Results

Instructor-led, spaced retrieval practice for five minutes at the beginning of class shows potential for helping language learners memorize and understand large amounts of content vocabulary.

Implications
Instructors of introductory classes that require memorization and understanding of large amounts of vocabulary words may be able to improve their language learners’ performance by using instructor-led, spaced retrieval at the beginning of class to warm up or at the end of class to wrap up.

Additionally, more research needs to be done to see if this technique benefits native English speaking students in introductory courses.

References


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