Vocabulary learning processes of Japanese EFL university students in Content and Language Integrated Learning (CLIL) courses

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Previous research has presented fundamental findings regarding second/foreign language learners’ vocabulary learning processes (Nation, 2001; Read, 2000; Schmitt, 2010). However, there has not been enough empirical research that closely investigated students’ vocabulary learning processes (Schmitt, 2008). The present study looked at the influence of classroom interactions on Japanese EFL learners’ noticing of different lexical items after attending Content and Language Integrated Learning (CLIL) lessons carried out in the target language. Replicating Slimani’s (1992) research, the presenter collected audio-recordings of the lessons, lesson materials, and questionnaires in which each student (n = 44) wrote words he/she believed to have learned in each lesson. The audio-data was used to investigate how each word had appeared in class. A total of 71 words selected by multiple students (out of 798 words collected overall) were included in the posttest in which they were asked to write the L1 counterpart of each word. The findings showed that (a) their performances were better compared to the ones on the pretest; (b) the classroom interactions as well as the content covered in this course affected their answers; yet, (c) technical terms were not successfully translated regardless of the fact that they had been emphasized in class. As the students gained the word knowledge through the medium of L2, their test answers in L1 were unique to this particular learning environment.

References


Keywords: Classroom interaction, Vocabulary learning, Noticing, CLIL.