

Vocabulary Acquisition through Self-Regulated Learning on Speaking and Writing Development

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Abstract

Despite the crucial role of vocabulary in foreign language acquisition, little is known about its influence on speaking and writing development from self-regulated learning concept. Thus, by employing a path analysis, this study examines the influence of vocabulary acquisition through self-regulated learning on beginner ($N = 215$) and intermediate ($N = 195$) students' speaking and writing development at Walailak University, Thailand. The findings suggest significant paths from vocabulary acquisition to students' speaking and writing development, but noting the influence of proficiency level. These findings contribute to the development of research in vocabulary acquisition and self-regulated learning with regards to speaking and writing development.

Subject Areas

Vocabulary Acquisition and Self-Regulated Learning

Keywords

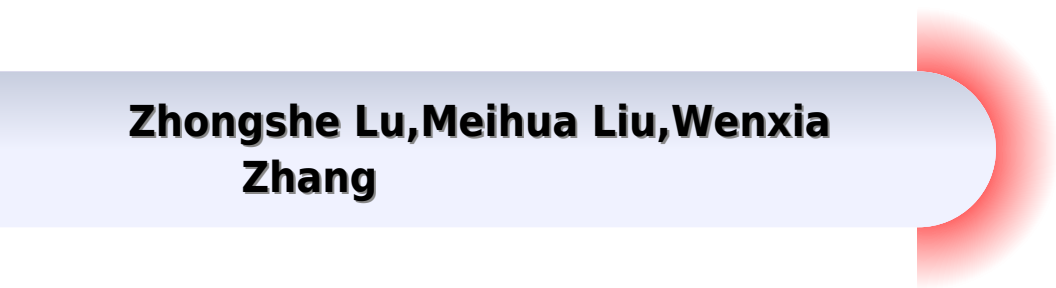
Self-Regulated Learning, Speaking, Vocabulary Acquisition, Writing

1. Introduction

Vocabulary acquisition is undeniably vital for the development of learner's ability in performing the four language skills, encompassing reading, listening, writing, and speaking (Milton, 2013) and the contribution of vocabulary knowledge to learner's language proficiency has been found significant (Karakoç & Köse, 2017). However, the result of a review of current studies on vocabulary acquisition only shows marginal vocabulary growth across vocabulary teaching and learning in various EFL situations, implying the existence of inefficient vocabulary learning (Chanturia & Webb, 2016). Thus, the present study intends to offer some insights by exploring vocabulary acquisition through self-regulated learning and the effects on learner's improvement in speaking and writing skills. The vocabulary acquisition in this study involves explicit instruction in vocabulary learning that has been found effective in

Writing And Vocabulary In Foreign Language Acquisition

**Zhongshe Lu, Meihua Liu, Wenxia
Zhang**



Writing And Vocabulary In Foreign Language Acquisition:

Writing and Vocabulary in Foreign Language Acquisition Dorte Albrechtsen, Kirsten Haastrup, Birgit Henriksen, 2004 This volume features eight articles on writing and vocabulary acquisition two crucial areas of study in foreign language learning and teaching Five contributions have come from notable research environments in Canada Ireland New Zealand Poland and Wales The first section is devoted to studies of writing in a second or a foreign language L2 The second section deals with vocabulary acquisition illustrating the wide scope of the issues open to investigation *Vocabulary and Writing in a First and Second Language* D. Albrechtsen, K. Haastrup, B. Henriksen, 2008-01-17 Listening to the voices of learners as they write an essay or try to cope with unfamiliar words in a text is a luxury often reserved for researchers This book observes individuals performing similar tasks in their first and their foreign language and invites readers with an interest in foreign language acquisition to follow the same learners in their efforts to cope in both languages **Lexical**

Errors and Accuracy in Foreign Language Writing María del Pilar Agustín Llach, 2011-07-18 Lexical errors are a determinant in gaining insight into vocabulary acquisition vocabulary use and writing quality assessment Lexical errors are very frequent in the written production of young EFL learners but they decrease as learners gain proficiency Misspellings are the most common category but formal errors give way to semantic based lexical errors as proficiency increases likewise the direct influence of the L1 also reduces in favour of more elaborated transfer mechanisms and L2 influence The different categories of lexical errors indicate the stage of learning This book uses a study of young EFL learners to suggest that lexical accuracy is a crucial component of writing assessment and that lexical errors are useful in predicting writing quality

Writing to Learn Academic Words Breno B. Silva, 2022-08-22 This book highlights the importance of English academic vocabulary for success at university and explores written tasks as effective pedagogical tools to promote the acquisition of academic words The book reviews germane and recent SLA psycholinguistic corpus linguistics and L2 writing research to underscore the challenges associated with the learning of academic words Then it reports on three empirical studies conducted in the Polish context The first study develops a reliable tool to assess the knowledge of academic vocabulary of undergraduate learners The second and third studies investigate the learning of academic words after the writing of sentences and argumentative essays and discuss the role of cognition as a mediator of such learning The book also provides an accessible introduction to linear mixed effect models a powerful reliable and flexible statistical technique that has been gaining popularity among SLA and psycholinguistics researchers *The Big Book of Tasks for English Language Development, Grades K-8* Nancy Akhavan, 2024-03-11 Ready to go English Language Development tasks that focus on students doing the doing of talking reading listening and responding In recent years the percentage of English Language Learners ELLs has increased in almost every state so most teachers are faced with the challenge of teaching literacy to students acquiring English alongside English speaking students However in many integrated learning situations English

Language Development ELD instruction is strikingly different than the teaching we provide students whose first language is English. The Big Book of Tasks for English Language Development helps teachers meet that challenge head on. Bestselling author and esteemed education consultant Nancy Akhavan shows that teaching multilingual learners requires changing our instruction to focus on practices that have high impact for students as they acquire language. Yet it's not about doing more; it's about doing smarter. It's about having high expectations for all students and providing scaffolds to support students at all levels of English language proficiency as they learn and grow more confident. All the ready-to-go activities in the book center on active tasks where students do the thinking, talking, reading, and writing with appropriate support. Activate the domains of language: listening, speaking, reading, and writing, and recognize that these do not develop at the same rate. Honor the continuum of language development and build on what students can do. Provide teaching tools such as learning targets, suggestions for when to use a task, basic instructions, and teacher talk for launching a task, and Watch Fors and Work Arounds. Focus on the linguistic assets multilingual learners bring to the classroom and provide opportunities to help them collaborate with peers. With Akhavan's signature straight-forward, teacher-friendly style, this book offers an uplifting reminder that with the right teaching strategies, educators can support multilingual learners to achieve their full potential and thrive in their learning journeys.

Handbook of Second and Foreign Language Writing Rosa M. Manchón, Paul Kei Matsuda, 2016-09-12

The Handbook of Second and Foreign Language Writing is an authoritative reference compendium of the theory and research on second and foreign language writing that can be of value to researchers, professionals, and graduate students. It is intended both as a retrospective critical reflection that can situate research on L2 writing in its historical context and provide a state-of-the-art view of past achievements and as a prospective critical analysis of what lies ahead in terms of theory, research, and applications. Accordingly, the Handbook aims to provide:

- i) foundational information on the emergence and subsequent evolution of the field;
- ii) state-of-the-art surveys of available theoretical and research, basic and applied insights;
- iii) overviews of research methods in L2 writing research;
- iv) critical reflections on future developments; and
- v) explorations of existing and emerging disciplinary interfaces with other fields of inquiry.

The Diagnosis of Writing in a Second or Foreign Language Ari Huhta, Claudia Harsch, Dmitri Leontjev, Lea Nieminen, 2023-07-07

The Diagnosis of Writing in a Second or Foreign Language is a comprehensive survey of diagnostic assessment of second foreign language (SFL) writing. In this innovative book, a compelling case is made for SFL writing as an individual, contextual, and multidimensional ability combining several theoretically informed approaches upon which to base diagnosis. Using the diagnostic cycle as the overarching framework, the book starts with the planning phase, covers design, development, and delivery of diagnostic assessment, ending with feedback and feed-forward aspects to feed diagnostic information into the teaching and learning process. It covers means to diagnose both the writing processes and products, including the design and development of diagnostic tasks and rating scales, as well as automated approaches to assessment. Also included is a range of existing instruments and approaches.

to diagnosing SFL writing Addressing large scale as well as classroom contexts this volume is useful for researchers teachers and educational policy makers in language learning Working Collaboratively in Second/Foreign Language Learning María del Pilar García Mayo,2021-01-18 Since the introduction of communicative language teaching collaborative learning has played an important role in the second language L2 classroom Drawing from sociocultural theory which states that human cognitive development is a socially situated activity mediated by language studies in L2 pedagogy advocate the use of tasks that require learners to work together Collaborative dialogue encourages language learning and research shows that the solutions reached by students in this process are more often correct with a lasting influence on their language comprehension This volume includes ten chapters that illustrate the benefits of collaborative dialogue in second foreign language classrooms The volume considers key issues dealing with collaborative tasks and implications for language teaching

Language Unleashed: Mastering the Art of Foreign Language Learning Pasquale De Marco,2025-07-18 In a world connected by language where cultures intertwine and ideas flow freely Language Unleashed Mastering the Art of Foreign Language Learning emerges as your trusted guide on the path to linguistic mastery Embark on a journey that transcends mere vocabulary acquisition and grammar drills delving into the heart of language learning a transformative experience that expands your horizons and enriches your life As you embark on this linguistic adventure you ll discover a wealth of practical strategies and expert insights designed to accelerate your progress and maximize your retention Unlock the secrets of effective learning harnessing the power of immersion techniques technology and collaborative learning methods Overcome common challenges such as frustration and plateaus with proven strategies that keep you motivated and engaged throughout your language learning journey With Language Unleashed you ll gain the confidence to navigate diverse cultural contexts bridging gaps and fostering meaningful connections with people from all walks of life Explore the intricacies of specialized language mastering the nuances of business academic travel healthcare and legal settings empowering you to thrive in a globalized world This comprehensive guide is your key to unlocking the gateway to new opportunities enhancing your career prospects and expanding your professional horizons Whether you seek to advance in your current field explore new avenues of employment or simply broaden your knowledge and cultural understanding Language Unleashed provides the tools and guidance you need to succeed Moreover language learning is not merely a utilitarian pursuit it is a journey of personal growth and transformation As you delve into the intricacies of a new language you ll embark on a voyage of self discovery expanding your cognitive horizons and gaining a deeper appreciation for the complexities of human expression Open yourself to new perspectives challenge your assumptions and embrace the transformative power of language Join the ranks of those who have embraced the challenge of language learning unlocking the gateway to a world of limitless possibilities With Language Unleashed as your trusted companion you ll embark on a linguistic adventure that will redefine your perception of language culture and the world around you If you like this book write a review **Teaching and Researching Chinese**

EFL/ESL Learners in Higher Education Zhongshe Lu, Meihua Liu, Wenxia Zhang, 2021-06-21 China has attached great importance to teaching students to become proficient users of English Yet despite a plethora of studies and practice on Chinese ESL EFL English as a second foreign language learners the large student population its complicated composition and the complex nature of second and foreign language learning have rendered it difficult to offer a panoramic view on ESL EFL teaching and learning of Chinese learners This book provides a new and up to date perspective on the teaching and learning of Chinese ESL EFL learners The book collects 15 case studies falling into two parts Curriculum Development and Teaching Practice and Skills Based Research The collected studies deploy qualitative quantitative or mixed methods to explore patterns features developments and causes and effects of a variety of issues in the sphere of ESL EFL teaching and learning Moreover the cases offer insights that are relevant beyond the mainland Chinese context such as Hong Kong Macau Britain and Australia Students and scholars of TESOL and applied linguistics will be interested in this title

Second Language Acquisition Theory and Pedagogy Fred R. Eckman, Jean Mileham, Rita Rutkowski Weber, Diane Highland, Peter W. Lee, 2013-10-08 A volume on second language acquisition theory and pedagogy is at the same time a mark of progress and a bit of an anomaly The progress is shown by the fact that the two disciplines have established themselves as areas of study not only distinct from each other but also different from linguistic theory This was not always the case at least not in the United States The anomaly results from the fact that this book deals with the relationship between L2 theory and pedagogy despite the conclusion that there is currently no widely accepted theory of SLA Grouped into five sections the papers in this volume consider questions about L2 theory and pedagogy at the macro level from the standpoint of the L2 setting consider input in terms of factors which are internal to the learner examine the question of external factors affecting the input such as the issue of whether points of grammar can be explicitly taught deal with questions of certain complex linguistic behaviors and the various external and social variables that influence learners and discuss issues surrounding the teaching of pronunciation factors that affect a non native accent

Current Issues in Reading, Writing and Visual Literacy Helene Christina Demirci, Christina Gitsaki, Melanie Taylor Gobert, 2015-10-28 This volume brings together a collection of papers presented at the 2014 World Congress of the International Association of Applied Linguistics AILA held in Brisbane Australia and represents current research and practice from across the globe related to reading writing and visual literacy Given that globalisation has resulted in an increase in the pursuit of second language often English literacy for those who want to enhance their access to better education and employment options the development of literacy skills cannot be left to chance This book explores current efforts to tease out the variables involved in the development of literacies and will inform educators and teacher trainers of ways to improve classroom pedagogies and increase learner literacy competencies The volume will be of use to both new and seasoned researchers wishing to enhance their understanding of current and emerging perspectives in the development of literacies It will also be of interest to language teachers and language policy makers as

the papers address current issues in language education Teaching ESL/EFL Reading and Writing I.S.P. Nation, John Macalister, 2020-10-01 The second edition of this bestselling text Teaching ESL EFL Reading and Writing is a fully updated and expanded guide for teaching learners at all levels of proficiency how to develop their reading and writing skills and fluency Practical and accessible this book covers a diverse array of language teaching techniques suitable for all contexts Updated with cutting edge research and theory the second edition is an essential and engaging text Key insights and suggestions are organised around four strands meaning focused input meaning focused output language focused learning and fluency development to allow teachers to design and present a balanced programme for their students Bringing together research and theory in applied linguistics and education the text includes useful examples and practical strategies and features new topics related to technology assessment and genre The second edition includes new tasks and further reading sections in every chapter Teaching ESL EFL Reading and Writing is designed for practising and pre service teachers of all levels and is ideal for certificate diploma masters and doctoral courses in English as a second or foreign language

Accelerated Language Learning (ALL) with the Lit Six (grades 6-8) Nancy Akhavan, 2023-07-13 It s a new day We ve learned language acquisition in school isn t linear and rote but rather dynamic meaningful and collaborative Multilingual learners thrive through the production of oral and written language Dr Nancy Akhavan Are you ready to teach multilingual learners with instruction that reflects current English Language Development ELD standards Language acquisition expert Dr Nancy Akhavan provides a flexible resource that delivers what students need most experiences that teach language skills through intellectually engaging texts tasks and lively communication with peers This dynamic curriculum offers five units based on a writing performance task that aligns to commonly taught genres and key reading skills The research backed instructional framework maximizes students participation through a series of listening speaking and writing activities Book Review 1 Nancy Akhavan has brought together a set of carefully designed lessons that address the specific language acquisition needs of English Language Learners Each 30 minute lesson is designed to help multilingual learners acquire English through content which supports lesson planning and delivery Dr Akhavan s work ensures success by demystifying the process of teaching and learning Cinnamon Scheufele Executive Director Curriculum and Instruction Lindsay Unified School District Lindsay CA Book Review 2 As a teacher educator this curriculum is exactly what I wished I had to give my early career teachers who needed structure scaffolding and support in fine tuning their instruction The unit design with the foundations pave the way lead the way and assess serve as the foundation upon which each lesson rests The lessons are laser focused to standards and learning outcomes and the assessment perfectly aligns I enthusiastically support this curriculum which has the potential to promote significant changes in the literacy trajectories for students and districts Molly Ness VP Academic Content Learning Ally Lexical Issues in L2 Writing Katalin Doró, Päivi Pietilä, Renata Pípalová, 2015-09-04 Research into lexical issues has been one of the most rapidly growing areas of second language acquisition studies in recent

years and understandably so the importance of vocabulary can hardly be denied Words are the key to every instance of communication both spoken and written This volume concentrates on vocabulary in written language mostly in academic settings The writers of the chapters come from different countries and universities and naturally represent their own academic backgrounds though they all share a common interest in investigating the characteristics of L2 lexis as it manifests itself in the written production of students at various stages of their language learning careers The target language L2 in the studies reported in the volume is English except in one study on the lexical competence of multilingual learners of French The subjects native languages include Czech Danish Finnish Hungarian and Swedish thus representing several different language families Each chapter constitutes an independent unit but together the studies reported in them give the reader a varied and extensive picture of lexical issues in L2 writing The authors approach their topics from different perspectives and use diverse research methods adding to the multifaceted nature of the volume The book will be of interest to researchers educators and students of second language acquisition and applied linguistics

Writing Systems, Reading Processes, and Cross-Linguistic Influences Hye K. Pae, 2018-07-15 This book provides readers with a unique array of scholarly reflections on the writing systems of Chinese Japanese and Korean in relation to reading processes and data driven interpretations of cross language transfer Distinctively broad in scope topics addressed in this volume include word reading with respect to orthographic phonological morphological and semantic processing as well as cross linguistic influences on reading in English as a second language or a foreign language Given that the three focal scripts have unique orthographic features not found in other languages Chinese as logography Japanese with multi scripts and Korean as non Roman alphasyllabary chapters expound script universal and script specific reading processes As a means of scaling up the body of knowledge traditionally focused on Anglocentric reading research the scientific accounts articulated in this volume importantly expand the field's current theoretical frameworks of word processing to theory building with regard to these three languages

Writing and Language Learning Rosa M. Manchón, 2020-11-15 The current volume aspires to add to previous research on the connection between writing and language learning from a dual perspective It seeks to reflect current progress in the domain as well as to foster future developments in theory and research The theoretical postulations contained in Part I identify and expand in novel ways the diverse lenses through which the varied multi faceted dimensions of the connection between writing and language learning can be explored The methodological reflections put forward in Part III signal theoretically grounded and pedagogically relevant paths along which future empirical work can grow The empirical studies reported in Part II illuminate the myriad of individual educational and task related variables that may mediate short term and long term language learning outcomes These studies examine diverse forms of writing performed in varied environments including pen and paper and digital writing conditions writing individually and or collaboratively and instructional settings academic settings including secondary school and college level institutions as well as out of school

contexts **The Routledge Handbook of Second Language Acquisition and Corpora** Nicole Tracy-Ventura, Magali Paquot, 2020-12-16 The Routledge Handbook of Second Language Acquisition and Corpora is a state of the art collection of cutting edge scholarship at the intersection of second language acquisition and learner corpus research It draws on data driven statistical analysis to outline the background methods and outcomes of language learning with a range of global experts providing detailed guidelines and findings The volume is organized into five sections Methodological and theoretical contributions to the study of learner language using corpora setting the scene Key aspects in corpus design annotation and analysis for SLA Corpora in SLA theory and practice SLA constructs and corpora Future directions This is a ground breaking collection of essays offering incisive and essential reading for anyone with an interest in second language acquisition learner corpus research and applied linguistics Autonomy and Foreign Language Learning in a Virtual Learning Environment Miranda Hamilton, 2013-04-11 Digitalised learning with its promise of autonomy enhanced learner choice independence and freedom is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition raising the following questions What do we mean by autonomy What are we implying about the role of the teacher the classroom and interaction between learners What do we understand about the impact of technology on the ecology of the learning environment This book describes the use of a Virtual Learning Environment VLE by a group of advanced English language learners in Mexico comparing what students thought and what they did in response to the technology The theoretical aim of the book is to work towards the construction of a theory of the development of autonomy and virtual learning in an EFL context Enhanced understanding about the relationship between autonomy and technology has the potential to inform academics software designers materials writers teacher educators and teachers and to help learners in their quest to acquire a foreign language *Usage-Based Approaches to Language Acquisition and Language Teaching* Jacqueline Evers-Vermeul, Elena Tribushinina, 2017-03-06 Although usage based approaches have been successfully applied to the study of both first and second language acquisition to monolingual and bilingual development and to naturalistic and instructed settings it is not common to consider these different kinds of acquisition in tandem The present volume takes an integrative approach and shows that usage based theories provide a much needed unified framework for the study of first second and foreign language acquisition in monolingual and bilingual contexts The contributions target the acquisition of a wide range of linguistic phenomena and critically assess the applicability and explanatory power of the usage based paradigm The book also systematically examines a range of cognitive and linguistic factors involved in the process of language development and relates relevant findings to language teaching Finally this volume contributes to the assessment and refinement of empirical methods currently employed in usage based acquisition research This book is of interest to scholars of language acquisition language pedagogy developmental psychology as well as Cognitive Linguistics and Construction Grammar

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