

HOW EFFECTIVE ARE INTENTIONAL VOCABULARY-LEARNING ACTIVITIES? A META-ANALYSIS

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KEY TERMS

Intentional Vocabulary Learning

Intentional vocabulary learning refers to the time when attention is directly paid to vocabulary learning

Incidental Vocabulary Learning

Incidental vocabulary learning refers to the time when learners guess the meaning of new words from the contextual clues

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

How effective is intentional vocabulary learning?

WHAT EVIDENCE IS SUMMARISED?

Findings from **22** primary studies

WHAT DOES IT FIND?

- Single-session, form-focused vocabulary learning does not constitute learning
- Learning vocabulary is a gradual process that requires repeated encounters
- Incidental vocabulary learning has smaller gains than intentional vocabulary learning
- Using different approaches of vocabulary learning can improve learning
- Flashcards and wordlists are more effective for vocabulary learning than fill-in-the-blank activities
- Flashcards are more useful in form-meaning connections of words than fill-in-the-blanks, writing, and wordlists

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Teachers should make learners aware that both time and effort should be invested in improving vocabulary range
- Teachers should design and set tasks for learners to encourage them to intentionally learn vocabulary in the classroom and to read extensively outside the classroom for the sake of incidental vocabulary learning
- Teachers can have learners create flashcards for the vocabulary they have learned incidentally and share them with their peers online (e.g., on Quizlet)