On The Research Of Correlation Between English Words In Middle Schools And Universities

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Abstract. Check how effective it is to adopt the correlation of words in middle schools and universities to word-learning in the university. Methods: Taking students enrolled in 2010 as the experimental subjects, divided them into two groups including experiment group and compared group, do the experiment, and adopt questionnaire and survey methods as well. Result: After making full use of the correlation of words in middle schools and universities, the effect of students' word-learning has been improved obviously. Conclusion: Learning words by using the correlation of words in middle schools and universities can improve the effect of learning words for it can save the learning time, make full use of word-learning strategies and improve in-class learning effect.

Keywords: correlation, words, in-class teaching

1. Intoduction

As one factor among every language, words remind superior to the other two: pronunciation and grammar, which has ever accepted by all the scholars in this field, for example, David Wilkins, a famous British linguist has ever announced that without grammar, little could be conveyed; without vocabulary, nothing could be conveyed. Resulting from that guiding thought, a lot of research on vocabulary has been done during these years including143 papers and 4 academic dissertations in different journals and academic dissertation from 1980 to 2010, all together thirty years in CNKI net, which focus on enlarging vocabulary through different methods such as using dictionaries, learning strategies, multi-media, games, collocation, association, environment, improving methods to recite; on investigation and analysis on the vocabulary size of different learner groups such as all college and university students, English-major students, fresh students in minority concentrated region, vocational school students, trainees, science students and so on; on the relationship between vocabulary size and other factors such as listening comprehension, reading comprehension, English teaching, writing ability, etc; and on how to measure how many words learners have ever mastered and nine on some other topics such as comparison of vocabulary size between British students and foreign students, etc. While, one aspect of learning words, one aspect which can help to improve learners' word-learning ability, has been ignored, that is: the correlation between English words between middle schools and universities.

2. The Procedure Of The Research

Just like chart 1shows the whole research will be conducted as the following main steps:

2.1. Document Collection And Comparison

First find out the two basic documents including *Standard of English full-time Senior Middle Schools nine-year Compulsory Education curricula* and *College English Curriculum Requirements(for Trial Implementation)* and compare these two documents. In the *Standard of English full-time Senior Middle Schools nine-year Compulsory Education curricula*, it is stipulated that all the senior middle school students must grasp 3000 words and 400 to 500 idioms and fixed collocation to use in the oral and writing English, besides that, they had better know more words and more idioms and fixed collocation which will help them comprehend English passages while reading. while, in *College English Curriculum Requirements(for Trial Implementation)*, it is stipulated that the recommended words will include 4500 words and 700 phrases (include what we should grasp in middle school), among which 2000 words should be active words, that is to say these 2000 words, for universities students, should be able to be used masterly both in speaking and in writing English according to basic requirement. Through these two documents, we can try to
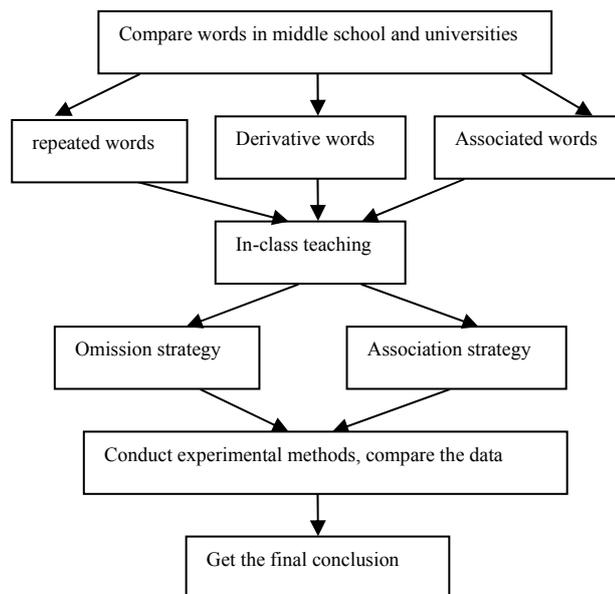

Chart 1: the procedure of the whole research

compare all the words, finding out the correlation between them, such as: words completely the same, words which have the same etyma, homophones, synonym and antonym, words having the similar forms and so on. Summarize all these words.

2.2. In-Class Practice

After getting the correlation of words in middle school and universities, all these theories should be put into practice. So, two classes will be chosen as experimental team and compared team. In experimental team, teachers will try to use the class time to urge students to recite words according to the correlation of words between middle schools and universities, adopting some kinds of word-learning strategies such as omission strategy, association strategy and so on. While in the compared team, teachers will just analyze words and phrases in traditional and common ways.

2.3. Survey And Questionnaire

After one-year's learning, a survey will be passed down to check how much can the students accept the learning model through word correlation. Questions like if you are satisfied with the way you are taught words, if you think talking about word-learning strategies in class necessary or not, will be present before students.

And at the end of the term, students will take part in one exam aiming to check how much students have enlarge their word size and compare the scores with experimental team and compared team.

3. The Result Of The Research

After one year's experiment, we handed out 100 surveys on the satisfaction about the learning words by correlation and get 100 back. At the same time, we gave a word test to the students in experimental team and compared team and check the effect.

3.1. The Acceptance Of Improving Word-Learning Effect By Adopting Correlation Of Words In Middle Schools And Universities
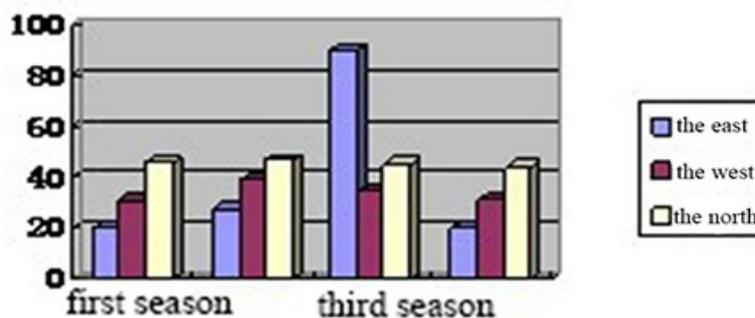

Chart 2 satisfaction of the model

From the above chart(blue refers to the acceptance of the model, red refers to the obvious effect), we can obviously see that 86% students can accept learning words through correlation model and 79% students find they can improve their word-reciting effect obviously. 12% students think they don't care if they are taught in the model or not and 16% think that they find they can't feel their word-learning ability has been improved a lot just like before. 2% students can't accept the model and 5% declare that they find this model gives them no help in reciting words. So we can get the conclusion that most students can accept the learning method and find it surely effective.

3.2. The Effect Of The Model

As is shown in the following chart 3, after one year's learning, students in experimental team wholly get high scores than those in compared team. The average scores in experimental team is 5.14 more than that in compared team. Students getting high scores ranging from 80 to 100 are 6 more in experimental team than in compared team. While because word-learning is really a long-term task, all these difficulties can't be very obvious. However it can still show that learning words through correlation of words in middle schools and universities has its advantages clearly: it surely can improve the effect of word-learning.

4. Conclusion

After the experiment, we get the conclusion that we can improve the effect of word-learning if we present the correlation of words in middle schools and universities in class to students and urge them to learn through omission strategy, association strategy. Besides above, we still find it has the following advantages:

4.1. Beneficial To Save More Time In Class

As is a common phenomenon, in colleges or universities, very limited English class can be proved, just around four to five English classes a week, including intensive English class and listening class. In so short time, to complete all the teaching tasks is difficult, not to mention some learning-ability should be presented to all the students. So, we must save all the in-class time. If we have grasped the correlation between words in middle school and universities, we can know which words have been taught in detail before universities, thus, we can jump through them or use them as the clue to teach other new words, which will greatly improve the in-class teaching efficiency and make the in-class time worthy.

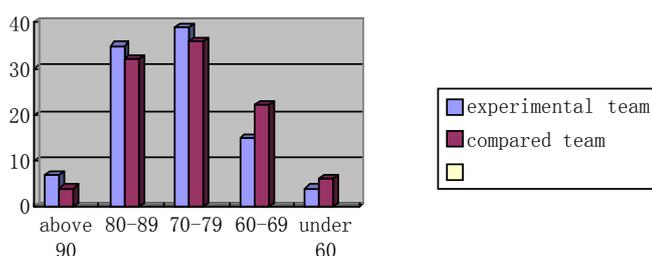### 4.2. Beneficial To Use Learning Strategies

Chart 3 the effect of the model

In the *Standard of English full-time Senior Middle Schools nine-year Compulsory Education curricula*, it is stipulated that all the senior middle school students must grasp 3000 words and 400 to 500 idioms and fixed collocation to use in the oral and writing English, besides that, they had better know more words and more idioms and fixed collocation which will help them comprehend English passages while reading. However, after graduation to universities, the demand of the words has become: in *College English Curriculum Requirements(for Trial Implementation)*, it is stipulated that the recommended words will include 4500 words and 700 phrases (include what we should grasp in middle school), among which 2000 words should be active words, that is to say these 2000 words, for universities students, should be able to be used masterly both in speaking and in writing English according to basic requirement. From these two documents' comparison, one conclusion can be got that from the numbers, maybe it is not too serious, but in fact, we find students have a lot of difficulty when learning words, so how to teach them to use words and how to enlarge their vocabulary size will be paid the equal attention. Therefore, if students will just learn words by rote like before, it's impossible for them to achieve the basic requirement, not to say the high requirement. A new learning method must be introduced to them, that is, word-learning strategies.

If we have grasped the correlation between words in middle schools and universities, we will find it easy and time-saving to use any learning strategy, for instance, when we use association strategy, if we know which words we have learned, we can directly associate these words with certain words like synonyms, antonyms and so on.

4.3. Beneficial To Set Correlative Policy

If the correlation between words in middle schools and universities has been studied and declared, the government will set correlative policy about the Standard of English full-time Senior Middle Schools nine-year Compulsory Education curricula and College English Curriculum Requirements more reasonably, making the needed words less repeated.

4.4. Beneficial To Improve Students' Language Ability

Vocabularies are the basic factor of a language. The more vocabularies we can master, the richer and the better we can express. So, after we, English teachers, grasp the correlation between words in middle schools and universities, we can use the limited time to learn more words by teaching students to learn how to learn words through all kinds of strategies, so that, we can enlarge students' vocabulary size, which is in accordance with the requirement of the *College English Curriculum Requirements(for Trial Implementation)*---- to cultivate modern talents who can communicate fluently in speaking and in writing English.

Words are the basic of all the languages. Improving word-learning ability is significant to improve expression. Correlation between words in middle schools and universities will reveal how words repeat and continue, so that English teachers can make the best use of the in-class time to teach the vocabulary and convey good learning methods to students.

5. References

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