



A Discussion on the College English Vocabulary Teaching Application of Game Teaching in Art Students

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Abstract: With the continuous updating of educational concepts, diversified teaching methods have been introduced into college English teaching. This paper focuses on the application of game teaching in college English vocabulary teaching in art colleges, starting from the current situation of college English vocabulary teaching in art colleges, and analyzing the advantages of its application as well as the specific strategies, aiming at providing a new way of thinking for improving the quality of college English vocabulary teaching in art colleges, stimulating the interest and enthusiasm of art students in learning English vocabulary, and improving their vocabulary mastery level.

Keywords: game teaching, art college students, college English, vocabulary teaching

1. Introduction

In art colleges, college English, as a basic compulsory course, is crucial to the cultivation of students' comprehensive literacy and cross-cultural communication ability. However, art students often have certain difficulties in English learning, especially in vocabulary accumulation. The traditional vocabulary teaching mode is boring and tedious, and it is difficult to stimulate the learning interest of art students. In order to better cultivate students' psychological quality and self-cognitive ability, gamification teaching, as an innovative teaching mode, provides unique educational methods and concepts [1].

2. The Current Situation of College English Vocabulary Teaching in art colleges

2.1 Students' weak foundation and low interest in learning

Art students in high school devote a lot of time and energy to art professional courses, English learning time is relatively small, resulting in their English foundation is generally weak. In vocabulary learning, they often lack effective learning methods and find it boring and difficult to memorize vocabulary, thus gradually losing interest in learning.

2.2 Single Teaching Method

Many art colleges still adopt the traditional way of teacher's explanation and students' memorization in teaching college English vocabulary. Teachers in the classroom mainly explain the spelling, meaning and usage of words mechanically, and students accept them passively, lacking interaction and interest. This single teaching method is difficult to meet the learning needs of art students and cannot fully mobilize their learning enthusiasm.

3. The Advantages of Game Teaching in College English Vocabulary Teaching in art colleges

3.1 Enhancing Learning Motivation

Games have clear goals and rules, and when students participate in games, they will actively learn relevant vocabulary knowledge in order to achieve the game goals. This kind of intrinsic learning motivation can promote students' learning more persistently than external forced learning. In the vocabulary competition game, students will take the initiative to consult words and memorize vocabulary in order to achieve good results, and their learning motivation is greatly improved.

3.2 Promote the understanding and memorization of knowledge

By creating vivid and interesting situations, game teaching combines abstract vocabulary knowledge with concrete situations, making it easier for students to understand and memorize vocabulary. In role-playing games, students can not only deepen their understanding of vocabulary, but also establish a close connection between vocabulary and context to better memorize vocabulary by playing different roles and communicating with English vocabulary in specific contexts.

3.3 Improve classroom participation

Game teaching breaks the dull atmosphere of the traditional classroom and allows students to participate in learning in a relaxed and pleasant atmosphere. Students are no longer passive receivers, but active participants. In the process of the game, every student has the opportunity to show their ability, express their own views, classroom participation has been significantly improved. In the word solitaire game, each student needs to react quickly and pick up the appropriate word, which makes each student fully engaged in classroom learning [2].

4. Application Strategies of Game Teaching in College English Vocabulary Teaching in art colleges

4.1 Principles of Vocabulary Game Design

4.1.1 Principle of Interestingness

The game design should be interesting and able to attract students' attention and stimulate their interest in learning. It can be combined with the interests of art students, such as music, painting, movies and so on, to design relevant game content. Take popular movies as the background, design vocabulary guessing games, let students guess the corresponding English vocabulary according to the movie plot.

4.1.2 Targeted Principle

The game design should be directed to the teaching objectives and the actual situation of the students, and closely centered on the teaching content. Teachers should choose the appropriate form of games according to the vocabulary teaching key points and difficulties of this lesson to ensure that students can master the corresponding vocabulary knowledge through the games. For some easily confused vocabulary, vocabulary analysis games can be designed to help students distinguish the usage and meaning of these words.

4.1.3 Diversity

In order to avoid students getting tired of the games, the forms of games should be diversified. Teachers can choose different types of games, such as competition games, cooperative games, role-playing games and so on, according to the teaching content and students' needs. The difficulty of the games should also be moderate and challenging, but it should not be too difficult for the students so as not to discourage them from learning.

4.2 Vocabulary game specific implementation methods

4.2.1 Games at the introduction stage of the classroom

At the beginning of the lesson, the "Vocabulary Rapid Association" game can efficiently start the teaching. The teacher gives a core vocabulary word that is closely related to the topic of the lesson, for example, "art" in the unit on art. Set a tight time limit, e.g. 2-3 minutes, and ask students to quickly search their minds for the word. In this process, students' minds are fully activated, and they may associate "painting" with the word "art", because painting is an important form of art; "sculpture", because sculpture is a representative type of creation in the field of art; and "art", because sculpture is an important form of creation in the field of art. sculpture is also a representative type of creation in the field of art; and "artist", the creator of art. Through this kind of game, students can quickly mobilize the related vocabulary knowledge stored in their brains to pave the way for the next new knowledge; at the same time, it will also naturally introduce the topic into the theme vocabulary teaching of this lesson, so that the students will be full of anticipation and curiosity about what they are going to learn.

4.2.2 Vocabulary Explanation Process Game

The "Vocabulary Puzzle Contest" is a very effective game in the process of vocabulary explanation. Teachers divide the key vocabulary of the lesson, such as "communication" and "environment", into several meaningful parts. Take "communication" as an example, it can be divided into "com-mu-ni-ca-tion", and make these parts into puzzle cards. Then, divide the students into groups of 4-6 people, depending on the size of the class. Distribute a set of puzzle cards to each group and set a time limit for completing the puzzle, e.g., 10-15 minutes. After the group has completed the puzzle, the members of the group need to read out the vocabulary word correctly and explain its meaning and usage as well as the relevant example sentences to the whole class. For example, "Communication is very important in daily life, we should improve our communication skills". This game allows students to strengthen their memory of vocabulary spelling in the process of splicing the cards, deepen their understanding of the meaning and usage of vocabulary in the process of explaining vocabulary, and also greatly enhance the cooperation among team members.

4.2.3 Review and consolidation game after class

Assigning "Vocabulary Solitaire Challenge" after class can keep students' vocabulary learning going. To do this, the

teacher gives a starting vocabulary word and then asks the students to say a new English vocabulary word according to the last letter of the word given by the previous student. If the teacher gives the word “book”, the first student might say “key”, while the second student would have to start with a “y”, like “yellow”. In order to make the game more challenging and interesting, you can set some rules, such as not using names of people and places, and not repeating the vocabulary you have already said. In this way, students constantly review and consolidate the vocabulary they have learned in a relaxed atmosphere after class, and at the same time exercise their vocabulary reserves and quick reaction ability.

4.3 Evaluation of the Effectiveness of Game Teaching

4.3.1 Periodic Vocabulary Test

Regular vocabulary test is one of the important means to assess the teaching effect of the game. Teachers carefully design test questions that include the vocabulary involved in the game, and the types of questions are rich and varied, including fill-in-the-blank, multiple choice, translation and so on. For example, fill in the blank: “We should protect the _____ (environment)”; multiple choice: “The _____ of this word is very important. A. pronounce B. pronunciation C. pronounced”; translation question: ‘Please translate ‘communication skills’ (沟通技巧)’. By comparing the test scores before and after the game teaching, we can visualize the students' growth in vocabulary and the effect of improving their vocabulary usage. If the students' rate of correctly answering the vocabulary involved in the game increases significantly in the test after the game teaching, it means that the game teaching has played a positive role.

4.3.2 Observation of Students' Classroom Participation

During the game, teachers should closely observe students' classroom participation. Observe whether students actively participate in the game, for example, in the “vocabulary puzzle competition”, whether they are fully involved in the puzzle and discussion; observe the active degree of students' performance, whether they enthusiastically speak up to explain the vocabulary; observe the teamwork situation, whether the group members are cooperating with each other, and exchanging ideas. Students who participate actively and perform well in games are usually more interested in vocabulary learning and have better vocabulary knowledge. Through such observations, teachers can learn which students benefit more from game teaching and which students need further guidance and help [3].

4.3.3 Student Feedback Collection

It is crucial to collect students' feedback on game teaching on a regular basis. Teachers can use questionnaires, classroom discussions, private exchanges and other methods to understand students' views on whether they like the game format, whether they think the game is moderately difficult, whether it is interesting and so on. Students feedback that “Vocabulary Jigsaw Puzzle Competition” is very interesting, but the time is a bit tight; or that “Vocabulary Solitaire Challenge” is very creative, but they hope that some thematic restrictions can be added. Based on the students' feedback, teachers can adjust the game design and teaching strategies in time, so as to continuously improve the quality and effect of game teaching and better meet the students' learning needs.

5. Conclusion

As an innovative teaching method, game teaching has important application value in college English vocabulary teaching in art colleges. Through game teaching, it can stimulate art students' interest in learning English vocabulary, improve their learning enthusiasm and initiative, enhance the effect of vocabulary learning, and cultivate students' comprehensive ability at the same time. In the application of game teaching, teachers should follow certain design principles, choose suitable game types, and pay attention to the reasonable control of game time, ensure the fairness of the game, and provide timely feedback and summarization. Only in this way can we give full play to the advantages of game teaching, improve the quality of college English vocabulary teaching in art colleges, and lay a solid foundation for art students' English learning and future development. In the future, with the continuous development of educational technology and the constant updating of educational concepts, the application of game teaching in college English vocabulary teaching will be more extensive and in-depth, and is expected to bring more innovations and breakthroughs in English teaching [4].

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