Outline of Lectures by Dr. Marlise Horst

Central South University （Changsha）

Summer 2017

**Lecture 1 – May 31**

Title: Setting goals for learning academic vocabulary

Topic overview:

What does it mean to know a word? How many words do learners of English need to know to read and understand academic texts written in English? Which words are the most important for university learners to study? What do they need to know about these words? This lecture presents research-informed answers to these questions and introduces online tools for identifying words that are useful for learning and teaching academic vocabulary.

**Lecture 2 – June 1**

Title: Learning academic vocabulary through reading

Topic overview:

Most of the words we know are learned incidentally through meeting them repeatedly in spoken and written input. How effective is this method for the acquisition of a large vocabulary in a second language? What are the challenges of learning the vocabulary of academic English through reading? How can we help learners develop useful strategies such as guessing word meanings from context?

**Lecture 3 – June 2**

Title: Teaching and explaining academic vocabulary

Topic overview:

The theme of this lecture is explicit vocabulary teaching. How can teachers make their explanations of new words useful and memorable? We will look at a variety of classroom activities for learning academic words and phrases and consider what makes them effective. We will also address the following question: In addition to teaching word meaning, what other kinds of word knowledge do teachers need to attend to?

**Lecture 4 – June 3**

Title: Resources for teaching and learning academic vocabulary

Topic overview:

The focus of this lecture is on technological resources for vocabulary learning. These include electronic dictionaries, word card software, electronic word games and online concordancers. We know that such resources are popular with our learners, but what does research tell us about effectiveness and best practices?

**Lecture 5 – June 12**

Title: Teaching academic reading – lessons from research

Topic overview:

This lecture reviews research-informed ideas for teaching academic reading. We will examine a variety of pre-, while-, and post-reading activities with a view to what research has to say about their usefulness for reading comprehension and strategy development. We will also examine several reading studies that focus on Asian learners of English.

**Lecture 6 – June 13**

Title: Introduction to corpus linguistics for language teaching

Topic overview:

This lecture begins with a look at some examples of important English corpora and outlines principles for building a good corpus. We then consider the following questions: How can corpora inform the design of language courses? More specifically, what insights about vocabulary can we gain from exploring a corpus and how will they be useful in our teaching?

**Lecture 7 – June 13**

Title: Exploring academic corpora

Topic overview:

This lecture focuses on the character of academic discourse. What do corpus studies tell us about the language of academic textbooks and lectures? In addition to exploring the vocabulary of academic English, the lecture will present findings of corpus investigations of lexico-grammar and pragmatics.

**Lecture 8 – June 14**

Title: Exploring learner corpora

Topic overview:

What can corpora of the writing and speech produced by learners of English tell us about their language development? This lecture answers these questions and considers how teachers can create learner corpora and investigate their students’ learning. We will also look at an interesting example of learner language: the English spoken by advanced non-native speakers in international settings.

**Lecture 9 – June 15**

Title: Data-driven learning

Topic overview:

Corpora are not only useful to researchers and teachers; they can also be put directly into the hands of language learners so that they can investigate English for themselves. Studies show that this type of discovery learning has distinct benefits for acquisition. In this lecture, we will examine classroom investigations and work with some examples of data-driven learning activities.

**Lecture 10 – June 16**

Title: Vocabulary, reading and corpora: Bringing it all together

The goal of this final lecture is to arrive at an integrated approach to teaching vocabulary and reading that is informed by current corpus-based investigations of English. We will also engage in a critical discussion of questions that have been raised about this approach. Participants are encouraged to bring their own thoughts and questions to this discussion.

**Suggested reading**

Papers by Marlise Horst

Horst, M (2013). Mainstreaming second language vocabulary acquisition. *Canadian Journal of Applied Linguistics*, 16, 171-188.

Horst, M. (2010). How well does teacher talk support incidental vocabulary acquisition? *Reading in Foreign Language, 22,* 161-180.

Horst, M., Cobb, T., & Nicolae, I. (2005). Expanding academic vocabulary with an online collaborative word bank. *Language Learning and Technology, 9,* 90-110.

Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *Canadian Modern Language Review*, *61*, 335-382.

More on vocabulary, reading and corpus linguistics

Grabe, W., & Stoller, F. (2013). *Teaching and researching reading*. New York: Routledge.

Nation, I. S. P. (2013). *Learning vocabulary in another language.* Cambridge: Cambridge University Press.

Timmis, I. (2015). *Corpus linguistics for ELT: Research and practice*. New York: Routledge.