



The Current Situation and Strategies of English Vocabulary Teaching in Junior High School Based on the New English Curriculum Standards

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Abstract: In the initial stage of English learning, laying a solid vocabulary foundation and mastering effective vocabulary learning strategies are conducive for junior high school students. In order to effectively carry out junior high school English teaching activities under the guidance of the New English Curriculum Standards, this paper mainly uses Questionnaire Survey to point out the existing problems in junior high school students' vocabulary learning and the corresponding solutions. The study found that although teachers and students generally agree on the importance of vocabulary, there are still a series of problems, such as passive vocabulary learning with a single vocabulary learning method, lack of vocabulary learning strategies, lack of correct understanding of vocabulary and low lexical usage that need to be solved.

Keywords: Junior high school students; Vocabulary learning; Problems; Countermeasures

1. INTRODUCTION

Vocabulary is an important basis for language learning and an important cornerstone for cultivating and improving students' language learning ability (Gou,2019). Only words can form sentences and articles, reach meaning, and realize the functions of language communication and language expression. Harmer (1991) once said, "If grammatical structures are the bones of language, vocabulary is its organs and flesh. If you do not use vocabulary, you cannot express any meaning even if you have mastered the grammatical structure." It is impossible to learn English well without a rich vocabulary and efficient vocabulary learning.

The New English Curriculum Standards requires junior high school students to learn and use about 1600 words to communicate and express around relevant topics. In addition, they can contact and learn 100~300 words within the scope of relevant topics, as well as a certain number of idioms or fixed collocations according to the actual situation(Ministry of Education, 2022). Such requirements fully reflect the importance of vocabulary learning in English learning. Only by comprehensively understanding and mastering basic vocabulary can students develop good listening, speaking, reading, writing and translating abilities. Vocabulary teaching is an important way to implement the requirements of the New English Curriculum Standards.

However, the vocabulary learning exposures series of problems. Firstly, the models of vocabulary teaching are not fundamentally altered (Liu, 2022). The present approaches of vocabulary teaching are much boring and teachers are not good at using various flexible teaching approaches, which makes the classroom teaching too rigid to attract students' interest in learning vocabulary (Gao,2015). Secondly, teachers neglect to teach effective methods and strategies of vocabulary learning being of great importance to improve the efficiency and quality of vocabulary learning (Yu, 2022). At last, students aren't interested in learning English vocabulary. Students feel bored to learn vocabulary with the traditional method since they have to listen to the teacher passively.

Therefore, this study aims to collect students' data through questionnaire survey to further analyze the current situation of vocabulary teaching, point out various problems in the process of vocabulary learning, and finally come up with the corresponding solution strategies.

2. LITERATURE REVIEW

2.1. Studies on Vocabulary Teaching Abroad

As language teaching has continued to develop, so has research on vocabulary teaching abroad. In the early 19th century, it was common to use translation as a method of teaching words. Teachers implemented translation as a teaching method and for teaching purposes, focusing on the correspondence between the target language and the mother tongue, rather than on pronunciation structure and communication. At the end of the 19th century, the use of the mother tongue and translation was no longer promoted as a method of teaching. Instead, teachers began to use the direct method of teaching vocabulary to students, explaining new words directly in the target language, but this method of teaching was suitable for students with a certain vocabulary.

In the 1930s the tendency was to acquire vocabulary by reading original texts in the target language, and in the 1960s, after instruction in the phonics approach, teachers created a situation close to the students' lives by incorporating specific vocabulary as a way of facilitating their vocabulary learning. As a result, the communicative approach emerged in order to develop students' communicative competence in a foreign language. This approach shifted the emphasis from sentence-level form to discourse-level function.

In the 1970s, vocabulary teaching became increasingly important and the vocabulary block emerged as a unit of vocabulary teaching. Widdowson (1982) advocated the learning of vocabulary in specific contexts. Hendrickson (1992) analyzed vocabulary teaching from the perspective of memory theory. The ideas put forward by these scholars have laid the foundation for further research by scholars of vocabulary teaching and learning in China. These results have, on a very large scale, contributed to the advancement of vocabulary teaching in China.

2.2. Studies on Vocabulary Teaching at Home

Compared with foreign vocabulary teaching research, the history of vocabulary teaching research in China is relatively short, mainly focusing on the methods and strategies of vocabulary teaching.

Wang Linfeng (2008) based on psycholinguistic theory, cognitive psychology theory, semantic field theory, combined with recent.

Wang Yan(2011)made some suggestions on English vocabulary teaching from the perspective of semantics and pragmatics, based on the analysis of the role of context and vocabulary teaching.

Liu Lin and Qin Xiaoqing (2014) explored the role of different presentation methods in teaching English vocabulary by designing an experiment. They concluded that picture, comic and video presentation modes have significant effects on word recall, break the limitation of text-only vocabulary teaching presentation, effectively improve the way vocabulary is taught and increase the efficiency of vocabulary teaching.

Li Yan (2021) briefly introduced several effective vocabulary teaching methods, such as context, brainstorming, grammar, semantic field and composition, based on psycholinguistic theory, cognitive psychology theory and semantic field theory, combined with the research results of English vocabulary teaching methods at home and abroad. He argues that mechanical repetition or copying of a word is not effective for learning, and that students can actively use purpose and create context to use the vocabulary they learn creatively.

Liu Zhiyi (2021) discusses some of the problems that existed in previous vocabulary teaching: neglect of language context, neglect of children's cognitive development, single teaching methods, and lack of systematic and comprehensive teaching design.

Wu Mengyuan (2022) elaborated on the importance of English vocabulary learning. Next, she analyzed various problems existing in junior high school students' English vocabulary learning, explored junior high school students' English vocabulary learning strategies with vocabulary teaching examples.

2.3. Summary

To sum up, foreign research on vocabulary teaching has mainly focused on the evolution of teaching methods. Meanwhile, domestic vocabulary teaching research has mainly discussed vocabulary teaching from different perspectives of cognitive psychology, semantics and pragmatics, which has provided some help for vocabulary teaching in China. Chinese scholars have gone through a development process from putting forward vocabulary teaching strategies to finding the existing problems in vocabulary teaching and then putting forward targeted suggestions. But in general, every scholar recognizes the importance of vocabulary in English learning. However, the research is not comprehensive and in-depth enough, which requires further deepening and multi-angle research. Although teachers have found many problems in students' vocabulary learning, it is difficult to carry out differentiated teaching, so they can only explain the same problem that most students have. It has significantly raised the requirements for English teachers, not only to enhance their own teaching ability, but also to develop the ability of teaching and scientific research. Therefore, in word teaching, teachers should fully consider students' problems in vocabulary learning and carry out teaching research from multiple perspectives. So as to find the best vocabulary teaching and learning strategies for students and enhance their interest in English vocabulary learning.

3. RESEARCH METHODOLOGY

3.1. Research Questions

This paper mainly solves the following problems through Questionnaire Survey in order to conduct a more in-depth investigation of junior high school English vocabulary teaching.

- (1) What is the current situation of junior high school English vocabulary teaching?
- (2) What are the problems in junior high school English vocabulary learning?

3.2. Participants

Table 1 and Table 2 analyze the basic information of participants and the proportion of boys and girls, as shown in the following tables:

Table1. *Basic information of participants*

Respondents	Junior high school students in a middle school
Number of students	120 students participate in the questionnaire.
Sexual distinction	61 boys and 59 girls.
Basic situation	The students' level is relatively average, and there are certain problems in vocabulary learning.

Table2. *Statistics on the number of boys and girls*

Options	Total	Proportion
Boy	61	50.83%
Girl	59	49.17%
Number of valid persons to fill in this question	120	

The participants in this study were 120 students in a junior high school, including 61 boys and 59 girls (see table1).The selected students have the same English level and vocabulary, and they all have problems in vocabulary learning more or less.

3.3. Research Tool

The questionnaire is mainly divided into six dimensions, with a total of 17 questions to investigate junior high school students' vocabulary learning(see table 3).The first dimension is students' attitude towards vocabulary learning, including question 1, 2, 3 and 5.The second dimension is vocabulary learning methods and strategies, including question 4, 14 and 15.The third dimension is students' attitude towards teachers' vocabulary teaching methods, including question 6 and 7.The fourth dimension is the problems encountered in vocabulary learning, including question 8, 9 and 10.The fifth dimension is the use of new words, including question 11, 12 and 13.The sixth dimension is personal information, including question 16 and 17.

Table3. *Questionnaire dimensions and questions*

Dimensions	Questions
Students' attitudes towards vocabulary learning	1.You like to remember English words. 2.You think the size of your vocabulary will affect your English performance. 3.You are satisfied with your current vocabulary learning efficiency. 5.Only when the teacher asks you to remember words can you remember them.
Vocabulary learning methods	4.You often learn by rote. 14.You know at least one method of vocabulary learning. 15.You can distinguish the affixes and roots of words and use them to remember words.
Students' attitude towards teachers' vocabulary teaching methods	6.You think the current teaching method of vocabulary is single. 7.You want the teacher to adopt other vocabulary teaching methods.
Problems encountered in vocabulary learning	8.You have encountered polysemy in the process of vocabulary learning. 9.You can correctly distinguish multiple meanings of a word. 10. The learned words only stay at the level of knowing the meaning of Chinese and cannot be spelled correctly.
Usage of new words	11.You can use the new words you just learned. 12.You know how to use words together. 13. You can summarize the meaning and usage of fixed collocation by yourself.
Personal information	16. What is your grade ? 17. What is your gender ?

3.4. Research Procedure

The research was conducted during the first two months of 2023 with a sample of 120 junior high school students in a middle school, who participated voluntarily. The students were told that the questionnaire was anonymous, and the data collected would be used only for research purposes (confidentiality and privacy issues were followed). This research used the website of Questionnaire Star to collect students' answers to the online questionnaire. Each questionnaire last about 1 to 2 minutes. I employed a 5-point Likert-type scale: (1) Strongly inconsistent;(2) Inconsistent; (3) A little consistent; (4) Consistent; and (5) Strongly consistent. So as to facilitate the processing and analysis of the later data.

4. RESULTS AND DISCUSSION

4.1. Current Situations of Junior High School English Vocabulary Learning

In order to ensure the accuracy of the questionnaire data analysis, this research uses SPSS software for analysis. The data analysis is now shown in the following tables. Junior high school students receive a questionnaire survey and then I recover 120 valid questionnaires. The validity of the questionnaire is 0.841, which is greater than 0.6 (see table 4). The reliability of the questionnaire is 0.865, which is greater than 0.6 (see table 5). It can be seen that the reliability and validity of the questionnaire are high, and this study can carry out further research.

Table4. *Validity of the questionnaire*

KMO and Bartlett Tests		
KMO sampling appropriateness measure	.841	
Bartlett's sphericity test	Approximate chi-square	980.891
	Degree of freedom	105
	Significance	.000

Table5. *Reliability of the questionnaire*

Reliability Statistics	
Clonbach Alpha	Number of terms
.865	17

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Next, in this section, I will analyze and explain some questionnaire questions and data. First of all, the results of junior high school students' attitudes towards English vocabulary learning are shown in Table 6 and Table 7:

Table6. *You think the size of vocabulary will affect the English performance*

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	2	1.7	1.7	1.7
	Inconsistent	3	2.5	2.5	4.2
	A little consistent	32	26.7	26.7	30.8
	Consistent	34	28.3	28.3	59.2
	Strongly consistent	49	40.8	40.8	100.0
	Total	120	100.0	100.0	

Table7. *Only when the teacher asks you to remember words can you remember them*

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	4	3.3	3.3	3.3
	Inconsistent	13	10.8	10.8	14.2
	A little consistent	35	29.2	29.2	43.3
	Consistent	39	32.5	32.5	75.8
	Strongly consistent	29	24.2	24.2	100.0
	Total	120	100.0	100.0	

As can be seen from the tables above, more than 95% of the students agree on the importance of vocabulary. At the same time, only about 14.2 percent of the students memorize the words voluntarily, and more than 85 percent of the students memorize the words at the teacher's request. This shows that while recognizing the importance of vocabulary, students lack the awareness of actively remembering words. Most of the time, students learn passively.

Secondly, the survey results of junior high school students' understanding of vocabulary learning methods and strategies are shown in Table 8 and Table 9:

Table8. *For word memory, you often use rote memorization*

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	7	5.8	5.8	5.8
	Inconsistent	13	10.8	10.8	16.7
	A little consistent	51	42.5	42.5	59.2
	Consistent	28	23.3	23.3	82.5
	Strongly consistent	21	17.5	17.5	100.0
	Total	120	100.0	100.0	

Table9. *You know at least one method of vocabulary learning*

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	8	6.7	6.7	6.7
	Inconsistent	11	9.2	9.2	15.8
	A little consistent	52	43.3	43.3	59.2
	Consistent	33	27.5	27.5	86.7
	Strongly consistent	16	13.3	13.3	100.0
	Total	120	100.0	100.0	

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According to Table 8, more than 80% of junior high school students memorize words by rote, and only about 20% of students will use other methods. It can be seen from Table 9 that 77.5% of junior high school students know more or less about at least one vocabulary learning method. But combined with the statistical data in Table 8, it can be seen that: The vocabulary learning methods recognized by junior high school students include rote memorization, and there is still a lack of understanding of other vocabulary learning methods.

Finally, the investigation and research of junior high school students' problems in vocabulary learning are shown in Table 10, Table 11 and Table 12:

Table10. For the words you have learned, you can only recognize, but not write

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	5	4.2	4.2	4.2
	Inconsistent	13	10.8	10.8	15.0
	A little consistent	38	31.7	31.7	46.7
	Consistent	41	34.2	34.2	80.8
	Strongly consistent	23	19.2	19.2	100.0
	Total	120	100.0	100.0	

Table11. You can distinguish affixes and roots of words and use them to remember words

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	26	21.7	21.7	21.7
	Inconsistent	42	35.0	35.0	56.7
	A little consistent	30	25.0	25.0	81.7
	Consistent	15	12.5	12.5	94.2
	Strongly consistent	7	5.8	5.8	100.0
	Total	120	100.0	100.0	

Table12. You can use the new words you have just learned

Effectiveness		Frequency	Percentage	Effective percentage	Cumulative percentage
	Strongly Inconsistent	27	22.5	22.5	22.5
	Inconsistent	42	35.0	35.0	57.5
	A little consistent	29	24.2	24.2	81.7
	Consistent	17	14.2	14.2	95.8
	Strongly consistent	5	4.2	4.2	100.0
	Total	120	100.0	100.0	

As can be seen from Table 10, about 90% of junior high school students know the words at the level of cognition and cannot output them correctly. Only 10% knew both the meaning and the correct spelling of the words. It shows that the students' learning of words is not deep enough, and mainly focus on negative vocabulary memory. Students lack the awareness of transforming from negative words to positive words. From Table 11, we can see that 56.7% of students do not associative memorize words according to word roots and affixes. Only 25% of the students can occasionally associatively memorize some words. It indicates that most students' vocabulary memory only stays on the surface of a single word and cannot expand associative memory to remember more words. From Table 12, 57.5% of junior high school students cannot use new words immediately after learning them, and only 24.2% of students can use some of new words. It can be seen that most students still cannot use the vocabulary they have learned correctly and timely, and the usage rate of new words is low.

4.2. Existing Problems of Junior High School English Vocabulary Learning

The New English Curriculum Standards (2022 edition) emphasizes that students should be the main body of teaching activities, teachers should be in the leading position in teaching, and the role and status of teaching should be correctly handled. Vocabulary teaching under the new curriculum standards attaches importance to helping students master the basic knowledge of vocabulary, improving their application ability, so that they can effectively carry out communicative activities in a specific context. On the one hand, teachers should help students construct their own vocabulary learning methods and strategies to deepen their understanding of words. On the other hand, teachers should meet students' individual needs, encourage them to really participate in vocabulary learning activities, improve their awareness and ability of independent inquiry, and mobilize students' enthusiasm and initiative in vocabulary learning.

From the tables above, we can conclude that there are the following problems in junior high school English vocabulary learning. First of all, junior high school students generally recognize the important role of vocabulary in English learning, but they cannot actively memorize vocabulary. Vocabulary learning activities are mainly guided by teachers, and most of them are mechanical repetition. Therefore, it can be inferred that the first problem of junior high school students' vocabulary learning is passive vocabulary learning with a single vocabulary learning method. Secondly, most junior high school students learn vocabulary by rote, and know little about other vocabulary learning methods, which is repetitive, high consumption and low efficiency. Therefore, the second problem of junior high school students' vocabulary learning is the lack of vocabulary learning methods and strategies. Thirdly, students' mastery of words is superficial, but not in-depth. The learning of vocabulary only stays at the level of cognition, and students cannot memorize words through roots and affixes, so that it is impossible to judge the context in which words are used. Therefore, the third problem of junior high school students' vocabulary learning is the lack of correct understanding of vocabulary. Finally, the input and output of most junior high school students' vocabulary is not proportional. The input vocabulary is large, so they can know many words. But they cannot apply the newly learned words to life and study, which is what we often call the ability to recognize or not to write. It can be seen that the fourth problem of junior high school students' vocabulary learning is: low usage of vocabulary. There are four main problems in junior high school English vocabulary learning. Next, we will discuss them in detail.

4.2.1. Passive Vocabulary Learning with a Single Vocabulary Learning Method

Junior high school students' English vocabulary learning is relatively passive. Vocabulary learning activities are mainly guided by teachers, and students' enthusiasm and initiative have not been given full play (Gou,2019). The traditional English vocabulary teaching method is too rigid, vocabulary learning mostly stays in the teacher to teach students to learn. The students' main task is to listen to the teacher first and then remember the words. At the same time, in the process of word learning, they lack the awareness to actively integrate the learned words and incorporate relevant words. In addition, students learn words in a single way (Chen, 2017). Students tend to memorize words by word vowel, which is difficult, high consumption and inefficient. Repetition and reciting are the main ways for students to get to know the words. Words learned in such a monotonous way are not only easy to forget, but more importantly, difficult to use flexibly. Students should develop various ways of learning and remembering words. For example, through software applications, word learning groups can be set up and compete with each other to improve their interest in learning words. It requires teachers to teach students correct and efficient vocabulary learning methods, creating a relaxed and pleasant classroom atmosphere, helping them master and skillfully use the vocabulary they have learned. At the same time, it can also improve their confidence in learning English, and cultivate their interest in learning English.

4.2.2. Lack of Vocabulary Learning Strategies

In the process of English learning, students lack effective vocabulary learning strategies (Yu,2022), so the learning effect is not good. They are not good at learning vocabulary, let alone mastering the learning strategies of guessing words according to the context and memorizing words effectively.

With the lack of vocabulary strategies, students do not know what time period, what situation, and what strategies to help them remember the corresponding vocabulary. In other words, students do not master the method of learning words, they cannot complete vocabulary learning alone. The final result is inevitably very terrible, the effect of vocabulary memory is poor.

4.2.3. Lack of Correct Understanding of Vocabulary

The teaching of words in junior high school classroom is based on the content of pronunciation, spelling and meaning. However, in fact, these three aspects are rarely analyzed in detail to strengthen students' understanding and recognizing of words (Feng,2011). And students' mastery of words also floats on the surface of sound, shape and meaning, without in-depth exploration. Words are often memorized by rote memorization and mechanical repetition, rather than associative memory. Sometimes students should not to explore the source, word formation, meaning and other meaningful aspects of the word, failing to form a good memory habit. English as a letter language, its pronunciation and letter spelling has a great relationship, the wrong pronunciation is easy to cause the wrong spelling. In junior high school students' English learning, the mastery of form mostly depends on blindly repeating memory, without combining syllabic knowledge, affix roots and word formation. Moreover, when junior high school students learn English, they lay particular stress on mastering the pronunciation and spelling of words. They have a vague grasp of the meaning, and ignore the context in which the words are used.

4.2.4. Low Lexical Usage

Students still can't use the words they have learned correctly. They often only recognize the words, but do not know the words. Only know the meaning, but do not know how to use them (Feng,2011). Negative vocabulary refers to words that learners can recognize or understand in a certain context, but cannot produce correctly. Positive vocabulary refers to words that learners can understand, pronounce correctly, and use creatively in speaking and writing. When learning English, many junior high school students can't find the right words to describe the specific expression needs. They clearly remember the pronunciation and meaning of the word, but cannot apply. A large number of words exist in negative vocabulary, which is difficult to transform into positive vocabulary. Their problem is the lack of awareness and effective strategies to transform positive words. The input of vocabulary is not proportional to the output of vocabulary, vocabulary exists but the utilization rate of words is low. The use of language ability is weak, and even caused a large area of dumb English phenomenon (Wu,2022).

5. STRATEGIES FOR JUNIOR HIGH SCHOOL ENGLISH VOCABULARY TEACHING

5.1. Give Full Play to Students' Initiative

Initiative is what we call learning motivation. People call the internal psychological force that directly pushes students to carry out learning activities as learning motivation. From the perspective of educational psychology, it is to have a clear purpose for a certain activity, and to make certain efforts to achieve the purpose. It plays an important role in the promotion of students' learning that can stimulate and maintain students' learning enthusiasm, so that students can effectively carry out long-term meaningful learning, and constantly overcome learning difficulties, so as to achieve learning objectives. Junior high school students' English learning is mainly through the joint activities of teachers and students, giving full play to students' subjective initiative, and lighting up action with interest. Only the learning activities that really play the initiative and interest of students are really effective learning. Word learning activities are carried out through independent learning, cooperative learning and inquiry learning. Therefore, teachers should organize some interesting vocabulary learning activities to stimulate students' initiative and enthusiasm in learning, so that they can actively participate in it (Wu,2022).

On the one hand, when we know the words, we should not only pay attention to the pronunciation and grammar of the words, but also fully connect with the reality and give full play to the enthusiasm of the students. We should combine specific words with possible collocations and situations, and show them to students in a variety of ways, such as pictures, performances and paintings. Help students really understand the meaning of words. On the other hand, cooperative learning and inquiry learning can be carried out to let students give full play to their imagination and creativity. For example, we

can divide students into several groups, ask each person to come up with a way to remember words, and evaluate the best ideas of the group to display in the whole class. The knowledge gained through their own active participation must be the most impressive. Only in this way can word learning not be boring, but also can master words quickly and effectively, and further stimulate students' confidence and learning initiative.

5.2. Construct Students' Learning Strategies

Learning strategies refer to various actions and steps taken by students for effective learning and development. English learning strategies include metacognitive strategies, cognitive strategies and resource management strategies (S&Li,2022). Teachers should help students form their own learning strategies in teaching and cultivate students' ability to constantly adjust their learning strategies. Let students learn vocabulary by themselves. Because learning strategies are flexible and varied, the use of strategies varies from person to person, time to time, and event to event. In English teaching, helping students to use learning strategies effectively will not only help them grasp the direction of learning, adopt scientific approaches and improve learning efficiency, but also help them to form independent learning ability and lay a good foundation for lifelong learning. This essay mainly discusses the application of metacognitive strategies and cognitive strategies in junior high school English vocabulary learning.

Metacognitive strategies are crucial in any learning process. In vocabulary teaching, teachers should first assist students to set up goals and make plans according to the goals. Then, in the vocabulary learning process, students should self-monitor themselves, check the learning effect, and adjust their learning methods according to the actual situation. Teachers should permeate cognitive strategies in classroom teaching. First of all, students' understanding and memory of vocabulary learning are deepened through association, classification, images or application. The so-called "words are inseparable from sentences and sentences are inseparable from articles" is used to cultivate students' awareness, habit and ability of English thinking. Secondly, teachers should help students improve their memory strategies. Memory strategy refers to the methods and techniques that subjects use the general rules of memory to effectively identify, maintain and extract lexical information. It plays a key role in the transformation of knowledge, skill and ability. Using "Ebbinghaus forgetting curve" to improve the memory efficiency, arranging scientific repetition in teaching in time and appropriately, to help students deepen memory traces. This helps to expand the depth and breadth of memory and strengthen the internal connection between knowledge memory. It also helps multi-sensors to participate in memory and continuously improve the effect of memory. Thirdly, while helping students to form effective learning strategies, teachers should pay more attention to the cultivation of students' autonomy in learning, so as to achieve the goal of improving students' autonomy in vocabulary learning and changing their passive and inefficient learning state. Teachers can organize colorful and abundant group activities or use the APP of "English Fun Dubbing" to improve students' interest in learning vocabulary, so that students can experience the fun of learning.

5.3. Create Context to Help Students Understand Words

When teaching vocabulary, teachers should not only stop at the surface of the words, but also carry out in-depth explanation. Teachers can skillfully create situations, introduce vocabulary, and stimulate students' interest in learning vocabulary. On the one hand, teachers not only teach the most basic pronunciation, meaning and spelling, but also focus on the context in which words are used and their collocations. Only when the teacher explains the context of the word clearly, can the students use the right word in the appropriate situation. On the other hand, teachers should give priority to inspiration and guidance in the process of explanation. Let students think more and ask others for advice. Let the students sum up the collocations and usages of the words by themselves to deepen the impression and understanding of the words. It is also indispensable for teachers to teach students to recognize roots and affixes so as to help them memorize words quickly. To a certain extent, it also enables students to derive other derivative words from a word, increasing students' vocabulary. Therefore, English teachers play an essential role in helping students understand vocabulary correctly.

5.4. Improve Students' Vocabulary Use Efficiency through Meaningful Repetition

English teachers should not only emphasize the importance of words to students and let students blindly memorize a large number of words, but should timely test whether students can correctly produce the vocabulary they have learned. In daily teaching, teachers should create vocabulary learning activities with purpose, consciousness and plan, which should focus on practice and communication. The overlapping and repetition of words gives students the opportunity to use the words they have learned. It can help students deepen their memory of words and achieve the purpose of review and consolidation. It must be emphasized that teachers should give students as many opportunities to practice vocabulary as possible, so that students can not only recognize, but also write and speak. When students are familiar with the words to a certain extent, the negative words in their vocabulary will be changed into positive words, improving the usage rate of the words. Teachers should guide students to carry out meaningful repetition and help students to replace low vocabulary with advanced vocabulary. Let students have confidence to learn English well, improving the efficiency of using words in daily life and learning.

6. CONCLUSION

It is self-evident that vocabulary learning plays a significant role in English teaching and learning (Liu,2012). Through the questionnaire survey, there are four main problems in junior high school students' English vocabulary learning: passive vocabulary learning with a single vocabulary learning method, lack of correct understanding of vocabulary, lack of correct understanding of vocabulary and low lexical usage. In view of the problems in vocabulary learning of junior high school students, this study also puts forward some suggestions for teachers' vocabulary teaching. They are: give full play to students' initiative and develop interesting word learning activities in various forms; construct students' learning strategies; create context to help students understand words; improve students' vocabulary use efficiency through meaningful repetition. This study mainly analyzes the problems existing in students' vocabulary learning, and provides ideas for English teachers to change vocabulary teaching methods, so as to improve the efficiency of junior high school students' vocabulary learning.

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