

**INCIDENTAL AND INTENTIONAL VOCABULARY LEARNING: A
COMPARATIVE ANALYSIS**

Rahimjonova Fayizabegim Doniyor kizi

Student, Department of "Philology and Foreign languages"

Diplomat University in Tashkent

+99893 582 36 32

Scientific advisor: Mamadjanova Dildora Ulugbek kizi

Abstract. *This paper compares these two approaches and examines their language growth. The discussion emphasizes the main importance of authentic context, educational tools and language vocabulary environments in promoting lexical growth. The findings suggest that both incidental and intentional vocabulary learning are valuable and extra methods for improving vocabulary knowledge, skills, and developing second language proficiency.*

Keywords: *Incidental Vocabulary Learning; Intentional Vocabulary Learning; Vocabulary Acquisition; Second Language Learning; Vocabulary Development; Language Learning; Educational Media; Dual Language Learners*

Annotatsiya. *Ushbu maqolada lugʻat boyligini oʻrganishning ikki yondashuvi taqqoslanadi va ularning til rivojlanishiga taʼsiri tahlil qilinadi. Muhokamada leksik rivojlanishni qoʻllab-quvvatlashda autentik kontekst, taʼlimiy vositalar va boy til muhiti muhim ahamiyatga ega ekanligi taʼkidlanadi. Natijalar shuni koʻrsatadiki, ham tasodifiy (incidental), ham maqsadli (intentional) lugʻat oʻrganish usullari soʻz boyligini, til koʻnikmalarini va ikkinchi tilni egallash darajasini rivojlantirishda samarali hamda bir-birini toʻldiruvchi usullar hisoblanadi.*

Kalit soʻzlar: *Tasodifiy lugʻat oʻrganish; Maqsadli lugʻat oʻrganish; Lugʻat boyligini oʻzlashtirish; Ikkinchi tilni oʻrganish; Lugʻat boyligini rivojlantirish; Til oʻrganish; Taʼlimiy media; Ikki tilli oʻquvchilar (DLLs).*

Аннотация. *В данной работе сравниваются два подхода к изучению словарного запаса и рассматривается их влияние на развитие языка. Особое внимание уделяется важности аутентичного контекста, образовательных инструментов и языковой среды для расширения словарного запаса. Результаты показывают, что как непреднамеренное (инцидентное), так и преднамеренное (целенаправленное) изучение лексики являются ценными и взаимодополняющими методами, способствующими улучшению словарного запаса, языковых навыков и развитию владения вторым языком.*



Ключевые слова: *Непреднамеренное изучение лексики; Преднамеренное изучение лексики; Усвоение словарного запаса; Изучение второго языка; Развитие словарного запаса; Изучение языка; Образовательные медиа; Двуязычные учащиеся.*

INTRODUCTION

Vocabulary learning has been traditionally considered central to second language learning. It may take place either intentionally, by means of deliberate attempts to commit factual information to memory, or incidentally, as a consequence of other cognitive processes involving comprehension. Video games, which have been extensively employed in educational contexts to understand lexical development in foreign languages, foster both exposure to and the production of authentic and meaning-focused vocabulary.

MAIN BODY

Firstly, Incidental vocabulary learning is the process of acquiring new words as a "by-product" of reading, listening, or viewing material, when the primary goal is understanding the content rather than specifically memorizing the vocabulary. So, essential concentration has been paid mostly on enjoying the plot of a book, the meaning of an article, a podcast discussion, or a dialogue. We try to understand the meaning of words by the plot while watching a movie or reading a book, our intention is not the willingness of finding new words and learn, instead the enjoyment is the real purpose.

All primary school students in Malaysia are required to learn both Malay and English in the primary school. **The estimated number of words in English has been reported to range from half a million to over 2 million (Crystal, 2002). Researchers have argued that English language native speakers at the university level are estimated to know about 70,000 words or around 20,000-word families.**

At home, children hear words repeated by adults and siblings who use novel words to talk about objects they encounter every day. These words serve as a foundation for oral language and later literacy development (Suggate, Schaughency, McAnally, & Reese, 2018). Outside the home, children engage their language faculty as they hear words, use words, and interact with peers and community members (Dickinson, Griffith, Golinkoff, & Hirsh- Pasek, 2012; Weisberg, Zosh, Hirsh- Pasek, & Golinkoff, 2013).

Intentional Vocabulary

Intentional vocabulary learning, involves explicit efforts to learn vocabulary, typically through structured activities such as word lists, flashcards, or vocabulary exercises. This approach allows learners to focus on individual words, ensuring they acquire specific language items in a systematic way. Researchers as Schmitt (2008) and Coxhead (2000) highlight that intentional vocabulary learning is particularly useful for mastering

academic or technical vocabulary, where precision and understanding of specialized terms are essential

Now living in the digital age, young children have opportunities to encounter new words on screen as well. Educational programs on televisions, tablets, and smartphone devices provide audiovisual representations of novel words to children, often repeatedly viewed (Puimège & Peters, 2019)

Dual language learners (DLLs) are children in early childhood (i.e., 0– 5 years old) who are developing a language spoken at home (e.g., Spanish in the United States) while simultaneously acquiring a new language that is dominantly spoken in that country and taught at schools (e.g., English in the United States)

Vocabulary skills consist of more than just knowing a wide range of words; learners should also have access to that knowledge at any point of time as well as use it well while performing a spoken or written task. Even it is, I consider incidental vocabulary type of learning better due to the meaning can be automatically fixed in memory by repeating a word multiple times in different occasions or circumstances.

Conclusion

Both incidental and intentional vocabulary learning processes play important roles in enhancing second-language vocabulary. Incidental methods appear to offer fewer opportunities, such as learners having opportunities naturally through meaningful experiences in language contexts, for example, reading, listening, and media tools. Regarding the collected information from professors, we can analyse incidental vocabulary more effectively and easily can interpreted. But compare the second method, intentional learning provides a step-by-step structured and focused method for high-level specific vocabulary, especially for academic terms. Future suggestions for language educators should combine both of them learning opportunities to promote learners to develop a deeper, more accurate and more active vocabulary set.

REFERENCES

1. Crystal, D. (2002). English as a global language (2nd ed.). Cambridge University Press.
2. Coxhead, A. (2000). A New Academic Word List. TESOL Quarterly, 34(2)213-238
3. Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012). How reading books fosters language development around the world. Child Development Research, 2012, 1–15.
4. Espinosa, L. M. (2013). PreK-3rd: Challenging common myths about dual language learners. Foundation for Child Development.

5. Puimège, E., & Peters, E. (2019). Learning L2 vocabulary from audiovisual input: An exploratory study into incidental learning of single words and formulaic sequences. *Language Teaching Research*, 23(5), 551–571

6. Schmitt, N. (2008). Review article: Instructed second language vocabulary learning. *Language Teaching Research*, 12(3), 329-363

7. Suggate, S. P., Schaughency, E. A., McAnally, H. M., & Reese, E. (2018). Associations between young children's narrative skills, home literacy environment, and literacy outcomes. *First Language*, 38(5), 471–490.

8. Weisberg, D. S., Zosh, J. M., Hirsh-Pasek, K., & Golinkoff, R. M. (2013). Talking it up: Play, language development, and the role of adult support. *American Journal of Play*, 6(1), 39–54.

