VOCABULARY TEACHING IN ENGLISH
INTENSIVE READING

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Abstract
The thesis discusses the way of vocabulary teaching in the English course of intensive reading through analysis on the importance of vocabulary teaching. The paper argues that the effective way to enlarge students' vocabulary are to train students to figure out and memorize words by applying various learning strategies to guide students to recognize the plates of English language to instruct them to learn new words through the methodology of comparison and association and to learn through exercises.

Key words
English vocabulary teaching, plate, learning strategy

1 Introduction
At present, the research on vocabulary learning and vocabulary acquisition is still on the ascendant in the domestic linguistic field. With the ever deepening reform on college English teaching, people begin to realize the importance of training students' synthetic ability of English language usage. And in order to meet the needs of social development, they pay more and more attention to vocabulary teaching as one of the elements of language. While improving the traditional teaching methods and putting emphasis on the structure of the text, in fact, English language is mainly composed of grammar and vocabulary. Grammatical knowledge is the basic element of the language indeed, but without a large vocabulary, one can express much things and the communication will become difficult. The amount of vocabulary one masters has a direct effect on the whole English level. Awareness of the importance of the words we have the reasons to put emphasis on its study. Our college students should spare no efforts to master them. The larger vocabulary they have, the better result they will achieve in their English learning. In college English teaching practice, vocabulary teaching runs through all aspects and elements of vocabulary teaching are found in intensive reading, extensive reading, writing and translation, which lay emphasis on different parts. This paper discusses vocabulary teaching in intensive reading of college English.

2 Importance of vocabulary teaching in language practical ability
Language practical ability refers to the ability to communicate through language which is reflected through listening, reading, speaking and writing. Vocabulary has a direct influence on development of one's ability of listening, reading, speaking and writing. It is generally believed that word learning will improve one's English level while vocabulary constitutes an important index to estimate one's English level. Only when a person has a sufficient vocabulary storage can he listen and read effectively and can it be possible for him to offer “understandable input” for writing and translation. Ma Wen 1999 once
pointed out that all advanced writers have a large vocabulary. One vocabulary for English expression has a direct effect on his English writing; the larger the vocabulary for writing, the more content available; the greater possibility for better development of the theme, and the higher quality of the essay. [2] Ramón 1985 and Zemel 1983 believe that many writers' difficulties result from lack of expressive vocabulary. Lack in content failure in expression, incoherence in context and simplification in sentence pattern are all in direct reaction to a small vocabulary. Yang & Wen 1994 In addition, vocabulary plays an indispensable part in reading while improvement in reading ability may be attributed to increasing in vocabulary knowledge. Stahl 1983. With regard to college students because they have already acquired some knowledge on grammar, it is impossible for them to make great progress in listening, speaking, reading and writing if you spend more time on grammar. The effect of vocabulary on one's language ability is not only reflected by vocabulary, but also by the function of the words acquired in the stage of the whole passage. For example, the linking function and the relationship between words' style of writing and forms of literature to reinforce students' consciousness for words' function on the whole articles is helpful for improving their speaking, listening, writing and reading comprehensive ability.

3 How to conduct vocabulary teaching in intensive reading

Intensive reading is therefore the most time-consuming course in college English teaching. It is also the main access for the college students to obtain the English knowledge. The teaching target is to make students study the passages closely and profoundly under the guidance of teachers and with the help of exercises. When teaching the text, teachers should require students to master the words, phrases and grammar as well as understanding what the author wants to tell us. While vocabulary constitutes the basic unit of the unity of structure and meaning in the language system. Without vocabulary, one cannot communicate. Understanding of vocabulary directly affects readers' understanding of the passage as a whole. More new words and the need for intensive illustration make vocabulary teaching in intensive reading different from that in extensive reading. It not only requires students to master the skills for handling words demanded by extensive reading. To a large extent, it lays more emphasis on usage of words and elimination of barriers of words to profound and close understanding. Therefore, vocabulary teaching in intensive reading is not simply the accumulation of new words, nor is it superficial and separate explanation but profound study and understanding through context and in order to achieve this we should make clear which words and what way of teaching should be adopted.

3 Which words should be chosen to be taught in class

Choosing those words which should be chosen is an important way for students to master the usage of words. First, teachers should read through the text and find out all the language points that is difficult to understand, which may be easily mistaken but must be mastered. For example, words of metaphor, the meaning of which can not be consulted in dictionary. The expansion of word meaning is a sort of special expression of language. For example, in Intensive Reading of College English Book III Unit 5, there is one sentence "from the burning look in his eyes I knew he was angry with me." In the stage of words' burning eyes" means the state of being on fire, while the comparative meaning is "angry." Another example is the multi-component words, namely the phrases made up of several words which include habitually used words euphemisms idioms and collocations. For example, a piece of cake. More example is synonyms with signs of the form of literature. The abundance of synonyms in English language makes it necessary to choose different words for different forms of literature and different stages of expression. This is exemplified by the variety of expression for the Chinese word "si" (si). You may say "to die" to see the God" Die" is a neutral word and "kick the bucket" is an idiom while "pass away" is a complementatory term. Through comparison of different forms of literature, it is possible for students not only to apply different forms of writing into practical usage rightly but also to understand the author's ideas through context and master the usage of words from the angle of pragmatics. What are the core words? The namely core words refer to the normally said "basic vocabulary" which seems to be simple but in fact difficult to learn. For these words, we need to know not only the word meanings but the collocation and their usages as well. For example, make up to "make up" make up over "make up with" etc. When teaching these words, attention not to attend each and every aspect of the matter for to teach students all the word usage and example sentence like a
dictionary we should selectively choose some in comply with the context. Knowing that only through times of contact and usage can we really master the words.

3 Ways to teach vocabulary

3.1. To foster students to figure out and memorize new words through teaching strategies.

In terms of frequency words are used in vocabulary can be divided into two kinds: low-frequency words and high-frequency words. College students have grasped considerable high-frequency words in senior middle school and therefore a much higher rate of the words are low-frequency words. As most of the English words are low-frequency words and they take a tiny part in the passages they learn. It is advisable to teach students some learning strategies rather than teaching those words directly. *Notion of 1990 advanced learning strategies as follows:* (1) Figure out word meaning through context. (2) Through prefix and suffix. (3) Memorize word meaning through mnemonic skills. Teaching practices proved that it is the most important learning strategy to learn words through context. Below are effective ways to figure out word meaning (a) to find out parts of speech (b) to pay attention to the clause or sentence where the word appears. If the word is a noun (c) what kind of adjective the author is to describe it. (d) What verb is around it. (e) If it is a verb (f) what kind of noun the author takes to match it. (g) Is there any adverb to modify it. (h) If it is an adverb (i) what kind of verb it modifies. (j) Observe the relationship between the clauses or sentences and other clauses or sentences and that between paragraphs which may be connected by “therefore.” (k) Thus, and so on. (l) To figure out word meaning through the knowledge gained in (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) to examine whether you guess the meaning right.

3.2. To instruct students to recognize the plates in language.

Michael Lewis (1997) argues that there are four plates in English language: (1) words, (2) polywords. These are the words in traditional sense. While phrase refers to the group of words with character of idioms. Namely the fixed word group made up of more than one words. For example if as a result in the way. (2) Collocations. Collocations refer to the words that appear together most frequently. The most typical ones are (a) (b) (c) collocations. For example if raise a smile a loud distance telephone. (3) Institutionalized utterances. It refers to word unit with fixed or half fixed pragmatic function. Sometimes they may be complete sentence. For example if there is a call for you get it. Or may be sentence heads. For example if I were you I would. (d) Sentence frames and heads which is similar to the third type and refers to written language only. For example secondly and finally. We now come to a conclusion that.

3.3. To instruct students to learn new words through comparison and association approach.

The comparison and association approach applies to teaching of synonyms and antonyms of the text because words are stored and memorized in the form of an associative net. In the teaching process after students have understood a word teachers may teach some other words in relation to this word or in pairs. For example when studying the word “peculiar” we can introduce “strange” and “odd” and “quizzing” and explain their differences. “Peculiar” means special, strange. Emphasizing that it is unique and different. For example peculiar language is peculiar to mankind. “Strange” emphasizes that one is unfamiliar and not always seen and it is an everyday language. For example what a strange scene. While “odd” means strange (special and opposite to the normal condition). Sometimes it means rare and unusual. It is odd that he dressed up like this today. While “ques” emphasizing that it is unusual. I saw a queer figure in the corner at midnight. Another example is that when learning the word “respectable” we may think of the word “respectful” and “respect” through association. All these three words derive from the root “respect” and are all adjectives but mean rather differently. “Respectable” means acceptable social position decent and proper manner and worth respecting. “Respectful” means showing respect while “respect” means for or belonging to each as an individual. After the opening ceremony the respectable students and the respectable professors went to their respective room for a brief meeting. This kind of association also applies to association of word root. That is to think of other forms of a word. For example attraction attractive. Besides we can memorize words with its antonyms associatively. For example when studying the word “hard” with the meaning “solid” its antonym is “soft.” While it means “difficult” the antonym is “easy.” With the same method we can easily remember the antonym of the “front” is “back” The antonym of the “left” is “right” and so forth.

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effect of this memorizing way is better than that to remember word isolated. Through the comparison the concept in our brain is not only integrated but balanced. It is like a shoulder pole carrying two wicker baskets. Whichever was to fall down and lose. Comparison is like a“ mirror” which helps you recognize and remember those synonyms and antonyms. Aiding the help of association enable you to connect organically the words that seem to be in disorder. It does undoubtedly good to the readers who have mastered a certain amount of vocabulary. Instructing students to take the comparison and association approach may enable them to study considerable vocabulary within a short time. It is an effective way to enlarge students’ vocabulary and improve their practical ability.

3. To instruct students how to make full use of exercises after class to learn new words

The after class exercises are designed by editors’ heart and soul. The purpose lies in consolidating the new learnt knowledge and language points. Some students regard these exercises as heavy tasks which should be dealt hastily. And some students also believe that only they can fill the right answers in the blanks their work is done. In fact a lot of good linguistic materials are wasted in this way. For example there is a vocabulary exercise in Unit 7 second volume of College English Intensive Reading“ Jane was annoyed because there was no way to stop her little brother from pulling her hair.…” Annoyed and“ pulling” are wanted in the blanks as the correct answers. This is the effective way to consolidate and master the knowledge in the text. In addition the teacher should remind students of the meaning and usage of “there was no way to do sth…” Students can be asked to make a sentence by using this expression form. Moreover this sentence can be constituted for “she couldn’t stop…”. Students should further know the differences between these two which one is better in this context and why. Through the activities of comparing and thinking not only the utilization percentage of this sentence has been heightened but also the vocabulary banks of students are broadened as well as their thinking forms.

Furthermore the replacing words practice is also defined as an effective way to expand vocabulary bank and master new words. During the practice the teacher should not only let the students replace the words with the words in the text book but also rethink how the original sentence is used to express the same meaning and which one is better on particular occasion. Students should also make a couple of sentences thus an opportunity is created consciously to use and consolidate knowledge. For example “Professor Hope is a learned scholar but as far as organizational work is concerned he doesn’t know a thing.” This practice demands when it comes to “” to replace “as far as” is concerned”. However is there still another expression except these two synonyms? We find “in the case of” can be classified into the same group as the other two. Finally these three expressions are all remembered. Besides students should pay their attention to the usage of the word “learned” and the expression “he doesn’t know a thing”. Students can use this expression flexibly in the future conversation and writing. All the linguistic materials in the after class exercises can be further explored. In this way you can benefit a lot and waste a little. All and all this is the highly effective way to promote thinking activities and learn how to use words.

4. Conclusion

Generally speaking all the symbolic materials like this can be used to knit a tight and interactive vocabulary network which is exposed to students automatically during which students no longer memorize words and expressions mechanically but remember them by reasoning. At last unconsciously students master some study methods and consciously study on their own.

Language study demands long-term accumulation and considerable reading. On the basis of extensive reading some intensive reading will lay a solid foundation for language study. Thus teachers should instruct students to make use of limited and intensive materials so that students can continuously expand their vocabulary bank and obtain more knowledge and improve their language application ability.

References
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