

## Handout 1 – course overview

Dear students,  
welcome to the Seminar in English Studies (LING)  
*Words and rules. Grammar and vocabulary acquisition in L1 and L2*

### COURSE DESCRIPTION

This seminar deals with words and rules in our mental lexicon and covers both grammar and vocabulary acquisition. We will look at ways lexical and grammatical knowledge is stored and retrieved from both the L1 and L2 language faculty. We will explore current theories of vocabulary storage and retrieval, models of the mental lexicon as well as models of grammar acquisition and human cognition. These psycholinguistic foundations are at the core of this seminar and will be complemented with brief discussions of their relevance for the EFL classroom. In the course of this seminar, you are supposed to submit either a seminar term paper or a Bachelor thesis. The seminar term paper (6,000 words) is due in the course's final session, the Bachelor thesis (9,000 words) on February 29<sup>th</sup>.

### HOW TO CONTACT YOUR INSTRUCTOR

office hours: on appointment on Tuesdays in R 345 (send e-mail in advance)  
phone: 0732 – 7470 – 70 64 (R345), mostly answering machine, better send email  
mail: [thomas.wagner@ph-ooe.at](mailto:thomas.wagner@ph-ooe.at)

### COURSE AIMS

In 30 contact hours (15 blocks), you will familiarise yourself with words and rules and their acquisition in both L1 and L2. Upon successful completion of this seminar, you will be able to:

- show an in-depth understanding of the course's topic and its relevance for practical applications in the classroom
- utilise research literature for your own research project
- develop your own research project and carry it out
- present and defend your research project and preliminary results
- write up your research results as a seminar term paper or Bachelor thesis

### COURSE REQUIREMENTS

With this seminar, you will earn 5 ECTS points. These points equal a workload of  $5 \times 25 = 125$  regular hours. From these 125 hours, 50 are dedicated to the actual course (2 ECTS), while 75 remain for the writing of the BA-thesis (3 ECTS). Your final grade is based on four continuous assessments (*Prüfungsimmanenz*), as given in the table below. These assessments will result in your final mark for the seminar, which is also the final mark of your Bachelor thesis. The mark for the Bachelor thesis will be entered in PH-Online separately.

area	requirements	nature of the requirements	grading
a	1. research draft	submit outline of your research project	15%
	2. presentation	present your research project in class	20%
b	3. model data analysis	submit one model data analysis from your research	15%
c	4. <i>either</i> term paper	submit term paper by January 29 <sup>th</sup> 2020	50%
	<i>or</i> Bachelor thesis	submit Bachelor thesis by February 29 <sup>th</sup> 2020	
Σ			100%

Requirements from area a and b contribute to the final mark that students receive for the overall seminar performance, and hence for the seminar paper or Bachelor thesis.

## WHAT YOU NEED TO DO TO PASS

1. get access to relevant chapters; see section selected literature in this handout and handout course outline.
2. familiarise yourself with the reference bookshelf for this course, library PHOÖ, from the entrance to the left.
3. enrol yourself in the Moodle course <https://moodle.ph-ooe.at/course/view.php?id=1790>.
4. attend regularly, 85% of all meetings, i.e. a maximum of 2 absences out of 15; absences cannot be compensated.
5. fulfil all requirements from the table above.
  - ad a. Students are expected to submit a research draft (using a template) containing topic, research question, methodology, and main sources. They are furthermore expected to present these ideas as well as parts of their research in class. Each student will speak for about 10 minutes plus 5 minutes for questions and feedback. Students should use this presentation as a brainstorming session to critically reflect on their ideas and plans for the term paper or Bachelor thesis.
  - ad b. Students are expected to submit one model analysis that illustrates how data will be computerised, summarised, visualised, and interpreted, or how theory will be discussed, and arguments presented. This analysis must be submitted along with a handout for the class.
  - ad c. Students are expected to submit a term paper (6,000 words, APA 6<sup>th</sup>) or Bachelor thesis (9,000 words, APA 6<sup>th</sup>). The term paper is due in the final week of the semester, the Bachelor thesis must be submitted by February 29<sup>th</sup>. For submission, students are expected to upload an electronic version as a WORD-file on Moodle, allowing for PlagScan, and hand in a bound print out at the Studienabteilung of the PHOÖ. Templates for both the cover page and the table of contents can be downloaded from both the Moodle courses and the English homepage. Any written work not submitted by the assigned date will be marked as unsatisfactory. If plagiarism is detected in any written work, the course will not be marked, and the PH-online entry will read "ungültig / Täuschung". For details on how plagiarism is dealt at the PHOÖ see: [https://ph-ooe.at/fileadmin/Daten\\_PHOOE/Fachbereiche/Sprachliche\\_Bildung/Anglistik/Plagiarism.pdf](https://ph-ooe.at/fileadmin/Daten_PHOOE/Fachbereiche/Sprachliche_Bildung/Anglistik/Plagiarism.pdf)

## SELECTED LITERATURE – TOPICS (check library shelf)

- Aitchison, J. (2012). *Words in the mind. An introduction to the mental lexicon*. 4<sup>th</sup> edition. Chichester: John Wiley & Sons.
- Cheng, L., & Fox, J. (2017). *Assessment in the language classroom. Teachers supporting student learning*. London: Palgrave MacMillan.
- Jarema, G., & Libben, G. (2007). *The mental lexicon. Core perspectives*. Oxford & Amsterdam: Elsevier.
- Katamba, F. (2005). *English words. Structure, history, and usage*. Second edition. Oxon & New York: Routledge.
- Kersten, S. (2010). *The mental lexicon and vocabulary learning. Implications for the foreign language classroom*. Tübingen: Narr Francke Attempto Verlag.
- Larsen-Freeman, D. (2003). *Teaching language. From grammar to grammaring*. Boston: Heinle Verlag.
- Meara, P., & Miralpeix, I. (2017). *Tools for researching vocabulary*. Bristol, Buffalo, & Toronto: Multilingual Matters.
- Nation, I. S. P. (2013). *Learning vocabulary in another language*. Second edition. Cambridge: Cambridge University Press.
- Pavlenko, A. (Ed.) (2009). *The bilingual mental lexicon. Interdisciplinary approaches*. Bristol, New York, & Ontario: Multilingual Matters.
- Pinker, S. (2000 / 2001). *Words and rules. The ingredients of language*. London: Phoenix.
- Schmitt, N. (2010). *Researching vocabulary. A vocabulary research manual*. Basingstoke: Palgrave MacMillan.
- Singleton, D. (2000). *Language and the lexicon. An introduction*. Oxon & New York: Routledge.

## SELECTED LITERATURE – METHODOLOGY (check library shelf)

- Albert, R., & Marx, N. (2016) *Empirisches Arbeiten in Linguistik und Sprachlehrforschung. Anleitung zu quantitativen Studien von der Planungsphase bis zum Forschungsbericht*. Dritte Auflage. Tübingen: Narr Francke Attempto Verlag.
- APA (2019). *Publication manual of the American Psychological Association*. 7<sup>th</sup> Edition. Washington DC: APA.
- Baayen, R. H. (2008). *Analyzing linguistic data. A practical introduction to statistics using R*. Cambridge: Cambridge University Press.
- Benati, A. G. (2015). *Key methods in second language acquisition research*. Sheffield: Equinox.
- Gries, S. T. (2013). *Statistics for linguistics with R. A practical introduction*. Second edition. Berlin & Boston: Walter de Gruyter.
- Resiniger, C. M., & Wagner, G. (2017). *AlleR Anfang is leicht. Datenanalyse mit dem R Commander*. Zweite Auflage. Wien: Facultas Universitätsverlag.
- Wray, A., & Bloomer, A. (2012). *Projects in linguistics and language studies*. Third edition. Oxon & New York: Routledge.

## YOUR TOPICS AND RESEARCH PROJECTS

	<b>name</b>	<b>1<sup>st</sup> name</b>	<b>paper</b>	<b>topic</b>
1	Bergthaler	Katja	<i>tbd</i>	<i>to be decided</i>
2	Bode	Valentina	SA	vocabulary acquisition, CLIL, music
3	Ecker	Robert	<i>tbd</i>	<i>to be decided</i>
4	Ehrenmüller	Melanie	<b>BA</b>	bilingualism, a case study
5	Freinhofer	Julia	<b>BA</b>	L2 word associations and families, semantic networks
6	Grötzer	Kerstin	SA	diachronic developments in the mental lexicon
7	Hager	Peter	<b>BA</b>	computer applications for vocabulary training
8	Hagler	Fabian	SA	ESP, sports, L1 & L2
9	Heiglauer	Anita	<i>tbd</i>	<i>to be decided</i>
10	Holzapfel	Verena	SA	vocabulary acquisition, CLIL, history
11	Kiesl	Iris	<i>tbd</i>	<i>to be decided</i>
12	Kumpfmüller	Sabrina	SA	lexicogrammar and the lexical approach
13	Leitner	Lukas	SA	vocabulary acquisition, modality, visuals
14	Leitner	Klara	SA	motivation and vocabulary acquisition in SLA
15	Lindgren	Klaus	SA	transfer and phonetic phenomena
16	Pabst	Johanna	<b>BA</b>	vocabulary acquisition
17	Schauer	Lukas	SA	vocabulary acquisition and physical activities