

The Literature Review of English Incidental Vocabulary Acquisition

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Abstract

In the field of second language acquisition, Hulstijin (2001) believes that vocabulary incidental acquisition usually refers to the fact that when learners perform meaningful second-language language use or learning activities, such as reading articles, watching movies, or listening to music, their attention is not focused on vocabulary learning, but inadvertently acquires part of the knowledge about vocabulary, which is a kind of vocabulary cognitive activity that occurs incidentally when attention is focused on other activities. This vocabulary learning is a byproduct of second language learners learning other skills.

Keywords

Incidental Vocabulary Acquisition; Video Caption; Input Modes.

1. Vocabulary Comes with Acquired Definitions

There is no uniform definition of what constitutes "vocabulary incidental acquisition", and the "strip story" experiment by Gibson (1975) may be an early vocabulary incidental acquisition experiment. But at the time, he didn't come up with the concept of vocabulary acquisition. Later, Nagy, Herman and Anderson (1985) proposed the concept of vocabulary incidental acquisition based on the study of children's learning of native vocabulary. They believe that the learning of native vocabulary cannot be completely acquired through deliberate learning, on the contrary, it is likely that most of the native vocabulary is incidentally acquired.

Schmidt (1994) argues that vocabulary incidental acquisition is for intentional learning, which refers to the deliberate memorization of words, such as by memorizing vocabulary lists or doing vocabulary exercises; Vocabulary acquisition, on the other hand, refers to students who inadvertently acquire words while completing other tasks (such as reading or communicating) instead of memorizing them.

Joe (1998) also mentions that incidental or indirect vocabulary acquisition is when learners focus on contextual semantic understanding rather than on the vocabulary itself during the learning process. This vocabulary acquisition is a very effective method.

According to Laufer (1998), "vocabulary incidental acquisition" is relative to intentional learning, and "intentional language learning" refers to students deliberately memorizing words, such as memorizing words by memorizing vocabulary lists, or doing vocabulary exercises to memorize words; Incidental acquisition is when students perform other learning tasks, such as reading articles, listening to English songs, etc., and acquire words incidentally. This may not be the whole knowledge of the word, for example, only memorizing the spelling form, or only knowing the part of speech, etc., but after many encounters, the accumulation of bits and pieces of knowledge is considerable.

In the field of second language acquisition, Hulstijin (2001) believes that vocabulary incidental acquisition usually refers to the fact that when learners perform meaningful second-language language use or learning activities, such as reading articles, watching movies, or listening to music, their attention is not focused on vocabulary learning, but inadvertently acquires part of

the knowledge about vocabulary, which is a kind of vocabulary cognitive activity that occurs incidentally when attention is focused on other activities. This vocabulary learning is a byproduct of second language learners learning other skills.

Most scholars in China use Laufer's definition of vocabulary incidental acquisition. Wang Tongshun, Yao Yu, and Xu Yingying (2012) used freshmen in two classes of non-English majors as experimental subjects to investigate the effect of second-language vocabulary acquisition after listening to or reading experimental articles and completing interactive tasks, and analyzed the results from the perspective of attention. The results show that the vocabulary acquisition effect under listening input is better than that under reading input. Gu Qiyi and Zang Chuanyun (2011) explored the effects of auditory, visual, and audiovisual input on second-language vocabulary incidental acquisition through controlled comparative experiments, and the results showed that both visual and audiovisual groups were significantly better than auditory groups.

With the deepening of empirical research on incidental acquisition of vocabulary, some scholars distinguish between incidental learning and intentional learning from the operational aspects of experiments. They believe that if the participants in the experiment are not told to do a vocabulary test after the experiment, the subjects are engaged in incidental vocabulary learning; Instead, the test is an intentional vocabulary learner. (Li Hong, Tian Qiuxiang, 2005). This study is based on the Laufer vocabulary with a learned definition, which does not tell students that there will be a vocabulary test after watching before the experiment, so as to avoid students deliberately memorizing vocabulary. During the experiment, audiovisual input was made by playing English animated videos to explore the incidental acquisition effect of students' vocabulary.

2. Factors that Affect Vocabulary Attachment Acquisition

Previous researchers have explored the factors that influence vocabulary attachment acquisition. Miao Lixia (2014) The existing research on influencing factors can be classified into two main categories: discourse factors and learner factors. Discourse factors include the frequency of reproduction of target words and the characteristics of the discourse in terms of structure and content, such as the subject matter and complexity of the discourse. Discourse complexity refers to the richness of contextual information that affects the semantic inference of new words. The learner factor mainly refers to the learner's vocabulary knowledge level and reading ability.

Li Hong, Tian Qiuxiang (2005) pointed out that in the process of reading, there are many factors that affect students' vocabulary attachment acquisition. Familiarity of the topics discussed in the reading materials, different reading purposes, the size of the learner's vocabulary, the frequency of vocabulary appearing in the reading materials, as well as different reading tasks, the learner's ability to guess words, etc. Pulido (2003) examines the effects of three factors on vocabulary incidental acquisition: 1) learners' familiarity with topics in reading materials; 2) learners' ability to read in a second language; 3) Learner's visual vocabulary for second-language texts. Gai Shuhua (2003) examines the effects of different reading purposes on vocabulary attachment acquisition when participants read the same material. The experimental results show that different reading objectives and vocabulary size of learners have a significant impact on vocabulary incidental acquisition. Webb and Peters (2018) studied the effect of lexical reproduction frequency on lexical acquisition. Horst's (1998) study of vocabulary incidental acquisition addressed the factor of learners' second-language vocabulary size. The number of times a word appears in the text is not necessarily a good incidental learning effect of the word, but there is a "degree", that is, 8 times. The incidental acquired vocabulary of readers with a vocabulary of 2,000 words remained good because the

participants in this study themselves did not have a high level of second language. Laufer and Hulstijn (2001) studied the effects of completing different tasks after reading on vocabulary attachment acquisition. They believe that reading-enabled vocabulary attachment acquisition has a lot to do with reading tasks. For different reading tasks, the effort of learners is different, which is expressed here by "input". The greater the input, the greater the amount of vocabulary incidental acquisition. There are a few other factors that are not listed here.

To sum up, it is not difficult to find that the incidental acquisition of second-language vocabulary is a complex process that is affected by multiple factors and interacts with each other. Therefore, when designing experiments, it should be based on multiple considerations to reduce the interference of these influencing factors on the experimental results and affect the incidental acquisition of vocabulary. Therefore, the vocabulary of the subjects selected in this study was 2000-3000, the target words appeared at the same frequency in the video, and the input materials were consistent to control the influence of interference factors on the experimental results.

3. Domestic and Foreign Vocabulary Comes with Acquisition Research

The research topics of second-language vocabulary incidental acquisition at home and abroad are mainly divided into the following three categories: (1) basic theory research, which examines the relevant theories of second-language vocabulary incidental acquisition, such as "vocabulary incidental acquisition hypothesis" and "input quantity hypothesis"; (2) Research on relevant influencing factors, examining various factors affecting the incidental acquisition process of second-language vocabulary, such as learner factors, discourse factors and vocabulary ontology factors; (3) Input and output intervention research, exploring the feasibility and specific mode of classroom teaching intervention on the second-language vocabulary incidental acquisition process, aiming to optimize the effect of vocabulary incidental acquisition; (4) Review of research, review and evaluation of existing second-language vocabulary incidental acquisition research.

The main purpose of basic theoretical research is to construct new theories or test existing theories (Wen Qiufang, 2004), and the theoretical research in the field of second-language vocabulary incidental acquisition in China mainly focuses on the latter, that is, testing existing relevant theories, especially "vocabulary incidental acquisition" and "input hypothesis". The "Vocabulary Incidental Acquisition Hypothesis" study took Chinese English learners (mainly college English learners) as participants to test the universality of the hypothesis in the context of EFL (English as a foreign Language) in China, and specifically investigated the possibility of incidental acquisition through reading vocabulary in the context of classroom teaching (Gai Shuhua, 2003) and the influence of natural reading process on vocabulary incidental acquisition (Zhang Xian, 2009). The "input hypothesis" is a development of the "lexical incidental acquisition hypothesis". The existing domestic research on the "input hypothesis" mainly adopts the research paradigm (teaching experiment and vocabulary test) of Hulstijn and Laufer (2001) to compare the differences in vocabulary attachment acquisition effect of different cognitive input tasks (Lei Lei et al., 2007; Wu Xudong, 2010; Wang Tongshun, 2012; Kong Fanxia, 2014). Foreign researchers Laufer and Hulstijn (2001) put forward the famous "input quantity hypothesis", "input" contains three components: need, search and evaluation. Hulstijn and Laufer (2001); Kim (2008) and Keating (2008) conducted empirical research on this hypothesis.

Duan Shiping and Yan Chensong (2004) examined the effects of annotation on English learners' incidental acquisition of new words and retention of relevant memories. The results show that both multiple-choice annotation and single-term definition annotation have significant promoting effects on vocabulary attachment acquisition. Multi-choice annotation is more

conducive to vocabulary attachment acquisition than single-item definition annotation; Learners with a large vocabulary come with a stronger knowledge of acquired vocabulary. Qiu Donglin and Li Hongye (2010) compared and studied the effect of students' vocabulary memory under these two different inputs. The 50 first-year students were equally divided into an audiovisual group and an audio group, and after a single audiovisual or listening session, they completed a memory test of 12 words in the form of oral narration of original words. It is found that audiovisual input has a positive effect in guiding students' attention distribution, that is, "because image recognition and meaning extraction are faster than speech input, they have a guiding effect on the recognition and meaning processing process of vocabulary" (Qiu Donglin and Li Hongye, 2010), and this effect is especially significant when the picture is highly correlated with the language input content. Conversely, if the information in the video picture does not match the audio content noticed by the listener, it will interfere with the speech memory.

Brown, Waring, and Donkaewbua (2008) used materials of about 5500 words in length to compare the acquisition and retention of 28 target words by 35 Japanese moderate-level English learners under three input conditions: reading, listening while reading, and listening. The study used one immediate posttest and two delayed posttests (one week later and three months later) to measure participants' recall, recall, and recognition of target words. Vidal (2011) selected 230 Spanish university students with different language levels and compared their IVA after reading 3 academic articles or watching 3 lecture videos. The content of the article and the video are basically the same, the stylistic structure is similar, the length is about 1500~1800 words, and both contain 12 target words. Vidal uses a modified "vocabulary knowledge scale", VKS (Paribakht, Wesche, 1997), for the pretest of target words. Students complete cloze and true or false questions after watching or reading the material, and then receive an immediate post-test of vocabulary and a delayed post-test one month later. Vidal found that the reading group achieved more IVA than the listening group, and the vocabulary acquisition rates of high-level learners and low-level learners in the immediate post-test reading group were 37.69% and 19.38%, respectively, which were significantly higher than the listening group of 28.35% and 7.08%, and showed a similar trend in vocabulary retention. Hatami (2017) compared the IVA status and retention of 139 Iranian university students in reading and listening in 5 areas (oral form, written form, part of speech, combinatorial association, and wordform-word connection). She used Schmitt, Schmitt, and Clapham (2001) vocabulary proficiency tests for pre-testing. Participants in the reading and listening groups each read or listened to an entry-level essay of about 4,000 words in length within 36 minutes, after which Hatami tested the IVA of different vocabulary knowledge using six post-test tools. The results showed that except for the oral form, the IVA situation in the reading group was significantly better than that in the listening group, and the IVA conditions in the reading group were significantly better than those in the listening group, in order of significance: written form, combinatorial association, part of speech, word sense recognition and word sense recall. In post-testing three weeks later, Hatami found that word meaning retention was better in the listening group than in the reading group. Peters and Webb (2018) conducted an experimental study of 63 Dutch students to study the effects of vocabulary by-acquisition and the factors influencing vocabulary by-acquisition by having participants watch an entire episode of a TV show. The experimental results show that watching videos can promote students' incidental acquisition of vocabulary knowledge in word meaning recall and word meaning recognition.

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