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Abstract

At the present time, vocabulary teaching in vocational colleges has been focused on teaching modes, teaching strategies. Rarely has research been launched on vocabulary presentation modes, especially on a comparison between different presentation modes. As vocabulary presentation modes are the base of vocabulary teaching, which is the first and foremost teaching step, the author cast some light on presentation modes to probe into strategies on vocabulary teaching. Words are the aim of vocabulary teaching. The presentation is to make an introduction of words by means of integrated methods to pass on the target word information, including spelling, pronunciation, meanings, sentence characteristics, collocations and applications. There are three presentation modes which are most commonly adopted, namely word list, semantic fields, and context presentation modes. The study adopted such theories as the information process mode of cognitive psychology, elaboration theory, input hypothesis and standard model of memory. A comparison was made between word list and context in order to search for a more effective way in the vocabulary teaching for students from vocational colleges.

The author conducted a teaching experiment, which included 82 students from two paralleled classes in Shandong TV University majored in Computer Communication, in which vocabulary is taught through word list and context presentation modes separately. Two vocabulary tests are launched both at the end of the term and four months after the practical teaching process so as to keep an eye on different memory effects from the short-term memory and long-term memory perspectives. In addition to questionnaires and interviews, a paralleled and a vertical comparison of vocabulary efficiency was made. A conclusion has been naturally reached that wordlist presentation mode is effective for students' short-term memory because they are able to grasp target words' spelling and collocations in a short time to increase their vocabulary quantity. While from a long-time perspective, learning effect cannot be kept without a high frequency revision. For the context presentation mode, students need time to adapt themselves to this process at the very beginning and in this process, combined with the help of context, students' reading level increases simultaneously with the lexical acquisition. In addition, as target words are presented in context, it is beneficial for students to grasp their actual usage in

the context to reach a better long-term memory effect.

Finally, pedagogical implications and some suggestions are given according to this experimental teaching process and conclusion. In vocabulary teaching, teachers should pay more attention to the presentation step, which is very important for students' vocabulary learning. Students must make great efforts with the most effective learning method to transfer and absorb new knowledge. It is obvious that English vocabulary teaching needs a joint effort from teachers and students to make a substantial progress and reach a satisfactory effect.

Key words: word list presentation mode, context presentation mode, vocabulary teaching

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摘要

目前对高职高专学生群体的词汇教学研究主要针对词汇教学模式、教学策略,尚没有具体到词汇呈现方式上,特别是比较不同呈现方式对于高职高专学生的学习效果方面鲜有研究,而词汇呈现方式是词汇教学的最初步骤和环节,是整个词汇教学的基础。英语词汇的呈现就是要把教学的目标-----词汇,以一定的方式和手段介绍给学习者的过程,包括词形、读音、意义、句法特征、搭配及其运用等内容。常见的词汇呈现方式有词汇表、语义场和语境呈现方式。本研究从认知心理学信息处理模式、精细加工理论、输入假说和记忆类型方面对词汇呈现方式做了理论铺垫,选取常用的词汇表呈现方式和语境呈现方式,探讨了行之有效的高职高专英语词汇教学方法。

笔者对山东电大 2011 级计算机与通信专业的 82 名学生进行了实验教学,两个班级分别采用词汇表呈现方式和语境呈现方式,分别于学期末和其后四个月进行了两次词汇后测,以观其长期记忆和短期记忆的不同效果。通过测试,对两个班级的词汇水平进行了横向和纵向的比较,并辅以调查问卷和访谈的方式得出了实验结论,即词汇表呈现方式有利于学生的短期记忆,学生能在较短时间内记住目标词汇的拼写及常见搭配等,有效地提高了词汇量,但学习效果不能长期保持,没有高频的复习新学的词汇很容易忘记。语境呈现方式对学生而言需要一定时间适应,但在这个适应过程中学生的阅读水平和词汇习得相辅相成,对目标词汇在文章中的用法掌握得较好,并在长期记忆中取得了良好的效果。

最后,本研究从实验教学过程中得出启示,并对教师的教学和学生的学习提出了建议。在词汇教学中,教师应十分重视词汇的首次呈现,并在教学中抓住和创造机会让学生练习和巩固新学的词汇,当然学生本身更应努力学习,结合对自己有效的学习方法主动将新知识内化为自己的知识。只有师生共同努力才能促进英语词汇教学,使之取得实质性的进展和令人满意的效果。

关键词: 词汇表呈现方式, 语境呈现方式, 词汇教学
中图分类号: H319

Chapter One Introduction

1.1 Background of the study

Language usually functions as a tool for communication, and it is divided into three parts, namely pronunciation, grammar and vocabulary. Language is usually vocally carried by pronunciation, which is reflected in an outward form of vocabulary. Grammar is a set of language rules weaving meanings of vocabulary in the form of sentences. A language can be regarded as a building, and vocabulary serves as elements in construction while grammar stands out as rules determining how these elements are organized.

In China, vocabulary has attracted much attention, sixty-one percent English teachers believe that vocabulary is the core of language, and should be the focus of intensive reading class (Yang, 1999). Students in the senior high school are required to grasp 1600 words and most students of vocational college cannot meet the requirement, the situation of which has been worsened in college because they are required to recite at least 4000 words and some common phrases in order to pass the college English test, including CET-4 and CET-6, which require a larger number of vocabulary (Wu & Wang, 1998). The vocational college students are confronted with more pressure to reach that standard because of their weak base of English knowledge, especially vocabulary. On the other hand, students themselves comparatively spend a large amount of time learning English new words, but the result is far from satisfaction. Vocabulary stands out as the main obstacle to be jumped. How to help them memorize and store words is a persistent concern for English teachers in the college because an improved vocabulary level is more helpful in promoting their English proficiency.

The number of researches focusing on vocabulary has been growing both at home and abroad. Specific methods of vocabulary teaching, linguistic theories and principles in vocabulary teaching, as well as corpus and cultures functioned in vocabulary have all been the focus of study on vocabulary, which cannot be dispensed from vocabulary learners' strategies, vocabulary size and vocabulary knowledge (Wang Wenyu, 1998; Wu Xia & Wang Qiang, 1998; Dai Manchun, 2000; Lv Wenpeng, 2000; Zhou Dajun, 2000). In addition, different aspects and theories of

vocabulary teaching are also included in recent study, such as context, association, and lexical chunks, all of which have been applied into vocabulary teaching process.

1.2 Significance of the study

As the importance of vocabulary has drawn much attention, a question needs to be solved that how the information of new words should be presented. Wallace, M. J. (1982) states that to know a word means the ability to recognize it in its spoken or written form, recall it at will, relate it to an appropriate object or concept, use it in the appropriate grammatical form, pronounce it in a recognizable way in speech, spell it correctly in writing, use it with the words it correctly goes with, use it at the appropriate level of formality, and be aware of its connotations and associations. While according to Nation (2001), nine aspects are involved in knowing a word, which fall into three categories, namely form (spoken, written, and word parts), meaning (form and meaning, concept and references, associations), and use (grammatical functions, collocations, and constraints on use). Thus, the significance of word presentation mode needs to be paid much attention.

Presentation mode refers to the methods of new words' introduction, which is quite important in vocabulary teaching because effective modes not only facilitate vocabulary learning, but also reinforce the vocabulary retention. There are many factors contributing to the effectiveness of presentation modes, in which teachers play an important role. As Chinese students have a unique mode of learning English, how the teacher presents new words is one of the key elements contributing to vocabulary learning and retention. Under an effective presentation mode, learners' lexical information in their mental lexicon is to be activated efficiently in which rich information can be used after the acquisition process in the presentation stage.

Studies in the field of presentation modes are of great values. Though several modes such as context, association, word list, lexical chunks have been applied in vocabulary teaching, it is found that there is a lack of horizontal comparison between or among them, such as between word list and context, which are the two most common used modes in the teaching practice of vocational college education.

The author cast some light on a comparison between word list and context presentation

modes. Students of the vocational college have their special attributes. Moreover, there is a lack of universal vocabulary teaching methods in vocational college. Thus, special efforts need to be made to find a more effective mode in vocabulary teaching which, in turn, will help them keep a fresh and long memory of the new learnt words.

1.3 Organization of the study

There are five chapters in this study. They respectively are introduction, literature review, methodology, data collection and analysis, conclusion.

Chapter one is the introduction of the study, which briefly introduces the background and significance of the study. Besides, this chapter casts some light on the organization of the study.

Chapter two reviews the literature related to the present study both from home and abroad, including the definition and various types of vocabulary presentation modes. It makes a comparison among different presentation modes, including advantages and disadvantages of presenting words in word list, context, students' group work, and stimulating guesses. Besides, theoretical basis on vocabulary presentation is mentioned, such as elaboration theory, input hypothesis and standard model of memory.

Chapter three describes the methodology of the study such as questions, subjects, instruments, and procedure. And it puts much emphasis on the detail of the procedure, including the pre-test and two post-tests, questionnaire as well as the face-to-face interview.

Chapter four analyzes the gathered data with the help of SPSS19.0, including data collection and analysis on pre-test, post-tests, questionnaire and interview. At last, the researcher made a summary about the data analysis and answered the questions of the study.

Chapter five deals with the conclusion included four parts. After a collection and analysis of data in chapter four, major findings stand out as the first part. And then it comes to the implications and suggestions both for teachers and students. The last two parts are limitations of the study and suggestions for the further study.

Chapter Two Literature review

2.1 Definition and importance of vocabulary

To define vocabulary is a hard work as different definitions have been made from different angles. Vocabulary is defined by Richards as "a set of lexemes, including single words, compound words and idioms" (Richards, 2002: 502) in Longman Dictionary of Language Teaching and Applied Linguistics, while the New Oxford Dictionary of English gives a definition of vocabulary as "the body of words used in a particular language"(Pearsall, 2001: 2068). The American Heritage Dictionary defines vocabulary in the following way: 1. All the words of a language; 2. The sum of words used by, understood by, or at the command of a particular person or group; 3. A list of words and often phrases, usually arranged alphabetically and defined or translated; a lexicon or glossary; 4. A supply of expressive means; a repertoire of communication: a dancer's vocabulary of movement. From Webster's New World College Dictionary, vocabulary is seen as follows: 1. A list of words and, often, phrases, abbreviations, inflectional forms, etc. usually arranged in alphabetical order and defined or otherwise identified, as in a dictionary or glossary; 2. All the words of a language; 3. All the words used by a particular person, socioeconomic group, profession, etc.

It can be concluded from the above various definitions of vocabulary that vocabulary is a dynamic systemic matter, which is part of the reason why it is so hard to define. But there is a most feasible method to define it, and that is to give a multi-level definition of vocabulary, including such levels as words, communication, social groups, professions, etc.

Statistical evidence has indicated that without vocabulary, speakers' intentions, meaningful communication cannot take place effectively no matter how well grammar has been grasped, and how accurately the sound of language has been reached. Vocabulary is regarded as a basic element in language learning process and most researchers realized that vocabulary played an irreplaceable role in the linguistic study with the deepening of research. This is why more and more language learners, instructors and researchers are considering vocabulary as being a vitally important, if not the most important, element in language learning (Nation, 1990: 2).

In the process of English teaching and learning, different scholars have various attitudes towards the role of vocabulary and its instruction played in vocabulary acquiring. As the research has been launched on higher level, consensus has been reached that vocabulary is of great importance to language learners. As a result, vocabulary instruction has always been seen as a key element in the practice of English teaching and learning process. "The variation of vocabulary most conspicuously reflects the development of language" (Zhang Baicheng, 2004: 61-2), and thus "it is of critical importance to the typical language learner" (Zimmerman, 2001: 5). The importance of vocabulary and vocabulary instruction has already been realized by lots of language teachers and researchers. Laufer stated that "the earlier neglect of vocabulary in theorizing and study is now being replaced by a vigorous interest" (as cited in Nation, 1990: 192), and Sokmen (2002: 257) thought that it would "continue to interest and be a fertile area for the efforts of language researchers, materials writers, and instructors". At the present time, acquisition of vocabulary has assumed a more important role, and as some would argue the central role in learning a foreign language (Lewis, 1993).

2.2 Definition and importance of presentation mode

In vocabulary instruction, the process of showing (introducing) target words (lexical items) to students is called presentation. The New Oxford Dictionary of English defines presentation as "the manner or style in which something is given, offered, or displayed" (Pearsall, 2001: 1466). In English vocabulary teaching process, vocabulary presentation refers to the procedure of using certain methods, aiming to introduce the target vocabulary items (words) to learners.

It has been perceived that presentation is the key step in language teaching, in which new linguistic items are introduced. Presentation stage is also called the stage of showing or introduction because linguistic items are shown, meanings are explained, examples are given, and necessary information is covered in the presentation stage. Penny Ur (2000) suggests some ways of presenting the meaning of new vocabulary items (p. 63): (1) concise definition; (2) detailed description; (3) examples (hyponyms); (4) illustration (picture, object); (5) demonstration (acting, mime); (6) context (story or sentence in which the item occurs); (7) synonyms; (8) opposite(s) (antonyms); (9) translation; (10) associated ideas, collocations.

Effective presentation modes ensure that the information about target words enters the long-term memory in time. Vocabulary presentation is extremely important from the learners' perspective, because students are inclined to be caught in a dilemma of what to learn. With the appearance of vocabulary presentation, learners are assigned the task of learning, on the other hand, appropriate and efficient presentation modes facilitates the learners to grasp a deeper impression of richer information about the words to be learnt so as to make it easier for the target words to enter the long-term memory.

Two objectives are covered in vocabulary presentation: on one hand, target words are presented to students in the first stage which is called learning task assigning while on the other hand, if some effective presentation methods are adopted in the first stage, students' perceptual construction of a word can be deepened, after which this word may enter the long-time memory because such a rich amount of information related to this word has been provided.

2.3 Advantages and disadvantages of some presentation modes

2.3.1 Presenting words in word list

Schouten-Van Parreren (1989: 76-77), who stated his opinions on the traditional practice of presenting isolated words by word list to learners from the following four aspects:

(1) If the words are presented in an isolated way including all elements involved, the object of providing support is reduced to the minimum level because there is no cognitive hold for them in learners' memory and that is the reason why despite sometimes considerable learning effort is contributed, the target words are quickly forgotten again.

(2) If the words are presented in word list in theatrical or especially in alphabetical order, students are much more likely to suffer from interference. This presentation mode not only acts as obstacles in learning, but also can be taken as harmful barrier, since unlearning is far more difficult than learning.

(3) Isolated words do not present a linguistic reality while the meaning of a word is partly defined by the context in most cases.

(4) Isolated words or words in isolated sentences do not provide a psychological reality either, because there is no any kind of message to be carried. For this reason emotions or

involvement in the learner cannot be evoked, a factor which plays an underestimated part, but yet irreplaceable and important in long-term acquisition.

Every coin has two sides and on the other hand, word list presentation mode provides students with a clear-set word order with all the confusing vocabulary. If students are possessed with an abundant number of vocabularies, a strengthening of word information can be achieved through the process of picking up the target word from such a big number of confusing words with similar spelling. What's more, as vocational students of college and academy, the aim of their English study can be said to pass the exam in which words are used mostly in the reading part. What they need to do is to understand a word's basic meaning and reference when coming across it in closes, reading and other composition in the exam paper. As a result, word list can provide them with such a concise number of information of a word for students to learn.

To make sure that the students totally grasp the most important meanings of a word, the word list needs to be given a serious consideration in which the target word is presented. When words are presented in word list, students are given a chance to acquire the most distinct meaning of the word, in which process other aspects of word knowledge can be reached as it has a close and direct relationship with the meaning of vocabulary. Just as discussed above, to learn a word means to acquire combination knowledge of spelling and pronunciation, morphological characters, syntactic properties, discourse features and appearance frequency of the word. When teaching vocabulary in the mode of word list, it can be presented from aspects of grammatical, lexical, and other basic but important settings. Therefore it facilitates students to approach different but concise aspects of word knowledge as many as possible besides only sticking to meaning.

The advantage of word list in vocabulary teaching can also be found in memorizing because it can reduce vocabulary's difficulty in the teaching process as it lists isolated words to learners. It facilitates learners' involvement because it makes students focus on the understanding of meaning which makes vocabulary learning and memorization single minded and thus concentrated. On the other hand, presenting words in the word list can reduce the time spent as a waste on other aspects of a word. Word list presents both a linguistic and a psychological realistic environment and offers support while reducing interference. Word list provides learners with more involvement in the vocabulary learning process. It also helps create a cognitive hold

in learners' memory, which stands out to minimize the memory interference from other words. As a result, word list helps students to keep a sound number of words in memory at the same time, making vocabulary learning easier and reducing learners' anxiety.

2.3.2 Presenting words in context

The concept of context was first proposed by Malinowski (1923), who made it clear that context is the environment of utterance, namely, it refers to the situation where an utterance is performed and the utterance is closely connected with its environment. To cast more light on context, it refers to what appears before and after a specific word or phrase, which means the environment where the text is generated and the amount of thoughts in total deeply stuck in people's mind and social behavior standard norms. On the other hand, little attention was paid to the importance of language itself. Then Firth developed the concept of context, which applied context to the domain of linguistics. From the perspective of Firth's viewpoint, context can be mainly classified into three different kinds of levels, namely linguistic context, cultural context and situational context.

Linguistic context is the internal relationships between the linguistic items within the language system. In other words, it refers to the linguistic occurrence in which a word is set. To make it more clearly in different linguistic units, words, clauses, and sentences all can be referred to in which a word appears, and sometimes a paragraph or a whole passage and even the entire chapter should be covered. Linguistic context includes two forms of manifestations, namely the lexical context and grammatical context. Lexical context refers to the lexical linguistic issues connected within a given polysemy word. In many cases, the structure in which the word occurs may have an effect on the meanings of a word and the linguistic structure that influences the word meaning is called grammatical context.

Cultural context is similar to the cultural settings to some extent in which a word, a phrase or a speech event is involved. Culture not only includes such material things as offices, buildings and schools, but also contains such non-material things as ideas, thoughts, customs, and languages. In conclusion, culture is way of living, which can be either interpreted from the entire ways of life of a society from a micro point, or be understood, from the ways of a nationality from a macro perspective.

Situational context can be said to mean the actual speech situation where a word or an utterance, or a speech event is involved. Situational context is considered to be the physical, relatively easily identifiable level related to such factors as what identity the participants are possessing, what the relationship is among the participants, and which language is chosen for them.

Context is closely related to the meaning of vocabulary, constituting an important orientation of vocabulary teaching. As Nida (1993) put it, "multiple meaning for words and phrases is inevitable. It would be completely impossible for a language to have a separate word for every entity event state, or characteristic and relation. Words can have distinct meanings only when they occur in certain contexts." Labov also cast some light on that: "Words have a habit of changing their meaning from one context to another." (Labov, 1973). Kramsch (1993) offered his support to the opinion by stating it clear that context, including linguistic and non-linguistic, cannot be separated from determining the meaning of a word. If the meaning of a word needs to be fully grasped, the context in which a word occurs should be taken a serious consideration, because the most essential feature and distinct meaning of the word cannot be found without referring to the context. Words, phrases and sentences become ambiguous in meaning or even neutral if there is no context. So it can be said that either linguistic context or extra-linguistic context makes a big difference on the determination of word meaning, especially the cultural context, a term originated and generated by Malinowski, is of special significance in deciding the actual meaning of words. The significance of context in vocabulary learning is obvious from two common sense observations (William Nagy, 1997:64): what a word means on any given occasion is mediated by many contexts in which it is used and such contexts provide considerable input from which Language users clearly pick up huge amounts of vocabulary knowledge, apart from any explicit vocabulary instruction they may receive.

In general, the context of an utterance includes two different innovations from different angles: 1) the situation in which an utterance is produced, creating the so-called situational context; 2) the surrounding language set up a linguistic environment which is called the linguistic context (Rod Ellis, 1994: 698). Here the linguistic context is the focus of discussion.

Lu Qiaoling (2001:32-4) made it clear that contextualization had been the major trend in the sphere of English vocabulary teaching. She came to the conclusion on the domain of vocabulary

teaching: new words should be presented and learnt in context to which students should turn to grasp the basic knowledge of context with the help of clues hidden within the context. As the positive side, it will facilitate the learners' transfer in a continuous setting from the transition of intentional learning to incidental acquisition.

As students from vocational college, they are confronted with a relative weak foundation and the importance of presentation modes stand out as an effective tool in helping them learn the target vocabulary. It has been proved that context and word list both have their advantages in presentation perspective, but which kind of mode is more appropriate for students from vocational college remains to be seen and a combined presentation mode is also possible if it is practical in applying it to the teaching process of vocabulary for them, which is the main focus of the author's study. As the research methods are limited and the restrict of the author herself, much emphasis has been put on the comparison between context and word list in the teaching process of vocabulary.

2.3.3 Presenting words in students' group work

Students' group-work is also an effective word presentation mode. Dewey (1943) held that some form of group work among students were of great significance to learning in the early twentieth century. Slavin (1995) also probed into Piaget and Vygotsky's (1978) developmental theories which put much emphasis on the significance of joint discussion aiming at solving problems among peers. Group work has been applied to the teaching area covering various participants penetrating into different ages by teachers in more than fifty countries.

Presenting words in students' group work is perceived to be a prosperous and valid vocabulary teaching strategy with which small units of students with different ranging ability levels to make a good use of a variety of learning activities to improve their comprehension of a target word. Within the group, students work with each other through common operation to achieve a common goal by the way of building up a collaborative relationship among participants. Each student in this group is responsible not only for himself but also for assisting partners in learning in an atmosphere of collaboration under the common goal of learning what to be taught as planned in the teaching objectives.

Some language teachers made great efforts to apply group work in their vocabulary

teaching process. Li (2006) and Wang (2002) made a great deal of research on how they used group work in class from a practical point of view, and made an introduction of some specific examples of group work learning to cast some light on a valid classroom arrangement.

2.3.4 Presenting words in stimulating guesses

The way of guessing with the help of context is extensively used now. It generally refers to inferring a word's meaning from the surrounding words in a written context. (Schmitt&McCarthy, 1997: 23-25)

Quite a few scholars approve of the method of making inference of words from contexts. Kruse (1987) advised making an introduction of vocabulary items in such a guessing way in order to enable students to make an inference or guess the meanings with the help of context or illustrations. She held that students were to be encouraged to make wise inferences about word meanings. What's more, Clark and Silberstein (1977: 145) made it clear that students were able to acquire a general understanding of a word which was unfamiliar if they went on with the process of reading.

It is quite possible to guess the word meaning with the help of context. On the other hand, the problem lies in that whether the process of memorization and retention of the words will be facilitated and as Anna (Schmitt, 1997: 238) pointed out, guessing from context did not necessarily end up with retention effect from the long time's perspective. She also made it clear that what it needed to infer the meaning of an unfamiliar word was not exactly what it took to reserve it in students' memory.

Mondria and Boer (1991) once launched a controlled experiment by comparing the effect of guessing and retention of words between what they called "pregnant contexts" and "non-pregnant context". "Pregnant context" made a supply of sufficient clues while non-pregnant with no clues respectively. It was found that words appeared in "pregnant contexts" were much easier to remember while they cannot be preserved in a time as long as guessing words from "non-pregnant contexts".

Jacoby and Begg (1979) also reached a similar conclusion by arguing that words, if guessed with more difficulty, will lead to a better effect since difficulty has something to do with processing, creating a more distinguishing memory trace.

From the above discussion, a conclusion can be naturally reached that guessing strategy has nothing to do with effective vocabulary retention, thus it cannot be applied directly to vocabulary teaching for Chinese students. But it cannot be denied that primacy of context in determining word meaning is obvious and contextual guessing is impossible to be thrown out. (Stahl and Fairbanks, 1986)

2.4 Empirical research on presentation modes at home and abroad

The research on presentation modes is relatively lagged compared with that on language teaching and learning. Oskarsson (1975, qtd in Hulstijn, 2003) presented Swedish learners of English with texts containing unfamiliar target words glossed either in English (monolingual glosses) or Swedish (bilingual glosses). The result of this experiment showed that words were better recalled when presented in bilingual glosses than words presented in monolingual glosses under an assumption that students were told in advance to be tested of their target word knowledge.

Then, Higa (1983) designed an empirical research on the topic of presenting related words and unrelated words through lists and concluded that learning words which were closely related was slower than learning words unrelated.

Higa's research was strongly sustained by Tinkham (1993) who compared related words shirt, jacket, sweater and pear, apricot, apple, peach, nectarine, plum with unrelated words car, rain, frog and mountain, flow, shoe, sky, mouse, television respectively. It could be concluded that words presented within a closely related meaning oriented relation were more difficult to be learned than unrelated words.

Schneider, Healy, and Bourne (1998) did a similar experiment according to Higa and Tinkham's research outcome. A further study was launched to find the comparison of difficulty between related words and unrelated words. The major findings of their research lay in that it was more difficult to learn unrelated words than learning related words. But on the other hand, the unrelated words had an incomparable advantage over related words from a long-term memory's perspective. In their study, it was also found that presenting words in semantic clusters did more harm than good in vocabulary learning.

Research on presentation modes in China is much later than that in western countries.

Taking elaboration and mental lexicon as the theoretical basis, Zhang and Wei (2004) carried out a research on presentation modes in which three different presentation modes were the research focus, namely presentation through word lists which means there is a lack of example sentences, presentation with example sentences offered by the teacher and presentation with example sentences provided by the research subjects themselves. It was concluded that retention was much higher when the example sentences were made by students themselves than provided by teachers. Under the influence of western researchers, Xiao (2005) tried to cast some light on how different presentation modes affect vocabulary learning for the second language learners. Three presentation modes were mentioned in her research, namely semantic clustering, represented by word list and expert pattern, thematic clustering represented by word lists and context and semantic and thematic clustering, represented by expert pattern and context. A conclusion has been reached that semantic and thematic clustering was effective in word learning process and compared with another two presentation modes, it was regarded as the best way to deal with the vocabulary memorizing. The limitation of the research lay in that the expert pattern adopted under semantic clustering and semantic and thematic clustering was not original and it was cited from other researches, resulting in a difficult application in practical vocabulary teaching and learning process.

After having a good review of research on presentation modes both at home and abroad, three discoveries have been made: 1) word list is most commonly used presentation mode in China, and Chinese researchers contributed themselves too much in the study of that presentation mode; 2) context stands out as an effective way to enlarge learners' knowledge, especially the background information; 3) previous studies have rarely combined two or more than two presentation modes together in the vocabulary teaching process.

As in the vocabulary teaching domain, Wang Zongyan (2001:1-3) made a pioneering study of English vocabulary teaching. He pointed out that quite a big number of books on English vocabulary learning and teaching have been published since 1980s and concuss on the importance of vocabulary learning has never been reached. He also pointed out four types of relationship need to be handled properly in the teaching process of vocabulary, namely the relationship between vocabulary and grammar, between pace and effect, between the teacher and the student, and between comprehensive reading and memorization.

Nie Long (2001:57-63) made a research on the comparison of the importance between vocabulary and grammar and found vocabulary teaching was more important than grammar teaching, especially advanced second language learners. Based on an especially analysis for intermediate and of the importance of vocabulary in language teaching, he pointed out it was necessary to add a course called "vocabulary teaching" to the teaching syllabus and emphasized the importance of context and the chunking of language in vocabulary teaching.

Li Liwen & Ren Changhui (2001: 40-42), Huang Kunhai (2002: 56-60), and Chen Xinren (2002: 27-31) launched an interview with several students, and discussed about what to teach and how to teach based on their own teaching experience.

Zheng Qingzhu (2001:69-71) put forward proper vocabulary-teaching methods for English majors at the very beginning phrase. He summarized nine language teaching methods which had been prevalent at his time and proposed a number of effective vocabulary teaching methods for different learning stages for English learners in China.

Li Liwen & Ren Changhui (2001:40-42) made use of qualitative method to shed some light on college vocabulary teaching by interviewing 30 students to describe students' attitude towards vocabulary learning strategies and vocabulary teaching methods.

Huang Yuanzhen (2001:430-436) carried out an experiment on word memory and made a conclusion that morphological motivation did have an important effect on lexical learning. Dong Yanping (2001:186-192) did an experiment to prove that direct learning is helpful to learners by adopting indirect vocabulary learning in the communicative approach to language which is taken apart from acquisition. Fan Lin & Wang Qinghua(2002:209-212) adopted a training program and demonstrated that categorization was beneficial to vocabulary memorization process. Zhang Qingzong & Wu Xiyan (2002:176-186) made an experiment on vocabulary teaching and learning and came to a conclusion that semantic processing in the process of direct vocabulary learning contributes to words' memorization and retention. Ke Wei&Dong Yanping (2001:352-358) launched a research to examine the effect context made on the direct learning process of vocabulary in second language learning and their experiment results indicated that comprehensible context facilitated memorization and retention of words from the perspective of meaning.

It is worth taking into consideration that Carter (1987) made some pieces of advice on

vocabulary teaching. He pointed out that 1) teaching vocabulary by the combination of comprehension and output is applicable to most language learners; 2) to language beginners, teachers should take a full advantage of adequate methods to facilitate their memorizing and retention process of vocabulary while to advanced learners, semantic association stands out as an effective method in teaching words which can facilitate the vocabulary acquisition process; 3) it is effective to boost learners' comprehension ability through guessing the word meaning with the help of context. Carter's contribution provided applicable and profitable enlightenments on vocabulary teaching which gives researchers, language teachers and learners a clue in special circumstances to facilitate vocabulary learning.

2.5 Theoretical foundation of vocabulary presentation

2.5.1 Information-processing mode of cognitive psychology

On the basis of Atkinson-Shiffrin's model of information processing, the first information to reach the sensory register is from the external stimulus level, and some information is forgotten while other information is initially processed, which then be temporarily stored in working or short-term memory, some of which is processed again to be strengthened into long-term memory by means of repeated rehearsal and coding. This memory model provides the question of how to enable the learning material to stay in the sensory and working memory and permanently store in the long-term memory with a clue as it is true that the target information finally passed on to long-term memory must travel through the sensory and working memory before it finally preserves in one's memory, generating an issue pursued by quite a big number of scholars. There are many theories as to the process of both facilitation of the memorization and the obstruction of forgetting in the sensory memory, short-term memory as well as the long-term memory.

Research on the issue of sensory memory made it clear that familiarity, significance and novelty could attract attention and thus could facilitate memorization (Slavin, 2004: 173-175). Working memory is believed to have a capacity of five to nine bits of information (Miller, 1956), so it is advised that the number of the new words taught each time shouldn't be too large to meet the capacity, which can be explained that presenting students with excessive new words will make a bad influence on the short memory, resulting in an interference of new information

processing and decoding in vocabulary teaching. It is believed that when confronted with various kinds of information, different memory effect could be produced for different people. Experience and research show that the information with knowledge in long-term memory that the working memory can accommodate as well as the well-organized information could enhance the capacity in working memory (Slavin, 2004, p.176). At the same time, forgetting occurs sometimes, preventing the transferring process of information from working memory to the long-term memory.

Students are demanded to retain most of the knowledge in the long-term memory learnt in class, however, what are the effective methods to promote and facilitate the long-term memory? Research demonstrates that state-dependent memory, semantic encoding, retrieval cue and active processing, multiple encoding, could provide convenience for long-term memory to such a great extent. Cook's experimental result proved that the most important factor influencing vocabulary memorization is how to present vocabulary, because the modes of vocabulary presentation play a decisive role in the depth of information processing. The deeper the information process is reached, the better effect of word memorization is facilitated. Bahrick reached a conclusion of three levels of cognitive vocabulary: repeating the words is the most superficial cognition, resulting in the worst effect of word memorization; If the words are put in sentences to observe and analyze their functions and collocations, deep-level cognition of the words will be got, hence effect of word memorization will be the best. (Cook, 1991: 40). From another aspect, acquiring vocabulary in context is a very effective way, which is reflected in many cognitive psychological experiments, justifying that context can enlarge the capacity of memorization bits (Wang Chuming, 1990: 141), so it is advisable to put complex words and ambiguous ones in contexts to learn and memorize. Bahrick also demonstrated that requiring vocabulary depends not only on recurring frequency but on the modes and skills of vocabulary presentation. Cognitive psychology believed that using language is the highest level of requiring vocabulary, especially reflected in modern research within which the acquisitive effect provides the best influence.

2.5.2 Elaboration theory

Elaboration theory (ET) is a model for sequencing and organizing courses of instruction. ET was developed by Charles Reigeluth in the late 1970s, which drew much attention upon the

cognitive research on instruction available at the time, in particular the work of Bruner, Ausubel, and Norman. As Reigeluth (1982) pointed out, the instruction based on ET needs to teach a few general, simple, and fundamental ideas which focus on selection, sequencing, synthesizing, and summarizing of subject-matter content. The ET theory also set some rules as to the usage of prerequisite sequences within parts of the simple-to-complex sequence, and a simple to complex sequence is previously supposed to result in a function of more stable cognitive structures, thus facilitating a more effective long-term retention and positive transfer is much more possible to happen under such a circumstances. The theory has been refined by Reigeluth by means of providing detailed procedures for the learners with a well designed of instruction, conceptually, procedurally, and theoretically. ET has been regarded as one of the best perceived theoretical development and fundamental innovations in instructional design (ID) in the past 15 years, which is heavily referred to and quoted by scholars and researchers.

In the field of vocabulary teaching in English, it is firmly believed that elaboration theory can be effectively utilized to such an important domain. When people are confronted with new linguistic information, inevitably some extra information which is called elaborating information will be added to the received input intentionally or unintentionally. As elaboration is a process during which newly received information and the information stored in the long-term memory are connected with each other so that the mnemonic representations of the new information can be enriched (Gui Shichun, 2000). There are such a various kind of things which can be elaborated, including inference, logic, examples, the continuum of information, and details added, and anything that can connect information.

As the importance and application possibility of elaboration theory, two issues stand out as the key factor in its application process in vocabulary teaching process, the first is the specific function elaboration performing in vocabulary store and retrieve, and the second is how to achieve a proper elaboration stage. The first question can be answered and interpreted from two aspects. On one hand, various and effective presentation methods play a significant role, during which process relevant information at such different levels as phonological, semantic, and syntactic aspects can be elaborated and this process is the basic endurance of target words' long-term memory with relatively complete lexical knowledge, providing an effective approach into the retrieval of the target words; on the other hand, to promote the retrieval of target

vocabulary, including all related linguistic items, elaboration, "on the one hand, provides more possible paths as the realization of spreading activation, and there are some other paths which can be chosen even when one of them has been blocked; On the other hand, it provides more information as well so that answers can be established" (Gui Shichun, 1991). A clue can be found in the author's research and experiment which may provide an answer to the second question.

Elaboration has long been regarded as an internal psychological process in the previous research, and in most cases, the behavior of elaboration is perceived to be unintentional. But on the other hand, it is believed that effectively designed circumstances and relevant activities can facilitate and promote learners' elaboration goal in the stage of presentation, which is obvious with appropriate presentation methods, especially in English vocabulary teaching, and ultimately learners' vocabulary knowledge can be advanced. Taking the example sentence into consideration, making example sentences can be a quite effective method in helping learner's realization of elaboration. Here is a comparison between providing prescribed example sentences and encouraging authentic example sentences to help learners realize effective elaboration. The result can be persuasive because authentic sentences require them to make example sentences keeping pace with their own actual school life experiences, encouraging learners to make a combination of the new lexical items with their own lives to achieve a final goal of effective elaboration, incentive memorization, and enhanced vocabulary learning and retention aim.

2.5.3 Input hypothesis

The Input Hypothesis is essential to Krashen's second language acquisition theories. To begin with, it makes a great effort to explain how we do acquire language. Krashen once made it clear to us that "Humans acquire language in only one way---by understanding messages or by receiving comprehensible input"(Krashen,1985). In other words, language acquisition lies much on going for a comprehension of what other people are saying. The learners are required to put much emphasis on meaning, instead of on form. If a learner comes across a meaningful oral speech and tries to understand it, acquisition is likely to occur. If a learner puts his or her attention only on the forms of language, the acquisition process will be reduced to a failure. Second, it also makes an attempt to cast some light on an explanation of how a learner make progresses in acquisition, just as Krashen's provision as a model like this:" We progress along

stage-structures according to a natural order by understanding a special kind of input containing structures at our next level, which is a bit beyond our current level of competence." Assume the current level as "i", and the next stage should be "i+1", which is a little bit beyond the current level. With the help of context, learners can grasp the meaning of language containing unlearned grammar combined with a good knowledge of extra-linguistic information, previously acquired and stored linguistic competence, and the background knowledge.

2.5.4 Standard model of memory

2.5.4.1 Sensory memory

As the first procedure in information-processing sequence (Klatzky, 1984), the sensory memory presents information in a literal, unanalyzed form. Most of the information temporarily stored in this way disappears very rapidly because it cannot be closely related to the current target goals. But the processes, although rapid, takes a measurable amount of time to combine such a various kind of processes, including receiving new information, recognizing it, and deciding whether to handle it to a more extensive treatment. The sensory memory performs the function which is invaluable because it can preserve the information long enough in preparation in which more extensive processing will be initiated.

2.5.4.2 Short term memory

The second type memory is traditionally defined as short-term memory, in short for STM and it can also be taken as working memory from another point of view. Sensory memory almost has no effect on our conscious experience of the instant moment and what makes the conscious aspects of mind, namely the internal thoughts and fleeting impressions effective were such a kind of memory represented as short-term memory. Short-term memory was defined as the active contents of mind, which was typically conceived in psychological theory as the by-products, or end results, of a perceptual analysis (Bjork, 1975). A more inclusive term, as mentioned above to be working memory, was used to cast more light on the internal machinery using for the collectively selecting short-term memories, maintaining them in an active state at the meantime, and at last underlining most functioning from a psychological aspect. STM is much limited in

size to some extent. It makes a preservation of information for such a short time after having been entered into memory or refreshed, which differs from sensory memory as in this way storing inputs in these systems prevent it from being cleared up under the influence of new sensory stimulation. A widely known paper by Miller (1956) once put emphasis on the capacity of short-term memory and pointed out it was approximately to be seven plus or minus two items or chunks of information. In other words, students' retention can be increased by putting a group of different single pieces of information into larger units, and this process is known as chunking. Chunking facilitates it as it is possible for students to make a rearrangement the incoming information in such a meaningful or familiar pattern to the subject by processing components of working memory, which is perhaps bound up with the perceptual memorizing process.

2.5.4.3 Long term memory

Long-term memory, in short for LTM, contributes most to human memory which can also be called permanent memory. It functions as a warehouse of our knowledge and provides storage of our experiences in it. LTM held all of the information we had retained from the past that was not currently active (that was, in working memory) (Carroll, 2000). Compared with the number of sensory memory and short term memory, it possesses a larger amount of information indeed and the knowledge stored in LTM can be further subdivided into various ways. In particular, psychologists have found it necessary and possible to make a distinction between concepts and the linguistic labels for these concepts, such as to differ abstract concept, represented by some words referred to love, emotion, relation, etc and concrete concept represented by desk, bed, etc. This knowledge can also be divided into general knowledge and personal experiences respectively represented by the rules of grammar and some fantastic experiences as happened in the childhood. Another distinction could be made between conceptual knowledge that was not tied to any particular sense (a table was used for eating and made of wood) and knowledge that was more closely tied to the senses (how one's own table looks from a particular perspective and distance) (Cui, 2005). The information in the LTM can also be divided into an accumulation of both verbal and non-verbal experiences that people have experienced in their different stages of lifetime. These memories are used to understand and interpret new experiences, which, in turn, might later be increased to one's storage of information. Long-term memory is a constant process,

creating an everlasting course modified and enhanced through experience.

Chapter Three Methodology

3.1 Questions

The present study aims to investigate a better English word presentation mode for vocational college students from both theoretical thinking and empirical research in the domain of word list presentation mode and context presentation mode. This study aroused more English teachers to pay more attention to English vocabulary teaching, because a better vocabulary presentation mode would facilitate students' effective vocabulary learning. Therefore, three research questions were put forward as follows:

1. Is there a close relationship between presentation modes and the vocabulary teaching effects and learning results?
2. Which word presentation mode is more effective to arouse student' vocabulary learning interest, the word list presentation mode or the context presentation mode?
3. Which word presentation mode produces better vocabulary teaching results from the perspectives of both long-term memory and short-term memory, the word list presentation mode or the context presentation mode?

3.2 Subjects

The subjects are 82 students from Class One and Class Two of Computer Communication major in Shandong TV University. In Class one, the students will be taught new words of each unit with the help of word list presentation mode, while in Class Two, the other mode, namely the context presentation mode, is adopted to teach them new words of each unit in their textbooks. However, how can we ensure these two classes are almost on a parallel level with basically the same vocabulary learning competence? To solve this problem, two parallel average classes were chosen which were established according to their college entrance examination results. In addition, these 82 subjects participated in a pre-test about vocabulary proficiency (see Appendix One) which was 50 words-items chosen randomly from the College Entrance Examination Syllabus of English Vocabulary (Shandong, 2010).

Moreover, in the actual teaching process, the same teaching material is to be adopted --- New Times College English (Second Edition) Book Two edited by Professor ZangJinlan and Professor MaMaoxiang. It was published by China Petroleum University Press in 2008. Identical teaching periods of the whole term containing equal durations of each class hour will be taken in order to produce the most credible research results. Because the study is focusing on investigating whether different presentation modes will lead to different vocabulary teaching effects, there are not special requirements for the subjects except that they are balanced in English learning proficiency and age.

3.3 Instruments

3.3.1 Pre-test

A pre-test was carried out at the outset of the research to make sure that the subjects of the two classes are of a basically same level, that is to say, there was no significant differences in their current vocabulary proficiency between these two classes.

According to the College Entrance Examination Syllabus of English Vocabulary (Shandong, 2010), high school graduates are required to grasp a vocabulary of about 3500 words. Undoubtedly, these words have been learned by all Shandong Province students who have completed high school and they are regarded as the essential condition of college English learning. The pre-test (see Appendix One), which served as the starting point of the study, consists of 50 words that were randomly chosen from the above mentioned syllabus.

3.3.2 Post-tests

At the end of the research process, the first post-test (see Appendix Two) was given out in both classes. It was to compare the learning results of these two classes in a particular word presentation mode. All the target words employed in the test were those words which these subjects had learned in this semester.

Four months later, the second vocabulary post-test (see Appendix Three), which selected the same target words with the first post-test but different items, was carried out to check the long

term acquisition effect of the target words. Researcher intended to probe into a fact that whether the vocabulary teaching effect was similar both in a short term and a long term, through comparison of the two vocabulary post-tests. Therefore, a favorable conclusion could be reached more objectively and more credibly.

These two post-tests employed the same scoring criteria so as to make sure the effectiveness of the research can be reached.

3.3.3 Questionnaire

At the end of the teaching process, a questionnaire (see Appendix Four) was handed out for the subjects to complete in order to collect data about their attitudes towards the particular vocabulary presentation mode. The questionnaire was in Chinese, which was easy for subjects to answer and for the researcher to analyze. The data was treated with SPSS 13.0 (Statistical Package for Social Science) in order to know about students' attitudes toward the present vocabulary teaching and whether or not the current presentation mode is conducive to their vocabulary acquisition effect. Thereby, the questionnaire is of assistance to the researcher to explore a more convincing and forceful finding.

3.3.4 Interview

With the interview the researcher could get useful explanations for some qualitative findings. Subjects' answers to the interviewed questions were intended to gather extra useful information in relation to the research questions. Different from the pre-test and the post-test, the interview provided supplementary information for the research conclusion on a subjective level. The researcher determined to talk to them separately in case they would be affected by others. Before they answered, they were informed that what they said would not affect their test results or any other evaluation. They were encouraged to speak out their real thought. The interviews were conducted in Chinese and lasted about five minutes in a relaxing atmosphere so as to answer these questions from their heart with an earnest attitude.

3.4 Procedure

This research was conducted from February to October, 2012. The subjects in the study were 82 freshmen from Class One and Class Two, Computer Communication major, Shandong TV University. In Class one, the new words of each unit were taught in word list presentation mode, while in Class Two, the other mode, namely the context presentation mode, was adopted to teach them new words of each unit in their textbooks.

Three tests were held before and after the research period respectively, namely one pre-test and two post-tests. A vocabulary pre-test was carried out at the outset of the research. It consists of 50 words that were randomly chosen from the College Entrance Examination Syllabus of English Vocabulary (Shandong, 2010). The subjects were required to write down either their Chinese translations or English synonyms of these words, as Nation (1990) once asserted, which was the best way to recognize word meaning.

There were two points that the author informed the subjects before the teaching process, which was very conducive to running smoothly for the research. First of all, different vocabulary presentation modes would be adopted in this term for the two classes. Class One adopted word list presentation mode, while Class Two employed context presentation mode. If any subject planned to preview a new unit in advance, please cooperate with the researcher's whole teaching process to ensure the research's objectivity. In the end of this semester, a vocabulary test would be carried out to check the acquisition effect of each class to make a comparison. When previewing a new unit, subjects in Class One who were taught in word list presentation mode could look through the word list behind the text. While subjects in Class Two who were taught in context presentation mode could look through the text more than once.

Secondly, the researcher should help subjects set up an idea that no matter which presentation mode has its own special advantages, it would produce a good result as long as much effort was made. The key was not to choose a certain presentation mode, but to persist a long time. Therefore, subjects were required just to cooperate with the researcher and make their own efforts.

The word list presentation mode was employed in Class One. At the very start of a new unit, subjects were required to turn to the page which displayed new words of this unit after

conducting the necessary warm-up. Then the researcher taught these words one by one. Some relevant information was taught such as the pronunciation, part of speech, Chinese meaning, collocation, basic usage, synonym or antonym and so on. The researcher told them all the relevant knowledge directly without providing context or even an example sentence. After teaching the words, text was taught focusing on the main idea, writing style, structure as well as long and difficult sentences and the translation of them. Subjects were demanded to review these new words through the word list and their supplementary notes.

The context presentation mode was adopted in Class Two. Subjects were required to turn to the page which displayed the text of this unit after conducting the necessary warm-up. Then the researcher played the audio resources of the text. Subjects were asked to read the text for about five minutes to have a general idea of the text. At that time, the researcher introduced the background of the text and some cultural common sense mentioned in order to assist subjects in understanding the text. Since new words were printed with different color in the text, the researcher could pay attention to every new word easily. The first thing these subjects needed to do was to guess the meaning of every new word. The researcher provided much more directions for subjects to help them guess the meaning. Sometimes the researcher presented different sentences which contained the new word. The researcher could also display a new sentence which contained the synonym of the new word. By these kinds of useful context, subjects could guess the meaning of the new word. In addition, some words with the similar meaning to the new word were taught through example sentences. Thus, the subjects were assisted in forming a general and comprehensive impression of the new word. At last, subjects were asked to read the text intensively and paid more attention to all the new words of this unit with the purpose of consolidating these new words in a context.

The first post-test was carried out at the end of the semester, which consists of five vocabulary item types with ten items for each type. These five item types are as follows: (1) Match the word in Column A with the explanations of Chinese or English in Column B. (2) According to the given initials, you are required to write down relevant English words which correspond with the given part of the speech and the Chinese meaning. (3) You are required to choose a correct answer from the following three English descriptions to explain the underlined word in the example sentence. (4) You are required to choose a correct answer from the

following four options which has the same or similar meaning with the underlined word in the sentence. (5) There is one word missing in every sentence, please choose the best answer from A, B, C or D to complete it according to the meaning of the sentence. All the target words employed in the test were chosen randomly from these nine units of Book 2, the textbook of this term.

At the end of the teaching process, a questionnaire was completed by the subjects. It was divided into two parts: personal information and viewpoints on vocabulary learning. In part two, the author designed 10 statements to collect the subjects' opinions on vocabulary learning and the answers to the questions were separated into 5 levels (these levels are modified from Version 7.0 [EFL/ESL] R.L Oxford. 1989 in He, 2002, 197) which were (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. The data was calculated and analyzed through SPSS 13.0.

In the interview, four subjects stratified sampling from each class were chosen to answer my oral interview questions in the last days of the teaching process. Questions about vocabulary teaching and learning as well as the present vocabulary presentation mode were answered by eight subjects, who were expected to answer these questions from their heart with an earnest attitude. The outline for the interview (see Appendix Five) is referred to questionnaire about English learning strategies for Chinese students by Guyongqi, with the researcher's teaching practice.

Four months later, the second post-test was put into practice, which selected the same target words with the first post-test, but different items. The marking criterion of these two post-tests was identical.

Chapter Four Data collection and analysis

In the previous chapter, along with the design and methodology of the research, the two vocabulary presentation modes have been displayed. During the teaching practice, the researcher employed different instruments to collect relevant data. This chapter will focus on the collection and analysis of the data with the help of software SPSS19.0.

4.1 Data collection and analysis of pre-test

To ascertain whether the freshmen subjects involved in the research have the similar vocabulary level, a pre-test (see Appendix One) was carried out at the outset of the research. The test papers were collected by the researcher and the number of the correct items for each student was put into computer. The full score of this pre-test was 50 points, one point for each word. If the answer is right, one point will be scored; if the answer is wrong or vacant, no point will be got. Then the researcher scored the mean, standard deviation and some other data reports of each class to estimate the vocabulary level of the two classes. The scores were analyzed with SPSS 19.0 Independent-Sample T-Test. These relevant data information was shown in Table 4.1.

Table 4.1 Means description of pre-test

Case Processing Summary						
Pre-test	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Class One and Class Two	82	100.0%	0	.0%	82	100.0%

Report					
Class	N	Minimum	Maximum	Mean	Std. Deviation
Class One	42	9.00	42.00	23.643	6.771
Class Two	40	10.00	41.00	24.125	6.984
Total	82	9.00	42.00	23.878	6.837

Based on the statistics we had already got in Table 4.1, we went a step further to run a T-test to see whether Class One and Class Two differ significantly in their vocabulary proficiency. The results were shown in Table 4.2.

Table 4.2 Descriptive Statistics of the Vocabulary Pre-test**(a) Group Statistics**

Class	N	Mean	Standard Deviation	Standard Error Mean
Class One	42	23.6429	6.77089	1.04477
Class Two	40	24.1250	6.98419	1.10430

From Table 4.2(a), we could come to the conclusion that there was not a big difference of the mean score between the two classes (23.6429 for Class One and 24.1250 for Class Two).

(b) Independent Samples Test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	.334	.565	-.317	80	.752	-.482	1.519	-3.505	2.541
	Equal variances not assumed			-.317	79.486	.752	-.482	1.520	-3.508	2.543

From Table 4.2(b), since $F=0.334$ and Sig. value $P(0.565) > \alpha(0.05)$, equal variances are assumed. Thus we got the result of the t-test for equality of means: Sig. value $P(0.752) > \alpha(0.05)$. Therefore, there was not a significant difference in their vocabulary proficiency between the two classes at the beginning of the research.

Judging from the Table 4.2, we found that the results suggested by the statistics were not optimistic. The results indicated that these freshmen had a basic yet unsatisfactory command of English vocabulary, or in other words, they had an infantile vocabulary and an adult mentality. To enhance their vocabulary proficiency suitable to their identity as advanced adult English learners, there was a long way to go and a vast amount of work to do for both teachers and the students themselves.

4.2 Data collection and analysis of post-tests

At the end of the teaching process, two post-tests were carried out to verify the teaching

effect with the help of word list presentation mode and context presentation mode. To have a complete and effective knowledge of these subjects' vocabulary acquisition, two post-tests, i.e. a short term post-test and a long term post-test, were put into practice. The short term post-test was conducted to measure the acquisition of target words in short term memory, while the long term post-test was designed to inspect the acquisition of the target words in long term memory. Both of the tests were done during class time to ensure the validity of the research.

4.2.1 Data collection and analysis of the short term post-test

In the later period of teaching process, the short term post-test (see Appendix Two) was implemented on an English class in June. It consists of five vocabulary item types with ten items for each type. All the target words employed in the test were those words that these subjects had learned in the last term in a particular word presentation mode. They were chosen randomly from these nine units of Book 2, the textbook of this term. The full score of this test was 50 points, one point for each word. If the answer is right, one point will be scored; if the answer is wrong or vacant, no point will be got. Then the researcher scored the test and made some data reports of each class adopting SPSS 19.0 to estimate the teaching effect in a short term. The scores were analyzed by Independent-Sample T-Test and shown in Table 4.3.

Table 4.3 Independent Samples T-test of the Results of Short Term Post-test

(a) Descriptive Statistics of the Short Term Post-test

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Class One	42	35.691	5.820	.898
Class Two	40	30.325	6.646	1.051

From Table 4.3 (a), we get the mean score for Class One ($M=35.6905$) and the mean score for Class Two ($M=30.3250$). Judging from these two figures, there is a difference of 5.3655 points between these two groups.

(b) The Independent Samples Test of the Results of Short Term Post-test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Short Term Post-test	Equal variances assumed	2.458	.121	3.894	80	.000	5.365	1.378	2.623	8.108
	Equal variances not assumed			3.881	77.466	.000	5.365	1.382	2.613	8.118

From Table 4.3 (b), since $F=2.458$ and Sig. value $P(0.121) > \alpha(0.05)$, so equal variances are assumed. Accordingly, we get the Sig. value $P(0.000) < \alpha(0.05)$. That is to say, the difference between these two classes in the short term post-test is significant. In other words, the word list presentation mode adopted by Class One is more effective than the context presentation mode employed by Class Two from the perspective of short term memory.

4.2.2 Data collection and analysis of the long term post-test

Four months later after the short term post-test, the long term post-test (see Appendix Three), which had the same item types as the first post-test but different target words, was carried out to inspect the long term acquisition effect of the target words in October. We assured to choose those who have taken part in the first vocabulary post-test as our subjects. We meant to probe into a fact that whether or not the vocabulary teaching effect was similar both in a short term and a long term, through comparison of the two post-tests. The long term post-test applied the same scoring criteria as the short term post-test. The following statistical report shown by Table 4.4 was an analysis about the long term post-test realized with the help of SPSS 19.0.

Table 4.4 Independent Samples T-test of the Results of Long Term Post-test

(a) Descriptive Statistics of the Long Term Post-test

Group Statistics				
Class	N	Mean	Std. Deviation	Std. Error Mean
Class One	42	26.310	5.340	.824
Class Two	40	29.850	6.266	.991

From Table 4.4 (a), we got the mean score for Class One (M=26.310) and the mean score for Class Two (M=29.850) in the long term post-test. Judging from these two figures, there was a difference of 3.54 points between these two groups and the mean score of Class Two was higher than that of Class One. To a certain extent, the result of the long term post-test was contrary to that of the short term post-test. We made a further analysis integrated with the result of the independent sample test.

Table 4.4 (b) The Independent Samples Test of the Results of Long Term Post-test

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Long Term Post-test	Equal variances assumed	3.471	.066	-2.758	80	.007	-3.540	1.284	-6.095	-.986
	Equal variances not assumed			-2.748	76.703	.007	-3.540	1.289	-6.106	-.975

From Table 4.4 (b), since $F=3.471$ and Sig. value $P(0.066) > \alpha(0.05)$, so equal variances are assumed. Thereby, we get the Sig. value $P(0.007) < \alpha(0.05)$. That is to say, the difference between these two classes in the long term post-test is significant. In other words, the context presentation mode employed by Class Two is more effective than the word list presentation mode adopted by Class One from the perspective of long term memory. We paid attention to the contrary result of these two post-tests. Accordingly, a further comparison and analysis of the short term post-test and the long term post-test was extremely needed.

4.2.3 Comparison of the two post-tests

Since the analysis results of the short term post-test and the long term post-test were different even contrary, the researcher made a further vertical comparison about these two post-tests. Only by this way, a complete and credible conclusion could be obtained. The researcher employed the statistical method of paired sample t-test to analyze the data of each class at different time.

First of all, the researcher made a comparison for Class One of short term post-test and long term post-test. The relevant statistical report which could indicate the difference of vocabulary acquisition effect in a short term and a long term for Class One was shown in Table 4.5.

Table 4.5 Paired Sample T-test for Class One

(a) Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Class One	Short Term Post-test	35.691	42	5.820	.898
	Long Term Post-test	26.310	42	5.339	.8240

(b) Paired Samples Correlation				
		N	Correlation	Sig.
Class One	Short Term Post-test & Long Term Post-test	42	.811	.000

From Table 4.5 (b), correlation = 0.811, Sig. value $P(0.000) < \alpha(0.05)$, we could reach such a conclusion that there was a significant correlation between the data of short term post-test and that of long term post-test. Therefore, the paired sample T-test could be employed to go a further step on comparison the target words learning effect of Class One in short term memory and long term memory.

Table 4.5 (c) Paired Samples Test									
		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Class One	Short Term Post-test - Long Term Post-test	9.381	3.457	.533	8.304	10.458	17.588	41	.000

From Table 4.5 (c), Sig. value $P(0.000) < \alpha(0.05)$, so there is significant difference between the short term post-test and the long term post-test for Class One. That is to say, the short term

target words learning effect had a great deal of difference from that of the long term. The mean score was 9.381, which showed that the mean difference between the short term and the long term was 9.381. Moreover, the mean score of the long term post-test was higher than that of the short term. From the above description, we could state clearly that the target words learning effect couldn't remain a long time period. In other words, the word list presentation mode was not in favor of long term memory.

Secondly, the researcher made a comparison for Class Two of short term post-test and long term post-test. The researcher adopted the same method to probe into a fact that whether or not there was significant difference between the short term and long term post-tests for Class Two. The relevant statistical report was presented in Table 4.6.

Table 4.6 Paired Sample T-test for Class Two

(a) Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Class Two	Short Term Post-test	30.325	40	6.646	1.051
	Long Term Post-test	29.850	40	6.266	.991

(b) Paired Samples Correlation				
		N	Correlation	Sig.
Class Two	Short Term Post-test & Long Term Post-test	40	.908	.000

From Table 4.6 (b), correlation = 0.908, Sig. value $P(0.000) < \alpha(0.05)$, we could draw a conclusion that there was a significant correlation between the data of short term post-test and that of long term post-test for Class Two. Thus, the statistical method of paired sample T-test could be used to make a further research on comparison the target words learning effect of Class Two in short term memory and long term memory.

(c) Paired Samples Test

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Class Two	Short Term Post-test - Long Term Post-test	.475	2.792	.441	-.418	1.3687	1.076	39	.289

From Table 4.6 (c), Sig. value $P(0.289) > \alpha(0.05)$, so there is not significant difference between the short term post-test and the long term post-test for Class Two. That is to say, the target words learning effect in a short term was basically the same as that of a long term. Furthermore, the mean difference between the short term and the long term was 0.475, which was so insignificant that we could even neglect it. These results turned out that the target words learning effect could remain a long time period to some extent. In other words, the context presentation mode was conducive to vocabulary acquisition compared with the word list presentation mode from the perspective of long term memory.

In order to have an intuitive impression about the mean score of the short term post-test and the long term post-test about the two classes, the researcher drew up a table to present these data information. Thus the researcher made a further analysis to come to a conclusion. The following table 4.7 was the mean score summary report.

Table 4.7 The Mean Score Summary Report

<div>Post-test</div> <div>Class</div>	Short Term Post-test	Long Term Post-test	Mean Difference
Class One	35.691	26.310	-9.381
Class Two	30.325	29.850	.475

From Table 4.7, we had an intuitive knowledge of the mean score of these two classes both the short term post-test and the long term post-test. In the short term post-test, the mean score of Class One was 35.691, while that of Class Two was 30.325. Obviously, the mean of Class One was higher than that of Class Two. That is to say, the word list presentation mode adopted by

Class One in the teaching practice was more effective than the context presentation mode from the perspective of short term memory. For the same reason, the context presentation mode employed by Class Two in the research process was more useful than the word list presentation mode for these subjects from the long term point of view, for the mean of Class One was 26.310 while that of Class Two was 29.850.

The researcher paid much attention to the mean difference of each class. The mean difference of Class One was -9.381, which demonstrated that the learning results of these subjects of Class One had decreased to a great degree. Thus the researcher came to a conclusion that the word list presentation mode was not helpful for the long term memory. The subjects had forgotten a great many of these target words after a long term. Certainly, other subjective factors were not taken into consideration. The mean difference of Class Two was 0.475, which indicated that the learning effect of these target words for Class Two remained basically unchanged. In other words, the context presentation mode was more favorable to the learning effect for these subjects from the perspective of long term memory, i.e. the context presentation mode was beneficial to these subjects for the target words learning effect.

4.3 Data collection and analysis of questionnaire

At the end period of the teaching practice, a questionnaire was conducted for the subjects to complete in order to collect data and information about their attitudes towards the particular vocabulary presentation mode. The questionnaire was in Chinese, which was easily to answer for subjects and to analyze for the researcher. It was divided into two parts: personal information and viewpoints on the present vocabulary teaching and learning. In part two, the author designed 10 statements to collect the subjects' opinions and the answers to the questions were separated into 5 levels which were (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree. The data was calculated through SPSS 19.0 in order to know about students' attitudes toward the present vocabulary teaching and whether or not the current presentation mode is conducive to their vocabulary acquisition effect. The mean score of each item was reported in Table 4.8.

Table 4.8 The Statistical Data Report of Questionnaire

Item	Mean Score of Class One	Mean Score of Class Two
1	4.3450	3.0126
2	3.2118	2.9653
3	4.5214	3.6522
4	4.3610	2.9749
5	3.1335	3.4430
6	2.8755	4.3248
7	3.2057	4.1220
8	3.1006	4.1286
9	4.0163	3.8753
10	3.9187	4.5420

From Table 4.8, some mean scores of Class One were higher than those of Class Two, while others were just opposite. The researcher analyzed each item one by one in order to probe some useful information in details.

For Item 1, the mean score of Class Two was a bit higher, which showed the students had more interest in the relatively new presentation mode. These subjects in Class Two would not have much pressure without the word list in each unit. They needn't to face so many new words at first when coming into a new unit. Furthermore, they had many guessing chances, which increased the interest of learning a new text for them.

For Item 2, the mean scores of the two classes were basically equal. Thus it can be seen that students didn't have a high enthusiasm for previewing a new unit. Their study initiative was not so strong, which from a certain aspect reflected the research relied mainly on the teaching process on classes instead of on the students themselves. Therefore, the research was of high credibility.

For Item 3, the mean score of Class One adopted the word list presentation mode was higher than that of Class Two. Undoubtedly, students in Class One adapted to the word list

presentation mode from early on so that they could keep pace with the teacher's teaching practice. Whereas students in Class Two showed up some uncertainty and slowness especially in early period, they needed some time to get used to the new mode. They could not understand the content of the text yet in the early days. However, the mean score of Class Two was not so low that there was a significant difference between the two classes. We could find the answer from Item 8. The mean score of Class Two was higher for this item, which indicated that students in Class Two had a large amount of reading. Due to the reading amount, students could follow the class gradually.

For Item 4, students in Class One thought they could remember target words more effectively, which confirmed the result of short term post-test. Students would have a systematical knowledge of target words after the teacher's word list presentation process. They had known about the various forms, useful phrases and collocation about each target word in class. Therefore they could remember the spelling and meaning of the target words without a lot of efforts after class. Students in Class Two paid much attention to the context of target words and other expressions including the target words. As a result, they could not have a high efficiency without extra efforts compared with students in Class One.

From the mean score of Item 5, we could say that students in both the two classes had not a good study initiative and enthusiasm and they grasped the target words through the learning and memory in class, which verified the research process the same as Item 2, for the irrelevant variable, i.e. the subjects' subjective endeavors was not much enough to influence the research process and result. In other words, the research object, namely the vocabulary presentation modes were of much importance to students' vocabulary acquisition. Thus this research had much more meaning and value.

For Item 6, the mean score of Class Two employed the context presentation mode was apparently higher. Combined with the interview, students in Class Two had a deep impression on the usage of target words and their existence context instead of the spelling or form. Thus subjects could remind of the basic usage of these new words upon meeting with them.

For Item 7, the mean score of Class Two was much higher than that of Class One the same as Item 6. The reason of Item 6 could explain this item as well. Furthermore, students in Class Two had more chances of making sentences and appreciating example sentences, which

increased their confidence and competence of using target words. The chances in class played a role of strong foundation for these students to consolidate their language performance.

The result of Item 8 was similar to the above two items. Since students had increased their language performance, they had confidence and courage to come into contact with extra reading materials. The more they read, the stronger their language competence will be. This is a kind of positive reinforcement for these students.

For Item 9, the mean score of Class One approximated that of Class Two. Students in Class One remembered many target words, especially their spelling and collocation, which was the basis for enhancing English comprehensive abilities. While students in Class Two grasped the usage and existing context of target words, this was a marvelous gain for students' long-term benefit in terms of English proficiency. On the whole, the two presentation modes promoted the students' English vocabulary learning.

For Item 10, the mean score of Class Two was a little higher than that of Class One. Students in Class Two adopted the context presentation mode felt the interest and meaningfulness of the class. They had confidence in using the target words, with facility in English reading. Their English comprehensive performance had been enhanced to a great extent. As for the spelling of target words, they could make some efforts after class, which was not tough in comparison with the usage of target words. The degree of satisfaction in Class One was not as high as Class Two. On one hand, students accepted the effect of remembering target words and their various forms as well as the useful phrases. Thus they had a sense of achievement and satisfaction in a short term, meanwhile the English foundation was consolidated, for words were the basis for anyone who wanted to learn English well just like the bricks for a building. On the other hand, students couldn't handle the target words skillfully. As a result, their comprehensive performance would decrease, for words did not exist in isolation. Besides, students had been used to the word list presentation mode for a long time. They anticipated to accepting a new mode. From the above, the researcher considered inverting the word list presentation mode into the context presentation mode in Class One.

4.4 Data collection and analysis of interview

An interview was conducted to gather extra useful information in relation to the research

questions. Four subjects stratified sampling from each class were chosen to accept my oral interview in the last days of the teaching process. The researcher briefly analyzed the results from all their answers.

For the first question, interviewees in Class One said that they had a systematical knowledge of target words with the help of the word list vocabulary presentation mode in the last term. Therefore, they could remember the target words without a struggle. Only in class could they remember more target words than usual due to the repeat of the target words and comparison with other similar words. The word list presentation mode was professional in remembering new words and their collocation. Interviewees in Class Two focused their attention on the context of the target words in class. They needed extra efforts in remembering new words after class. However, without much study enthusiasm and initiative, they didn't make much effort. This result confirmed the data of the short term post-test.

For the second question, students in Class Two showed up much passion because they had more confidence in reading some English materials no matter in class or after class, which was attributed to the training in class. They often read the 21st Century and China Daily. Through these efforts, they increased the comprehensive competence. Whereas students in Class One didn't read extra materials after class, they even had not interest and confidence in these reading materials. Much of their attention was paid to vocabulary rather than a whole passage.

For the third question, students in Class One would look up the dictionary upon meeting a new word. Little chances would they guess the meaning of a new word according to the context, except those words that were formed by a familiar root and a known affix. While students in Class Two had a tendency to guessing the meaning of the new words in accordance with the context of the passage and background knowledge of both culture and language. They would not be afraid of meeting a new word in the reading process. They would look up the dictionary only when they couldn't guess the meaning of some new words that would affect their understanding of the whole article.

For the fourth question, six of the eight students said that they had adapted to the present vocabulary teaching and had gained a lot through the cooperation with the teacher in the last term. One student in Class One said that he wanted to change the present vocabulary teaching and focused much attention on the usage of target words to enhance the comprehensive

performance of his English. Another student in Class One said that she very appreciated the teaching practice of the last term, but she intended to invert into the text analysis and creation of passages which contained the target words they had learned.

4.5 Summary

In this chapter, the researcher analyzed the statistical data through the process of SPSS19.0. The researcher made a comparison between the short term post-test and long term post-test to find out whether there was a significant difference between the two post-tests. The results of the questionnaire and the answers of the interview provided forceful evidence and extra explanation for the results of the research. From the data of these tests and the face-to-face interview, the researcher could answer the questions mentioned in the beginning of chapter three and had a complete grasp on the word list presentation mode and the context presentation mode. The context presentation mode could arouse more interest of students in learning target words and the new text. Students appreciated the relevantly new mode compared with the word list presentation mode. As for the vocabulary acquisition effect, the word list presentation mode was so professional on this aspect that it produced a better result in the short term post-test. This mode could increase students' efficiency of remembering new words and reduced their efforts after class. However, students forgot target words in a period of time. On the contrary, the context presentation mode produced a better result in the long term post-test compared with the word list presentation mode. Besides, students did not forget these target words once they had grasped them. So from the perspective of long term memory, the context presentation mode was conducive to grasping the target words for these students, while the word list presentation mode was favorable to the short term memory. Students needed to make extra efforts to review them constantly so that they could remain the memory of target words. The researcher should add one point that the context presentation mode was beneficial to using the target words for students and increasing their reading ability with effect.

Chapter Five Conclusion

5.1 Major Findings

In this study, the researcher found out a better presentation mode which could facilitate the vocational college students' vocabulary acquisition from the word list presentation mode and the context presentation mode. After the careful experimental design and systematic analysis of the statistic data, the researcher gets to the following findings:

Firstly, in English vocabulary teaching and learning, indeed there is a close relationship between presentation modes and the vocabulary teaching effects and learning results. Different presentation modes surely produced different vocabulary learning and retention effects, i.e. students had different mastering of the target words by utilizing the word list presentation mode and the context presentation mode.

Secondly, the students' interest in vocabulary learning by adopting the context presentation mode has been aroused. In the process of the context presentation mode, students' reading capability has been greatly increased, and for another, this mode facilitated the vocabulary learning competence of these students. Besides, learners' confidence of vocabulary learning was enhanced, and then the learning efficiency has been promoted.

Thirdly, subjects taught in word list presentation mode showed a better result in the short term post-test. Therefore, the word list presentation mode is an effective mode in vocabulary learning from the short memory perspective, because this mode can assist learners in acquiring a large number of new words in a short time. However, the words gained in this mode are easy to be forgotten after a long period of time. While, subjects taught in context presentation mode showed a better result in the long term post-test. Thus it is an effective mode in memorizing words for a long time.

5.2 Implications and Suggestions

Considering that our study was carried out in practical English teaching, we got the following implications and suggestions for teachers and students respectively.

5.2.1 Implications for teachers

Teachers' role in vocabulary presentation should be reinforced. For a very long time, it has been believed that teachers' role in vocabulary presentation is to inform students the word's pronunciation and meaning. It seemed that there was no difference in how to present a target word. And nowadays, our findings put forward a different opinion: presentation does influence students' vocabulary learning. And this finding should be applied to the EFL teaching in China. Teachers' role should be paid due attention.

When confronted with such a great number of new words, students are apt to fall into a dilemma if teachers are not quite sure about which presentation mode to choose. As is well-known to us, learning English is quite a long habit-formation process, and storing information in long-term memory is the final aim of learning for language learners. Learning is successful when information can be recalled from the learner's memory bank. Teachers, as the leader in students' learning process, not only help them to gain new vocabulary, but also set a good example for them to learn to stand on their own foot. So teachers should insist on making a wise choice on presentation modes.

5.2.2 Suggestions for teachers

The results in this study state a strong effect of vocabulary presentation on students' vocabulary learning, especially among vocational college students. When presenting new words, how successful the teacher is in involving the students so as to help out them reconstruct new knowledge is essential for their vocabulary acquisition. So teachers should ameliorate their current teaching approach constantly and adopt effective teaching methods in order to facilitate the English learning of students.

Keeping a fresh memory of vocabulary can always be good for students. Therefore, teachers should encourage their students as much as possible to acquire vocabulary through context or through example sentences at least. In the long run, teachers are supposed to create sufficient conditions to let students adapt to the context presentation mode. As long as context or sentences are utilized efficiently, teachers will be able to help students deepen the depth of information processing, strengthen their memorization and ultimately reach the goal of improving students'

vocabulary learning efficiency.

What's more, when students are confronted with pressure of passing exams, teachers have the responsibility of making students' vocabulary grow sharply in a short term so as to deal with the exam. Word list presentation mode should be adopted as the priority at that time.

5.2.3 Implications for students

To some extent, learning through word list is effective to memorize words before a test especially for students with vulnerable foundation of English proficiency, because it would produce a better result in a short time and vocabulary is the basis of a language. For the exam itself, students are required only to understand a word's basic meaning and reference when coming across it in closes, reading and other composition in the exam paper.

In word list mode, vocabulary can be presented from aspects of grammatical, lexical, and other basic but important settings. It also helps create a cognitive hold in learners' memory, which stands out to minimize the memory interference from other words. As a result, word list helps students to keep a sound number of words in memory at the same time, making vocabulary learning easier and reducing learners' anxiety, which is of vital importance for students to know.

5.2.4 Suggestions for students

As vocational students, it is the most valuable way to turn to their teachers for help. When attending classes, listening carefully to what teachers have taught and absorbing them into their own knowledge is the most important step. Once questions arise, it is feasible to turn to teachers and be fearless to do it.

For the vocabulary, its memorization is obviously influenced by time, so the reviewing work is of critical importance. Not only teachers ought to offer chances for students to practice and consolidate newly learned vocabulary, but also students themselves could seize and create chances to use them so as to increase retention efficiency. In other words, students should not be passive recipients of knowledge, but to utilize their abilities for judging and deciding to undertake more responsibility for their own learning.

During the English learning process, students should develop a cultural awareness, for

example, some background information of a word, so as to know more accurate usage of the target word. What's more, a good habit is of great value in learning English, students should develop a good habit of previewing, learning, and reviewing what they have acquired in the class.

In short, by getting fully involved in study and building up scientific and suitable knowledge networks, students regard the initiative in learning and insistence on hard work as the constants in their character before long they will learn English well and make a better achievement.

5.3 Limitations of the study

The study tested that the word list presentation mode and the context presentation mode produced different vocabulary teaching effects for the vocational college students and compared with each other from the perspectives of both long term memory and short term memory. Due to the limitation of time, study condition and my own limited knowledge, there are some limitations in the study.

(1) Due to the constraints of study conditions, the number of subjects in this study was a little small. The participants in each group were only 42 and 40 respectively. The results of the study were easily influenced by individuals.

(2) The period of the study was not so long that the researcher could not conduct the teaching practice in a given sufficient time range. Therefore, the target words were only covered in nine units of students' textbook. The result was not more convincing than that produced by more target words in a longer study period.

(3) The study should be done several times in order to produce more convincing results. We have only designed two post-tests given at the end of the teaching process and four months later respectively, representing the short-term memory effect and the long-term memory effect. If more tests were implemented, the memory-fading tendencies would be more accurately reflected.

(4) In designing the present study, there were many variables which were hard to control, such as the individual difference, the diversity of the subjective efforts and even the gender difference. During the study process, we had done our utmost to avoid the effects produced by

these factors. However, it was impossible to clear away these variables or effects.

5.4 Suggestions for further study

In consideration of the above limitations, some suggestions for further study are put forward as follows:

(1) A further study can be conducted in a longer period of time with more target words for more subjects. It is conducive to receive a more valid result and conclusion.

(2) The subjects in the study were vocational college students. Their English proficiency was not too high. We could not infer that whether the word list presentation mode and the context presentation mode have the same teaching and learning effects to advanced learners. The further research can be designed for advanced learners.

(3) We have stated briefly that there were various presentation modes altogether. And only two of them, namely the word list presentation mode and the context presentation mode were mentioned as our research objects in this study. Thus, other presentation modes could be picked as objects in further study and make a comparison in different ways.

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Appendix One

Pre-test

You are required to write down either the Chinese translation or English synonyms of these 50 words. The full score of this test was 50 points, one point for each word. If the answer is right, one point will be scored; if the answer is wrong or vacant, no point will be got.

abroad	absent	afraid
almost	basic	broadcast
cancel	challenge	believe
climate	comfortable	demand
diamond	dive	due
elect	enemy	enough
expose	flame	gas
glory	greedy	health
horrible	hot	impossible
introduction	jungle	knowledge
laugh	library	medical
method	neck	northwest
patient	plenty	quantity
question	recent	revolution
separate	swim	terrible
throw	under	university
view	zone	

Appendix Two

Post-test (1)

The full score of this test was 50 points, one point for each item no matter which kind of item type. If the answer is right, one point will be scored; if the answer is wrong or vacant, no point will be got.

1. Match the word in Column A with the explanations of Chinese or English in Column B.

A	B
a. possess	A. 财政的, 金融的
b. familiar	B. to have control, authority or influence
c. modify	C. 乏味的
d. marvelous	D. to live in a particular place
e. dominate	E. 熟悉的, 常见的
f. stuffy	F. to have or own
g. journey	G. 宣告, 通告
h. financial	H. wonderful
i. reside	I. 缓和, 修正
j. announce	J. a trip of some distance

2. According to the given initials, you are required to write down relevant English words which correspond with the given part of the speech and the Chinese meaning.

- (1) He came to a c_____ (结论) that thick fog caused the accident.
- (2) I suppose that might happen but it's not very l_____ (可能的).
- (3) The doctor said he should r_____ (停留) in bed for a few days.
- (4) What peculiar pleasure it is to w_____ (漫步) through the beautiful countryside.
- (5) Could you i_____ (辨别) your umbrella among a hundred others?
- (6) The books gives s_____ (具体的) instruction on how to make a desk.
- (7) The performance will begin p_____ (准时地) at 9 o'clock.
- (8) They promised that the goods would be d_____ (递送) within 48 hours.
- (9) The city is s_____ (位于) in the very heart of England.

(10) I'm very g_____ (感激的) to you for having taken so much trouble.

3. You are required to choose a correct answer from the following three English descriptions to explain the underlined word in the example sentence.

(1) He bears no resentment towards them.

A. to be able to accept and deal with something unpleasant; stand

B. to be suitable for something

C. to have a feeling, especially a negative feeling

(2) The video explains in simple terms how the new tax works.

A. a word or expression used for some particular thing

B. a particular type or level of language or using language which shows your attitude

C. a limited period of time

(3) This is so extraordinary; it rates a medal and a phone call from the president.

A. estimate the value of

B. be worthy of or have a certain rating

C. assign a rank or rating to

(4) We take the view that it would be wrong to interfere.

A. the visual percept of a region

B. a personal belief or judgment that is not founded on proof or certainty

C. the range of the eye

(5) I didn't concern myself with politics.

A. an anxious feeling

B. be on the mind of

C. have to do with or be relevant to

(6) He gave a detailed account of what happened on the fateful night.

A. grounds

B. importance or value

C. a record or narrative description of past events

(7) Your request shouldn't present us with any problem.

A. to cause something to happen or be experienced

B. to introduce somebody formally

C. to officially appear somewhere

(8) In a sense it doesn't matter any more.

A. a general conscious awareness

B. the meaning that a word or phrase has

C. a natural appreciation or ability

(9) There is some substance in what he says.

A. the most important or main part of something

B. a type of solid, liquid or gas that has particular qualities

C. the quality of being based on facts or the truth

(10) She is very particular about her clothes.

A. greater than usual; special

B. very definite about what you like and careful about what you choose

C. used to emphasize that you are referring to one individual person or type of thing

4. You are required to choose a correct answer from the following four options which has the same or similar meaning with the underlined word in the sentence.

(1) We took the lift to the fourteenth floor.

A. wave B. elevator C. raise D. move

(2) He acquired hundreds of books at last.

A. obtain B. buy C. learn D. attribute

(3) Intelligent people cannot be led by the nose.

A. stupid B. dull C. smart D. wonderful

(4) Please call ahead if you want to reserve a room.

A. book B. keep C. stay D. reside

(5) It implies that human life is somehow sacred and deserving of special care and protection.

A. due B. cost C. desert D. sufficient

(6) The spokesman of the Foreign Ministry announced the news to the reporters.

A. forecast B. shadow C. declare D. clarify

(7) There is a stream at the bottom of the garden.

A. basis B. foundation C. end D. extreme

(8) It's bound to be sunny again tomorrow.

A. bond B. seem C. bandage D. certain

(9) What clause do you require in the contract?

A. weaken B. compact C. shrink D. wither

(10) Some people take longer than others to blossom.

A. bloom B. flower C. develop D. succeed

5. There is one word missing in every sentence, please choose the best answer from A, B, C or D to complete it according to the meaning of the sentence.

(1) This book is _____ to be read.

A. worthy B. worth C. worthwhile D. worthless

(2) It's a bit _____ that no one knows where he was at the time of the murder.

A. suspicious B. common C. excellent D. familiar

(3) When I first met him I had the _____ that he was a shy sort of a guy.

A. impression B. meaning C. viewpoint D. reluctance

(4) Every month the group meets so its members can _____ their views.

A. change B. imply C. find D. exchange

(5) On entering his house, we at once _____ him to be a man of taste.

A. perceived B. observed C. preserved D. received

(6) This advertising campaign has _____ significantly to the success of the new car.

A. achieved B. contributed C. resulted D. promoted

(7) It is _____ that he get the text of his revision typed.

A. eventual B. apparent C. frequent D. necessary

(8) It's believed that milk _____ sth that will promote the health of human beings.

A. regains B. contains C. maintains D. covers

(9) His attitude to work mainly depends on the _____ from the work.

A. offer B. award C. reward D. reflection

(10) His salary went into five _____ a year.

A. figures B. numerals C. numbers D. fingers

Appendix Three

Post-test (2)

The full score of this test was 50 points, one point for each item no matter which kind of item type. If the answer is right, one point will be scored; if the answer is wrong or vacant, no point will be got.

1. Match the word in Column A with the explanations of Chinese or English in Column B.

A	B
a. conclusion	A. 闲逛
b. likely	B. make a demand or provision in an agreement
c. rest	C. 结论
d. wonder	D. has a good chance of coming about
e. identify	E. 准时的
f. specify	F. establish the identity of someone or something
g. punctual	G. 坐落在
h. deliver	H. characterized by beauty of movement, style
i. seated	I. 投递
j. graceful	J. freedom from activity

2. According to the given initials, you are required to write down relevant English words which correspond with the given part of the speech and the Chinese meaning.

- (1) He came to a p_____ (占有) that sick dog in the accident.
- (2) I suppose that might happen but I am not very f_____ (熟悉的) with that.
- (3) The governor said the situation should be m_____ (缓和, 修正) a few days later.
- (4) A m_____ (极好的) countryside is to been seen in the trip.
- (5) Can you d_____ (支配) your domain among your residents?
- (6) The air is hot and s_____ (闷热的) and the air was blue with smoke.
- (7) The performance will begin in the j_____ (旅行) at 9 o'clock.
- (8) They promised that the f_____ (财政的) budget will be accurate.
- (9) My parents r_____ (居住) in the very heart of England.

(10) I'm very happy to a_____ (宣告, 通告) you are free now.

3. You are required to choose a correct answer from the following three English descriptions to explain the underlined word in the example sentence.

(1) We took the lift to the fourteenth floor.

- A. the component of the aerodynamic forces acting on an airfoil that opposes gravity
- B. the act of giving temporary assistance
- C. the event of something being raised upward

(2) He acquired hundreds of books at last.

- A. come into the possession of something concrete or abstract
- B. take on a certain form, attribute, or aspect
- C. come to have or undergo a change of (physical features and attributes)

(3) Intelligent people cannot be led by the nose.

- A. having the capacity for thought and reason especially to a high degree
- B. possessing sound knowledge
- C. exercising or showing good judgment

(4) Please call ahead if you want to reserve a room.

- A. hold back or set aside, especially for future use or contingency
- B. give or assign a resource to a particular person or cause
- C. obtain or arrange (for oneself) in advance

(5) It implies that human life is somehow sacred and deserving of special care and protection.

- A. having sufficient worth
- B. having adequate concern
- C. having a nice dream

(6) The spokesman of the Foreign Ministry announced the news to the reporters.\

- A. announce publicly or officially
- B. give the names of
- C. foreshadow or presage

(7) There is a stream at the bottom of the garden.

- A. the lower side of anything
- B. the fleshy part of the human body that you sit on
- C. the second half of an inning; while the home team is at bat

(8) It's bound to be sunny again tomorrow.

- A. (usually followed by 'to') governed by fate
- B. held with another element, substance or material in chemical or physical union
- C. covered or wrapped with a bandage

(9) What clause do you require in the contract?

- A. a binding agreement between two or more persons that is enforceable by law
- B. enter into a contractual arrangement
- C. become smaller or draw together

(10) Some people take longer than others to blossom.

- A. produce or yield flowers
- B. develop or come to a promising stage
- C. reproductive organ of angiosperm plants especially one having showy parts

4. You are required to choose a correct answer from the following four options which has the same or similar meaning with the underlined word in the sentence.

(1) He bears no resentment towards them.

- A. stands B. talks C. concerns D. looks

(2) The video explains in simple terms how the new tax works.

- A. phrases B. words C. definitions D. sentences

(3) This is so extraordinary; it rates a medal and a phone call from the president.

- A. takes B. concerns C. considers D. believes

(4) We take the view that it would be wrong to interfere.

- A. idea B. opinion C. belief D. thoughts

(5) I didn't concern myself with politics.

- A. equip B. take C. believe D. like

(6) He gave a detailed account of what happened on the fateful night.

- A. recall B. retell C. memory D. record

(7) Your request shouldn't present us with any problem.

- A. provide B. give C. deliver D. carry

(8) In a sense it doesn't matter any more.

- A. way B. door C. widow D. floor

(9) There is some substance in what he says.

A. essence B. points C. keys D. rubbish

(10) She is very particular about her clothes.

A. concerned B. careful C. beautiful D. familiar

5. There is one word missing in every sentence, please choose the best answer from A, B, C or D to complete it according to the meaning of the sentence.

(1) This famous novel written by Moyan is _____ to be read.

A. worthy B. worth C. worthwhile D. worthless

(2) I am not quite _____ with where he was at the time of the accident.

A. suspicious B. common C. excellent D. familiar

(3) The _____ that he was a shy sort of a guy really made me pleasing.

A. impression B. meaning C. viewpoint D. reluctance

(4) The league members _____ their views so as to make the final decision.

A. change B. imply C. find D. exchange

(5) On entering his house, we at once _____ him to be a man of taste.

A. perceived B. observed C. preserved D. received

(6) This planting campaign has _____ significantly to the cleanness of the city.

A. achieved B. contributed C. resulted D. promoted

(7) It is _____ that he should get ready for the coming exam.

A. eventual B. apparent C. frequent D. necessary

(8) That fruits _____ something that will promote the health is convincing.

A. regains B. contains C. maintains D. covers

(9) His _____ from the work is his promotion to the manager.

A. offer B. award C. reward D. reflection

(10) His average income went into six _____ a year.

A. figures B. numerals C. numbers D. fingers

Appendix Four

当前英语词汇教与学问卷

各位同学：

你们好！这是一份关于“当前英语词汇教与学”的调查问卷，本问卷旨在了解大家对当前词汇教学的看法及其对你们的词汇学习带来的影响，以便教师更好地改进教学方法，提高教学质量。你所提供的信息仅供调查研究之用，对你的成绩和考评无任何影响，答案也没有对错优劣之分，请你如实填写无需讨论。

第一部分 个人资料

年龄	性别	班级	迄今为止所学英语年限	高考英语分数

第二部分 当前英语词汇教与学情况调查

以下每个问题后面有 5 个方框，请根据你的真实情况在唯一相应的数字下面打钩。

1—5 分别代表：1：完全不同意 2：不同意 3：说不清楚 4：同意 5：完全同意

问题	1	2	3	4	5
1.当前词汇教学增强了我的英语学习兴趣					
2.我能坚持按照教师当前的词汇教学方法预习单词					
3.我课上能紧跟教师的教学步伐，听课效率高					
4.当前词汇教学方法提高了我记忆新单词的效率					
5.我课下学习英语词汇的时间很多					
6.遇到新单词时我能想起它的基本用法					
7.我能熟练运用新学的单词					
8.我的课外阅读量很多且明显感觉阅读能力提高了					
9.当前词汇教学总体上促进了我的英语词汇学习					
10.我希望下学期继续采用同样的词汇教学方式					

你已完成整个问卷，感谢你的参与和合作！2012 年 6 月

Appendix Five

Interview Questions

1. 当前词汇教学方式促进你的词汇记忆吗？课上能记住一些单词吗？课下又是怎样记忆单词的？
2. 你认为阅读可以扩大词汇量吗？你平时阅读量大吗？经常阅读哪些英语读物？
3. 平时阅读时遇到新单词怎么处理？立刻查词典还是通过阅读猜测词义？
4. 你喜欢目前的词汇呈现方式吗？对下学期的词汇教学有什么建议？

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