

ENGE 2840 Lexical Studies in English

Lecturer: Dr. Suzanne Wong
 Email: suzanne@cuhk.edu.hk
 Office: FKH324 / Phone: 3943-7011

Tutor: tbc
 Email: tbc
 Office: tbc / Phone: tbc

Course description

This course introduces students to the study of English words and vocabulary acquisition. In the first part of the course, we will look at the evolution of the English vocabulary such as historical influences and semantic change. Then we will look at English morphology and word formation, which will be followed by topics on meaning relations and semantic fields. In the second part of the course, the focus will shift to the acquisition of vocabulary and we will start by discussing whether English has a core vocabulary and what it means to know a word. Then topics on semantic transfer, collocation, academic vocabulary and also practical techniques in vocabulary teaching will be covered.

Learning outcomes:

After completing this course, students should:

- be familiar with the historical influences on the English vocabulary
- understand the morphological structure of English words
- understand the semantic relations among words in English
- understand the basic issues involved in the acquisition of vocabulary
- be familiar with some practical techniques in teaching vocabulary

Assessment:

Attendance/participation	15%
Presentation	15%
Quiz	30%
Essay	40%

Details of assessments:

Attendance/participation: Students are expected to attend and participate in the learning activities conducted in both lectures and tutorials.

Blackboard assignment: Share with the class a new word and discuss how it is formed (3%).

Teach a verb (in pairs): 5-minute mini-lesson using the dictionary to teach a verb (5%).

Group presentation (maximum 8 minutes): In groups of four, you will give a short presentation in Week 8 in class. In the presentation, you should:

- 1) Select an English word with Latin or Greek roots and present its etymology (and also **examples** of other words that share this root)
- 2) Select an English word and analyze it morphologically
- 3) Select a loan word in English and tell us its source
- 4) **Create** a word in English and explain **how** and **why** you have made up this new word

Quiz: To be held in Week 15 in class. Details to be announced later.

Essay (6-8 pages) on a topic of your choice. Possible topics include:

- Exploring the influence of a particular historical period on the development of English
- Tracing the semantic change of a particular word in English, e.g. *naughty, nice, silly* or *weird*
- Analyzing a specific derivational rule in English, e.g. *-able, -er, -ee*
- Examining words in a specific semantic field, e.g. *mad, stupid*
- Differentiating near synonyms in English
- Investigating what it means to know a word
- Discussing vocabulary learning strategies
- Discussing the use of dictionaries in English language learning
- Identifying and explaining semantic mismatches between English and Chinese
- Discussing the role of collocations in second language learning
- Analyzing the relationship between vocabulary and reading
- Exploring the regional varieties of English (with a focus on vocabulary)

Late submission of assignments will be penalized half a grade for each day late.

Tentative Schedule

Week	Topic	Readings
Week 1	Part I: English Words - What is lexicology? What is a word?	WMV 1-13; 56-64
Week 2	- The history of English words	WMV 24-55; Crystal (2012) 153-161; Crystal (2010) 84-91
Week 3	- How word meanings change	EW 168-181
Week 4	<i>Chinese New Year holiday – no class</i>	
Week 5	- English morphology	EW 63-82
Week 6	- Word formation	WMV 80-104
Week 7	- Meaning relations	WMV 65-79; 105-135
Week 8	**Group presentations**	
Week 9	Part II: Vocabulary Acquisition - Fundamental issues	Schmitt 116-141
Week 10	- Knowing a word - Is it worthwhile learning word parts? - How to evaluate dictionaries	Nation 44-91 Nation 389-413 Nation 414-436
Week 11	- Semantic transfer in second language learning; Collocation	Jiang Singleton 47-62
Week 12	- Teaching and learning verbs	Hinkel 177-208
Week 13	<i>Reading Week – no class</i>	
Week 14	- Vocabulary teaching in L2 classrooms	Nation 131-140
Week 15	*In-class quiz* **Essay due 5pm, 29 April (Thursday)**	

Main texts:

***Words, meaning and vocabulary* [WMV]**

Jackson, H. & Amvela, E. Z. 2007. *Words, meaning and vocabulary: An introduction to English morphology (2e)*. London: Continuum.

***English words: History and structure* [EW]**

Minkiva, D. & Stockwell, R. 2009. *English words: History and structure (2e)*. Cambridge, CUP.

- Crystal**, D. 2010. *A Little Book of Language*. New Haven & London: Yale University Press.
- Crystal**, D. 2012. *Spell it out: The singular story of English spelling*. London: Profile Books.
- Dixon**, R. M. W. 2014. *Making new words: Morphological derivation in English*. Oxford: OUP. [for reference only]
- Schmitt**, N. 2000. *Vocabulary in language teaching*. Cambridge; New York: CUP.
- Nation**, I. S. P. 2001, 2013. *Learning vocabulary in another language*. Cambridge: CUP
- Jiang**, N. 2002. Form-meaning mapping in vocabulary acquisition in a second language. *SSLA*, 24, 617-637.
- Singleton**, D. 2000. *Language and the lexicon: An introduction*. London: Arnold.
- Hinkel**, E. 2004. *Teaching academic ESL writing: Practical techniques in vocabulary and grammar*. Mahwah, New Jersey: Lawrence Erlbaum.

Feedback for evaluation:

Students will be asked to complete Course Evaluations for both the lectures and tutorials of ENGE2840 at the end of the semester. Comments and suggestions about the course content, teaching method and learning tasks are most welcome at any time during the semester.

Academic honesty:

The University has implemented a zero tolerance policy against plagiarism and has required all written work to be submitted via VeriGuide at <http://www.cuhk.edu.hk/veriguide> .

To comply with University regulations, you are therefore asked to:

- 1) submit your written work via VeriGuide before due date and print the receipt issued by VeriGuide
- 2) submit a hard copy of the work, along with the receipt from VeriGuide and the declaration of honesty (which comes with the VeriGuide receipt but is also attached here for your use).

Assignments without the receipt from VeriGuide and the signed declaration of honesty will not be graded.

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade B- / Good (Minus): GOOD performance on all learning outcomes, OR GOOD performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a COMPREHENSIVE manner that would sufficiently fulfill the normal expectations at this level.

Grade C+ / Fair (Plus): VERY SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to apply the principles or skills learned in the course in a SOMEWHAT SUSTAINED manner that would meet the basic requirement at this level.

Grade C / Fair: SATISFACTORY performance on the majority of learning outcomes.

Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade C- / Fair (Minus): SOMEWHAT SATISFACTORY performance on A NUMBER OF learning outcomes.

Demonstrates the ability to SOMEWHAT apply the principles or skills learned in the course in a manner that would meet the BARE basic requirement at this level.

Grade D+ / Pass (Plus): BARELY SATISFACTORY performance on A FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade D / Pass: ALMOST BARELY satisfactory performance on VERY FEW learning outcomes.

Addresses the course inadequately by meeting the basic requirement at this level only in very few areas while responding very minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the course and likely does not understand what the course requires. In other words, the work completely misses the point.