

Technical University Learners' Learning Reflection on Learning Contextual Inferencing

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ABSTRACT

This study aimed to examine EFL technical university learners' perceptions of learning lexical inferencing by drawing upon the learners' beliefs and concerns over a fifteen-week training program. The thirty participants were the first-year students enrolled in the General English Course at a technical university in the central part of Taiwan. Data were collected from learners' reflective journal entries and follow-up in-depth interviews. The results of the qualitative data analysis showed several emerging themes with regard to the benefits and constraints of learning and teaching contextual inferencing for unknown words. Some characteristics pertaining to a meaningful instructional program were also presented and discussed, followed by a variety of recommended pedagogical applications for EFL learners as well as suggestions for the further study.

Key words: lexical inferencing, technical university learners, reflection.

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