

Conceptualisation of Language and Vocabulary Learning Strategies: Key Aspect in Every Curriculum Area

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ABSTRACT Teaching vocabulary well is a key aspect of developing successful readers. In line with the constructivist theory literacy is a social practice, learners learn academic vocabulary through social interactions. Challenges of such conceptualization and implementation of vocabulary development strategies are numerous. This conceptual paper examines Language Learning (LLS) and Vocabulary Language Strategies (VLS) used to teach vocabulary in schools. The paper reviews literature on the philosophical concept of Language learning strategies and Vocabulary Language Strategies. The paper analyzes the significant usage of VLS as prominent strategies in teaching vocabulary as informed by conceptual and theoretical frameworks of cognitive and metacognitive theories which have been proved by reading researchers in L1, ESL and EFL teaching contexts. A number of data bases in fields such as sociology, early childhood, and psychology were used to examine literature on VLS.