

A Motivation-based Study of English and Chinese Vocabularies Acquisition

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Abstract

Language is composed of speech, grammar and vocabulary. There is no doubt that vocabulary is the most basic and the most important part in language, so learn vocabulary well is the key to learn a language well. However, it is not easy to learn English and Chinese vocabulary well because of the complexity and diversity of English and Chinese vocabulary. Traditional English and Chinese vocabulary learning methods only focus on memorizing meanings while ignoring the relation between name and meaning. Learners cannot fully understand the meanings of words, but only to memorize them. Learners should learn a word from pronunciation, form, meaning and other aspects, so that they can understand a word comprehensively and deeply. The final goal of learning vocabulary is to communicate with others and they can achieve this goal by understanding deeply and profoundly, as a result, they can use word flexibly and make no faults. This research mainly focuses on lexical motivation and learning strategies, discussing how to improve leaning vocabulary, and discussing how to use lexical motivation to help learners to learn vocabulary from phonetic motivation, morphological motivation, semantic motivation and etymological motivation. What's more, it discusses the application of lexical motivation to English and Chinese vocabulary learning.

Keywords

Lexical motivation; leaning approaches; vocabularies acquisition.

1. Introduction

Recently, how to learn vocabulary is always a hot topic. As the shortcoming of traditional learning method appears, many scholars explore more efficient ways to learn vocabulary. However, through researching and looking for, there is a comparable efficient way which is learning vocabulary based on motivation. Because a language consists of pronunciation, grammar and vocabulary, there is no doubt that vocabulary is the most important and basic part. Based on this, learning vocabulary well is the key to learning language well. Motivation will contribute to learn vocabulary, so that this study has a significant meaning.

1.1. Contents and Meaning of the Study

About lexical motivation, many researchers have similar studies. Here are some of them. It was proposed by Huang Yuanzhen(2003) that lexical motivation was linked to vocabulary teaching. In his study, he classifies four kinds of motivation which are phonetic motivation, morphological motivation, semantic motivation and etymological motivation. Based on heuristic, associative and practical principles, this theory can be applied into vocabulary teaching, and make vocabulary teaching various, effective and economic. And this theory aims to English vocabulary teaching, it will be better if it can contain Chinese vocabulary and vocabulary learning. Also, Zhang Liqin(2012) found motivation of English words and its value

in vocabulary teaching and learning. In her opinion, she argues lexicography, as a fundamental constituent of language, can in turn cast light on the development of language and culture. Her study bases on the etymological motivation of words, it tends to show the significance in the teaching and learning of English lexicography. She combines culture and vocabulary teaching and learning with lexical motivation. To a certain degree, it helps learners to learn language. But her study is too easy to put forward specific ways to teach and learn vocabulary. She does not divide motivation into some categories but only focuses on etymological motivation, which is an unbalanced view. Moreover, Hu Aiguo(2014) published a research which is the theoretical basis of words and acquisition of English vocabulary. This research focuses on definition and classification of theoretical basis of words and its application in a bid to provide Chinese learners of English with some effective methods. He discusses some effective methods from four aspects which are etymological motivation, phonetic motivation, morphological motivation, semantic motivation. Learners will benefit from his methods and this research will be improved if it focuses on Chinese and English vocabulary learning.

1.2. Aim of the Study

These researches have tended to focus on English vocabulary learning or English vocabulary teaching rather than on Chinese vocabulary learning. It would seem, therefore, that further investigations are needed in order to search efficient methods to contribute to learn vocabulary based on motivation. So the purpose of this study is to search strategies and methods of Chinese and English vocabulary learning based on motivation.

2. Literature review

This part introduces main approaches to learning vocabulary especially in English and the previous studies of application of motivation in learning vocabulary both English and Chinese.

2.1. Major Approaches to Learning English Vocabulary

As to Chinese learners, English as a foreign language is difficult to learn. Influencing by tradition and educational system, they usually choose rote learning to learn vocabulary. Wang Honggang, in his research on motivations of lexis and vocabulary learning strategies, analyzes the strengths and weaknesses of rote learning. And he highlights its fundamental problem, its passivity in learning or its hindrance of learner initiative. Obviously, Chinese culture has a deep influence in learning vocabulary. They choose rote learning rather than other strategies. What's more, this strategy gives them great help on learning basic stage and more efficiently than other strategies in learning a few vocabulary. The key of this approach is repeating. Through reading and writing words more times, learners are familiar with them and remember their meaning and so this rote learning becomes a habit to learn vocabulary. Although rote learning is helpful for learning vocabulary for a short time, its weaknesses gradually arise. It pays much attention to meeting words and ignoring the relationship between words and meaning, which is not advantageous to the development of students' understandable and thoughtful competence.

Huang Huiping refers to four kinds of traditional strategies to memorize words which are spelling, reading and writing, circulating and general memory method. To a certain degree, these methods can help learners memorize words. Spelling memory method means spelling letters and remembering them like pen is p-e-n. This method separates a whole word and destroys the relationship between words and meaning. Reading and writing memory method is a little better than spelling memory method. This method uses eyes, mouth and hands to strengthen memory, but it costs too much time. Circulating memory method means remembering a group of words and repeating more times. And general memory method is rote learning. Its advantage and weakness is obvious. Generally speaking, learners usually use these methods to learn English words. Similarly, foreigners use the same methods to learn Chinese

vocabulary. Tian Yongfang describes the situation of Chinese vocabulary learning. Foreigners focus on literal meaning and grammar while ignoring communication.

These ways are not effective and efficient for learning both English and Chinese vocabulary. Many people search for the better way to learn vocabulary and they have a common view that there is a better way to learn vocabulary based on lexical motivation.

2.2. Previous Studies of the Application of Motivation

Through literature retrieval and analysis, we find that motivation mainly used in English vocabulary acquisition, Chinese vocabulary teaching and contrast of language.

2.2.1. Studies of the Application of Motivation in English Vocabulary Acquisition

Hu Aiguo discusses the theoretical basis of words and acquisition of English vocabulary. He thinks that success in vocabulary acquisition serves as a key to success in language acquisition. [2] He divides motivation into five parts: phonetic motivation, morphological motivation, writing motivation, semantic motivation and etymology. And he illustrates how to learn English vocabulary from these aspects. He mainly talks about onomatopoeic words, derivation words and compound words. He gives many examples and introduces how to learn English vocabulary based on motivation. Li Erzhan discusses a motivation-bases view on English majors' lexica acquisition from cultural motivation. In his view, he indicates cultural motivation is help for grasping English vocabulary that includes rich cultural meaning, constructing English vocabulary knowledge that is systematical and clear, and practicing cross-cultural communication that leads by key words. Huang Yuanzhen introduces lexical motivation and vocabulary teaching. He divides motivation into four parts: phonetic motivation, morphological motivation, semantic motivation and etymology. And he proposes three teaching principles: heuristic principle, associative principle and practical principle. He wants to make English vocabulary teaching various, effective and economic. Moreover, Fan Qinqin supposes five teaching principles: principle of direct observation, principle of interest, heuristic principle, associative principle and practical principle about primary English vocabulary teaching. These researches mainly focus on classification of motivation and how to use in English teaching. The purpose of these studies is to improve English teaching effect based on motivation.

2.2.2. Studies of the Application of Motivation in Chinese Vocabulary Teaching

Zhu Qi describes present situation of learning Chinese character and improve learners' interest based on motivation. Li Jinxia analyzes Chinese vocabulary in Modern Chinese Dictionary. She focuses on the relationship between meaning and morpheme meaning. Li Qi analyzes word-formation motivation of "Female Boxer", "Bromeo", "House Husband". She tries to find the social cultural consciousness behind them by analyzing and contrasting the three from some theories of morpheme absorption and parody and so on.[3] Tian Yongfang, in her study of The Motivation of Word and its Applied in Teaching Chinese as a Foreign Language, analyzes Chinese vocabulary in phonetics, morphology and meaning and these characteristics in vocabulary teaching. Zhang Wei discusses the motivation theory application in vocabulary teaching of Chinese as a second language. He explains Chinese vocabulary teaching strategies from onomatopoeia motivation, phonetic motivation, morphological motivation and semantic motivation.

2.3. Studies of the Application of Motivation in Contrast of Languages

There are some studies of the application of motivation in contrast of languages. Huang Zhonglian gives many examples to identify the micro comparison between Chinese and English terminology and compares phonetic motivation, morphological motivation, semantic motivation and character motivation. Li Erzhan, in his research of A Motivation-Based Study on English and Chinese Lexical Acquisition, introduces five ways to acquire English and Chinese vocabulary based on motivation strategy. These ways are going back to etymological

motivation, distinguishing morpheme meaning, searching for inner form, comparing English motivation and Chinese motivation and other subjects' vocabulary acquisition based on motivation. These researches mainly focus on contrast of types of motivation and ways of learning vocabulary. Their purpose is to find contrast of languages and searches for strategies to learn vocabulary both English and vocabulary.

2.4. Problems with Previous Studies

The study of motivation and its application is ongoing process and it is endless. The main ways of studying of motivation and its application are still theoretical introduction and lack experimental researches and real application in school and learners. Most studies focus on English vocabulary and Chinese vocabulary teaching and ask teachers to find more effective ways to teach while ignoring learners and learning strategies. What's more, the main areas are middle school and primary school and few studies refer to college. These studies mainly focus on Chinese learning English and foreigners learning Chinese but forgetting motivation is used for all of learners. And Chinese still pay attention to Chinese vocabulary learning because they are not clear in Chinese vocabulary motivation like etymological motivation. As a result, it is not comprehensive. Rote learning and traditional learning are used by learners and it is difficult to change leaning ways. The application of motivation lacks empirical studies. Vocabulary learning becomes more and more important and motivation is a good way to learn vocabulary. We should let motivation to be used in reality and help learners to learn words efficiently and effectively.

3. Motivation

According to the reality and personal interests, learning English and Chinese are becoming more and more important. Moreover, learning vocabulary is the most basic part and its acquisition is well known around the world. Wilkins, an English linguist says people cannot express everything without vocabulary. Also, Chinese educator Zhang Zhigong think it is fundamental that we pay attention to vocabulary teaching in our language education and combine vocabulary teaching with intellectual practice. However, how to learn vocabulary quickly and effectively, which is a serious problem to be solved. Here we search some better ways to deal with this problem from lexical motivation.

3.1. Definitions of Motivation

What is the meaning of motivation? There is not a specific definition. It has two kinds of meaning. The first meaning translates "dong ji" in Chinese. It is mainly used in the field of Second Language Acquisition. It can arouse learners' interests to learn language. While the second meaning translates "li ju" in Chinese, which is used in the field of Cognitive Linguistics and Lexicology. It is Saussure who first introduces motivation, which is opposed to arbitrariness. It raises discussion about motivation and arbitrariness. Though there are different opinions about definition of motivation, Wang Ailu and Si Fuzhen give a clear definition of motivation. They discuss motivation of the complex form from the view of formation and etymology. They agree that language is a self-organizing system and motivation contributes language sign's emerging, changing and developing. It includes phonetic, semantic, pragmatic, syntax, etc.

3.2. Classification of Motivation

The British linguist Stephen Ullmann, who is the first person in studying the classification of lexical motivation, classifies three types: phonetic motivation, morphological motivation and semantic motivation. He regards phonetic motivation as absolute motivation, while regards morphology motivation and semantic motivation as relative motivation.

Wang Ailu and Si Fuzhen divide motivation into two part—external motivation and internal motivation. External motivation looks for the relationship between name and sense, while internal motivation include surface, middle level and underlying motivation.

Huang Yuanzhen divides motivation into four types: phonetic motivation, morphological motivation, semantic motivation and etymology. Moreover, he proposes heuristic, associative and practical principles, which is beneficial to vocabulary teaching.

According to Ullmann's and Huang Yuanzhen's classifications, Wang Honggang classifies four types: phonetic motivation, morphological motivation, semantic motivation and grammar motivation. He mainly analyses the strengths and weakness of rote learning and proposes effective learning strategies.

Most linguists in China have the common view of Ullmann and Huang Yuanzhen. With the development of studies of motivation, there are many different classifications of motivation. According to Huang Yuanzhen and Wang Honggang, the author classifies four types, which are phonetic motivation, morphological motivation, semantic motivation and etymological motivation. In order to help learners, the author searches for more efficient ways to learn vocabulary based on motivation.

3.2.1. Phonetic Motivation

Phonetic motivation is also called onomatopoeic motivation, which links between phonological form and meaning. Most of onomatopoeic words are named by imitating the sounds of human beings and animals and other things in nature. Besides, learners will memorize these words just through reading them because their pronunciations are associated with their meanings. There are many onomatopoeic words in English and Chinese vocabulary. Here are some examples. Some words imitate human voice like Hey, Oh and Umm; some words imitate animals' sounds like bow-wow, mew and grunt; some words imitate sounds in nature like whisper, rustle, roll; some words imitate sounds of machine and tools like tick, tinkling, clack. Stephen Ullmann divides onomatopoeic words into two parts: primary onomatopoeic words and secondary onomatopoeic words. Primary onomatopoeic means the imitation of words by sound, words like examples above. While secondary onomatopoeic means the meaning of words is linked with certain sounds and sound-sequences for their symbolic meaning. For example, "de-" has the meaning of "down", so the meaning of which is shown in the words like deviation, degrade. Also, there are some word in Chinese like "yi", "ai ya""a""qi guan yan". These words are obviously based on phonetic motivation. Learning these words, learners can understand and memorize them effectively and efficiently. This way can save time and it is convenient.

3.2.2. Morphological Motivation

Morphological motivation means the meaning of words is associated with the morphological structure of words. That's to say people can infer the meaning of words by observing its elements. According to morphological structure, English vocabulary can be divided into three parts: simple words, derivation words and compound words.

Simple words are easy and they have single element such as do, make, take, and so on. Most of these words are not based on motivation, but they have morphological motivation if they are added prefix and suffix or other words.

Derivation words means attaching a prefix or suffix or both prefix and suffix to a root in order to make a new word. This new word is the similar meaning or extremely different meaning comparing with the root meaning. Most affixes do not transfer the root meaning and they change the formation. Though there are many complex affixes, they are still regularly. Here are some examples. Suffix like -er, -ment, -ation can be added to many verbs to form nouns; -ity, -ness can be added to many adjectives to form nouns; -y, -ic, -ical, -ful, -less, -able can be added to many nouns to form adjectives. Prefix like un-, in-, im-, il-, ir-, dis-, de-, non- can be used in front of many words to produce an opposite meaning. There are millions of English words but

only hundreds of roots and affixes. It is convenient for learners to remember roots and affixes in order to help them to learn vocabulary systematically and efficiently. For example, the root equ (equal), learners can learn these words together: equal, equality, equalitarian, equalize, equation, equivalent, equator, equivocal, equilateral, equidistance, equiangular.

Compound words consist of two or more words. Some words meaning directly come from their compounds meaning, like goldfish, handbag, nightdress, while some words are not. Learners should have deep cultural knowledge to understand them like, American beauty, English disease, Spanish athlete, French leave, Dutch comfort, blue blood. Compound words are not simple mix with meaning of each compound, so learners should accumulate much knowledge and analyze words deeply.

Like English vocabulary, derivation words and compound words in Chinese vocabulary are also linked with morphological motivation. Learners can grasp and understand these words quickly and easily.

3.2.3. Semantic Motivation

With the development of words, the meanings of words change constantly. Many words have not only original meaning but also extended meaning both English and Chinese vocabulary. There is similarity between original meaning and extended meaning and this similarity is motivation. Generally speaking, semantic motivation can be divided into metaphor, metonymy, synecdoche and analogy.

3.2.3.1 Metaphor

Metaphor is a figure of speech involving the comparison of two concepts. It's often described in terms of a TARGET DOMAIN and a SOURCE DOMAIN. [2] Here are some examples.

1. The news is a dagger to his heart.
2. Joe was a lion in the battle.
3. Learning is climbing up a mountain.

Obviously, news is not a dagger, Joe was not a lion and learning is not climbing a mountain but people can say and understand meanings, because the news and a dagger, Joe and a lion, learning and climbing up a mountain, they have similarities. These sentences can express meaning thoroughly.

3.2.3.2 Metonymy

Metonymy, in the cognitive literature, is defined as a cognitive process in which the vehicle provides mental access to the target within the same domain. [2] It is different from metaphor because there may be no similarity in two things. The two things have relationship in space or other aspects where we find this relationship hardly. Here list some examples.

1. What is learned in the cradle is carried to the grave.
2. When the war was over, he laid down the sword and took up the pen.
3. He took to the bottle.

(In the cradle means to born, to the grave means to die; the sword means war and soldier, the pen means literature and writing; the bottle means wine.)

3.2.3.3 Synecdoche

Synecdoche is a figure of speech which comes from Greek, meaning taking up together. In the Webster's Third International Dictionary, the definition is a figure of speech by which a part is put for the whole, the whole for the part, species for genus, the genus for the species or the name of the material for the thing made. Here are some examples.

1. More hands are needed at harvest time. (hands stand for people)
2. He has many mouths to feed in his family. (mouths stand for families)
3. He earned his bread by doing odd jobs. (bread stands for food)

3.2.3.4 Analogy

Unlike metaphor or metonymy, analogy draws a parallel between two different things that have some common qualities or points of resemblance. It focuses on two unlike things and makes a comparison. It usually uses this structure: A is to B as/what C is to D. Some examples are as follow.

1. Food is to man as fuel is to engine.
2. Judicious praise is to children what sun is to flower.

3.2.4. Etymological Motivation

Etymological motivation explains the origin of a word and changeable meaning with the development of society. Language affects many areas such as culture, economy, politics, and technology and so on. In some common cases, people add new meaning on words or make new words. What's more, they also introduce words from other countries like Greece or Latin, and these words are called loanwords.

People can find many new words' motivation from origin. Some words come from name, place or famous books or story. For examples, Louis Braille, a French blind man, developed his own system of raised-point reading and writing, so people use his name to stand for his invent and create the word braille. Alice is a character created by Lewis Carroll in his novel Alice's Adventures in Wonderland. Alice made a dream and she met many strange people so that people use word Alice to describe anyone who is imaginative and dreamy.

Besides, ecological motivation can be found in Chinese idioms. People have learned many idioms and understand their inner meaning like "mai du huan zhu", "zheng ren mai lv", "bei gong she ying". These idioms come from stories and have new meanings, and it is not difficult for learners to learn.

Here list some loanwords. Some words come from Latin like education, dedicate, esteem; some words come from Greek like hepatitis, neurology, linguistics; some words came from German like carouse, quarts, dock; some words come from Spanish language like armada, plaza, embargo; some words come from French like government, tyrant, alliance; some words come from Chinese like silk, ketchup, kowtow.

4. The Application of Lexical Motivation to Vocabulary Learning

The study of lexical motivation has fundamental and practical meaning. It can not only help people to understand the meaning of words, but also help people to understand the relation between form and meaning.

Vocabulary learning is the most basic and the most important part in English and Chinese learning. However, it is difficult for learners to memorize the words permanently and use them correctly. It can be easier if learners apply lexical motivation theory to vocabulary learning, because motivation theory explains words from pronunciation, form, meaning and etymology which can make the words more understandable. As a result, learners could memorize the words in long term memory and understand words deeply.

4.1. The Application Of Lexical Motivation to English Vocabulary Learning

Because vocabulary is the most basic element of a language, enlarging vocabulary is an important task for learners. However, many learners think it is ok to memorize one or two meanings of the word. Owing to this wrong understanding of language learning, they enlarge vocabulary but only knowing pronunciation, spelling and one or two meanings, which is difficult for them to understand meaning and use correctly. Therefore, the study of lexical motivation is of great significance for learners to memorize and understand meaning and enlarge vocabulary.

4.1.1. Learning by Phonetic Motivation

When learning words, phonetic motivation is a basic part. It helps learners to learn the sound of the word. Vocabulary learning especially onomatopoeic words by using phonetic motivation is effective. Because onomatopoeic words imitate sounds of human beings, animals and other things in nature, it is easy to memorize these words by using phonetic motivation.

4.1.2. Learning by Morphological Motivation

Morphological motivation is also an important part and aim to acquire the form of the words. In English vocabulary, derivation words and compound words account for a great part, so learning these words become very important.

Learners must know the knowledge of roots, prefixes and suffixes. If a word is not a simple word, it can be divided into two or more part. Learners should remember and accumulate many prefixes and suffixes so that they can analyze word and memorize words conveniently.

When learning compound words, we may know there are three kinds of compounds words. Some words like bookstore, classroom, greenhouse, football, doorbell, these words meaning is apparent because their meanings come from the meaning of two morphemes, so this kind of words is called apparent compound words. Here are some words like butterfly, forever, their meaning do not come from two morphemes so this kind of words is named opaque compound words. Besides, there are some words like pickpocket, greybeard, this kind of words is still no direct relation with two morphemes but it gets new meaning from two morphemes.

Learning derivation words and compounds, learners memorize words by morphological motivation and they are uneasy to forget.

4.1.3. Learning by Semantic Motivation

Learners not only grasp pronunciation and form but the meaning of a word when learning a word. With the development of society, more and more words have many extensive meaning, which add difficulty for learning words. In order to learn vocabulary well, learners should relate new meanings with old meanings. Generally, learners can take association method to help them to learn words.

Take the word "average" for example, the common meaning is "calculated by adding several amounts together, finding a total, and dividing the total by the number of amounts". However, it also means "typical or normal" and "ordinary; not special". For another example, "fire" originally means "the flames, light and heat, and often smoke, that are produced when sth burns", now it is often used "to force sb to leave their job". Learning these words, first do not fear and have confidence to learn them well. Learners should be carefully to find their relations between original meanings with extensive meanings.

4.1.4. Learning by Etymological Motivation

Many words have their origins and it is helpful for learners if they know their origins. There are many words in English are difficult to read and memorize but learners can understand them by etymological motivation. Some words come from people's name; some words come from cities' name and some words come from other country or other language.

Learning these words, learners can remember their collocations and stylistic features to grasp them. Take the word "integrate" for example, it means "to combine" and it usually uses "integrate (sb) into/with sth". Remembering its collocation and learners could not use it incorrectly. For another example, "mum", "mother", these two words have the same meaning, but they are used in different situations because the former is informal and the latter is formal. Knowing the etymology of expressions and collocations of a word, learners can understand and use correctly and it will contribute to long term memory.

4.2. The Application of Lexical Motivation to Chinese Vocabulary Learning

Chinese cultural is deeply and profound so learning Chinese vocabulary is not an easy thing. If learners find appropriate methods, they can learn well and effective.

4.2.1. Learning by Phonetic Motivation

There are many onomatopoeic words in Chinese vocabulary. As to foreigners, they read and write Chinese characters difficultly, but they can find similar pronunciation from their language by phonetic motivation. Besides, they can imagine some situations so that they can read these characters like “yi”, “ai”. Through this way, they can learn vocabulary quickly and conveniently.

4.2.2. Learning by Morphological Motivation

Because there are a few derivation words in Chinese and compounds take up a big part, learners should pay attention to compounds. Chinese compounds are different from English compounds because Chinese compounds meaning is associated with morphemes. In consequence, it is easy for learners to find the relation between meanings with form and understand words. Here is an example. When learners understand “che” as a kind of vehicle, they can understand “qi che”, “huo che”, “zi xing che” and so on. Learning these words, learners can analyze morphemes and know their meanings by morphological motivation. What’s more, observing carefully is also important.

4.2.3. Learning by Semantic Motivation

It is the most difficult for learners to understand Chinese characters because they have semantic meaning which are not related with original meaning. How to understand “jing di zhi wa”, “sha shou jian” and “mu zhu shang shu”? Learners are puzzled and feel difficult to learn. Obviously, it is difficult to foreigners to understand, but if they know Chinese culture and read many books or communicate with Chinese often, it is not so difficult to understand. Learners may choose association method to learn these words and compare the literal meaning with semantic meaning. Then they will understand and learn well. Reading more and communicating more, they can help learners to learn Chinese vocabulary.

4.2.4. Learning By Etymological Motivation

There are many fable stories in china and Chinese usually say idioms to stand for their direct meaning. Learners should know stories as many as possible and they can understand their meaning. There are many idiom in Chinese like “ba miao zhu zhang”, “shou zhu dai tu”, “ye gong hao long”. In order to learn and understand them well, learners had better read these story and find their origins. Generally speaking, their original meaning is linked with metaphoric meaning. If want learn well, learners still read many books and accumulate knowledge. They can understand their meaning thoroughly and use them in a correct context by etymological motivation.

5. Conclusion

To sum up, this study mainly talks about how to learn vocabulary based on lexical motivation. Because vocabulary is the most important part in language, learning vocabulary is the key to learning language well. Through phonetic motivation, morphological motivation, semantic motivation and etymological motivation, learners could memorize vocabulary effectively and efficiently. No matter you are a beginner or learn a language for a long time, this strategy will help you learn vocabulary well. Traditional methods have many shortcomings while lexical motivation method appears many advantages, so this method can contribute learners to learn vocabulary. We hope to help learners to learn vocabulary by motivation strategy, and we also hope that motivation strategy can play a role in English and Chinese vocabulary learning.

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