

## **A Survey on English Vocabulary Learning Strategies by Rural-Urban Fringe Junior Middle School Students**

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### **Abstract**

In China, many middle school students have difficulty achieving good results in English vocabulary with great effort. The English ability of the rural-urban fringe middle school students varies in that they come from different areas.

Based on memory theory, hierarchical processing theory, constructivist learning theory, and multiple intelligences theory, this research divides vocabulary learning strategies into five dimensions: metacognitive strategies, cognitive strategies, resource strategies, memory strategies, and practical strategies. Through interviews with 20 students, a questionnaire of 130 rural-urban fringe middle school students, a vocabulary learning achievement test, and an English competence examination, their English vocabulary performance and existing problems in vocabulary learning strategies can be found. The data obtained in this survey were analyzed using SPSS 20.0. The results show that: the average scores of students stay at a low level on vocabulary tests, and most of them do not have good learning habits. In addition, female students get higher scores, and the difference is significant. The mean value of vocabulary learning strategies stays at the medium level. The use frequency of meta-cognitive strategies, resource strategies, and practical strategies stays at a relatively low level. There is a significant positive correlation between cognitive strategies and English scores.

Based upon the above conclusions, the present study puts forward some teaching suggestions for English vocabulary teaching in rural-urban fringe middle schools. And the students should be trained on meta-cognitive strategy, cognitive strategy, resource strategy, practical strategy, and specific measures are also analyzed in this article.

**Keywords:** Rural-urban Fringe; Middle school students; English vocabulary learning; Learning strategies

### **Introduction**

“Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” (Wilkins, 1972, p. 111). In China, the five-level standard in English Curriculum Standards for Compulsory Education (2011) stipulates that middle school students are required to master 200-300 lexical chunks or fixed phrases and be able to learn to use 1500-1600 words. In actual English learning, the reason why most junior high school students do not perform well in different types of English examinations is that they cannot memorize words correctly, or the lexical chunks memory is not firm, and the usage of these words or lexical chunks is inappropriate. English vocabulary learning is one of the important contents of English learning for junior high school students. First, in recent years, there is an emphasis on English vocabulary in the English Test of Senior High School Entrance Examination (hereinafter to be shortened as SHE). Second, junior high school students' interest and motivation in English learning can be improved by achieving vocabulary learning strategies (hereinafter to be shortened as VLS). Third, through vocabulary teaching, English teachers can understand students' mastery of vocabulary learning strategies and further consolidate their teaching effects. Chinese middle school English teachers attach great importance to vocabulary teaching, but

there are still many problems that need to be solved. For example, English teachers pay too much attention to teaching single words and their pronunciation, spelling, and meaning, but ignore the teaching of vocabulary in language scenes. Therefore, students lack corresponding training and are unable to correctly use English words in the context.

With the expansion of Chinese cities and accelerating urbanization, the rural-urban fringe has come into being. The English ability of the rural-urban fringe middle school students varies in that they come from different areas. Moreover, in rural-urban fringe middle schools, there are basic English teaching facilities, and most of the English teachers are college graduates and many of them are not English majors who cannot explain complex English questions. and their teaching requirements are to memorize words by rote or to do exercises repeatedly. Rural-urban fringe middle school students do not have high-quality learning resources like urban students, nor do they have a strong spirit of enduring hardships like rural students. Because their English grades are very poor, it affects their confidence in learning, eventually leading to a complete collapse of their studies, and even leads to low self-esteem, school weariness, truancy, and other mental health problems.

Due to varied types of study, distinguished researchers' experience, and different research methods, there are different classifications of learning strategies. Oxford (1990) divided learning strategies into two categories according to the relationship between strategies and language materials: direct strategies refer to the strategies used by learners that are directly related to the language they learn; Indirect strategies refer to the strategies that learners use that are not directly related to the language they learn. O'Malley and Chamot (1990) divided strategy into three parts from the perspective of cognitive psychology theory, namely, metacognitive strategy, cognitive strategy, and social-affective strategy. Metacognitive strategies include strategies to comprehensively monitor, manage and evaluate the cognition of language activities. Cognitive strategies refer to the activity strategies used by learners to learn the language, and social-affective strategies refer to the strategies used by learners to contact the target language with social emotion. Oxford (2008) elaborates on direct and indirect strategies, starting from the direct processing of language materials. He pointed out that direct strategy and indirect strategy work together on language materials, but the division of labor is different. If learning is a performance, the indirect strategy is the director, and the direct strategy is the actor. He divides direct strategies into memory strategies, cognitive strategies, and compensation strategies; and further divides indirect strategies into metacognitive strategies, affective strategies, and social strategies.

Many achievements have been made in the study of English vocabulary learning strategies, and there are many classifications of vocabulary learning strategies. Wen Qiufang (1996) elaborated vocabulary learning methods from the perspective of the specific operation and knowledge and skills learning, including dictionary reference, context, word meaning guessing, positive or negative word differentiation, etc.

Li Songhao (2006) surveyed 183 junior high school students and pointed out that learners used vocabulary learning strategies less frequently and lacked language input. He divided vocabulary learning strategies into meta-cognitive strategies, cognitive strategies, practical strategies, memory strategies, and resource strategies. This classification method is based on the order of input and output of middle school students in different aspects of English vocabulary learning, which is in line with the cognitive rule of middle school students and has the characteristics of hierarchy and comprehensiveness. It is very suitable and effective for studying the application of vocabulary learning strategies of middle school students. This research also uses this classification method as the basis for designing the questionnaire.

This study investigates the use of English vocabulary learning strategies among junior-grade students in Yindu Foreign Language Middle School in Anyang City. This study aims to research the following research questions:

What are the major problems of the “rural-urban fringe” middle school students in their English vocabulary learning?

What are the characteristics of the “rural-urban fringe” middle school students in the English vocabulary learning strategies?

What is the correlation between strategy use and learning achievements?

### **Materials and Methods**

The following subsections describe the methodology used in the study.

#### ***Subjects***

In a middle school in the rural-urban fringe areas of Anyang City, Henan Province, China, 20 students were randomly selected for interviews, and 130 junior high school students were surveyed and tested on vocabulary learning to analyze the main problems existing in the vocabulary learning of middle school students in the urban-rural fringe, including the application characteristics of their vocabulary learning strategies, the correlation between their English learning performance (all the students took Senior High School Entrance Examination that year and their scores are got with permission) and their use of vocabulary learning strategies, and the corresponding measures.

#### ***Date***

Under the guidance of the memory theory, the theory of depth of processing, constructive learning theory, and the theory of multiple intelligence, this study divides vocabulary learning strategies into five dimensions: meta-cognitive strategies, cognitive strategies, resource strategies, memory strategies, and practical strategies. The questionnaire was improved on the basis of the Likert-type five-point scale used by Li Songhao in the survey and analysis of English vocabulary learning strategies for junior high school students. The internal reliability test  $\alpha$  value of the scale was 0.8265. The questionnaire has a total of 39 sub-items and 41 questions, among which the 8th and the 31st questions are lie detection questions.

#### ***Data Analysis***

Based on Paribakht and Wesche Vocabulary Knowledge Scale and Chinese scholar Ma Guanghai's research, the English Vocabulary Test contains words selected from the English Curriculum Standards for Compulsory Education (2011). Students were asked to answer questions according to the four options of ABCD (A. Not at all, 0; B. I have seen this word before, but I don't know its meaning, 0.5 points; C. I have seen this word before, it means XXX, 1 point; D. I know multiple meanings of this word and can write it correctly, 1.5 points).

The data obtained in this study were statistically analyzed by SPSS 20.0.

### **Results**

Through the interview, we found that two middle school students think their English performance is excellent; 9 students think their English performance is not good; another 9 students believe their English scores were in the middle level of the class. There are 3 people who like learning English, and 17 people who don't like or are indifferent to English learning. Eighteen respondents think English was very important, two think it is a general subject, and no one thought English was not important. Most middle school students in the rural-urban fringe have a positive attitude towards and can realize the importance of English learning, but they do not have good academic perfor-

mance and high learning efficacy. Most of the respondents know little and cannot use learning strategies correctly. There are six students who know less than 5 learning strategies; 11 students could recognize 5-10 kinds of learning strategies; There are 3 students who know 10-20 learning strategies; No student can know more than 20 learning strategies, and the use of learning strategies is even worse.

#### ***Results of the English Vocabulary Test***

A total of 130 students were selected to take part in the English Vocabulary Test (hereinafter to be shortened as EVT) and questionnaire survey. 11 invalid papers were excluded, and 119 valid questionnaires were obtained, with an effective rate of 91.54%, including 69 girls and 50 boys. The words selected in the English vocabulary test are from the teaching syllabus, which requires middle school students to memorize and master effectively. There are 36 words in total, with the highest score of 54 points.

**Table 1. Distribution of Total Score in EVT**

	<b>Frequency</b>	<b>Percentage (%)</b>
<b><i>Total Score ≤18</i></b>	35	29.4
<b><i>36 ≥ Total Score &gt;18</i></b>	82	68.9
<b><i>Total Score &gt;36分</i></b>	2	1.7
<b><i>Sum</i></b>	119	100.0

From table 1, it can be seen that their English vocabulary memory is obviously low, and there is a small number of students who can achieve excellent or good, and nearly a third of the student's English vocabulary learning results are under passing grade.

According to the gender difference, the vocabulary test of rural-urban fringe middle school students was statistically analyzed.

**Table 2. Gender Differences in EVT Scores**

	<b>Gender</b>	<b>Cases</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>P Values</b>
<b><i>Total Score</i></b>	Male	50	18.60	8.743	-3.769	.000
	Female	69	24.24	6.996		
<b><i>A</i></b>	Male	50	9.80	10.700	1.970	.051
	Female	66	6.74	5.819		
<b><i>B</i></b>	Male	50	15.62	9.523	3.063	.003
	Female	66	10.91	7.046		
<b><i>C</i></b>	Male	50	10.12	8.468	-4.280	.000
	Female	66	16.94	8.537		
<b><i>D</i></b>	Male	50	.46	1.417	-1.598	.113
	Female	66	1.41	4.011		

In terms of the total score of the vocabulary test, the mean of boys and girls in the rural-urban fringe middle school was 18.60, and the average score of girls was 24.24. The T value is -3.769, and the P value is .000 < 0.05, the scores of boys are lower than that of girls, and the difference is significant. According to the total score, item A and item B, the results show that some rural-

urban fringe middle school students have not achieved any results in English vocabulary learning, or only have an impression of the English words they have learned but cannot recall and recognize them correctly. Because of the difficulty in vocabulary learning, their English performance is poor.

#### ***Investigation Results of Vocabulary Learning Strategies***

According to Oxford's standards, learners whose learning strategies use frequency is 5-4.5 are called high-frequency strategy users, those whose learning strategies use frequency is 4.4-3.5 are called frequent strategy users, those whose learning strategies use frequency is 3.4-2.5, those whose learning strategies use frequency is 2.4-1.5, and those whose learning strategies use frequency is below 1.4 are those who do not use strategies at all.

**Table 3. Overall Application of VLS**

<b>Strategies</b>	<b>Mean</b>	<b>Oxford's Standard</b>
<i>Meta-cognitive</i>	3.17	medium frequency
<i>Cognitive</i>	3.30	medium frequency
<i>Resource</i>	3.27	medium frequency
<i>Memory</i>	3.09	medium frequency
<i>Practical</i>	2.87	medium frequency
<i>Overall application of strategies</i>	3.15	medium frequency

Table 3 shows that middle school students in rural-urban fringe sometimes use learning strategies in English vocabulary learning, but the frequency was not high. The maximum cognitive strategy use was 3.30, which is close to the lower limit of frequently used strategies of 3.5.

#### ***Gender Differences in the Use of VLS***

**Table 4. Gender Differences in the Use of VSL among Rural-urban Fringe Middle School Students**

<b>Category</b>	<b>Gender</b>	<b>Case</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>T</b>	<b>P Value</b>
<i>Total Score of VSL</i>	Male	50	3.1371	1.23247	-.136	.892
	Female	66	3.1622	.75294		
<i>Meta-cognitive</i>	Male	50	3.2000	1.27808	.303	.762
	Female	66	3.1385	.90315		
<i>Cognitive</i>	Male	50	3.2250	1.27150	-.659	.511
	Female	66	3.3504	.76687		
<i>Memory</i>	Male	50	3.0800	.93941	-1.698	.092
	Female	66	3.3977	1.07012		
<i>Resource</i>	Male	50	3.0700	1.25894	-.164	.870
	Female	66	3.1023	.86071		
<i>Practical</i>	Male	50	2.9975	1.37268	1.081	.282
	Female	66	2.7652	.94016		

Table 4 shows that in terms of metacognitive strategies and active strategies, the mean value of boys was slightly higher than that of girls, but the difference was not significant. And there is no

significant difference between boys and girls in terms of the overall vocabulary learning strategies and the use of various learning strategies.

*VLS Use Frequency of Rural-Urban Fringe Middle School Students*

In this study, the application of all 39 vocabulary learning strategies was counted and ranked, and the average score was calculated. The details are as follows:

**Table 5. Least Used VLS of Rural-Urban Fringe Middle School Students**

Questions	Strategies	Mean	Evaluation
26. I write letters to my friends in English.	Practical	2.49	Rarely use
15. I make word cards and lists by myself to memorize words.	Memory	2.61	Sometimes Use
17. I make sentences with new words I've just learned.	Practical	2.72	Sometimes Use
3. I will communicate my vocabulary learning experience with teachers or classmates.	Meta-cognitive	2.78	Sometimes Use
4. I only know the meaning of the words that my teachers have taught me and have no time for other collocations or meanings.	Cognitive	2.85	Sometimes use
28. I will actively use the new words I have learned to communicate with my classmates in after-class activities.	Practical	2.87	sometimes Use
29. I will take every opportunity to speak and write new words.	Practical	2.87	sometimes Use
24. I create a context in my brain to use the new words.	Practical	2.91	sometimes Use
27. I can put together words that have similar spelling and sound.	Memory	2.91	Sometimes Use
19. I try to use the new words in a real context.	Practical	2.97	Sometimes Use
30. I will listen to or watch English programs on the radio or television.	Resource	2.97	Sometimes Use

This study selected all the questions with a score lower than 3, including questions 26, 15, 17, 3, 4, 28, 29, 24, 27, 19, and 30. These are all under 3 points. Questions 26, 17, 28, 29, 24, and 19, these 6 items belong to the practical strategies.

**Table 6. Most Used VLS of Rural-Urban Fringe Middle School Students**

Questions	Strategies	Scores	Remarks
1. I mainly recite the word list in the textbook.	Memory	3.90	Always Use
9. I will underline the key points in the text to strengthen understanding and memory.	Cognitive	3.64	Always Use
6. I will write down the meaning of the new keywords in	Cognitive	3.52	Always

Questions	Strategies	Scores	Remarks
my notebook.			Use
12. I memorized words by reading aloud.	Memory	3.50	Always Use
11. I use other words and phrases in the context to verify the guess of new words.	Cognitive	3.43	Always Use

Table 6 shows five strategies that are most used in English vocabulary learning and scored higher than 3.4, including question 1, question 9, question 6, question 12, and question 1. These strategies were frequently used but not at high levels (3.5-4.4). Questions 1 and 12 belong to memory strategies, while questions 9, 6, and 11 belong to cognitive strategies.

#### *The correlation between Students' Vocabulary Test Scores, SHE examination scores, and VLS*

Pearson bivariate correlation coefficient analysis and significance were employed to analyze the correlation between Students' Vocabulary Test Scores, SHE examination scores, and VLS.

**Table 7. The Correlation between Students' Vocabulary Test Scores, SHE Examination Scores, and VLS**

	VLS Scores	Meta-cognitive	Cognitive	Memory	Resource	Practical	SHE scores
<i>Meta-cognitive</i>	.932**						
<i>Cognitive</i>	.932**	.857**					
<i>Memory</i>	.156	.121	.112				
<i>Resource</i>	.937**	.824**	.826**	.200*			
<i>Practical</i>	.927**	.825**	.806**	.207*	.871**		
<i>SHE scores</i>	.377**	.345**	.452**	.014	.298**	.282**	
<i>Vocabulary scores</i>	.313**	.327**	.365**	-.056	.266**	.199*	.612**

Note: \*\*. At the 0.01 level, the correlation is significant. \*. At the 0.05 level, the correlation is significant.

#### *Regression Analysis of Students' Vocabulary Test Scores, SHE Examination Scores, and VLS*

To find the influence of VLS on Students' Vocabulary Test Scores, and SHE examination scores, regression analyses were conducted to verify the degree of influence between VLS and Students' Vocabulary Test Scores, and between VLS and SHE examination scores.

**Table 8 Regression Analysis between Vocabulary Test Scores and VLS**

Dependent variable	Independent variable	Regression coefficient	Standard regression coefficient	T	Sig.	R square
<i>Vocabulary score</i>	(constant)	12.099		4.907	.000	0.133
	cognitive	2.992	.365	4.182	.000	

**Table 9. Regression Analysis between SHE Examination Scores and VLS**

Dependent variable	Independent variable	Regression coefficient	Standard regression coefficient	T	Sig.	R square
<i>SHE examination scores</i>	(constant)	21.926		0.133	.001	0.204
	Cognitive strategies	10.492	.452	5.389	.000	

### Discussions

Through the analysis of the questionnaire data, this study found that:

#### Characteristics of Rural-Urban Fringe Middle School Students' Vocabulary Learning

The overall performance of rural-urban fringe middle school students in vocabulary tests is not good, and most of them have low scores. There are significant differences between boys and girls in the overall performance of vocabulary learning, and girls are better than boys. In terms of item A, boys' choosing frequency is higher than that of girls, and lower than that of girls on item D, without a significant difference between genders. In terms of item B, boys' choosing frequency is higher than that of girls and lower than that of girls on item C, and there is a significant difference between genders. On item D, both boys' and girls' choose frequency is at a low level. It indicates that most of the middle school students in the urban-rural fringe area have poor English vocabulary learning performance, and few of them can achieve excellent performance in vocabulary learning.

#### *Application of Vocabulary Learning Strategies*

The overall use frequency of rural-urban fringe middle school students on VLS was at a moderate level. In vocabulary learning, they prefer to use cognitive strategies and memory strategies, but metacognitive strategies and resource strategies are seldom used, and practical strategies are at the least use frequency. In English vocabulary learning, in order to finish English assignments, middle school students in rural-urban fringe areas will take appropriate learning steps and methods to learn the pronunciation, structure, and meaning of English vocabulary. Although they objectively completed the task of vocabulary learning, they rarely used practical strategies. Due to the lack of various methods of vocabulary output, they cannot flexibly use English vocabulary in the learning process and cannot convert receptive vocabulary into productive vocabulary, so their performance in vocabulary learning is poor.

There is no gender difference in the overall vocabulary learning strategies and learning strategies respectively. In the use of metacognitive strategies and practical strategies, boys' scores are slightly higher than that of girls. The reason why girls' scores are higher than boys' in the vocabulary test is not the use of learning strategies, but may be related to learning motivation, learning habits, and learning attitude. Through the interviews with teachers and students, it is found that the overall learning effort of girls is generally much more than that of boys.

#### *Correlation Between VLS and Vocabulary Learning*

Pearson correlation analysis showed that the overall use of VLS was significantly correlated with metacognitive strategy value, cognitive strategy, resource strategy, and practical strategy, but not with memory strategy. It has a significant correlation with the SHE English score and the total score of the vocabulary test. The metacognitive strategy has a significant correlation with cognitive strategy, resource strategy, and practical strategy but no significant correlation with memory strategy; It also has a significant correlation with the SES English score and the total vocabulary test score. The use of cognitive strategies is significantly correlated with resource strategies and practical



strategies, but not with memory strategies. It has a significant correlation with the English score and the total score of the vocabulary test. The utilization of memory strategy is significantly correlated with resource strategy and practical strategy but has no significant correlation with the English score and the total score of the vocabulary test. The correlation between resource strategies and practical strategies is significant. Resource strategies have a significant correlation with the SES English score and the total score of the vocabulary test. There is a significant correlation between the use strategy and the English score and the total score of the vocabulary test. There is a significant correlation between the score of the English test and the total score of the vocabulary test.

According to the regression analysis, the cognitive strategy has a significant impact on English vocabulary learning and the SES English scores, and the effect is 13.3% and 20.4%, respectively.

It is found that middle school students in the rural-urban fringe areas do not study English vocabulary conscientiously and enthusiastically, and the atmosphere of English vocabulary learning in schools is not good. And a third of middle school students completely fail in English vocabulary. Because they don't develop the correct study habits, they will not only get poor grades in English but also in other subjects. It is difficult for them to enter high school after graduating from middle school and pursue higher levels of study. Although the number of excellent or good students is very small, only 1.7%, it also shows from another perspective that no matter what kind of learning atmosphere, there are always serious students, which provides encouragement and support to the teaching of English teachers in rural-urban fringe middle schools and enhances the teaching efficacy of teachers. As a matter of fact, the rural-urban fringe middle schools investigated in this study always have several students admitted to local key high schools depending on their academic performance every year.

### **Conclusions**

English learning is a complex and systematic process. The educational goal of learning strategies is practical, so that middle school students can use strategies to guide and arrange their own English vocabulary learning. The rural-urban fringe middle school should establish the concept of the new curriculum, rebuild a reasonable management and incentive system, try to arouse teachers' teaching enthusiasm, and help them to change the teaching methods that hinder learning strategies. English teachers should change the teaching concept, improve their teaching ability, help students to play their initiative in learning, cultivate their learning strategy ability, and improve the effect of English learning. Put forward several cultivation measures:

#### ***Strengthen the Cultivation of Metacognitive Strategies for Students***

Metacognitive strategy is to regulate vocabulary learning on a macro level. For the cultivation of metacognitive strategies in rural-urban fringe middle schools, the specific measures are as follows:

(1) Reasonably arrange English learning plan and clarify vocabulary learning tasks

As English teachers, we should use metacognitive strategies in teaching, guide students to define their tasks, determine learning content, choose learning methods, and arrange learning plans according to learning tasks. Once middle school students have mastered metacognitive strategies, they can learn to use various learning strategies, reasonably arrange their English vocabulary learning, grasp the learning pace, and flexibly use various learning strategies, to improve their English vocabulary learning performance.

(2) Coordinate, monitor, and manage the English vocabulary learning process

Teachers should help students establish a concept of self-monitoring and management, and help students develop habits in daily teaching. Only when middle school students learn to self-monitor, coordinate and manage their own English vocabulary learning behaviors can they effectively master metacognitive strategies and coordinate the use of various learning strategies.

(3) Evaluate the learning effect, reflect on it, and adjust the use of learning strategies

In the process of teaching, teachers should help students learn how to use metacognitive strategy knowledge to reflect and evaluate the learning effect. It is a good training method to carry out evaluation and reflection activities regularly in classroom teaching, which is helpful to develop good learning habits.

(4) Teachers themselves should have good metacognitive strategy application ability and personality traits

Teachers should be able to give strategic guidance to students in class and have the ability to teach metacognitive strategies. Teachers should stimulate the direct and indirect learning motivation of middle school students, select appropriate textbooks, assign vocabulary training and homework, integrate metacognitive strategies into classroom teaching, let middle school students accept and master metacognitive strategies, and effectively help them improve the effect of vocabulary learning.

#### ***Enhance the training of cognitive strategies***

English teachers should pay attention to cultivating the diversity and depth of cognitive strategies used by middle school students so as to increase their interest in English learning. For example: in order to facilitate middle school students to remember English words, teachers can spell words according to the pronunciation rules and letter combinations; Teachers can carry out vocabulary collocation training, and let the middle school students guess the words in context, to cultivate their ability to guess the words in connection with the context; Teachers can also associate words with phrases, typical example sentences and text passages for meaningful learning.

#### ***Increase the use of memory strategies***

English teachers should adopt a variety of flexible methods and strategies in class to associate the learned words with new words and memorize them. They can also put words in phrases, and sentences to remember, and give them the corresponding meaning. Attention should also be paid to eliminating some disturbances, such as proactive inhibition and retroactive inhibition, in order to effectively improve the English performance of middle school students in the urban-rural fringe.

#### **5.4 Measures to cultivate resource strategies**

With the development of mobile Internet in China, almost everyone has a smartphone, and English vocabulary learning apps based on handheld devices have emerged. These apps can use learners' fragmented time to learn vocabulary, which is widely welcomed by English learners. If the majority of rural-urban fringe middle school students can make full use of English learning apps and integrate their English vocabulary learning into daily life, they can avoid the boredom of vocabulary learning and improve their English learning effectiveness without being limited by learning resources.

#### ***Build students' habit of using practical strategies***

English is a language that loses its value if it can't be used in real life. In order to enhance the effect of vocabulary memory of middle school students, English teachers should make good use of practical strategies, so that they can use various opportunities to speak out or write down the English words they have learned, such as holding various competitions, carrying out English social activities, rehearsing English classic dramas and so on. Only by constantly exporting their own vocabu-

lary and repeatedly training in practical strategies use can students in rural-urban fringe firmly master English vocabulary and improve their English learning effectively.

#### ***Cultivate students' learning enthusiasm***

Because English teaching is a process of teacher-student interaction, unilateral teacher education is difficult to have a good educational effect. Students in the rural-urban fringe areas must be active in learning if they want to achieve good academic performance. English teachers should help students to establish a correct view of learning and development, so as to effectively stimulate students' initiative, cultivate their ability to use learning strategies correctly, and improve the effect of students' English learning.

There are many types of English vocabulary learning strategies. According to the characteristics of rural-urban fringe middle school students, their English teachers can extensively carry out practical teaching and application of vocabulary learning strategies and test the effectiveness and operability of theories in practice. In addition, teachers can help their students master the learning strategies suitable for themselves, improve their English scores, and lay a good foundation for further study.

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