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Department of TESOL
Introduction to Corpus Linguistics (**Teaching Vocabulary**)
Course Policy (Spring 2026)

Overview: Don't let the name of this course scare you off. This is not a linguistics course as such. Rather, this course explores the lexical element in language and looks specifically at corpus and related on-line tools and how they might be used to enhance the learning/teaching of language as a predominantly lexical entity to EFL learners. In essence, this three-hour-per-week course is designed to provide students with a course in issues and practices related to the teaching and development of EFL vocabulary focusing on the use of corpus and other computer assisted tools. Although the goals of this class are practical, there will be some very basic theory involved centering mostly on aspects of lexis/vocabulary. In this course we will be taking the widening viewpoint that vocabulary or lexis is the central component of language, and that teaching language should revolve around different aspects of vocabulary and how they interact with and shape other aspects of language. This is most fitting here because it is through extensive study of corpus that linguists can observe these connections in real language use. Further, it is from the use of a range of corpus-based tools that teachers can enhance language learning and help their students better understand real language use.

Objectives: This course has three main goals; (1) to improve the students' knowledge of how the different components of language interact through lexis (vocabulary), (2) to get a feel for the array of different on-line and corpus-based tools available for a lexis-based approach to language, and (3) to get the students to develop teaching perspectives that enable them. to use this new knowledge. By the end of the course, all students will have a much better idea of how languages really work and are used, particularly in relation to the various roles word/lexical units play in language as well as the different corpus and related tools available which document and allow us to explore these roles in real language. This knowledge should enable teachers to carry out more theoretically sound approaches to the teaching of EFL vocabulary making use of such computer-based tools.

Texts

Primary Texts:

Anderson, W. and Corbett, J. (2017). *Exploring English with online corpora* (2nd Edition). Basingstoke: Palgrave Macmillan.

This short book will be used as a way of complementing the main text. It offers up-to-date and concise explanations of some of the key ideas we wish to explore in relation to using corpora.

O'Keeffe, A., McCarthy, M. and Carter, R. (2007). *From corpus to classroom: Language use and language teaching*. Cambridge: CUP.

This is going to be our main textbook and we will cover all of its sections. It provides a practically-oriented treatment of vocabulary-related phenomenon from a corpus-based perspective.

Winter Reading Text

Aitchison, J. (2012). *Words in the mind* (4th Edition). Wiley-Blackwell.

Additional Texts:

In addition to books above, we will devote a bit of time in the class to a discussion of more pedagogical-based aspects of aspects of vocabulary and vocabulary teaching. The materials from these books will be provided students via the Snowboard page for this class.

-Meara, P. (2009) *Connected words: Word associations and second language vocabulary acquisition*. Amsterdam: John Benjamins.

-Milton, J. (2009). *Measuring second language vocabulary acquisition*. Bristol: Multilingual Matters.

-Nation, I. S. P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston: Heinle and Heinle.

-Nation, I. S. P. and Webb, S. (2011). *Researching and analyzing vocabulary*. Boston: Heinle and Heinle.

-Schmitt, N. (2000). *Vocabulary in language Teaching*. Cambridge: CUP.

-Thornbury, S. (2002). *How to teach vocabulary*. Harlow: Pearson Education.

Methodology

Language Policy: Following the international, student-centered model upon which this MA is based, students are expected to produce all course work in English. This means all writing assignments must be in English. Linguistic behavior in the classroom and beyond should be conducted in a way that is non-exclusionary. Language use should be used appropriately as a means of enhancing and integrating understanding of the course content, not as a way of avoiding other languages or excluding individuals.

Classroom: In the classroom, direct lecturing will be kept to a minimum as students will be provided with course materials in advance of each class session so that they can be fully prepared to interact. This will allow the class sessions to focus on more discussion-oriented activities and a range of tasks to be completed. Students will be expected to demonstrate that they have done the reading and learned something by taking an active role in the class discussions and working on prescribed tasks. There are no clear-cut answers to any of these issues we will discuss together in class. Students need to come to class ready with their own ideas and are expected to have further questions and points they wish to discuss. In order to do this they need to do the reading. Please, always come prepared or you will be lost and will not be able to perform well in class.

Attendance: Students are expected to attend all scheduled classes. The kind of practice we do in class is simply not replaceable by reading or watching videos. Two or more absences will result in a significantly lowered participation grade. Being late twice is counted as an absence. Arriving more than half an hour late is also counted as an absence. Students themselves are responsible for all material covered and conducted in class during their absence. If you are going to be absent and know it beforehand, make sure you contact me as far in advance as possible, but bear in mind that there is no such thing as a fully excused absence as they still inhibit performance in the class.

Assignments

Reading: The most important assignment for this class is to be prepared for the class meetings. This entails, predominantly, doing the assigned readings for each week and looking through the materials posted up into the class Snowboard space. If students do not do the reading or look through the course materials, they will have difficulty in following the class, performing class sessions, and ultimately, in doing their written assignments. All the readings are posted in the Snowboard space.

Written Assignments: In this course we will be doing a series of small, super fun, projects that follow the topics covered in the class. In total there will be 7 different short assignments or projects, and each will require a short write up worth 7 points each. Each assignment will be somewhat different in nature, thus allowing the students to develop a range of different skills. Once they get rolling, the written assignments generally occur in two-week intervals. The written assignments will be based on the reading and what we do in class and will be a mix of theoretical content (through reactions to and extensions of the reading) and actual mini-projects and time will be given in the class sessions to work on these. They are designed to expose students to different ideas and practices in lexis.

Materials Search: In this assignment each week (**starting from Week 3**) each student needs to search for one website or on-line application that they deem useful for vocabulary development either as a teaching resource or self-study tool. The student will simply post a link to the site or the site where the application is procurable and will provide a brief explanation about how they deem the tool useful. Each student needs to post up one link per week. By the end of the course we will hopefully have put together a vast set of useful resources for people to use. We will be posting these materials week by week into a special board created in our class Snowboard space.

Final Assignment: The basic idea of the final project is to take one of the 7 projects that we worked on in the class and extend it out into a larger project. Basically, this will be a 3,000-word paper that is a general revision and vast extension of one of the smaller written assignments done earlier in the class. The final

project is tentatively due on June 20th. More specific information about this will be made available during the course.

Grades: Final grades will be based on performance in the following categories.

Participation	25%
Written Assignments (1-7)	49%
Materials Search	11%
Final Project	15%

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Grading Policy

A

A grade in the A range is reserved for students who have done an excellent job in all the assessment criterion for the course. The A student has done all written assignments at a high level of competence. She/he has also done an excellent job on the materials assessment. She/he has contributing largely to the class through excellent performance during the class sessions. Additionally, the A student has written an excellent final project clearly exhibiting a deep knowledge of the subject. Overall, the A student has performed well in all areas of the course showing both development and dedication throughout.

B

A grade in the B range is given to students who have performed well in several but not all of the assessment criterion established for the course. Her/his performance may have waned in one of the assessment criteria. She may have missed some class sessions or not performed well during class sessions or might have missed a written assignment or failed to always fully complete the Materials Search. Additionally, the final project may contain flaws. Overall, the B student has done a rather good job on many of the different aspects of the course, but her/his performance is lacking in some small areas.

C

A grade in the C range is given to students who have largely not performed well on several of the different assessment criterion in the course. The C student has failed to attend all scheduled classes, possibly missing several. The C student has also failed to do several of the Written Assignments and has not exhibited much effort or skill on the final project. The C student has failed to cooperate effectively with other students in class and in the Materials search. Some effort has been put into the class and there is evidence of development and learning but this effort is not strong or well-focused.

F

A grade of F is reserved for students who have failed to perform across the range of assessment criterion established for the class. The F student has shown little or no development due to lack of effort and possibly skill in performing the established tasks for the class.