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Enhancing Vocabulary Learning: Student-Created Tests and Digital Tools for Increased Motivation and Retention

Saturday 21 September 2024 11:10 (1 hour)

In this poster, a method for teaching vocabulary where students create their own vocabulary tests is explored. Previous research by Owens and Reed (2017) laid the theoretical foundation for this approach. Other recent studies, such as Patterson (2016), suggest that involving students in the test-creation process enhances motivation and possibly word retention. Additionally, recently developed digital tools and game-based learning software, like Kahoot, facilitate greater student interaction.

The emphasis here is on academic vocabulary (specifically from the NAWL), as it is deemed relevant to students' needs, i.e. students need to pass tests (TOEIC, TOEFL) compulsory for their study and/or finding work in Japan, and also for study abroad (IELTS), as well as academic writing in their subsequent undergraduate studies.

The poster will demonstrate the selection and justification of vocabulary, the variety of test questions designed to deepen word knowledge (Nation, 2013), the rationale behind having students create the tests, and student feedback on this method, both in terms of how much they enjoyed the process and the extent to which they felt it was effective.

The poster presentation aims to provide a useful example for educators seeking innovative, student-centred, and effective strategies for vocabulary teaching.

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