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1. Title: Analysis of learner's lexical errors and learner's vocabulary strategies

2. Background

●Why I am interested in this topic

When I was a junior high school student and high school student, I didn't know the difference of the similar meanings of English words. For example, "borrow" and "rent" are translated as "借りる" in Japanese. Textbooks and vocabulary books had only one meaning. In addition, English teachers didn't explain the difference in English class. Therefore, I used those words without caring about the difference of nuance. However, as I learned English, I noticed that using appropriate vocabulary can avoid misunderstanding and I got interested in the difference of nuance.

●Literature review

・Imai (1993) researched the acceptance of the meaning of "wear". Japanese students accepted wear for clothes. The further from the meaning of wear for clothes, the more Japanese students didn't accept the meaning of "wear".

・Goto (2014) investigated how much students understand vocabulary. She used 5 verbs to research. As a result, The Percentage of correct answer was 60%.

⇨RQ1: How much do university students know about the meanings of words and can they use them properly?

・Oyama (2009) researched about the relationship between learner's vocabulary learning strategies, and grammar and lexical errors. He showed that learners who memorized an English word by using Japanese translation were the most likely to make errors. Guessing, and using context had a little negative correlation with errors.

Guessing is a strategy like when you meet words you don't know, you guess meaning from context.

Using context is a strategy. For example, when you learn vocabulary, you pay attention to context.

⇨RQ2: What is the relationship between a learner's vocabulary learning strategies and how much they know the meanings of words?

・Kobayashi(2016) researched lexical errors in essays. She revealed the kinds of errors and the relationship between proficiency and the number of errors. In addition, high proficiency learners made as many errors as low proficiency ones.   She stated even intermediate and advanced learners have difficulties to use words of similar meaning.

⇨RQ3: What is the relationship between English proficiency and the extent to which learners can use words properly?

3. Research Questions

1) How much do university students know about the meanings of words and can they use them properly?

2) What is the relationship between a learner's vocabulary learning strategies and how much they know the meanings of words?

3) What is the relationship between English proficiency and the extent to which learners can use words properly?

4. Methodology

Method: test and questionnaire (Google Form)

Participants: University students

Content: The test includes 6 words; borrow, look up, put on, reservation, location and juice.
The questionnaire includes question items about English scores like TOEIC and learning strategies: memorizing English words by using translation, guessing, and using context.

5. Results so far

I have got dates from 60 students so far.

RQ1: How much do university students know about the meanings of words and can they use them properly?

Result 1: Here is the date.

Table1

Words	borrow	look up	put on	reservation	location	juice	Overall
Percentage of correct answers	78.07%	79.82%	59.64%	65.78%	68.42%	54.82%	67.76%

RQ2: What is the relationship between a learner's vocabulary learning strategies and how much they know the meanings of words?

Result 2: Here is the table about correlation.

Table2

|	Memorizing English words by using translation	Using context	Guessing
The score of test	-0.1719478	0.0771943	0.0286886

RQ3: What is the relationship between English proficiency and the extent to which learners can use words properly?

Result3: I got 56 cases. Here is the table and figure.

Table3

	TOEIC scores
The score of test	0.353748

Figure1

TOEIC scores and the test I made
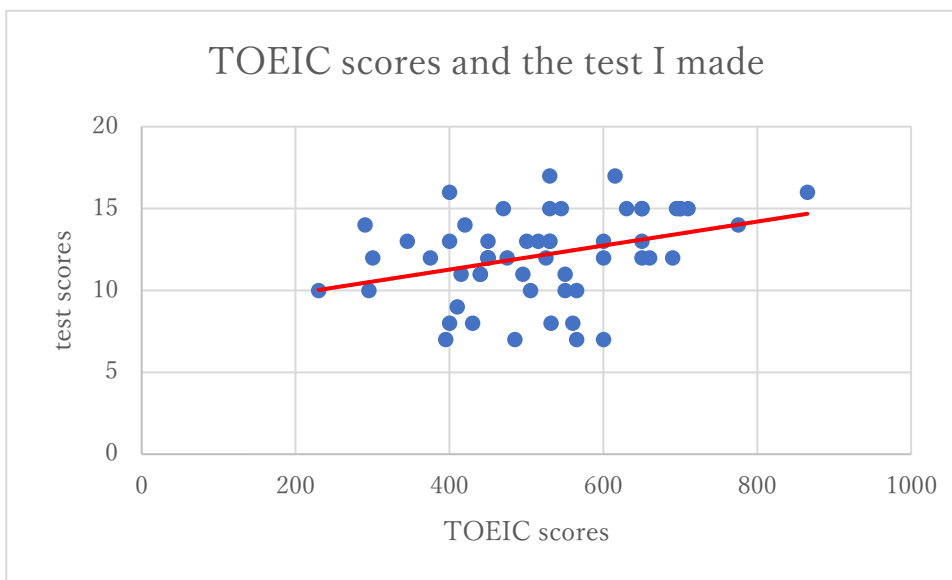
6. References

Goto, Y.(2014). *How Can Japanese University Students' Incorrect Understanding of the Scope of Meaning of Some English Verbs be Rectified?*. Kyouikushinrigaku kenkyu, 62 (1), 1-12.

Imai, M.(1993). *WHAT IS MISSING IN L2 WORD MEANING REPRESENTATION? : Problems in second language vocabulary learning*. Kyouikushinrigaku kenkyu, 41 (3), 243-253.

Kobayashi, T.(2016).*Lexical Errors in the English Compositions of Japanese Learners*. Foreign language education : Theory and practice, Vol.42, 39-51

Oyama, Y.(2009). *Strategies Used for Learning English Vocabulary and Occurrence of Errors in English*. Kyouikushinrigaku kenkyu, Vol.57, No.1, 73-85.

イラスト: https://4.bp.blogspot.com/-0zXhvitXpys/VZ-QTN_FWyI/AAAAAAAAvJk/V61_Yu2qcuM/s800/boy_question.png から引用

Here is the link of test which I made.

英語のスコアと英単語学習法のアンケート

あなたの最新の TOEIC のスコアを教えてください。

TOIEC 以外(TOEFL,GTEC など)の試験名とそのスコアを教えてください。（ない場合は「なし」とし次へ進んでください。）

英単語学習法のアンケート

単語を覚えるときは、例文をあまり参照しない。

単語帳を使用して単語を学習するときは、例文はあまり見ず、英単語と日本語訳のみに目を通す。

英単語学習のときは、英単語と日本語訳のみ暗記する。

辞書を使って、英単語を調べるときは単語の例文や解説に目を通す。

英単語学習のとき、意味が似ている単語(例 borrow，rent)のニュアンスの違いに注意する。

知らない英単語に出会ったとき、その単語の意味を文脈から推測する。

知らない英単語の意味は文脈から推測して覚えることが多い。

知らない英単語に出会ったとき、その単語の意味を推測せずにすぐに調べる。

英単語を覚えるときには、どのような状況でその単語が使われているかに注意する。

英単語の意味は、その単語が使われていた文脈を思い浮かべてから思い出す。

英単語学習のときは、その単語が使われる文脈を考えたり、調べたりする。

英単語の理解のテスト

"borrow"が正しく使われている文を"すべて"選択してください。

I (borrowed) some books from the library.

I (borrowed) a toilet at my friend's house.

I (borrowed) an apartment in Iwate.

"look up"が正しく使われている文を"すべて"選択してください。

I returned to my house to (look up) if door is locked.

I (looked up) the word in the dictionary.

Police are (looking up) the matter.

"put on"が正しく使われている文を"すべて"選択してください。

She can't (put on) a kimono by herself.

High school students have to (put on) uniforms.

I am (putting on) my coat today because it is very cold.

"reservation"が正しく使われている文を"すべて"選択してください。

She made a (reservation) with dentist for Friday.

He has a (reservation) with the professor at 1 o'clock.

I want to make a (reservation) for a table for three people at 7 p.m.

"location"が正しく使われている文を"すべて"選択してください。

When he got to the (location), the concert had started.

This (location) is convenient for shopping in the city.

Mt. Fuji is a popular sightseeing (location).

"juice"が正しく使われている文を"すべて"選択してください。

Coke is one of the (juices) loved by many people.

I drink (juice) like soda every day.

He squeezed (juice) out of an apple.