An Empirical Study of a Reading Task on the Incidental Acquisition of Vocabulary to the Influence of Higher Vocational Students ---Resumption of Inputs

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Keywords: Vocational college students, Reading tasks, Incidental vocabulary acquisition, Influencing factors, Input hypothesis

Abstract: In order to clarify the effect of different reading tasks with different input levels on incidental vocabulary acquisition, this study investigates the effects of incidental vocabulary acquisition by using three basic factors: need, search and evaluation in the input volume hypothesis. The empirical results show that different reading tasks with different input amount can promote the accidental acquisition of vocabulary and maintain it continuously, and part of the content of the "input amount hypothesis" is more reasonable.

1. Research background

1.1 Literature review

Incidental vocabulary acquisition plays an important role in improving the quality of Higher Vocational students, which has been discussed in detail by many scholars. Some scholars have pointed out that the input hypothesis holds that the degree of lexical cognitive processing induced by different tasks has a direct impact on the effect of vocabulary acquisition. Among them, the degree of cognitive processing can be expressed by the amount of input, which can be measured from three aspects: emotional factors, namely, the need to obtain success motivation, search and evaluation (Zhou, 2014). According to Liang Shu Xian, vocabulary is the basis of English learning and the core of using the language. Research on Incidental Vocabulary Acquisition tends to focus on college students or senior students (Liang, 2019). According to Wu Xu Dong's research, in order to further verify the "input hypothesis", this paper aims at the learning behavior of non-English majors when they complete different "input" tasks. The results of the author's survey show that learners' attention is difficult to manipulate through the "amount of input" (Wu, 2010). Zhou Wei believes that the factors affecting college students' incidental vocabulary acquisition are related to the amount of different reading tasks, based on the hypothesis of the amount of vocabulary input. The results show that there is a significant difference between the delayed and immediate effects of incidental vocabulary acquisition (Zhou, 2016) when the amount of reading tasks is different. Huang Dan's research shows that the influencing factors of vocabulary acquisition are related to different reading tasks. The larger the amount of reading tasks, the better the incidental vocabulary acquisition (Huang, 2010). Guo Gao Pan and others believe that under the background of "Internet +" era, a large number of reading tasks can promote incidental vocabulary acquisition (Guo, 2009). Duan Xiao Juan and others have studied that learners unconsciously acquire vocabulary when they complete their learning tasks. In fact, incidental vocabulary acquisition refers to unconscious learning. Vocabulary acquisition is also caused by different learners' different perceptions of vocabulary (Duan, 2009). Wu Jiang and others believe that the reasonableness of the hypothesis is related to different reading tasks. However, under the same amount of reading tasks, the effects of different reading tasks on incidental vocabulary acquisition are also different (Wu, 2012).

1.2 Purpose of research

As an important part of language knowledge, vocabulary plays an important role in the development of learners' listening, speaking, reading and writing skills, and has become the main

content of language research. Based on the "Input Hypothesis" as the theoretical framework, this study attempts to find out whether different reading tasks with different input amount will promote the accidental vocabulary acquisition of Higher Vocational students. Under the same other conditions, according to the input hypothesis, vocabulary with high input is beneficial to vocabulary acquisition and memory retention. At present, the domestic empirical research on this aspect is only limited to college students with higher English level. There is no practical way for vocational college students to face the problem of high pressure in vocabulary learning, so how to promote the incidental vocabulary acquisition of vocational college students is more important.

2. Empirical analysis

2.1 Research object

This study was conducted among non-English majors in three natural classes of Freshmen in a vocational and technical college. Among them, three natural classes were randomly divided into three experimental groups, a total of 111 students. In order to ensure the effectiveness of the experiment, 111 students were tested before the experiment. One is vocabulary test, which is used to judge whether there is significant difference in language level of each group. The other is the pre-target word test, which is conducted in two ways to determine whether the subjects have learned the target word. Here, the test results are shown in Table 1.

Table 1. Three Sets of Vocabulary Size and One-way Variance Test Values before Target Words

Test	Number	Minimum value	Maximum value	Mean value	Standard deviation	F	P
Vocabulary test	36	1	28	10.500	7.004	1.60	.20
	42	2	24	12.190	6.017		
	33	1	22	13.181	5.913		
Target word form test	36	0	2	.111	.398	.21	.80
	42	0	2	.166	.437		
	33	0	2	.181	.583		
Target word vocabulary knowledge test	36	0	2.5	.555	.684	.03	.96
	42	0	2.5	.595	.782		
	33	0	2.5	.560	.778		

As shown in Table 1, three groups of vocabulary test values (F=1.60, P= 20), target word proficiency test (F= 21, P= 80), target word acquisition test (F= 03, P= 96) showed that there was no significant difference between the three groups, indicating that the language proficiency of each group was similar, and the subjects did not understand the target words. Therefore, it can be ensured that the inter group comparison is reasonable in post test vocabulary acquisition.

2.2 Vocabulary tasks

Three reading tasks based on different input are adopted in this study, namely reading plus comprehension, reading plus translation, reading plus matching, as detailed in Table 2.

Table 2. Input Index of Three Reading Tasks in this Study

Experience group	Task	Input volume			Input index
		Need	lookup	Assessment	
Group 1	**1. Reading + Understanding**	+	-	-	1
Group 2	**2. Reading + Translation**	+	-	++	3
Group 3	**3. Reading + Matching**	+	-	+	2

2.3 Test steps

This study consists of four stages: pre-test, experiment, timely test and delay test. Three parallel classes are randomly divided into three groups, as shown in Table 1. The first part of this study is the pre-test. The experiment was conducted two weeks later. Three groups of subjects completed one reading task respectively. The difference of each task lies in the difference of task input index. Two timely tests were conducted immediately after the experiment was completed, and two weeks later, the delayed tests were conducted.

3. Experimental results and discussion

3.1 Data collection and analysis

The data collected in the pre-test include vocabulary size test, target word form spelling test and target word vocabulary knowledge test. The data collected by the timely test included target word form spelling test and target word vocabulary knowledge test. The delayed test data were collected after two weeks of timely testing, including target word morphology spelling test and target word vocabulary knowledge test.

In this study, the target word morphology test scoring method adopts the "three-level scoring system". The correct spelling score was one point; only one letter (pig-pug) was misspelled or the word was pronounced the same as the target word, but the spelling difference was 0.5 points; the rest was 0 points. The full score is 8. The target vocabulary knowledge test score method uses the 9-subscale of vocabulary acquisition test. By comparing and analyzing the pre-test and timely test scores of the target word Morphology Test and the target word vocabulary knowledge test, we can know the acquisition of the target word morphology, meaning and usage. By comparing and analyzing the scores of the target word Morphology Test and the target word vocabulary knowledge test, we can know the retention of the target word morphology, meaning and usage.

3.2 The influence of different reading tasks with different input on the acquisition of target words

In this study, three groups of subjects were tested before and in time by paired sample t test (see tables 3 and 4).

Table 3. Descriptive Statistics of Pre-test and Timely Test Achievements and T-test of Matched Samples

Test	Experience group	Pretest		Timely measurement		Paired sample t test	
		Mean value	Standard deviation	Mean value	Standard deviation	t	P
Word form test	Group 1	.111	.398	2.680	1.225	-13.66	.00
	Group 2	.166	.437	4.642	1.951	-15.11	.00
	Group 3	.181	.583	4.409	2.261	-10.87	.00
Vocabulary knowledge test	Group 1	.555	.684	14.000	.000	-117.88	.00
	Group 2	.595	.782	21.785	6.474	-21.40	.00
	Group 3	.560	.778	18.424	6.409	-16.02	.00

Table 4. Descriptive Statistics of Pre-test and Delayed-test Achievements and T-test of Matched Samples

Test	Experience group	Pretest		Timely measurement		Paired sample t test	
		Mean value	Standard deviation	Mean value	Standard deviation	t	P
Word form test	Group 1	.111	.398	1.875	1.465	3.59	.00
	Group 2	.166	.437	2.166	1.187	12.02	.00
	Group 3	.181	.583	2.530	1.903	4.66	.00
Vocabulary knowledge test	Group 1	.555	.684	12.305	5.260	-13.02	.00
	Group 2	.595	.782	13.250	6.570	-12.95	.00
	Group 3	.560	.778	14.863	5.843	-14.00	.00

The results show that different reading tasks with different input have different effects on the acquisition and retention of target words. The results show that the P value of the three experimental phrases is less than 0.05, which indicates that different reading tasks have an impact on the acquisition and maintenance of target words of Vocational College students, and it can effectively promote the acquisition of target words of Vocational College students. It can be seen that different reading tasks with different input amount have an impact on the timely acquisition and maintenance of target words for Higher Vocational students.

3.3 The effect of different reading tasks on the retention of target words

In order to test the effect of high-input reading tasks on the retention time of target words of Vocational College students, this study paired samples t-test with the results of three groups of subjects' target word morphology test, target word vocabulary knowledge test and delay test (see Table 5). The results show that the average of timely test is higher than that of delayed test. In the vocabulary knowledge test of the same three experimental groups, the average of timely test was higher than that of delayed test. From Table 5, we can find that except for the experimental group in vocabulary knowledge test, the P value of the experimental group is greater than 0.06, and the other P values are less than 0.05, which indicates that except for the experimental group in vocabulary knowledge test, the P value of the experimental group in vocabulary knowledge test is less than 0.05.

Table 5. Descriptive Statistics of Timely and Delayed Test Achievements and T-test of Matched Samples

Test	Experience group	Timely measurement		Delay measurement		Paired sample t-test	
		Mean value	Standard deviation	Mean value	Standard deviation	t	P
Word form test	Group 1	2.680	1.225	1.875	1.465	3.59	.00
	Group 2	4.642	1.951	2.166	1.187	12.02	.00
	Group 3	4.409	2.261	2.530	1.903	4.66	.00
Vocabulary Knowledge Test	Group 1	14.000	.000	12.305	5.260	1.93	.06
	Group 2	21.785	6.474	13.250	6.570	9.63	.00
	Group 3	18.424	6.469	14.863	5.843	3.25	.00

By analyzing the original data, we found that reading task 1 was before it started. Task 2 and Task 3 begin to facilitate the acquisition of target words, so the number of forgotten words is relatively small, while Task 2 and Task 3 start to promote the acquisition of target words is relatively high, so the number of forgotten words is relatively large. Comparing the mean values of two pre-test, timely test and delayed test in the three experimental groups, it can be found that reading tasks with different input amount do promote the retention of target words to a certain extent, but the retention effect of target words is not very good.

4. Conclusion

In summary, this study validates a part of the input assumption. Among them, reading tasks with a large amount of input may not be able to better promote learners' vocabulary acquisition and retention. Incidental vocabulary acquisition and retention do occur among learners who complete reading tasks with different input levels. At the same time, vocabulary learning of language learners can be achieved by other ways besides intentional learning. In addition, higher vocational students' reading tasks with different input will have different effects on the acquisition and maintenance of target words. Finally, there is no significant difference between strong evaluation and weak evaluation. The validity of the input construction consisting of "need", "search" and "evaluation" needs to be further verified.

Acknowledgements

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