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NEEDED WORDS

Volume Two

*This is an example of research
recommended way to attack words.*

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«حق چاپ برای مؤلف محفوظ است»

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INTRODUCTION

"Without strategy use, i.e., strategic competence, I could amount nowhere with respect to learning English language." Due to this, I am elaborating on some pedagogical debate over some facilitative and strategic tools for learning new words in a more effective way.

The well-established fact is that English language is not our second language; it is rather our foreign language; that is to say, we neither use English for communication outside the class nor it is a medium for instruction. What this implies is that you need counseling in conjunction with strategies and techniques of learning English language. Learning English language does not happen overnight. This is a forgotten fact, unfortunately. What you need is to refer to those who have academic study in this relation and those who have brilliantly successful experience with learning English language. Accordingly, you must be patient and consult with more expert ones, explore the needed strategies and techniques, and be self-confident and self-motivated.

Vividly, in the course of the learners' inter-language development process, they systematically adhere to plenty of strategies and techniques and also, pursue their own individual techniques, strategies, and styles in developing the range of their vocabulary because words have a vital function in their academic and communicative life. To facilitate the learners' achievement with their local and global interaction either for survival or academic objectives, I directly came to my 25-year learning experience and referred to my 15-year teaching events and activities based on learners' needs. With rich piece of evidence, I have developed the present series of Needed Words-multilevel volumes- to provide the learners with an easy-to-access way of attacking words, letting them - willingly with passion

and clearly with urgent need - internalize as well as contextualize the words included in the present book for objectives of whatever.

My belief is that without true vocabulary learning, you will always suffer from lack of lexical foundation being a key element to your speaking, listening, writing and reading. So, what is "true vocabulary learning"? It means that knowing a word is not just related to its Persian equivalent and its English synonyms; also, it is not just memorizing the meaning in a sentence. Rather, you should first *guess* the meaning and pronunciation of whatever word you observe - because guessing makes you cognitively ready for at least remembering or realizing the same words in another text; then, you should refer to a dictionary, preferably a bilingualized one, and check either you have truly guessed or not; it does not matter either you truly or mistakingly guess the words. Next, write the meaning, pronunciation and family of the words (word parts or parts of speech, i.e. noun, adjective, verb, and adverb; I do suggest you write the words in a flashcard. In the class, ask me as to how to write, organise and review a flashcard, whereby the range of your words will be boosted. Finally, at regular intervals, review the words you have checked.

All things given, you should not worry if you don't remember the words you review; you will learn them day by day and step by step. Of course, you need to do more extensive reading: Read, read, read, read, read and read to the possible extent in order to get exposed to the words in readings.

To the clear purposeful intention, I have composed the series of Needed Words, all of which are uniquely and equally characterized and designed, taken the scientific recommendations, research-based implications, and individual differences and needs of the learners into account. By evidence, what I do recommend is the actuality that we should observe every new word approximately 12-18 times in plenty of readings so as to get its mastery.

Some learners refer to us and ask "I can not use all of my words"! The answer is clear. You should know that we have two groups of words: Active words and passive words; the former refers to the words you need to use in your writing and speaking (productive skills) and the

latter is related to the words you need for your listening and reading (receptive skills). Let me ask you a question: Can you use (in your speaking or writing) all of the Persian words? Surely, not; this is true in English language, too.

Apparently, to meet the learners' immediate needs, on the realization that most of the learners won't be able to observe the urgently required words in scores of readings, I came up with the lexical idea of devising **Needed Words** for the EFL learners; these books are characterized as follows: 1) All of the words are contextualized, i.e., they are used in a brief sentence. 2) Their exact pronunciation has been written, in both American and British when needed 3) The parts of speech, i.e., word family associated with every word, have been written. 4) The Persian equivalent has also been supplied for ease of comprehension.

A word of recommendation in order is that the learners set model on the present books and make their vocabulary-learning event life-long. As a concluding remark, every book has got its own imperfection; thus, no claim is made concerning the perfection of the work at hand.

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