Lexinote, an e-portfolio to enhance independent and continuous vocabulary learning in English

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1. Background

Problem

Japanese EFL Setting
3,000 words (lemmas) in 6 years of high school

Need of independent and continuous vocabulary learning

Unassisted Comprehension (98% coverage) needs • • 6,000 - 7,000 word-families (spoken) 8,000 - 9,000 word-families (written) (Nation, 2006)

Solution

Lexinote

Web-based e-portfolio that enhances the metacognitive use of vocabulary learning strategies (VLS) and promotes independent and continuous vocabulary learning.

2. Developing an e-portfolio, Lexinote

2.1 What is Lexinote?

A Web-based e-portfolio that enhances the metacognitive use of vocabulary learning strategies (VLS) and promotes independent and sustainable vocabulary learning.

2.2 Vocabulary learning strategies and Lexinote

VLS Description of VLS

Rehearsal (OR) Recalling or reading out of the sound of a word, repeating of a word

Rehearsal 2: recalling and writing a word from its sound (also written rehearsal)

Rehearsal 3: recalling and writing a word from the L1 equivalent

Rehearsal 4: recalling and writing word information in the form of online dictionary

Note-taking (NT) Recording and revising the target word

Reference (RF) Rehearsal 3: recalling and writing a word from the L1 equivalent

Organization (OG) Searching related words (e.g., collocations, synonyms, antonyms) in the thesaurus

Language Exposure (LE) Exposure to other users’ information or related words (e.g., collocations, synonyms, antonyms)

Metacognitive Control (MC) Monitoring, controlling of learning, self-regulating of a word

2.3 How does Lexinote work?

2.3.1 Self-Study with Lexinote

(1) Find and decide a target word to learn

(2) Discover the meanings of the target word

Word meanings automatically displayed

(3) Take notes on the target word

Online dictionary: Weblio

(4) Register the target word

Choose one of the five familiarity levels and decide whether to practice the word or not

Typical learning stages and activities on Lexinote

(1) Find and decide a target word to learn

(2) Discover the meanings of the target word

(3) Take notes on the target word

(4) Register the target word

(5) Rehearse the target words

(6) Monitor the target words registered in e-portfolio

1. Rehearsal

2. Note-taking

3. Organization

4. Reference

5. Language Exposure

6. Metacognitive Control

(7) Safe-guard the target word and saving as self-expression

Sharing learning outcomes such as posting comments on assignments or to peers’ posts

3. Effects on Learners’ Strategy Use

Participants: 64 Japanese college students

Instrument: Pre- and Post-Vocabulary Learning Strategy Survey (k = 25, 6-point)

Results: Significant difference in the use of RF (t = 3.24, df = 63, p = .002, d = 0.41) and of LE(t) = 2.61, df = 63, p = .011, d = 0.25 )

Note-taking

Reference

Organization

Language Exposure

Metacognitive Control