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A SURVEY RESEARCH ANALYSIS OF EFFECTIVENESS OF VOCABULARY LEARNING THROUGH ENGLISH VOCABULARY CORPUS

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Abstract: *Vocabulary learning and teaching is a hard task for English as Additional/ Second/ Foreign Language (EAL/ ESL/ EFL) Learners and teachers respectively. With the advancements in technology, language pedagogy has also adopted new trends. One of the recent trends in vocabulary learning and teaching within language pedagogy. The current study aims at investigating the effectiveness of vocabulary learning through a modern digital technique namely Corpus-Driven learning. For this purpose, a one Million (1M) (1,000,000) words English Vocabulary Corpus (EVC) was extracted from books (20%), magazines (20%), transcript of TV shows (20%), transcript of Movies (20%) and transcript of TV drama serials and shows (20%). All the data was chosen from five (5) native English Language speaking countries including America, Canada, England, Australia and New Zealand. This English Vocabulary Corpus (EVC) was taught for three (3) slots of one (1) credit hour to 100 final year students of BS English Language. A questionnaire was distributed among 100 students of BS English Language between 20-25 years old through online Google Forms after teaching them EVC. The survey questionnaire was according to the demand for research and vocabulary items from the GRE syllabus were taken for teaching. 5-Point Likert Scale was used to collect the responses for 13 close-ended questionnaires in five options*

including Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. The results indicated that the English Vocabulary Corps (EVC) was liked by the students to be taught at institutions for teaching vocabulary. EVC produced effective results on cognition as it helped in the better understanding of meanings, particular contexts and multiple contexts of the words. Students were most likely to use EVC in academia for learning vocabulary. EVC is better than the traditional methods of learning vocabulary as it is creative and easy to understand.

Keywords: English Vocabulary Corpus (EVS), language pedagogy, vocabulary learning, vocabulary teaching, English as Second/ Foreign Language (EAL/ ESL/ EFL), Corpus-Driven, 5-Point Likert Scale.

1. Introduction

The 1 Million (1M) (1,000,000) words English Vocabulary Corpus was extracted from books (20%), magazines (20%), Transcript of TV Shows (20%), Transcript of Movies (20%) and Transcript of TV Drama serials (20%). All these were chosen from five (5) native English Language speaking countries including America, Canada, England, Australia and New Zealand. All the categories were taken 4% from Each country and individual contribution of each country was 20%. An example includes that 4% of 20% books published in Australia were taken and same was taken in this category by each country. These similar procedures were applied to other categories as well.

1.1 Research Questions

This research study has a substantial interest in tailoring specific viable solutions to subsequent research questions:

- i. What is the Effectiveness of EVC in Language Pedagogy?
- ii. How can vocabulary be learned utilizing Corpus?

1.2 Research Objectives

This study argues the significance of the use of relevant lexicon in informal and formal conversations. This quantitative survey research method has the following aims:

- i. To investigate about effectiveness and productivity of EVC
- ii. To explore the use of EVC for learning vocabulary

1.3 Delimitations

The appeared empirical outcome herein can be contemplated with caution and bearing in mind certain delimitations. These incorporated:

- i. The Study is delimited to learning and teaching GRE Vocabulary items only.
- ii. This study has only utilized EVC for teaching vocabulary items.

2. Literature Review

Corpus Linguistics is an emerging interdisciplinary field which deals with the use of digital computational tools and programs for language teaching and learning. This field is gaining attention from researchers and scholars from disciplines of linguistics, computer science and business. Corpus linguistics is very effective in diachronic deviations in the language. Corpus is a digitized full text of a writer, age, area, discipline, field or even a language. Corpus can also be used for lexicon, psychological, historical, lexical, semantic, semiotic, pedagogical, acoustical and phraseologic drifts in language over time and genre. For instance, while studying Shakespearean Corpus it was evident that ‘You’ forms were used in comedies and romances with lexical verbs while ‘Thou’ forms in tragedies, histories and all other sub-genres with closed class verbs (Busse, 2002a, 2002b; Rudanko, 2006; Walker, 2005).

Corpus is a web-based, open-source and free software package that provides versatile and advanced text analysis which helps the beginner and advance learners for lexicons (Bradley, 2018; Miller, 2018; Uboldi & Caviglia, 2014; Welsh, 2014). In any online communication, conveyance of lexicons and their interpretation was seemed difficult than direct communication. It was because of limitations of communication modality (Arimoto & Okanoya, 2014; Kruger, Epley, Parker, & Ng, 2005). The detection of semantic deviation in early modern English was “a difficult and largely unsolved problem for the history of the English lexicon”? As described by Manfred Görlach (Lancashire, 2012, p.181).

Closed-caption TV corpus was limited to data of 28 months and was limited to main characters and genres instead of lexicon analysis (Mochizuki & Shibano, 2015). Written discourses had different lexicon annotations in terms of writers, readers and text itself studied in two corpora illustrated as a genre-and domain-balanced corpus of Standard English and movie review corpus (Buechel & Hahn, 2017). There was a gap as no TV Corpus was used as well as spoken discourses were ignored in the research work. lexicon Movies Transcript Corpus (EMTC) used more than 2.1 million utterances from movies close to real life to study misinterpretation of partner’s lexicons. It was unable to focus dramas and was limited to text-based communication (Duc-Anh & Matsumoto, 2018). There were books and researches recently on lexicon learning. In these works, lexicons were analysed 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; Harbus, 2019).

3. Research Methodology

A quantitative questionnaire was distributed among the survey of 100 students of BS English Language final year between 20-25 years old through online Google Forms on the topic “Effectiveness of Vocabulary Learning through English Vocabulary Corpus” after teaching them from English Vocabulary Corpus (EVC) for three (3) slots of one (1) credit hour each. The questionnaire was according to the demand of research and vocabulary items from GRE syllabus were taken for teaching. 5-Point Likert Scale was used to collect the responses for thirteen (13) close-ended questions from selective sample of 100 students in five options including Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

4. Results and Discussion

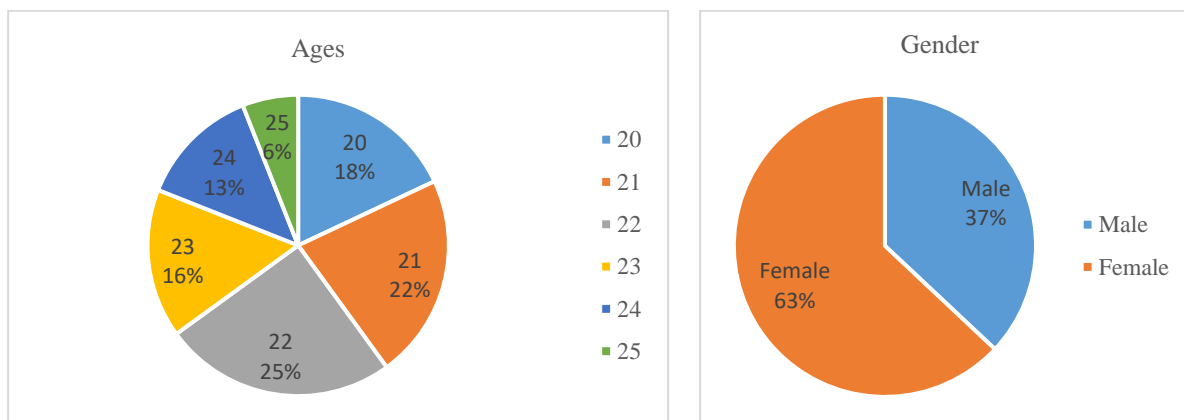
This section deals with the results obtained through the results of survey. The hundred (100) students solved the questionnaire and the results are produced in the form of quantitative data and pie charts. The results are divided into three (4) parts. In the first part, ages of participants are shown. In the second part, gender based analysis of the results are shown. In the third part, the results obtained through questionnaire are shown in the form of quantitative data and pie charts. In the fourth part, the findings are shown in the form of a table. Findings are discussed in the third part of results before pie charts.

4.1 Ages of Participants

The Pie chart of ages shows the 6 age groups of students which were categorized as follows on the scale: 18% students were 20 years old; 22% students were 21 years old; 25% students were 22 years old; 16% students were 23 years old; 13% students were 24 years old and 6% students were 25 years old.

4.2 Gender of Participants

The Pie Chart of gender of participants shows that the 37% participants were male while 63% participants were female.



4.3 Findings

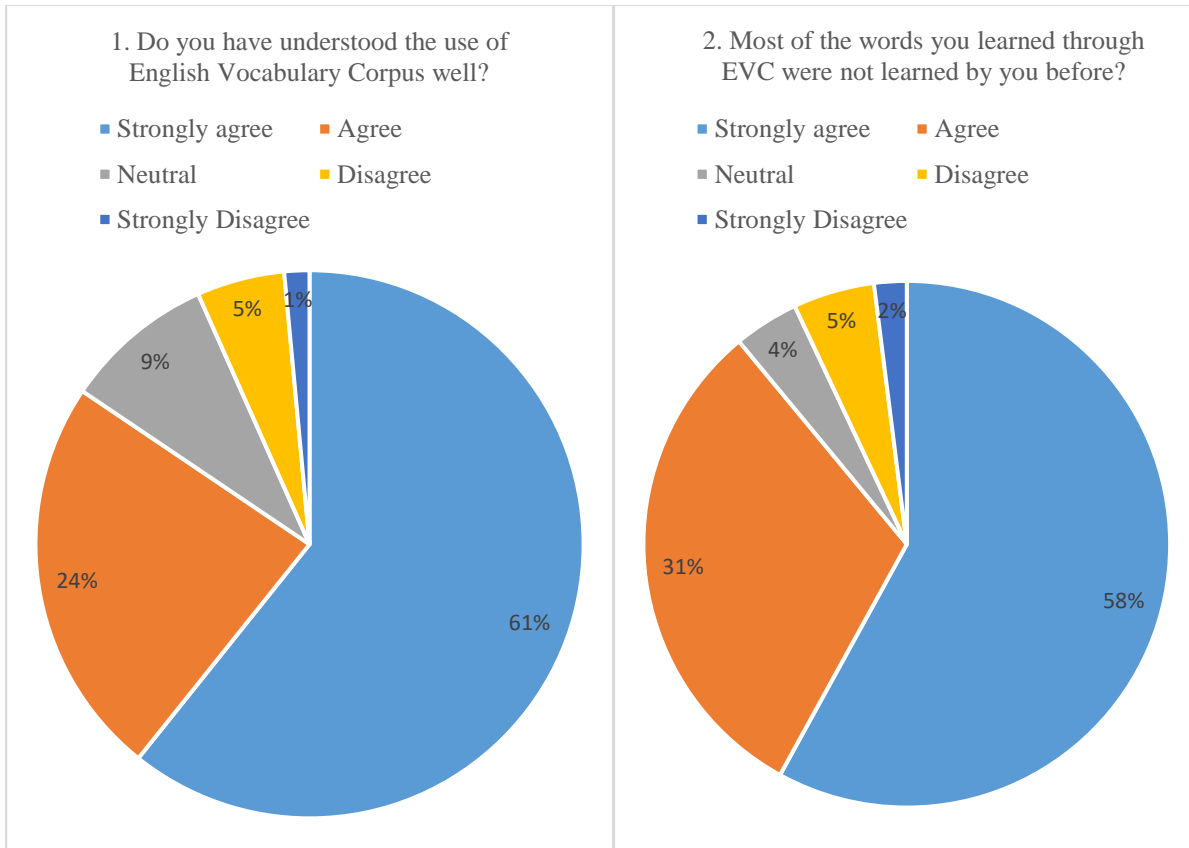
Quantitative findings of recorded responses of thirteen (13) questions answered by students are mentioned below in the form pie charts.

4.3.1 Do you have understood the use of English Vocabulary Corpus well?

The first question asked was, “Do you have understood the use of English Vocabulary Corpus well?” This question was asked to analyze the understanding of the participants about English Vocabulary Corpus. The answer of this question was also important for the reliability and validity of English Vocabulary Corpus. The responses given by students were as: 61 students stated Strongly Agree (61%), 24 students said Agree (24%), 9 students stayed neutral (9%), 5 students were favoring Disagree (5%) and 1 student narrated Strongly Disagree (1%). This shows that most of the people understood the use of EVC and it tells that the results generated are from the class of students who were aware of what is asked.

4.3.2 Most of the words you learned through EVC were not learned by you before?

The second question asked was, “Most of the words you learned through EVC were not learned by you before?” This question was asked to analyze the understanding of the words to be taught by English Vocabulary Corpus. The answer of this question was also important for generations of results by English Vocabulary Corpus. The responses given by students were as: 58 students stated Strongly Agree (58%), 31 students said Agree (31%), 4 students stayed neutral (4%), 5 students were favoring Disagree (5%) and 2 students narrated Strongly Disagree (2%). This shows that most of the words were never remembered by the students and they have not encountered the meanings or contexts of the words. It also helps us to make results that the use of EVP can be easily analyzed with accuracy in results.

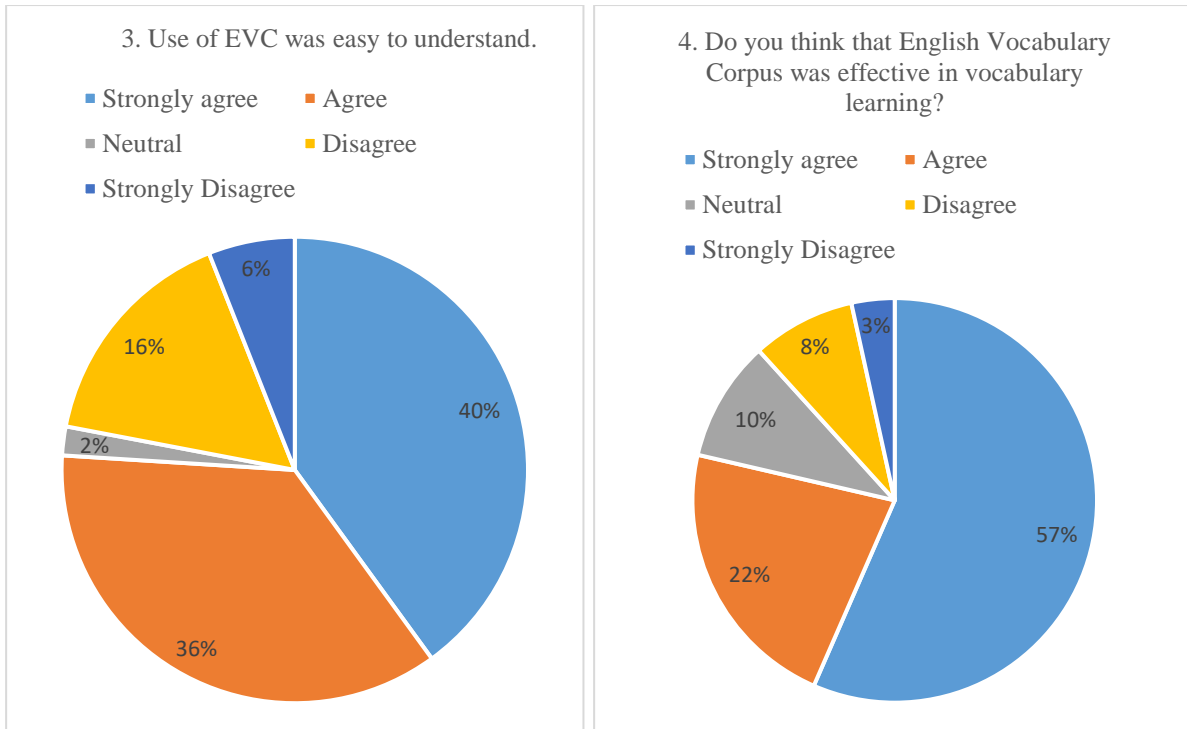


4.3.3 Use of EVC was easy to understand.

The third statement asked was, “Use of EVC was easy to understand.” This statement was asked to analyze the understanding about the difficulty in the use of English Vocabulary Corpus. The answer of this question helped in understanding the difficulty level of English Vocabulary Corpus. The responses given by students were as: 40 students stated Strongly Agree (40%), 36 students said Agree (36%), 2 students stayed neutral (2%), 16 students were favoring Disagree (16%) and 6 students narrated Strongly Disagree (6%). This shows that EVP is overall easy to understand.

4.3.4 Do you think that English Vocabulary Corpus was effective in vocabulary learning?

The fourth question asked was, “Do you think that English Vocabulary Corpus was effective in vocabulary learning?” This question was asked to judge the effectiveness of English Vocabulary Corpus for learning vocabulary items. The answer of this question helped in analyzing the productivity of EVC. The responses given by students were as: 57 students stated Strongly Agree (57%), 22 students said Agree (22%), 10 students stayed neutral (10%), 8 students were favoring Disagree (8%) and 3 students narrated Strongly Disagree (3%). This shows that EVP is overall effective for learning vocabulary items.

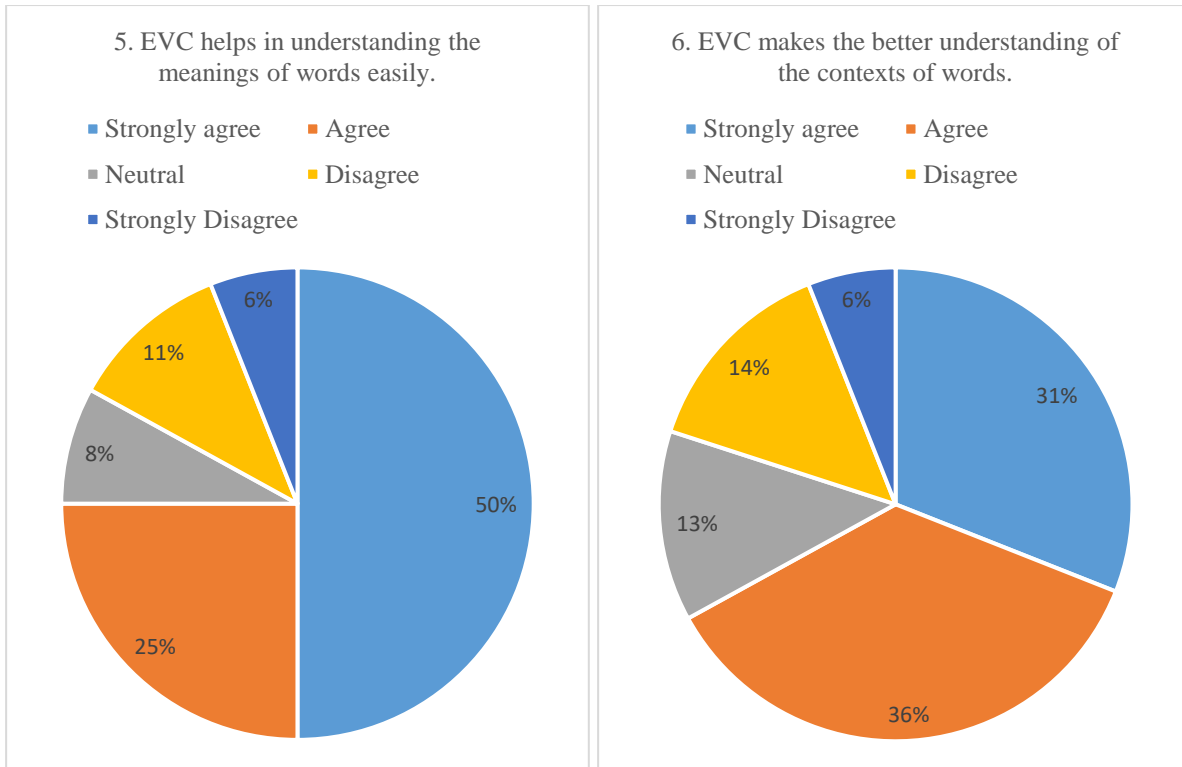


4.3.5 ECV helps in understanding the meanings of words easily.

The fifth statement asked was, “ECV helps in understanding the meanings of words easily.” This question was asked to judge the effectiveness of English Vocabulary Corpus for learning the meanings of complex vocabulary items. The answer of this question helped in understanding the productive nature of EVC. The responses given by students were as: 50 students stated Strongly Agree (50%), 25 students said Agree (25%), 8 students stayed neutral (8%), 11 students were favoring Disagree (11%) and 6 students narrated Strongly Disagree (6%). This shows that EVP is is productive in learning the meanings of vocabulary items.

4.3.6 EVC makes the better understanding of the contexts of words.

The sixth statement asked was, “EVC makes the better understanding of the contexts of words.” This statement was asked to judge the effectiveness of English Vocabulary Corpus for learning the contexts of vocabulary items. The answer of this question helped in understanding the productivity of EVC in terms of contexts of the words. The responses given by students were as: 31 students stated Strongly Agree (31%), 36 students said Agree (36%), 13 students stayed neutral (13%), 14 students were favoring Disagree (14%) and 6 students narrated Strongly Disagree (6%). This shows that EVP is is productive in learning the particular contexts of vocabulary items.

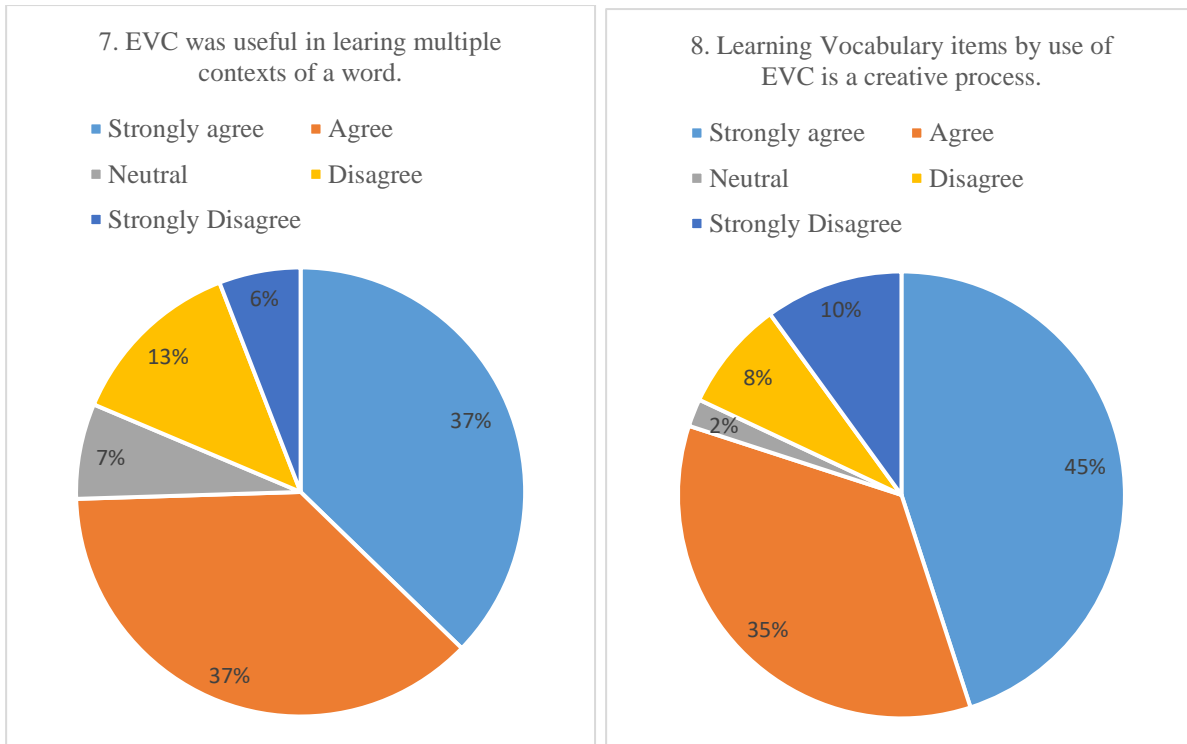


4.3.7 EVC was useful in learning multiple contexts of a word.

The seventh statement asked was, “EVC was useful in learning multiple contexts of a word.” This statement was asked to judge the effectiveness of English Vocabulary Corpus for learning different contexts of vocabulary items. The answer of this question helped in understanding the productivity of EVC in terms of multiple contexts learning. The responses given by students were as: 37 students stated Strongly Agree (37%), 37 students said Agree (37%), 7 students stayed neutral (7%), 13 students were favoring Disagree (13%) and 6 students narrated Strongly Disagree (6%). This shows that EVP is is productive in learning the multiple contexts of vocabulary items.

4.3.8 Learning vocabulary items by use of EVC is a creative process.

The eighth statement asked was, “Learning vocabulary items by use of EVC is a creative process.” This statement was asked to see the creativity in the use of EVC. The answer of this question helped in checking the creativity of EVC for exploring meanings and contexts. The responses given by students were as: 45 students stated Strongly Agree (45%), 35 students said Agree (35%), 2 students stayed neutral (2%), 8 students were favoring Disagree (8%) and 10 students narrated Strongly Disagree (10%). This shows that the use EVP is a creative process.



4.3.9 EVC has made learning of vocabulary items interesting.

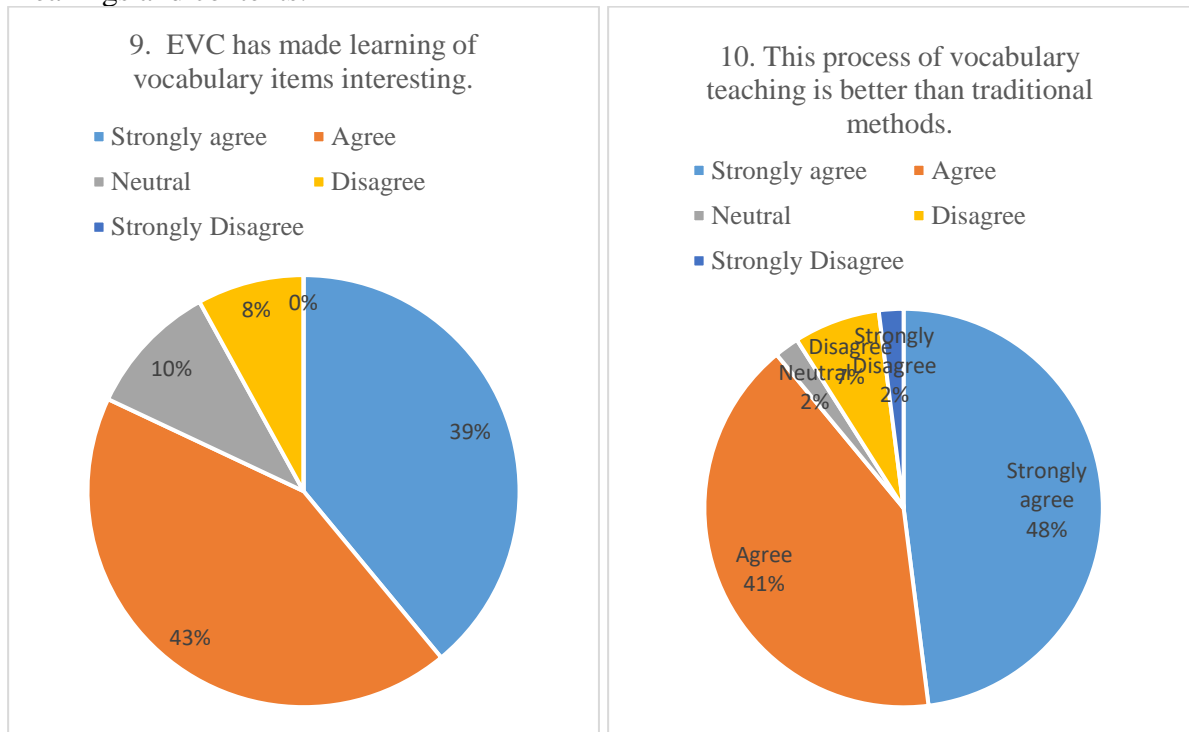
The ninth statement asked was, “EVC has made learning of vocabulary items interesting.” This statement was asked to see the interest of students in the use of EVC. The answer of this question helped in analyzing the overall interests of students in the use of EVC for exploring meanings and contexts. The responses given by students were as: 39 students stated Strongly Agree (39%), 43 students said Agree (43%), 10 students stayed neutral (10%), 8 students were favoring Disagree (8%) and no student narrated Strongly Disagree (0%). This shows that students have taken interest in the use of EVP.

4.3.10 This process of vocabulary teaching is better than traditional methods.

The tenth statement asked was, “This process of vocabulary teaching is better than traditional methods.” This statement was asked to compare the use of EVC with traditional methods of vocabulary learning. The answer of this question helped in analyzing the comparative difference in learning vocabulary items through traditional methods and EVC. The responses given by students were as: 48 students stated Strongly Agree (48%), 41 students said Agree (41%), 2 students stayed neutral (2%), 7 students were favoring Disagree (7%) and 2 students narrated Strongly Disagree (2%). This shows that EVP is better in learning vocabulary items than traditional methods.

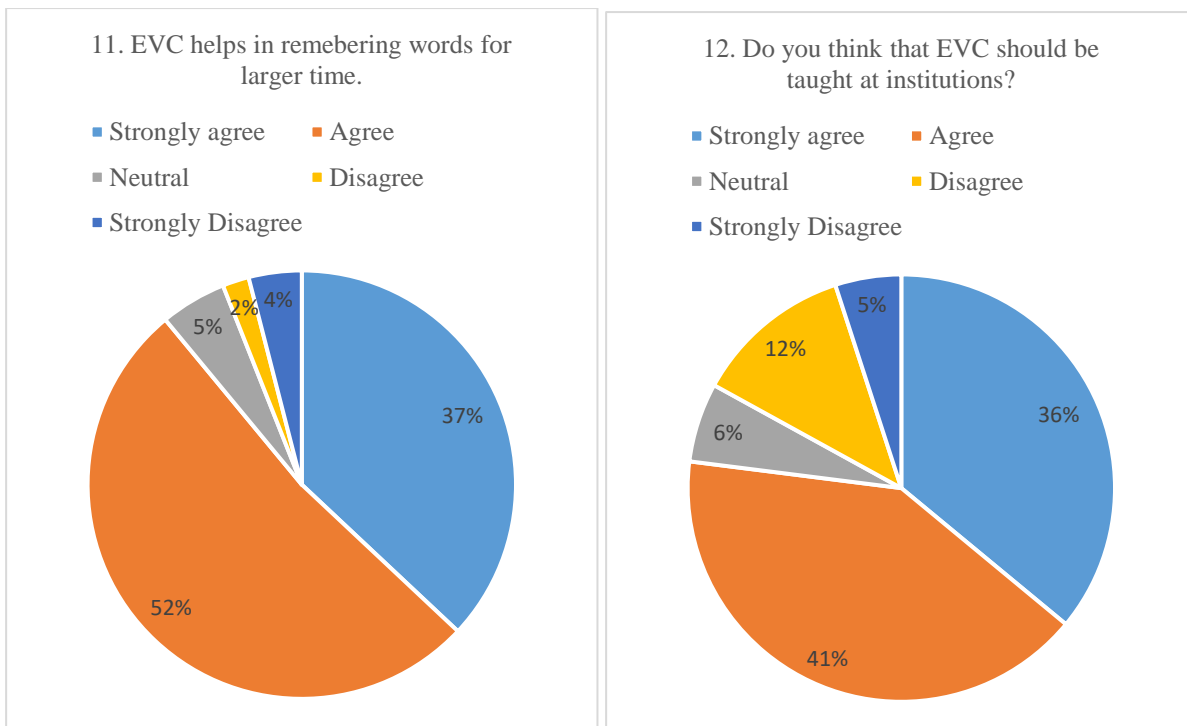
4.3.11 EVC helps in remembering words for larger time.

The eleventh statement asked was, “EVC helps in remembering words for larger time.” This statement was asked to check the impact of EVC on cognition of students. The answer of this question helped in analyzing the visual impact of vocabulary learning through EVC as it helps in association of meanings for remembering. The responses given by students were as: 37 students stated Strongly Agree (37%), 52 students said Agree (52%), 5 students stayed neutral (5%), 2 students were favoring Disagree (2%) and 4 students narrated Strongly Disagree (4%). This shows that EVP is better in learning vocabulary as it helps in remembering vocabulary items for larger time. It helps in retaining meanings and contexts.



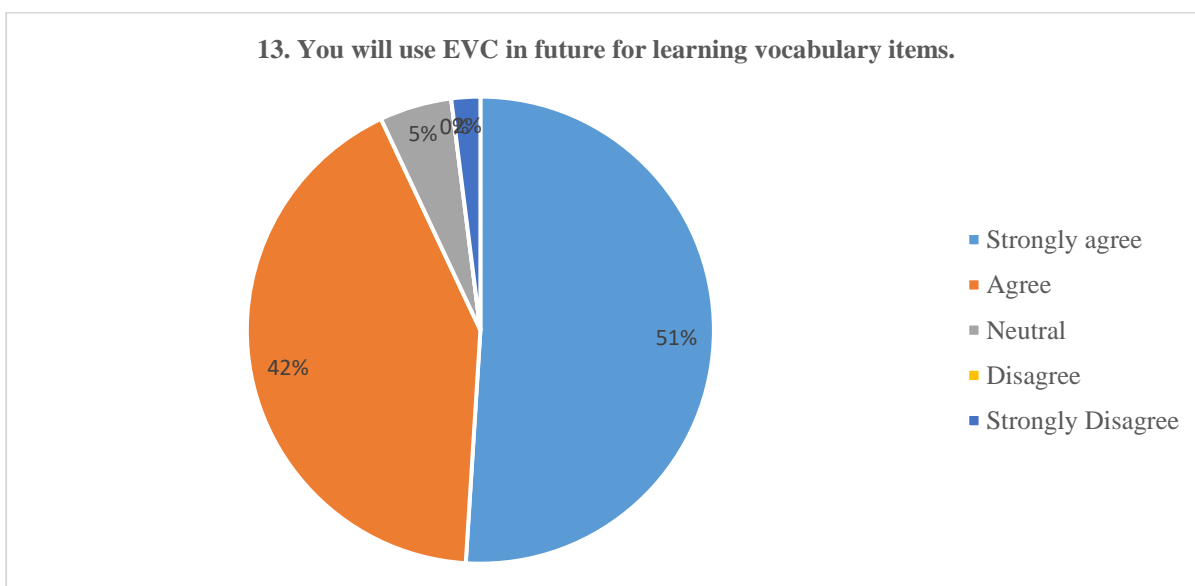
4.3.12 Do you think that EVC should be taught at institutions?

The twelfth question asked was, “Do you think that EVC should be taught at institutions?” This question was asked to know if the use of EVC be granted at academic institutions for vocabulary learning. The answer of this question helped in exploring the interest of students in learning vocabulary. The responses given by students were as: 36 students stated Strongly Agree (36%), 41 students said Agree (41%), 6 students stayed neutral (6%), 12 students were favoring Disagree (12%) and 5 students narrated Strongly Disagree (5%). It symbolizes that EVC can be used at institutions and it will generate better results.



4.3.13 You will use EVC in future for learning vocabulary items.

The thirteenth statement asked was, “You will use EVC in future for learning vocabulary items.” This question was asked to know if the students would use EVC by their own for vocabulary learning. The answer of this question helped in exploring the use of ECV by the students for future correspondence to learn vocabulary through EVC. The responses given by students were as: 51 students stated Strongly Agree (51%), 42 students said Agree (42%), 5 students stayed neutral (5%), no students were favoring Disagree (0%) and 2 students narrated Strongly Disagree (2%). It symbolizes that EVC would be used by students to learn vocabulary in future.



4.4 Findings (Table)

A table is being generated to express results of all 13 questions at a single platform. This platform is used to see all the information at a single point. The results of thirteen survey questions in the form of table is analysed as follows:

No.	Questions (Survey)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Do you have understood the use of English Vocabulary Corpus (EVC) well?	61	24	9	5	1
2.	Most of the words you learned through EVC were not learned by you before?	58	31	4	5	2
3.	Use of EVC was easy to understand.	40	36	2	16	6
4.	Do you think that EVC was effective in vocabulary learning?	57	22	10	8	3
5.	EVC helps in understanding the meanings of words easily.	50	25	8	11	6
6.	EVC makes the better understanding of the contexts of words.	31	36	13	14	6
7.	EVC was useful in learning multiple contexts of a word.	37	37	7	13	6
8.	Learning vocabulary items by use of EVC is a creative process.	45	35	2	8	10
9.	EVC has made learning of vocabulary items interesting.	39	43	10	8	0
10.	This process of vocabulary teaching is better than traditional methods.	48	41	2	7	2
11.	EVC helps in remembering words for larger time.	37	52	5	2	4
12.	Do you think that EVC should be taught at institutions?	36	41	6	12	5
13.	You will use EVC in future for learning vocabulary items.	51	42	5	0	2

5. Conclusion

In a nutshell, the discussion can be sum up at the point that the English Vocabulary Corps (EVC) was liked by the students to be taught at institutions for teaching vocabulary. The use of EVC was creative and it produced effective results on cognition. The use of EVC was creative and it helps in the better understanding of meanings, particular contexts and multiple contexts of the words. EVC was liked by students and they are most likely to use it at academia for learning vocabulary. EVC is better than the traditional methods of learning vocabulary as it is creative and easy to understand.

Futuristic vision is implication of the EVC for future correspondence of results. It can be taught at university level as the students have liked this method of learning. The future researches include its survey on primary, elementary, secondary ad high school levels. It can be used for experimental data gathering and other kinds of studies. The future of Corpus linguistics is open to exploration!

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