

Effective Mnemonic Strategies for Advanced EFL Learners

Introduction

Paragraph 1: Introduction

- The role of vocabulary (Schmitt, 2000).
- Problem: Difficulties involved in learning new word (Gairns & Redman, 1986).
- Solution: The vocabulary learning strategies (Hatch & Brown, 1995).
- Delivering the aim of the paper.

Vocabulary and Language Learning

Paragraph 2: Definition of vocabulary (Decarrico, 2001; Schmitt, 2000; Webb, 2014).

Paragraph 3: The impact of lexical knowledge in the development of basic language skills (Carter, 1986; Hatch & Brown, 1995; Read, 2000).

Paragraph 4: Essential steps in vocabulary learning (Nation, 2001; Rodgers & Webb, 2011).

Types of Lexical Knowledge

Paragraph 5: Passive vocabulary bank and receiving information (Gairns & Redman, 1986; Read, 2000).

Paragraph 6: Active vocabulary bank and producing information (McCarthy, 1990; Schmitt, 2000; Webb, 2014).

The Impact of Memory in Vocabulary Learning

Paragraph 7: Short-term memory and vocabulary learning (Read, 2000; Schmitt, 2000)

Paragraph 8: Long-term memory and vocabulary learning (Siyanova-Chanturia & Martinez, 2015).

Paragraph 9: Information processing theory and vocabulary learning (Schmitt, 2000; Stevick, 1996; Webb, 2014).

Mnemonic Strategies

Paragraph 9: Using Mnemonic Strategies (Decarrico, 2001; McCarthy, 1990; Schmitt, 2000).

Paragraph 10: Benefiting from dictionary (Gairns & Redman, 1986; Nation, 1990; Read, 2000).

Paragraph 11: Benefiting from word cards (Laufer, 2003; Lin & Siyanova-Chanturia, 2014).

Paragraph 12: Benefiting from visual aids (Gairns & Redman, 1986; Stevick, 1996).

Paragraph 13: Benefiting from contextual guesswork (Read, 2000; Renandya & Farrell, 2011).

Conclusion

Paragraph 14: Conclusions from the discussions.

Paragraph 15: Pedagogical implications; what teachers should do to teach vocabulary in a more effective manner; what EFL learners should do to learn vocabulary in a more effective manner.

References

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