

# 2017 Series 4 (Number 11)

## Reflections on the Past and Glimpses into the Future: Opportunities for Incidental Vocabulary Acquisition Research

Date & Time: Wednesday 29 March 2017, 13:00 – 14:00 (Light lunch begins at 12:30pm)

Venue: E33 - G021, Tin Ka Ping Lecture Hall, Faculty of Education

Language: English

Audience: UM Staff / Postgraduate Students

Registration: <https://goo.gl/52cQpy>

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*\*A Complementary light lunch will be provided.*



### Abstract

Most of the learning one does throughout life is not formal, structured, or intentional. Instead, the majority is informal, disorganized, and incidental. In other words, much of the learning in our lives is learner-focused and a by-product of life experiences. Some classroom educators find this notion unsettling if misinterpreted as a suggestion that the teacher's role in education should be reduced. Instead, advocates of incidental learning encourage educators to place learners under conditions that are conducive to increasing opportunities and the likelihood for incidental learning to occur. In this talk, my aim is to: 1) briefly introduce the notion of incidental learning; 2) provide an overview of one subfield of incidental learning research—incidental vocabulary acquisition; 3) briefly present some of my published findings regarding the incidental acquisition of vocabulary through reading (Reynolds, 2016a, 2016b, 2015a, 2015b, 2014; Reynolds & Wible, 2014); and 4) end with some thoughts on the probable future direction the incidental vocabulary acquisition research field will take.



### Speaker



**Barry Lee REYNOLDS**, Ph.D., is Assistant Professor of English Education in the Faculty of Education at the University of Macau. After obtaining 13 years' experience teaching ESL/EFL in private and public universities in the USA and Taiwan, he relocated to Macau in 2016 to devote himself to TEFL teacher training and research into subfields of Applied Linguistics including L1/L2 Incidental Vocabulary Acquisition, Vocabulary Instruction, Vocabulary Translation, L2 Literacy Instruction, CALL & Blended Learning, and Language Teacher Training. His research often critically examines the appropriateness of well-established research methodologies, aims to answer straightforward yet challenging linguistics questions such as "What is a word?", and investigates the perceived and expected role(s) of the learner and the instructor in the teacher/student relationship. His published work has appeared in *TESOL Quarterly*, *Reading Research Quarterly*, *English Today*, *Applied Linguistics Review*, *Computers & Education*, *British Journal of Educational Technology*, among others.