

İDEAE 503 - LEXICOLOGY - Eğitim Fakültesi - Yabancı Diller Eğitimi Bölümü

General Info

Objectives of the Course

The primary objective of this course is to provide teacher candidates and educators with a comprehensive, evidence-based, and practical guide to vocabulary instruction in foreign language classrooms. Throughout the course, the critical importance of a vast vocabulary for successful communication and participating in high-level academic discussions, as well as the necessity of devoting specific instructional time to its development, will be emphasized. Participants will learn how to prioritize high-frequency items, word families, and multi-word chunks during the vocabulary selection process through both theoretical and practical perspectives. Strategies for introducing new vocabulary—such as presenting written and spoken forms simultaneously and clarifying meanings using L1 support, visuals, realia, and gestures—will be explored through intensive classroom applications. To ensure the long-term retention of vocabulary knowledge, the course will examine retrieval-based tasks, personalized review activities, and practical assignments that are proven to be more effective than simple word games. Additionally, vocabulary enrichment and expansion efforts, including the study of synonyms, prefixes, suffixes, and efficient dictionary use, will be discussed in detail. Finally, the course concludes by covering weekly quizzes and general assessment techniques that measure both receptive and productive knowledge, alongside strategies to foster independent learning and out-of-class engagement.

Course Contents

The content of this course covers all stages of vocabulary instruction in foreign language classrooms within a scientific and practical framework. Initially, the selection process of vocabulary items is examined, focusing on how to prioritize high-frequency words, multi-word chunks, and word families. Essential topics include the simultaneous presentation of written and spoken forms during the initial introduction, limiting the use of metalanguage, and teaching pronunciation and spelling rules effectively. The pedagogical value of using the mother tongue, visual aids, realia, and gestures to clarify meanings is thoroughly discussed. To ensure long-term retention, the effectiveness of retrieval-based tasks, personalized review activities, and various vocabulary assignments is evaluated. In the later sections, strategies for selecting vocabulary from reading texts, word formation through prefixes and suffixes, the study of synonyms, and developing efficient dictionary skills are covered. Finally, the course provides a comprehensive look at assessment techniques measuring both receptive and productive knowledge, the design of weekly quizzes, and the utilization of digital tools and out-of-class resources to foster independent learning.

Recommended or Required Reading

Ur, P. (2022). Penny Ur's 77 tips for teaching vocabulary. Cambridge University Press.

Planned Learning Activities and Teaching Methods

Lecturing, discussions, small-group works

Recommended Optional Programme Components

Students are expected to relate this course to other courses offered in the department, such as Linguistics and Language Acquisition

Instructor's Assistants

No teaching assistant has been assigned for this course.

Presentation Of Course

Face to face

Dersi Veren Öğretim Elemanları

Assoc. Prof. Dr. İhsan Ünalı

Program Outcomes

1. Students will be able to explain the critical role of vocabulary teaching and how to prioritize the most common and useful vocabulary items.
2. Students will be able to incorporate multi-word items, teach word families selectively, and prioritize internationally acceptable vocabulary.
3. Students will be able to teach written and spoken forms of new words together while keeping metalanguage minimal and addressing grammar and pronunciation.
4. Students will be able to highlight problematic pronunciation and spelling, write new vocabulary on the board, and explain meanings clearly themselves.
5. Students will be able to link new vocabulary to previously taught items, give brief explanations, and use L1 effectively to clarify meanings.
6. Students will be able to use pictures, realia, mime, gesture and facial expression to teach both meaning and appropriate/inappropriate use of new items.
7. Students will be able to design varied, interesting and personalized vocabulary review activities with effective spaced repetition.
8. Students will be able to select vocabulary from reading texts effectively and evaluate the use of inferring meaning from context.
9. Students will be able to design deliberate vocabulary expansion activities and teach new meanings for old words using dictionaries and thesauri.
10. Students will be able to design effective dictation-based, recall and context-creation activities for vocabulary review and expansion.
11. Students will be able to use word cards, translation activities and open-ended tasks effectively for vocabulary review and testing.
12. Students will be able to prepare weekly quizzes and include productive vocabulary testing in general assessments.
13. Students will be able to explain independent vocabulary learning strategies, use online tools, and create an action plan to apply in their own teaching.

Order	PreparationInfo	Laboratory	TeachingMethods	Theoretical	Practise
1	Pre-class reading: pp. viii–ix, 1–8	No lab component.	Anlatım, Tartışma	The book introduction, the importance of vocabulary teaching, and the selection of the most common vocabulary items will be covered (Tips 1-6)	Classroom applications of vocabulary teaching tips
2	Pre-class reading: pp. 9-15	No lab component.	Anlatım, Tartışma	Multi-word items, word families, basic texting vocabulary, and internationally acceptable items will be covered (Tips 7-12).	Classroom applications of vocabulary teaching tips
3	Pre-class reading: pp. 16-21	No lab component.	Lecturing, Discussions	Teaching written and spoken forms together, keeping metalanguage to a minimum, grammatical behaviour of new words, and pronunciation issues will be covered (Tips 13-18).	Classroom applications of vocabulary teaching tips
4	Pre-class reading: pp. 22-28	No lab component.	Lecturing, Discussions	Problematic pronunciation and spelling, writing new vocabulary on the board, learner note-taking, and explaining meanings will be covered (Tips 19-24).	Classroom applications of vocabulary teaching tips
5	Pre-class reading: pp. 29-34	No lab component.	Lecturing, Discussions	Linking new vocabulary to previously taught items, brief explanations, and using the learners' mother tongue (L1) to clarify meanings will be covered (Tips 25-30).	Classroom applications of vocabulary teaching tips
6	Pre-class reading: pp. 35-41	No lab component.	Lecturing, Discussions	Using pictures and realia, mime/gesture/facial expression, and teaching where it is appropriate/inappropriate to use a new item will be covered (Tips 31-36).	Classroom applications of vocabulary teaching tips
7	Pre-class reading: pp. 42-47	No lab component.	Lecturing, Discussions	Vocabulary review and practice strategies (lots of practice, interesting exercises, personalization) will be covered (Tips 37-42).	Classroom applications of vocabulary teaching tips
8	Midterm				
9	Pre-class reading: pp. 49-54	No lab component.	Lecturing, Discussions	Teaching vocabulary from a reading text, being selective, and inferring meaning from context will be covered (Tips 43-48).	Classroom applications of vocabulary teaching tips
10	Pre-class reading: pp. 55-61	No lab component.	Lecturing, Discussions	Deliberate vocabulary expansion, teaching new meanings for old words, and using dictionaries/thesauri will be covered (Tips 49-54).	Classroom applications of vocabulary teaching tips
11	Pre-class reading: pp. 62-68	No lab component.	Lecturing, Discussions	Activities and materials for vocabulary review and expansion (dictation-based, recall, creating contexts) will be covered (Tips 55-60).	Classroom applications of vocabulary teaching tips
12	Pre-class reading: pp. 69-75	No lab component.	Lecturing, Discussions	Word cards, translation activities, open-ended tasks, and vocabulary testing strategies will be covered (Tips 61-66).	Classroom applications of vocabulary teaching tips
13	Pre-class reading: pp. 67-72	No lab component.	Lecturing, Discussions	Weekly quizzes, including vocabulary in general tests, and testing productive knowledge will be covered (Tips 67-72).	Classroom applications of vocabulary teaching tips
14	Pre-class reading: pp. 82-93	No lab component.	Lecturing, Discussions	Independent vocabulary learning, online tools, and overall course review will be covered (Tips 73-77 + References, Glossary, Index).	Classroom applications of vocabulary teaching tips

Workload

Activities	Number	PLEASE SELECT TWO DISTINCT LANGUAGES
Vize	1	1,00
Final	1	1,00
Derse Katılım	15	2,00
Ders Öncesi Bireysel Çalışma	14	1,00
Ders Sonrası Bireysel Çalışma	14	1,00
Final Sınavı Hazırlık	6	6,00
Ara Sınav Hazırlık	3	6,00

Assesments

Activities	Weight (%)
Ara Sınav	30,00
Final	50,00
Derse Katılım	20,00

Yabancı Diller Eğitimi Bölümü / İngilizce Öğretmenliği X Learning Outcome Relation

	P.O. 1	P.O. 2	P.O. 3	P.O. 4	P.O. 5	P.O. 6	P.O. 7	P.O. 8	P.O. 9	P.O. 10	P.O. 11	P.O. 12	P.O. 13	P.O. 14	P.O. 15	P.O. 16	P.O. 17	P.O. 18	P.O. 19	P.O. 20
L.O. 1	3			2	1	2	4					1								
L.O. 2	3			2	1	2	4					1								
L.O. 3	3			2	1	2	4					1								
L.O. 4	3			2	1	2	4					1								
L.O. 5	3			2	1	2	4					1								
L.O. 6	3			2	1	2	4					1								
L.O. 7	3			2	1	2	4					1								
L.O. 8	3			2	1	2	4					1								
L.O. 9	3			2	1	2	4					1								
L.O. 10	3			2	1	2	4					1								
L.O. 11	3			2	1	2	4					1								
L.O. 12	3			2	1	2	4					1								
L.O. 13	3			2	1	2	4					1								

Table :

- P.O. 1 :** Defines the basic concepts and principles of assessment and evaluation, and applies this knowledge in school settings.
- P.O. 2 :** Defines the basic concepts and principles of scientific research.
- P.O. 3 :** Discusses the appropriate methods for the production of scientific knowledge and demonstrates the ability to choose the appropriate methods for their goals and objectives.
- P.O. 4 :** Interprets the English course curriculum and develops appropriate daily lesson plans.
- P.O. 5 :** Designs, implements and evaluates instructional materials, technology, media, and other resources by using the principles of instructional technologies.
- P.O. 6 :** Defines the concepts and principles of theoretical and applied linguistics and applies them by associating with language teaching theories.
- P.O. 7 :** Defines foreign language teaching approaches and methods and applies these methods effectively in all aspects of language: speaking,

listening, reading and writing.

- P.O. 8 :** Analyzes and evaluates their own and peers' teaching practices.
- P.O. 9 :** Defines the basic principles of teaching English to young learners (TEYL) and implements appropriate approaches and techniques in the classroom environment.
- P.O. 10 :** Analyzes and evaluates materials suitable for different age groups and uses them in accordance with the curriculum.
- P.O. 11 :** Applies appropriate methods and techniques by collaborating for the development of critical thinking, creative thinking, and problem-solving skills.
- P.O. 12 :** Analyzes language acquisition theories and applies this knowledge to improve language teaching methods and practices.
- P.O. 13 :** Defines the basic literary concepts and principles, applies these concepts and principles in the field of foreign language teaching.
- P.O. 14 :** Analyzes and evaluates past and recent research and trends related to the field and applies them to improve learning and teaching processes.
- P.O. 15 :** Describes and applies the procedures, resources, and techniques related to translation and interpretation.
- P.O. 16 :** Demonstrating the ability to communicate in German at level B1 of the CEFR.
- P.O. 17 :** Demonstrates a commitment to professional ethical principles that describe the duties, rights, and responsibilities related to her profession.
- P.O. 18 :** Defines the aim, structure, and process of Turkish education system, the approaches of classroom management and the concepts related with education.
- P.O. 19 :** Designs and implements projects and activities for their social environment.
- P.O. 20 :** Collaborates with institutions, communities and groups that are working to improve the content and access to lifelong learning.
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