How to Develop Vocabulary Ability in English Learning
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Abstract. The study of English vocabulary is a system of quality and quantity. The factors of vocabulary learning include the vocabulary that learners can achieve. The factors of lexical learning quality include the correct interpretation of the meaning of words. Through the accumulation of vocabulary, the qualitative integration of vocabulary, and the continuation of vocabulary, these three stages will make our English vocabulary ability a new level and reach a new height.

Introduction
The smallest language unit in Chinese is character. There are several idioms in Chinese that fully illustrate the importance of Chinese characters. If there is no Chinese character, then Chinese becomes a "wood without root", "cooking without rice" and "water without resource". Similarly, in the English language, the smallest language unit is a word. We can find out the importance of learning English words in the whole English learning.

The current situation of vocabulary learning for English-speaking students is not optimistic. Lack of vocabulary has become a major obstacle to their listening, speaking, reading and writing, especially reading. In addition, the vocabulary mastered by students is only at the stage of understanding, and many students can't correctly use their vocabulary to express their thoughts and attitudes in oral and written communication. Some mistakes frequently appear in students' oral and written expressions due to inadequacy of grasping vocabulary knowledge. The situation of students with less vocabulary needs to be improved. Otherwise, it will affect the sustainable development of students.

Formation of English Words
The English history was generally divided into three periods by language historians: Old English (AD450-1100); Middle English (AD1100-1500); and Modern English (AD1500 to date). In the Middle English period, English experienced dramatic changes. The suffix changes mostly disappear, and the word order, function words and intonation become the main means of sentence structure. If Old English is a typical syntactic language like other Germanic languages (such as German), then by the end of Middle English, English has gradually acquired the characteristics of roots (such as Chinese), and this trend has continued.

The vocabulary changes are also significant. Since Norman French was once the language of the British ruling class, a large number of French words poured into English. This is reflected in all areas related to the ruling class in politics, religion, law, military, social, costume, and diet. French words become the subject of all the words in these fields. Since then, English has changed the use of compound method as the main means of creating new words, and used to refer to new things, to express the characteristics of the new concept of the Germanic vocabulary, and to open the door to the foreign language, to directly adopt the method of borrowing words to satisfy the need for new words. This change has a profound impact on the development of English vocabulary, paving the way for a large number of borrowing words in the future, mainly Greek and Latin words into English.

As many French words were absorbed into English, some French and Latin affixes were also Anglicized, and became an important material for English word formation. Such as the prefix dis-(disagree), en-(enlarge), inter-(international), mal-(maladjustment), non-(nonsense), pre-(prepare), re-(repeat), semi-(semi-final), sub-(subordinate); suffixes such as -able(capable), -acy(delicacy), -age(teenage), -al(rehearsal), -ate(translate) -ancy/-ency(vacancy), -ory(transitory),
-ance (hindrance), -ant (occupant), -ician (musician), -ise/-ize (enterprise, fertilize). At the same time, some English native affixes were abandoned. In terms of the composition of compound words, it also absorbs some features of French, such as: noun + adjective (knight-errant), adverb + past participle (by-gone past). These phenomena, the language historian called the Romanization of English. The influx of a large number of French vocabulary has also changed the meaning of the English vocabulary. Some of the words inherent in English have been eliminated, and some of them still exist, but the scope of the meaning of the words has changed, or with the unique stylistic color and emotional color. Therefore, after the baptism of such a history of English vocabulary experience, we must learn from a diversified perspective.

**English Vocabulary Learning Method**

The study of English vocabulary is a system of quality and quantity. The factors of vocabulary learning include the vocabulary that learners can achieve. The factors of lexical learning quality include the correct interpretation of the meaning of words. This is an organic whole, without the correct interpretation of the meaning of the word, the storage and extraction of vocabulary is meaningless. Therefore, the vocabulary learning is divided into the following three stages:

**Accumulation of Vocabulary**

For language learners, the amount of vocabulary is more important than the quality of the vocabulary, and even crucial. Of course, the importance of vocabulary quantity and lexical quality are not contradictory. With a certain amount of vocabulary, there is a qualitative improvement; a sufficient quality is guaranteed, and the quantity is as large as possible. In terms of vocabulary learning, a large vocabulary can promote qualitative changes, especially when the learner acquires a certain level of vocabulary ability or broad language ability. Large vocabulary can help learners to infer the meaning of new words related to known words from the cognitive environment, and also help learners to correctly understand the meaning of known words according to context. Language is dynamic, and we can control the language only if we have mastered the vocabulary.

Vocabulary does not tell everything. Just comparing how much vocabulary one possesses does not prove a person's language ability. The vocabulary, however, can explain a certain problem, which is one of the comparability parameters for judging the learner's language level.

For the improvement of the amount of English vocabulary we can consider three aspects: the content of memory, the way of memory, and the practice of memory. The language constructed with vocabulary is systematic, dynamic, and connected. When we memorize vocabulary, therefore, we should pay more attention to the grammatical usage, the extension of meaning, and the context of use. The language memory units that can combine the above aspects are the language chunks, also known as lexical items, lexical phrases, prefabricated units, and prefabricated chunks. The language block naturally integrates the changes of grammar, context and word meaning, forming a natural unit in the use of language, and naturally should be the smallest organic unit of our memory. According to research analysis, Pu Jianzhong believes that to learn to use vocabulary like a native speaker, learners must master a large number of prefabricated chunks used by native speakers.

The way of memory is different from person to person. However, the vocabulary itself has certain rules to follow. There must be a part of the vocabulary that refers to the external objective world. Some words need us to memorize directly in the form of sound, no need to do more research. The other part of the abstract vocabulary developed in these vocabulary that refers to the objective world will do more with less by understanding the logical memory of processing. Repeating words as a string of sounds is a low-level process, with the worst memory; pondering the position of the grammatical structure in the sentence, with the moderate memory; and finding out the meaning of the word in the whole sentence is the deepest understanding, with the strongest memory.

Any knowledge of memory must become a language ability and eventually become a literacy. It must be through the application of this link, which is the practice of memory. Chomsky said that knowledge is different from knowledge ability, knowledge is dead, and knowledge ability is the ability of people to use knowledge to solve problems. Only by using this link can we turn the knowledge of memory into a part of our ability. On the contrary, if we just remember a certain word
or block, we can't apply it to the context, and we can only get rigid knowledge, but not ability. And such dead knowledge is easy to forget. Although we can't have as many native contexts as our native language learners, we can do this from knowledge to knowledge through our own design or imaginary context.

**The Qualitative Integration of Vocabulary**

Because English vocabulary has diversified characteristics and combines the characteristics of multiple linguistic systems, when a certain amount of vocabulary is accumulated, we can carry out some similar analogy learning through a large number of words, and achieve a qualitative leap in the analogy of the analogy. Such as:

i. Derivative word analogy: Just remember the common "heading" and "ending", and cleverly placed at the ends of the basic words, the new vocabulary continues to accumulate the words like a snowball. In fact, it is the method we often use to add prefixes and suffixes.

ii. Compound word splitting method: A long word, which is divided into multiple recorded words by our existing vocabulary accumulation. So learn to create more words with existing words. Memorizing words from the perspective of etymology makes it easy to remember long words.

iii. Form-to-word contrast method: Compare the words that we usually misread, especially the words that are extremely confusing in spelling, recite those words respectively and highlight the differences, and visualize the error-prone points to help us better cross the obstacles of remembering words.

iv. Synonym association method: In English, many words are the same pronunciation, but the spelling and meaning are different. To deal with those words, we could list them separately and remember them by association. Through the pronunciation rule of a single letter or a combination of letters, summed up the pronunciation rule of the word letters, and thus promoted to other word memory. By using the stimulation of sound to help us understand words from a new perspective.

v. Affixation and root combination method: Affixes and roots are important components of English words. When our vocabulary accumulation reaches a certain level, we can easily see the accumulation of affixes and roots. Many words have the same prefix, suffix or other identical part. These are not coincidences. After careful study, it plays an important role in the meaning of inference and memory. From the letter composition of words, therefore, we can use this method to summarize a group of roots and affixes to improve the efficiency of vocabulary accumulation.

vi. Dictionary organizing method: The dictionary is no longer a stranger to language learners. But now we can't just use it as a reference book, but use its features to help us organize the words. The dictionaries are written in alphabetical order, so when we look up a word in the dictionary, we can find out more compound words, derivative words, the word with the same root etc. next to the target word. In this way, we can use the rules of the dictionary to help us inadvertently improve the vocabulary memory.

**The Amount of Vocabulary**

Associative memory method: Scientific research shows that the richer the imagination, the higher the memory art and the more successful the memory, and the longer the effect. When you remember a word, you can make an image in your mind, put the image on a bright costume, make the image emit beautiful music, let the image emit a rich fragrance, dance beautifully, and let the image fly higher, and so force. This method is also a visual stimulus for various methods after having a deep understanding of the word.

In addition to the several stages of learning methods for the word itself mentioned above, there are other ways to improve learning efficiency.

**Maintain Optimal Memory State**

First of all, we must stimulate a strong desire for memory before remembering. To clearly define the memory goal, it is better to have a strong desire to remember and give those words special meaning and value before remembering some certain words. We can also use the music melody to
adjust the brain waves, and promote the brain to emit alpha waves in order to achieve the best memory state. Then we should promote a stable and happy mood. After the students receive appropriate praise and encouragement, the mood is comfortable, the spirit is relaxed, the nervous system is moderately excited, the memory channel is smooth, and the best opportunity for memory is formed. The memory traces remain relatively long-lasting.

At the same time, we must also establish a strong sense of self-confidence and success. There is a famous saying in the UK: "Confidence is the first step toward success." Modern educational psychology also believes whether a person is talented or not, both intellectual and non-intellectual factors play a vital role. Self-confidence is also an extremely important aspect of non-intellectual factors. If students think that learning a foreign language is difficult, then it will be really difficult; but if he fully understands the important role of vocabulary in English learning, and firmly believes that he has extraordinary language skills and strong perseverance, and believes that difficulties are only temporary, it will be easier to learn foreign languages.

**Develop Good Memory Habits**

Apart from the memory methods, review is an important part when the memory is completed. The German philosopher Ditzgen said: "Repetition and review are the mother of memory." The famous Russian educator Wushenski stressed: "Applying continuous review to prevent forgetting, rather than repeating memories after forgetting." This shows that timely and effective review is the most important way to overcome forgetting. Strengthen memory before disappearing, so that forgetting can be reduced to a minimum extent.

I have to mention the forgotten curve of the German psychologist Ebbinghaus, which shows that the process of forgetting is fast the first, slow the second, and the quantity of forgetting is the more first and then less. Recently, some studies have shown that students will forget 80% of their knowledge after two weeks of exams. According to these studies, we review in time. At the beginning of the review, the shorter intervals, more times, then gradually reduce the review extend the intervals. To insist on effective and timely review, which can deepen the impression of words in the mind and make short-term memories into long-term memories. In short, by using the research results of psychology in memory rule, and rational making use of memory strategies will definitely improve the effectiveness and efficiency of learning English vocabulary.

Through such systematic learning methods and auxiliary methods, words will not become an obstacle for English language learners. After the vocabulary barriers are broken through, it is better to improve English reading, listening and speaking skills. This will further our study which will make our English ability closer to the level of native speakers.

**References**