

The Analysis of the Effectiveness of Vocabulary Learning by English Vocabulary Corpus

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Abstract: Vocabulary learning and teaching are a central part of language study. With the development of technology, language pedagogy starts to use a modern digital technique, Corpus-Driven learning. The primary purpose of this article is to present a literature review on the theoretical constructs and attempts to present an empirical finding which rationalizes the practice of corpus-based vocabulary instruction.

Keywords: Corpus; Vocabulary learning; Corpus-Driven learning

1. Significance of the Research

How to learn and teach vocabulary attaches great importance to both language learners and teachers. The traditional theories pay attention to the grammatical and phonological structures of vocabulary, while now the teaching strategies are emphasizing communicative use. Therefore, many researchers raise some innovative language pedagogy concerning the language context to improve learning and teaching effectiveness. This study was conducted for the purpose of investigating the effectiveness through adopting Corpus-Driven learning, which is one of the modern digital techniques.

Corpus linguistics is an emerging interdisciplinary field, which utilizes digital tools and computational programs for language teaching and learning. Corpus is a web-based, open-source, and free software package that provides versatile and advanced text analysis which helps beginner and advanced learners with lexicons. (Bradley, 2018).

The data of the English Vocabulary Corpus (EVC) are extracted from 5 different categories including books, magazines, transcripts of TV shows, transcripts of Movies, and transcripts of TV drama. And each category accounts for 20%.

2. Aim and objectives

This research aims at finding the significance of the use of relevant lexicon in informal and formal conversations. Two questions are presented as follows:

What is the Effectiveness of English Vocabulary Corpus in Language pedagogy?

How can vocabulary be learned utilizing Corpus?

In order to solve the two problems, the quantitative survey research method is applied. Firstly, investigating the effectiveness and productivity of the English Vocabulary Corpus. Then, explore the use of the English Vocabulary Corpus for learning vocabulary.

3. Theory

Lexicographers and dictionary makers have been collecting examples of language in use to help accurately define words since at least the last 19th century. The advent of computers helps linguistics to create what we consider to be modern corpora. Nowadays, the different types of corpora store hundreds of millions of words.

Corpus linguistics serves to answer the particular patterns which are associated with lexical or grammatical features. It is noteworthy that there is a distinction between corpus-based and corpus-driven language study. While corpus-driven linguistics rejects the characterization of corpus linguistics as a method and claims instead that the corpus itself should be the sole source of our hypotheses about language. It is thus claimed that the corpus itself embodies a theory of language.

The term data-driven learning (DDL) was first proposed by Tim Johns and later popularized to refer to the language learning

strategy that allows students to be “language detectives” or “researchers” to explore language data. (Johns, 1991).

While the corpus was founded for the purpose of closed-caption TV corpus was limited and there is a gap between the TV corpus and spoken discourses used for promoting students’ vocabulary. Therefore, lexicons were analyzed in intellectual and cultural contexts with their modern shift but were unable to make use of any real-life contexts like TV Corpus. (Ruys, Champion, &Essary,2019). Besides, all the vocabulary and contexts are chosen based on students’ Final Exam curriculum.

4. Methodologies

A quantitative questionnaire is distributed among the students who take participant in this survey. They are first-grade students at a local university. The topic of this questionnaire is called “Effectiveness of Vocabulary after using English Vocabulary Corpus.” A 5-point Likert Scale was applied to collect the different answers for 13 closed-ended questions from the selective sample of 100 students in five options. They are respectively: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. All the chosen questions are added in the appendix.

5. Estimated Results

This research deals with the results based on the results acquired from the survey. The one hundred students answer the questions and the results will be presented according to their gender, and their answers. Most students can understand how to use English Vocabulary Corpus and they use it purposefully. For some students who can not understand the usage of Vocabulary Corpus, teachers should give extra instruction so that students can better make use of Vocabulary Corpus in their further learning process. We also need to make sure students will not have difficulties when they are using this approach, that is, we should design the corpus as precisely as possible. Besides, we should get the results that most students will learn words that they do not encounter the meanings of the words before by using the English Vocabulary Corpus. The result I expect is that more than half of the participants can strongly agree that English Vocabulary Corpus is effective. The productive nature of the English Vocabulary Corpus also should be confirmed. Therefore, we need to compare students’ learning outcomes and get the conclusion that most students can understand the meanings of words more easily than before. A question to judge the effectiveness of the English Vocabulary Corpus for learning the contexts of word items is asked of students. The using of corpus should help students can know how to choose appropriate words in different contexts. The responses given by students should ensure that students can remember different contexts of a word. Therefore, data about more students can learn new meanings of a word through multiple contexts should be presented. In the next several questions, students’ attitudes toward using the English vocabulary Corpus will be estimated. The answer of creativity of English Vocabulary Corpus helped in checking the creativity of this approach for exploring meanings and contexts. If a large proportion of students choose strongly agree with the creativity of this approach, the EVC can benefit students’ learning process and further help their future study. Besides creativity, students should enjoy the new learning approach because if they lost interest in using EVC, students will not seriously give answers to this questionnaire and they will not use it for autonomous learning. The process of using EVC should present more advantages than the traditional methods, such as mechanically remembering or repeating. The innovative method is suitable for new-generation students’ learning trends. If the new approach can help them learn words more effectively, teachers can apply it to their future teaching. Another element about the impact of EVC on the cognition of students also attaches great importance to students learning because it can analyze the visual impact of vocabulary learning by EVC as it helps in the association of meanings for remembering. Students need to keep remembering the new words and not forget them. Longer memorization can promote students more active participants in language learning. The next question is whether EVC should be taught at university. The students have different educational backgrounds, some students obviously can get higher English grades because of their solid language foundation. Therefore, those students learning by EVC may not be very effective compared to their own learning habits. The expected result is that over half of the students will answer that this approach is suitable for them and should keep it in the next semester. This research wonders how many students are willing to use EVC in future vocabulary studies. If most students give a positive answer to this question, it symbolizes that EVC would be used in the future and can promote students’ autonomous study.

6. Possible Discussions and Conclusions

In conclusion, the use of the English Vocabulary Corpus was creative and produced effective results in cognition, and can help students better understand the word’s multiple meanings and contexts. Moreover, EVC is a better approach compared to traditional methods. From the above results, the benefits and limits of corpus-based learning can better help us to determine appropriate strategies before using this theory in the classroom. Corpus-based learning is a promising approach to enhancing student’s comprehension of the texts through the use the different strategies. reading and analyzing texts which

are closely related to their major and personal interests can improve students' learning motivation. A corpus-based instructional framework is used repeatedly to examine students' study goals as well as active students learning autonomy. This framework is designed to meet students' vocabulary knowledge needs and all parts of the curriculum: content, approach, activities, and assessment.

Despite most students can benefit from corpus-based learning, further study is needed to improve the efficacy of the approach in various contexts. Classroom action research is a considerable choice to fill the gap between research and instruction because teachers are more involved in using the corpus-based approach and analyzing its efficacy. Joint research projects between teachers as the direct users of DDL and the corpus linguistic researchers can establish a stronger connection between empirical evidence and classroom practice. Previous research has documented findings of how corpus linguistics has been used in specific instructional settings. While case studies are valuable channels for gathering detailed accounts of the problem, experimental studies involving large population promises generalization within the given contexts and replication in different settings.

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Appendix:

- 1.Do you understand the use of English Vocabulary Corpus well?
- 2.Most of the words you learned from the English Vocabulary Corpus are not learned before.
- 3.How to use English Vocabulary Corpus in your learning process is not too difficult.
- 4.Do you think that English Vocabulary Corpus was effective in vocabulary learning?
- 5.English Vocabulary Corpus helps in understanding the meanings of words easily.
- 6.English Vocabulary Corpus makes a better understanding of the contexts of words.
- 7.English Vocabulary Corpus was useful in learning multiple contexts of a word.
- 8.Learning vocabulary items by use of the English Vocabulary Corpus is a creative process.
- 9.English Vocabulary Corpus has made the learning of vocabulary items interesting.
- 10.This process of vocabulary teaching is better than traditional methods.
- 11.English Vocabulary Corpus helps in remembering words for a larger time.
12. Do you think that English Vocabulary Corpus should be taught at university?
13. You will use English Vocabulary Corpus in the future for learning vocabulary items.