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THE PRACTICES OF INTENTIONAL VOCABULARY ACQUISITION FOR ASIAN EFL LEARNERS: A SYSTEMATIC REVIEW

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Abstract: This systematic literature review attempts to shed light on the practice of vocabulary acquisition in EFL contexts (incidental versus intentional mode) and the recommendation for Asia. Aiming to fill theoretical gap, the present study elucidates methodological-related variables dealing with vocabulary acquisition Asia EFL teaching mostly needed and relevantly applicable. The study serves as a call for Asia EFL teachers to elaborate all reviewed components into ELT practice and curriculum. PRISMA is applied for the study methodology while inclusion criterion used to key terms in search engines which found 13,653 articles, and resulted into 27 the most related studies within the 15-year-time frame after being circumscribed, comprising publication on incidental and intentional vocabulary acquisition. The findings from the analysis indicated that extensive reading as the main input with additional of other skills. Exposure and repetition for meanings and retentions should be balancedly planned preventing from counterproductive effects. The explicit instruction needs of integration of interrelated components for the acquisition and learning to occur, namely input, media, time length, meanings, tasks, EFL teachers roles, L2 learners motivation, references, and evaluation. The larger the vocabulary size, the greater their engagement in L2 learning and real communication. The pedagogical implication recommends strongly intentional vocabulary acquisition with intentional vocabulary mode as supplementary since the two modes codeswitch in the cognitive domain.

Keywords: *vocabulary acquisition; intentional mode; incidental mode; codeswitching*

INTRODUCTION

Vocabulary acquisition has aroused attention of ESL and EFL practitioners from the second half of century. The acquisition and learning of vocabulary are indispensable from L2 learners to obtain proficiency and competence in English (Ahmad, 2012). With particular interests, intentional vocabulary acquisition has a profound

implication for second language learners but has received minimal attention from EFL formal teaching settings. Since 2006, the publications of incidental vocabulary acquisition outnumber those of intentional mode. Incidental is a byproduct of learning something else while intentional is by designing L2 learning (Yali, 2010). Both modes of learning are of different

kinds but points on the acquisition continuum (Barcroft, 2009). The lack is best explained since English is not of daily use in EFL contexts, whereas ESL contexts apt to provide the learners with all potential sources of acquiring English faster. Thus, when the L2 learners' vocabulary expands, relatively their English proficiency increases (Juanggo, 2018). Juanggo added that the L2 vocabulary knowledge as a benchmark to reflect how well they perform in the acquisition.

Three similar systematic reviews and/or meta-analysis are compared to the present study, such as vocabulary instruction impacting text comprehension (Wright & Cervetti, 2016); the effects of repetition on incidental vocabulary learning (Uchihara, Webb, Yanagisawa, 2019); mobile-assisted SL/FL vocabulary learning (Lin & Lin, 2019) and incidental vocabulary acquisition through different input (Tang, 2020). Nevertheless, they did not specify the acquisition for Asia context of needs and interests and they embodied the incidental vocabulary acquisition which outperformed intentional mode. Their unbalanced proportion of study on intentional vocabulary acquisition due to lacking investigation of intentional vocabulary learning in EFL formal settings.

If teachers have to provide learners with language experiences that offer vocabulary exposure either incidentally or intentionally, the focus is to envisage which quantity input for the acquisition most likely to occur in EFL contexts. Of all possible inputs for vocabulary acquisition, reading is more potential for the acquisition. Reading plus vocabulary exercise is better than narrow reading approach in enhancing target vocabulary and retention (Min, 2008). This is also true with text-based tasks, and background knowledge moderated passage reading comprehension, where lexical input processing from the reading is for intake, receptive gain, and retention (O'Loughlin, 2019; Pulido, 2007). Vocabulary learning is more frequently in the texts than reading-while-listening and listening-to-stories, and the input from the textbook proved more resistant to decay (Brown & Waring, 2008). Besides, reading extensively beyond the classroom by providing a certain length of time would contribute to the acquisition (Alsaif & Masrai, 2019). As reading dominates the school works and activities, the learners' extensive words knowledge enable them to participate and engage effectively (Wright & Cervetti, 2016), this is true in EFL contexts.

In comparison, multimodal sources mediate enhanced input by triggering explicit and implicit acquisition, for instance, authentic web-delivered video. The video was used as online instruction for the incidental acquisition of vocabulary and exposure through listening. Ashcroft et al (2018) also utilized captioned movies for Japanese learners, while Pavia et al (2019) found songs for listening for acquiring new words but unfortunately, the learning gains were not achieved. Though listening is one of the important inputs for the acquisition, the EFL curriculum is required to think of having one main and extensive intentional acquisition (e.g., reading) with the addition of other exposures aiming to gain the learning, considering the time-constrained most Asia EFL formal settings have whose teacher's concentration tends to be divided for all learners of big size classes. To the most recent systematic review by Lin & Lin (2019), though sophisticated mobile-assisted language learning (MALL), L2 vocabulary learning effectiveness remained inconclusive. These imply, nevertheless, the exposure from reading was quite high and significant for receptive word acquisition as opposed to the other inputs (Yali, 2010) whose length of retention was quite short rather than exposing from reading. In line with the assertion, explicit instruction is needed (Barcroft, 2009). As a practitioner in EFL teaching, I oversee the ideal condition of intentional vocabulary acquisition should be designed systematically so the learners' English grows at an achievable rate comparable to their schooling learning time could be intervened. Nevertheless, one may wonder what the urgency of applying intentional mode within the curriculum allocation.

Some rooms left by previous studies to pursue further including codeswitching between incidental and intentional learning of vocabulary (Ong & Zhang, 2018); and incidental academic vocabulary acquisition using VKS measurement (Friemuth, 2020), the two also motivated the present study. Providing evidence, EFL vocabulary acquisition should be deliberately designed in learning and acquisition and systematic organization.

Thus, the reviewed questions of the present study are: (1) What has been practiced in ESL/EFL regarding incidental versus intentional vocabulary acquisition within a 15-year time frame? (2) What is the best-recommended mode of vocabulary acquisition for the EFL formal setting? Can intentional override the incidental

and vice versa? If the modes cannot be separated, can codeswitching between the two happen in a classroom setting? (3) What are essential factors suggested for the instruction integrating intentional vocabulary acquisition?

The current review serves to bring into the wider perspective of vocabulary acquisition and learning in ESL which relevantly for EFL in Asia, recommending the potential intentional mode or explicit teaching in formal setting as the primary exposure in EFL contexts for better learners' input prior to and whilst learning.

METHOD

Research design

The present systematic literature review aims to answer conceptualized reviewed questions, of the concerned interests by compiling sufficient evidence after thinking systematically about the topic under a theoretical framing and time frame. Rereferring to PRISMA (<http://www.equator-network.org/>), the steps of the guideline are defining the reasons for SLR (why); considering people involve (who) or the subject of interest (what); formulating the problem (what has/has not been done within the set time frame); conducting the search (defining key terms and applying into search engines and citing tools); extracting the data (sorting out the most relevant ones); appraising the studies critically and assessing them; synthesizing the data; displaying the reports (writing and presentation under the objective as operational guidelines); keeping updated on the topic of SLR (any recent studies and suggestions from the results).

Subjects of the study

The subjects of the present study are 27 shorlisted articles within 15-year-time frame on incidental and intentional vocabulary acquisition in Asia EFL contexts or ESL contexts to equip sufficient analysis. The number was achieved by, firstly, seeking the articles from the 'Science Direct' database and ERIC using ProQuest interface. Particular key terms were selected, "vocabulary acquisition" (came up with 13,653 articles), and were specified to "vocabulary acquisition intentionally" (1,446 articles). Then narrowing into "vocabulary acquisition intentionally in the second language in ELT", it resulted 89 articles. Then inclusion criteria was applied to circumscribe "vocabulary acquisition intentionally in second language acquisition in ELT in Asia" from only research-based and reviewed articles (total of 27 articles). Besides

that, additional sources was from Google Scholar manual searching using similar key terms.

Instruments

Having the highly selected articles, big mapping tables were elaborated to organize into: first authors, year, country of study, primary data resource, instrument / theory, respondents / participants, findings (intentional versus incidental mode). The articles' entries were systematically inputted on listing the central part and findings and seeking the state of the arts from the table.

Data analysis techniques

Deriving from the three questions, data analysis was made under core themes: the practice in ESL/EFL contexts (incidental versus intentional vocabulary acquisition); the mode of acquisition recommended for Asia EFL; the explicit instruction integrating vocabulary acquisition. Overall, narrative analysis is conducted all through the present paper by examining the themes below, which are pivotal for interpretation leading to the conclusive results and important conclusion. The analysis was taken by contrasting, comparing, and corresponding the previous research findings.

FINDINGS AND DISCUSSION

In terms of vocabulary acquisition and learning, visual presentation stimuli make pseudowords salient (Elgort, 2011), and this is very useful to enhance texts which should be intertwined with enriched input (Rassaei, 2015). Duan (2018) shared the idea by investigating multiple-choice (MC) gloss and single-gloss choice (SG) on participants to measure the increased vocabulary knowledge. The gloss was enhanced with a short explanation of each word while Hsu (2018) chose captioned video for vocabulary enhancement in the professional business domain and later investigated the incidental acquisition occurred. Up to date, repeated exposure for acquisition elaborating multimodal stimuli has been tested towards the incidental effects, but the effects are not always constant (Bisson, van Heuven, Conklin, K., & Tunney, 2014). Reynolds (2015) utilized digital games under the right conditions to induce incidental vocabulary acquisition but the amount of words gains is not comparable to that of reading exposure. More comprehensively, a study by Ashcroft et al (2018) examined audio, visual, contexts, plot, songs, music, and the whole setting of a movie production affect to 167

Japanese natives (EFL learners). Their experimental groups showed that they can recall targetted words exposed within the movie by which the participants never encounter before the study and match the meaning of each in L1. The investigation was to prove the meaning recognition through reading at natural.

Thus, some scholars have embraced various studies with their findings in support to intentional vocabulary acquisition through explicit teaching. Barcroft's (2009) study confirmed the explicit instruction since target word recall was higher using the instruction. Referring to the meaning of the input, Kim (2008) found that low-frequency words were learned better than those of the higher frequency, but the meaning of the lower frequency words are crucial to comprehend reading passages. On the other hand, van Zeeland & Schimtt (2013) claimed that frequency affected word meanings slightly. In the broader scope, Kweldju (2004; 2005) believed language is not solely a list of words or lexical glosses but also a linguistic phenomenon. She explained the words and the meanings operate on a conceptual level; thus, to optimize the human mind's storage, recognition, and retrieval is through lexically-based teaching. File & Adams (2010) in more balanced proposition came to the findings that both instructions (words taught in isolation before reading, and vocabulary instruction was integrated with reading) led to more learning and retention of vocabulary knowledge than incidental exposure alone.

Within the three questions leading this study, the discussion part elaborates all 27 main previous studies in addition to others related findings on the issue.

Incidental versus intentional vocabulary acquisition: The practice in ESL/EFL context (RQ1)

Vocabulary acquisition is quite robust in theories and research findings, leading this review into the target of vocabulary acquisition: text comprehension; semantic knowledge; acquiring parts of speech; retention. ESL specifies here as L2 learners studying English inner-circle countries. On the other hand, EFL learners predominantly learn English in their home country where English is used only in certain places. Incidental vocabulary learning refers to the learning approach through texts and doing tasks or other activities indirectly related to vocabulary; while intentional vocabulary learning

concerns all sorts of conscious vocabulary learning strategies centralizing on vocabulary and ways of memorizing words (Yali, 2010).

One main vocabulary acquisition argued and investigated by many authors is dealing with text comprehension. The proponents of incidental vocabulary acquisition, e.g., Ahmad (2012), stressed the importance of incidental type over intentional in term of the L2 ability to understand reading, retain, and use new words actively in a different teaching situation. This type flexibly maximizes the learners in instruction the active processing to link in their cognition, which leads to comprehension. In the same vein, task-based extensive reading improved participants' depth of vocabulary knowledge although there were no significant differences between the effect of form-focused and meaning-focused tasks on learners' lexical knowledge (Khonamri & Roostae, 2014). This clearly posed the need to improve the current EFL situation that the text comprehension could be conveyed when there are other activities to use cognition because it is more a matter of a gradual process and not an immediate and instant process (Chen & Truscott, 2010). It is undeniably true that reading is a major input for the incidental acquisition of vocabulary but argued on the inadequacy. Tang (2020) urged to elaborate reading with listening, speaking, and writing realizing all skills are interrelated in SLA. Even in ESL context, teaching word meaning of a passage directly is not impactful compared to active-cognitive-processing of the learners (Wright & Cervetti, 2016).

Narrowing to semantic knowledge, extensive reading (ER)-plus-post-reading discussion and ER-only has comparable facilitative effects to word gain, but for word-association knowledge, ER-plus obtained gain significantly larger than the other one (Boutorwick, Macalister, & Elgort, 2019). To rationalize, activating the L2 learners' cognition is the reason for incidental vocabulary acquisition and learning. Rassaei (2015) drew the learners' attention to specific linguistic features in input and simultaneously keeping the activity meaning-focused. He found that enhancing the input salient was more effective than enriching the input with the extra token of target forms. However, he perhaps should think of the learners' cognition across levels, to catch salient target forms. For example, L2 adult vocabulary size may predict their semantic lexical engagement of novel words (Garcia-Castro, 2020), as they deal with the cognitive structure of

meanings. The larger the size they acquire, the more engagement they participate in vocabulary learning. Encountering many English words also support one's vocabulary size. Degree of vocabulary use corresponds to one's reading strategy (Alemi & Tayebi, 2011).

Moreover, semantic knowledge includes sense, reference, implication, and logical forms substantiate textual comprehension and these deal with abstraction. Yali (2010) deduced that learners experienced incidental vocabulary learning deal with meaning which are less sufficient and thus, they are prone to error but the vocabulary retain was quite long. However, EFL teachers should not be overwhelmed by semantic-orientated-vocabulary teaching which should be taken care wisely. It is not always positive grouping vocabulary by semantic fields, as notional-functional approaches tend to take because a product of excessive association with semantic categories (semantic-category entanglement) would inhibit learning (Bolger & Zapata, 2011). In this regard, contextualization is much better, e.g. allowing learners to educated guess from various stimuli.

The other studies describe how schools in EFL contexts, teach vocabulary from parts of speech. Sato (2016) made metaphors as their subject of scrutiny in regards with explicit teaching. Both initiate explicit teaching of metaphors as related to vocabulary acquisition because by understanding of metaphors activates learners' conceptual association that allows meaningful and memorable vocabulary. Different from the focus, Alemi & Tayebi (2011) came to similar findings that out of the three, meaning-based intentionally learned is the highest in means compared to the two (etymology-based intentionally and incidentally acquired vocabularies). However, this does not mean rendering the words with the learners' native language, otherwise it is counterproductive. Xie (2013) found misconception of teachers dealing with meaning-based activity by allowing their learners to respond in L1 to L2 equivalence. The similar case happens in Asia whereby translation equivalent words in L1 instead of elaborating other approaches (realia, body language). Regardless the massive number of studies on incidental acquisition, the question about number of encounters required for meaning-focused input for this mode remains unsolved (Uchihara et al, 2019).

Retention, one of the acquisition expectations, could be achieved by the learners' combined

modes (incidental and intentional) which proved by higher recalling L2, only if synonym generation is not required (Barcroft, 2009). Deeper, File & Adams's (2010) findings showed learning and retention gains happened for words taught prior reading in isolated instruction, or in integrated instruction which incidentally flows. This proves that the two learning modes are inseparable. While this is true for any ages, except for children in ESL, which show the otherwise: teacher interruption on read-out-loud story benefited less and left unenjoyable experiences, so retention is not achieved (McQuillan, 2019). This nevertheless is different from EFL teacher dealing with young learners, whom would be very pleased if the teacher can address L2 meaning through other things (e.g., body gestures, facial expressions, changing of tones, voices, and volume), but not of the translation equivalent. Even colorful background on the wall works best to the children minds sending them pre-reading context of what will be told to them through the stories. McQuillan (2019) though, to some extent criticized teacher's intervention (e.g., the question-and-answer session and interruption) which he considered inappropriate. This however in EFL context still is useful to strategically maintain the joy of story for the children.

The mode recommended for Asia EFL formal setting: The merits (RQ2)

Some tenets mention about codeswitching between incidental and intentional vocabulary learning. Despite the comprehensive development period of incidental-versus-intentional-vocabulary-acquisition studies (Tang, 2020), relatively little studies that explicitly reveal about the codeswitching between the two because they operationalize in cognitive domain. Ong & Zhang (2020) pointed out that codeswitching only involved using L1 equivalent of the target language rather using both L2 and L1 in the attempts for vocabulary acquisition. The unconscious process transition to the conscious stage is undeniably true of mental state in every L2 learner. Jib & Webb (2020) took account of teachers' talk in the classroom viewing relationship between vocabulary gains and L2 equivalents. However, the study discouraged L1 use if vocabulary acquisition is the main concern. The equivalent use may disadvantage the learners, although for the communicative language teaching, the equivalent may serve well. Teacher talk could be intentionally planned to

assist L2 learners by emphasizing forms to be noticed through the teacher talk. As hypothesized reasonably by Uchihara et al (2019) that the wider range L2 vocabulary encounter, the higher the relationship between learning that occurs and the frequency of encounters, although the exact role of the frequency still remains inconclusive. This suggests that EFL teachers could plan certain range of L2 vocabulary with frequency of occurrence and different difficulty degrees.

Despite incidental vocabulary acquisition surmounted the intentional vocabulary teaching in several studies, the result of many EFL studies yield the idea that the intentional should be maximized, along with the incidental acquisition as complementary.

Explicit instruction integrating vocabulary acquisition: Considering the essential factors (RQ3)

To improve the current situation of the prime importance of vocabulary teaching in EFL contexts, the following components are recommended that might help L2 learners effectively acquire English vocabulary through better curriculum system.

24 Extensive reading as a source of main input in intentional vocabulary teaching for Asian EFL curriculum

Summing up all previous findings, ER as the main input of intentional vocabulary acquisition should be a dominant part of the Asia EFL formal setting under intentional vocabulary learning. Supplementing ER with guided discussion provides an opportunity for further vocabulary development (Boutorwick *et al.*, 2019), besides considering the considerable amount of vocabulary knowledge as ER's nature (Brown & Waring, 2008). Nevertheless, EFL teachers can specify certain vocabulary within the ER program, out of the bulk, leading to a greater depth of knowledge (Yali, 2010). However, for children whose SLA is quite different from other age groups of L2 learners (see the golden age as a very potential to conceive any languages from the environment), the tasks are not really needed along with their reading, arguing that by engaging the children in the target language discussion may counter productively recast the meaning of the word (McQuillan, 2019). In addition to ER tasks, EFL teachers may design form-oriented and meaning-oriented activities to interchangeably use and help sufficient helping for the learners

developing their English, as there are no significant differences between the two orientations (Khonamri & Roostae, 2014). If the most substantial target of ER both are for comprehension and vocabulary acquisition, it would be better in investing instruction time in words the closest to the key ideas and themes might have the greatest payoff in terms of comprehension (Wright & Cervetti, 2016), and this surely will save time for the lesson but the two purposes achieved.

How to help the learners making use of all sources for the acquisition, listening and watching need to be integrated as an addition to ER. One main objective is to extensively enable the learners at their choice make use of input according to their characteristics, as taken all together, there is the value from L2 incidental vocabulary learning through reading, listening, and TV viewing (Feng, 2019). EFL teachers may also think of engaging activities as the attached tasks of ER as a study proved that tasks contributed more to the acquisition as opposed to reading itself (Laufer & Rozovski-Roitblat, 2011), while at the same time maintaining their motivation to work and enjoy more in the activities provided. Listening and watching and the extent of exposure and the frequency of repetition to make the acquisition require careful plan within the lesson. Repeated exposure to the stimuli was found to have a large impact on learning during the initial few exposures and decreases thereafter, suggesting that the effects of repeated exposure on vocabulary acquisition are not necessarily constant (Bisson, *et al.*, 2014). However, repetition is a crucial variable promoting L2 incidental vocabulary acquisition and the frequency effects size varies greatly (Uchihara et al, 2019). Examining the counterproductive of excessive exposure, Laufer & Rozovski-Roitblat (2011) attempted win-win solution proposing a realistic combination of tasks and number of words encountered in the classroom, having calculated statistically the significance of effects resulting from word repetitions occurred when the words were practiced in 3-4 exercises, with the interest of exposure of paramount importance.

Students' preferences: Important internal drive in L2 learning, Beside other factors in vocabulary acquisition

Albeit prioritizing on the acquisition, EFL teacher should welcome if the learners have their own preferences for vocabulary acquisition

beside what has been designed systematically by the school because motivation is the internal driving force for any EFL learners to achieve success. Motivation is qualitatively linked to cognitive aspects of L2 learning since motivational effects regulate task-based learning processes at three different regulatory levels (Ponj, 2018). He espoused the levels as follows: 1) The regulatory focus of the participants; 2) The rewards and feedback structure of the task; 3) The regulatory focus of the task. It is important to bear in mind that acquisition is a complex growth of L2 learners, in which the EFL teachers should think of all possible perspectives, including encouraging condition potential for the learners to progress. Traditional, but works up to these days, is a vocabulary notebook, suggested by Dubiner (2017), one known and simple way to know the development amongst L2 learners, which could be personally done by the learners under the monitoring of their teachers which assist on the process.

Concerning the students' level in English relating to cognition, each learner vocabulary acquisition may not be the same. Directing the focus to low English learners, Ertürk (2016) recommended different glossing types, but his study findings indicated that L1 glossing is beneficial for low English proficiency. This is a common issue but challenging in EFL that even adult learners could position at beginner or elementary English levels despite their ages and length of schooling. Visualization, also, serves better vocabulary learning experiences for these L2 learners, rather than verbalization since the visualization technique is transmitting pictures to the learners' minds (Ghaedi & Shahkori, 2016). If the visualization utilizes technology, EFL teachers are encouraged to examine the available technology in order to create relevant features to the targetted L2 knowledge (Sato, 2016), because such distraction may inhibit the acquisition. Pictures can tell more than one information or even bring the past to present, so a thoughtful picture selection can captivate the learners' concentration and stimulate the active process that they may retain longer than the use of any random pictures. Another factor concerning the learners' level is their age since their years of experiences with the L2 and text comprehension enable them to derive word meanings from strategies elaborated (Uchihara et al, 2019). They moreover added that student-related variables and methodological variable pertain to the acquisition outcomes that explain differences

may possibly happen to each individual. This broadened our perspectives then to facilitate the acquisition within the explicit teaching with the most relevant approach for EFL in Asia.

Meaning and retention: EFL teaching main goal
Having some findings on vocabulary embedded tasks, it is quite comprehensive highlighting the co-relation between meanings and retention from the vocabulary acquired, regardless of the objection of some studies against L1 in vocabulary acquisition. By contrast, Asia EFL practices still compromise the L1 use having evaluated on varie learners proficiency and the urgency for meaningful approach. EFL learners in Thailand preferred the multimedia-linking visual and auditory information contained L1 and L2 captions on the video exposed to them accompanied with proper audio (Yawiloeng, 2020). This problematic choice between L1 and L2 use in EFL teacher endeavour for the learner vocabulary acquisition will be solved better by the teachers if they consolidate the theoretical underpinned their beliefs and the merits of both modes, with the intentional mode (for the dominant) as well as other effective strategies revealed within this paper. Besides, multimodality, e.g., MALL, if it is included in the curriculum of Asia EFL, may turn up into motivating, interesting, and effective input for the learners (Yawiloeng, 2020), and this part of classroom plan actually could be extended for beyond classroom activities with engaging acquisition program.

Evaluating the intentional vocabulary learning
To this end, an evaluation and assessment for the vocabulary acquisition is essentially important, acts as a guidepost of the program accomplishment, although not every detail of the cognition process dealing with acquisition is measurable. At least the school may be well informed on how the system works well for their learners through the evaluation and sort of assessment. Freitmuth (2020), pioneered by Iqbal & Komal (2017), adapted Vocabulary Knowledge Scale (VKS), as a measuring tool to indicate the learners' vocabulary knowledge (noun, verb, adverb, and preposition) after ER. VKS should be in the school syllabus (Iqbal & Komal, 2017) to quantify something abstract resulted from the acquisition. VKS is adaptable to meet what prioritized in the curriculum which target on the increase number of the learners' word gains.

CONCLUSION

Naturally, the two modes, incidental and intentional vocabulary acquisition and learning, are inseparable. The intentional learning (mode) of vocabulary would be more relevant to Asia EFL in terms of explicit teaching, language use and contexts, with embedded incidental acquisition tasks, for the sake of extensive exposure of vocabulary. This does not mean one overrides the other, but both are more appropriately addressed to complement each side the acquisition may take place. Moreover, the EFL teachers in Asia are supposed to shift their mind-sets by referring to all previous studies, and further insert intentional vocabulary acquisition to the school curricula if the learners' vocabulary size, one of their main concerns, which can lead the EFL learners into more engaging learning. The idea proposed here could be one of those in the education milestone to achieve, yet the teachers are called to commit to apply all suggestions from previous studies into real acts even in a small scope of their teaching. If they are in one accord to apply explicit vocabulary teaching, EFL education policy makers in Asia might have more real data to establishing organized and systematic intentional vocabulary acquisition programs that better suit their learners.

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