

An Action Research on Deep Word Processing Strategy Instruction

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Abstract

For too long a time, how to memorize more words and keep them longer in mind has been a primary and everlasting problem for vocabulary teaching and learning. This study focused on deep processing as a word memorizing strategy in contextualizing, de- and re- contextualizing learning stages. It also examined possible effects of such pedagogy on vocabulary competence and attitude towards word learning. The context of the action research was an 11-week deep word processing strategy instruction program, involving 39 non-English major freshmen. The results showed that teacher's strategy-based instructional intervention affected the changes both in learners' vocabulary competence and in teachers' and learners' attitude toward word learning. These findings were discussed in terms of some issues deserving more considerations. And accommodations for future study were also made.

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