

Problems and Countermeasures of English Vocabulary Teaching under the Network Background

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Abstract—The development of educational information technology, network teaching has become a major symbol of the world education information process, closely related to our study and life, and also plays an important role in promoting students' learning in the network environment. However, as a new development trend of the network, there are still many problems and deficiencies. This paper analyzes and discusses the current situation of English vocabulary teaching in the network environment, and discusses the problems faced by English vocabulary teaching under the network environment and the strategies for solving the problems.

Key words—Problems and Countermeasures, English Vocabulary Teaching, Network Background

I. INTRODUCTION

Internet technology is changing people's lifestyles at an alarming rate, and it is very important to introduce Internet thinking into English teaching. The Internet provides English learners with real, fast and endless language materials. In addition, its hypertext structure, multimedia technology and online communication features have had a profound impact on education, especially English education. The use of network-assisted English teaching has become a hot topic of concern for learners and teachers [1, 2].

Figure 1 shows the content of English teaching courses [3].

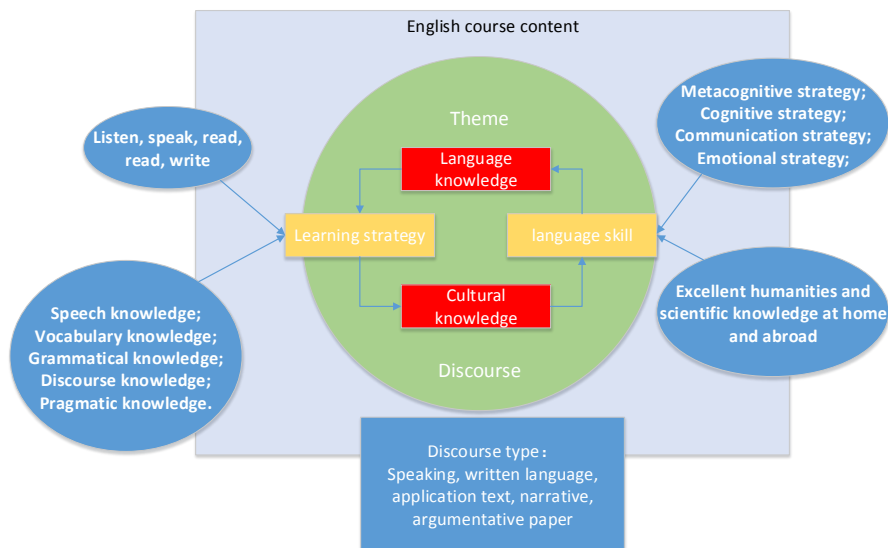


Figure 1. Six elements integrated English course content

The three elements of language are: speech, vocabulary and grammar, and vocabulary is the most important of the three. The language consists of sentences, the sentences are composed of words, and no words can be expressed without words. For most students, it is not enough to learn English vocabulary on their own. Vocabulary teaching is one of the most important aspects of foreign language teaching and runs through the whole teaching.

II. FIRST

Online teaching is a new thing, which has received universal attention from the education community and has become a hot spot in development education. The China Education and Research Computer Network has become an important infrastructure for online teaching in China. At present, the China Education and Research Network has connected more than 70 cities and more than 700 universities and research institutes across the country. The number of online hosts has exceeded 200,000 and the number of users has reached 3 million. In addition, the development of education television stations and satellite

communications in China is also relatively rapid. Therefore, the integration of computer networks, cable TV networks, telecommunication networks and satellite networks in China has become a major trend. Under this circumstance, China's online education is bound to enter a new stage. A survey of online English teaching in three colleges and universities is shown in Figure 2.

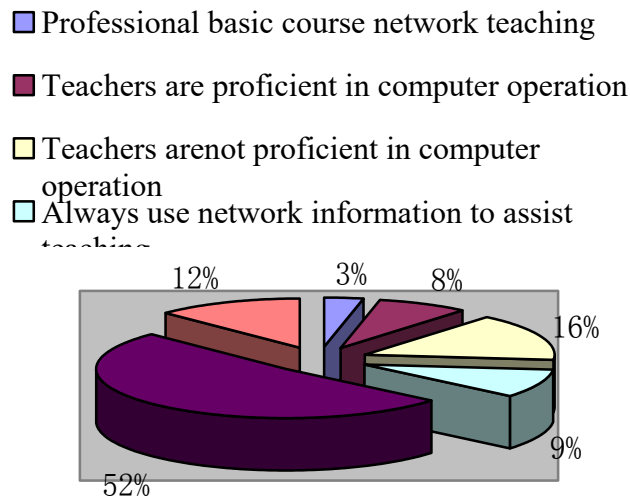


Figure 2. Survey of online English teaching in colleges and universities

Students' attitude towards online English vocabulary teaching generally showed a positive attitude [4]. The research report pointed out that the use of multimedia network teaching in English vocabulary teaching is not only possible but also necessary. 96% of students believe that learning interest and classroom information have increased. Most students are more comfortable with learning methods. For traditional teaching methods, they should not be completely excluded and must be organically combined. The learning effects of students on media network collaborative teaching are shown in Tables 1.

TABLE 1. STUDENT LEARNING STATISTICS ON MEDIA NETWORK COLLABORATIVE TEACHING

Problem	Very helpful	Helpful	No help	Result	F-value
Hearing	14	16	3	90%	0. 62
Speaking	11	18	4	88%	0. 55
Reading	7	24	2	94%	0. 55
Translation	5	23	5	85%	0. 42

Experiments show that most students have an attitude toward the teaching of classes in online multimedia classrooms. However, for English vocabulary teaching, the learner's personal learning experience, social background, personality psychological characteristics and other relationships with this learning model; students' long-term influence based on information technology on non-intellectual factors; how images are in memory The connection with the text; the image and the text which remember longer, which influences the behavior more; how the learner adapts to this new learning, how to change the thinking and learning set that he has become accustomed to base on paper learning, How to creatively use new forms of learning, etc., we should pay attention to experiments and research in this area.

III. TWO

Teachers need to teach students a lot of vocabulary in a limited time, teachers can only explain the vocabulary roughly, and the rest let students find their own memories. This will create a lot of problems: students who are less active in learning will leave behind the words they need to find, or some students will treat words that are not spoken in the teacher's class as unimportant words. When the teacher taught the words quickly, the content was broad and the students could not absorb it for a while, and the class did not want to spend time, resulting in the vocabulary teaching effect has been poor. Teachers generally use words to explain words, and teach vocabulary. There is no originality in vocabulary. This teaching method is completely out of the text and has nothing to do with real life. This increases the difficulty for students to understand the word. .

Students learn English vocabulary too passively and inefficiently. For non-English majors, the emphasis on English is not enough, and there are also professional exams, and many other activities are full of students' learning and entertainment time. The time spent extracurricular assigned to English vocabulary is really very small. Many students are quick and quick when they remember words, but they can't really understand the connotation of words, let alone the correct way of using them. This dumb-style mechanical way of remembering words is very unfavorable for vocabulary learning.

IV. THREE

Vocabulary is the unit of language. Only when the vocabulary is placed in a specific context, the usage and meaning of the vocabulary will be clear. It is not enough to memorize words only through vocabulary books or vocabulary lists. This is not

only inefficient, but also easy to see. For example, black tea, black sheep, black dog have "black" in the three phrases, but the meaning is completely different. If the machine is translated into "black", it will naturally make a joke. Therefore, teachers should pay attention to classifying words in specific contexts in the classroom, which can effectively enhance the interest and efficiency of vocabulary teaching, so that students can remember words more firmly in order to use them effectively in real life. As shown in Figure 3 and Figure 4.

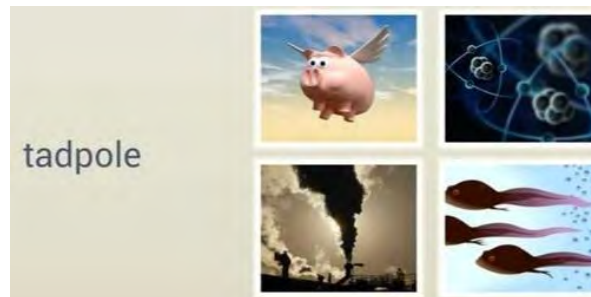


Figure 3. Contextual picture selection for the word tadpole

In addition, students should find ways to put themselves in an English environment [5], for example, read more English readings that are comparable to their own level, and expand their reading; and through extensive reading, students can learn to guess the meaning of words according to the context and read while expanding their vocabulary. The ability can also be greatly improved. In addition, students can also browse Chinese and English web pages, often watch English movies, listen to English songs, and ensure that there is a certain amount of time to deal with English every day. The English vocabulary naturally expands. According to the survey, most students remember to write words by constantly reading, copying or writing while writing. Remembering words in this way is not only time-consuming and laborious, but often forgets quickly. If the teacher can introduce students to some common English pronunciation rules, word formation, linguistics and other knowledge, students will be more efficient in remembering words.



Figure 4. Vocabulary context display

V. CONCLUSION

The above describes the problems in the teaching of college English vocabulary and the corresponding teaching strategies. It is proved that the students' cognitive ability and vocabulary knowledge are combined to play the role of students, and then the learning software is used to create a diverse language learning environment. The existing vocabulary helps to improve the learner's ability to understand and use vocabulary, promotes the expansion of thinking in students' learning, and the efficiency of language learning to improve the ability to use language comprehensively.

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