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.

The design of the questionnaire involves certain stages:

1.   Clarifying the purpose and object of the research. The implementation of questionnaire survey method should first clarify the research purpose and question hypothesis, and then determine the content to be investigated according to the research purpose. The research object can be selected by sampling. Such research is more scientific, reasonable, and credible. Scientific researchers can choose through random sampling, systematic sampling, stratified sampling, group sampling, stage sampling, arbitrary sampling, quota sampling, destination sampling and multi -dimensional samples. Among them, for basic researchers, due to various factors related to reality, random sampling and group sampling are more commonly used, and their advantage is simple and convenient [2, p. 50].

2.   Compiling a questionnaire. After determining the purpose of the research, the questionnaire structure should be determined. The design of the questionnaire should be composed of three parts: the basic information of the learners, the selection (subject) of behavior, attitude and opinion of the learners (open issue).

3.   Testing and revision. To ensure the credibility of the questionnaire survey, pilot study is necessary. The purpose is to further examine whether the content of the questionnaire is reasonable, the difficulty, weight, and order of the problem, whether the language expression is appropriate, and other details. The selected samples must be able to reflect the characteristics of the survey objects and the survey questions.

4.   Distribution and recycling of a questionnaire. Questionnaires can be distributed by mail, individually, collectively or online. The best way to issue questionnaires is to use the time and opportunity when the researchers are together, so that the release rate and recovery rate are higher. It is better for the researcher to explain the questionnaire in person at the questionnaire distribution site, which is also conducive to the quality and recycling of the questionnaire.

5.   Sorting up and analyzing a questionnaire. Firstly, the collected questionnaires will be sorted out, in order to ensure the quality of data, inaccurate and unnecessary questionnaires with omissions or single answers will be deleted. Then the questionnaire is encoded and converted, and finally the data should be downloaded into the computer for analysis.

There are two questionnaires for students to fill up at the same time. One is the Questionnaire of Motivation for English Learning, it deals with learning attitude, learning needs, self-efficacy, self-assertion and achievement motivation. And the other one is the Questionnaire of Class Climate for English Learning which includes four point scales Teacher Support, Peer Support, Satisfaction and Cohesion. The questionnaire are bases on these standards and produces the questions.

The questionnaire has 19 and 20 items, and each item has 5 scales for responding to each statement: 5=strongly agree, 4=agree, 3=not sure, 2=disagree, and 1=strongly disagree. In order to avoid ambiguity in interpretation caused by the possibility that respondent(s) rates the scale uncertainly or neutrally for all the statements in the questionnaire(s), 5 scales are adopted for rating each statement without the neutral scale.

Students need to finish the questions by the motivation of learning English and class climate of learning English. They will get the corresponding score in accordance with the answers respectively. After all subjects are chosen, the author adds together the score in each question and gets total points. In Questionnaire of Motivation for English Learning, the higher score means more motivation in learning English. Psychology considers that the higher learning motivation a student gets the greater learning achievement he can have. In Questionnaire of Class Climate for English Learning the higher score means more harmonious atmosphere in the class, therefore, the better for students learning English. The more support they get from their teacher and peers the better performance they have in their study.

For instance, if teachers often praise students, students will be more interested in learning, and prefer learning themselves, rather than forced to study by teachers or parents. For this question, if the answer is "strongly agree" or "agree", it suggests that teachers never praise their students; if the answer is "disagree" or "strongly disagree", it suggests that teachers would like to criticize their students, rather than praise them, which will suppress the students learning passion. Another example, students will

carry out forms of 'compare with students who are better than yourself (to know that they are inadequate), learn from other students who are better than yourself (define the direction of study), catch up with other students who are better than yourself (clear target distance), help each other (realize their own value is not bad) ' state. If the answer is "strongly agree" or "agree", it suggests that students in this class have the strong team consciousness and sense of group honor; if the answer is "disagree" or "strongly disagree", it suggests that students in this class have very weak team consciousness and sense of group honor. In that case, the weak sense of group honor is not good for students learning progress.

Feng Xiaotian pointed out that as an important social research method, macro perspective, positivism, and quantitative research are the essence of the questionnaire survey method. The scientific statistical analysis of the obtained materials makes this research method have the advantages that other methods cannot be replaced in explaining the objective pattern [1, p. 14].

Looking at many areas and characteristics involved in foreign language research, we found that the research method of the questionnaire survey fits the research needs in many fields of foreign languages, and can promote the effective development of research in all aspects. The existing research results also show that questionnaire is a way of conducting social investigation and research, its important methodological significance is also increasingly apparent. Therefore, it should be actively promoted and implemented properly, so as to continuously develop and improve the education system.

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DOGME IN FOREIGN LANGUAGE TEACHING

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This article is dedicated to analyzing dogme in foreign language teaching in the world. It explains why we need to use dogme in foreign language teaching and how to use this method in teaching to make it more effective. The article studies the impact on the development of students' English language skills .The article finds out the problems and promotes the practice of teachers using dogme in the classroom.
Keywords: foreign language teaching; dogme; teaching problems; textbook using; English skills.

Today educators and language instructors have an urgent need to change teaching habits quickly so that they can adapt to a new way of teaching and learning as a result of globalization processes, with the popularity of new digital means and technologies, a student-centered approach that supports student empowerment, conversations and contributes to critical reflection. The article in this special issue offers the new approaches and trends on the process of teaching and learning English as a foreign language.

Dogme is an approach to language teaching, which is not driven by the resources available, including course books, but rather relies on conversational communication and is learner-centered one. Dogme provides teachers and learners with the opportunity to free themselves from the models of teaching and learning imposed by textbook authors, optimizes the affordances of language learning, the learning environment, and directs their attention to emergent language.