

# Current Situation and Improvement Strategies of English Vocabulary Teaching in Senior High Schools under the New Curriculum

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**ABSTRACT.** *Vocabulary plays an important role in foreign language teaching. However, the current new curriculum has a large vocabulary, teachers' teaching methods are backward, and students' initiative and enthusiasm are poor, which seriously affects students' comprehensive application ability of English. This paper mainly discusses several feasible vocabulary teaching methods, aiming to help students really master the vocabulary they have learned and improve their language application ability.*

**KEYWORDS:** *Vocabulary teaching in senior high schools; Teaching strategies; Applied competence*

## 1. Introduction

Vocabulary is the cornerstone of language, an important element of thinking and communication, and plays an important role in foreign language teaching. It is very difficult for students to acquire a strong ability of listening, speaking, reading and writing without a certain vocabulary as the basis for learning English. Therefore, vocabulary teaching is one of the bases of English teaching and plays an important role in English teaching. Under the new curriculum, the English curriculum standard of senior high school has made the goal description and the vocabulary size stipulation for each level of vocabulary learning. For example, the goal description of Level 8 vocabulary is: to use vocabulary to understand and express different functions of things, people's intentions and attitudes, to use vocabulary to express more complex things, behaviors and characteristics, to explain concepts, etc. Students are required to learn to use about 3300 words and 400 idioms and fixed collocations. However, many students regard vocabulary learning as a tedious task, lacking the necessary interest and initiative. Vocabulary learning has gradually fallen into the embarrassing situation of "teachers complain and students complain". Students are diligent in memorizing words by rote, but they are always unable to

accurately use vocabulary. Teachers are tired of dictation and correction, but the effect is very little. This single vocabulary teaching mode can not meet the vocabulary requirements of the current new curriculum reform. Vocabulary teaching reform is imminent. The author improves the effectiveness of vocabulary teaching through the following strategies in teaching practice.

## **2. Vocabulary Characteristics of Senior High School English under the New Curriculum**

### ***2.1 The number of vocabulary has soared***

The vocabulary requirement in the English Curriculum Standards for Senior High Schools is to learn to use 3300 words and 400 idioms. However, the college entrance examination clearly requires students to master 3,500 words. In addition, in order to enhance the depth and breadth of students' English learning, the new curriculum also requires that students' vocabulary not only be limited to the provisions of the New Curriculum Standards, but also increase the number of vocabulary learning[1].

### ***2.2 Vocabulary pays more attention to use***

On the one hand, many old words have been given new meanings or new explanatory meanings have been added on the basis of the original meanings. On the other hand, the new curriculum standard of sugarcane requires students to learn vocabulary from different perspectives, which requires students to learn vocabulary not only in terms of memory and understanding, but also in terms of reality. The use of vocabulary to communicate in situations strengthens the importance of vocabulary use[2].

### ***2.3 New words keep appearing***

The curriculum content of the new textbook covers a wide range of fields including many popular majors and preface majors, which leads to the emergence of a large number of professional vocabulary in the textbook, which not only increases the number of vocabulary, but also enhances the professionalism of vocabulary, which brings difficulties to vocabulary teaching[3].

## **3. Problems in Vocabulary Teaching in Senior High School**

There are many problems in vocabulary teaching in senior high school. Firstly, when teaching vocabulary, teachers often use pre-class centralized teaching method,

teaching all vocabulary at one time and requiring students to master all the vocabulary with emphasis, which results in students' over-burdened teaching efficiency is relatively low. Secondly, English teachers often inculcate all the meanings of words into students when they teach them words, which leads to students' boredom and low learning efficiency. Third, the teaching mode of English teachers in vocabulary teaching is relatively single, and the efficiency of this teaching mode is not high, which is divorced from the actual context[4].

#### **4. Vocabulary Teaching Strategies in Senior High School under the New Curriculum**

##### ***4.1 Grasp the Scale of Vocabulary Teaching***

In senior high school English vocabulary teaching, English teachers should first accurately grasp the scale of vocabulary teaching and distinguish English vocabulary with emphasis. English vocabulary can be divided into high-frequency vocabulary and low-frequency vocabulary according to its frequency of use. Before teaching English texts, teachers should find out the key vocabulary in the texts. For the key vocabulary, students are required to master and understand the non-key vocabulary in the texts. Students are required to understand and read as long as they understand. Taking a unit as an example, the total vocabulary of this unit has hundreds of additional words. If the students master all the vocabulary, the students' memory burden will be heavier. However, if they carefully study the vocabulary of the curriculum standard and find out the vocabulary with high frequency to memorize the keywords, the students' burden will be reduced a lot. Therefore, in vocabulary teaching, English teachers must focus on distinguishing between primary and secondary vocabulary. Secondly, students are required to master the basic usage of vocabulary. Teachers should not require students to master all the semantics of vocabulary in vocabulary teaching. They should only require students to master the basic vocabulary usage required by the curriculum standard. Taking few words as an example, the new curriculum standard only requires students to master the semantics of collection and extraction, so its deeper semantics teachers do not need to teach students that students should master their semantics through reading training[5].

##### ***4.2 New vocabulary teaching methods***

Vocabulary teaching can not be separated from context. Therefore, teachers can create context in vocabulary teaching. By using this way, students can deepen their impression of vocabulary and help them memorize vocabulary more effectively. Secondly, English teachers can also make deep induction and summary of vocabulary according to the content of the topic or the meaning of the topic around the same topic. By using this way, they can establish certain connections between different vocabulary and help students master vocabulary more easily. Third,

teachers can also use the fixed collocation of vocabulary to teach. In recent years, a new type of vocabulary noun - "lexical chunk" has emerged. The so-called lexical chunk refers to a lexical collocation phenomenon that occurs more frequently than words, which provides a basic lexical chunk structure for students and can avoid some improper usage of students. Therefore, English teachers should pay more attention to the fixed usage of collocation in vocabulary teaching and guide students to strengthen the training. In addition, in order to deepen students' impression of vocabulary, teachers can let students use the vocabulary River to make sentences using the vocabulary they have learnt. Students can use the vocabulary they have learnt to write dialogues and so on. By using vocabulary words in the actual expression, students' memory of vocabulary will be greatly deepened[6].

#### ***4.3 Strengthening the Teaching of Learning Strategies***

Nowadays, many students can't read or can't remember words accurately when learning vocabulary. In order to solve the problems of students, teachers should strengthen the guidance of students' spelling practice strategies. Teachers should strengthen the guidance of students' phonetic symbols and spelling rules in daily teaching to help students solve problems. At the same time, teachers should teach students how to use basic words to master the derivative usage of words. For example, a word River memorizes its nouns, verbs, adjectives, adverbs and antonyms by linking them. This teaching strategy can not only improve students' learning efficiency, but also increase their vocabulary. Finally, when teaching English, the dish language teachers should actively guide students to use English dictionaries. At present, many students do not attach importance to the use of dictionaries, and like to use Chinese-style dictionaries, which are not conducive to students' English learning. Therefore, teachers should recommend students to use English dictionaries to guide them to use dictionaries correctly[7].

For example, memory strategies, Krueger et al. found that the retention effect was the best when the learning level was about 150%. That is to say, 50% excessive learning is the best way to maintain the effect. Over-learning here refers to additional learning after the material has just been recited. The forgetting curve of Ebinhaus, a German psychologist, also shows that people forget what they have just learned quickly, and then the forgetting curve becomes flat and the forgetting speed slows down greatly. Therefore, students must systematically memorize within an effective interval to reduce the forgetting rate. This requires teachers to arrange review time and methods reasonably. In view of the current situation of high school students' heavy burden of schoolwork and the tense average learning time of subjects, teachers should instruct students to use scattered time such as early reading, pre-class and after-dinner to repeat the words they learned 4-5 times over and over again. Combining with vocabulary tests, after-class exercises and reading materials, cyclic memory can be carried out to convert short-term memory of new words into long-term memory[8].

In a word, the implementation of effective vocabulary teaching methods is very

helpful for students to expand their vocabulary and use vocabulary skillfully. It is also an inevitable requirement for students to improve their English learning efficiency and language application ability. Therefore, teachers must design practical teaching tasks according to the content of the teaching materials and the actual situation of students, adopt flexible and diverse teaching methods, improve students' ability and level of learning new vocabulary in many ways, cultivate students' good vocabulary learning habits, greatly increase students' vocabulary size and improve their ability of using English vocabulary, so as to improve English listening, speaking and speaking. Ability to read and write.

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