〔Practical Article〕

The Incorporation of Sentence-Writing Activities in Vocabulary Learning at the Upper Elementary Level of Japanese:

Its Effectiveness and Points for Improvement

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Abstract

This study explores how to teach vocabulary effectively in combination with sentence-writing exercises within a course targeted at international undergraduate students using "GENKI." The study has five key goals: 1) to examine the discrepancy between the meanings of Japanese words and their English equivalents, 2) to comprehend the proper use of words in context, 3) to highlight accompanied particles, conjugations, and word combinations, 4) to assist students to efficiently memorize vocabulary by association as opposed to on a word-by-word basis, and 5) to help students enjoy learning new words. Students individually constructed their phrases utilizing the newly presented terms at the start of each lesson. They subsequently exchanged feedback with one another in a group setting and shared some of their sentences with the class. Pieces of the transcripted information from the learner interviews and responses to the instructor questionnaire on the vocabulary exercises were labeled, grouped into categories 1 through 5, and then related to the learner questionnaire results. Consequently, we found that numbers 2 and 5 were particularly successful. Additionally, some suggestions for enhancement were made, including adding "points to note for vocabulary in each session," sample sentences and usage explanations, and the simultaneous use of memorization.

[Keywords] vocabulary learning, sentence writing, elementary level, group, questionnaire