

Relationship between knowledge of Polysemic words and English level

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1. Outline of my research

a. Gain knowledge

i. read previous research

1. about polysemic words

2. about vocabulary learning

b. research

i. my questionnaire has 10 questions[5 questions about usage of make and 5 questions about usage of run]

ii. Asking for Center Test Scores and Investigating the Relationship between Multiple Meaning Word Recognition and English Language Achievement

c. clarify

i. Learning polysemic words is one of the shortcuts to improving our English academic skills.

2. Background

a. When I was in high school, all of my friends who had a high academic level of English understood the multiple meanings of a single English word.

In junior high school and high school, the most quantitative way to measure English proficiency is through examinations.



In Japan, learning English has become a task of just memorizing words and phrases.



Rather than learning different words and their spellings,
wouldn't it be more efficient to recognize many meanings in
polysemic words?

3. Literature Review

I read previous research about metaphor and effective vocabulary learning.

1. metaphor

- a. metaphor is one of the important cognitive strategies people use to understand and make sense of the external world
- b. Metaphor is a kind of figurative expression. There are three effects of metaphors. Give the listener (or reader) a clear image to help them understand the meaning, attract a person who read or listen to it and the listener (or reader) feels the novelty.
- c. Other types of metaphorical expressions such as metonymy and synecdoche influence the extension of the prototype.

2. vocabulary learning

- a. Vocabulary is an indispensable part of English language skills.

When learning vocabulary, teachers have tried many different methods to memorize huge amounts of time and huge numbers of information.

Various studies have been conducted on effective ways to learn English vocabulary.

- i. Learning vocabulary using pictures.
- ii. using the keyword.
- iii. Learning with semantic cohesion
- iv. context learning

4. Research questions

- a. Is there a relationship between polysemous word recognition and English language proficiency?
- b. What kind of vocabulary acquisition do students who have high English proficiency study?

5. Research Methods

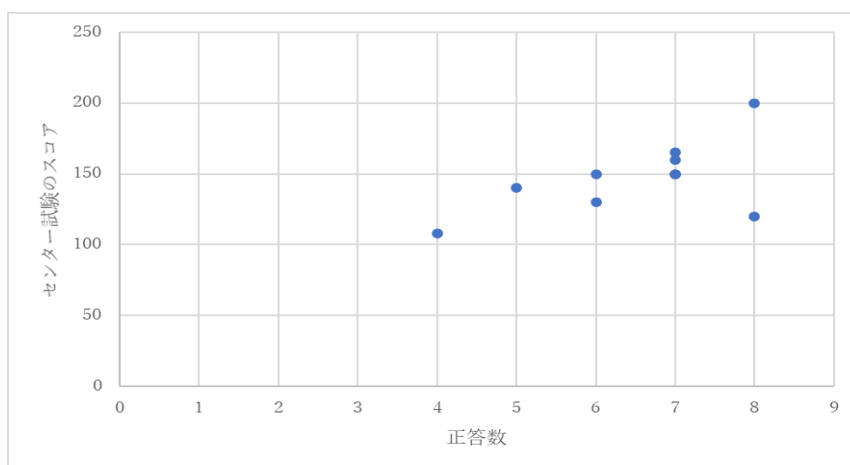
a. questionnaire (using words: make/run)

- i. In this survey, two words were used: run and make. Both verbs were chosen because the words are familiar to the students and are relatively easy to learn in elementary school.

b. participants: Fourth-year university student.

- i. I chose the Center Test as one of the indicators for academic achievement. So, I asked only the student who took the same Center Test.

6. Results



- **I am in the process of compiling the data.**
 - a. I' m still in the middle of the process, so I'll just show you the results of the first 10. At this stage, there is a slight positive correlation. The current correlation coefficient is 0.589.
 - b. I've now collected data from 73 people, so I would like to summarize the remaining 63 data.

7. References This is not all.

- ・英語動詞takeに見る多義性の拡張メカニズムと言語教育
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