

Effects of Spacing on Contextual Vocabulary Learning



TALK ⑦
15:20-16:00

Tatsuya Nakata (Kansai University, Japan)
Irina Elgort (Victoria University of Wellington, New Zealand)

Research suggests that spaced learning tends to facilitate L2 vocabulary learning more than massed learning. This paper reports a study that compared the effects of massed and spaced distributions on L2 vocabulary learning. The study differs from existing studies in two major respects. First, whereas most earlier L2 spacing studies looked into decontextualized explicit learning, this study examined the effects of spacing on contextual vocabulary learning. Second, while existing studies have typically measured vocabulary learning using only translation tests, this study examined the effects of spacing using semantic priming, as well as a translation and a multiple-choice posttest.

Date:

6月16日土曜日

Venue:

**関西大学千里山キャンパス
第1学舎5号館E402教室**

Organizer:

JSLARF & 中田達也研究室

TALK ① 10:00-10:40

Natsuko Shintani (Koube Gakuin University)
& Kazuya Saito (Birkbeck, University of London)

TALK ② 10:40-11:20

Yuichi Suzuki (Kanagawa University)

TALK ③ 11:20-12:00

Yo Hamada (Akita University)

How-to-Publish WORKSHOP 12:30-13:30

Jean-Marc Dewaele (Birkbeck, University of London)

TALK ④ 13:00-13:40

Masaki Eguchi et al. (University of Hawaii at Manoa)

TALK ⑤ 13:40-14:20

Ryosuke Mikami (Nagoya University)

TALK ⑥ 14:40-15:20

Shungo Suzuki et al. (Lancaster University)