

563379	ADQUISICIÓ DE VOCABULARI EN LLENGÜES ESTRANGERES Vocabulary Acquisition in a Second Language [2,5 ECTS – OPT.]	Imma Miralpeix
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### Course Description

This course offers a general overview of those aspects related to vocabulary acquisition and learning in a second/foreign language.

First, we will present some psycholinguistic questions on lexical knowledge and development (structure and organization), what it means to know a word (receptive and productive levels), types of associations (syntagmatic and paradigmatic), implicit and explicit learning, as well as other factors that influence vocabulary learning.

Secondly, we will deal with different research topics in the field focusing especially on testing: how to elicit various types of lexical knowledge, which tests formats are more adequate for different purposes, how to measure lexical richness, obtain vocabulary profiles or estimations of vocabulary size and the use of frequency lists and specialised vocabulary.

We will also see the relationship between vocabulary knowledge and receptive/productive linguistic abilities: speaking, listening, writing and reading (e.g. graded books or text coverage).

Finally, some pedagogical implications of research findings on teaching and on the design of language learning programmes will be shown (e.g. the planning of the lexical component of a language course). We will also deal with vocabulary learning strategies and methods like CALL and the Lexical Approach.

### Syllabus

- Introduction
  - Basic concepts
  - The mental lexicon
    - Organization and processing in L1 and L2
  - Lexical knowledge
  - Receptive and productive vocabulary
- Measuring vocabulary
  - Vocabulary tests
  - Lexical measures and computer tools
- Vocabulary knowledge and language skills
- Teaching vocabulary

### Assessment

Students will take a short test on the readings/contents of the course (40%) and will also prepare a brief proposal of a research design for a study on vocabulary acquisition/teaching (60%). There is the option of handing in activities proposed on two of the readings (then: exam: 40%, research design: 40%, activities: 20%).

## Bibliography

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