

Action Research on English Vocabulary Teaching for High School “P.E. Students” from the Perspective of Globalization

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Abstract: Linguist Wilkin said, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” English vocabulary is very important for the development of students’ English language ability, and lexical resources directly determine the comprehensive level of students’ English^[1]. In response to PE students’ English vocabulary learning problems, an action research was conducted among 30 P.E. students from Nanchong High school. Ten units of the first volume of the eighth grade were covered in order to explore the current problems of English vocabulary learning of P.E. students, and enhance the efficiency of vocabulary learning. Through eight weeks of action research, the author concludes that learner-centered cooperative learning is a good way for current P.E. students to learn vocabular effectively.

Keywords: P.E. Students; English Vocabulary Teaching; Action Research

Introduction

In 2008, China held the Beijing Olympic Games successfully. In 2022, China held the Winter Olympic Games successfully in the capital Beijing again. Since the beginning of 21st century, with globalization and cross-cultural communication in various countries, our sports have been continuing to thrive in the world. China is attaching more and more importance to sports^[2]. As a universal language, English plays an irreplaceable role in the competitive communication. It is urgent to cultivate sports talents who are both proficient in sports skills and flexible in English.

1. The Importance of English Vocabulary Learning to P.E. Students

With the popularity of international sports events, more and more sports talents have realized the importance of cross-cultural awareness and foreign language proficiency^[3]. For instance, Feng Shuyong, a coach of China's track and field team, once said in an interview that English is the link between athletes. Li Na once said that her fluent English largely due to the communication environment around her. How to understand international competition effectively, be familiar with the rules of the competition accurately, and communicate with judges and foreign talents freely may become obstacles for some outstanding athletes.

2. The Analysis of English Words Learning Problems of P.E. Students

Through the usual classroom teaching and the after-class interview with students, it is found that the students with sports talents have problems in the following. First of all, despite the school, teachers or P.E. students, all pay more attention to the improvement of sports skill instead of other subjects. Most P.E. students not realized the importance of English learning. Secondly, their long-term poor English performance leads to the sense of lack achievement in English learning. Third, high school P.E. students have a poor English learning strategy, especially in terms of vocabulary learning, which is often rote memorization.

3. Action Research on English Vocabulary Teaching of P.E. Students

In response to PE students’ English vocabulary learning problems, an action research was conducted among 30 P.E. stu-

dents from Nanchong High school. Ten units of the first volume of the eighth grade, which is suitable for the students' language ability, were covered in order to explore the current problems of English vocabulary learning of P.E. students, improve their vocabulary learning strategies, and enhance the efficiency of vocabulary learning. From August 15, 2022 to October 15, 2022, an eight-week vocabulary teaching program was implemented in three stages as follows:

3.1 The First Stage of Action Research

3.1.1 Pre-vocabulary Test

During the first week and the second week, the author requires students to review these words independently. Two weeks later, 150 words and collocations were randomly selected from first two units of the ten units to test the autonomous learning ability of students. The test results were as follows: the highest score was 70; the lowest score was 39; the average score is 51 points. According to the test results, we can see that the students' lexical resources are seriously terrible.

3.1.2 Post-stage Interview

After two weeks of independent learning, ten students were interviewed randomly about their feelings of the first test. Students mainly reflected two problems. First, they feel that the process of vocabulary memory is boring. Second, there is no memory strategy, but rote memorization. In order to get more information, the next stage is to integrate vocabulary teaching into the learning process before class, during class and after class.

3.2 The Second Stage of Action Research

3.2.1 Mid-term Vocabulary Test

The action research in this stage selects another three units randomly and were taught for three weeks. In class, the teaching is carried out by means of pronunciation following, word formation analysis, explanation of meaning and usage, and examples. After class, students are asked to recite, make sentences, and dictate the words in the next class. After three weeks, the author did the same test. The results were as follows: the highest score was 91; the lowest score was 42; the average score was 65. From the test results, we can see that after the vocabulary teaching in this stage, learners have a preliminary grasp of the target vocabulary, and their lexical resources have been improved to a certain extent. But it cannot reach the normal vocabulary requirements.

3.2.2 Post-stage Interview

After three weeks of teaching, ten students were interviewed again. There were another three problems. First, their classroom participation is not enough. Second, there was too many contents. Third, no innovative learning ways were given to them. Therefore, the next stage of action research focused on solving the problems of vocabulary teaching methods. In order to provide students with vocabulary learning methods that suit their level and interests.

3.3 The Third Stage of Action Research

The action research at this stage selected another three units. According to the course objectives, combining with the learner's learning situation. The author redesigned the teaching content of the three units again. The main classroom activities are as following

3.3.1 Stimulate Interests of P.E. Students before Class

For vocabulary teaching, the first step should provoke background knowledge of students, so that they can participate in classroom activities. This class begins with Beckham, Yao Ming, Sun Yang, John Higgins and other familiar ball stars. The teacher invited students of the corresponding project to say what they knew about him or her, and encouraged them to introduce them in English. For example:

【Lesson fragment 1】

T: Who is he?

S1 (billiards player): He is John Higgins! My favorite billiards player.

T: What's his job?

S: Oh, he used to be a billiards player.

T: And what's your job?

S: I am a billiards player, too.

In this process, we learned the word "billiards", this student can review the words he knows, and the other students who were not familiar with him can be interested in him and looked forward to the next learning activity.

3.3.2 Organize Creative Vocabulary Learning Activities during Class

The activity view of English learning requires English learners to promote the growth of students' language knowledge and skills through a series of activities. At this stage, teacher selected suitable activities for their current level. For example, when grouped students, teachers ensured different students of sports projects were in the same group. Then designed the same task to each group and gave each group 8 minutes to exchange their ideas in the same way as above mentioned. Students in each group were required to know the sports information of other members. After a certain time, the teacher joined the group and asked random questions.

3.3.3 Provide Blended Vocabulary Review Strategies after Class

In order to form a long-term memory and put students into action, English teacher provided students with some convenient and efficient methods for vocabulary review. First, the teacher recommended some word apps to them and let them review vocabulary in their spare time. Secondly, after the vocabulary class, the teacher asked the students to draw their own vocabulary trees to help them clarify their learning ideas. Finally, provided students with the knowledge of this lesson in the form of micro class for their review. This combination of online and offline learning is enough to help them achieve their English learning goals.^[1]

3.3.4 Final Vocabulary Test After-stage Interview

After three weeks teaching, the author did the same test with another units. The results were as follows: the highest score was 123; the lowest score of 70; the average score was 98. From the test results, we can see that after this round of action research, learners significantly improved their lexical resources. Through these classroom activities, under the guidance of teachers, students' interest in learning has been significantly improved as well.

3.3.5 Post-stage Interview

Through after-class interviews, we got timely feedback from students. Here are some of conversations between the teacher and students:

T: What impressed you most about this class?

S: I am very interested in the content of this class. It is all that I need

T: What was the most difficult part of this class?

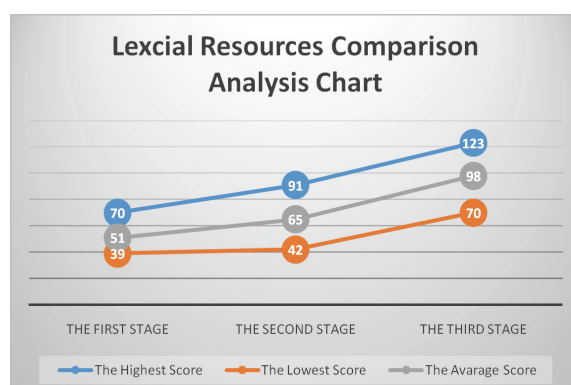
S: When I go on stage to share with everyone, I can only say a few words, not complete sentences.

T: What new expectations do you have for your future English class?

S: I hope the teacher will continue to teach us more daily expressions in this way.

3.4 Reflection and Effect of Action Research

In the process of action research, the author constantly make teaching reflection, finds problems and solves them. Through the spiraling mode of "plan-action-reflection -improvement plan-action-observation -reflection"^[4], the author improves the level of English vocabulary teaching, studies carefully and improves his teaching ability. The results of the three rounds of vocabulary tests are shown below:



From the chart, we can see that after three rounds of action research, learners have significantly improved their lexical resources, vocabulary learning strategies, autonomous learning ability and other aspects. Through the implementation of action research, learners' learning interests and autonomous learning ability of target vocabulary have been significantly improved; the author preliminarily explores the strategies of high school P.E. students in vocabulary learning.

4. Effective Suggestions and Conclusions

Only with the renewal of ideas and liberation of the mind can education reform achieve real results^[5]. As modern English teachers, we should know that most of our students like new sports stars, not just the ones we liked when we were young. Class examples may have to move from the Beckham era to current stars like Cristiano Ronaldo and Lionel Messi. Besides, students can cooperate in learning simple knowledge. Some students share their knowledge of the language to others. For example, for some vocabularies, a teacher cannot teach them well, but if there is a student who is familiar with these words, the effect may be better. At the same time, teachers can record language knowledge to students in advance by means of flipped classroom and micro-class, so that when some students are absent from a class, they can make up for it after class.

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