Prerequisite: Nil

Course Description:
This course aims at developing students’ metalinguistic knowledge of the lexical, morphological and semantic properties of English words. It considers the formation and construction of English words, and examines the meaning systems at word, phrase, sentence and discourse levels. Applications of knowledge of words to students’ own vocabulary use and English vocabulary teaching as well as assessment will also be discussed.

Aims:
Specifically this course aims:
- To provide students with an understanding of the main conceptual problems in the study of word structure;
- To equip them with knowledge and skills necessary for analysing different morphological phenomena in English;
- To develop students’ knowledge they need to identify different types of word meaning;
- To develop their knowledge and skills they need to examine the interaction between meanings and contexts; and
- To enhance their ability to develop effective vocabulary teaching and assessment tools.

Course Intended Learning Outcomes (CILOs):
By the end of this course, students should be able to:

<table>
<thead>
<tr>
<th>CILO 1</th>
<th>Explain the concepts of lexical, morphological and semantic properties of English words;</th>
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<tbody>
<tr>
<td>CILO 2</td>
<td>Construct simple morphological analysis and semantic analysis of English words;</td>
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<td>CILO 3</td>
<td>Explain semantic theories about the understanding of different aspects of meaning in words;</td>
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<td>CILO 4</td>
<td>Identify word meaning and how word meaning is combined to give phrase and sentence meaning;</td>
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<tr>
<td>CILO 5</td>
<td>Evaluate sentence relations and truth values of sentences;</td>
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<tr>
<td>CILO 6</td>
<td>Apply knowledge of the lexical, morphological and semantic properties of English words to vocabulary teaching.</td>
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<tr>
<td>Course Content:</td>
<td>Topics</td>
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</table>
| **Introduction** | A. Definition of ‘Word’  
B. Identification of words  
C. Classification of words  
D. Structure of words | Interactive Lecture,  
In-class Activity,  
Group Discussion | CILO 1,  
CILO 2 |
| **English morphology** | A. Inflectional morphology in English  
• Nouns, Verbs, Adjectives, Adverbs  
B. Derivational morphology in English  
• Affixes  
C. Morphophonology  
D. Word formation processes | Interactive Lecture,  
In-class Activity,  
Group Discussion | CILO 1,  
CILO 2 |
| **Word meanings** | A. Sense, reference, referent  
B. Types of meaning  
C. Semantic features – Componential analysis  
D. Prototypes vs. fuzzy concepts  
E. Jargon, Slang  
F. Metaphor | Interactive Lecture,  
In-class Activity,  
Group Discussion | CILO 1,  
CILO 2,  
CILO 3,  
CILO 4 |
| **Fossilisation of meanings** | A. Collocations  
B. Idioms  
C. Proverbs | Interactive Lecture,  
In-class Activity,  
Group Discussion | CILO 1,  
CILO 2,  
CILO 3,  
CILO 4 |
| **Lexical relations** | A. Semantic roles  
B. Sentence truths | Interactive Lecture,  
In-class Activity,  
Group Discussion | CILO 5 |
| **Lexis in discourse** | A. Cohesion and Coherence  
B. Lexis and Style/ Register/ Genre | Interactive Lecture,  
Group Discussion | CILO 1,  
CILO 6 |
| **Applications to vocabulary teaching** | A. Vocabulary learning strategies  
B. Principles in teaching and learning vocabulary  
C. Assessing vocabulary knowledge | Interactive Lecture,  
In-class Activity,  
Group Discussion,  
Experience Sharing | CILO 1,  
CILO 6 |
Teaching & Learning Activities (TLAs):

<table>
<thead>
<tr>
<th>Teaching &amp; Learning Activities (TLAs)</th>
<th>CILOs</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience Sharing</td>
<td>CILO 6</td>
<td>Students share their stories of learning and/or teaching as a process of reflecting on their learning experiences The narratives are discussed among group members and the instructor as collaborative dialogues to help members constructing their concepts in education. Narrative materials are means of teachers’ professional development.</td>
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<tr>
<td>Group Discussion</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>Students are involved in discussing various issues both in small groups and the whole class. The quality of participation is assessed with reference to the questions, suggestions and comments students make, as well as their contribution to the exchange of ideas in the classroom.</td>
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<tr>
<td>In-Class Activity</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>In-class activities are those activities ready to integrate into the classroom. Each in-class activity is connected to a learning objective, incorporates elements of morphology, semantics and ELT, and is readily adaptable to diverse course content. Some in-class activities include videos to show in class, games, morphological analysis, semantic analysis, on-line exercises, discussion questions, discussions of readings, demonstrations and group work.</td>
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<tr>
<td>Interactive Lecture</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4, CILO 5, CILO 6</td>
<td>The interactive lecture is characterised by interactions, both instructor with students and students with their peers. It breaks the information presentation into several sessions so that frequent teaching and learning activities can take place to foster deeper processing of course content. The key is to activate thinking and encourage students’ active participation. A diverse range of activities, such as brainstorming, open-ended discussion and teamwork exercises can be integrated into the lecture.</td>
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Assessment Methods (AMs):

<table>
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<tr>
<th>Type of Assessment Methods</th>
<th>Weighting</th>
<th>CILOs</th>
<th>Descriptions</th>
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<tbody>
<tr>
<td>Quiz I</td>
<td>15%</td>
<td>CILO 1, CILO 2</td>
<td>It is part of the formative assessment of this course. The quiz comprises a variety of question types. The instructor will give feedback after the quiz to help students improve their learning of this course.</td>
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<tr>
<td>Quiz II</td>
<td>15%</td>
<td>CILO 1, CILO 2, CILO 3, CILO 4</td>
<td>It is part of the formative assessment of this course. The quiz comprises a variety of question types. The instructor will give feedback after the quiz to help students improve their learning of</td>
</tr>
</tbody>
</table>
As part of the overall assessment, each student is required to write a term paper. This may be a reaction and reflective paper, a critical essay, a creative project or application of issues studied. The term paper could focus on selected educational issues. Proper documentation and references are required and standards of academic writing should be adhered to.

References: