

On the Problems and Countermeasures of the English Vocabulary Teaching in the Junior Middle School

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ABSTRACT: Vocabulary is an important component of language system and vocabulary learning is the crucial element of English learning for junior middle school students. Vocabulary is the most basic material of language, and expanding vocabulary is the premise of improving students' listening, speaking, reading and writing abilities. This article firstly analyzes the importance of vocabulary teaching, discusses some problems in English teaching in the junior middle School, actively explores ways to stimulate students' interest in learning, and attempts to make students learn vocabulary with a lighter mood, grasp the usage and improve the effect of English teaching.

Key words: Vocabulary teaching; Junior middle school; Interest; Method; Strategy

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I. INTRODUCTION

The total vocabulary of modern English has reached more than two million, which is the largest vocabulary in the world today. With the development of science and technology, the English teaching also has gone through a lot of reforms and transformations. However, in the middle school English teaching, it is often found that the English vocabulary teaching method is still backward and the teaching effect is not satisfactory^[1-5]. Specifically speaking, the students often memorize vocabulary fast, and forget them fast as well, which is a grave problem worth our attention. This will not only cause great obstacles for students to use vocabulary and continue to learn English, but also greatly affect students' enthusiasm and confidence in learning^[6-7]. Vocabulary teaching has become one of the most difficult problems for teachers in English teaching nowadays^[8-9].

II. IMPORTANCE OF ENGLISH VOCABULARY TEACHING IN THE JUNIOR MIDDLE SCHOOL

It is well known that vocabulary is the key to developing a language. Vocabulary is one of the three elements of language (phonetics, vocabulary and grammar). It is the basic material of language and the foundation of English and people cannot express ideas without vocabulary. It runs through the whole process of English learning and is the fundamental premise of other aspects of learning. Mastering a certain number of words can help people speak, read and write. The greater the vocabulary, the better the effect of English learning is. Without sufficient vocabulary, we cannot effectively listen, speak, read or write, and cannot effectively communicate in English. River, a famous linguist, also believes that mastering enough vocabulary is the key to successful use of foreign languages. Without vocabulary, there is no idea of using the structure and functions learned. In fact, the size of a person's vocabulary also indicates to a certain extent the level of the person's English level. Vocabulary size is the most important factor that restricts the efficiency of foreign language learning. Therefore, how to effectively carry out vocabulary teaching, cultivate students' 'thinking' ability in vocabulary teaching, and enable students to actively and consciously remember words is an issue that educators should be constantly and seriously concerned about.

III. PROBLEMS IN THE ENGLISH VOCABULARY TEACHING IN THE JUNIOR MIDDLE SCHOOL

3.1 Teachers' problems

3.1.1 Teaching without a clear focus

The English syllabus mainly requires different levels of listening, speaking, reading, and writing, and has specific requirements for the vocabulary in each unit. However, in the specific teaching, some teachers teach aimlessly and freely. Students are not clear about which words are only required to understand, which are for listening, speaking, reading mastery requirement, and which are for listening, speaking, reading, and writing mastery requirement. As a result, the students cannot read the article freely and choose answers. What is more likely to cause anxiety is that students cannot recognize familiar words quickly. This teaching does not follow the teaching concept of "deepening layer by layer and placing equal emphasis on quality", which undoubtedly

increases the difficulty and intensifies the burden on students, so that students' vocabulary learning efficiency is highly inhibited.

3.1.2 Outdated vocabulary teaching concept

The vocabulary teaching concept is backward and the teaching method is simple and outdated. Firstly, the concept of teaching concept is outdated. At present, there are still a large number of junior middle school teachers in China who do not establish the concept of lifelong learning after the completion of teaching activities; as a result, their teaching philosophy and social development are not compatible. Middle school English teachers use the old teaching concept for a long time to guide students' vocabulary learning activities, which is not conducive to students' accumulation of the latest English vocabulary. Secondly, the teaching concept is backward and development is not suitable for students to learn. With the continuous development and progress of social economy, the upgrading of teaching materials is also indispensable. If the old teaching materials are blindly pursued as "golden rule" and do not attach importance to the connection with current social realities, students will learn but cannot use, which is an embarrassing situation.

3.1.3 Lacking effective vocabulary teaching strategy

For some teachers, vocabulary teaching is merely limited to teaching students to read new words and Chinese meaning accordingly. In order to catch up with the progress of the teaching, the teacher gives the task of vocabulary teaching to the students themselves. The inspection method was only dictation of words, resulting in students only to cope with the dictation of words to memorize words for a short time. In most word dictation, the use of teachers is to dictate Chinese meaning for students to write English words, and some teachers simply explain the meaning, spelling, and various uses of vocabulary, and English words and Chinese meaning. Besides, the teaching method lacks variety. Because the teachers' thoughts have long been bound in the traditional teaching methods, they often emphasize mechanic memorization. This kind of simple and boring learning style is seriously out of touch with practical activities, which is not conducive to students' enthusiasm for learning English, and it is also easy to stifle students' creativity in learning English vocabulary.

3.2 Students' problems in learning vocabulary

3.2.1 Lack of motivation

Interest is the source of students 'learning'. Learning without interest is a torture. Teachers forcibly instill knowledge into students, and students' motivation for participation is not high. In many English classes, vocabulary teaching is tedious and not dynamic; students do not have strong interest in learning, and they only deal with it negatively, which is a major problem in the vocabulary teaching.

3.2.2 Mechanical memory learning method

Students often adopt mechanical memory learning method. Many teachers are used to employing the teaching model of leading students to read and students follow. Students mainly learn by rote, but they are strengthened in mechanical repeated training. The sound of a word is isolated. The students do not achieve a true understanding and memory. It is only a short mechanical memory. The result is that words can be read and written, but they cannot be used or spoken out.

3.2.3 Lack of scientific review

There is a lack of scientific review methods for students. Review can enhance students' understanding of words, and then translate into long-term memory. However, in practical teaching, the revision of words is limited to allowing students to silently write, or let students simply read and silently write according to the vocabulary. Due to the lack of scientific review methods, it does not achieve the purpose of consolidation, and waste time and energy. Students generally lack awareness and practical actions for vocabulary review and improvement.

3.2.4 Lack of English learning environment

There is a lack of an English learning environment, and students' learning interest is weak. Foreign children can speak fluent English when they can, and an important reason is to live in a pure English environment. Therefore, a good language environment is the key to learn English well. Our children's reputation as a good learning environment for English, coupled with the lack of strong interest in learning, negative attitudes, some students gradually lag behind and become "backward students."

IV. STRATEGIES TO IMPROVE THE ENGLISH VOCABULARY LEARNING EFFICIENCY IN THE JUNIOR MIDDLE SCHOOL

4.1 Integrating different teaching methods to develop students' interest

4.1.1 The direct vocabulary memory method

The Intuitive teaching method is often used in the teaching of nouns, which can effectively stimulate students' interest in learning English and strengthen the memory of vocabulary. For example, when teaching the word "basketball", the teacher can directly show the basketball to the students and then ask, "What's this? The student replies, "It's a basketball." Then the teacher leads the students to review the words. This kind of vocabulary teaching method can not only stimulate students' interest, but also enable students to remember words well.

4.1.2 The multimedia teaching memory method

The teacher can use the multimedia technology to activate students' interest through sound, picture, video and animation, for example, the teacher asks students to "look at pictures and guess words", by showing a certain part of the picture, students can guess words, and "word solitaire", which uses the ending of the previous word as the prefix of the next word to spell the correct word. And "increase or decrease the number of letters back to the word" and other methods. The method can arouse students' enthusiasm and promoted students' memory of words.

4.1.3 The teacher-student interaction method

In teaching, teachers must not only pay attention to the explanation of textbook knowledge, but also strengthen the cultivation of students' comprehensive language using ability and communicative ability. At the same time, good teacher-student relationship is also conducive to cultivating students' interest in learning vocabulary.

4.1.4 The performance method

The best way to teach English is to get students interested. The performance method is precisely the kind of method that can attract students' interest. This method is particularly suitable for teaching verbs, such as teaching verbs such as jump, run, fly, cry, etc., and the teacher can ask students to perform the corresponding actions, which can activate the classroom atmosphere, and can also deepen the students' impression of words.

4.1.5 Situational teaching method

Students must study vocabulary in a certain context, and words must be embedded in the context to have life. The specific method is: teachers first introduce the background information of the text, and let students initially contact the core vocabulary related to the text through questions, guidance, and display; Teachers provide the correct meaning of new words through visual image, guide interpretation. Students read the text to further understand the meaning of new words, familiar with the use of new words; Let students combine certain situations and contexts to further practice the vocabulary they have learned.

4.1.6 Association induction method

The use of association induction and structural rules are very important teaching methods in vocabulary teaching. In the course of teaching, teachers are good at guiding students to classify the words they have learned, expand their vocabulary in a short period of time, and help students understand the entire topic of the article as soon as possible. Using the concept linkage memory method to remember the words belonging to the same category together will make students feel relaxed.

4.2 Developing students' vocabulary learning ability through specific methods

4.2.1 Combining sounds, shapes and meaning

Teachers use the combination of sounds, shapes and meaning to teach vocabulary using word formation. Teachers should use these characteristics of vocabulary in teaching and present them to students when they concentrate on teaching vocabulary, so that students can summarize and comprehend, which can cultivate their learning ability. The teacher can also use synthetic lexical method, classification method, conversion of part of speech method, and prefix method. Using these methods to teach vocabulary can not only teach students to learn vocabulary, but also teach students to learn vocabulary methods, develop good learning habits.

4.2.2 Combining words and sentences

In English vocabulary teaching, we should avoid memorizing words in isolation, and we should combine the teaching units of the same sentence with each other. The teaching of units of words is the foundation of the whole vocabulary teaching, and the teaching of units of sentences is the further development

of vocabulary teaching, which is the concrete manifestation of vocabulary meaning. Words can only achieve their communicative function after they form sentences and connect into discourse.

4.2.3 Arousing students' vocabulary accumulation awareness in the daily life practice

With the development of society and the Internet, a large number of new English vocabulary can be seen everywhere, "China Dream", "late marriage", "a public fashion hype", "exit talent", "poor review", "age dad" and other words. Teachers can guide students to pay attention to, understand and master these common English vocabulary in their daily life, thus stimulating their interest in learning and broadening their knowledge. On the basis of learning the vocabulary taught by teachers in the classroom, students should be encouraged to learn vocabulary outside class through television, internet and reading, so that students can actively and actively study independently.

4.2.4 Developing students' enthusiasm and confidence

An important premise of middle school teaching is to do a good job in teaching design. In this process, teachers need to combine the students' recent knowledge or recent hot issues, and then conduct comprehensive consideration and arrangement based on the students' basic knowledge accumulation and student characteristics to guide the students' learning. For example, teachers can organize competitions and group learning to stimulate interest in learning through interaction and promotion between students. For example, "I am a small translator" activities can be held to allow students to conduct vocabulary competitions in Chinese or English translation. Through such activities, students can be motivated to learn English, and students can be inspired to love English.

4.2.5 Caring for poor students

Each word test result will inevitably produce individual "weak memory" and they will have a sense of inferiority. Teachers should guide them positively, be patient with them, and make up for them individually. At the same time, they should ask good middle school students to help the poor students, so that the poor students feel that the teachers and classmates around them do not despise them, but are concerned about them, and let them rebuild their confidence in learning English well. In this way, the class has formed a good learning atmosphere in which students can chase each other and help each other.

4.2.6 Essential consolidation

After a junior middle school student learns a new word, the teacher should seize the opportunity, arrange the time rationally, use various activities and forms, and make the student consolidate the memory word. Teachers can design various forms of activities that require students to express their ideas in new languages. This is to use multiple methods to perform intensive exercises on limited language projects, aiming to achieve the purpose of skilled vocabulary expression through meaningful practice, for example, let students listen to songs and say chant, which can be combined with fingers and body movements. This not only increases students' vocabulary learning interest, but also meets the children's desire to move and play.

V. CONCLUSION

In short, in the English teaching, teachers should attach great attention to the vocabulary teaching, innovate teaching methods and techniques, arouse the interest and boost effectiveness of vocabulary learning, encourage students to study diligently and think, and actively learn outside the classroom; Teachers must actively guide and seriously analyze according to the characteristics of students, and require students to be good at thinking and brave in innovation; Teachers should constantly improve teaching methods, inspire students to learn in happiness, and in the application of learning; Teachers should update their teaching concepts, pay attention to cultivating students' observation, memory, thinking, imagination and creativity, and cultivate students' ability to independently analyze and expand vocabulary. In this way, they can achieve the true understanding and application of knowledge and achieve the goal of expanding students' vocabulary.

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