The Analysis of the Test for English Vocabulary Learning Strategies under Relativism

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Abstract. English words are the foundation and necessary prerequisites for English learning. The amount of English vocabulary that students memorized and mastered directly affects students' ability to use language such as listening, speaking, reading and writing. The author tried to seek out the ways and strategies which help English learners to master vocabularies from the point of words relativism. To carry out the process of the research, the author adopted sample surveys, interviews, and word tests to investigate individuals or team-work vocabulary learning. From the result of word tests, the team-work vocabulary learning is superior to that of individuals'. Thus, the author concentrates on analyzing the outer connection of words in the context network, and finds effective ways to establish word exogenous connections. Meanwhile, the inner elements that affect vocabulary learning is equally important, including brain science, learning science, semantic network.

1. The research targets
This paper investigates and analyzes the practical problems of current English word learning among our college students, and explores feasible solutions for overall improvement and solution from various aspects, such as the design of acquired language learning context, provided strategies and suggestions for optimizing college students' word learning. The key is to grasp two points: one is to accurately grasp the actual situation of English word learning of students in our school; the other is to grasp the way to create external word connections in the era of information education [1]. And the research steps are to do questionnaire to make clear about students' vocabulary level and then hand out material for them to finish. Nevertheless, the third step is crucial to analyze the data in SPSS software.

2. The illustration of the questionnaire
2.1. The Data of the Questionnaire
The questionnaire which includes 25 questions is handed out to 230 students who are majoring in English Education. And 222 students finished the questions efficiently.

Question 1. Do you think that vocabulary learning is one of the main problems that makes you difficult in your English learning? 68.47% of students think vocabulary learning is one of the main problems that blocks their English learning. Vocabulary is so essential to the beginning of English language learning [2].
Question 2. What do you use in your usual English learning? 64.41% of students use English-Chinese dictionary, and 19.82% of students use translation devices. It seems that vocabulary learning tends to memorize the spelling and the Chinese meaning, which is not available for students to master the complete usage of the vocabulary.

Question 3. In addition to the class, the time to learn English vocabulary each week through exposure to English (such as watching original movies, listening to foreign songs, English learning, etc). This is a blank filling, and students didn’t spend so much time in spare time to learn English.

Question 4. In your English vocabulary study, what memory methods have you used? This is a blank requires more than one choice. 72% of students memorize words by their phonemes. 70.7% of students do it mechanically? 53.1% of them follow the rules of vocabulary such as the root of vocabulary or the prefix and the suffix of vocabulary.

Question 5. When do you review the words learned in each lesson? 52.7% of students doesn’t review them in time but before the examination.

Question 6. If you don't review the lesson learned today, how much can you remember after one month? 40.09% of them think they can only remember no more than one third of the lesson.

Question 7. Many people find the part of speech difficult to remember, do you know the reason? 76.13% of students think words may have different meaning in different context.

Question 8 to 13. Students agree that the best way to memorize vocabulary is to remember it in the exact context. And they seldom have any plans to memorize vocabulary. The strategies for memorizing and using vocabulary are ignored, because students know less about vocabulary memorizing strategies.

Question 14 to 17, 88.74% of students have downloaded and used the “Bai Ci Zan” software to learn vocabulary and nearly half of students learned them individually. Mind maps are not popular in vocabulary learning.

Question 19 to 20, English programs are helpful for students to learn and memorize new vocabulary. But students seldom use them in daily communication, such as blog, email or WeChat.

Question 21. Do you think of another word when you remember a word? The majority of students tend to lean words and vocabulary through relativism.

Question 22 to 25, the data shows that competition is an active element in memorizing vocabulary in team work. Students sit together to fulfill a team-work is profitable for each member. The author calls the team-work members as leaning community. In a learning community, students are involved in the given tasks in order not to be fallen behind. What’s more, they can discuss and help each other face to face in time through relativism.

2.2. The Analysis of the 1st round Vocabulary Test
In order to know the English level of each student involved in the questionnaire, the author gave them a vocabulary test about CTE-4(College students’ Test of English). The test is about to match one hundred Chinese translations to one hundred English words. Then according to the test result, students were arranged into 8 groups.
In 8 groups, students are given ten minutes to learn the twenty words and five sentences. Now list the words and sentences.

a) Aesthetic /əˈθɛtɪk/ a. He responded very strongly to the aesthetic of this particular work.
b) Accommodate/əˈkɒmədeɪt vt. A table which extends to accommodate extra guests.
c) Ambassador/əˈmæsbədə/ n. Yesterday new details emerged about the ambassador's dismissal.
d) Bride [braɪd] n. The bride's family were busy for the wedding.
e) Cathedral/ˈkærədəl/ n. Liverpool Cathedral's centenary celebrations
f) Deteriorate /dɪˈtɪərɪət vt. vi. The position of the have-nots in our society could deteriorate even further.
g) Entrepreneur /ˌentəˈprɒnər/ n. But you said your dream was to be an entrepreneur, to be your own boss.
h) Hemisphere /ˈhæmisfiə/ n. The ancients knew nothing of the southern hemisphere.
i) Imperative /ɪmˈpɛrətɪv/ a. The events of the past few days make it imperative for her to act.
j) Manipulate/maˈnipjuleɪt vt. The advertisers cynically manipulate our emotions.
k) Monopoly /ˈmɒnəpəli/ n. He applied for, and won, an exclusive monopoly patent on the seed.
l) Obedient /ˈəbɪdʒnt/ n. What a sweet, obedient little girl she was!
m) Perish /ˈpɜːrɪʃ/ vi. Civilizations do eventually decline and perish.

n) Remainder /ˈrɛmiːndər/ n. the remainder of the day
o) Prescription /ˈprɪskrɪpʃən/ n. You can't get it without a prescription.
p) Renaissance /ˌrɛnəˈsɛns/ n. Perspective was invented during the Italian Renaissance.
q) Sanction /ˈsæŋkʃən/ n. He seemed to be preparing to sanction an increase in public borrowing.
r) Testimony/ˈtestɪmɔni/n. Information that was based on perjured testimony.
s) Ultraviolet /ˈʌltrәˈvaiәlit/a. The sun's ultraviolet rays are responsible for both tanning and burning.
t) Whirl/wәl/vt. vi. &n. Her arms whirl like little windmills.
u) Humility is considered a virtue.
v) I think it's going to cause chaos personally but never mind.
w) I think he is shallow, vain and untrustworthy.
x) He projected himself as the protector of national unity and harmony.
y) Primitive tools were found at the site.
z) I had selected a city with a tropical climate.

Then they are given another piece of paper to fill in blanks about what they have kept in mind, including the five English words, the Chinese meaning of translations.

2.2.1. Independent sample T test for students with or without a learning community. The following table shows the independent sample T test for students with or without a learning community.

| Learning Community | N  | Mean  | Standard deviation | Standard error of the mean |
|--------------------|----|-------|--------------------|---------------------------|
| Time spent on memorizing  |
| Yes | 25 | 8.00  | 4.839              | .968                      |
| No  | 26 | 7.08  | 2.314              | .454                      |
| Scores |
| Yes | 25 | 8.72  | 1.308              | .262                      |
| No  | 26 | 7.31  | 2.446              | .480                      |

From the table above, it can be concluded that the presence or absence of a learning community has no significant effect on the time-consuming memory of words, but the total score of students with a learning community (8.72) is significantly higher than that of students without a learning community (7.31), t=2.557, p=0.014<0.05.

2.2.2. Independent sample T test for students with or without learning partners. The following table shows the independent sample T test for students with or without learning partners.

| Learning Partners | N  | Mean  | Standard deviation | Standard error of the mean |
|-------------------|----|-------|--------------------|---------------------------|
| Time spent on memorizing  |
| Yes | 24 | 7.79  | 4.961              | 1.013                     |
| No  | 27 | 7.30  | 2.301              | .443                      |
| Scores |
| Yes | 24 | 8.79  | 1.351              | .276                      |
| No  | 27 | 7.30  | 2.367              | .455                      |

From the table two, it can be concluded that the presence or absence of learning partners has no significant effect on the memory time of word volume, but the total score of students with learning partners (8.79) is significantly higher than the total score of students without learning communities (7.30).

2.2.3. Independent sample T test for students who memorizes words with strategies. The following table shows the independent sample T test for students who memorizes words with strategies.
Table 3. Independent sample T test for students who memorizes words with strategies.

| Strategies   | N | Mean | Standard deviation | Standard error of the mean |
|--------------|---|------|--------------------|----------------------------|
| Time spent on memorizing |   |      |                    |                            |
| One          | 29| 7.55 | 4.830              | .897                       |
| Two          | 22| 7.50 | 1.596              | .340                       |
| Scores       |   |      |                    |                            |
| One          | 29| 8.00 | 2.360              | .438                       |
| Two          | 22| 8.00 | 1.690              | .360                       |

From the above table, it can be concluded that whether students use a memory strategy that only understands themselves does not have a significant effect on the memory time and score of the word volume.

3. Conclusion.
Through the preliminary analysis of the data, the following three main conclusions can be drawn:

1) Students with learning communities have significantly higher learning word scores than students without learning communities. When doing the problem, the scores of the words reported by students with learning partners are significantly higher than those without learning partners. It proves the hypothesis that learning community is essential to the relativism for English vocabulary learning [3]. In such community, students have both inner motivation and outer force to indicate themselves to focus on vocabulary learning and during the process they are actively engaged in relativism [4].

2) Other factors have no significant effect on the time consuming of memory and the score of learning, such as the repetition times, the level of the given words, and the strategies used. The author gets satisfaction on the analysis of the statistics, but further research for English vocabulary learning is still on the way.

References
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