

Lexical items uptaken by EFL learners (B1-level) through CLIL classroom interaction in Japan

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Researchers in various fields have investigated spontaneous interaction (e.g., of classroom, human-robot or infant-caregiver interactions) and claimed that it plays a significant role in language teaching/learning and human communication (Ellis, 1997; Lee *et al.*, 2009; Okada & Matsumoto, 2014). Additionally, research conducted in naturally occurring L2 classrooms found that language learners noticed different features of a linguistic item more when it was included in student-initiated interaction than in teacher-initiated one (Nabei & Swain, 2002, Loewen, 2019). In Slimani (1992), lexical items that EFL students tended to uptake, i.e., claimed to have learned from a particular lesson, were those included in spontaneous classroom interaction. The participants actively discussed lexical features (e.g., meaning and spelling) of a studied term in incidental interaction. The presenter looked into Japanese EFL students' (n = 44; CEFR B1 level) vocabulary learning processes in student-centered, Content and Language Integrated Learning (CLIL) courses, where learners were exposed to vocabulary in context as well as had opportunities to interact freely with others in class. At a private university in Tokyo, classroom interactions were audio-recorded in two classes for three consecutive months, during the first half of which the participants were asked to write down their uptaken words after each lesson. These words were a) identified in the audio-recordings to see how they were elaborated on in class and b) examined on post-session tests carried out 1.5 and 3.5 months after the uptake to investigate the students' understanding of the words. Out of a total of approximately 400 word types collected in each class, those that were uptaken by many were included in the post-session tests. The learners' uptake was influenced by various classroom activities, yet the ones uptaken by multiple learners were those included in the materials carefully prepared by the instructor or the students. When tested on these words (i.e., write the L1 counterpart of each word), the students' performances were more successful on the instructor's target words than the learners' target or uptaken words. These findings show that words intended to be explained in class were uptaken by many and improved the participants' vocabulary knowledge. Their incorrect test answers also reveal the effects of the CLIL approach on their vocabulary learning processes.