

Formal Vocabulary Instruction in EFL Context

Yung-Chi Huang

Lecturer at the Language Center of Central Taiwan University of Science and Technology

Abstract

This paper discusses various methods of formal vocabulary instruction in Taiwan's EFL context. It will begin by examining vocabulary learning difficulties that Taiwanese students may experience in terms of English letter-sound relationships, written and spoken forms, word meaning, and usage, each followed by direct vocabulary teaching strategies for minimizing the learning burden. Next, the paper will explore teaching strategies that can be used to guide students towards successful vocabulary learning in the classroom. The paper will conclude with a brief review of vocabulary learning strategies that students can use to improve vocabulary learning, including using word cards, the Keyword Method, learning word parts, and bilingual dictionary use.

Key words: vocabulary instruction, written and spoken forms, learning burden, vocabulary learning strategies, the Keyword Method, bilingual dictionary

*Corresponding author : the Language Center of Central Taiwan University of Science and Technology
666, Pu-Tzu Road, Pei-tun district, 40601 Taichung, Taiwan
Tel: +886-4-22391647
E-mail: ychuang@ctust.edu.tw