

# *Research-based Teaching of English Lexicology*

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**Keywords:** English lexicology; curriculum; research-based teaching

**Abstract:** Research-based teaching plays an active role in promoting students' autonomous learning and cultivating innovative thinking. In the teaching practice of English vocabulary, specific operations can be made from the following aspects: problem setting, case analysis, guiding design, thematic research of papers and performance evaluation.

Lexicology is an important branch of linguistics and a basic link in Linguistics teaching. It mainly studies the basic theory of lexicology and the most specific element of language - vocabulary, including the origin, formation, structure and meaning of vocabulary. So it is not only a theoretical subject, but also a practical subject. Therefore, vocabulary learning will ultimately improve students' language acceptance and language use ability.

In recent years, more and more attention has been paid to the status of English vocabulary teaching in English teaching. The necessary theoretical knowledge and a lot of practice are the necessary ways to learn English vocabulary well. However, while the teaching of vocabulary has been continuously strengthened in College English teaching throughout the country, some colleges and universities do not attach much importance to the setting and teaching of English vocabulary courses for English majors. They no longer regard vocabulary as a compulsory course for English majors, but as an optional course. This obviously overlooks the significance of this course to English linguistics learning<sup>[1]</sup>.

## **1. Current situation of vocabulary teaching**

As shown in figure 1, 67% of the students think that their vocabulary can not meet the current training requirements of listening, speaking, reading and writing. 72% of the students think that the most difficult thing in vocabulary learning is the use of vocabulary. 95% of the students learn words according to their pronunciation, form and meaning. 98% of the students consolidated their vocabulary through reading, listening and sentence-making<sup>[2]</sup>. This means that they have realized the importance of vocabulary learning and the existence of vocabulary learning problems. They are eager to expand their vocabulary, but do not know how to solve them.

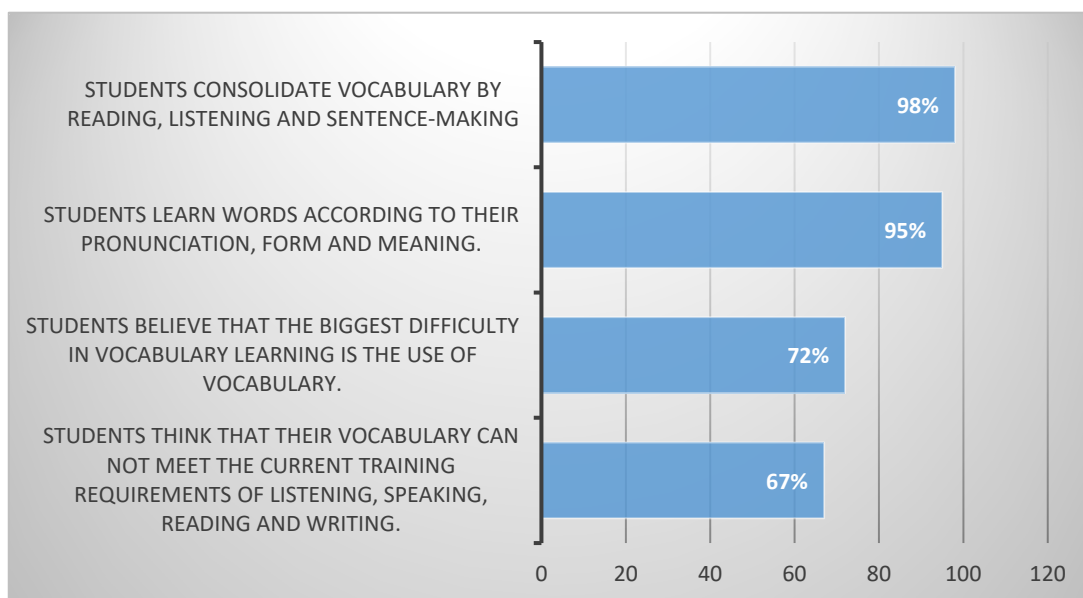


Figure 1. Students' Vocabulary Learning

The method of vocabulary learning for senior high school students under the new curriculum standard is not simply to memorize words by rote or passively and helplessly. It should be a rich, flexible and scientific method, because inefficient and tedious learning method will make students subconsciously resist English, thus making students lose interest in English vocabulary learning, affecting learning efficiency, and reducing it. Learning initiative<sup>[3]</sup>.

## 2. The concrete implementation of research-oriented teaching

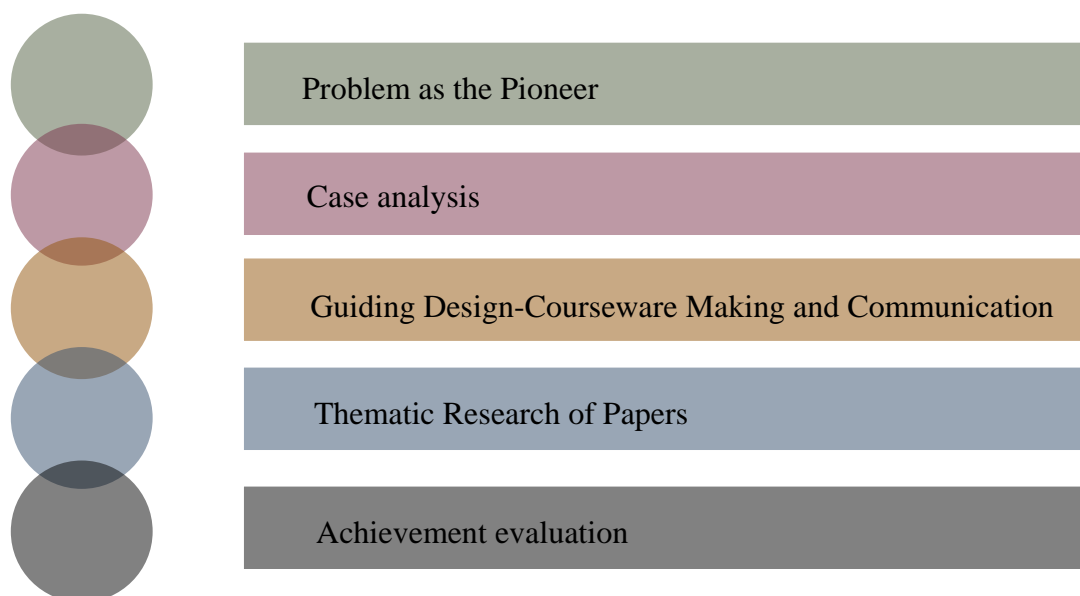


Figure 2. The concrete implementation of Research-oriented Teaching

As shown in figure 2, a detailed analysis is presented below.

### 2.1 Problem as the pioneer

In classroom teaching, teachers create thinking problems, i.e. open problems, which are slightly

more difficult than students' existing knowledge level, and encourage students to use existing knowledge and solve problems with new theories. The creation of the problem can guide students to actively explain it from different perspectives, so that different views can be exchanged and collided here, so that students can conduct a comprehensive and in-depth analysis of the problem. In the understanding of discourse, pragmatic connotation is constrained by context. Teachers encourage students to ask questions<sup>[4]</sup>. In fact, it is more important to put forward a problem than to solve it. It requires creative imagination and thus opens up the space of thinking. This problem-oriented approach can promote students' independent inquiry and interactive cooperation, thus improving their cognitive ability.

## 2.2 Case analysis

In classroom teaching, teachers choose specific situations or problems from social life, so that students can establish links between textbooks and the real world, and form their own opinions through intuitive feelings. Firstly, students analyze independently, get possible solutions, and then evaluate by teachers, which is conducive to the introduction of classroom teaching content or theoretical interpretation and the improvement of students' thinking ability. In the teaching of English lexicology, teachers should replace abstract theoretical explanations with vivid natural language cases. As for the phenomenon of Loanwords in Chinese and English, the author chooses the fashionable vocabulary to analyze its social pragmatics<sup>[5]</sup>. These words appear frequently in various media, representing fashion, highlighting personality, students feel more intimate naturally, and can fully express their personal opinions. At the same time, teachers guide students to analyze the characteristics of the introduction of foreign vocabulary in Chinese language and the problems in its application. Through case study, students can not only feel the rich connotation of natural language, improve their interest in theoretical learning, but also have more opportunities for rational thinking.

## 2.3 Guiding design-courseware making and communication

In the teaching of theoretical courses for senior English majors, teachers should arrange the time appropriately, choose the appropriate topics or the content of the teaching materials with moderate difficulty, and guide students to develop courseware making and communication activities. On the one hand, this kind of guiding design deepens students' understanding of textbook theory, broadens their vision and thus continuously constructs their own cognitive structure. On the other hand, students can independently acquire and process information and network resources, highlight personalized design, and obtain self-satisfaction, at the same time, realize group sharing of thinking and wisdom. Of course, after the courseware is made, teachers must arrange time for courseware display. For each design, teachers should give encouragement evaluation to enhance students' interest in scientific research. For typical problems, teachers should give necessary explanations to enhance their research ability.

## 2.4 Thematic research of papers

In the teaching process, on the one hand, teachers pay attention to the latest scientific research trends; On the other hand, students should be given the opportunity to carry out scientific research. Thematic research on papers can deepen the understanding of textbook theory, expand thinking space and improve students' scientific research ability. In the process of English vocabulary teaching, the author has provided more than 20 research topics for students. For example, the Semantic Connotation of English neologisms, the characteristics and application of Chinese and

English loanwords, the semantic analysis of Chinese fashionable words, the semantic choice of context and vocabulary, and the lexical patterns in discourse, etc.

## 2.5 Achievement evaluation

With the change of teaching mode, the evaluation method of achievement should be reformed accordingly. Change the single closed-book assessment method in the past and replace it with a comprehensive dynamic assessment method: combine classroom performance with extra-curricular guidance design and paper research, as well as the spirit of cooperation in the process of research, so as to determine the results, so as to make the evaluation play a more effective role in guiding and stimulating functions. Therefore, we can strengthen the process control and highlight the dynamic performance of students.

## 3. Conclusion

Research-based teaching emphasizes students' self-construction and self-research under the mediation of teachers. Firstly, teachers should change their roles. Teachers use various methods to "mediate" students' learning, respect and give full play to students' personality, select and organize the most appropriate stimuli for them, present these stimuli in the most conducive way to promote learning, and form a dynamic "three-dimensional" balance between teachers, students and learning tasks. Furthermore, teachers and students should have equal dialogue so as to make teaching and learning develop healthily.

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