Vocabulary Learning Strategies Do They Help Iranian Efl

The book discusses vocabulary learning strategies as an integral subgroup of language learning strategies. It defines language learning strategies in general and their features on the basis of cognitive theory and relevant models of second language acquisition. The book discusses as the basis for empirical research. Furthermore, the book gives a survey of research on vocabulary learning strategies and describes three original empirical studies. Thus, the book attempts at integrating the approaches of theories of second language acquisition, the theory and practice of instructed foreign language learning, and the findings of current empirical research.

Seminar paper from the year 2006 in the subject English Language and Literature Studies - Linguistics, grade: 1, University of Vienna, language: English, abstract: The following paper provides a brief insight into the topic of „vocabulary learning strategies", and will present selected aspects of this extensive and complex field of language study. After briefly dealing with the question of „defining" learning strategies, an overview concerning research into the field will be presented, and some general conlusions which can be drawn about vocabulary learning strategies will be portrayed. Subsequently, three classification systems of vocabulary learning strategies will be delineated, whereas thereafter the paper will elaborate on two selected areas of vocabulary learning strategies, namely „guessing and inferring meaning" and „mnemonic devices with special regards to the keyword technique".

This edited book brings together a collection of perspectives and studies on the role and potential uses of vocabulary assessment in second and foreign language learners' needs analysis. Assessing what vocabulary a student already knows - and what therefore might be a realistic goal for language learning - is an essential aspect of developing and delivering effective foreign language classes. The chapters in this book address what has so far been an under-researched aspect of classroom needs analysis, exploring the influence of vocabulary tests, the lexical profiles of teaching materials, and learner as well as teacher beliefs and practices. This book will be of interest to students and scholars of applied linguistics and TESOL, language teachers and teacher trainers, and educators engaged in assessment and evaluation.

Words are considered as the 'building blocks' of a language. Learning vocabulary is a fundamental step of learning a foreign language/second language especially in the initial phases of the L2 learning. Currently, there has been an increasing focus on second language/foreign language vocabulary learning and vocabulary learning strategies (VLSs). More attention has been given to vocabulary because, without doubt, learning an L2 vocabulary is far more important than anything else in developing the knowledge of that language. However, vocabulary learning and teaching have been neglected for decades. Learners did not pay substantial attention to vocabulary and teachers have taught a great deal of grammar topics rather than vocabulary. Students, when they travel, do not carry grammar books but dictionaries. Therefore, the aim of the study was twofold: firstly to reveal the most and least frequently used VLSs by students; secondly to investigate the role of gender in the use of these strategies. Two research methods were used to achieve the aims of the study; a questionnaire survey and an interview session.

An Investigation Into the Effects of Vocabulary Learning Strategy Training on Secondary School Students in Hong Kong

Teaching Languages and Cultures

Self-Regulation in Context, Second Edition

Present Issues and Future Trends

A Study of Beginning University Students of Russian in the United States

Vocabulary Learning Strategies

It is my honor to welcome all of you to Chicago, USA to participate in the 2014 International Conference on Social Science and Management (ICSSM2014) which will be held during March 15 to 16, 2014. The ICSSM2014 is co-sponsored by Advanced Information Science Research Center (AISRC), Khon Kaen University, Dalhousie University and University of Stirling. The conference proceeding is published by DEStech Publications, Inc. ICSSM2014 provides an excellent international forum for sharing knowledge and results in theory, methodology and applications of Social Science and Management. The conference looks for significant contributions to all major fields of the modern Social Science and Management in theoretical and Application aspects. The aim of the conference is to provide a platform to the global researchers and practitioners from both academia as well as industry to meet and share cutting-edge development in the fields. This ICSSM2014 proceedings tends to collect the up-to-date, comprehensive and worldwide state-of-art knowledge on social science and management, including sociology, law, information management, innovation management, engineering management, etc. All of accepted papers were subjected to strict peer-reviewing by 2–4 expert referees. The papers have been selected for this volume because of quality and the relevance to the conference. We hope this book will not only provide the readers a broad overview of the latest research results, but also provide the readers a valuable summary and reference in these fields. ICSSM2014 organizing committee would like to express our sincere appreciations to all authors for their contributions to this book. We would like to extend our thanks to all the referees for their constructive comments on all papers; especially, we would like to thank to organizing committee for their hard working.

This dissertation, "An Investigation Into the Effects of Vocabulary Learning Strategy Training on Secondary School Students in Hong Kong" by Ho-sin, Lok, 陸可信, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of thesis entitled An Investigation into the Effects of Vocabulary Learning Strategy Training on Secondary School Students in Hong Kong submitted by Lok Ho Sin for the degree of Master of Arts in Applied Linguistics, the University of Hong Kong September, 2007. The research described in this paper investigates the effects of vocabulary learning strategy training on Chinese learners in a local EMI secondary school. A questionnaire adapted from Schmitt's taxonomy (1997) was administered to 68 secondary four students before and after a training program. It was found that students used discovery strategies more often than consolidation strategies. Repetition was used more commonly among learners. Certain mnemonic strategies were seldom used and not perceived as useful. A five-week training program which included five medium to low ranking strategies in terms of frequency of use and perceived usefulness in the questionnaire was carried out in regular class periods. A comparison of scores in the pre-training and the post-training tests in which students' receptive and productive knowledge of vocabulary items was assessed showed the subjects achieved a higher mean score in the post-test. As for the findings of the post training questionnaire, there was also an increase in mean scores and percentages in the frequency of use and perceived usefulness of most of the strategies. More in-depth qualitative data was obtained from individual interviews with six subjects. They expressed difficulties on vocabulary learning and little experience in vocabulary learning strategy training. The majority of them admitted not having made full use of the strategies presented in the training program. Conclusion on whether the training program helped learners learn more effectively could not be drawn in a clear-cut manner considering both the quantitative and qualitative data. Nevertheless, an important implication was that strategy training should be considered in the language classroom as the subjects agreed that receiving strategy training would be beneficial to them. It could raise their awareness of different strategies available and they could use them flexibly according to their learning styles. Recommendations are made for future research to look at the extent to which strategies are used, benefits and drawbacks, effects of explicit vocabulary strategy instruction on young learners, alternatives to enhance autonomous learning through the use of independent learning strategies and teachers' perspective of strategy use and training. DOI: 10.5353/th_b3871991 Subjects: Vocabualary - Study and teaching (Secondary) - China - Hong Kong Learning strategies High school seniors - China - Hong Kong - Attitudes

This volume offers diverse perspectives on language and culture teaching explored against the background of a fast-paced globalized world of increased mobility and opportunity. While teachers are pressed to reinvent and adapt the existing teaching practices, researchers are invited to conduct studies with a view of implementing the findings in the classroom practice. This collection presents discussions of different aspects of foreign language instruction, language skills and learning strategies, and foreign languages in professional contexts, as well as the role of intercultural competence in language teaching and teacher education. Offering insights into a variety of foreign language and culture teaching contexts throughout Europe, this volume will be of interest to researchers and practitioners in applied linguistics and language and culture teaching methodology, including both experienced and novice language teachers, in the Balkan region and beyond.

Over the past thirty years, the field of language learning strategies has generated a massive amount of interest and research in applied linguistics. Teaching and Researching Language Learning Strategies redraws the landscape of language learning strategies at just the right time. In this book Rebecca Oxford charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. Offering practical, innovative suggestions for assessing, teaching, and researching language learning strategies, she provides examples of strategies and tactics from all levels, from beginners to distinguished-level learners, as well as a new taxonomy of strategies for language learning. In demonstrating why self-regulated learning strategies are necessary for language proficiency, Oxford integrates socio-cultural, cognitive, and affective dimensions, and argues convincingly for the need for conceptual cross-fertilization. Providing clear and concise explanations of the advantages and limitations of the different approaches, this book is full of practical value and theoretical insights. The book is designed to guide the reader with the use of a range of features, including: key quotes and concept boxes preview questions and chapter overviews glossary and end-of-chapter further readings sources and resources section

Chinese Learners and the Lexis Learning Rainbow

Vocabulary Instruction, Second Edition

In Theory and Practice

Online

Vocabulary Strategy Training to Enhance Second Language Acquisition in English as a Foreign Language

Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications

This book offers readers a basic grounding in L2 vocabulary acquisition. In addition, it provides theoretical analyses and empirical data regarding Chinese learners of English: their specific learning difficulties, needs, strategies, etc. The book provides an overview of the research in L2 vocabulary acquisition in the last two decades. Linguistic, psycholinguistic, socio-cultural, neurolinguistic, and corpus linguistics analyses are considered. The book constructs a comprehensive framework for Computer Assisted Vocabulary Learning (CAVL). This is achieved by providing an overview of vocabulary learning in CALL and then proposing a big framework within which most vocabulary learning programs can be conceptualized. The author then gives a detailed account of how Chinese learners approach English vocabulary learning. She provides an up-to-date picture of the overall situation regarding the language policies adopted, the traditional, orthodox approach to language learning, and the recent reforms implemented in Chinese universities. General and specific vocabulary learning difficulties encountered by Chinese learners are documented and analysed and empirical studies are reported.

This book focuses on vocabulary acquisition in the areas of English language learning either in a foreign or a second language environment. Starting from the social phenomenon that a large number of Mainland Chinese students obtain their further education in Western universities, the author carries out a longitudinal study by using instruments of vocabulary levels tests, questionnaires and interviews. On the basis of an in-depth investigation of vocabulary strategy usage by Chinese learners in widely differing environments, the author develops a model of vocabulary acquisition. This is the first model to combine both linguistic and non-linguistic strategies, motivation, and the stages of vocabulary learning into one comprehensive representation of vocabulary acquisition. The book not only offers a solid data base but also suggests effective strategies to enhance English language teaching and learning.

An updated edition of the key reference work in the area of second and foreign language vocabulary studies. This book provides a detailed survey of research and theory on the teaching and learning of vocabulary with the aim of providing pedagogical suggestions for both teachers and learners. It contains descriptions of numerous vocabulary learning strategies which are justified and supported by reference to experimental research, case studies, and teaching experience. It also describes what vocabulary learners need to know to be effective language users. This title shows that by taking a systematic approach to vocabulary learning, teachers can make the best use of class time and help learners get the best return for their learning effort.

"Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction: developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words"--

Cross-cultural Perspectives

Concepts, Methodologies, Tools, and Applications

Vocabulary in a Second Language

Modern Languages and Learning Strategies

Selection, Acquisition, and Testing

Do This—Not That!

This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning. It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners, promoting critical thinking through video gaming, language learning strategies for languages other than English, and the contribution of language learning strategies to the development of the four language learning skills. It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes. The contributing authors share research from their various contexts, which range from primary to tertiary education, and discuss the need for fine-tuned strategy categorization, conscious self-regulation and proposed strategy instruction.

This volume brings together three important aspects within strategy studies. First, it reviews the most outstanding previous studies in the field of vocabulary learning and communication strategies and their role in the second language acquisition and teaching process. Second, it provides empirical research testing general hypotheses in the field on how vocabulary learning strategies are a key component of vocabulary development and how their training improves their frequency of use and effectiveness. Finally, the book proposes a program for strategy training in the L2 classroom and illustrates it with examples from concrete vocabulary learning strategies and proposes exercises to apply them in an autonomous way. This volume will shed light on the field of vocabulary learning strategies and illustrate their practical utility in the foreign language classroom in order to improve the knowledge that teachers and learners have of them.

The Practice of Foreign Language Teaching: Theories and Applications is a collection of essays which will appeal to teachers of modern languages no matter the level of instruction. The volume analyzes the concepts of foreign language education and multicultural competence, including the notion of the intercultural speaker. It also discusses the ways in which language education policy develops, by comparing the theories and purposes of foreign language education. The essays collected here highlight the various different methods and approaches in language teaching, and introduce more experienced teachers to new approaches and teaching ideas. The book will also provide language instructors with the theoretical background and practical solutions they need to decide which approaches, materials, and resources can and should be used in their L2 classrooms.

This dissertation, "The Relationship Between Vocabulary Development and Reading and Vocabulary Learning Strategies" by Ngan-ha, Christine, Szeto, ????, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: Abstract of thesis entitled The relationship between vocabulary development and reading and vocabulary learning strategies submitted by Christine Szeto Ngan-ha for the degree of Master of Arts in Applied Linguistics at the University of Hong Kong March, 2007 Past research has suggested various L2 vocabulary teaching and learning methods. Some have focused on implicit learning and the others explicit learning. For implicit learning, some learners work well with lexical inferencing strategies. For explicit learning, some learners learn best with the key word techniques, word lists, or pair association. What is the best for our Hong Kong students? How can teachers help the low proficient students to learn vocabulary more efficiently? The present study aims at finding out the beliefs low

proficiency secondary learners hold about vocabulary learning, their claimed and actual use of vocabulary learning strategies. The results show that the students in this study put emphasis on memorization, perceived as the first step of learning new vocabulary. The actual lexical inferencing process shown in the interviews also uncovered the fact that they pay attention to memorization. They used lexical strategies on word and sentence levels frequently. However, their reported lexical inferencing behavior did not quite match with the beliefs. They claimed they used lexical inferencing strategies on world knowledge, pictures and discourse levels more frequently than the sentence and word levels. DOI: 10.5353/th_b3871827 Subjects: Vocabulary - Study and teaching (Secondary) - China - Hong Kong Infernece Junior high school students - China - Hong Kong - Attitudes
Mnemonic Versus Nonmnemonic Vocabulary-learning Strategies
Reading and Learning Strategies
Middle Grades Through High School
Vocabulary learning strategies
Teaching & Researching: Language Learning Strategies
Needs, Strategies and Tools

Update your vocabulary practices to meet the Common Core and improve students' word knowledge! This new, clearly-structured guide shows you how. It's packed with engaging, research-based, classroom-ready strategies for teaching vocabulary. Topics include... Selecting meaningful words for direct instruction Strategies for engaging students in word study Helping students come up with their own definitions Authentic vocabulary assessment Greek and Latin word study Bringing vocabulary to life using symbols and pictures Using a word wall effectively Teaching vocabulary all the time Creating opportunities for wide reading Using and expecting academic language For each vocabulary recommendation, you'll learn the research behind it, how it relates to the Common Core, and how to implement it in your classroom. The practical ideas for teaching vocabulary will benefit all of your students, including your English language learners, with specific connections to ELLs included throughout the book. This is a must-have resource for teaching vocabulary and meeting the Common Core standards!

This highly regarded work brings together prominent authorities on vocabulary teaching and learning to provide a comprehensive yet concise guide to effective instruction. The book showcases practical ways to teach specific vocabulary words and word-learning strategies and create engaging, word-rich classrooms. Instructional activities and games for diverse learners are brought to life with detailed examples. Drawing on the most rigorous research available, the editors and contributors distill what PreK-8 teachers need to know and do to support all students' ongoing vocabulary growth and enjoyment of reading. New to This Edition*Reflects the latest research and instructional practices.*New section (five chapters) on pressing current issues in the field: assessment, authentic reading experiences, English language learners, uses of multimedia tools, and the vocabularies of narrative and informational texts.*Contributor panel expanded with additional leading researchers.

This book provides comprehensive coverage of the latest advances and trends in information technology, science and engineering. Specifically, it addresses a number of broad themes, including multi-modal informatics, data mining, agent-based and multi-agent systems for health and education informatics, which inspire the development of intelligent information technologies. The contributions cover a wide range of topics such as AI applications and innovations in health and education informatics; data and knowledge management; multi-modal application management; and web/social media mining for multi-modal informatics. Outlining promising future research directions, the book is a valuable resource for students, researchers and professionals, and a useful reference guide for newcomers to the field. This book is a compilation of the papers presented in the 2021 International Conference on Multi-modal Information Analytics, held in Huhehaote, China, on April 23-24, 2021.

Now in its second edition, Teaching and Researching Language Learning Strategies: Self-Regulation in Context charts the field systematically and coherently for the benefit of language learning practitioners, students, and researchers. This volume carries on the author's tradition of linking theoretical insights with readability and practical utility and offers an enhanced Strategic Self-Regulation Model. It is enriched by many new features, such as the first-ever major content analysis of published learning strategy definitions, leading to a long-awaited, encompassing strategy definition that, to a significant degree, brings order out of chaos in the strategy field. Rebecca L. Oxford provides an intensive discussion of self-regulation, agency, and related factors as the "soul of learning strategies." She ushers the strategy field into the twenty-first century with the first in-depth treatment of strategies and complexity theory. A major section is devoted to applications of learning strategies in all language skill areas and in grammar and vocabulary. The last chapter presents innovations for strategy instruction, such as ways to deepen and differentiate strategy instruction to meet individual needs; a useful, scenario-based emotion regulation questionnaire; insights on new research methods; and results of two strategy instruction meta-analyses. This revised edition includes in-depth questions, tasks, and projects for readers in every chapter. This is the ideal textbook for upper-level undergraduate and graduate courses in TESOL, ELT, education, linguistics, and psychology.

English Words for Chinese Learners
Second Language Vocabulary Acquisition
International Journal of Applied Linguistics & English Literature
An Investigation Into the Perceptions and Effectiveness of Various Vocabulary Learning Strategies of Hong Kong ESL Learners with Low English Proficiency
Situating Language Learning Strategy Use
Putting "depth" to Rest

Many Chinese learners find it difficult to learn English words: they are difficult to spell and say, change forms from noun to adjective to verb, have multiple meanings and are tricky to remember. This book suggests ways that teachers can help their students to learn English words. A problem frequently reported by Chinese learners is that they are unable to pronounce words that they have met in written contexts. They say their teachers have seldom taught them how to say the new words they find in their textbooks. Research has shown that if Chinese learners are taught the pronunciation of new words when they first meet them, the words are easier to learn. Another problem is knowing when and how to use words accurately in the right context, with the appropriate level of formality. Harsh Words provides a theoretical background explaining how words are learned and then focuses on the Chinese learner in particular. It covers vocabulary learning strategies, learning words in isolation as well as in context, testing vocabulary, common Chinese errors with words, and vocabulary activities to use in class. One chapter deals with the use of IT in vocabulary development and suggests web sites and software that teachers may want to use with their students. Each chapter contains tasks and revision questions while an answer key is provided at the end. The book is written for teachers, whether training to be English teachers or taking refresher courses, postgraduate diplomas or Master's. While much of the content is applicable to all levels of learners, teachers in secondary schools and universities will find it most useful.

Comparison of the results of the two questionnaires revealed several vocabulary learning beliefs and strategies that underwent changes as a result of one semester of studying Russian. At the end of the semester students reported even more agreement with value of repetition, practice, good memory, and cultural knowledge for learning vocabulary. In contrast, they expressed significantly less agreement that it is easier to learn new words when the they are presented in context. Besides, participants reported that while learning vocabulary they less frequently tried to recall sentences in which new words were used. Interviewed students explained this shift by noting the difficulty of Russian vocabulary and cognitive overload while trying to acquire new words in context. These findings once again argue against the claim that contextual acquisition of foreign language vocabulary is always effective in instructed foreign language learning. Using correlational and cluster analyses, the study identified multiple relationships between groups of vocabulary learning beliefs and strategies, as well as between individual beliefs and strategies. Motivational beliefs were correlated with most groups of vocabulary learning strategies, and memory strategies were correlated with most groups of beliefs.

Learning Vocabulary in Another LanguageCambridge University Press
This comprehensive introduction to vocabulary makes research and theory accessible to language teachers.
Forum
Vocabulary in Language Teaching
Bringing Words to Life
EFL Vocabulary Learning Strategies Among Tuareg People
Frontiers of Language and Teaching, Vol.2: Proceedings of the 2011 International Online Language Conference (IOLC 2011)
Vocabulary Learning Strategies and Beliefs about Vocabulary Learning

This guide to vocabulary acquisition is essential reading for teachers of English as a second or foreign language. It presents the major ideas and principles that relate to the teaching and learning of vocabulary and evaluates a wide range of practical activities designed to help boost students' vocabulary acquisition. Key questions which are answered include: • How many words should students le be spent teaching vocabulary? • What is the best way to group vocabulary for learning? • Is it useful to provide students with the L1 translations of unknown words? • Why do some students make greater progress than others? stuart webb is Professor in Applied Linguistics at the University of Western Ontario, Canada. paul nation is Emeritus Professor • in Applied Linguistics at Victoria Univers of their perennial questions about vocabulary learning—as well as some they had not yet thought to ask! There is research evidence to support established practices, but also new evidence that challenges old ideas. patsy lightbown (co-author of How Languages are Learned, with Nina Spada)

This book provides pedagogical suggestions for both teachers and learners.
An updated, expanded edition of the authoritative book on the teaching and learning of vocabulary in another language.
In a diverse society, the ability to cross communication barriers is critical to the success of any individual personally, professionally, and academically. With the constant acceleration of course programs and technology, educators are continually being challenged to develop and implement creative methods for engaging English-speaking and non-English-speaking learners. Computer-Assisted Langua Applications is a vital reference source that examines the relationship between language education and technology and the potential for curriculum enhancements through the use of mobile technologies, flipped instruction, and language-learning software. This multi-volume book is geared toward educators, researchers, academics, linguists, and upper-level students seeking relevant research on technology.
International Conference on Social Science and Management?ICSSM 2014?
Research to Practice
2021 International Conference on Multi-modal Information Analytics (MMIA 2021), Volume 1
Vocabulary in Curriculum Planning
The Relationship Between Vocabulary Development and Reading and Vocabulary Learning Strategies
The Practice of Foreign Language Teaching

Building on Michael Graves's bestseller, The Vocabulary Book, this new resource offers a comprehensive plan for vocabulary instruction that K–12 teachers can use with English language learners. It is broad enough to include instruction for students who are just beginning to build their English vocabularies, as well as for students whose English vocabularies are approaching those of native speakers. The authors describe a four-pronged program that follows these key components: providing rich and varied language experiences; teaching individual words; teaching word learning strategies; and fostering word consciousness. This user-friendly book integrates up-to-date research on best practices into each chapter and includes vignettes, classroom activities, sample lessons, a list of children's literature, and more.

This book looks at the many ways in which languages can be taught, and at case studies that highlight the practical methods that will help teachers get the best results.

This dissertation, "An Investigation Into the Perceptions and Effectiveness of Various Vocabulary Learning Strategies of Hong Kong ESL Learners With Low English Proficiency" by On-ki, Lo, 羅安琪, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: ABSTRACT This study aims at gaining more insights on the vocabulary learning process of the low proficient second language learners of pre-intermediate or intermediate level. It is expected that the information obtained can benefit the vocabulary development of the low achievers. As vocabulary range is one of the most important factors that influence the progress of learners' second language learning, the study looks forward to offer suggestions to facilitate learners' vocabulary proficiency. The study examines low achievers' perceptions on vocabulary learning and their pattern of vocabulary learning strategy use especially the use of metacognitive vocabulary learning strategies. The study also intends to compare the effectiveness and preferences of the learners of two kinds of vocabulary learning strategies, social vocabulary learning strategies and cognitive vocabulary learning strategies. Data were collected through two questionnaires, a classroom experiment and semi-structured interviews. The results reveal the learning styles of the low achievers, particularly their intensive use of repetition strategies and their extremely limited use of metacognitive learning strategies to manage their vocabulary learning. Moreover, both social and cognitive vocabulary learning strategies are found to have their strengths and weaknesses to the low achievers. As a result, strategy training is highly recommended for these learners and suggestions on the preparation and the content of strategy training are made. ii DOI: 10.5353/th_b3870695 Subjects: Vocabulary - Study and teaching (Secondary) - China - Hong Kong Learning strategies Underachievers - China - Hong Kong - Attitudes

The eleven chapters of Vocabulary in a Second Language are written by the world's leading researchers in the field of vocabulary studies in second language acquisition. Each chapter presents experimental research leading to new conclusions about and insights into the selection, the learning and teaching, or the testing of vocabulary knowledge in foreign languages. This book is intended as an up-to-date overview of the important domain of the lexicon for researchers in the field of second language acquisition, teacher trainers and professional teachers of second or foreign languages.

Theories and Applications
English Teaching Forum
Robust Vocabulary Instruction
Application of Intelligent Systems in Multi-modal Information Analytics
A Study of Strategies Among Kurdish Students
Teaching Vocabulary to English Language Learners

The results of the explanatory sequential mixed methods design provided rich, meaningful information which quantitative research alone could not have provided. It highlighted how vocabulary strategies vary when learners are bilingual and/or from different learning contexts and cultural backgrounds. Tuareg EFL learners have a strong affinity for using social strategies and relying on cooperative English words in comparison with EFL learners from other cultural backgrounds.
Teaching and Researching Language Learning Strategies
Harsh Words
Vocabulary Learning Strategies and Foreign Language Acquisition
Learning Vocabulary in Another Language
Learning Vocabulary in Another Language Google eBook
Developing Competencies, Re-thinking Practices