Research on Vocabulary Errors in English Writing of English Majors and Its Inspirations of English Teaching

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Abstract

Vocabulary is the basis of writing, and vocabulary teaching is an indispensable part of English teaching. In the traditional vocabulary teaching in China, teachers' teaching is mechanized and students' learning is stereotypical. This research takes 50 sophomore English major students in M university as the sample, collecting composition written by them and the using questionnaire and interview to understand the students' vocabulary learning methods, teachers' vocabulary teaching methods, students' view of the teachers' vocabulary teaching, using the error analysis, to analyze the causes of vocabulary errors, and puts forward the related teaching strategies in order to help students correct errors, improve the level of writing, and help teachers improve teaching methods, enhance the effect of vocabulary teaching. The thesis found that students' vocabulary errors in writing mainly focus on the distortion in the form errors and the collocation errors in the meaning errors. Therefore, this paper argues that teachers should take students as the center in vocabulary teaching, adopt various forms of effective teaching, and avoid mechanical teaching. At the same time, vocabulary can be taught in English discourse to reduce the negative transfer of mother tongue.

Keywords

Error analysis; Vocabulary error; Vocabulary teaching; English writing.

1. Introduction

With the development of the globalization, the communication between countries are increasingly frequent. As a lingua franca of the world, English plays an important role in communication. Foreign language teaching, especially English teaching, has attracted wide attention in many countries. In the whole process of English learning, English writing ability is the most basic requirement for college students. Writing can reflect students' comprehensive language ability, so it is important in English teaching. The most common errors in writing are vocabulary errors, which greatly affect the quality of writing.

Errors can give us feedback. Error analysis can help us to know whether the teaching content is appropriate, whether the teaching method is effective and whether the teaching plan is scientific. This thesis uses error analysis method to analyze vocabulary errors in English writing of English majors, and then classifies the errors, and find out the causes of vocabulary errors through questionnaire and interview. Through the identification and classification of errors, this paper puts forward some reasonable suggestions for English vocabulary teaching, and tries to answer the following questions: What are the types of vocabulary errors made by English majors in English writing? What are the teachers do to deal with these errors?

Only analysis and research the vocabulary errors in students' writing deeply can help teachers find out the characteristics of students' learning process, understand their language level, and provide a new perspective for teaching. The research of the thesis adopts qualitative and quantitative research. This research takes 50 sophomore English major students in M

university as the sample, and collecting 100 composition written by them as valid samples and focused on the vocabulary errors in them.

2. Related Theory of Error Analysis and Vocabulary Error

2.1. Interlanguage Theory

The theoretical basis of error analysis is interlanguage theory. This theory was first proposed by Selinker. He regards interlanguage as an independent language system existing between the learner's mother tongue and the target language. When the interlanguage gets closer and closer to the target language, it indicates that the higher level of foreign language learners, and the learning effect will be better.(Selinker, 1972)

Interlanguage is systematic and dynamic. Learners' second language knowledge is in a systematic process of continuous development to the target language in the whole process of language learning. And the interlanguage system is a constantly changing system. With the accumulation of language knowledge of learners and their needs in the process of communication, some new language knowledge will be added to the original system. And it is not a closed system, but a system in which language learners can constantly add new knowledge in the process of learning.

2.2. Error Analysis Theory

Different linguists and researchers have defined error from different aspects. For some linguists, error is the weak point in learners' language or writing, they are deviating from the mature language expression format part in conversation or writing. (Dulay, Burt & Krashen, 1982)

For Corder, errors refer to the fact that the learner's normal language pattern is always different from the target language pattern.(Corder, 1973)It shows the learner's underlying ability, i.e. the system of rules that govern his language. And Ellis argue that errors are language that deviates from the rules of the target language. (Ellis, 1999)

Different researchers hold different views on the definition of error, but they have one thing in common, which is that the language error of the target language learner is regarded as the lack of language ability, and the grammar of the native language user is regarded as the determining factor to determine the existence of error. This thesis will use the acceptable concept that errors are language that deviates from the rules of the target language.

In the analysis of learners' language errors, it is importance to distinguish errors and mistakes, because they are not the same language phenomenon, and there are great differences between them. Many scholars have come up with their own ideas about the difference between error and mistake.

Brown (1987) argues that a "mistake" is an unconscious deviation, it can be either a random guess or a slip of the tongue, because it is a failure to use a known system correctly. In his opinion, all people make mistakes, whether in their native or second language. However, native speakers are usually able to identify and correct such mistakes because they are not the result of incompetence, but are the result of temporary deviation in the language production process. An "error" is a significant deviation from the grammar of the target language, which reflects the learner's language competence. According to James, errors usually cannot be corrected by themselves, while learners can correct themselves if mistakes are pointed out.

Corder (1967) also distinguished errors and mistakes. In his opinion, "errors" are the deviation from the application of language rules caused by learners' lack of the target language knowledge. "Mistakes" are performance errors that are not related to the level of language competence, but are caused by lack of attention and carelessness, because they do not reflect a lack of knowledge, but by insufficient performance (Corder SP,1967).

In this thesis, we use the definition that an error is an unconscious deviation from the rules of the target language.

The first person who proposed error analysis theory is Corder. He published many articles related to error analysis in the 1960s, taking this as the start of second language acquisition research, and launched a wide range of research on second language acquisition. Error analysis is to describe and analyze the errors made by second language learners in the process of second language acquisition, to find out the strategies used by learners in the process of language learning, and to explore the causes of language learners' errors, so as to understand the rules of second language acquisition.

According to the theory of Corder (1967), he believed that error analysis was to compare learners' interlanguage and target language. He divided error analysis into five steps: collection, identification, description, explanation and evaluation(Corder SP,1967). Each of the step will embody in the following part.

2.3. Vocabulary Error

With the deeply study of vocabulary errors, different scholars hold different views on the classification of vocabulary errors. Among them, James (2001) classified lexical errors in detail. He divided lexical errors into form errors and meaning errors.

The form error of vocabulary error can be divided into three types: formal misselection, misformation and distortion.

Many words that are similar in form and pronunciation can lead to misselection of form. These errors are formal misselection, that Laufer (1992) calls "synforms" Room (1979) called it "confusibles", and Phythian (1989) called them "confusables".

Misformation refers to the learner's use of vocabulary that do not exist in the target language. The words misused by learners may be caused by the mother tongue or the target language. And the words that are created from mother tongue for use in the target language are called interlingual errors.(何安平，2001)

Distortion means that learners use the wrong words which are derived from the target language but do not exist in the target language(何华清，2009). When using the target language, they may originated from the misuse of one or more processing operations.

The meaning Error of vocabulary error can be divided into two types: confusion of sense relations and collocational errors.

The confusion of sense relations mainly refers to the mixed use of hypophymatic words and synonyms. And the collocational errors refers to a group of words that are put together or appear together in a wrong way.

In China, especially in recent years, there are also many scholars study the vocabulary in English writing.

Gu Weilin (2002) analyzed and studied the compositions of 60 non-English major college students and found that half of them made vocabulary errors. Among them, the misselection of words, miscollocation, repetition and confusion of part of speech are the main types of vocabulary errors.

According to the research, he found that there are two main reasons for these vocabulary errors. First, students focus too much on learning individual words and pay little attention to the collocation of words. The second is that teacher often use Chinese to explain the meaning of English words. So he believes that we should strengthen the teaching of vocabulary and grammar, pay attention to the guidance of vocabulary learning strategies, and focus on those words that students must master the meaning and spelling.

He Anping (2001) studied the spelling of words based on the English Corpus of Chinese Learners. He studied the composition of students in Guangdong Province. He made deep

analysis of the spelling errors of words in the students' compositions and drew the conclusions as follows. First. more than half of the errors may be caused by pronunciation errors. And then, those errors caused by consonants are more serious than those caused by vowels. Besides, the spelling errors caused by consonants are mainly reflected in three parts: double consonants, continuous consonants and final consonants. Finally, syllables that are not pronounced can cause spelling errors.

Chen Wanxia (2002) studied the grammatical and lexical collocation errors in 394 essays written by 197 junior English majors. Four conclusions are drawn as follows. First of all, the number of preposition collocation errors is similar as the number of vocabulary collocation errors. Secondly, there is a positive correlation between collocation errors and other types of errors. Then, those students who did well in their studies used the wrong word which meaning is similar to the correct word. What's more, there are three reasons for collocation errors, including negative transfer of mother tongue, lack of motivation of collocation and interference from synonyms. These three factors work together to produce collocation errors.

Chen Mei (2005) analyze vocabulary errors based on the principle of horizontal combination and vertical aggregation of words. She analyzed the compositions of 125 non-English major students and concluded that incorrect sentence cohesion and inaccurate semantic understanding are both the expression of inappropriate vertical aggregation. Therefore, she thinks that teachers are required to guide students to understand and master the collocation of words by using the principle of horizontal combination of words in teaching, and to make students understand the meaning of words by using the principle of vertical combination of words.

All of the study are practical study based on the error analysis and give the guidance of English teaching.

3. Research Design

3.1. Steps of Research

How to reform vocabulary teaching is the key to improving the level of teachers' teaching method. The research will collect the composition written by the students at first, and then, identify and describe the errors of these composition by the theory above. Combined with collected composition, questionnaire data and interview, the thesis will explain the main vocabulary errors in writing and evaluate the vocabulary teaching method.

3.2. Subjects of Research

The writing samples of the research are 100 compositions written by 50 sophomore English major students of M university in a test. Each of them write 2 compositions, one is practical writing, another is argumentation. It can test the overall ability of students' vocabulary and writing ability. The students are from business English class(25 students) and English translation class(25 students). Half of them had already pass TEM-4, and most of them had passed CET-6. The study sample and writing sample are all effective.

3.3. Tools of Research

3.3.1. Composition Analysis

Composition analysis is adapted to identify the vocabulary errors in students' writing. With the calculation of the percent of each type of errors, the thesis will analyze the vocabulary errors in writing and the causes of the errors in vocabulary learning and teaching.

3.3.2. Questionnaire

Questionnaire is one of most practical approach to get data that the research needs. To students, the questions are designed to investigate the students' vocabulary learning methods, teachers'

vocabulary teaching methods, students' view of the teachers' vocabulary teaching. The thesis give the questionnaire to the 50 students. These questions are all about the students' vocabulary learning and teachers' vocabulary teaching.

3.3.3. Interview

After the questionnaire analysis, the thesis interviewed a total of 10 students randomly. Among the 10 interviewed students, 3 are top students, 4 middle students and 3 students were weak. The main aim of the interview is to investigate the students with different learning abilities and know their advice and attitude towards the vocabulary teaching.

Questions:1.Do you have any difficulties in vocabulary learning? 2.What problems do you think in English vocabulary teaching and what difficulties are caused by these problems in your vocabulary learning? 3.Do you have some good suggestions for vocabulary teaching?

Students answer these three questions with their feelings in learning vocabulary. These answers can help teachers to realize how to improve their teaching methods.

3.4. Data Collection

Table 1. Statistics of the reliability of questionnaire data

Reliability Statistical Value		
Cronbach's Alpha	Based on standardized items' Cronbachs Alpha	Number of items
.922	.923	12

Table 2. Statistics of the validity of the questionnaire data

The Test of KMO and Bartlett		
Kaiser-Meyer-Olkin measure of sampling adequacy		.884
Bartlett's sphericity test	Approximate chi-square	1085.130
	df	190
	Sig.	.000

50 pieces of questionnaire were got from the students. By SPSS analyzing, all the students are giving the reliable answers. The validity of the results can be guaranteed. The result are shown as the above two tables.

100 compositions written by the students are collected and analyzed. The thesis count the vocabulary errors in the sample and the percentage of each error type. These results will be combined with investigation of the questionnaire and interview, then this paper will explain these errors and give some suggestions in vocabulary teaching.

4. Results and Analysis

4.1. Results and Analysis of Vocabulary Errors in Composition Samples

According to Corder's theory of error analysis(1967), the Jame's classification of vocabulary errors(2001) and the actual condition of the compositions samples, the thesis collected students' vocabulary errors in the sample and classify them as the table above. According to table 3, there are 110 vocabulary errors in 100 samples, of which 55% are form errors, 45% are meaning errors, and the proportion of form errors is large. Among formal errors, 14.54% were formal misselection, 16.36% were misformation, 19.09% were distortion; in meaning errors 16.36% were confusion of word meaning, and 29.09% were collocation errors. Collocation errors account for a large proportion.

Table 3. Statistics of the number and proportion of types of vocabulary errors in composition samples

Types of error			Quantity	Proportion
Form Errors (55%)	Formal misselection		16	14.54%
	Misformation		18	16.36%
	Distortion		21	19.09%
Meaning Errors (45%)	Confusion of sense relations (16.36%)	Confusion of superordinate and hyponym	6	5.45%
		Synonym misselection	17	15.45%
	Collocation errors		32	29.09%

4.1.1. Analysis of Form Errors

From Table 3, we can know that, in form errors, the proportion of formal misselection and misformation accounted for a large proportion. For example, in the sample, the student misunderstood the raise as rise. One student wrote: We understand that we must work hard if we want to success. In one student's writing, We must move together to protect our enviornment. Mistakenly write the enviornment as environment.

These errors are related to students' inappropriate methods of memorizing words. Many students memorize them in alphabetical order. They do not focus on the part of speech of the word. Therefore, when they do writings, they tend to make form errors. It can be seen that when students learn new words, they need teachers to give some instructions, guide them to memorize words according to syllables and pronunciation rules, and the teachers need to classify and recognize words that are close to sound. Teachers must emphasize the importance of the part of speech in vocabulary teaching.

4.1.2. Analysis of Meaning Errors

In meaning errors, synonym misselection and collocation errors account for the majority. Most errors in synonym misselection are caused by insufficient understanding of synonyms.For example, Some students take taxi to school almost everytime. He should use everyday instead of everytime. Besides, some students wrote this sentence: The birds escaped at the sight of our approach. Actually, fled is better than escape. What's more, some students use Chinglish in their writings, a student wants to write a sentence like this: I don't want to disappoint my parents. But in his writing, he wrote like this: I don't want to cool my parents' hearts. The collocation errors can be widely found in students' writings, for example, I advise to take(taking) action at once. Don't let them to does(do) the things they don't like. Lack(Lacking in) confidence can result in many problems.

Teachers should pay attention to meaning errors above. When teachers teach vocabulary, they should emphasize the input method of vocabulary, interpret the meaning of vocabulary with English as much as possible, train students to use English thinking way instead of Chinese thinking way to learn English vocabulary. Let students learn vocabulary in concrete context. Do some exercises of synonyms, if necessary, to help students fully grasp new words.

4.2. Results and Analysis of Questionnaire

According to the 50 pieces of questionnaire, the thesis carried out statistic analysis according to the questions about "students' vocabulary learning methods", "teachers' vocabulary teaching methods", "students' view of the teachers' vocabulary teaching and teaching attitude". The results are shown in the following tables.

Table 4. Statistics on the students' vocabulary learning methods

Questions	Answers	Frequency	Proportion
Strategies to cope with new words	Through context or structure	22	44%
	Will look up to the dictionary	5	10%
	Guess before checking	21	42%
	Ignore it	2	4%
Recommend dictionary	English-Chinese Dictionary	40	80%
	English-English Dictionary	3	6%
	Electronic Dictionary	7	14%
	No dictionary	0	0
Methods to review words	Recite word list	34	68%
	According to text	5	10%
	According to word formation	11	22%

As we can see from Table 4, when students come across new words, the data results indicate that teachers' recommendation is to guess through context or word formation. This can improve student's level of English comprehension and promote the sense of language. However, just through guessing instead of looking up in the dictionary, can not really grasp a new word. In order to grasp the meaning and usage of a certain word, the more appropriate method is to guess first and then resort to the dictionary. In the questionnaire, such an approach only accounts for 42%, which shows that it has not been widely used in teaching practice.

In addition, regarding the use of dictionaries, 80% of students indicated that the teachers recommend students to use English-Chinese dictionaries in vocabulary learning. However, the English-Chinese dictionary can not fully explain the meaning of the word. If students are accustomed to using English-Chinese dictionaries, they will make errors when they encounter the synonyms in future exercises. In the writings samples, 15.45% of synonyms were found to be used inaccurately, which can infer that select appropriate dictionaries followed by the students' condition can also reduce errors made by them.

What's more, from the questionnaire we found that 68% of the students memorize the new words follow the word list or the alphabetic order. This would result in that students only memorize the English and Chinese meaning of the word, rather than reviewing words in the specific. In this way, students do not really understand how the vocabulary should be used and what the meaning of the vocabulary is. It may the reasons causing in students using the wrong word or wrong synonyms. For example, the Chinese expression of consequence in the vocabulary table is result. When a student wants to express the meaning of result and when he or she actually uses it, he or she may not think of result and consequence, and only remember it from the word list. There is no tips to tell students that consequence means bad results. If the words are memorized according to word list, it may cause deviations in the use of vocabulary.

There result of questionnaire shows below is about teachers' vocabulary teaching methods. According to table 5, in the question "Does your teacher assigning tasks to use new words to communicate with others in activities?", 78% of the students think that their teachers does not assign a task to use the words they learned to communicate with their classmates. In such condition, students can not fully master the new words, so in a concrete context, they can't use appropriate sentences to communicate with others.

In the question "How does the teacher interpret vocabulary to students in the class?", the questionnaire results show that 80% of the students declare that the teacher explains the vocabulary meaning in Chinese. Indeed, in concrete context, English-Chinese and Chinese-

English translation may related to each other. But for English majors, the thesis argue that it is important to teach basic English language knowledge in English. It is not only benefit to the vocabulary learning, but also helpful to student's sense of language.

Table 5. Statistics on teachers' vocabulary teaching methods

Question	Answer	Frequency	Proportion
Assigning tasks to use new words to communicate with others in activities	Yes	11	*22%*
	No	39	*78%*
Explaining new words in Chinese or English	English	10	*20%*
	Chinese	40	*80%*
Explaining a group of synonyms together	Yes	40	80%
	No	10	20%
Offering a large number of examples to illustrate the use of vocabulary	Yes	33	*66%*
	No	17	34%
Advocating memorizing words by rote	Yes	12	24%
	No	38	76%
Focusing on the practical use of the words	Yes	18	36%
	No	32	64%

The research have found that 66% of the students think teachers can use a large number of example sentences to explain the use of vocabulary and 80% of students agree that the teachers pay much attention to synonyms, and use a large number of examples to help them to understand the meaning and usage of the words.

76% of students say that they learned most of their vocabulary from the class, which shows the class teaching is necessary for student's vocabulary learning. But there are still 12 students declare that their teachers just advocating memorize the words by rote. This method is too mechanical, especially for English major students. Under this method, students can only handle the words on the shallow. They can just spell the words and unable to use them in their writing. But teachers do pay a lot of attention to synonyms, and use groups of examples to help students understand.

Table 6. Statistics on students' view of the teachers' vocabulary teaching and teaching attitude

Question	Answer	Frequency	Proportion
Students learn a lot in current vocabulary teaching method	Yes	45	*90%*
	No	5	*10%*
Checking your vocabulary at regular intervals	Yes	50	100%
	No	0	0
Teachers' vocabulary teaching method should reform	Yes	40	80%
	No	10	20%

The results of the questionnaire about students' view of the teachers' vocabulary teaching and teaching attitude are shown in Table 6. According to table 6, 90% of the students think they learn a lot in current vocabulary teaching method. And all of the students think the teachers check their vocabulary at relative intervals. These data shows that the English major students in sophomore think their teachers' teaching is effective and have an active teaching attitude.

But 80% of the students also argue that the teachers' vocabulary teaching method should reform.

4.3. Results and Analysis of the Interview

The author interviewed a total of 10 students randomly. Among the 10 interviewed students, 3 are top students, 4 middle students and 3 students were weak.   The thesis will select part of the interview because of the limitation of paper.

Regarding question 1, 7 students feel that many words are similar in meaning and feel confused, teacher rarely compare these synonyms in class. Three of them felt that even if they learn the new words in class, they would not use these words in their daily life. All of the students found themselves can hardly use the newly learned words in their writing even though they know the meanings of the words. One of the student says: "I know the meaning of the new words,but I am worried that I misspell it in the writing. And sometimes I mixed up the collocations of the words, so I just use those words I totally handled even though using these words makes my composition looks so shallow." One student is weak in English, in the interview, he said that: "I know the vocabulary is very important, but I just have no interest in memorizing them, but the teacher always focus on it, it caused me do not well in many course, if the teacher takes a more vivid and effective way to teacher the words, I think I could do better in many courses."

In question 2, 2 students felt that vocabulary teaching was too boring and the teaching method was simple. Seven students argue that when the teachers explained vocabulary, they use too much Chinese. There are also a student who think that learning English is useless, they learn English because their parents want them to learn to find a job or they admitted in this major by adjustment.

From Question 3, 2 students proposed to increase extra-curricular reading and expand vocabulary. Three students suggested teacher enriches English teaching with various teaching methods. Three students suggested that the teacher guide how to memorize English words, and introduce affixes to students in class. Two students suggest that teacher should give more example sentences.

5. Inspirations of English Teaching for English Major Students in College

Based on the research and the results of interview and questionnaire, we can find that there still exists many disadvantages in vocabulary teaching. After the research, the thesis have some inspirations of English teaching for English majors in college.

First of all, teachers in the class should use English as much as possible to input vocabulary, and can use multimedia to present vocabulary in certain contexts. When explaining the vocabulary, the teacher should classify the words and explains them in English. Based on the understanding of students' learning aims and learning difficulties, the teacher should focus on synonyms and teaches students some basic word formation rules, such as affixes, blending, back-formation and so on. The semantic choice of the explanation is based not only on the frequency of the use of the vocabulary or the meaning listed in the textbook, but also on the cultural meaning of the vocabulary or the significance of a communicative effect.

And then, in order to consolidating and reviewing vocabulary teaching methods, teachers should not use English-Chinese translation or dictation only to test students' vocabulary. Instead, they can use various forms such as multiple choice, vocabulary gap-filling, sentence making with given words, etc. Teachers should not rely on textbooks or extracurricular exercise books only, but should also design exercises independently, so that more targeted methods designed based on the characteristics of the students' vocabulary learning would help students to solve the vocabulary learning difficulties. Teachers can guide students to make vocabulary revision plans, which can help students to improve their efficiency in learning vocabulary.

Besides, teachers should inspire students' vocabulary learning interests. In terms of vocabulary learning, teachers can use vivid and interesting ways to arouse students' interest in vocabulary learning, such as the vocabulary competition, vocabulary gap-filling game, vocabulary memory challenge, etc. These have a positive effect on students' vocabulary learning .

Last but not least, teachers should pay attention to the role of extracurricular reading. Many new words can be seen in extracurricular reading. Extracurricular reading also creates a very vivid image of vocabulary, making it easier for students to learn. When students meet new words, they are advised to guess first and then use the English-English dictionary and start from English to better understand the meaning of the vocabulary and to be interfered by Chinese.

The thesis think these inspiration according to the research can help teachers' revise their vocabulary teaching method and also have a positive influence of students' vocabulary learning.

6. Conclusion

After a statistical analysis of vocabulary errors and analysis, combined with questionnaires and interviews, the thesis finds that students' vocabulary errors in writing are largely related to English vocabulary teaching methods. The main errors caused by the students can concluded as the negative transfer of Chinese, separate the pronunciation and spelling of words, lack of comprehensive learning of vocabulary, and the misunderstandings in the concept of vocabulary learning. These errors are caused by the traditional vocabulary teaching and learning. Many teachers use Chinese to interpret meanings and directly give out the using rules. The context of the vocabulary provided to the students and the sentences are not concrete enough. Most of the exercises after class are multiple choice questions. Teachers mainly use Chinese to input vocabulary, and do not attach the importance to creating English context for students in class. So the students usually mixed up the words and their collocations in writings. And the cultivation of language ability is a gradual process, which requires the joint effort of both teachers and students. Therefore, it is necessary for teachers to create concrete context of the students in the class and use more vivid and effective way to input the vocabulary. Both teachers and students should pay attention to the vocabulary errors in the writings, classify and sum them up and correct them in time.

The thesis suggests that teachers should reform the traditional vocabulary teaching methods and pay attention to teachers' guiding role and students' center role in the process of vocabulary teaching and learning. The teacher should build a correct thought of errors, use the appropriate way to deal with the error and give feedback in time. Besides, teachers can use original reading materials to teach students and cultivate students' thinking way of English. What's more, teachers should also let students expand the related knowledge about vocabulary. They can advocate students use English-English dictionary to promote the sense of English language and encourage extracurricular reading to increase vocabulary knowledge.

Errors is an actual reflect of teaching. The thesis believe that these suggestion and inspiration above will give an positive effect on English vocabulary teaching for English majors in college, according to these analyses.

Acknowledgments

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Appendix 1

Composition:

1.Please write a written proposal about protect the environment within 150 words.

2.Please write a composition entitled My Views on Examinations.

The composition should include following requirements.

a: College students are measured by test results.

b: This may lead to negative influence.

c: What are your views on the exam as a college student?

The composition should no less than 200 words.

Appendix 2

Vocabulary Learning Questionnaire for English Majors

Dear classmates:

Hello! We have developed this questionnaire for understand the English vocabulary learning condition of English majors. Please answer the following questions truthfully according to your own views or experiences. Each question only can choose one answer. There is no right or wrong for each question, and the data collected are only used for teaching research. Thanks for your cooperation!

1.When you encounter new word in extracurricular reading, you will:

A. Guess the meaning of it by context or word formation

B. Look it up in the dictionary directly

C. Guess the meaning before look it up in the dictionary

D. Ignore it

2.The dictionary you often use for vocabulary learning is：

A. English-Chinese Dictionary   B. English-English Dictionary

C. Electronic Dictionary   D. No dictionary

3.When you review vocabulary, which method do you use?

A. Memorizing word list B. Memorize according to the text

C. Memorize according to word formation

4.Does the teacher ask to use the learned words for dialogue in class activities？

A. Yes B. No

5.Which language does your teacher explain vocabulary in English or Chinese in classroom vocabulary teaching？

A. English   B. Chinese

6.Does your teacher explained several synonyms or confusing words together in class？

A. Yes B. No

7.Does the teacher advocate memorizing words by rote in vocabulary teaching？

A. Yes B. No

8.Does your teacher advocate rote memorization in vocabulary teaching？

A. Yes B. No

9.Does your teacher pay attention to the real use of vocabulary in classroom vocabulary teaching?

A. Yes B. No

10.Do you feel gained a lot from your study in the current vocabulary teaching?

A. Yes B. No

11.Does your teacher check your vocabulary learning regularly?

A. Yes B. No

12.Do you think your teachers' current vocabulary teaching methods need to be improved？

A. Yes B. No