

## **A Study of Journalistic Vocabulary Learning Strategies**

**by EFL College Students**

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### **Abstract**

The purpose of this study is to investigate the journalistic vocabulary learning strategies by EFL college students in Taiwan. The participants were students in the department of applied foreign languages at Meiho Institute of Technology. The Journalistic Vocabulary Learning Strategy Scale (Yang, 2007) was used as the instrument. The data was analyzed with 102 valid samples through SPSS statistical software. The results showed that the participants in this study had affinity to use dictionaries, such as electronic, bilingual and web dictionaries. Repetition and rote memorization were also found as popular strategies among the participants. In addition, traditional students appeared to use overall strategy more often than non-traditional students did. As for five categories of strategies, preferences between the two groups differed.

Keywords: vocabulary learning, learning strategies, journalistic English

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## I. Introduction

The importance of lexical acquisition can not be underestimated. As Wilkins (1972) stated, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p.111). Krashen (1989) shared the same idea and claimed that acquiring large vocabulary knowledge is the key to master a language vocabulary. A further statement was made by Krashen that vocabulary presents the greatest problem to many English as a second language (ESL) learners. Indeed, many researchers and practitioners observed that many students who learn English as a foreign language (EFL) have suffered from insufficient vocabulary knowledge, which presents a serious linguistic obstacle to them (Chen, 2006; Huang, 2006). To help students solve this problem, many empirical studies have been conducted in order to find the solution.

Research on vocabulary learning, which had been neglected in the field of second language acquisition (SLA) for a long time, came to be a booming area after mid-1980s (Maignashca, 1993; Meara, 1981). Stoffer (1995) and Schmitt' (1997) developments of compiling vocabulary learning strategy inventory made a distinguished landmark. Following their works, researchers, such as Schmitt (1997), Chen (1998), Wu (2004), Wei (2007) put efforts on examining the patterns of vocabulary use and individual variation. They tried to find out the strategy use pattern by successful language learners in order to help other learners to cope with their learning difficulties. These works in the past decades have yielded insightful results. However, these previous studies mostly focused on general vocabulary learning strategy. One area of study which has continued to be neglected is the exploration of vocabulary learning strategies on specific subject, such as journalistic vocabulary.

Journalistic vocabulary is an area which is new but still awaiting investigation. It is worthy to explore for three reasons. First, vocabulary in the newspaper appears to be an open system. It consists of a large amount of high-frequency, low-frequency, academic and newly-created words. Clearly explicit teaching all the vocabulary words in newspapers would be time-consuming and unachievable within limited class periods. Therefore, to enable students to be aware of effective learning strategy and know how to use these strategies is a complementary way. Second, Asian students seem to rely heavily on rote memorization and repetition in acquiring English vocabulary (O'Malley, 1987; Schmitt, 1997; Chen, 1998). This learning habit may be attributed to teachers' attitudes and lack of instruction. An empirical study can hopefully raise teachers' awareness and bring about more discussion in this field. Third, as students become more independent and active in learning after they become skillful in using vocabulary learning strategies, their enjoyment and interests of

reading English newspapers will be raised.

### **Research questions**

The purpose of this study is to investigate journalistic vocabulary learning strategies employed by EFL college students in an institute of technology. Specifically, it examined the strategies used by these students in relation to their status. It set out to seek answers to the following research questions:

1. What are students' most-used journalistic vocabulary learning strategies to discover and consolidate meanings in this study?
2. What are the differences in the use of strategies between traditional and non-traditional students?

## **II. Literature Review**

### **Learning strategies**

Learning strategies are defined by O'Malley and Chamot (1990) as "special thoughts or behaviors that individuals use to comprehend, learn, or retain new information"(p.1). Galloway and Labarca (1990) defined these strategies as "task-specific tactics or techniques, observable or non-observable, that an individual uses of comprehend, store, retrieve, and use information or to plan, regulate or assess learning"(p.141).

Some researchers defined learning strategies into categorizes. O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985) reported 638 instances of learning strategy use and classified them into three categories: *metacognitive*, *cognitive*, and *socioaffective*. Specifically, *metacognitive* refers to strategies which involve planning for learning, thinking about the learning process and regulating those processes. *Cognitive* strategies are special manipulation of information for the purpose of acquiring or retaining that information. *Socioaffective* strategies deal with interpersonal relationships and have to do with social interaction activity. On other hand, Oxford (1990) developed a categorization system which includes a list of six major strategy categories, including *memory*, *cognitive*, *compensation*, *metacognitive*, *affective and social*.

### **Vocabulary learning strategies**

The descriptive research in 1980s and 1990s inspired other researchers to identify strategies, develop taxonomies of vocabulary learning strategies, and research learners' strategy use pattern. In the area of taxonomy development, the most distinguished works were made by Stoffer (1995) and Schmitt (1997).

Stoffer developed a Vocabulary Learning Strategy Inventory (VOLSI), in which

53 items were clustered into nine categories: strategies for authentic language learning, self-motivation, organization of words, mental linkages, memory, creative activities, physical action, overcoming anxiety, and auditory.

Schmitt's vocabulary learning strategies taxonomy contains slightly more items than Stoffer's (58 compared to 53). He adapted Oxford's classification system and included four categories in this taxonomy: *Memory Strategies* (MEM), *Cognitive Strategies* (COG) and *Metacognitive Strategies* (MET) *Social Strategies* (SOC). A new category, *Determination Strategies* (DET) was created in order to describe the strategies "used by an individual when faced with discovering a new word's meaning without recourse to another person's expertise" (Schmitt, 1997, p.205). This taxonomy (Table 1) was created for two dimensions: the initial discovery of a word's meaning and remembering that word once it has been introduced.

Table 1. Excerpts from Schmitt's Taxonomy (1997)

Dimension	Discovery	Consolidate
Determination (DET)	<ul style="list-style-type: none"> <li>● Analyze part of speech</li> <li>● Analyze affixes and roots</li> </ul>	
Social (SOC)	<ul style="list-style-type: none"> <li>● Ask teacher for an L1 translation</li> <li>● Ask classmate3s for meaning</li> </ul>	<ul style="list-style-type: none"> <li>● Study and practice meaning in a group</li> <li>● Interact with native-speakers</li> </ul>
Memory (MEM)		<ul style="list-style-type: none"> <li>● Study word with a pictorial representation of its meaning</li> <li>● Image word's meaning</li> </ul>
Cognitive (COG)		<ul style="list-style-type: none"> <li>● Verbal repetition</li> <li>● Written repetition</li> </ul>
Metacognitive (MET)		<ul style="list-style-type: none"> <li>● Use English-language media</li> <li>● Testing oneself with word tests</li> </ul>

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Other distinguished research was developed by Gu and Johnson (1996) and Nation (2001). Nation divided strategies into three stages, from *planning* vocabulary learning, (e.g. choosing words, choosing strategies), accessing *sources* to find information about words, (e.g. using context, consulting a reference source), to *processing* established knowledge (e.g. noticing, retrieving). On the other hand, Gu and Johnson developed a substantial list divided into the following categories: beliefs about vocabulary learning, metacognitive regulation, guessing strategies, dictionary strategies, note-taking strategies, memory strategies (rehearsal), memory strategies (encoding) and activation strategies.

### **Studies on learners' use of vocabulary learning strategies**

Schmitt's taxonomy (1997), since developed, has won popularity in the field of SLA. He used this self-developed tool to survey Japanese students' use and perceived usefulness of vocabulary learning strategies. The participants in this research were 600 Japanese EFL learners, coming from four different groups: junior high school, senior high school, university, and adult learners. The results showed that the participants have a strong preference for using a bilingual dictionary and for using repetition as their vocabulary learning strategies.

Following Schmitt's work, Chen (1998) and Wu (2004) surveyed Taiwanese EFL students' strategies and further compared the results with Schmitt's finding. Chen recruited 275 Taiwanese EFL learners, including 81 senior high school students and 194 college freshmen. Wu surveyed the participants comprised of 303 Taiwanese EFL students from junior high, senior high and university. Their findings indicated that Taiwanese and Japanese EFL students shared some similarities and also posed some differences in vocabulary learning strategies (See Table 2). For example, both Taiwanese and Japanese students have strong inclinations toward dictionary use, especially a bilingual dictionary and repetition for consolidation. They also show the same preference for using the strategy of guessing from textual context and some social strategies (asking teacher and classmates). Even though three groups of students used analyzing strategies, a slight difference was found. While Taiwanese students preferred to analyze affixes and roots, or part of speech, Japanese students liked to analyze pictures or gestures. In addition, two groups of Taiwanese students often used the strategy of studying the sound of a word for consolidation, as Japanese students used the strategy of saying a new word aloud when studying. These three groups of students also had their own preference in consolidation strategies. Japanese students were found to use the strategies of learning idioms together, while two groups of Taiwanese students used strategies of interacting with native speakers and using English language media respectively.

Table 2. Comparison of vocabulary learning strategy  
by Japanese and Taiwanese students (Schmitt, 1997; Chen, 1998; Wu, 2004)

The discovery strategies		
Japanese students	Taiwanese students (Group 1)	Taiwanese students (Group 2)
1. Bilingual dictionary	1. Bilingual dictionary	1. Bilingual dictionary
2. Monolingual dictionary	2. Guess from textual context	2. Electronic bilingual dictionary
3. Ask teacher to paraphrase or synonym	3. Ask teachers for an L2 translation	3. Guess from textual context
4. Guess from textual context	4. Ask classmates for meaning	4. Ask classmates for meaning
5. Analyze pictures or gestures	5. Analyze part of speech	5. Analyze affixes and roots
The consolidation strategies		
1. Written repetition	1. Verbal repetition	1. Written repetition
2. Verbal repetition	2. Study the sound of a word	2. Verbal repetition
3. Continue study over time	3. Written repetition	3. Study the sound of a word
4. Learn idiom words together	4. Continue study over time	4. Study the spelling of a word
5. Say a new word aloud when study	5. Interactive with native speakers.	5. Use English language media

### III. Methodology

This study intended to investigate college students' use of journalistic vocabulary learning strategies. In addition, it examined the strategies used by these students in relation to their status. In the following section, subjects participated in this study, instrument, data collection and data analysis procedures were presented.

#### Subjects

The participants in this study were 106 EFL college students from the Department of Applied Foreign Languages (AFL) at Meiho Institute of Technology. Of the whole participants, 46 of them were traditional students enrolled in the daytime program of 4-year technical college. They were recruited from the sophomore, junior and senior class respectively. These traditional students attend classes during

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weekdays as full-time students. Most of them had no previous working experiences as full-time workers or had not yet fulfill their military services. On the other hand, 60 non-traditional students were from the weekend program, known as continuing education. They were recruited from three classes: the sophomore class of 2-year junior college, the junior and senior classes of 2-year technical college. Unlike traditional students, these students were defined as non-traditional students because they returned to schools to pursuit further studies after a few years' break for various reasons, such as joining working forces or taking care of family. All of them had taken "Journalistic English" as one of their elective courses at Meiho Institute of Technology, except of sophomore students from the daytime program were taking this course in the fall semester of 2007 when the research was conducted. The demographic information of the participants was shown in the Table 3.

Table 3. Background information of the participants

	Sophomore		Junior		Senior		Total
	male	female	male	female	male	senior	
Traditional	12	12	4	7	2	9	46
Non-traditional	2	6	2	7	9	34	60
Total	14	18	6	14	11	43	106

### Instrument

The scale administered in this study to investigate EFL college students' use of journalistic vocabulary learning strategies was originally based on Schmitt's taxonomy (1997). It was further developed and translated into Chinese by Yang (2007), as shown in Appendix A. It was further developed and translated into Chinese by Yang (2007). It consists of three sections. The first section includes four questions to collect the participants' background information. Section two contains 12 items to investigate use frequency of strategies for discovering words' meanings. The last section comprises of 24 items to investigate consolidation strategies. In addition, the scale was divided into 5 categories: determination (9 items), social (6 items), memory (14 items), cognitive (6 items) and metacognitive (3 items).

The content validity of the questionnaire was evaluated by three experts. The internal consistency was 0.877 based on 120 valid samples. Therefore, the scale as a whole is reliable according to Wu and Tu's (2005) criterion. Besides, each category, presenting alpha coefficients between 0.664 and 0.839, is also acceptable. Table 4 showed the description of the questionnaire.

Table 4. Description of the questionnaire

	Items	Cronbach $\alpha$
Scale	38	0.877
Categories		
Determination	9	0.739
Social	6	0.716
Memory	14	0.839
Cognitive	6	0.664
Metacognitive	3	0.702

### Data collection

The data was collected during the first two weeks of the fall semester of 2007. The participants from the daytime and the weekend programs filled in the questionnaires during their own class periods. The time was set up in advance. To assure the success of the survey, the researcher came to the class, explaining the purpose of the survey and instruction on how to fill in the survey appropriately before the subjects provided their answers. The subjects were informed that their response to the questionnaires would be kept confidential and would not affect their course grades.

Of the 106 completed questionnaires, four were excluded because they were incomplete. As a result, only 102 valid questionnaires were subjected to statistical analysis.

### Data analysis

The participants' responses to the items on the scale were given scores on the basis of four-point Likert scale (always = 4, usually = 3, sometimes = 2, never = 1). The data gathered were analyzed by SPSS version 11.0. Means and standard deviations were computed to determine the participants' strategy use. Then independent-sample t-test was administered to determine whether there were significant differences in strategy use by different groups.

## IV. Results

### The most-used strategies

The results shown in Table 5 indicate the most-used strategies by all participants to discover meanings. The strategy of using an electronic dictionary (M=3.21) ranks first, and next is using a bilingual dictionary (M=3.05), followed by using a web dictionary (M=2.80), guessing from textual context (M=2.61), and analyzing available



pictures or gestures (M=2.57).

Table 5. Ranks of the most-used strategies to discover meaning

Rank	Category	Strategy	Mean	SD
1	DET	Electronic dictionary	3.21	0.98
2	DET	Bilingual dictionary	3.05	0.99
3	DET	Web dictionary	2.80	1.04
4	DET	Guess from textual context	2.61	0.75
5	DET	Analyze available pictures or gestures	2.57	0.79

DET = determination strategy

Table 6 presents the most-used strategies by all participants to consolidate meanings. The first one is the strategy of studying the sound of a word (M=3.07), followed by verbal repetition (M=2.98), studying the spelling of a word (M=2.96), written repetition (M=2.95), and paraphrasing the word's meaning (M=2.91).

Table 6. Ranks of the most-used strategies to consolidate meaning

Rank	Category	Strategy	Mean	SD
1	MEM	Study the sound of a word	3.07	0.76
2	COG	Verbal repetition	2.98	0.82
3	MEM	Study the spelling of a word	2.96	0.8
4	COG	Written repetition	2.95	0.84
5	MEM	Paraphrase the word's meaning	2.91	0.81

MEM= memory strategy

COG = cognitive strategy

### Comparisons of strategy use by two groups

The t-test results shown in Table 7, indicates that significant differences did occur between the two groups for the use of overall, discovery and consolidate strategies. It reveals that traditional students employ overall vocabulary learning strategies more often than non-traditional students (M=2.50 and 2.40 respectively). As for strategies for discovery and to consolidate meanings, traditional students are also found to use these strategies more frequently than non-traditional students. (M=2.61 compares to 2.33 and M=2.45 compares to 2.42). Although the results in Table 7 show a variation in strategy use by different groups of students in favor of traditional students, all means fall between 2.33 and 2.50, the range which can be defined as medium use. Therefore, journalistic vocabulary strategies are “sometimes used” by all participants in this study.

Table 7. Comparisons of strategy use by traditional and non-traditional students

	Overall		Discovery		Consolidate	
	Mean	SD	Mean	SD	Mean	SD
Traditional	2.50	0.95	2.61	0.97	2.44	0.94
Non-traditional	2.40	0.94	2.33	0.94	2.42	0.90

p< .05

Table 8 shows that the preference of two groups of students in terms of five categories. The most preferred strategy category by traditional students is the determination strategy, while the least favored one is the metacognitive strategy. On the other hand, non-traditional students prefer the memory and cognitive strategies rather than other categories. The least favored category by non-traditional students is the social strategy.

As for the five categories of strategy, traditional students tend to use the determination, social and cognitive strategies more often than non-traditional students, as shown in Table 8. On the other hand, non-traditional students prefer to use the memory and metacognitive strategies more than traditional students.

Table 8. Comparisons of five categories of strategy used by traditional and non-traditional students

Category	Students	Mean	SD
DET	Traditional	2.73	0.98
	Non-traditional	2.45	0.98
SOC	Traditional	2.27	0.93
	Non-traditional	1.99	0.81
MEM	Traditional	2.43	0.92
	Non-traditional	2.50	0.88
COG	Traditional	2.72	0.93
	Non-traditional	2.50	0.89
MET	Traditional	2.13	0.87
	Non-traditional	2.20	0.94

p< .05

DET= determination strategy

SOC= social strategy

COG= cognitive strategy

MET= metacognitive strategy

## **V. Discussion**

In this study, the result is clear that participants, both traditional and non-traditional students, have an inclination to use various dictionaries as their strategies in journalistic vocabulary learning. Except for a monolingual dictionary, the strategies of using electronic, bilingual and web dictionaries are ranked the top three most-used strategies to discover meanings. It supports Chen (1998) and Wu's (2004) claims that there is widespread use of dictionaries among EFL students in Taiwan. On the other hand, the participants reported that they tend to use the strategies of guessing from the context and analyzing available pictures or gestures, which should be encouraging to teachers who believe in the importance of these strategies. In addition, the participants were found they have strong affinity for the practice of rote memorization and strategies which focus on a word's form. Repetition of a word's verbal or written form, as well studying the sound and spelling of a word are at the top of the list of consolidating meanings. This finding is consistent with previous studies (Chen, 1998; Wu, 2004; Yang, 2005) claiming this studying style is a result of the current education system under which students need to memorize vocabulary and grammar through repetition.

As for comparison of strategy use between two groups of the participants, the present study showed that traditional students appear to use overall strategy more frequently than non-traditional students. It might be attributed to the fact that traditional students have more opportunities to receive strategy-based instruction of vocabulary than non-traditional students have. As Maiguashca (1993) and Meara (1981) stated, vocabulary learning is a newly-developed area in language learning, and it had been neglected before 1980s. As a consequence, instruction of the vocabulary learning strategy had been ignored in most classroom in Taiwan until teachers started to become aware of its importance recently. Traditional students, who are on average younger than non-traditional students, are likely to have more experience of the vocabulary learning strategy training in their junior or senior high school than non-traditional student have.

Another finding of this study was that two groups of the participants presented different preferences for strategy selection of five categories. As traditional students employ the determination strategy most frequently, non-traditional students use the memory and cognitive strategy most. While the metacognitive strategy is the least-favored category among traditional students, the social strategy is the least-favored among non-traditional students. This study does not shed any light on why the patterns of usage vary, but previous studies (Schmitt, 1997) suggested that

age plays an important role in strategy selection. As Schmitt claimed, the patterns of strategy use can change over time as a learner matures. Some strategies taught to young students are abandoned as they grow older. In contrast, some strategies might become more important to adult learners because these strategies involve “deeper processing”. Therefore, teachers should take students’ cognitive maturity into consideration when recommending effective strategies to different groups of students.

## VI. Conclusion

This study sought to provide information concerning the vocabulary strategy use by EFL college students in Taiwan when studying journalistic English and to compare the patterns of strategy use between traditional and non-traditional students. Another purpose is to advocate the importance of vocabulary learning strategy instruction. As Sökmen (1997) stated, explicit teaching and learning all the vocabulary in the classroom is impossible. The current trend is to help students learn how to continuously acquire vocabulary on their own. Graves (1987) also stated that it is essential to help students develop their own plan of vocabulary acquisition because most vocabulary learning will take place outside of the classroom. With this shift in emphasis, college teachers, therefore, should incorporate strategies-based instruction in their vocabulary teaching and encourage students to become independent learners. In addition, teachers in higher education should build an awareness of that the non-traditional student has become the fastest growing segment of the student population in most of colleges and universities. Therefore, it is necessary to understand more about non-traditional students, such as their characteristics, learning needs, preferences of learning strategies and so on. Because various differences do exist between traditional and non-traditional students, it is recommended that different teaching goals, materials, methods, and evaluation should be applied to different groups of students.

On the other hand, how to help students utilize effective vocabulary learning strategies is another challenge facing teachers. Here are some suggestions. First, teachers can demonstrate various vocabulary learning strategies to students in the classroom. This can help students recognize which strategies they had acquired and used in the past, and which they had never tried before. Second, teachers should show their students how to use these strategies by modeling examples. It is also suggested to give opportunities for students to experience various strategies that they feel comfortable with. The last and the most important, students should cultivate a belief that utilizing various learning strategies is helpful for them to acquire vocabulary

knowledge, either in discovering and consolidating meanings.

## VII. Limitations and Future Research Directions

The limitation of the present study is the recruitment of the subjects. If more subjects are recruited from different colleges, the findings could be more valuable. Moreover, the present study only explored the most-used strategy by the participants, and compared the patterns of strategy use by traditional and non-traditional students. To view the whole picture of the journalistic vocabulary learning strategies by EFL college students, it is suggested that future studies investigate strategy use in relation to other factors, such as gender, proficiency level and cultural background.

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Appendix

新聞單字學習策略量表

第一部份:

1. 性別      男性      女性
2. 就讀班級      日間部四技      進修學院二專      進修學院二技
3. 是否曾經使用英文報紙作為自學英文之工具  
    一直如此      經常      有時      從來沒有
4. 是否曾經接受過英語字彙學習策略的指導  
    (包括學校內或校外之任何英語學習活動)      是      否
5. 學習英文的年數 ? \_\_\_\_\_ 年

第二部份：請問在閱讀新聞英文時，若遇到不認識的單字，您是以何種方式找出單字的字義(discovery of a new word's meaning)

	總 是 這 樣	經 常 這 樣	有 時 這 樣	從 來 不 這 樣
1. 透過母語中音義類似的同源字 (如 sofa-沙發)	4	3	2	1
2. 從新聞圖片或影片中解讀	4	3	2	1
3. 從單字之前後文猜測	4	3	2	1
4. 查閱英漢字典	4	3	2	1
5. 查閱英英字典	4	3	2	1
6. 查閱電子字典	4	3	2	1
7. 查閱網路字典	4	3	2	1
8. 利用學習單字表	4	3	2	1
9. 請老師解釋單字的意義或提供同義字	4	3	2	1
10. 請老師提供包含此單字的句子	4	3	2	1
11. 向同學請教	4	3	2	1
12. 透過團體活動	4	3	2	1

第三部份：請問您在閱讀新聞英文時，學習到新的單字後，您是以何種方式強化自己對單字的記憶(consolidate a word once it has been encountered)

	總是這樣	經常這樣	有時這樣	從來不這樣
13. 與外籍人士交談新聞議題藉以練習新學單字	4	3	2	1
14. 將單字與新聞影像或圖片作聯結	4	3	2	1
15. 將單字與自身經驗作聯結	4	3	2	1
16. 將同一類型的單字作整合(如 apples, pears, bananas)	4	3	2	1
17. 與同義及反義字結合	4	3	2	1
18. 製作等級表來記憶不同程度的形容詞	4	3	2	1
19. 利用單字來造句	4	3	2	1
20. 學習單字的拼法	4	3	2	1
21. 學習單字的唸法	4	3	2	1
22. 在學習時大聲唸出單字	4	3	2	1
23. 記憶單字的字首與字根	4	3	2	1
24. 記憶此單字在文章中出現的部份	4	3	2	1
25. 記憶此單字的意義	4	3	2	1
26. 透過母語中音義類似的同源字(如 sofa-沙發)來幫助記憶	4	3	2	1
27. 學習與某單字有關的成語	4	3	2	1
28. 重複地唸某單字	4	3	2	1
29. 重複地寫某單字	4	3	2	1
30. 整理並使用單字列表	4	3	2	1
31. 在新聞英文課堂中自己做筆記	4	3	2	1
32. 使用課本中所列出的字彙表	4	3	2	1
33. 將所有單字整理成冊	4	3	2	1
34. 使用英文媒體(閱讀英文報章或雜誌、閱聽英文電視或廣播新聞)	4	3	2	1
35. 自己出考題練習作測試	4	3	2	1
36. 持之以恆地長期學習	4	3	2	1



## 技專生新聞英文字彙學習策略之研究

楊致慧\*

### 摘要

本文主要在研究台灣技專學生英文新聞字彙學習策略之使用情形。參與者為美和技術學院應用外語系學生。研究者利用楊致慧 (2007) 先前改編 Schmitt (1997) 字彙學習策略量表作為研究工具，透過 102 份有效問卷進行分析得知：參與者偏好使用電子、雙語和網路字典作為認識新聞英文字彙的策略；重覆練習及強記也是其所常使用的學習方式。此外，就讀於日間部的學生比週末進修學院的學生更常使用新聞英文字彙學習策略。至於在五項策略分類中，兩組策略使用的喜好則各有不同。

關鍵字：字彙學習、學習策略、新聞英文

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