# A META-ANALYSIS EXAMINING TECHNOLOGY-ASSISTED L2 VOCABULARY LEARNING

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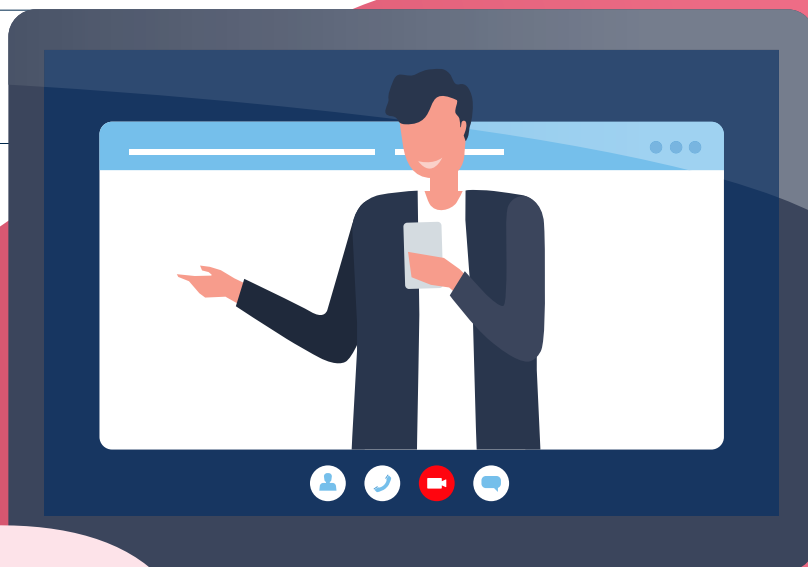Guy Trainin

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## KEY TERMS

### Technology-assisted L2 vocabulary learning:

*Technology-assisted L2 vocabulary learning is a way of learning vocabulary of a second language with the help of technological tools*

## WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

In what ways can technology-assisted L2 vocabulary learning help learners learn vocabulary?

## WHAT EVIDENCE IS SUMMARISED?

The results from a total number of

# 34

studies were analysed in this study

## HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Using technologies with different modalities can provide learners with a choice to learn based on the method they prefer

- It is advised that teachers use applications/software which can be used on computers and mobile devices. In this way, learners can have access to the learning materials anytime and anywhere

- In addition to individual technological tools, teachers need to consider the learning space where learners are in and how the digital elements of learning can be incorporated into the learning environment effectively

## WHAT DOES IT FIND?

- Generally, learners who used technology in L2 vocabulary learning outperform those who learned vocabulary without technology

- Technology provides exposure to authentic spoken language, multimodal and individualised learning environments that can help incidental L2 vocabulary learning

- Other elements, such as interactions with peers and teachers, need to be considered when developing L2 learners' productive vocabulary knowledge using technology

- When the target language is close to the mother tongue, technology-assisted L2 vocabulary learning is more effective

- Learners can learn L2 vocabulary more effectively through mobile-assisted L2 vocabulary learning, which has more unique features such as portability, immediacy and flexibility, than computer-assisted L2 vocabulary learning