



大学英语教学 及 语言评价研究

刘志朋 / 著

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内 容 提 要

《大学英语教学及语言评价研究》一书分为两部分,第一部分为大学英语实践教学研究,第二部分为英语语言评价研究。在第一部分中,主要探讨了英语词汇学习策略教学和英语写作与听力教学等。第二部分内容主要探究英语新闻语篇中的中评价资源分析、中西文化对比研究以及泰山茶文化的翻译研究。

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阶段性成果

《大学英语教学及语言评价研究》一书为山东省高等学校科研发展计划项目（人文社科类）“学术英语写作中因果关系的篇章建构功能研究”（J17RA062），山东省社会科学规划研究项目“大学英语课程设计与大学生自我效能感之相关性研究”（12CWJJ01），山东省艺术科学重点课题——“一带一路”战略下齐鲁茶文化的外宣翻译策略研究（1607457）的阶段性成果。

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第一部分

大学英语教学研究





Chapter 1

The Effect of Vocabulary Learning Strategy Training on Non-English Majors' English Vocabulary Learning

1.1 Introduction

1.1.1 Importance of Vocabulary Learning in Second Language Acquisition (SLA)

It is well known to us that vocabulary, the building material, is essential to a language, in which vocabulary is the basic component, and the other two are phonology and grammar. In other words, vocabulary is of utmost significance to people's communication and language learning. The linguist David Wilkins (1972) once summed up the importance of vocabulary in his book *Linguistics and Language Teaching*: Without grammar and vocabulary, the language learners will obtain nothing. Without enough words one cannot communicate with others, no matter how wonderful his grammar and pronunciation are, because vocabulary is the carrier for people to communicate with each other (McCarthy, 1990).

To achieve the aim of better interaction, it is the first task for people to learn vocabulary. Without vocabulary, people are unable to speak, read and write with clarity. With rich vocabulary, people are confident in their communication. Moreover, to learn a new language is to some extent to form a new network, which is made up of words. Without doubt, it is a fact that vocabulary is the

backbone and essence of any language. Accordingly, it is of critical significance for language learners to acquire adequate vocabulary and communicate well with others. In general, the vocabulary that a learner owns reflects his or her English level. Since vocabulary is very important in language learning, it is of critical significance for language learners to memorize plenty of words in order to master a language. To some degree, vocabulary is the crucial part of English learning and teaching.

Vocabulary is the important part of language and significant to language learners. English is rich in vocabulary; there are about 1,000,000 words. It is clear that a small number of words (around 2,000 to 3,000) can be used effectively to express an enormous number of ideas. In case of speaking, it is important to get learners to be able to make the best of a small productive vocabulary. With writing, however, learners need to extend their productive vocabulary to include the specialized vocabulary of their areas of study and interest. In academic settings, writing is most often used as the form of assessment, and learners need to be able to show their knowledge of the field through the use of the specialized vocabulary. The research on native speakers indicates that second language learners in the same school system as native speakers of English may have to increase their vocabulary by around 1,000 words a year, besides making up a 2,000 to 3,000-word gap, in order to match native speakers' vocabulary growth. Learners with special goals, such as study at a university, need to acquire a further 1,000 high-frequency words. According to the College English Curriculum Requirements (CECR) (2007), the college students' general vocabulary size is 4,794 words. A high-level student vocabulary size should reach 6,395, among which 2,364 words belong to the active vocabulary.

Vocabulary is the important part of language and significant to the language



learners. Nevertheless, the teaching and learning of vocabulary have not been given more attentions in English teaching throughout its varying stages and up to the present day. As is shown to us, the vocabulary is of critical importance to learn English. So how vocabulary is learned and how vocabulary is taught is the focus of the research. The methods of learning vocabulary well are taken for consideration by the researchers and language learners.

As Krashen and Terrell (1983) write in their book “The Natural Approach” that “of the two tools for communication, vocabulary and grammar, the former is clearly the most essential one.” However, nowadays in the field of vocabulary learning, what interest researchers and language teacher in the west is how they can do to teach English vocabulary to non-native English learners well. In the world, English has become the commonly used language. And in our country, with the development of economy and politics, English has become one part of our daily life, especially in the field of economics. In students’ eyes, learning English is not only a course in the school, but also the tool for them to interact with outside world. Furthermore, it is becoming increasingly popular that some students go abroad to further their studies. However, we cannot ignore the fact that after many years of English study, our students cannot express themselves clearly and read in English. It is universally recognized that vocabulary plays a fundamental role in successful SLA. Therefore, it is of great importance to master vocabulary in SLA. So as to be competent in second language learning, we must acquire adequate vocabulary.

1.1.2 The Present Situation of Vocabulary Learning

In recent years, the English learning in our country has been given more attention, in which the focus of English learning is shifted from how to teach to how to learn. Therefore, more and more language researchers begin to pay more

attention to the mastery of basic learning skills. The interests of linguists and researchers shift from the learning product to the learning process in the field of language acquisition. In English language acquisition, some research results show that the English acquisition has been shifted from how the teachers teach to how the students learn well. At the same time, a number of researches are carried out from special perspectives. Therefore, in the field of language acquisition and research, a clear phenomenon appears that research on learners and learning methods outweighs that on teachers and teaching methodology.

Students should be encouraged to become more autonomous and to “Learn how to learn” (Cohen, 2000). Researches (O’ Malley & Chamot, Oxford, Cohen and Wen Qiufang) show that the learning strategies are the key to learner’s success. Furthermore, the study of learning strategy and the effects of language learning have been administered since students’ autonomy of language learning is improved. In western countries, language researchers become more interested in language learning strategies. With an aim to improve the learners’ autonomy of language acquisition, the researchers are involved in language learning training of the students.

With the focus shifting from teachers’ teaching to students’ learning, language learning strategy instruction research is given more attention. In western countries, a large body of research supports the positive effects of training on strategies in language learning performance (Carrell, 1998; Oxford 1990, 1996), although not all the researches about VLST reach the satisfactory results. In our country also appear some studies on the effect of these training, which began in the 1980s.

When it comes to the learning strategy instruction, most of researchers in the west concentrate on reading strategies (Carrell, 1998), and on cognitive strategies as one of the main categories of learning strategies. Besides, the