

## **Individual Paper Session 16**

**CALL**

**Wednesday, July 5**

**4:15-4:45pm**

**Online approaches to learning vocabulary: Teacher-centred or learner centred?**

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Learning vocabulary through the computer is something that has appeared increasingly more regularly in recent years with methods including use of pictorial and written annotations (Jones, 2004; Yeh & Wang, 2003), and highlighting of hyperlinks (De Ridder, 2002). These methods tend to be teacher-centred in that they rely on teachers to select the vocabulary items that learners are to study, and to design learning activities based on the items they have selected. In the current study, learners were provided with a tool that enabled them to select their own vocabulary items that would then automatically generate vocabulary learning activities based on these items.

The learners, intermediate learners of English studying at a university in Japan, were divided into two groups: a teacher-centred (TC) group where the learners were provided with online vocabulary learning activities composed of items selected by the teacher, and a learner-centred (LC) group where the learners were required to compile their own vocabulary lists which were then entered into a specially designed online system by the learners themselves and could then create the vocabulary learning activities from these items. For the TC group, the teacher selected 10-15 items per week from the materials covered in class and developed matching and gap-filling tasks that the students were asked to do in their own time. Learners in the LC group were subdivided into smaller groups of 5-6 students where each student in the group was required to enter 2-3 vocabulary items per week from the class materials into the online system, and then to do the tasks that were generated, again outside of class time.

Data were collected in the form of pre- and post-testing of vocabulary items that appeared in the teaching materials, and through questionnaires regarding their perceptions of the system.