

The Relation between Strategy Instructions for Vocabulary Acquisition and Children's Foreign Language Learning

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The study surveys the awareness and usage of English-learning strategies by primary school students, and compares their learning behaviors before and after strategy training. The analysis shows that while some pupils already use strategies in learning English, most can benefit from a strategy-training program. The results of the study indicate that pupils divide long words to known components or phonetic parts, visualize words in their mind or on paper, and use different ways to practice. In addition, integrating students' other academic subjects in curriculum design makes learning more interesting; the inclusion also enables students to learn English through processes common to other academic subjects such as mathematics, natural science and social studies.

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