

Research on English vocabulary teaching based on frequency

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ABSTRACT: The key to accurately grasp the semantics in the context is to grasp the vocabularies. Only mastering a lot of vocabularies, many methods will be available in the process of English vocabulary learning and memory, of which English vocabulary teaching based on frequency gradually becomes an English vocabulary learning method recognized by everyone. In English teaching process, this paper makes the current English learning form a more systematic and comprehensive context theory through the questionnaires and application for English context and frequency method in English teaching process, thus proposing a feasible teaching method for the overall grasp of English language.

Keywords: English vocabulary; teaching research; language exchange

1 INTRODUCTION

Language not only carries the language information, but also is the carrier of culture. Therefore, in the process of translation, we must not only convey the meaning of the article itself, but also convey the cultural meaning behind it. The language in the literary works is modified and crafted, so that the connotation of language becomes rich, and the translation requirement is high. Almost all of English vocabularies should be faithful to the original work and faithful to the original author.

In order to make the translation become the same work of art as the original work, English vocabulary is the basis for language constitutes, and possesses the carrier of semantic representation, which is a bridge of communication between man and man. Therefore, mastering English vocabulary can help us effectively read English research paper, and effectively grasp the first-hand information of the outside world, and also ensure the exchange of ideas and communication process. English vocabulary accounts for an important proportion in English learning. The limited or inadequate mastering of English vocabulary will lead to difficulty in the process of English exchange and comprehending deviation. Therefore, English vocabulary learning plays a decisive role in language learning, and English vocabulary is the content required to being mastered at each stage of language learning process. Middle school English teaching stage is an im-

portant period to master English vocabulary, so, in the language learning process, middle school teaching theory and experimental research method is an important period of the students' future development and vocabulary application.

Domestication and alienation are very important strategies in the research of English vocabulary. Domestication should ensure that the translated works can be understood by the readers, and in line with the language habits of the readers. The frequency method makes the work bring in another country's culture and customs in translation. As a basic strategy of English vocabulary, the domestication and frequency method are not only the transformation of language symbols, more importantly, transfer of cultural meaning behind the language. In the academic community, there is a debate between domestication and alienation. Viewing from a long history of China's English vocabulary, in more than one hundred years - from the late nineteenth century to the twentieth century, China's English vocabulary is mainly subject to the domestication. By the 1980s, the frequency method has gradually obtained attention. The selection of translation strategies for literary works also causes an intense discussion in the academic community.

In the present age, people begin to gradually accept these two methods and strategies as a main translation method, and use its strength. The translator is a subject engaged in translation activities, who should not only be proficient in the original language and the target

language, but also pay more attention to the cultural connotation in these two languages in translation of literary works, and seek commonness among differences based on understanding of these two kinds of different culture, in order to achieve the greatest degree of equal between the original language and target language, thus preferably promoting cultural exchange and learning in two countries. Talking about literary works, it always involves in the national language, idea, belief, religion, etiquette and other aspects. Literary language is the carrier of these cultures, with a profound cultural connotation. This paper makes a summary and analysis based on the frequency of English vocabulary in English teaching process, so that English teaching task and students' English vocabulary learning have a qualitative comparison. Meanwhile, it provides a very good guarantee for English communicative competence and amount of reading under the new curriculum standard. Based on the frequency of vocabulary, it can have an intensive grasp of the students' learning, thus having a higher requirement on the classroom teaching of English vocabulary.

2 LANGUAGE TEACHING

Lin Yutang once said that, "one language has its own language character. Usually, smoothness or not means whether its syntax follows its habits or not. Any genre is different without nationalization, without exception to its translation". Here, the naturalization mentioned by Mr. Lin Yutang is domestication, that is, to split the original language space structure, and then pay attention to consciousness, experience and perception according to the syntactic rules and language features of Chinese. In Chinese, Chinese culture focuses on spirit rather than form, and also focuses on combination with meaning and form, rather than the writing form. The means of grammar is mainly subject to word order and function words, and language is simpler, so that we should pay special attention to proper and integration planning of translation of the original language.

2.1 *Research content of English vocabulary teaching based on frequency*

The exchange with English language mainly depends on the specific context. The expression of language meaning is also affected and restricted by the specific context. As English learners, they often memorize certain meaning of English words by facts, but they may have a wrong understanding for the specific context, so it is prone to confuse English beginners. Therefore, in the process of English vocabulary learning, English teachers should develop the students' English sense of context, guide the students to experience analysis of the context, and eliminate wrong

semantic explanation by the context. In the process of vocabulary teaching in English context, Zhang Lilan classifies English vocabulary as follows:

- (1) Use English vocabulary in the resolution of synonyms
- (2) Infer cues of vocabulary meaning in the context learning
- (3) Guess vocabulary meaning according to the language translation of example sentence
- (4) Guess vocabulary meaning according to the translation relationship context guess the meaning of words
- (5) Guess vocabulary meaning according to the causality in the context
- (6) Guess vocabulary meaning according to the vocabulary constitution and root
- (7) Guess vocabulary meaning according to the contextual meaning in the context
- (8) Guess vocabulary meaning according to the relevant context
- (9) Guess vocabulary meaning according to the relevant socio-cultural background.

The key to accurately grasp the semantics in the context is to grasp the vocabularies. Only mastering a lot of vocabularies, many methods will be available in the process of English vocabulary learning and memory, of which English vocabulary teaching based on frequency gradually becomes an English vocabulary learning method recognized by everyone. For the most widely used five corpuses, the frequency of use of the English vocabulary with the highest frequency and CLEC ST6 and BNC Written modal verb is summarized as shown in Table 1 and Table 2.

The summary table of the frequency of use of the English vocabulary with the highest frequency and CLEC ST6 and BNC Written modal verb in the most widely used five corpuses is used, and in the actual teaching application process, the students should memorize a large amount of English words in the learning process. In the regular class, the frequency is about 75%, which is in line with their own situation of learning English words; in the exchange class, the frequency is more than 60%. The students are quite sensitive to English vocabulary appearing in life.

Table 1. Top ten words with the highest frequency in corpus

No.	Corpus				
	ICE-GB	ICE-SIN	COBUILD	LOB	Brown Corpus
1	the	The	The	The	The
2	of	of	of	of	of
3	to	to	to	and	and
4	and	And	and	to	to
5	a	in	a	a	a
6	in	a	that	that	that
7	is	is	in	in	in
8	that	for	is	is	is
9	for	that	for	was	was
10	it	it	it	it	He

Table 2. Frequency of use of CLEC ST6 and BNC Written modal verb

No.	CLEC ST6	Fred. Per million	BNC Written	Freq. Per million
1	can	8253	will	3155
2	will	5303	would	2391
3	should	5152	can	2258
4	would	1712	could	1657
5	Have to	1375	should	1373
6	may	1243	may	1021
7	could	1092	must	848
8	must	876	Have to	616
9	might	292	might	462
10	Need to	155	shall	224
11	dare	111	Need to	213
12	shall	75	Be going to	186
13	Be going to	44	dare	29
14	Ought to	35	Ought to	29
15	Got to	9	Got to	28
16	Had better	4	Had better	5
Total		25731		14487

In addition to the word lists in the textbook, the students also accumulate English vocabulary through those channels. The questionnaire survey results are shown in Table 3.

Table 3. Vocabulary accumulation channels for English learners

No.	Class types	Experimental class	Regular class	Exchange class
A		76%	72%	60%
B		34%	30%	30%
C		2%	12%	38%

Note: No. A represents extracurricular English newspapers and books and the like; No. B represents audition materials

of extracurricular English, such as English songs, movies and the like; No. C represents none of other English vocabulary accumulation channels except for learning English textbooks.

The classified color bar graph can be made according to the data in Table 3, as shown in Figure 1:

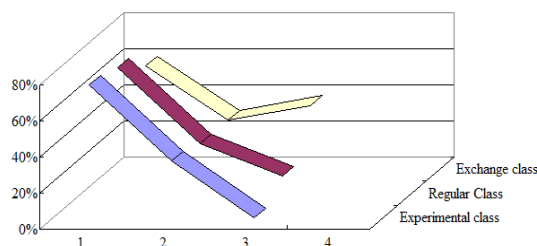


Figure 1 Classification statistical graph of vocabulary accumulation channels for English learners

As can be seen from Figure 1, the majority of English learners accumulate English vocabulary mainly through extracurricular reading, in addition to the textbooks. The cumulative amount of extracurricular English vocabulary of fibroids has reached more than 50%, and the use ratio of the extracurricular books and newspapers respectively accounts for 76% and 72% in the regular class and experimental class; the use of audition materials are mainly subject to the film and television and so on, of which the use ratio of English learners is also about 30%. The students may have a certain interest in these extracurricular materials, and accumulate a certain amount of English vocabulary.

Table 4. Statistical table of frequency of use of daily English vocabulary for boys and girls

No.	Boys			Girls		
	Frequency	Vocabulary	Valence	Frequency	Vocabulary	Valence
1	25	good	7.47	24	good	7.47
2	21	life	7.27	13	life	7.27
3	11	habit	4.11	10	habit	4.11
4	9	free	8.26	10	waste	2.93
5	8	opinion	6.28	9	opinion	6.28
6	5	clothes	6.54	9	useful	7.14
7	5	hard	5.22	8	books	5.72
8				8	children	7.08
9				7	learn	7.15
10				6	house	7.26
11				5	clothes	6.54

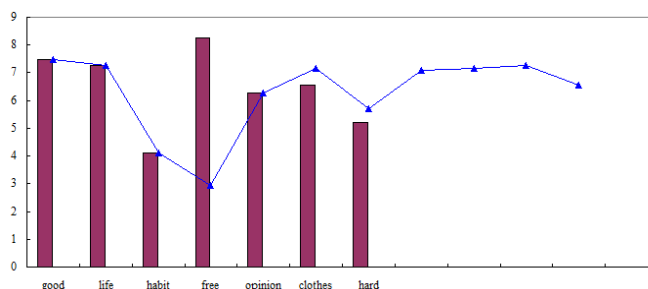


Figure 2 Statistical graph of frequency of use of daily English vocabulary for boys and girls.

In the process of English vocabulary accumulation, the analysis is made according to the memory of vocabulary for boys and girls, and frequency of daily use of English vocabulary. According to the survey, the statistical results of the frequency of use of English vocabulary for boys and girls are shown in Table 4.

The bar graph can be made according to the data in Table 4, as shown in Figure 2.

As can be seen from Figure 2, the frequency of use of vocabulary for boys is significantly less than that of vocabulary for girls. In terms of valence of some commonly used vocabularies, the valence for boys and girls is the same. In the actual teaching application process, the students should memorize a large amount of English words in the learning process. The frequency is about 75% and in line with their own situation of learning English words; the frequency is more than 60% for some words with a key memory. The students are quite sensitive to English vocabulary appearing in life.

2.2 Vocabulary teaching application

According to the topics of questionnaire, the frequency of use in English scenarios (such as the talker's identity imitation, dialogue scene and so on),

A. Frequent B. General C. Less D. No

According to the statistical results recovered from the questionnaires of the middle school students, as shown in Table 5:

Table 5. Statistical table of learning under the context in the vocabulary learning process

Content \ Frequency	Frequent	General	Less	Never
Example sentence	58%	40%	2%	0%
Text	16%	32%	52%	0%
Social background	0%	28%	72%	0%
Scene	14%	28%	58%	0%

The line chart of the use condition of the example sentence, text, social background and scene can be made according to the data in Table 5, as shown in Figure 3:

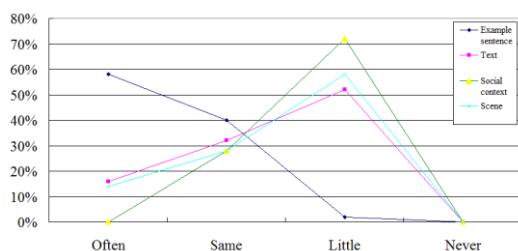


Figure 3. Statistical line graph of learning under the context in the vocabulary learning process

According to the data in Table 5 and Figure 3, and

statistical table of the frequency of use under various contexts, a corresponding supplement is also made to the data in table. As can be seen from the further survey results: firstly, in the case of use of "example sentence", roughly more than half of English teachers frequently use example sentences to help the students have a better understanding of the vocabulary, but other teachers rarely use this method. If the example sentences are not frequently used for the beginners to understand the collocation and specific usage of key words, it is not necessary to provide corresponding example sentences for English vocabulary learning; secondly, English vocabulary learning is applied to English text, of which 16% of English teachers use this teaching method, and 52% of English teaching workers rarely use the text to teach English vocabulary.

According to the application method of the frequency of English vocabulary teaching for English teachers, taking enjoy as an example, English vocabulary teaching process contains the following content, as shown in Figure 4:

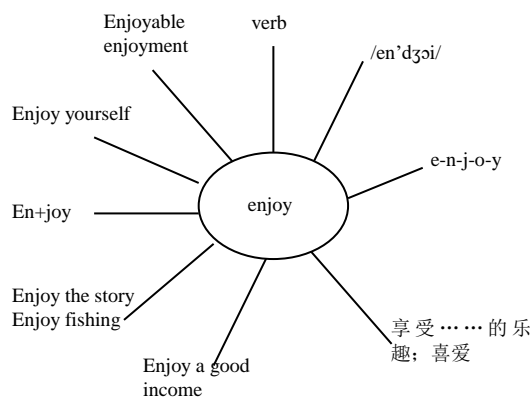


Figure 4. Example of English vocabulary learning

From the above mentioned, when we are engaged in English vocabulary teaching, we need to select the translation methods and strategies according to the specific circumstances and properly use these two methods, so that the frequency method and domestication complement each other, and bring out the best in each other, thus reaching the best translation effect. No matter which translation method is used, we must comply with the following translation principle:

1. To be faithful to the original work, and translate the original meaning;
2. To express the essence of the original content and form of expression;
3. To meet the requirements of the target language to a maximum extent in translation;
4. To try to make the reader's response of the translation consistent with the reader of English-speaking countries.

We should pay attention to the proportion of the translation content in the translation process, and achieve the principle of moderation, and make the translation achieve the best effect as far as possible. The specific proportion is shown in Figure 5.

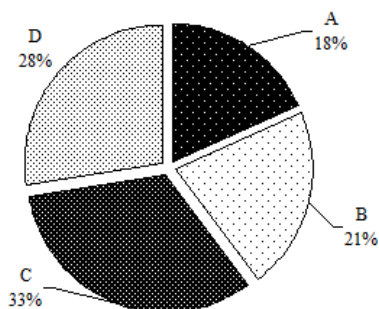


Figure 5. Proportion pie of English translation content

In Figure 5, A represents “to be faithful to the original work, and translate the original meaning”; B represents “to express the essence of the original content and form of expression”; C represents “to meet the requirements of the target language to a maximum extent in translation”; D represents “to try to make the reader’s response of the translation consistent with the reader of English-speaking countries”.

For example, in the article of *When Doctors Have Different Advices*, when Suet kisses his girlfriend, Arthur immediately rushes up. They have the following dialogue:

“I will teach you how to kiss a girl!”

“No,” said Suet, “I have graduated.”

For this sentence, some people use the frequency method, and translate as:

“I will teach you how to kiss a girl!”

“No need to teach,” said Suet, “I have finished apprenticeship.”

In terms of accuracy, there is no objection. By the use of the domestication, the translation is:

“I will teach you how to kiss a girl!”

“No,” said Suet, “I have graduated.”

Through comparison the above translation, we can see that, the second translation is more than “teach” in the first translation, expressing different effects. This word fully embodies the hostility of Arthur, and his tone is full of threats, and feels the smell of gunpowder, indicating the coming struggle. In the following sentence, the author translates the graduate to apprenticeship with Chinese characteristics. It generally indicates that the person can be called as a master or expert in this industry. At the same time, she also conveys to the reader that the person is cynical and glib, so that the translation effect is more superior than the former, and more in line with Chinese reader’s thinking mode and language habits.

The current most concerned issues for the English

learners are the allocation of questions’ amount in English examination and the proportion of mastering English vocabulary in the examination. The proportion of each question type in English examination and allocation of questions’ amount are shown in Table 6:

Table 6. Allocation of questions’ amount in English examination

No.	Name of question type	Questions amount
1	Factual information	3-6
2	Negative factual information	0-2
3	Reference question	0-2
4	Vocabulary question	3-5
5	Inference question	0-2
6	Rhetoric purpose	0-2
7	Sentence completion	0-2
8	Text insert	0-1
9	Prose summary	0-1
10	Table fill-in question	0-1

According to the results of data analysis and very important strategies in the research of English vocabulary, domestication should ensure that the translated works can be understood by the readers, and in line with the language habits of the readers. The frequency method makes the work bring in another country’s culture and customs in translation. As a basic strategy of English vocabulary, the domestication and frequency method are not only the transformation of language symbols, more importantly, transfer of cultural meaning behind the language.

3 CONCLUSION

Middle school English teaching task is quite heavy, and some English teachers also manage food in school, so they are unable to spare a lot of time to focus on learning the linguistic theory, teaching psychology and teaching theory with educational functions. In the process of English language teaching, the use level of teaching theory under English context is relatively low. The input vocabulary of the context knowledge and English vocabulary is the basis for language constitutes, and possesses the carrier of semantic representation, which is a bridge of communication between man and man. Therefore, mastering English vocabulary can help us effectively read English research paper, and effectively grasp the first-hand information of the outside world, and also ensure the exchange of ideas and communication process. English vocabulary accounts for an important proportion in English learning. The limited or inadequate mastering of English vocabulary will lead to difficulty in the process of English exchange and comprehending deviation. Therefore, English vocabulary learning plays a decisive role in language learning, and English vocabulary is the content required to being mastered at each stage of language learning process. Middle school English teaching stage is an important period to master English vocabulary, so, in

the language learning process, middle school teaching theory and experimental research method is an important period of the students' future development and vocabulary application.

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