

# Exploring teaching methods for middle school English vocabulary in China: Based on observation of high-quality lessons in people's education edition

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## ABSTRACT

This study investigates the methodologies used in teaching vocabulary in middle school English classrooms, focusing on the interconnections among class types, parts of speech, teaching stages, and methods. By combining offline classroom observations with a review of 99 high-quality online lessons from the People's Education Edition, the research provides a comprehensive comparison of vocabulary instruction practices. The findings reveal that vocabulary instruction is often embedded within broader lessons on listening and speaking, reading, writing, and grammar rather than being addressed in dedicated sessions, and that there is significant variability among teachers in core vocabulary selection and instructional approaches. The study concludes that there is a lack of consistent and dedicated vocabulary teaching methods across different class types. This research offers valuable insights for educators to develop more targeted and effective vocabulary teaching strategies, aiming to improve vocabulary acquisition among middle school students.

**Keywords:** High-quality lessons, Middle school English, Teaching methods, Vocabulary, Vocabulary teaching, English teaching.

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### Highlights of this paper

- This study examines middle school vocabulary teaching through offline observations and a review of 99 online lessons.
- It finds that vocabulary is often integrated into broader lessons, with significant variability in teaching methods.
- The study provides insights for improving vocabulary instruction and student outcomes.

## 1. INTRODUCTION

Vocabulary is of paramount importance for junior high school English learners as it enables them to communicate effectively in English. However, the current practice in junior middle school English classrooms reveals a lack of a dedicated vocabulary teaching course. Instead, vocabulary teaching is integrated into different classes such as listening and speaking, reading, writing, and grammar lessons. Moreover, teachers employ varying criteria for selecting key vocabulary and use different teaching methods. Observation of high-quality English teaching courses in junior middle schools is instrumental in evaluating teaching effectiveness and student outcomes. This involves scrutinizing teachers' methods, students' engagement, and the use of teaching resources to accurately assess learning and teaching effects. Furthermore, such observation provides positive teaching demonstrations and facilitates effective dissemination of teaching experiences and methods, thereby enhancing teaching abilities among educators. Additionally, it fosters the continuous professional development of teachers, as high-quality courses are typically taught by experienced and skilled professionals, serving as role models and promoting overall educational standards.

This study delves into the application of vocabulary teaching methods through the observation of 99 high-quality lessons, aiming to gain insight into current practices and prospects in English vocabulary teaching.

The main issues of this research include the following three aspects:

(1) What teaching methods are often adopted by teachers in junior middle school English vocabulary teaching in China?

(2) In junior high school English vocabulary teaching, which words do teachers often choose to focus on teaching in China?

(3) What are the implications of high-quality lessons observation for junior high school English vocabulary teaching in China?

Moreover, the research significance lies in its potential to contribute to the enhancement of English language teaching practices in junior middle schools in China. By shedding light on effective teaching methods and vocabulary selection criteria, this study seeks to enhance the English language proficiency of junior high school students by promoting effective vocabulary instruction practices.

## 2. LITERATURE REVIEW

Zimmerman highlighted the variety of teaching methods that have been employed in the history of vocabulary teaching abroad, such as the grammar translation method, direct method, audio-lingual method, and the communicative approach. The grammatical translation, a traditional method in foreign language teaching, focuses on learning language rules and text translation (Luo & Shi, 2024).

The grammatical translation teaching method, represented by The Alexandrian school, was adopted to help L2 learners to read, study, and translate foreign languages and language literature. This methodology assumed that language learners must develop a good knowledge of the grammatical systems of their first and second language, and the ability to translate texts from their first to second languages and vice versa (Mambrol, 2020). Some

research (Shliakhtina, Kyselova, Mudra, Talalay, & Oleksiienko, 2023) did experimental research and proved that the grammar translation method was effective in building foreign language competences in English. However, this method overlooked oral communication and practical application of vocabulary, hindering students' ability to use the language fluently in real-world situations. Conversely, the direct method was developed as an antithesis to the grammar-translation method, which emphasized practical usage and natural fluency of the second or foreign language, contributing to the improvement of students' listening, speaking, reading and writing skills. In addition, it focused on effectively communicating the meaning of words through a combination of language, action, object, and imitation (Lu, 2018). However, the direct method lacked in systematic grammar instruction and stressed on the exclusive use of the target language which was likely to make students shy away from the activities and thus, lose interest and confidence in learning (Li, 2023).

Then researchers directed their focus on oral language and sentence structures by means of listening and speaking practices like dialogue practice, role play, etc., known as the audio-lingual method, which was based on the theory of structuralist linguistics and aimed to enhance learners' understanding, memory, and use of new vocabulary (Zheng, 1995). However, it stressed too much on the mechanical control of listening and speaking practices and neglected linguistic content and meaning, which had a negative effect on students' initiative and creativity in language learning (Yuan, 2006).

In the meantime, the communicative approach was also proposed in English education, which promoted the idea of incorporating vocabulary into real contexts so as to encourage learners' practical use of vocabulary in actual communication. This approach has been proved to be effective in listening, speaking, reading, grammar, and writing classes. Various scholars like Shan (2022); Wang (2015); Zhao (2020) and Zou (2019) have conducted empirical and quantitative research which strongly manifested the effectiveness of communicative approach in enhancing students' enthusiasm and autonomy in vocabulary learning across various English language skills.

In the new era of computational technology, more advancements in vocabulary instruction have occurred, such as computer-aided dual-coding theory (Luo, 2022) cognitive neuroscience (Wei, 2018) artificial intelligence (AI), and network technologies. AI technology motivated or aided vocabulary instruction has received enormous attention, exploring the application of AI in educational design and development (Huang, 2021) teaching college English vocabulary by means of 5G and cloud computing environments (Wang, 2023) etc. These endeavors show a growing interest and investment in exploring vocabulary teaching methods in emerging fields.

In China, the evolution of vocabulary teaching methods occurred with the development of foreign language teaching approaches, shifting from the traditional grammar translation method to more modern methods such as the direct method, audio-lingual method, and communicative approach. Local educator assimilated these methods and applied them in diverse forms. For instance, the associative method and classified teaching method gave priority to the lexical meanings and word associations. Students showed a better memory of words by associating them with broader contexts with diverse meanings. Their vocabulary retention became easier with closer associations (Liu, 2007).

Some researchers approached vocabulary learning from word formation, especially the creation of new words including affixation, compounding and other minor morphological processes like blending, clipping, backformation, acronyms, conversion, etc. Pu (2010) claimed that proficiency in word formation supported word retention and acquisition, effectively expanding students' vocabularies with increased efficiency. The word formation method was well-accepted by educators and was extensively integrated into listening and speaking, reading, writing, and grammar classes, which was known as the contextual teaching method. This approach emphasized the learning of

vocabulary within the context of real-life language usage, thereby fostering practical language skills. In addition, the contextual approach is applicable across various types of English courses due to its emphasis on the practical use of vocabulary and language skills, which enabled students to adapt to diverse contexts and enhance their language proficiency and communicative competency.

In addition to these previous methods, currently scholars also delved into more specialized avenues of vocabulary teaching. First, some proposed the strategies for cultivating students' cognitive abilities within the framework of English vocabulary teaching under the "double reduction" policy (Wang, 2022). Second, some focused on students' core literacy as a pivotal aspect of vocabulary teaching, underlining the importance of contextual teaching, multimedia technology, associative memory, word formation, and phonics (Yao, 2017). Other proposals were about the integration AI technology into vocabulary teaching activities such as pre-class preparation, while-class teaching, and post-class review, aiming to ensure optimal learning outcomes (Wu, 2023). Furthermore, more efforts were made to integrate semantic field theory with English vocabulary teaching in order to foster students' innovative and logical thinking while enhancing the scientific nature and appeal of vocabulary instruction (Zhou & Chen, 2021).

This continuous enrichment of vocabulary teaching theory reflects the ongoing advancement and refinement of research content and methodologies in this field. This comprehensive literature review deepens our understanding of English vocabulary teaching methods and underscores their significance in education. This understanding is crucial for the development of high-quality English courses in junior high schools, providing a solid foundation for effective vocabulary instruction and reinforcement in quality courses.

### **3. RESEARCH APPROACH**

#### *3.1. Research Design*

The research methods utilized in this study are classroom observation and literature research methods. Firstly, the literature research method is conducted on junior high school English vocabulary teaching methods to provide a theoretical basis for the subsequent research and analysis. In this stage, literature review method will be adopted. Secondly, through classroom observation, in-depth observation is made on vocabulary teaching in 99 high-quality lessons in People's Education Edition online, from which specific data and information are obtained, and the correlation between teachers' vocabulary teaching methods, teaching stages, parts of speech of words selected for teaching and class types in these high-quality courses is studied, so as to provide data support for this study.

Classroom Observation involves the direct observation and documentation of the teaching process, encompassing teachers' instructional strategies, student engagement, classroom environment, instructional methods, and specific details and characteristics of learning activities to gain an in-depth understanding of teaching practices, student behaviors and teacher-student interactions (Brophy & Good, 1986; Douglas & Nancy, 2007; Galloway & DeLuca, 2018; Good, Grouvws, & Ebmeier, 1983). Classroom observation enables researchers to obtain direct, detailed, and objective data, which can help understand the characteristics and effects of teaching practices, evaluate teaching quality, identify problems and challenges, and provide a basis for improving instructional design and implementation. Additionally, classroom observation is also an effective way to improve teachers' professional competence and the use of effective teaching strategies.

The Literature Research Method involves utilizing existing literature as a research method. By reviewing published literature on "vocabulary teaching methods" and systematically analyzing it, researchers can uncover previous research findings pertinent to the subject matter, leading to the acquisition of relevant information and

insights. Consequently, this approach facilitates a comprehensive understanding of the current state of the research topic, aiding in a more comprehensive grasp of the research direction and methodologies. Ultimately, it allows for thorough exploration and analysis within the research domain.

### 3.2. Research Population

The research population of this paper is junior high school English teachers from all over China. In the following research content, the teachers in each region are divided into three parts: central, eastern and western, male and female teachers. And there is no student in the high-quality lessons.

### 3.3. Instrument

This study will adopt quantitative method in order to make sure the accuracy of results. The data of these instruments will be analyzed by SPSS 27.0 and some detailed information will be illustrated in the following parts. Besides, this study chooses teachers' teaching as an observation perspective, and observes the vocabulary teaching methods adopted by teachers in vocabulary teaching, the parts of speech selected, the teaching stages, the types of lessons and the number of teaching methods. The main instrument used is classroom observation scale (Appendix 1 Classroom Observation Scale).

## 4. RESEARCH CONTENT

### 4.1. Research Object

The high-quality lessons observed comes from the micro-lesson display platform on the Basic Education High-Quality Lesson website, provided by the Ministry of Education (<https://jpk.eduyun.cn/resource/byzs.jsp>). Table 1 presents the versions, total number and number of open views of junior high school English high-quality lessons. In 2022, there are total of 2,318 high-quality lessons for junior high school English, with the majority of them being based on the People's Education Press (PEP) curriculum. Specifically, there are 99 videos available for viewing on the website, consisting of 28 lessons for Grade 7, 41 lessons for Grade 8, and 30 lessons for Grade 9.

**Table 1.** Versions, total number and number of open views of junior high school English high-quality lessons.

High-quality lessons	Total number	Open number
People education press(PEP)	214	99
Foreign language teaching and research press	356	53
Yi Lin press	320	16
Shanghai education press	138	8
Shandong education press	417	5
Beijing normal university press	229	3
Popular science edition	350	12
Hebei education press	294	7

Figure 1 illustrates that the provinces involved in the high-quality lesson videos of the People's Education Edition are divided into eastern, central and western regions, and the distribution is relatively even.

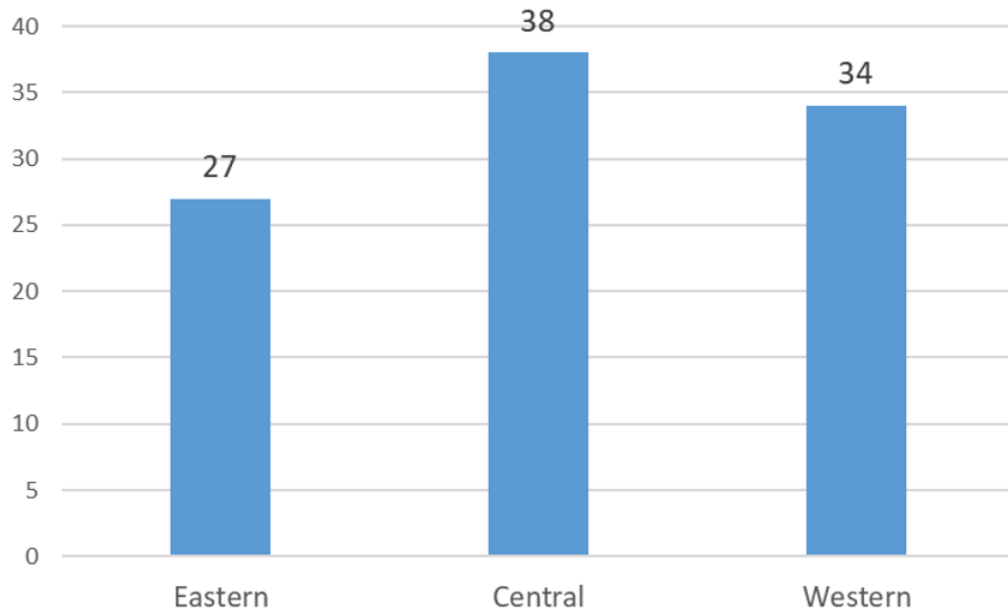


Figure 1. Survey on the regional distribution of high-quality lessons of the people education press (PEP).

Therefore, this study takes the high-quality junior high school English lessons of PEP edition as an example, and conducts the observation of junior high school English classroom, focusing on the class type, the vocabulary taught in the classroom, and the application of vocabulary teaching methods.

Table 2. Basic information of high-quality lessons.

Gender	Number	Region	Number	Grade	Number	Class type	Number	Vocabulary
Female	94	Eastern China	27	Grade7	28	Reading	31	167
Male	5	Central China	38	Grade8	41	Listening & speaking	37	304
		Western China	34	Grade9	30	Writing	16	72
						Grammar	15	97
Total	99				99		99	640

## 4.2. Results

### 4.2.1. Basic Information of High-Quality Lessons

The basic information about high-quality lessons, such as the gender of the teacher, location, grade, class type, and vocabulary taught in each type of lesson, is presented in Table 2. In high-quality lessons, there is a significant imbalance in the gender distribution of teachers, with a 5:94 ratio of male to female teachers. Notably, the proportion of female English teachers far exceeds that of male teachers. Geographically, the distribution of teachers is as follows: 27.27% are from eastern China, with a significant representation from Zhejiang Province accounting for 13.13% of the total; 38.38% are from central China, mainly from Henan Province, Hubei Province, and Hunan Province, accounting for 30.30% of the total; and 34.34% are from western China, mainly from Chongqing Municipality and Ningxia Hui Autonomous Region, representing 15.15% of the total.

Table 2 also reveals that Grade 8 has the highest number of high-quality lessons. The distribution of class types consists of two categories: reading and listening, and speaking. Furthermore, among the four types of classes,

listening and speaking classes cover the largest number of vocabularies, while reading and writing classes cover the fewest. In terms of vocabulary structure, it is categorized into words and phrases, with 489 words and 151 phrases. Lexical parts of speech are classified into content words and function words. Content words comprise 256 nouns, including 14 proper nouns, 196 common nouns, and 46 noun phrases. In addition, there are 141 verbs and 67 verb phrases, 152 adjectives and 17 adjective phrases, and 49 adverbs and 18 adverb phrases. It is noteworthy that the majority of high-quality lessons' teachers are female, and from the perspective of region and grade, their distribution is relatively balanced. However, significant differences exist in class type and vocabulary aspects.

**Table 3.** Correlation analysis among class type, teaching stage, teaching method, word's part of speech and the amount of teaching methods used each vocabulary.

		Class	Stage	Method	Word	Amount
Class	Pearson correlation	1	0.304**	0.157**	0.155**	-0.089*
	Sig.(2-tailed)		0.000	0.000	0.000	0.024
	N	640	640	640	640	640
Stage	Pearson correlation	0.304**	1	-0.196**	0.210**	-0.200**
	Sig.(2-tailed)	0.000		0.000	0.000	0.000
	N	640	640	640	640	640
Method	Pearson correlation	0.157**	-0.196**	1	-0.156**	-0.020
	Sig.(2-tailed)	0.000	0.000		0.000	0.621
	N	640	640	640	640	640
Word	Pearson correlation	0.155**	0.210**	-0.156**	1	-0.021
	Sig.(2-tailed)	0.000	0.000	0.000		0.602
	N	640	640	640	640	640
Amount	Pearson correlation	-0.089*	-0.200**	-0.020	-0.021	1
	Sig.(2-tailed)	0.024	0.000	0.621	0.602	
	N	640	640	640	640	640

**Note:** \*\*. Correlation is significant at the 0.01 level (2-tailed).  
\*. Correlation is significant at the 0.05 level (2-tailed).

#### 4.2.2. Correlation Analysis

In order to test the correlation among class type, teaching stage, teaching method, word's part of speech and the amount of teaching methods used each vocabulary, Person correlation is conducted in this part to indicate significant degree and check the direction of their correlation.

Table 3 demonstrates correlation coefficients between class type and teaching stage, teaching method, vocabulary type is 0.304\*\*, 0.157\*\* and 0.155\*\*, respectively, and the P-value being 0.000(p=0.000<0.01), indicating that there is a significant positive correlation between class type and teaching stage, teaching method, vocabulary type. The correlation coefficient between the class type and the amount of teaching methods is -0.089\*\* and the P-value being 0.024, indicating that there is a negative correlation between the class type and the amount of teaching methods.

The correlation coefficients between teaching stage and teaching methods and the amount of teaching methods are -0.196\*\* and -0.200\*\*, respectively, and the P-value being 0.000, indicating that there is a negative correlation between teaching stage and teaching methods and the number of teaching methods. The correlation coefficient between the teaching stage and vocabulary type is 0.210\*\* and the P-value being 0.000, indicating that there is a significant positive correlation between the teaching stage and vocabulary type.

The correlation coefficient between the vocabulary types and teaching methods is -0.156\*\* and the P-value being 0.000, indicating that there is a negative correlation between the vocabulary types of teaching methods. The correlation coefficient between teaching methods and the amount of teaching methods is -0.020 with the correlation being significant at the 0.621, indicating that the correlation between teaching methods and the amount of teaching

methods is small. This also indicates that the choice of teaching methods seems to be relatively independent, demonstrating that in different teaching situations, teachers pay more attention to the selection of specific teaching methods, rather than pay too much attention to the number of teaching methods.

The correlation coefficient between vocabulary type and the amount of teaching methods is -0.021, and the p-value was 0.602, showing that the correlation between vocabulary type and the number of teaching methods was small.

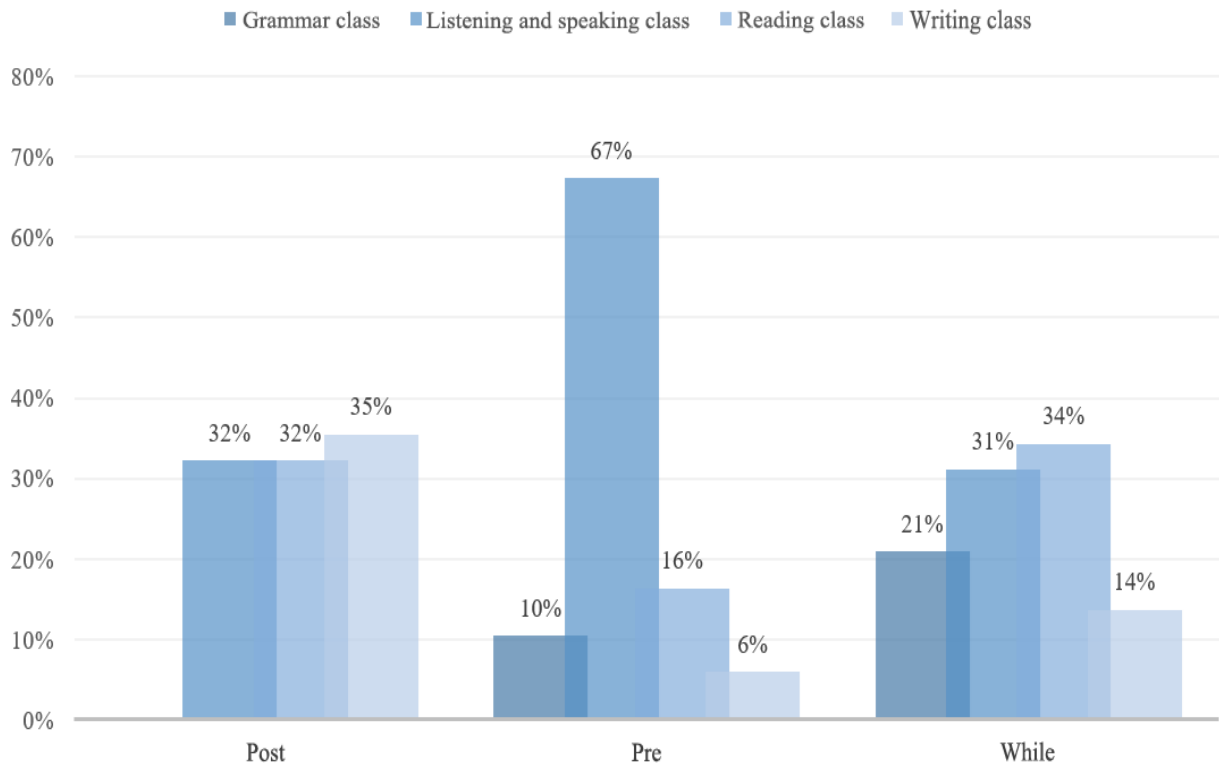


Figure 2. Proportion of teaching stages in different class types.

#### 4.2.3. Analysis of the Proportion of Teaching Stages in Different Class Types

The author conducted a correlation analysis and found a significant positive correlation between lesson types and vocabulary teaching stages in the observed high-quality classes. Afterward, a statistical analysis was carried out on the proportion of vocabulary teaching stages in listening and speaking classes, writing classes, grammar classes, and reading classes. The findings, detailed in Figure 2, showed that in listening and speaking classes, the pre stage had the highest focus, accounting for 64%, followed by the while stage at 33%, and the post stage at 3%. In contrast, writing, grammar, and reading classes primarily focused on the while stage, with proportions of 61%, 69%, and 66%, respectively. The pre stage followed with proportions of 24%, 31%, and 28%, and lastly, the post stage with proportions of 15%, 0%, and 6%, respectively. These results reveal significant variations in the distribution of vocabulary teaching stages among different lesson types, providing valuable insights for future vocabulary instruction.



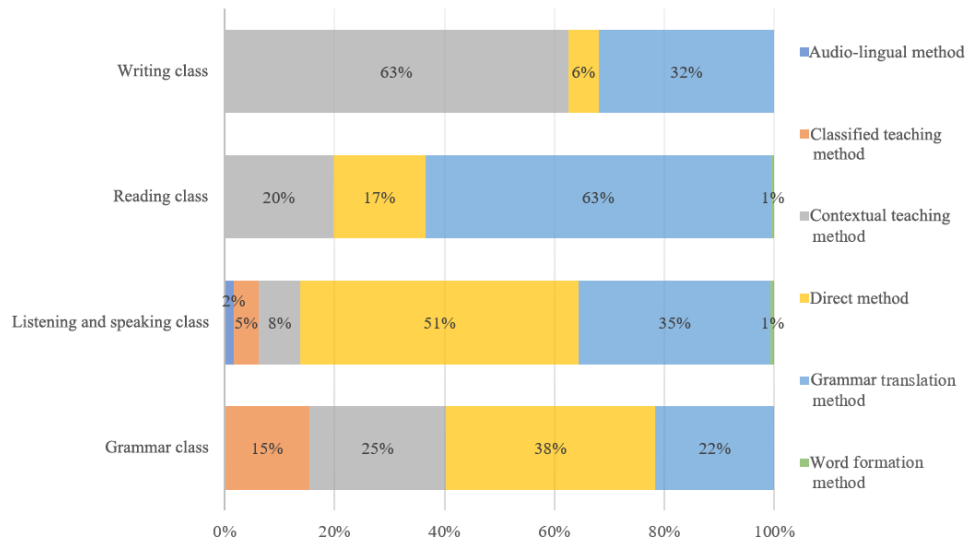


Figure 3. Proportion of vocabulary teaching methods in different class types.

#### 4.2.4. Analysis of Vocabulary Teaching Methods in Different Class Types

The author conducted a correlation analysis, revealing a significant positive correlation between lesson types and vocabulary teaching methods in high-quality classes. Statistics on the proportion of vocabulary teaching methods used by teachers in four different lesson types were compiled and observed, as depicted in Figure 3. In reading classes, the most frequently employed method by teachers is the grammar translation method, accounting for 63%. This is followed by the contextual teaching method at 20%, the audio-lingual method at 17%, and the word formation method at 1%. In grammar classes, the primary method used by teachers is the audio-lingual method, comprising 38%, followed by the contextual teaching method at 25%, the grammar translation method at 22%, and the classified teaching method at 15%. For writing classes, the contextual teaching method dominates at 63%, followed by the grammar translation method at 32%, and the audio-lingual method at 6%. In listening and speaking classes, the audio-lingual method holds the majority at 51%, followed by the grammar translation method at 35%, the contextual teaching method at 8%, and the classified teaching method at 5%. Moreover, the listening and speaking methods and word formation method represent only 2% and 1% respectively. These findings uncover distinct preferences in vocabulary teaching methods among teachers in different lesson types, offering valuable insights for future classroom instruction.

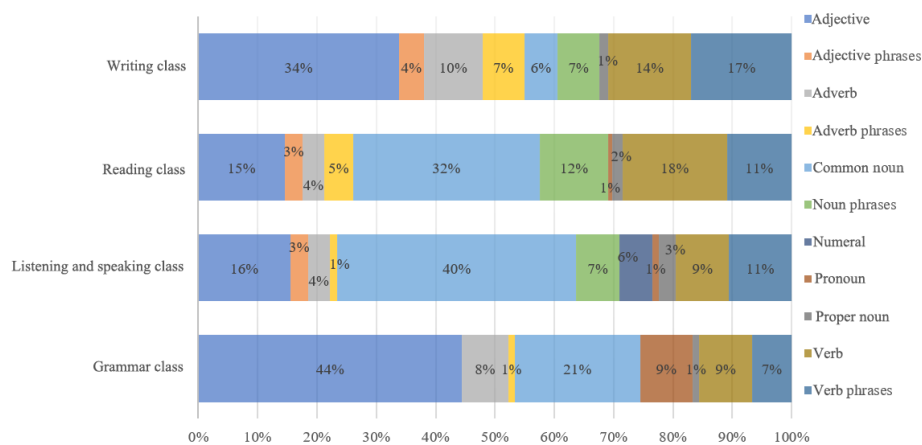


Figure 4. Proportion of word's part of speech in different class types.

4.2.5. Analysis of Proportion of Word's Part of Speech in Different Class Types

The author utilized correlation analysis to determine a significant positive relationship between class type and the part of speech of words in high-quality observed lessons. Differences in word part of speech distribution among different course types may be indicative of variations in course content and teaching objectives. Figure 4 presents the data on the proportion of content word's parts of speech taught in reading, grammar, writing, and listening and speaking classes. In reading classes, teachers primarily focused on common nouns, verbs, adjectives, noun phrases, and verb phrases, which constituted 32%, 18%, 15%, 12%, and 11% respectively. The remaining parts of speech such as adverb phrases, adverbs, adjective phrases, proper nouns, and pronouns accounted for 5%, 4%, 3%, 2%, and 1% respectively, with their collective proportion being less than 10% of the lessons. In grammar classes, teachers predominantly taught adjectives (44%) and common nouns (21%) as content words. Pronouns, verbs, adverbs, verb phrases, adverb phrases, and proper nouns accounted for the remainder of the parts of speech, with proportions of 9%, 9%, 8%, 7%, 1%, and 1% respectively. In writing classes, adjectives, phrasal verbs, verbs, and adverbs comprised 34%, 17%, 14%, and 10% of the vocabulary taught. The remaining parts of speech, including adverbial phrases, noun phrases, common nouns, descriptive phrases, and proper nouns, accounted for 7%, 7%, 6%, 4%, and 1% respectively. In listening and speaking classes, teachers predominantly utilized common nouns (40%), adjectives (16%), and phrasal verbs (11%) as examples. The other parts of speech, including verbs, numerals, adverbs, descriptive phrases, proper nouns, pronouns, and adverb phrases, collectively accounted for 9%, 7%, 6%, 3%, 3%, 1%, and 1% respectively.

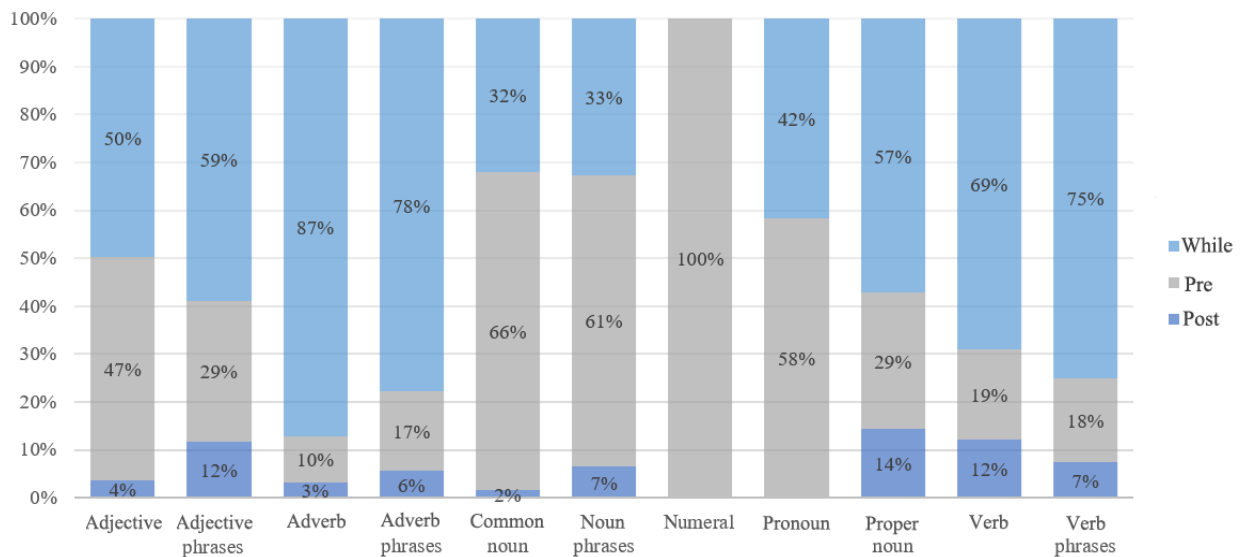


Figure 5. Proportion of vocabulary teaching stages of different word's part of speech.

4.2.6. Analysis of Proportion of Vocabulary Teaching Stages of Different Word's Part of Speech

The author's correlation analysis reveals a significant positive connection between the stage of vocabulary teaching and the part of speech of words in the observed high-quality courses. Figure 5 illustrates that vocabulary teaching is predominantly concentrated in the pre and while teaching stages, with relatively minimal emphasis on the post stage. Specifically, the pre stage accounts for a majority of the teaching stages for pronouns (58%), noun phrases (61%), common nouns (66%), and numerals (100%). Conversely, the while stage is the primary teaching stage for verbs (69%), verb phrases (75%), adverbs (87%), adverb phrases (59%), and adjective phrases (57%). However, the teaching stage for proper nouns also sees some emphasis in the post stage, making up 14% of the

total. Additionally, the post stage accounts for 12% of the teaching stage for verbs and adjective phrases, 7% for verb phrases, and 6% for adverb phrases. The teaching stages for adjectives, adverbs, and common nouns each make up only 4%, 3%, and 2%, respectively.

## **5. DISCUSSION**

A strong positive correlation was found between the type of lesson and teaching stage, as well as the teaching method and the part of speech of words. This correlation suggested that, while teaching vocabulary, teachers tended to choose specific teaching stages, methods, and parts of speech based on the lesson type.

The impact of the relationship between lesson type and teaching stage was evident in the recommended strategies for vocabulary teaching. In listening and speaking classes, the focus was primarily on the pre stage, with additional words introduced in subsequent stages. It lied in the fact that numerous unfamiliar words were likely to be obstacles hindering the students' comprehension in the initial stages of language learning, particularly in listening and speaking courses. By teaching vocabulary in the pre stage, students could gradually familiarize with and master the new words, thereby improving their accuracy in listening and fluency in speaking.

Contrarily, in various types of English courses such as reading, grammar, and writing classes, vocabulary instruction, while stage was often the focal part. It's closely related with the students' foundational knowledge at this stage, which prioritizing the development of comprehensive language skills. What's more, In the while stage, students were expected to understand and put into use the target vocabularies, enabling themselves to deal with various words in suitable complex contexts and tasks which was in line with higher-level learning objectives.

By investigating into the relationship between course type and teaching method, it revealed the findings that the holistic teaching approach was important and essential to develop students' language competence. Every course, namely, reading, listening and speaking, writing and grammar, had its own specific teaching objectives and areas of emphasis, which naturally required different approaches to teaching target vocabulary. From [Figure 3](#) , it revealed that the grammar translation method and direct method were still commonly used in English language classes for their aims in teaching English in the simplest manner as possible, which was also found in [Spahiu and Kryeziu \(2021\)](#) research.

The methods like the grammar translation method, especially through paraphrasing, enhanced students' overall understanding of texts and fostered their extraction of key information in the reading class. Oppositely, the methods like direct teaching methods were often used in grammar, listening, and speaking classes to facilitate a direct grasp of vocabulary, emphasizing the practical use of language to improve speaking skills. As for the writing class, the contextual teaching method was the most often used method, which advocated using vocabulary and grammar in real-life situations, thereby enabling students to express their thoughts accurately and fluently.

Furthermore, other vocabulary teaching techniques were additionally used tailoring to each lesson type complemented these approaches, such as the comprehensive approach, the grammar translation method, the direct method, the contextual method, and the audio-lingual method. The aim of the comprehensive approach was to foster students' overall development in different language skills and tasks, ultimately enhancing proficiency in English, just as [Bidabadi, Isfahani, Rouhollahi, and Khalili \(2016\)](#) suggested in their research. They believed that the mixed teaching method helped the students develop capability in questioning their preconceptions, and motivated them to learn. Both the grammar translation method and the direct method were advantageous in promoting immediate and efficient understanding of word meanings. The grammar translation method was highly practical and did not require teaching aids or equipment. For more focused grammar or vocabulary learning, the

classified teaching method and word formation teaching method were suitable, while the broader vocabulary teaching methods, such as grammar translation, audio-lingual, and contextual teaching offered flexibility to meet diverse learning needs.

It's also found that a significant negative correlation between lesson type and the number of teaching methods employed, indicating that teachers tended to apply fewer teaching methods when teaching a specific class type. This might be a deliberate approach to streamline instruction and enhance concentration and precision.

The relationship between teaching stage and vocabulary type showed that different teaching stages might prioritize different types of vocabulary. This implied that students' vocabulary choices might be influenced by the stage of teaching during their development. The implications were as follows: during the pre-stage, greater emphasis was placed on common nouns, adjectives, and verbs; in the while stage, common nouns, adjectives, and phrasal verbs were emphasized; and in the post-stage, adjectives, verbs, and phrasal verbs were frequently chosen. However, although the teaching stage played a significant role in vocabulary selection, other factors should also be taken into account, such as specific course content.

In addition, there was a significant negative correlation between teaching methods and vocabulary types, suggesting that the teaching methods might be selected in accordance with the specific word's part of speech. However, there was less correlation between teaching methods and the number of teaching methods, indicating that teachers put the selection of a specific teaching method before the quantity of methods, as found in the research of [Orfan, Noori, Hashemi, and Akramy \(2021\)](#).

## 6. CONCLUSION

By observing the 99 high-quality lessons, it can be found that the effectiveness of current English vocabulary teaching in junior middle school is closely associated with the lesson type and teaching stage. By taking a close look into the correlation between four variables—lesson type and teaching stage, lesson type and teaching method, lesson type and word's part of speech, and teaching stage and word's part of speech, this study offered a logical explanation for the selection of teaching methods and vocabulary in vocabulary instruction. In general, it is essential to stress on flexibility and individualization in vocabulary teaching, tailoring the choice of teaching methods and word's part of speech to the specific class type and teaching stage.

Effective vocabulary teaching in junior middle school necessitates adaptability and personalization. Teachers must meticulously choose teaching methods that correspond with the lesson type, the teaching stage, and the specific parts of speech being addressed. By aligning these methods appropriately, educators can construct contextualized and engaging lessons that accommodate the unique learning needs of each student. Furthermore, continuous reflection and refinement of these teaching practices are essential for enhancing the overall efficacy of vocabulary instruction. This iterative process not only supports the development of personalized learning experiences but also fosters improved mastery of English vocabulary among all students.

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Appendix 1. Classroom observation scale.

Basic information	
Title	Grade
Class type	Gender of teacher
Region	Source of lessons online (Link)
Observation points	
Vocabulary	Teaching stage
Part of speech	Teaching method
Amount of teaching method	

- Note:**
1. Teaching stage:
    - a. Pre stage;
    - b. While stage;
    - c. Post stage
  2. Part of speech:
    - a. adjective; b. adjective phrase; c. adverb; d. adverb phrase; e. common noun; f. noun phrase; g. numeral; h. pronoun; i. proper noun; j. verb; k. verb phrase.
  3. Teaching method:
    - a. audio-lingual method;
    - b. classified teaching method;
    - c. contextual teaching method;
    - d. direct teaching method;
    - e. grammar translation method;
    - f. word formation method.
  4. Class type:
    - a. Listening and speaking class
    - b. Reading class
    - c. Grammar class
    - d. Writing class
  5. Amount of teaching methods:
    - a. 1; b. 2; c. 3.