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THE APPLICATION OF VOCABULARY TEACHING METHODS IN TEACHING ENGLISH LANGUAGE

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Vocabulary is an important part of English language knowledge. In the process of learning English some students often encounter difficulties, although they spend a lot of time and energy on learning vocabulary, the result is still unsatisfactory. Effective teaching methods and strategies should be implemented to help students master the meaning and ensure the correct usage of vocabulary, so as to improve students' ability to learn English.

Keywords: vocabulary teaching methods; English language; vocabulary; education; efficiency way.

Vocabulary teaching has not attracted enough attention for many years. Today there are some problems both for teachers and learners in English vocabulary teaching and learning. The problems of students in the learning process include the following:

1. Some students are used to rote memorization, memorizing words is like memorizing a phone number, which does not imply thinking about the relationship between pronunciation, meaning and letter combinations. Some students are also too dependent on international phonetic symbols, and don't know how to memorize vocabulary without these symbols.

2. If learners learn and memorize words in isolation, it often leads to rapid forgetting. It is easy for students to lose confidence in this boring, time-consuming and laborious study.

3. Students often have spelling mistakes or confuse the semantic nature of words when using English words, because there is no comprehensive consideration of the sound, shape, meaning, part of speech and collocation of English words in memory.

The problems of teachers in the process of vocabulary teaching include the following:

1. Some teachers have little understanding how to teach vocabulary and how far to let students understand and master it. As a result, teachers tend to explain some words that only need to be understood by students in detail, while the words that require mastering the usage are understated and passed by. Some teachers only pay attention to the superficial meaning teaching, but ignore the deeper level of vocabulary, cultural education and pragmatic principles.

2. Outdated teaching methods. It is difficult to arouse students' interest in vocabulary, and it does not fully mobilize their enthusiasm if teachers use outdated teaching methods. In the teaching

process, the teacher is the main figure. Such one-way knowledge transmission mode leads to a passive position of students. In addition to taking notes, they rarely actively participate. In addition, there is not a lot of practice and application, lack of consolidation exercises, so that students quickly forget vocabulary. As a result, all of these seriously affects the enthusiasm of students to learn English.

3.   Most teachers pay attention to thorough explanation of the meaning of vocabulary, but ignore the guidance of students' vocabulary learning methods. Some teachers never teach English word formation to students, which makes students spend more time to remember words.

Deeper knowledge of vocabulary teaching methods help teachers improve their work. As an English learner, the purpose of learning is to be able to communicate with others in English, therefore, to learn English, you must have good pronunciation. If a beginner student can achieve accurate pronunciation, his learning confidence will be doubled. Therefore, no matter what the students' previous foundation is, the teacher must start from the most basic teaching. Students must lay a solid foundation of pronunciation to further strengthen the pronunciation and spelling of words, and then use repeated practice to consolidate, which will naturally leave a deep impression in the brain. Students will not feel confused when learning English pronunciation this way.

At the same time, using visual teaching aids such as pictures and objects is an effective teaching method. This teaching method can help express specific things through some nouns, and express feelings through some verbs. When teachers are teaching students nouns such as *desk, chair, book, pen, cup* graphics or pictures can be used to introduce new vocabulary. Some teachers also use body language to introduce vocabulary, such as daily actions (*stand, walk, run, jump*) and common emotions (*happy, sad, crying, exciting*). Teachers use this method not only to attract students' interest but also to stimulate students' learning motivation. If teachers can stimulate students' interest with visual display, students will be more engaged in classroom activities.

Word formation is an effective way to help students understand the connection between words. Nattinger J. states: "The task of knowing the meaning of a word becomes knowing its relation to other words" [1, p. 72]. Therefore, for effective vocabulary teaching, teachers must have a good understanding of the common points, prefixes, suffixes, etc. of these words. For example, to teach "transplant", students are told that the prefix "trans-" means "to cross, to go beyond," to another place or country, and to associate them with organ (*liver, kidney, heart*) transplants, which they are asked to communicate with a given context tells the meaning of the following words: *transform, transport, transact, transit, transatlantic, transparent, translucent.* In learning the word "scribble," the root word "-scribe" is taught first. It means "to write". Then derive more words containing "scribe", such as *describe, prescribe, inscribe and proscribe.* Teachers should always encourage students to guess the meaning of new words in order to summarize the common roots, prefixes, etc. and master the rules of word formation. In this way, students not only know how to form English words but also understand the motivation of word formation. Gradually, they will feel that memorizing words is no longer so difficult, and they will become more and more interested in learning English vocabulary.

Game teaching strategy is an effective method of vocabulary teaching, which combines knowledge and interest together, and it is very popular with students. In the process of vocabulary teaching teachers use "guessing action behavior", "card game", "touch guess," etc., which can make students understand the vocabulary and be engaged in the process of learning. If teachers can help students deal with their psychological fear and difficulties, they will improve in all aspects. For example, the teacher shows different pictures to the students, asks them to say what they see. When the teacher says, "I like..." students continue the sentence by taking out real objects like apples, milk, cakes, etc. Next, the teacher asks the students to touch and guess them. If they guess it correct, they can get the real thing. By playing games, teachers can stimulate students' interest in learning, effectively prevent students' psychological fatigue or boredom, so that the classroom becomes more active.

In the process of associative memory strategy in vocabulary teaching, teachers should consciously guide students to use the scene, phonetic, semantic and grammar relations to review the learned words. Among the many methods of vocabulary teaching, the vocabulary teaching using related words is the

most effective method. For example, when a teacher teaches a key word such as *happy*, he asks students to recall related words such as synonyms and antonyms, students have a time limit, and when time comes up, the teacher asks the students to show others how many words they have written, and the one who writes the most is the winner. In this way, students will associate new words with more words, which can stimulate students' interest and enthusiasm for English learning.

Contextual teaching strategies are the existence of vocabulary in a specific language environment or context, and context plays a crucial role in the determination of word meaning. It is very important to learn a vocabulary phrase, a sentence or paragraph through the context, and research shows that students learning this way expand their vocabulary extensively. Without context, some words can become meaningless. The linguist Stevick E W. notes that vocabulary is easier to learn in context than in an isolated list of words. Meaningful contextual learning is more effective than more complex and more in-depth cognitive design, which can effectively improve students' memory efficiency [2, p.182]. In addition, the context teaching method can not only meet the needs of students for effective reading, but also cultivate students to develop good reading habits, so that students can have a deeper understanding of the usage of words in the context. Therefore, contextual vocabulary teaching is more conducive to learning students to master English vocabulary.

Thus, vocabulary teaching is an important content of English teaching. Teachers should study the rules of English vocabulary teaching and learning, combine the teaching content and students' reality, and creatively choose the vocabulary teaching methods, so that students can master their knowledge of English and improve their ability to use the language.

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THE ANALYSIS OF QUESTIONNAIRES IN ENGLISH TEACHING

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Primary school English teaching is the basis of English learning. At present, students may lack interest in English learning, and in order to figure out the needs of students the questionnaire survey method is applied. The questionnaire survey method is a hybrid research method combined with qualitative research and quantitative research. In recent years it is widely used in foreign language teaching research. The researchers compile questionnaires, requiring the respondent, students answer anonymously, thus the needs of the learners are detected.
Keywords: questionnaire method; English teaching; design; primary school student; English learning.

Questionnaire survey is a common scientific research method in educational science, which has been widely applied in foreign language teaching in recent years. The questionnaire refers to a form that is used as a question for statistics and investigations. Questionnaire method is a method that researchers apply to measure the problem under study, so as to collect reliable data. In the study of foreign language teaching questionnaire survey is often used to understand the hot topics in teaching, such as the foreign language learning experience, learning attitude, learning motivation, learning interest, character, cultural identity of a learner, etc.