

Lexical Awareness and Retention in Two Types of Intervention Activities

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Abstract

Many SLA researchers have investigated the role of awareness in L2 learning and reported the positive effect of awareness, claiming awareness plays an important role in L2 learning (Schmidt, 1990; Schmidt, 1994; Schmidt, 1995; Schmidt & Frota, 1986; Leow, 1997; Leow, 2000). They also propose that conscious awareness is a necessary and sufficient condition for the second language learning and acquisition. To explore the effect of awareness formed on unknown words on learning, this study focuses on two types of intervention, discourse intervention and isolated sentence intervention, assured to enhance awareness, which eventually affects the retention of the words. Participants were 32 Japanese university students majoring in education. The results showed that there were some positive correlation between awareness of the target words and their retention. Furthermore, this study found the effect of the discourse intervention that leads the participants to high awareness. Consequently, these findings indicate awareness has a high possibility to facilitate even vocabulary learning, and that the discourse intervention improves learners' awareness.