How to teach and learn vocabulary in a foreign language context

招へい研究員

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4限 14:40～16:10
関西大学千里山キャンパス
岩崎記念館 F401教室

対象：All welcome!
とくに外国語学部の学生・教員

Abstract:
This talk aims to delve deeply into the critical analysis of vocabulary teaching and learning, with an emphasis on crafting an efficient pedagogical approach towards vocabulary acquisition within a course framework. I will scrutinize the integral factors that future student teachers need to consider when designing vocabulary-based pedagogy, thereby applying this understanding to an instructional context. The talk will further elucidate the principles of designing the vocabulary aspect of a language course, offering valuable guidance to both teachers and learners on mastering the art of vocabulary learning. Attendees will become acquainted with methods to select, adapt, and optimize educational materials to maximize their potential for vocabulary learning. During this talk, we will explore key resources that support autonomous teaching and learning, fostering a sense of unity through the exchange of ideas and resources. This talk will conclude with a reflective discussion on the transformative learning experiences and how these insights impact language learning and development. This talk is envisioned to be a comprehensive resource for language learners seeking to augment their understanding and practice of vocabulary teaching and learning in a foreign language context.

Bio:
Mark Feng Teng is Associate Professor of Applied Linguistics at Beijing Normal University and a visiting researcher at Kansai University from May to July, 2023. His research interests mainly focus on L2 vocabulary acquisition and L2 writing. He has published extensively in these areas, including monographs and edited books, international journal papers, and book chapters. He received the 2017 Hong Kong Association for Applied Linguistics (HAAL) Best Paper Award and was named in the world's top 2% of Stanford Scientists List. He is now serving as co-editor for OTI section, TESL-EJ and International Journal of TESOL Studies (IJTS).

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