

Study on the Effectiveness of Vocabulary Teaching in Senior High School

Qin Li

School of China West Normal University, Nanchong, Sichuan, China

Abstract

Vocabulary is the basis of high school English learning, and the effectiveness of teachers' English vocabulary teaching has a direct impact on students' vocabulary learning efficiency. This paper studies the effectiveness of high school English vocabulary teaching by using the questionnaire method, and mainly answers the following three questions: (1) What's the status quo of the effectiveness of high school English vocabulary teaching? (2) What problems that have existed in English vocabulary teaching of senior high school ? (3) What are the suggestions for improving the effectiveness of high school English vocabulary teaching? In order to solve the above problems, the author carried out a study in a senior high school in Guang'an City. The participants are from a senior high school in Guang'an, two classes of students, a total of 100. Through the survey, it is found that there are more or less the following problems in high school English vocabulary teaching: (1) teachers do not pay enough attention to vocabulary teaching; (2) Students' interest in English vocabulary learning is not high; (3) The presentation and teaching methods of teachers' vocabulary teaching are single; (4) Students lack a vocabulary review and consolidation plan; (5) Students have fewer sources of vocabulary learning. At the same time, in order to improve the effectiveness of high school English vocabulary learning teaching, the following suggestions are put forward: (1) Use English discourse to promote high school English vocabulary teaching; (2) Classify vocabulary and learn vocabulary in blocks; (3) Broaden the sources of vocabulary teaching and enrich students' vocabulary; (4) Make a reasonable review plan and consolidate memory in time; (4) Adopt multi-mode teaching and innovate the presentation way of vocabulary teaching.

Keywords

High School; English Vocabulary Teaching.

1. Introduction

The New English curriculum standards of senior high school(the 2017 edition) requires students to have language ability, learning ability, thinking quality and cultural awareness, and also requires students to master more vocabulary on the basis of using flexibly. Therefore, teachers should enrich their teaching methods, improve their vocabulary teaching efficiency, and help students meet the requirements of the new curriculum standards as soon as possible. At present, the effectiveness of English vocabulary teaching in senior high school is relatively low, and students feel distressed and difficult for vocabulary learning. At present, most senior high school English teachers attach importance on the teaching of grammar knowledge and neglect English vocabulary teaching, so they let students memorize and accumulate knowledge after class. However, Teachers' vocabulary teaching methods and strategies will directly affect students' memorization, accumulation, understanding and application of vocabulary. Without effective guidance from teachers, students find it difficult to master vocabulary memorizing methods and can only memorize mechanically. This study takes senior high school students as

the survey object, and analyzes the problems existing in English vocabulary teaching of senior high school teachers, and puts forward corresponding suggestions according to the problems so that students can memorize words more efficiently and improve the efficiency of English vocabulary teaching.

2. Literature Review

2.1. Vocabulary Teaching

2.1.1. Definition of Vocabulary

For “what is vocabulary”, different scholars have put forward different opinions. Samuel Johnson a leading figure in the compilation of English dictionaries, noted the roots and evolution of each word when compiling the dictionary, and explained the different meanings of the same word by giving examples. Johnson emphasized that there were two kinds of vocabulary: the written language used by the literati, and the life language. He advocates mastering the precise meaning of words. For example, in this dictionary, there are 16 meanings, and examples are given after each meaning, so that learners can understand the expression charm of different meanings. He believes that learning vocabulary means mastering different meanings of the same word and using it correctly in specific situations. Laufer (1990) proposed that a further excavation and understanding of words should be carried out. It's not just about getting familiar with new words. It's also about deepening your knowledge of existing words and it's of equal importance to vocabulary. Ur (2000) defines vocabulary as the sum of the words we teach in all foreign languages from the perspective of teaching. He also proposed that the word be studied in terms of “entries” rather than “words”. Each entry can be more than an independent word. For example, teacher's desk and son-in-law both have two or three words, which also represent an independent meaning. Although different linguists have different views, it can be found through comparison that words are not independent individuals. They should be memorized through phrases, entries and sentences, and knowing how to use them correctly is the ultimate goal of vocabulary learning.

2.1.2. The Content of Vocabulary Teaching

(1) The sound, form and meaning of words

The sound, form and meaning of words from the micro perspective, are the most basic knowledge of vocabulary teaching, namely the pronunciation, morphology and meaning of words.

(2) The use of vocabulary

The correct use of vocabulary is the synthesis and unity of the cognition of all words (Wang Qiyang, 2005). After understanding the meaning and usage of words, learners should be able to accurately apply the words to appropriate situations. Here, the emphasis is on the distinction between the words and their synonyms, such as news, information and message. news is a kind of information, but after a while it is no longer news, but it is still information; information refers generally to all information; message usually focuses on the message received by email or mobile phone. On the basis of understanding the rich meanings of words, how to choose appropriate scenes and situations, according to the rich meanings of words, how to use words to adapt to the needs of different language activities, these are the problems that must be studied in English teaching. The new version of the curriculum standard also gives more specific requirements for students to use words flexibly.

2.2. Research of Vocabulary Teaching at Home and Abroad

The research on the English vocabulary teaching in senior high school is mainly about the teaching method of China. Chen Jingjing (2014), Liu Yunquan (2015), Eunuch Wenbiao (2017) and Wei Linjuan (2019) are all researchers on the effectiveness of English vocabulary teaching

in senior high schools in China. A large number of domestic studies show that the creation of a reasonable English context has an important impact on the effectiveness of high school English vocabulary teaching. The theory of situational cognition attaches importance to the “contextuality of knowledge” and takes learners as the center, so that learners can become contributors to the construction of knowledge meaning in context. The teaching process presents a situational teaching condition, which requires the teaching designers to develop and design a comprehensive teaching environment. By creating an appropriate “situation”, students can construct the meaning of knowledge in the background or simulated background and acquire transferable skills (Zhang Guangzhou 2010). Gao Lu put forward in “Reasonable Creation of Context to Improve the Effectiveness of High School English Vocabulary Teaching” that teachers can consciously create context in vocabulary teaching, cultivate students’ connection with context, and arouse their awareness of actively learning and mastering vocabulary in specific context. The accuracy, practicality and effectiveness of vocabulary teaching can be effectively improved by allowing students to learn, consolidate and use vocabulary in context.

In senior high school English vocabulary teaching, teaching strategy is also an important factor affecting the effectiveness of English vocabulary teaching. Han Jianqin explores effective vocabulary teaching strategies to improve students’ vocabulary learning efficiency in new Curriculum Reform. Based on Lewis’s theory of lexical chunks, he advocates lexical chunks to improve the effectiveness of English vocabulary teaching. Lewis (1997) systematically proposed the Chunk theory. The teaching and application of chunk plays an important role in second language acquisition. In addition, he also advocated teaching students some basic vocabulary learning strategies. In an Analysis of the Effectiveness of Vocabulary Teaching in Senior High School, Chen Jingjing advocates combining pronunciation teaching with vocabulary teaching to find some rules in vocabulary composition. Zhou Lian also mentioned in a Brief Analysis of Senior High School English Vocabulary Teaching Strategies that teachers should combine word memory with pronunciation teaching in vocabulary teaching. By uniting and associating sound and shape, a series of sound and shape associations of words can be established in the brain through repeated practice, so as to form a set of pronunciation and spelling system of words, so that students can memorize words effectively in natural spelling. On the Effectiveness of Vocabulary Teaching and Vocabulary Memory in Senior High School, He Qiongjun believes that changing teachers’ teaching methods and students’ learning methods can improve the effectiveness of vocabulary teaching in senior high school. Therefore, teachers should constantly improve their vocabulary teaching methods in practice and guide students’ vocabulary memorizing methods, so as to improve the effectiveness of English vocabulary teaching.

Lexical teaching centering foreign language teaching method formed at the end of last century, and Lexical Approach established by Lewis will push lexical teaching to a new height. In 2005, Professor Allen’s *Techniques in Teaching Vocabulary*, is a foreign language-based book on English classroom teaching methods. The appearance of the book pushed the character to a new height. The pros and cons of this method are discussed by scholars in the linguistic field. In the book, the teaching methods of vocabulary are discussed in detail, and a large number of examples and teaching practices are given. This book focuses on three stages of English vocabulary teaching.

In general, domestic and foreign researches have strong guiding significance for vocabulary teaching, with a wide range of research, novel perspectives and diverse research methods (Hong Ying, 2007). However, there are few researches on vocabulary teaching in high school, so this paper mainly studies the current situation of vocabulary teaching in high school by referring to the methods, processes and results of relevant researches of others.

3. Research Methodology

The purpose of this study was to explore the effectiveness of high school English vocabulary teaching. Therefore, to meet the goal of the study, the research methods mainly adopted a quantitative approach.

3.1. Research Questions

In order to further study the effectiveness of English vocabulary teaching for high school students, the survey intends to answer the following research questions:

- (1)What’s the status quo of the effectiveness of high school English vocabulary teaching?
- (2)What problems that have existed in English vocabulary teaching of senior high school ?
- (3)What are the suggestions for improving the effectiveness of high school English vocabulary teaching?

3.2. Research Participants

In order to learn about the current situation of English vocabulary teaching in senior high school. The participants are from a senior high school in Guang’an city, two classes of students, a total of 100. When handing out the questionnaire, students are required to answer the questionnaire independently within the specified time. After retrieving the questionnaire, 7 invalid questionnaires were eliminated and 93 valid questionnaire data is input and collated.

3.3. Research Instruments

This study mainly adopts quantitative research method. The main research tool of this study is the questionnaire: Investigation of Vocabulary Teaching in Senior High School. This survey has carried out a series of investigations and studies on students’ learning of English vocabulary and teachers’ vocabulary teaching. A total 100 questionnaires have been handed out to the participants, but only 93 valid questionnaires were collected in this study. The questionnaire consists of 10 single choice questions and 8 multiple choice questions. This survey conducted a series of surveys and researches on subjects’ learning of English vocabulary and teachers’ vocabulary teaching, etc. Please see Table 1 for details of the distribution of questionnaires.

Table 1. The Structure of the Questionnaire

| Angle | Examples | |
|--------------------|---|--|
| Students’ Learning | The importance of vocabulary teaching to English learning | |
| | The difficulty of remembering vocabulary | |
| | The interest in vocabulary Learning | |
| | The frequency to review vocabulary | |
| Teachers’ teaching | Stages | Examples |
| | While-teaching | The way words are presented; What language definitions are used in vocabulary teaching; Whether students are required to use a dictionary; The content and method of vocabulary teaching |
| | After-teaching | Whether students are required to develop vocabulary accumulation or review plans; The way words are consolidated; Whether to take a dictation test. |

3.4. Data Collection and Analysis

The survey was conducted in December 2022 using an online electronic questionnaire with a total of 93 questionnaire results. Aiming at the situation of English vocabulary teaching in high school, I selected some representative questionnaire results for presentation and further detailed analysis. The specific analysis results are as follows:

(1) Analysis of the importance of vocabulary teaching and the degree of difficulty for students to learn vocabulary by students themselves

In order to investigate the basic situation of English vocabulary learning of senior high school students represented by the subjects, we ask the subjects questions about their importance to English vocabulary learning. Among them, as high as 91.3% of the subjects think that teachers' vocabulary teaching is very important for students' English vocabulary learning and memory, 8.7% think it is generally important, and no subjects think it is not important or unclear.

In addition, in order to understand the situation of students' self-learning of vocabulary, we also conducted a survey of students' difficulty in vocabulary learning. Among them, 8.7% felt very difficult, 82.61% felt relatively difficult, 8.7% thought relatively easy, and no students thought vocabulary learning was very easy.

According to the above survey, teachers' vocabulary teaching methods are very important for students' vocabulary learning, which will directly affect students' vocabulary learning efficiency, and students also find it difficult to learn vocabulary themselves. Therefore, students' vocabulary learning is inseparable from teachers' effective teaching. Teachers should optimize vocabulary teaching methods, improve the effectiveness of vocabulary teaching, and help students learn vocabulary more easily and effectively.

(2) An analysis of students' interest in vocabulary learning

In order to understand high school students' interest in English vocabulary learning, the participants' interest in English vocabulary learning was studied. Among them, 13.04% of the participants are very interested in English vocabulary learning, 69.57% are not interested in English vocabulary learning, 17.39% are not interested in English vocabulary learning, and 0% are disgusted by English vocabulary learning.

It can be seen that most high school students are interested in English vocabulary learning, but the degree of interest is not high, and even some students are not interested in English vocabulary learning. As we all know, interest is the best teacher. If teachers want to improve the effectiveness of students' English vocabulary learning, they should start from improving students' interest in English vocabulary learning. Therefore, it is particularly important to train high school students for English vocabulary learning.

(3) An analysis of the presentation, teaching method and teaching content of teachers' vocabulary teaching

In order to understand the teacher's vocabulary teaching method, I set the question of the vocabulary presentation method adopted by the participant's English teacher in vocabulary teaching. Among them, 82.61% of teachers read word lists, 47.83% taught words in text reading, 26.09% presented words by pictures or objects, and 43.48% presented words by other means. At present, most teachers in senior high school English vocabulary teaching adopt the method of reading the word list, teaching students to read the words, and then asking students to memorize the words after class. Although this way of word presentation saves class time, students' interest in learning is not high, and the effectiveness of teaching is relatively low.

The survey of vocabulary teaching methods adopted by teachers shows that 82.61% of teachers use vocabulary method, 56.52% use synonyms and antonyms method, 65.22% use synthesis method, 39.13% use transformation method, 37.78% use reduction method and 26.09% use other vocabulary teaching methods.

In general, high school English teachers adopt various vocabulary teaching methods, and teachers have the teaching concept of effectively combining various vocabulary teaching methods. The diversity of vocabulary teaching methods helps students to learn vocabulary in multiple levels, aspects and dimensions, and can improve the effectiveness of vocabulary teaching.

In the survey of vocabulary teaching contents of senior high school English teachers, the meaning of vocabulary taught by teachers and the common phrases of vocabulary accounted for 95.65%, followed by the pronunciation of words accounted for 82.61%, synonyms and antonyms accounted for 69.57%, and other vocabulary teaching contents accounted for 21.74%. According to the survey results, the vocabulary teaching content of high school English teachers is relatively complete, and teachers pay more attention to word interpretation, word use and pronunciation teaching. The more content teachers cover in vocabulary teaching, the better it is for students to deepen their understanding of the vocabulary, and the better it is for students to memorize, master and skillfully use the vocabulary.

(4) An analysis of teachers' vocabulary consolidation teaching

The survey of whether teachers require students to make plans for revising and consolidating words is as follows: 13.04% of teachers always require students to make plans, 21.74% often, 39.13% sometimes, and 26.09% of teachers never require students to make plans.

Most teachers require students to make revision and consolidation plans, but the proportion of teachers who insist on it for a long time is not high. There are still some teachers who never ask students to arrange vocabulary review and consolidation plans. It is very important to make a revision and consolidation plan for English vocabulary memory. Regular review is conducive to transforming short-term memory into long-term memory, so that students can remember words more deeply and firmly.

In addition, it also investigated teachers' evaluation of students' English word memory after class. 56.52% of them often organize dictation tests, 39.13% sometimes organize dictation tests, and only 4.35% occasionally.

Dictation is an effective way for teachers to test students' word memory after class. According to the survey, most teachers insist on using dictation activities. They not only urge some students with poor consciousness to memorize and recite words, but also check students' recitation of words, master students' vocabulary learning according to the dictation feedback, and then adjust vocabulary teaching methods to improve teaching efficiency.

(5) An analysis of the sources of students' English vocabulary

In the survey on the sources of students' English vocabulary, 91.3% of students' vocabulary comes from textbooks, 60.87% from vocabulary books, 30.43% from English songs, movies and dictionaries, only 13.04% from English newspapers, and 21.74% from other sources.

It can be seen that most students' vocabulary comes from textbooks and vocabulary books, and students are passive in memorizing vocabulary. Most of the reasons are from the requirements of books and teachers. Students also have fewer sources of vocabulary, and they have no strong awareness of vocabulary accumulation in daily life or after-school entertainment. They tend to rely on book memorization. In order to effectively promote English vocabulary teaching, we should broaden students' vocabulary source channels and let students memorize words more meaningfully.

4. Results and Discussion

4.1. Problems in High School English Vocabulary Teaching

There are more or less the following problems in high school English vocabulary teaching:

(1) Teachers do not pay enough attention to vocabulary teaching.

The method of teachers' English vocabulary teaching is very important for students' vocabulary learning, which will directly affect students' learning efficiency for vocabulary, and students also find it difficult to learn vocabulary by themselves. Therefore, teachers should update vocabulary teaching methods to improve the effectiveness of vocabulary teaching, and help students learn vocabulary more easily and effectively.

(2) Students' interest in English vocabulary learning is not high.

Most high school students are interested in English vocabulary learning, but the degree of interest is not high, and even some students are not interested in English vocabulary learning. As we all know, interest is the best teacher. If teachers want to improve the effectiveness of students' English vocabulary learning, they should start from improving students' interest in English vocabulary learning. Therefore, it is particularly important to train high school students for English vocabulary learning.

(3) The presentation and teaching methods of teachers' vocabulary teaching are single.

As for the ways of English vocabulary teaching in senior high school, most teachers teach students by reading the word list, and then let students memorize words after class. Although the way of presenting words saves time, students' interest and the effectiveness of teaching is relatively low.

The teaching method adopted by senior high school English teachers are diverse, which is conducive to students' multi-level and multi-dimensional vocabulary learning.

The content of English vocabulary teaching is relatively complete, and teachers pay much attention to word spelling, pronunciation and usage. The more content teachers cover in vocabulary teaching, the more beneficial it is for students to deepen their understanding of the vocabulary.

(4) Students lack a vocabulary review and consolidation plan.

As the questionnaire shows that most students don't have awareness of review vocabulary, and most teachers choose to check students' memory by dictation. Some teachers even have never asked students to review and make consolidation plans.

(5) Students have fewer sources of vocabulary learning.

The majority of students' vocabulary comes from textbooks and vocabulary books. Students memorize vocabulary passively, mostly forced by the requirements of teachers or exams. The sources of students' vocabulary are narrow, so they need teacher to provide more available English vocabulary sources for them.

4.2. Suggestions to Improve the Effectiveness of English Vocabulary Teaching in High School

Based on the above survey results, the following suggestions are proposed for the problems existing in English vocabulary teaching in senior high schools:

(1) Teaching English vocabulary in discourse

The new curriculum emphasizes that any word in the vocabulary is connected to other words through certain syntactic and semantic relations, and conveys information in context. Vocabulary learning is not only a simple memorization of the sounds, forms and meanings of words, but a comprehensive language practice carried out in combination with specific themes and in a specific context. It is more important for students to understand and express information and ideas related to various topics through listening, speaking, reading, watching, writing and other language activities in vocabulary learning. Teachers can create a context for students to learn vocabulary under a certain background, and students can guess, understand and memorize vocabulary according to the specific context. In addition, when students consolidate and use vocabulary, teachers should also design meaningful vocabulary practice activities with specific contexts for students to improve the practicability of vocabulary.

(2) Teaching English vocabulary in chunks

In senior high school English vocabulary teaching, teachers should attach importance to guiding and teaching students to classify English words reasonably, such as by part of speech, meaning, collocation and so on. In addition, it is also very important for students to learn to distinguish positive words and negative words, so that students realize that not all words need to be

memorized deeply, which is conducive to reducing the pressure of students' vocabulary memorization and improving the efficiency of students' learning and remembering positive vocabularies. A lexical block is a string of words stored in the brain as a whole, which can be extracted and used by learners as a whole or as prefabricated blocks with slight modifications. In fact, lexical block teaching has become a teaching trend. The block-based vocabulary teaching method helps students to form the overall awareness of related vocabulary, expand their vocabulary and improve the efficiency of vocabulary teaching. At the same time, students will store the vocabulary in the overall form of memory, which is more convenient to extract when using.

(3) Broaden the source of vocabulary teaching and enrich students' vocabulary

Senior high school students' vocabulary sources are relatively closed, mainly textbooks, and students' initiative to learn vocabulary through multiple channels is not strong, so teachers need to provide students with diversified vocabulary sources through different channels. In the current era of information explosion, English vocabulary update speed is very fast, students should not only be limited to the book vocabulary learning, but also should keep up with the trend of the times. Teachers should encourage students to learn more vocabulary in life, read more extracurricular books to enrich their vocabulary. Teachers can also provide students with a variety of vocabulary sources through news reports, interview videos, foreign newspapers, English movies, TV plays, music and other ways, so that students can understand and accumulate vocabulary at all levels and aspects to expand the scope of students' vocabulary and enrich students' vocabulary.

(4) Make a reasonable review plan to consolidate memory in time

According to Ebbinghaus's forgetting curve, forgetting begins immediately after learning, and the forgetting process is not uniform. The forgetting speed is very fast at first, and gradually slow later, that is, the principle of "first fast and then slow". In the process of memorizing English words, most students only pay attention to the memory effect at that time, ignoring the later maintenance and recognition. Therefore, teachers should strictly require students to develop appropriate review plans to help students consolidate words, but also to develop relevant supervision and inspection of students' vocabulary memory system, so that students develop a good habit of reviewing words.

(5) Adopt multi-mode teaching and innovate the presentation way of vocabulary teaching

Teachers should set up diversified language situations for students based on multi-modal theory, so that they can improve their comprehensive perception of vocabulary from the visual and auditory levels. By mobilizing students' multiple senses to help students memorize words. Teachers' vocabulary teaching methods directly affect students' interest in vocabulary learning, their impression on words and their memorization effect. Teachers should make full use of modern information technology in teaching. Multimedia teaching means can be adopted to effectively present vocabulary through pictures, audio, video, games, exercises and other interesting and interactive ways to improve students' interest in vocabulary learning, deepen students' impression on vocabulary, facilitate students to memorize vocabulary, and improve the effectiveness of vocabulary teaching.

5. Conclusion

5.1. Major Findings

Through the research on the effectiveness of high school English vocabulary teaching, we find that there are some problems in high school English vocabulary teaching. For example, the presentation of vocabulary teaching tends to be traditional and boring; Students' interest in learning English vocabulary is not high; Vocabulary teaching of English vocabulary sources are

narrow, mainly rely on books; Teachers do not pay attention to students' vocabulary review and consolidation teaching. Teachers' vocabulary teaching methods, teaching strategies, teaching concepts and teaching activity design are all important factors affecting the effectiveness of high school English vocabulary teaching.

In view of the problems existing in high school English vocabulary teaching, I mainly put forward some suggestions from the following aspects: (1) Use English discourse to promote high school English vocabulary teaching; (2) Classify vocabulary and learn vocabulary in blocks; (3) Broaden the sources of vocabulary teaching and enrich students' vocabulary; (4) Make a reasonable review plan and consolidate memory in time; (5) Adopt multi-mode teaching and innovate the presentation way of vocabulary teaching.

5.2. Limitations of the Study

This paper collects relevant data on the status quo of high school English vocabulary teaching in a senior high school in Guang'an City, and summarizes the existing problems in high school English vocabulary teaching. In view of these problems, combined with the actual situation of teachers and students in this school, the author puts forward some suggestions and hopes that this paper can provide readers with some help. However, this study still has some limitations, which are mainly summarized in the following aspects:

First, the number of samples is limited, so the scientific and validity of the results need to be improved. Because only 93 valid questionnaires were collected in this study, the number of samples was small and lacked representativeness. Therefore, more research samples are needed to obtain more accurate and universal research results.

Secondly, some professional data processing software needs to be used in the data analysis of this study. Since the author has not mastered the professional knowledge of data analysis software, simple and superficial processing can be carried out on the data of this study, and the depth of the study is not high enough.

Acknowledgments

I would like to appreciate all my teachers in the School of Foreign Languages of China West Normal University, to whom I owe much of my knowledge in the English language. But my most sincere gratitude goes to my tutor, Mr. Du for his insightful criticisms, invaluable help and constant encouragement throughout the composition of my paper. This paper would never have been finished without his gracious patience and conscientious guidance. I also contribute the completion of this paper to my classmates and roommates, who have shown great friendship to me during the four years of my undergraduate study. Meanwhile, I would like to dedicate this paper to my parents whose love means the strongest support in my life.

References

- [1] Lewis: The Lexical Approach, LTP, (1997) No.5, p.47-49.
- [2] Ur Penny: A Course in Language Teaching: Practice and Theory (Foreign Language Education and Research Press, China 2000) p.56-59.
- [3] Chen Ling: Investigation and Research on the status quo of English Vocabulary Teaching in high school (Ph.D. Ningxia Normal University, 2022, China).
- [4] Chen Jingjing, An Analysis of the effectiveness of high school English Vocabulary Teaching, Reading and Writing (Education Teaching Journal), Vol.11 (2004), No.10, p.116.
- [5] Gao Lu: Improving the effectiveness of high school English Vocabulary Teaching by creating context reasonably, Literature and Education Materials, (2017) No.3, p.209-211.

- [6] Han Jianqin: A New Study on the effectiveness of high school English Vocabulary Teaching under the background of New Curriculum Reform, *Journal of Jiangsu University of Education*, (2012) No.6, p.136-138.
- [7] He Qiongjun: On the effectiveness of vocabulary teaching and vocabulary memory in high school English, *Science Advice*,(2014)No.32,p.87-88.
- [8] Huan Wenbiao: How to improve the effectiveness of high school English Vocabulary Teaching, *Curriculum Education Research*,(20174)No.46,p.169.
- [9] Liu Yunquan: Effective Teaching of high school English Vocabulary, *Chizi*,(2015)No.11,p.317.
- [10] Wei Linjuan, An Analysis on the effectiveness of English vocabulary Teaching in high school, *Curriculum Education Research*,(2019)No.33,p.123-124.
- [11] Yuan Hongjian: Using English Discourse skillfully to promote high school English vocabulary Teaching, *English Square*,(2020)No.15,p.107-109.
- [12] Zhang Guangzhou: Creating Real situation to improve the effectiveness of high school English vocabulary Teaching, *Journal of Jilin Provincial Institute of Education*,(2010)No.4,p.117-118.
- [13] Ministry of Education of the People's Republic of China: *English Curriculum Standards for Senior High Schools* (People's Education Press, China 2018).
- [14] Zhou Lian: Analysis of high school English vocabulary teaching strategies, *English Teachers*, (2018) No.23, p.75-76,80.