Collocations and idioms in L2** **(T)** Pulido & Dussias (2020) Zyzik (2011)	Perusall discussion 6 due M 10/10 by noon
Tu 10/18 Th 10/20	**Instructed L2 vocabulary learning** González-Fernández & Schmitt (2017) **(T)** Schmitt (2008) Laufer (2005)	- Perusall discussion 7 due M 10/17 by noon - **Annotated bibliography** due **W 10/19** by midnight
Tu 10/25 Th 10/27	**Incidental L2 vocabulary learning** Bordag et al. (2015) **(T)** Montero Perez (2020)	Perusall discussion 8 due Monday 10/24 by noon

Tu 11/01 Th 11/03	**Learning L2 vocabulary with technology** Elgort (2018) Hsiao et al. (2017) **(T)** Tseng et al. (2020)	- Perusall discussion 9 due M 10/31 by noon - **Paper intro draft** due **W 11/02** by midnight
Tu 11/08 Th 11/10	**Immersion and L2 vocabulary acquisition** Milton & Meara (1995) Pizziconi (2017) **(T)** Malt et al. (2015)	Perusall discussion 10 due M 11/07 by noon
Tu 11/15 Th 11/17	**Assessing L2 vocabulary knowledge: Some experimental methods** Li et al. (2017) Eguchi & Kyle (2020) **(T)** Schmidtke (2014)	- Perusall discussion 11 due M 11/14 by noon - **Peer review** due **W 11/16** by midnight
Tu 11/22	Catch up day	TBD
Th 11/24	Thanksgiving – No classes	-
Tu 11/29 Th 12/01	-	Writing bootcamp
Tu 12/06	Course conclusion	-

Final papers are due on Monday 12/12 by 5:00pm.

BIBLIOGRAPHY of COURSE READINGS

Bordag, D., Kirschenbaum, A., Tschirner, E., & Opitz, A. (2015). Incidental acquisition of new words during reading in L2: Inference of meaning and its integration in the L2 mental lexicon. *Bilingualism: Language and Cognition*, *18*(3), pp. 372-390.

Cook, S. V., & Gor, K. (2015). Lexical access in L2: Representational deficit or processing constraint? *The Mental Lexicon*, *10*(2), pp. 247-270.

Darcy, I., Daidone, D., & Kojima, C. (2013). Asymmetric lexical access and fuzzy lexical representations in second language learners. *The Mental Lexicon*, *8*, pp. 372-420.

Eguchi, M., & Kyle, K. (2020). Continuing to explore the multidimensional nature of lexical sophistication: The case of oral proficiency interviews. *The Modern Language Journal*, *104*(2), pp. 381-400.

Elgort, I. (2018). Technology-mediated second language vocabulary development: A review of trends in research methodology. *Computer Assisted Language Instruction Consortium*, *35*(1), pp. 1-29.

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Fitzpatrick, T., & Thwaites, P. (2020). Word association research and the L2 lexicon. *Language Teaching*, *53*, pp. 237-274.

González-Fernández, B., & Schmitt, N. (2017). Vocabulary acquisition. In: S. Loewen & M. Sato (Eds.). *The Routledge Handbook of Instructed Second Language Acquisition* (pp. 280-298). New York: Routledge.

González-Fernández, B., & Schmitt, N. (2020). Word knowledge: Exploring the relationships and order of acquisition of vocabulary knowledge components. *Applied Linguistics*, *41*(4), pp. 481-505.

Hsiao, I. Y. T., Lan, Y.-J., Kao, C.-L., & Li, P. (2017). Visualization analytics for second language vocabulary learning in virtual worlds. *Educational Technology & Society*, *20*(2), pp. 161-175.

Hwang, J. K., Mancilla-Martinez, J., McClain, J. B., Oh, M, H., & Flores, I. (2020). Spanish-speaking English learners' English language and literacy skills: The predictive role of conceptually-scored vocabulary. *Applied Psycholinguistics*, *41*(1), pp. 1-24.

Jiang, N. (2004). Semantic transfer and its implications for vocabulary teaching in a second language. *The Modern Language Journal*, *88*(3), pp. 416-432.

Laufer, B. (2005). Focus on form in second language vocabulary learning. In S. H. Foster–Cohen, M. Garcia–Mayo, & J. Cenoz (Eds.). *EuroSLA yearbook: Volume 5* (pp. 223– 250). Philadelphia, PA: John Benjamins.

Li, M., Jiang, N., & Gor, K. (2017). L1 and L2 processing of compound words: Evidence from masked priming experiments in English. *Bilingualism: Language and Cognition*, *20*(3), pp. 384-402.

Malt, B. C., Li, P., Pavlenko, A., Zhu, H., & Ameel, E. (2015). Bidirectional lexical interaction in late immersed Mandarin-English bilinguals. *Journal of Memory and Language*, *82*, pp. 86-104.

Meara, P. (1992). Network structures and vocabulary acquisition in a foreign language. In P. J. L. Arnaud and H. Béjoint (Eds.). *Vocabulary and Applied Linguistics* (pp. 62-70). UK: Palgrave Macmillan.

Meara, P. (1996). The dimensions of lexical competence. In: G. Brown, K. Malmkjaer, and J. Williams (Eds.). *Performance and Competence in Second Language Acquisition* (pp. 33-55). Cambridge: Cambridge University Press.

Milton, J., & Meara, P. (1995). How periods abroad affect vocabulary growth in a foreign language. *ITL Review of Applied Linguistics*, *107/108*, pp. 17-34.

Montero Perez, M. (2020). Incidental vocabulary learning through viewing video: The role of vocabulary knowledge and working memory. *Studies in Second Language Acquisition*, *42*(4), pp. 749-773.

Nation, I.S.P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, *63*(1), pp. 59-82.

Pizziconi, B. (2017). Japanese vocabulary development in and beyond study abroad: The timing of the year abroad in a language degree curriculum. *The Language Learning Journal*, *45*(2), pp. 133-152.

Pulido, Manuel F., & Dussias, P. E. (2020). Desirable difficulties while learning collocations in a second language: Conditions that induce L1 interference improve learning. *Bilingualism: Language and Cognition*, *23*(3), pp. 652-667.

Read, J. (2004). Plumbing the depths: How should the construct of vocabulary knowledge be defined? In P. Bogaards & B. Laufer (Eds.). *Vocabulary in a second language: Selection, acquisition and testing* (pp. 209-227). Amsterdam: John Benjamins.

Schmidtke, J. (2014). Second language experience modulates word retrieval effort in bilinguals: Evidence from pupillometry. *Frontiers in Psychology*, *5*, article 137.

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Sunderman, G., & Kroll, J. K. (2006). First language activation during second language lexical processing: An investigation of lexical form, meaning, and grammatical class. *Studies in Second Language Acquisition*, *28*(3), pp. 387-422.

Tseng, W.–T., Liou, H.–J., & Chu, H.–C. (2020). Vocabulary learning in virtual environments: Learner autonomy and collaboration. *System*, *88*, 102190.

Uchihara, T., & Clenton, J. (2020). Investigating the role of vocabulary size in second language speaking ability. *Language Teaching Research*, *24*(4), pp. 540-556.

Vermeer, A. (2001). Breadth and depth of vocabulary in relation to L1/L2 acquisition and frequency of input. *Applied Psycholinguistics*, *22*, pp. 217-234.

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DIVERSITY STATEMENT

All of us bring to the classroom a unique perspective that enriches our education. Diversity makes us stronger as a group and it should not be erased, denied, or attacked. I welcome students from every background, race, ethnicity, sexual orientation, gender, gender identity, age, color, national origin, ancestry, religious belief, and level of ability. Here are some of the resources the University of Florida offers to celebrate your diversity and seek support when needed:

- *Center for Inclusion & Multicultural Engagement:* https://multicultural.ufl.edu/
- *Division of Student Affairs - Respect Team:* https://respect.ufsa.ufl.edu/
- *First Generation Student Success:* https://firstgeneration.ufsa.ufl.edu/
- *Office for Accessibility and Gender Equity*: https://titleix.ufl.edu/report/

COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

UNIVERSITY POLICIES

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the university's attendance policies.

Accommodations

Students who experience learning barriers and would like to request academic accommodations should visit the connect with the disability Resource Center website. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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/.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

UNIVERSITY RESOURCES

It is very important to **take care of yourself**. If you are struggling in any way or for any reason, remember that **you are not alone**. I am here as your instructor not only to help you learn, but also to support you through your journey as a UF student. Do not hesitate to reach out to me if you need help. More importantly, don't forget to take some time for yourself.

If I can't help you, or if you feel more comfortable speaking with someone else, the university offers a variety of services to help you through difficult times, at a personal and academic level:

Health and Wellness
• *U Matter, We Care*: umatter@ufl.edu; https://umatter.ufl.edu; 392-1575
• *Counseling and Wellness Center*: https://counseling.ufl.edu/; 392-1575
• *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
• *University Police Department*: https://www.police.ufl.edu/; 392-1111 (911 for emergencies)

Academic Resources
• *E-learning technical support*: helpdesk@ufl.edu; http://helpdesk.ufl.edu/; 352-392-4357
• *Career Connections Center*: Reitz Union Suite 1300; https://career.ufl.edu/; 392-1601
• Library Support: https://cms.uflib.ufl.edu/ask
• Teaching Center: Broward Hall; 392-2010 or 392-6420
• Writing Studio: 2215 Turlington Hall; https://writing.ufl.edu/writing-studio/; 846-1138

PROCEDURE FOR CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (https://ombuds.ufl.edu/; 392-1308) or the Dean of Students Office (https://dso.ufl.edu/; 392-1261). For further information refer to the Student Honor Code and Student Conduct Code webpage (for residential classes) or https://distance.ufl.edu/getting-help/student-complaint-process/ (for online classes).

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