

# Research on the innovation of english vocabulary teaching model

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**Abstract:** English vocabulary teaching is generally boring. In order to improve students' interest, innovative research has been carried out on English vocabulary teaching model. This paper discusses the problems in English vocabulary teaching. Its teaching method is old-fashioned and single, which usually weakens the students' dominant position in the classroom, and it is difficult to accurately distinguish some words with similar meanings. In the design of innovative methods of English vocabulary teaching mode, it is necessary to enrich teaching methods, and summarize teaching methods in many aspects by using object method, small game method and word formation method. Change the main body of teaching and really take students as the center of teaching. The integration of vocabulary in the real context enables students to understand the use of vocabulary in the real world.

**Keywords:** English vocabulary; English vocabulary teaching; Teaching mode; Teaching method innovation

## 1. Introduction

In the process of learning a second foreign language, the two most important parts are vocabulary and grammar, and the importance of vocabulary is above grammar. With the national education reform in full swing, all subjects began to change their teaching ideas. In English class, it is not only necessary to explain knowledge, but also need to increase the diversity of ideas, through different ways to deepen students' interest in English learning. In this process, vocabulary learning is the most important and difficult point. The mastery of vocabulary itself is a very painful process, especially along with the growth of vocabulary, students are easy to appear a phenomenon such as misattribution, difficulty gradually increases, inevitably accompanied by resistance. Therefore, under the new teaching concept, it becomes the key to English learning if students can master vocabulary more quickly and efficiently without feeling bored [1]. This paper aims to discuss the innovative methods of English vocabulary teaching model and how to improve students' enthusiasm for English learning.

## 2. Problems in English vocabulary teaching

Under the new teaching concept, the traditional English education has been difficult to meet the needs of today's society for English talents. As the most important vocabulary in the English learning process, there are very big problems in the teaching process, which will lead to the teaching quality not reaching the ideal standard. First, most schools in China have a single teaching method for English vocabulary, which is basically a routine in class. The teacher first led the students to read the vocabulary. After the students knew the pronunciation of the vocabulary, they explained the pronunciation, characteristics, word meaning analysis, common phrases and relevant grammar knowledge. However, this spoon feeding teaching method is extremely backward under the new teaching concept. Students receive too much information in the information age, and it is difficult to identify with this teaching method psychologically, which will directly lead to problems in the reception of knowledge, decline in learning enthusiasm, and unsatisfactory teaching results. Second, although some teachers who keep pace with the times will adopt some novel methods in English classes, they usually only use the simplest teaching method when explaining vocabulary, which weakens the status of students [2]. However, in the new curriculum concept, we advocate the student centered curriculum model, and only use the teaching method, which is contrary to the new teaching concept. The higher the grade is, the more compact the teaching pace is. Many high school teachers use less than 20 minutes to explain vocabulary in class. The vocabulary course itself is relatively boring,

and it is difficult for teachers to find more appropriate teaching methods. Under the traditional teaching methods, students' dominant position cannot be reflected. Third, English learning requires context. Many students are unable to distinguish several types of words with strong semantic relevance when learning them, so they cannot use these words accurately. Teachers can't make students fully understand the meaning of these words if they only use the teaching method in the teaching process. And it is very difficult for students to memorize words only by rote.

### **3. Innovative Method Design of English Vocabulary Teaching Mode**

#### **3.1. Enrich teaching methods**

The teaching of English vocabulary is one of the most difficult in all English teaching. It is not only highly practical, but also the course content is very short. Therefore, many teachers cannot expand the teaching of so few vocabulary into more understandable content[3]. Especially after the continuous increase of the academic year, the cumulative amount of vocabulary is more and more, students usually need to memorize dozens of words in a unit, which brings great pressure to students. In view of the above problems, education needs to adopt a variety of teaching methods, enrich the curriculum content, active classroom atmosphere, so as to improve students' interest in English vocabulary memory. The following are some common English vocabulary teaching methods.

First, when explaining vocabulary to younger students, we can use the object teaching method. Using PPT on the projector to present pictures of the objects you want to teach can help students remember more accurately. For example, when explaining the word "apple", play "apple" and apple pictures on PPT; When explaining the word banana, play the picture of "banana" and banana on the PPT [4, 5]. In this way, younger students can connect these words with real objects, strengthen students' memory ability, and make twice the result with half the effort in English vocabulary class.

Second, small game method. In class with students to play some games, not only can liven up the atmosphere, but also can improve the students' memory of this lesson, enhance students' understanding ability. Common English classroom games include loud and quiet games, listening to the sound of drawing, joining words into sentences games, looking for things games. In the game, the teacher says some English sentence patterns or words aloud, and the students translate the sentence patterns or words using Chinese whispers[6]. The listening and drawing game is a blind drawing game in which a student stands on the platform with his eyes covered, and the teacher uses the projector to show a picture to the students below. The students with their eyes open describe the picture in English, while the students with their eyes covered draw the picture displayed by the teacher according to the prompts [7,8].The students sitting in the seats look for the differences between the two pictures and describe them in English. The game of conjunctions into sentences is generally completed by less than six students. The first five students put forward five different words respectively, and the last student connects these words to form a sentence or a paragraph that conforms to the grammar. The game of finding things is a game in which one student covers his eyes and looks for things hidden in the classroom, while other students prompt him in English[9]. There are many kinds of English teaching games, which can be used in English vocabulary teaching and have good effects.

Third, word formation can also be used to help students understand the rules of vocabulary composition. Most long English words are composed of different kinds of roots. With the help of these roots, students can not only understand the meaning of words comprehensively, but also strengthen their memory and improve the conversion rate of classroom teaching.

#### **3.2. Changing the teaching subject**

The traditional teaching mode generally weakens the dominant position of students, so the biggest advantage of the teacher centered teaching method is that it is simpler. But its shortcomings are also very obvious. It is difficult for students to have interest in such teaching. Therefore, strengthening students' dominant position and leading students to participate in teaching activities more has become a main method to cultivate students' interest in learning. Before class, teachers need to prepare lessons in advance, and let students participate more in the classroom through independent preview and review. The teacher, on the other hand, is more of an identity to solve problems, improve students' sense of participation and enhance their impression of vocabulary teaching.

### 3.3. Integrate realistic context

English often has words with similar meanings, such as compete, contest, and match. All three words have the same meaning of "competition", but if you mix them in writing, you will lose points. compete generally refers to a struggle between two subjects, emphasizing the subjectivity of both. The meaning of contest is to compete for a specific purpose, emphasizing the existence of competition goals; match is a process where people fight against each other. When learning these three words, it is difficult to explain them clearly only using Chinese, so they can be put into specific realistic context and combined into sentences [10]. There are only three men are competing for the apple. When words are fused in the real context, the differences between similar words can be more clearly reflected.

## 4. Experimental Study

### 4.1. Data collection and analysis

The main subjects of this experiment are three classes of students in a senior high school. The pre-test scores of their vocabulary level are taken as the main source of data. Before the experiment, the students were tested and given 128 pretests of vocabulary proficiency. In order to ensure the authenticity and effectiveness of the test data, it is necessary to conduct a temporary test, that is, do not inform students in advance, do not review in advance, ensure the authenticity of the results, and avoid false data. All pre-test papers were recycled and corrected, and 128 students' real scores were obtained, as shown in Table 1.

Table 1: Student pre-test results (person)

| Score range   | Class A | Class B | Class C |
|---------------|---------|---------|---------|
| 0-30 points   | 0       | 1       | 3       |
| 30-60 points  | 1       | 4       | 9       |
| 60-70 points  | 8       | 16      | 20      |
| 70-80 points  | 14      | 12      | 8       |
| 80-90 points  | 13      | 10      | 4       |
| 90-100 points | 4       | 1       | 0       |

Record all the scores in the form, and use SPSS software to analyze and sort them out. Among them, there are 40 students in Class A, 44 students in Class B and 44 students in Class C. By comparing the pre-test scores of students in different score ranges, it can be seen that students in Class A have the best English vocabulary scores and those in Class C have the worst scores.

### 4.2. Students' vocabulary teaching effect test

After the above innovative teaching mode, the students in the three classes were given a post test of vocabulary teaching results. The test papers were designed according to the same difficulty and distributed to 128 students. Their scores are shown in Table 2.

Table 2: Student Posttest Results (person)

| Score range   | Class A | Class B | Class C |
|---------------|---------|---------|---------|
| 0-30 points   | 0       | 0       | 0       |
| 30-60 points  | 0       | 2       | 3       |
| 60-70 points  | 2       | 10      | 16      |
| 70-80 points  | 16      | 12      | 14      |
| 80-90 points  | 14      | 14      | 10      |
| 90-100 points | 8       | 6       | 1       |

Based on the test results in Table 1 and Table 2, it can be seen that all the three classes were zeroed out within the interval of 0-30 points. Within 30-60 zones, the number of class A, Class B and class C decreased from 1, 4 and 9 to 0, 2 and 3 respectively, with a great decrease. Between 60 and 90 points, the total number of class A changed from 35 to 32, the number of class B changed from 38 to 36, and the number of class C changed from 32 to 40. Within the interval of 90-100 points, the number of students in the three classes increased from 4, 1 and 0 to 8, 6 and 1, respectively, with a huge increase. It can be seen that, on the whole, the English vocabulary scores of the three classes have increased greatly, which shows that the innovative English vocabulary teaching model designed in this paper has a good application effect.

## 5. Conclusion

To sum up, the learning of English vocabulary plays an important role in the overall English education. If the quality of students' vocabulary learning can be improved, students' learning achievements can be greatly improved. In the new era, teachers not only need to teach students knowledge, but also need to take the responsibility of increasing students' interest in learning. Therefore, the innovative method of English vocabulary teaching mode designed in this paper has become a practical and effective teaching method. Through a variety of technologies, students are constantly cultivating their love for English vocabulary and are willing to explore in depth in English learning. The experimental results also show that the innovative method designed in this paper has good teaching results. If it can be popularized, students' English scores will be improved accordingly.

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