TEACHERS' PERCEPTIONS ON TEACHING COMPOUNDS IN AN EFL CONTEXT-METHODOLOGICAL IMPLICATIONS

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ABSTRACT

Vocabulary has the central role in foreign language learning. As an area of research it has been neglected until recently when many researchers focused their studies on investigating vocabulary acquisition and different strategies that learners use to learn new words of English. One of the most challenging word groups to be taught are compounds. Since there are so many compound words in English, learners may not often recognise them as being compounds. Therefore, teachers should offer variety of techniques and activities in teaching them to the students.

The paper aims at scrutinizing EFL teachers' perception of teaching English compounds at tertiary level. It uses Schmitt's taxonomy (1997) of vocabulary learning which consists two parts: strategies for discovering the meaning of new words and strategies for consolidating new words. The teachers were asked to list VLS in terms of their frequency and effectiveness.

This study showed the parallel between the strategies used to learn compounds and their usefulness as perceived by the teachers. The main methodological implication is that the choice of the strategies has learning vocabulary. The strategies should be one of the most impotent components of a course syllabus which will facilitate vocabulary acquisition.

Keywords: *teaching, compounds, perception, most-used strategies*.

1. INTRODUCTION

The teaching and learning English words is a complex issue because English language vocabulary is very large. Previous studies focused their attention on learning and teaching grammar but less attention was paid to vocabulary learning. Around 1970s researchers started to look into vocabulary learning and strategies which can help the students improve their vocabulary knowledge.

In recent literature there is a high tendency to identify the most useful ways and techniques in teaching vocabulary. Since words are not isolated units of language, but fit into teachers should explain to the students there are many degrees of knowing. According to Nation (2010) knowing a word involves knowing its form, meaning and use, and each category is broken down into receptive and productive knowledge. Having this in mind, teachers are challenged while teaching different groups of words to the EFL students. One of the most important groups of words is a compound. Therefore, this study aims to investigate teachers' perceptions of teaching compounds of English and it looks at vocabulary learning strategies applied whilst acquiring compound words in EFL. Investigating teachers' perceptions is very important because personal beliefs shape the way we teach.

The research was conducted at the Department of English Language and Literature of SEEU. The questionnaire is based on Schmitt's Taxonomy of Vocabulary Learning Strategies and it consists of two parts: strategies for discovering the meaning of new words and strategies for consolidating new words.

2. Literature review

Vocabulary is considered as the building blocks of a language and is one of the most challenging fields in teaching EFL. The knowledge of vocabulary helps us to communicate effectively and express our thoughts. Similarly, "Foreign language acquisition is generally deemed to be closely associated with vocabulary study and many scholars prove that lexical deficiency constantly interferes with the daily communication'' (Zhou 2017, p.101). Debating whether vocabulary is more important than grammar, Wilkins (1972) stated that ''There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed'' (pp. 110-111).

Words occur in written texts in four different categories distinguished by Nation (2001):

1) High-Frequency words including many content words, e.g., government, forests, production, adoption, represent, boundary;

2) Academic words include many words that are common in various kinds of academic texts, e.g., policy, phase, sustained

3) Technical words are closely related to the topic and subject area (words from the field of agriculture) in the text, e.g., indigenous, beech, podocarp, regeneration, rimu, timber;

4) Low-Frequency words include words like pastoral, aired, perpetuity, zone.

Talking about teacher preferences, there is an old saying that'' teachers teach the way they were taught'' however, teachers nowadays are aware that they should modify their teaching based on learners needs and interest using different types of medium. Coady (1997 cited in Duppenthaler, 2007) summarizes teachers' own learning experience, their attitudes towards vocabulary learning, their knowledge of the research field and the effect of the teaching experiences from their instruction are very important in teaching vocabulary in general. Compounds of English are not excluded from this idea and they are words which are composed of more than one free morpheme and they are used very frequently in spoken English. There are three main groups of compound words: closed (wallpaper), hyphenated (mother-in-law) and open (distance learning). Learners often face difficulties in learning compounds therefore this study aims to address this issue and offer some innovative ideas which can help teachers in designing their lessons.

When teaching compounds, teachers should plan their lessons very carefully including different activities and strategies. The researchers who dealt with this issue have developed several taxonomies of strategies for teaching compounds and vocabulary in general. One of the most-used Taxonomies suitable for EFL context, is the one developed by Schmitt in 1997. His taxonomy (1997) is a comprehensive inventory of vocabulary learning strategies. He divides the strategies into two groups: the ones to determine the meaning of new words when learners encounter them the first time, and the ones to consolidate meaning when learners encounter words again. Nation (2001) has provided another classification of vocabulary learning strategies using aspects of language learning: vocabulary planning, vocabulary sources, and vocabulary learning processes. While Gu (2005) categorized vocabulary learning strategies according to when they were used: during initial handling, consolidation, and activation of words (Bytheway, 2015). ''Although they do not use the term vocabulary learning strategies, Tseng, Dörnyei and Schmitt (2006) created a model

of self-regulated vocabulary learning based on processes which include commitment control, metacognitive control, satiation control, emotion control and environment control (Bytheway, 2015, p.512).

These taxonomies and categorizations show us that there are many options which can be used in teaching and learning but they should match teachers and students' learning styles, because what works for one student /teacher does not work for the other.

This paper provides an overview of the experience, perceptions and suggestions of English teachers and the methods they use in teaching English compound words. It was expected that through the results of the test questionnaire to suggest implications for teaching foreign language vocabulary of English. Namely, through the results of this study will clarify an important issue, whether the compound words be taught/learned separately (out of context) or through context.

3. Research methodology

In a study conducted by Bakar, Tüzün and Çağıltay in 2008, students' views on the use of educational computer games in social studies lessons were examined. In this descriptive designed research, the study group consisted of 6th grade students. In the data collection stage structured interview and observation tools were used. According to the results of the study, it was found that use of educational computer games in social studies lessons increased students' motivation towards the lessons (Bakar, Tüzün and Çağıltay, 2008).

Çavuş and Özyürek dicussed primary school teachers' use of game as an educational method, and their views on game as an educational method in their desctiptive research study. To collect data semi-structured interview method was applied with 20 teachers. According to the results of the study, it was determined that all of the teachers used the game method in the lessons it was also revealed that game method provided permanent learning and the active participation rate of the students in the lessons increased (Çavuş and Özyürek, 2016).

On the other hand, in a study conducted in 2015, Atıcı and Akın examined the effect of game-based learning environment and traditional learning method on student achievement and views in the mathematics lesson. In this study, 2nd grade students participated as the study group. The research was a full experimental design and tools such as achievement test, questionnaire and interview forms were used. According to the results, it was revealed that educational games make Mathematics lessons more enjoyable and reduce students' fear and anxiety (Atıcı and Akın, 2015).

In a study conducted in 2007, the effect of educational computer games on the success of primary school students in computer classes and their computer self-efficacy perceptions were investigated. In the study 7th grade students participated and a pre-test post-test experimental design with control group was used. Achievement tests, interview protocol and questionnaire tools were used in order to collect data. As a result, it was found that the game-based learning environment reduces their anxiety, helps them learn individually and visually supports learning (Yağız,2007).

In his study, Aşcı researched the academic achievements and attitudes of 6th grade students towards the game-based learning method applied in Turkish lessons. In this study, a quasi-experimental design with pretest posttest groups was used. According to the results of the study, it was revealed that the game-based learning method has an increasing effect on students' motivation in Turkish lesson (Aşcı, 2019).

Aydeniz examined the effect of game-based learning method on students' school attachment level and students' awareness of rules in one of his study. Sampling of this study consists of 321 people in the first study group and 226 people in the second study group. A quasi-experimental design was used and to retrieve

data personal information form, school attachment scale and rule awareness scale were used. As a result of the study, it was concluded that the game-based learning method helps students maintain their school attachment level (Aydeniz, 2019).

The effect of the game-based learning method on scientific process skills of preschool students was examined in a study. In this study, a pre-experimental design was used and data was collected using the observation method. In the end it was found that the game-based learning method was effective in developing the scientific process skills of chil The aim of this paper was to answer the following research question:

1) What are the teachers' views on teaching English vocabulary in an EFL context at South East European University in Macedonia?

2) Which are the most-used and the most –useful strategies employed by the teachers in teaching compounds?

The participants of the study were EFL professors at SEEU, both genders, and with different teaching experiences where the majority held PhD Degrees. Professors were asked to review the listed vocabulary learning strategies based on the frequency of the use and their usefulness in teaching and learning compounds in teaching English as a foreign language.

Schmitt's Taxonomy developed in 1997 was used to survey teachers' opinions and their experiences with teaching English compounds. It is organized according to the Oxford system (Oxford, 1990) and the distinction between detection and consolidation.

4. Results

4.1. Results from the first research question

Eleven teachers were interviews and they expressed their views on teaching vocabulary to EFL students at SEEU. Analysing the interview results, we can see that teachers have different opinions and views on vocabulary teaching. The following are some excerpts taken from the interviews:

Q1: What does it mean to know a word, according to you?

P1: To understand and use it in a meaningful context.

P5: Knowing a word means the meaning, spelling, pronunciation and its correct use in a sentence.

P3: Knowing a word means knowing the vocabulary of the respective language. Therefore, If we want to enrich the vocabulary we should constantly learn new words of that language until we become advance vocabulary learners of the respective language.

P8: To use the word in context and to know all its formations.

Q2: In what way do you teach vocabulary in English?

P1: Usually in a meaningful context, by using different examples.

P3: I use different teaching techniques, explanations, visual and context.

P7: Guessing the word from context, providing illustrations, online search, graphic organizers, word maps, etc.

P6: I personally teach vocabulary by using integrated skills such as: reading, listening, writing and speaking. In order to do that I used the most suitable methods for students, which include interaction and active learning.

Q3: How often do you teach vocabulary in your everyday instruction?

P1: Almost every class usually by giving students to read different reading comprehension texts.

P4: Whenever we take a new lesson, there is always a need for clarifying unknown words to the students.

P7: The teaching curriculum is developed in that way, which obliges me to teach vocabulary in daily bases as an integrated part with grammar, which both contribute to a more efficient learning of the language.

P10: Guessing the word from context, providing illustrations, online search, graphic organizers, word maps, etc.

Q4: Do you use any texts when teaching vocabulary?

P1: Yes, I use reading texts when teaching vocabulary in order to help students understand and find a meaningful connection.

P5: Yes, texts provide context for the learners.

P9: Since we are provided with Course books for each grade, I use texts of the course books too, but at the same time I use various teaching vocabulary worksheets, online books, videos that contribute to a successful vocabulary learning.

P10: The texts provided in the textbook, since that's the vocabulary students need to acquire.

Q5: Do your students carry any dictionary with them when they come to class?

P1: No, they never do it.

P7: No, they do not.

P10: Some of them do use dictionaries during classes, but I always encourage them to learn new vocabulary words through pictures, based on the meaning, explanation etc, but I do highly appreciate the students who know how to use dictionaries and are willing to use them.

P4: No, they do not.

Q6: Do the students use the online dictionary to check the meaning of unknown words?

P1: Yes, they check the words with an online dictionary if they don't understand the word in English they use the online dictionary usually in their mother tongue (Albanian).

P6: Yes, the students check the online dictionary installed in their mobile phone.

P11: Based on the daily conversation I have with them; I see that many of them are using online dictionaries.

P4: Yes, very often.

Q7: Do you use authentic materials for teaching new English words?

P1: Yes, various materials from internet, reading comprehension texts.

P9: We discuss news, and use different media.

P4: Yes, I do use authentic materials in teaching new English words, and I think is the best way to enrich students' vocabulary since through such materials they learn the new words they face in everyday life.

P8: Yes, as an addition to the textbook.

Q8: How do you test vocabulary knowledge?

P1: By giving students Vocabulary Quiz.

P8: Using a vocabulary quiz, tests, writing a story, etc.

P7: At the end of each unit, my students are assessed with vocabulary test, which include: fill in the gaps, guess the word, find synonyms, reading comprehension, etc.

P9: Quizzes, guessing games, on-purpose errors.

Q9: Do you teach any specific vocabulary learning strategy?

P1: I usually try to explain the words in meaningful contexts, by giving examples. For homework students use the words and write their own sentences.

P:10Yes, I try to raise students' awareness that they should use different strategies to learn words efficiently.

P5: I usually use mixed strategies when teaching vocabulary, which all depends in students' abilities, their age or cognitive development, as well as the strategies that are more suitable for the respective group of students, by always using interactive teaching methods.

P8: No, just a combination of different learning strategies.

Q10: Do you think that good students use more strategies than poor students?

P1: Yes, if students read more, they are more interested in learning new vocabulary items.

P10: Yes, I do and they are also autonomous learners because their search for different ways to become successful learners.

P2: Yes, certainly, good students are explorers, hard -working, and more independent language users. Hence, they are always willing to use different strategies in order to achieve the desired goal.

P3: Yes, and they are generally more interested in learning the language.

4.2. Results from the second research question

The survey was conducted in order to understand the vocabulary learning strategies used in the learning English as a foreign language. In addition to this, eleven teachers were interviewed where they expressed their views on vocabulary teaching. According to Schmitt (1997), there are fifty-eight strategies, classified into five categories, such as: Social strategies, Determination strategies, Memory strategies, Cognitive strategies and Metacognitive strategies.

The questionnaire consisted of two parts:

1. Strategies for discovering the meaning of new words

2. Strategies for consolidating new words

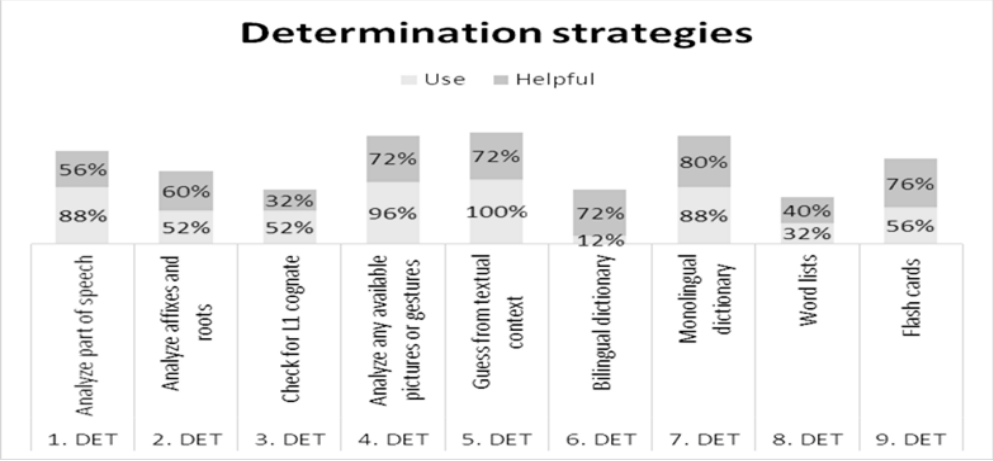


Figure 1: Teachers' approach to determination strategies

Figure 1, reviews the results of Questions from 1- 9 and the results shows that the most used strategy is Guessing from textual context as used by 100% by the teachers and 72% consider that it is also very useful. Analyse any available pictures or gestures is another strategy used by 96% of the teachers and 72% of them consider it to be useful as well. Monolingual dictionary is used by 88% of the teachers and 80% of them consider it to be useful. Similarly, analyse part of speech was used by 88% of the teachers and 65% of them consider it to be useful. Three strategies, Flash cards are used by 56% of the teachers and perceived to be useful by 76% of the teachers, check for L1 cognates are used by 52% of the teachers and are perceived to be useful by 32%, and Analyse affixes and Roots is used by 52% of the teachers and perceived as useful by

60% of the participants. On the other hand, the least used strategies were Word lists 32% and Bilingual dictionary used by only 12% of the teachers.

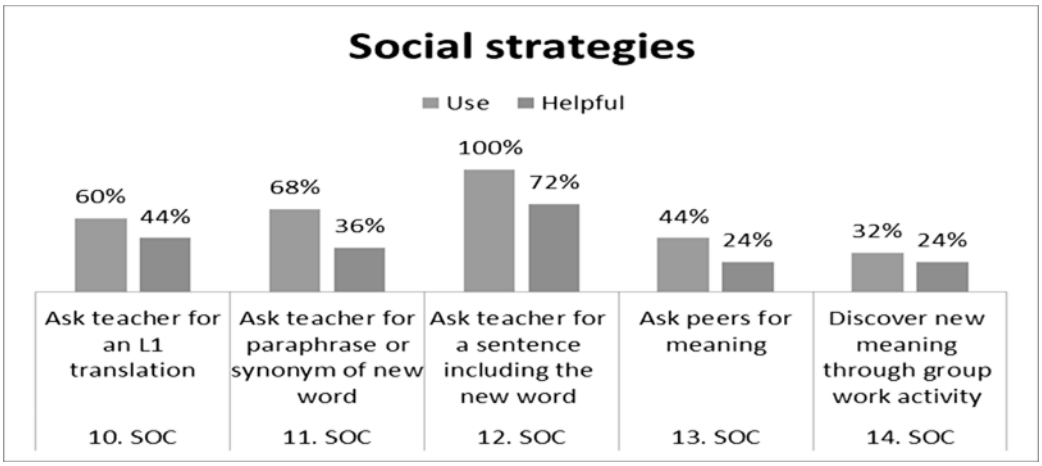


Figure 2: Teachers' approach to social strategies

Questions 10 to 14 review social strategies and the results (presented in Figure 2) show that asking for a sentence from the teacher containing the new word is applied by 100% of the teachers but 72% consider this strategy useful. Asking for a sentence from the teacher that contains the new word is applied by 100% of the teachers and 72% consider this strategy useful. Asking for a synonym for a new word or paraphrase from the teacher is used by 68% of teachers, and 36% find this strategy useful. Asking for a translation from the mother tongue by the teacher is practiced by 60% of the teachers but the same strategy is considered useful by 44% of them.

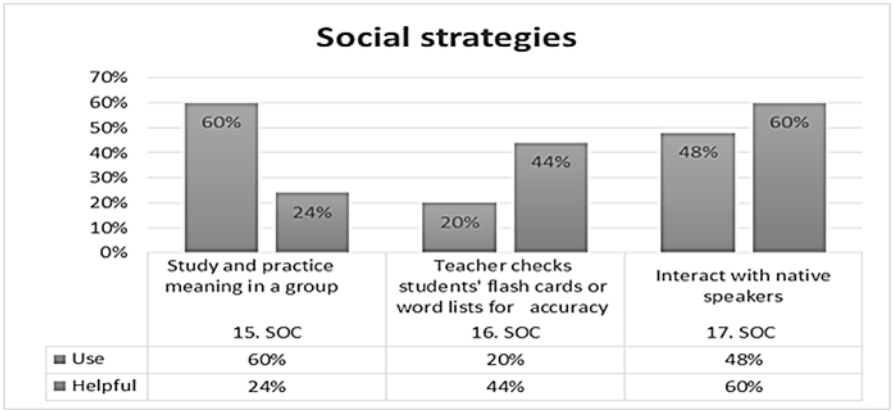


Figure 3: Teacher' approach to social strategies

Items 15 to 17 review social strategies and the results are presented in Figure 3. The results show that group meaning learning and practices is applied by 60% but 24% of the teachers find this strategy useful. Interacting with native English speakers is a strategy used by 48% of teachers but 60% of them find this strategy useful. On the other hand, the least useful strategy that is still considered useful is the one which involves checking the accuracy of students' cards and word lists by the teachers. This strategy is applied by 20% of the teachers but 44% of them consider the strategy useful.

Memorization strategies

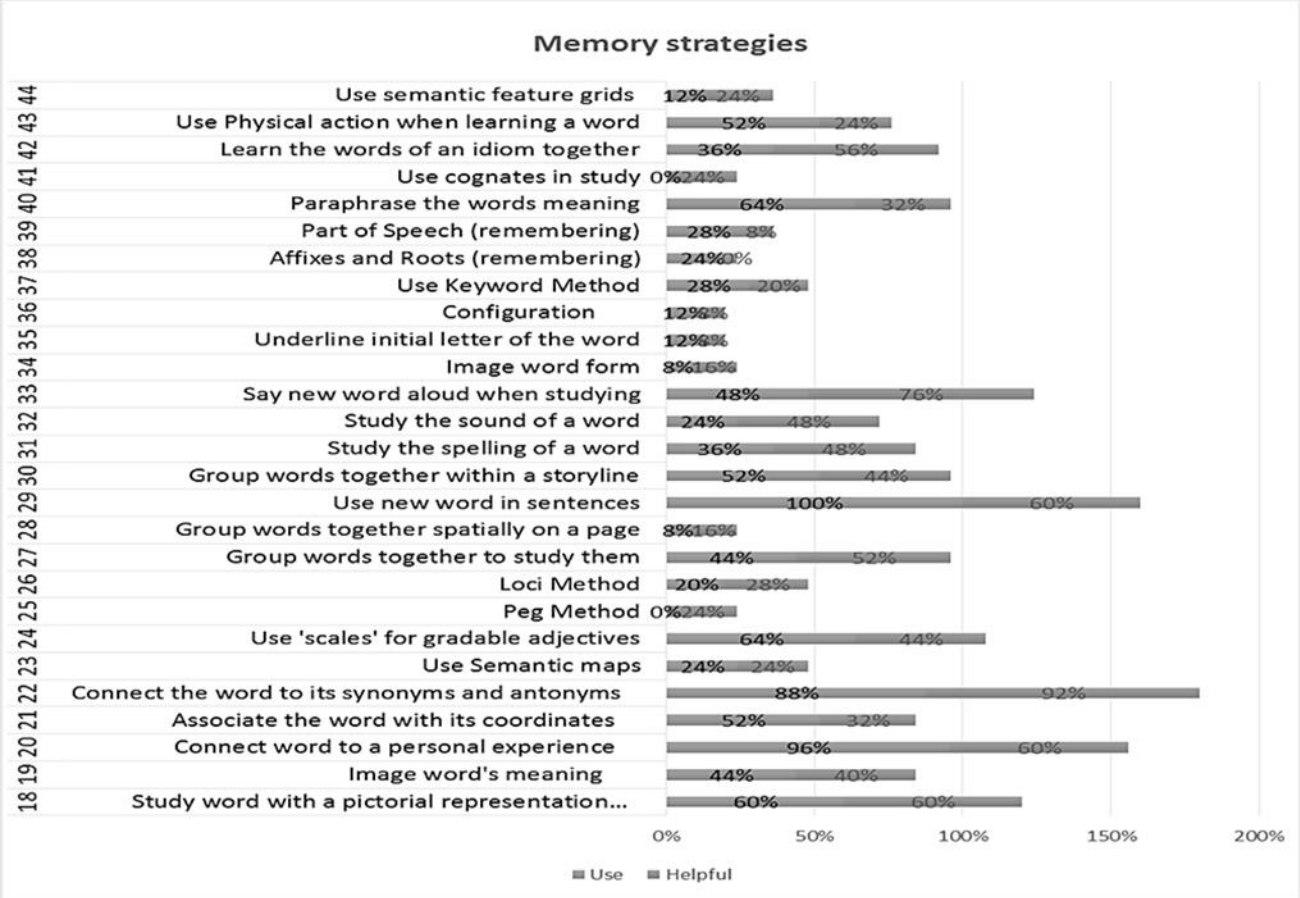


Figure 4: Teachers' approach to memorization strategies

Figure 4 shows that using a new word in a sentence is used by 100% of the participants out of which 60% believe in its usefulness. Also, connecting a word to the personal experience is used by 96% of the teachers and 60% of them believe it is useful. Connect the word to its synonyms or antonyms is used 88% and a very high percentage of teachers, 96% believe it is useful. Study word with a pictorial presentation was very used by 60% of the teachers and 60% of them perceive it to be useful.

On the other hand, the strategies that are least applied and still considered useful are the following: learning the words of an idiom together, the Peg Method, oral pronunciation of a new word in its learning and the use of patterns with semantic properties.

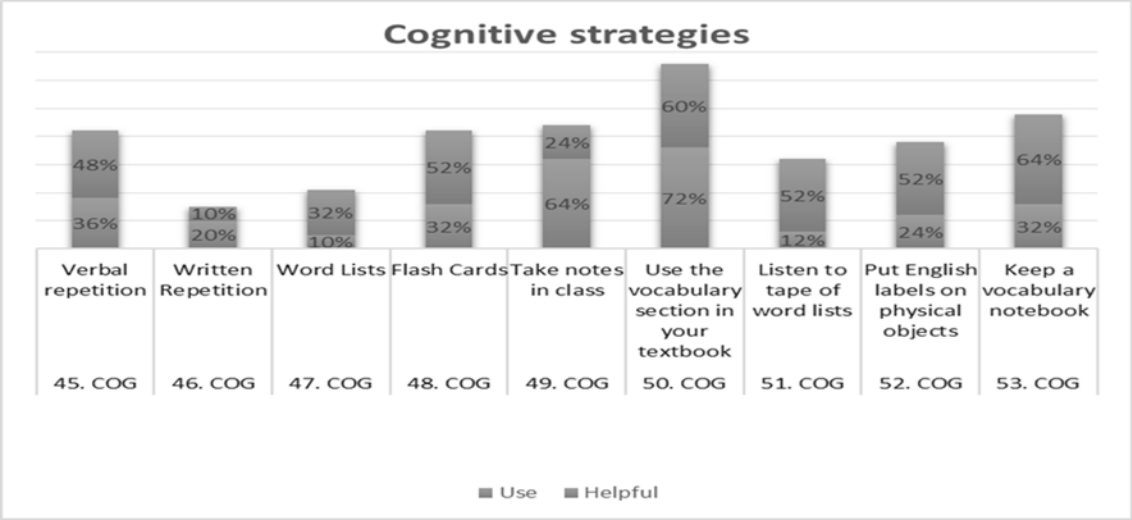


Figure 5: Teacher' approach to cognitive strategies

Items forty-five to fifty-three refer to cognitive strategies and the results (presented in Chart 5) show that the use of the vocabulary section in textbooks is used by 72% of the professors while 60% of them find

this strategy useful. Taking notes during the class is a strategy that 64% of the teachers apply while 24% find this strategy useful.

On the other hand, the least used strategies that are still considered useful are the following: oral repetition, written repetition, word lists, word cards, listening to CDs with recorded word lists, English word labels on items and keeping a vocabulary notebook.

Metacognitive strategies

Items fifty-four to fifty-eight deal with metacognitive strategies and the results are shown in Figure 6 below.

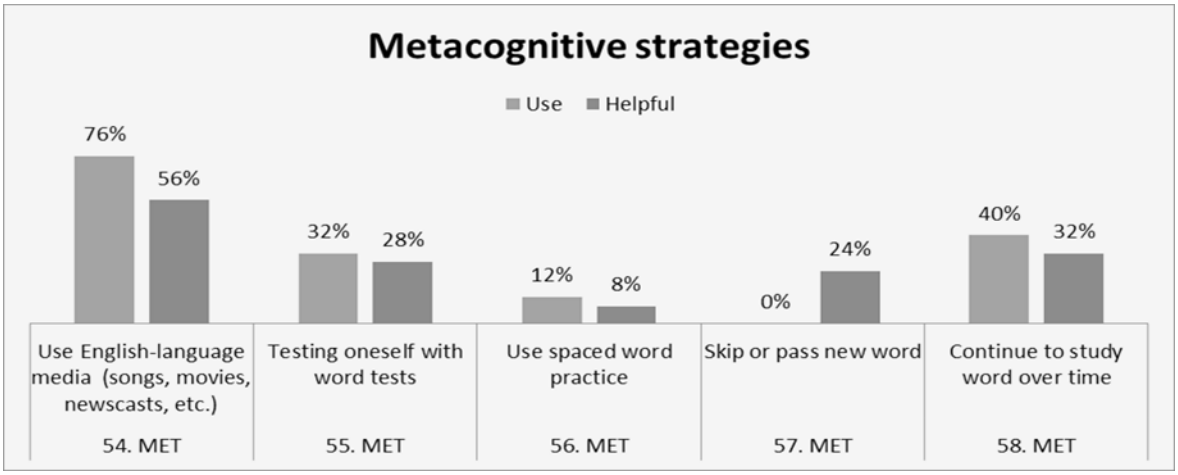


Figure 6: Professors' approach to metacognitive strategies

Figure 6 shows that the use of English-language media (listening to English music, watching English movies and shows, and so on) is the most used and most useful method according to the teachers. This strategy was used by 76% of the participants. However, the most commonly used methods, which are still considered useful, are the following: self-assessment with word tests, skipping unfamiliar words and continuously learning new words.

5. Conclusion

This study aimed to find out teachers' perceptions towards teaching compound nouns in English and the most-useful strategies employed by the teachers. The teachers are responsible to make the process of learning vocabulary easier and more effective for the learners and this can be achieved if the students are introduced to new strategies which suit their learning style and can enhance vocabulary acquisition.

According to Interview results which answered the first research question "What are the teachers' views on teaching English vocabulary in an EFL context at South East European University in Macedonia? it seems that teachers' responses vary to a lesser extent. All 11 teachers interviewed reported that they either teach vocabulary on daily bases or very often. This fact shows that they perceive vocabulary as a very important part of the language which should be taught frequently to the students. However, the students do not carry dictionary with them because they all use online dictionary. Being a generation of digitally natives, the students feel more comfortable using online tools than a traditional dictionary. When it comes to the use of vocabulary learning strategies, the interviewed teachers reported that they use texts especially the ones provided in the textbook for teaching vocabulary. Reading texts are a very useful way for teaching unknown words because his strengthen students' ability to guess from the context. Generally, teachers believe that good learners use more strategies than poor learners because they are more interested in learning.

Regarding the second research question of the paper:" Which are the most-used and the most –useful strategies employed by the teachers''? the results obtained from the questionnaire provide interesting facts. Based on the data collection, it seems that the determination strategies are used a lot by the teachers. The strategies which belong to this group are used for the initial discovery of a new word which is encountered by the student. In this regard, guessing from the context was the strategy which was used 100% and 72% believe that it is useful as well. This technique for learning compounds enables learners to cope with difficulties encountered and make independent learners. On the other hand, the Bilingual dictionary is the strategy which was used the least by the teachers.

The second group of strategies which was indicated to be used by the teachers are Social strategies. For many learners this group of strategies enhance learning because learners interact with each other to clarify a confusing or a difficult word. The most used strategy was Asking for a sentence from the teacher that contains the new word is applied by 100% of the teachers and 72% consider this strategy useful. This shows that productive word knowledge is very important for learning words. Also, strategies Asking the teacher to paraphrase (68%) and asking the teacher to provide the L1 translation (60%) are used by the teacher. This fact shows that traditional teaching is still present in this research context. Asking the peer for the meaning and discovering the meaning through groups are not very popular among teachers.

The third most-used group of strategies are cognitive strategies. The most-used strategy in this section is the use of the vocabulary section in textbooks is used by 72% of the professors while 60% of them find this strategy useful. Also, taking notes during the class is a strategy that 64% of the teachers apply while 24% find this strategy useful. An interesting fact is that sometimes the least used strategies that are still

considered useful are the following: oral repetition, written repetition, word lists, word cards, listening to CDs with recorded word lists, English word labels on items and keeping a vocabulary notebook.

Memorization strategies are also popular among teachers and the most-used ones are as follows: Using a new word in a sentence is used by 100% of the participants out of which 60% believe in its usefulness. This shows that productive form of the word is important. Also, connecting a word to the personal experience is used by 96% of the teachers and 60% of them believe it is useful. Connect the word to its synonyms or antonyms is used 88% and a very high percentage of teachers, 96% believe it is useful. This helps learners to speed up their learning process, expand their word power and improve their vocabulary knowledge. Study word with a pictorial presentation was very used by 60% of the teachers and 60% of them perceive it to be useful.

Finally, when it comes to the use of the metacognitive strategies, they are also used but not very frequently. English-language media (listening to English music, watching English movies and shows, and so on) is the most used and most useful method according to the teachers. This strategy was used by 76% of the participants and perceived to be useful by 56% of the teachers. In today's technology world media are a very powerful tool of learning all language features therefore, this is not surprising at all. Then the list, is proceeded by continues to study word over time and testing oneself with tests.

Implication for teaching and recommendations

In English, word formation is of great importance, because the language is enriched with this phenomenon. Forming compound words in modern English is one of the most productive word-formation processes, therefore, new patterns emerge on a regular basis.

The results of this research have several methodological implications in teaching and mastering compound words (vocabulary) in English language teaching. Based on the teachers' views on the techniques for learning vocabulary in the process of teaching compounds to students in English as a foreign language have a n important impact on teaching. The choice of the strategies has an important impact on teaching and learning compound words because not all strategies are useful in learning vocabulary.

Another methodological implication of the conducted research show that there is a need to improve the way of learning and teaching the complex forms of English vocabulary and as such consider the design of curricula and syllabi based on the learning strategies applied in the classroom and outside it. Specifically, in the context if SEEU, where English language has a very import role not only for students who major in English language but also for all students of other study programs who attend regular English courses at the Language Centre of SEEU.

The study offers several recommendations to EFL teachers and students. First of all, it is important to get students become active participants in foreign language teaching and learning. They need a significant contribution in curriculum planning and innovative teaching methods and materials, in order to meet their needs and interests as "clients" of educational institutions. In terms of compounds, students should contribute to the choice of materials and activities related to the formation of compounds.

Secondly, the teachers and students should negotiate the choice of methods and materials according to their needs and interests. In order to offer effective vocabulary instruction all students should participate in the planned teaching activities. Teachers should always consider the needs and interests of students before approaching the planning and selection of the curriculum, methods and materials, in order to meet the objectives of teaching.

Finally, the presentation of different vocabulary strategies in the class, could raise student awareness about the existence of so many strategies, both shallow and deep strategies, which they can use in

learning compound nouns. The use of different strategies have two folded benefits because students adopt new learning strategies which suit best their learning styles and they can also increase their independence in learning.

One of the ways they could achieve this, according to authors such as Graves, Kiefer, and Lesso (Graves, 2006); Kieffer, 2009); Kieffer and Lesaux, 2012a / 2012b)), is to enable students to gain morphological awareness and help them recognize and manipulate new words. Logically, students who recognize how words are formed in English, by combining affixes and roots, have more words and understand texts better than others (Kieffer and DiFelice Box, 2013). Morphological awareness means students' awareness of the morpheme structure of words and their ability to think and change it. In other words, it signifies students' understanding of the structure of words as combinations of the smallest meaning elements called morphemes, to the formation of different types / types of compounds.

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Appendices

Appendix 1:

Interview questions

1.What does it mean to know a word, according to you?

2.In what way do you teach vocabulary in English?

3.How often do you teach vocabulary in your everyday instruction?

4.Do you use any texts when teaching vocabulary?

5.Do your students carry any dictionary with them when they come to class?

6.Do the students use the online dictionary to check the meaning of unknown words?

7.Do you use authentic materials for teaching new English words?

8.How do you test vocabulary knowledge?

9.Do you teach any specific vocabulary learning strategy?

10.Do you think that good students use more strategies than poor students?

Appendix 2

This questionnaire is conducted in order to look at vocabulary learning strategies applied whilst acquiring compound words in EFL. The questionnaire is based on Shmitt's Taxonomy of Vocabulary Learning Strategies. It is organized according to both the Oxford (1990) system and the Discovery/Consolidation distinction. According to Shmitt (1997), there are 58 strategies classified in 5 categories such as:

1. Social strategies (SOC),
2. Determination strategies (DET),
3. Memory strategies (MEM),
4. Cognitive strategies (COG), and
5. Metacognitive strategies (MET).

Listed below are 58 vocabulary learning strategies. Which of the strategies do you use the most and are the most helpful when teaching compound words to your EFL students?

I. Strategies for the Discovery of a New Word's Meaning

		Use	Helpful
1.	DET	Analyze part of speech	
2.	DET	Analyze affixes and roots	
3.	DET	Check for L1 cognate	
4.	DET	Analyze any available pictures or gestures	
5.	DET	Guess from textual context	
6.	DET	Bilingual dictionary	
7.	DET	Monolingual dictionary	
8.	DET	Word lists	
9.	DET	Flash cards	
10.	SOC	Ask teacher for an L1 translation	
11.	SOC	Ask teacher for paraphrase or synonym of new word	
12.	SOC	Ask teacher for a sentence including the new word	
13.	SOC	Ask peers for meaning	
14.	SOC	Discover new meaning through group work activity	

II. Strategies for Consolidating a Word Once it has been Encountered

		Use	Helpful
15.	SOC	Study and practice meaning in a group	
16.	SOC	Teacher checks students' flash cards or word lists for accuracy	
17.	SOC	Interact with native speakers	
18.	MEM	Study word with a pictorial representation of its meaning	
19.	MEM	Image word's meaning	
20.	MEM	Connect word to a personal experience	
21.	MEM	Associate the word with its coordinates	
22.	MEM	Connect the word to its synonyms and antonyms	
23.	MEM	Use Semantic maps	
24.	MEM	Use 'scales' for gradable adjectives	
25.	MEM	Peg Method	

26.	MEM	Loci Method
27.	MEM	Group words together to study them
28.	MEM	Group words together spatially on a page
29.	MEM	Use new word in sentences
30.	MEM	Group words together within a storyline
31.	MEM	Study the spelling of a word
32.	MEM	Study the sound of a word
33.	MEM	Say new word aloud when studying
34.	MEM	Image word form
35.	MEM	Underline initial letter of the word
36.	MEM	Configuration
37.	MEM	Use Keyword Method
38.	MEM	Affixes and Roots (remembering)
39.	MEM	Part of Speech (remembering)
40.	MEM	Paraphrase the words meaning
41.	MEM	Use cognates in study
42.	MEM	Learn the words of an idiom together
43.	MEM	Use Physical action when learning a word
44.	MEM	Use semantic feature grids
45.	COG	Verbal repetition
46.	COG	Written Repetition
47.	COG	Word Lists
48.	COG	Flash Cards
49.	COG	Take notes in class
50.	COG	Use the vocabulary section in your textbook
51.	COG	Listen to Audio CD of word lists
52.	COG	Put English labels on physical objects
53.	COG	Keep a vocabulary notebook
54.	MET	Use English language media (songs, movies, newscasts, etc.)

55. MET Testing oneself with word tests

56. MET Use spaced word practice

57. MET Skip or pass new word

58. MET Continue to study word over time