

EXPLORING ENGLISH VOCABULARY REVIEW BASED ON THEMATIC CONTEXT IN A HIGH SCHOOL

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ABSTRACT

General High School English Curriculum Standard in 2017 adds the concept of thematic context. That is to say, every student needs to study the certain meaning of the topic, so as to have a better understanding of the theme. To improve the efficiency of vocabulary review as well as train students' review method, this study takes thematic context in a two-round vocabulary review teaching action research. 83 of senior high school students in Bao Tou was recruited. Through tests, questionnaires, and interviews with a purposively selected sample of four students, a vocabulary review model based on thematic context was constructed. The processes of the model are as follows: 1) while selecting the thematic context, the topic should be close to life, and have authentic situational tasks to stimulate students' interest and initiative; 2) according to the theory of constructivism, teacher should establish a lexical semantic network (including common collocations, synonyms, antonyms, etc.) under the correlative context to help students build a lexical relationship network from the perspective of thinking; 3) Based on the processing level theory in memory, teachers should set corresponding vocabulary according to different lexical characteristics in the theme context, the review output activities help students to memorize vocabulary from shallow to deep, and master the vocabulary knowledge through "vocabulary -sentence-article" output pattern; 5) Vocabulary review should prioritizes students, while teachers are only the organizers and guides of activities, allowing students to learn and understand vocabulary learning strategies. In various output activities, teacher should guide students to use vocabulary learning strategies transferred to their own vocabulary review, thereby changing the attitude of English learning and forming a reasonable concept of vocabulary review strategies. This paper ends with implications for future research and pedagogy in order to make vocabulary review more successful.

Keywords: English vocabulary; Thematic context teaching; Vocabulary review; Vocabulary learning strategies

1 BACKGROUND TO THE STUDY

General High School English Curriculum Standard in 2017 adds the concept of thematic context. That is to say, every student needs to study the certain meaning of the topic, so as to have a better understanding of the theme.

Ilhan (2019) argues that learning words based on context can not only memorize words efficiently, but also effectively improve learners' text comprehension ability. It enables students to internalize and memorize newly taught vocabulary for a long time, and deepen their understanding of the characteristics and structure of the text. Chen Qiong (2019) believes that teachers should

carry out a combination of "theme-function-structure-task" according to the meaning of the unit theme to construct learning activities. Xu Li and Zhang Qiang (2020) argue that thematic context can explain and illustrate the usage of vocabulary, and provide prompts, explanations, and supplements for lexical learning. Wang Duqin (2010) proposed that it is only a simple new vocabulary teaching, students cannot fully grasp the vocabulary, and the content and comprehension of vocabulary are also important goals of teaching. As one of the important aspects of vocabulary teaching, Nation (1990) proposed that students should be exposed to words at least five to sixteen times before they can truly master vocabulary. Besides, Sun Ling and Zhang Haiyan (2023) believe that the review class is by no means a simple repetition, but to help students further consolidate the knowledge they have learned, make the knowledge structured, organized, and systematic, and internalize the knowledge in application. Huang Yuanzhen (2003) proposes that reproducing the learned vocabulary consciously is a vital part of vocabulary teaching, but only focusing on the surface meaning is not efficient, teachers should teach the vocabulary accordingly from the perspective of reality according to the teaching content, the characteristics of the learners and their own experience. They should sort the vocabularies out at different levels, and guide students to deal with the vocabulary in depth, so that students can truly master the newly taught vocabulary.

In addition, General High School English Curriculum Standard (2017) proposes the concept of "learning ability" in the core literacy, mentioning it as an important ability -- learning strategies. Therefore, in vocabulary review, students need to master some necessary vocabulary learning strategies. Cohen (1998) argues that learners need to choose learning and use strategies consciously in the process of second language acquisition, while Oxford (1989) emphasizes the characteristics of linguistic learning strategies, that is, linguistic learning strategies can help students adapt to the new language environment in an efficient, convenient and enjoyable way.

Therefore, under the guidance of the thematic context, this study focuses on solving three problems according to the constructivism theory and the processing hierarchy theory of memory.

1. What is the research paradigm of reviewing English vocabulary for senior three students based on the thematic context?
2. What is the impact of vocabulary review based on thematic context on the English vocabulary scores of senior three students?
3. What are the effects of the thematic-context-based English vocabulary review on senior three students' English vocabulary learning strategies?

2 METHODOLOGY

2.1 Questionnaire

The questionnaire consisted of 42 questions to invest the current situation of students' English vocabulary learning strategies from two aspects and four dimensions. Lexical learning strategies come primarily from Gu and Johnson, while entries on lexical learning concepts are taken from Horwitz. The questionnaire uses a Likert scale and asks students to choose from completely disagree to complete agreement on a scale of 1 to 5. The specific dimensions are shown in the following table:

Table 2.1 The dimensions of the questionnaire for vocabulary learning strategies

Questionnaire dimensions	Category each dimension falls in	Question number
Concepts of vocabulary learning strategy	The concept of mechanical review	1、 2、 3、 4、 5、 41、 42
	The concept of thought connection strategy	6、 7
	The concept of sound and image strategies	8、 9、 10
	The concept of sufficient review strategies	11、 12
	The concept of mechanical learning strategies	13、 14、 15、 16、 17、 19、 20、 21、 22、 23、 27、 37、 38、 39、 40
Vocabulary learning strategies	The concept of thought connection strategies	24、 26、 28、 29、 32、 33、 34、 35、
	The sound and image strategies Review strategies	30、 31、 36
	The sufficient review strategies	18、 25

SPSS 26.0 was used to analyze the results of the pre-test questionnaire, and the reliability analysis was carried out in the dimensions of lexical learning strategy concept and lexical learning strategy.

Table 2.2 A reliability analysis of the two dimensions of the questionnaire

Dimension	Item	Cronbach's Alpha	Cronbach's Alpha based on standardized items
The concept of vocabulary learning strategy	14	0.70	0.71
Vocabulary learning strategies	28	0.91	0.91

From the data in the above table, it can be seen that: There were 14 items in the sub-scale of the questionnaire on students' vocabulary learning strategies, and the α reliability coefficient of the sub-scale was 0.70, which was relatively reliable. And there were a total of 29 items in the questionnaire sub-scale of students' vocabulary learning strategies, and the α reliability coefficient of the sub-scale was 0.91, which was highly reliable.

Table 2.3 A reliability analysis of the total questionnaire inventory

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Quantity of items
0.90	0.90	42

As can be seen from the above table, there are 42 items in the total questionnaire table, and the α reliability coefficient of the total questionnaire is 0.900, which is very reliable, and can be used for questionnaire investigation. In summary, it can be seen that the α reliability coefficient of lexical learning strategy concept is 0.70, the α reliability coefficient of lexical learning strategy is 0.91, and the α reliability coefficient of the total scale is 0.90, which is greater than 0.8, so this questionnaire has credibility and can be applied to this study. Besides, Validity was determined by experts in the Education in Subject Teaching (English) of Northeast Normal University who studied the questionnaire items and provided feedback that was incorporated in the final instruments before the actual study.

2.2 Interview

The study used the method of personal interviews, and 4 students with different levels of English proficiency were selected among 83 participants. During the two-round action research, the students received two in-depth interviews respectively. In the first interview, questions include the adaptability of the teaching methods, the current difficulties faced by English vocabulary review, the advice for improvement, and the students' views and opinions on teaching methods. In the second round of action research, questions were mainly the adaptation of the changes in learning. Interviews with the same interviewees at different times can make timely evaluations of the teaching design, which makes it easier to understand the actual feelings and effects on students, and can further enrich the research results and better improve the vocabulary review design.

2.3 Test

In the second-round vocabulary review, this study uses a vocabulary teaching strategy. Therefore, before and after the research, the students' vocabulary ability is tested. The vocabulary ability test paper draws on the vocabulary knowledge framework of Nation (1990), including three levels: form, meaning and use, and combines Read (2000) to discuss the main factors that need to be paid attention to in the development of vocabulary test, which can be summarized into three levels: separate or embedded vocabulary means vocabulary is regarded as an individual investigation, or as an integral part of the whole; Selectivity and synthesis means the focus on specific words or the output of all words; and ultimately independent or dependent contexts. On the basis of the above research, the study divides the vocabulary test into two categories: selective answers and constructive answers, a total of four types: the first type examines the scope of vocabulary, this paper is based on the vocabulary proficiency test developed in Nation (1990), and makes vocabulary concept questions, in which English words and corresponding English definitions are linked together, but with distractions; The second is to test whether the vocabulary is profound, this study is based on the vocabulary test of Nation and Beglar (2007), each question has short sentences containing the words being tested, and the students choose the appropriate meaning of the word in the context. The third type is for the production vocabulary, based on the Laufer and Nation (1999) vocabulary proficiency test, the questions are set as fill-in-the-blank questions, and the first letter of the word is filled in the blanks. The last is based on the depth of vocabulary comprehension, and students are set to choose key words in the word group to form sentences. In summary, this study divided the vocabulary test paper into four types of questions: vocabulary concept questions,

word polysemy in context, vocabulary filling in context, and keyword sentence formation to test students' vocabulary mastery. Most of the vocabulary content of the test is the key vocabulary emphasized in the textbook, and it quantitatively presents whether the English vocabulary teaching strategies based on the thematic context can improve students' English vocabulary learning level.

3 RESULTS AND DISCUSSION

3.1 Vocabulary review model based on the thematic context

this study summarizes and sorts out the implementation steps of English vocabulary review in the thematic context. During the process, teachers need to integrate the theme vocabulary of the text in combination with the theme context and their own experience, take the students as the main body, form the language output activity of "word-sentence-article", and pay attention to the type of vocabulary in the theme vocabulary to design the corresponding activities. In order to achieve a complete grasp of the vocabulary of the subject context. The following are the steps:

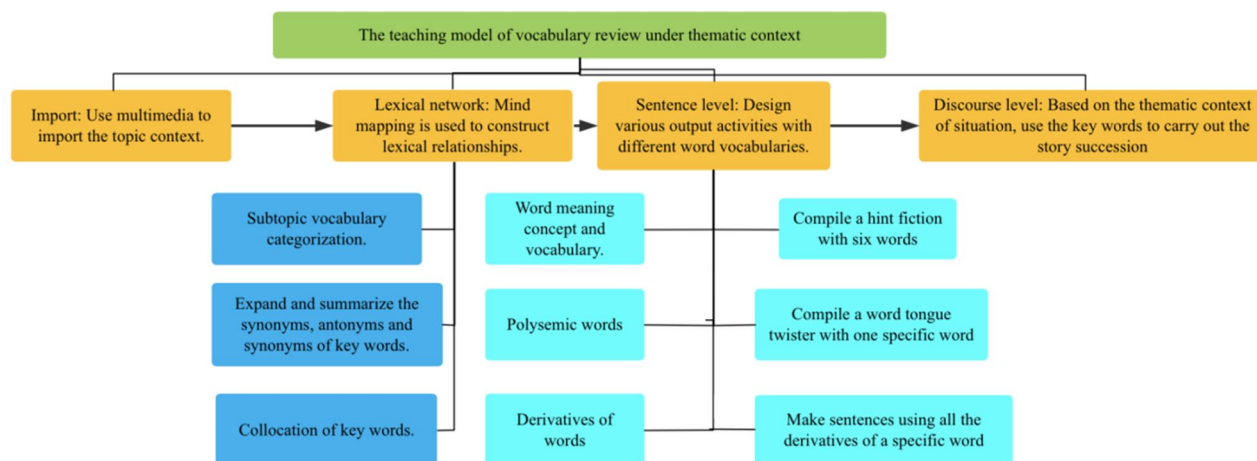


Figure 3.1 Vocabulary review mode in the thematic context

1. Combined with the thematic context, teachers need to fully integrate teaching materials which are close to students' lives and in real situations. Secondly, the teacher needs to integrate the vocabulary and classify the vocabulary to be revisited. And teachers should make full use of the media teaching methods and resources to choose appropriate methods for vocabulary review.

2. Use mind maps to construct the relationship between the subject vocabulary

According to the vocabulary learning strategy, students need to classify and integrate the loose words in the theme, which is not only limited to the integration of meaning, but also includes the root affixes, synonyms, antonyms, and collocations and usage of key words. Mind maps should play a role in realizing the connection and integration of knowledge.

3. Set up meaningful repetition activities for different categories of words

Vocabulary review should not be simply repeated activities, but carry out targeted theme activities after the classification of vocabulary to output practice. First of all, the review should pay attention to the polysemy of words, word formation and collocation. The existing repetition method

used by teachers is to dictate and integrate vocabulary usage, or use fill-in-the-blank and other forms of training, while a single training is often boring and cannot train students' language output ability to the greatest extent.

4. The review is interlocking.

In the process of “words-sentence-passage”, the key vocabulary is closely related to the thematic context, so that students can absorb and internalize vocabulary unconsciously, and students should be treated as the main body of vocabulary activities, so as to maximize and comprehensively train students' vocabulary ability.

The study believes that vocabulary review based on the thematic context can be reasonably applied to English classroom vocabulary review, so that students can grasp and master vocabulary from all dimensions in each vocabulary output activity, update vocabulary learning strategies, and learn English vocabulary more efficiently.

3.2 What is the impact of context-based vocabulary review on English vocabulary scores of senior high school students?

After the second round of action research, students carried out English vocabulary tests. It can be seen that the students' vocabulary levels have been improved in terms of vocabulary concept, meaning in lexical contexts, spelling of words in lexical contexts, and key words sentence construction, and so on.

Table 3.1 A comparative analysis of students' scores before and after the test

Test (number of participants)	Full score (number of examinee)	Highest score (score)	Lowest score (score)	Average score (score)	Standard deviation (score)
83	0	93	58	74.97	9.9
83	0	98	69	82.40	6.4

After the second text, it can be concluded that, from the comparison of scores, there is a significant change in the English vocabulary scores of the senior three students, of which the highest score and the lowest score and the average all have changed greatly.

In addition, this study used SPSS26.0 to analyze the paired sample test results of students in various types of questions before and after the teaching actions and studies on vocabulary review in the subject context, and the research results showed that students had improved in various types of questions to varying degrees:

Table 3.2 Paired sample test on lexical concept questions for students, before and after the teaching actions and studies

		Pairing difference					t	Degree of freedom	Sig. (2-tailed)
		Average value	Standar deviation	Mean standar error	Difference 95% confidence interval				
					Lower limit	Upper limit			
Lexical concept question	Test prior to commencement of teaching activities and studies - Test after commencement of teaching activities and studies	-3.47	2.74	0.44	-4.37	-2.57	-7.82	83	0.000

From the above data, it can be seen that there is a significant difference in the results of vocabulary concept questions before and after the action research in the context of the topic ($t=-7.819$, $P<0.05$), and the average difference between the scores before and after is 3.47368, indicating that before and after the action research, the students' scores in the part of the vocabulary meaning connection question type have been significantly improved, and the students' understanding of the English interpretation of vocabulary has been relatively improved, and they can better understand the vocabulary concepts.

Table 3.3 Paired sample test on polysemy in context for students, before and after the teaching actions and studies

		Pairing difference					t	Degree of freedom	Sig. (2-tailed)
		Average value	Standar deviation	Mean standar error	Difference 95% confidence interval				
					Lower limit	Upper limit			
Polysemy in context	Test prior to commencement of teaching activities and studies - Test after commencement of teaching activities and studies	-1.26	2.10	0.34	-1.95	-0.57	-3.71	83	0.001

There was a significant difference in the results of the question type ($t=-3.706$, $P<0.05$), and the average difference between the scores before and after was 1.26316, indicating that before and after the action research, students had improved their recognition of the meaning of words with multiple meanings in the context, and could better identify the meaning of words in specific contexts in the context.

Table 3.4 Paired sample test on contextual word for students, before and after the teaching actions and studies

		Pairing difference					t	Degree of freedom	Sig. (2-tailed)
	Average value	Standard deviation	Mean standard error	Confidence interval for a difference of 95%					
				Lower limit	Upper limit				
Contextual word	Test prior to commencement of teaching activities and studies - Test after commencement of teaching activities and studies	-4.95	4.89	0.79	-6.56	-3.34	-6.23	83	0.000

From the above data, it can be seen that there is a significant difference in the question type of words filled in before and after the action research in the context of the topic ($t=-6.233$, $P<0.05$), and the average difference between the scores before and after is 0.79378, indicating that the students' performance in filling in vocabulary in the context before and after the action research has improved, and they can spell words more accurately in the context and identify the meaning of words more easily.

Table 3.5 Paired sample test on sentence construction with keywords, before and after the teaching actions and studies

		Pairing difference					t	Degree of freedom	Sig. (2-tailed)
		Average value	Standard deviation	Mean standard error	Difference 95% confidence interval				
					Lower limit	Upper limit			
Sentence construction with keywords	Test prior to commencement of teaching activities and studies - Test after commencement of teaching activities and studies	-0.89	1.64	0.27	-1.43	-0.36	-3.36	83	0.002

From the above data, it can be seen that there is a significant difference in the results of the polysemy question type of words in the context of the theme before and after the action research ($t=-3.362$, $P<0.05$), and the average difference between the scores before and after is -0.89474 , indicating that the students' performance in keyword sentence formation has improved before and after the action research, and it is easier to use the key words in the theme for output and application.

In summary, after thematic-context-based vocabulary review, the overall performance of students increased after the second round of testing. It can be seen from the table that the students have improved from the vocabulary concept, the meaning of words in the context, and the words and keywords in the context, especially after the students have done vocabulary review in the thematic context, the students have improved the polysemy of words in the context, the words in the context and the key words in the sentence, especially the vocabulary concepts and the vocabulary filling part in the context have been well presented.

In addition, four students at different levels were interviewed, focusing on the changes in students' vocabulary review. Students reported that their English vocabulary review had significantly improved their English proficiency.

First, students have improved their interest in English learning through certain learning strategies, enhanced the efficiency of vocabulary repetition, strengthened their memory ability, and significantly increased their vocabulary.

The second is that students review all aspects of vocabulary knowledge from a more comprehensive and microscopic perspective by finishing vocabulary output activities at different levels, so as to better cope with test questions at different levels.

In the first round, the teacher guided the students to learn the meaning of the vocabulary step by step, and helped the students memorize the meaning of the vocabulary through a variety of

repetition activities. The second round of teaching action is to further deepen the vocabulary, starting from the category of vocabulary, setting output activities according to the characteristics of different types of vocabulary, further deepening the design of corresponding vocabulary knowledge activities, and helping students to master the vocabulary comprehensively and deeply from a more comprehensive and micro perspective, which not only saves time and improves efficiency, but also stimulates students' interest in vocabulary repetition, and transfers effective vocabulary repetition strategies to their own vocabulary learning, so as to master and relearn vocabulary more scientifically and efficiently.

3.3 The influence on students' vocabulary strategies based on thematic context vocabulary review

The questionnaire used in this study started from two aspects of lexical learning strategies, namely the concept of lexical learning strategies and lexical learning strategies, which were divided into four dimensions, and the results were as follows.

3.3.1 The impact on the change of students' vocabulary learning strategies and concepts

The concept of lexical learning strategy is divided into four dimensions, namely, the concept of mechanical learning strategy, the concept of thought connection strategy, the concept of sound and image strategy, and the concept of fully review strategy. The results of the two surveys are as follows:

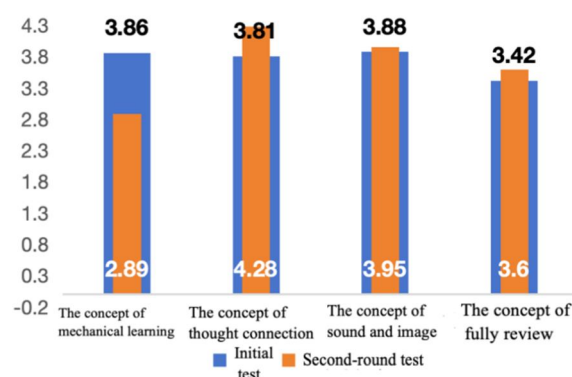


Figure 3.2 Comparison of the concepts of English vocabulary learning strategies

From the figure, it can be seen that since the score of the questionnaire lies in 1-5 score dimensions, an average value of higher than 3 means that students use it more frequently. It can be observed that the students' concept of mechanical learning strategies has decreased from 3.86 to 2.89, indicating that students decreased using simple repetition significantly, while the concept of thought connection strategy, the concept of sound and image strategy and the concept of full review strategy have all increased to varying degrees. Among these, the concept of thought connection vocabulary learning is the highest. Thus it may be concluded that the students think that the utilization of the thought connection strategy can lead to a better result in reviewing vocabulary.

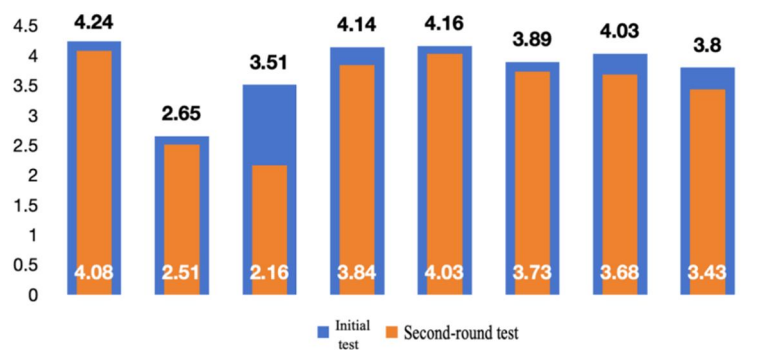


Figure 3.3 The concept of mechanical learning of English vocabulary

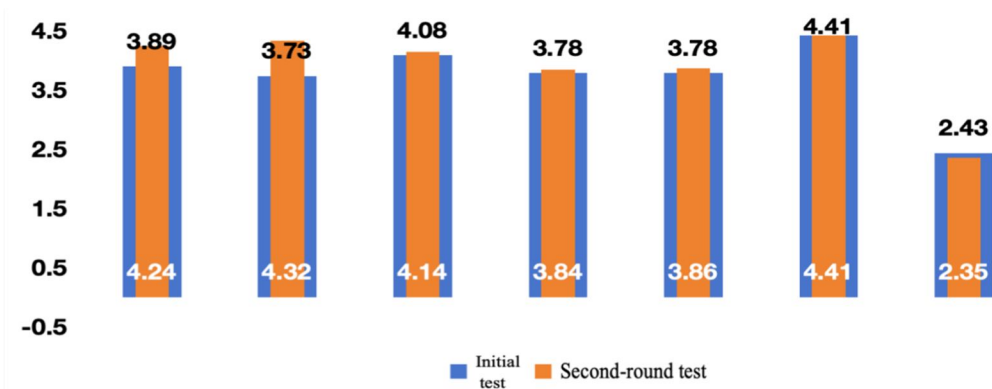


Figure 3.4 The concepts of other English vocabulary learning strategies

In this study, students tried their best to sort out the multiple meanings of words to understand the meaning of words in different contexts, thus changing students' perceptions of the meaning of words. Secondly, when students review vocabulary, they reduce the way of simply browsing the vocabulary list to review vocabulary.

In addition, in other dimensions, "vocabulary can be learned in context." (Like guessing, or learning by chance.) When learning words, organized material is easy to preserve and easy to recall. "The scores of these two items were significantly increased, and the students' thinking connection strategy concept increased significantly, which also proved that this study really exercised students' thinking.

It can be seen from the chart that the concept of students' vocabulary learning strategies has decreased except for the mechanical learning strategy, while the increase in other dimensions has helped students to reasonably change the concept of vocabulary learning to a certain extent.

3.3.2 The impact on students' vocabulary learning strategies

The vocabulary learning strategies can be divided into four dimensions, namely mechanical learning strategy, the thought connection strategy, the sound and image strategy, and the fully review strategy. The results of the two researches are as follows:

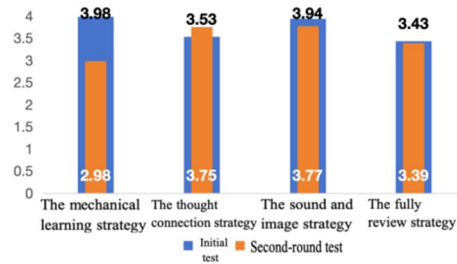


Figure 3.5 A comparison among the concepts of English vocabulary learning strategies

As can be seen from the figure, the value of students' mechanical learning strategy is 2.98, which is lower than the value of 3 compared with the pretest data of 3.98, while the thought connection strategy and the sound image strategy both increase to varying degrees, indicating that students are gradually decreasing the number of times they use mechanical repetition strategy.

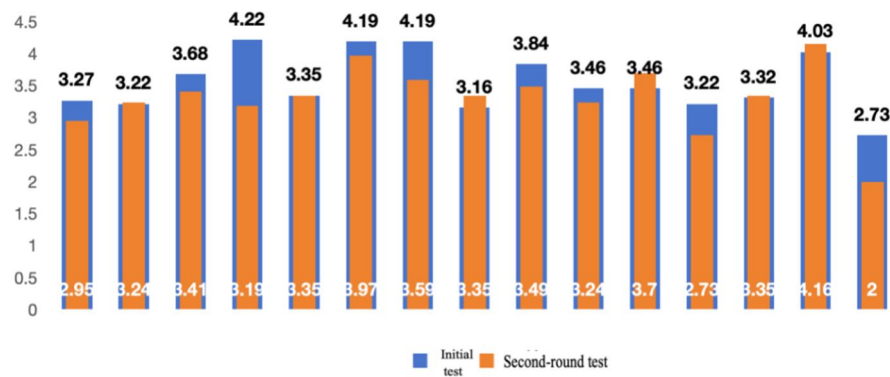


Figure 3.6 A comparisons among the mechanical learning strategies

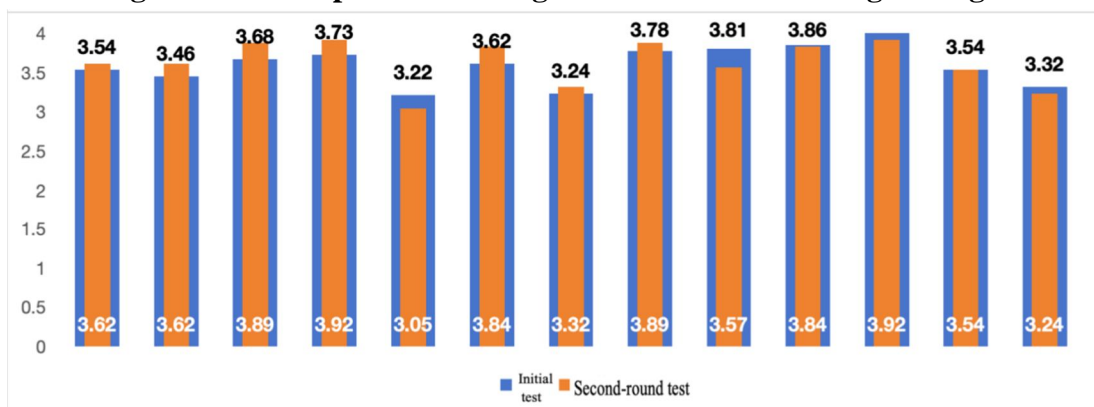


Figure 3.7 A comparison among other learning strategies

In terms of content, the students' vocabulary mechanical strategies decreased to varying degrees, with "I would often go through my vocabulary list until I was sure that I had learned all the words." "When I memorize words, I write them over and over again. "Ever since I learned English, I've been using rote memorization. The most significant drop was in these areas, where students' monotonous

repetition of a word improved significantly. That is, the student greatly reduces the strategy of memorizing words mechanically.

In addition, in other dimensions, "when I use words, I remember them as examples in some articles." "I can memorize certain words with the same spelling. "When I learn vocabulary, I break it down into parts to memorize (e.g. roots, prefixes, etc.)", and "When I come across a new word, I wonder if I have learned some of its synonyms or antonyms." "The scores of these four items increased significantly, and it was in the English vocabulary review that students were trained in word formation, and gradually formed a vocabulary learning style that uses word formation, word polysemy, and memorizing words in context, so the vocabulary learning strategy has changed.

As can be seen from the figure, mechanical learning strategies decreased, while the increase in other dimensions helped students to improve the vocabulary learning strategies reasonably. In addition, in interviews with students, students said that the way they review vocabulary has changed, and the efficiency of vocabulary review has improved.

Despite the advantages of context-based English vocabulary review strategies, vocabulary learning is a spiraling process that cannot be achieved overnight. The study suggests knowledge can be extended to two levels: lexical depth and breadth. Depth refers to the learner's ability to develop a deep understanding of the words they have mastered, while breadth refers to the learner's ability to expand their vocabulary through the topic. The interviewed students also found that in the second round of teaching activities, they could clearly feel the growth of vocabulary in the topic, and with the increase in the depth of vocabulary learning, the pressure on students in the process of memorization also increased. Therefore, it is necessary to supplement English vocabulary review through thematic context to improve its effectiveness.

4 Conclusions

4.1 Key findings

This study revolves around three research questions, namely: 1. What is the research paradigm of reviewing English vocabulary for senior three students based on the thematic context? 2. What is the impact of vocabulary review based on thematic context on the English vocabulary scores of senior three students? 3. What are the effects of the thematic-context-based English vocabulary review on senior three students' English vocabulary learning strategies? The author uses a two-round action research, summarizes and analyses the results.

Based on the vocabulary review method in the thematic context, it can effectively improve the vocabulary review level of students, and the author has carried out the integration of steps: 1. Teachers need to fully integrate teaching materials in the context of the theme, which are close to life; 2. Use mind maps to construct the relationship between the theme vocabulary in a broad sense; 3. From the theory of deep processing of memory, review activities should set up for different categories of vocabulary to expand the depth of vocabulary review, while reviewing, students can classify the key vocabulary according to the characteristics of vocabulary, and review them from meaning word formation. by a large number of outputs, students will review vocabulary from shallow to deep; Fourth, from constructivism theory, the review link should be interlocked, students, as the main body of vocabulary output, truly internalize and master vocabulary in the progressive vocabulary review activities, and transfer and apply vocabulary learning strategy to their own

learning, so that the teaching method is more instructive.

After two-round research, the students' vocabulary test results showed significant differences in vocabulary concepts, word polysemy, contextual word filling, and keyword sentence formation question types, and the scores were improved. During the interview, the students indicated that through the interesting vocabulary review method, they trained more in the output activities the meaning of vocabulary and the training of key keywords and knowledge, and the review was more efficient and interesting.

For the changes of students' vocabulary learning strategies in vocabulary review, the results of the first round of review and the second round of review on students' vocabulary learning strategies were synthesized. The author found that the strategy of English vocabulary review based on the thematic context is reasonable, which is conducive to helping students develop rational vocabulary learning strategies and concepts. In practice, this model can cultivate students' interest in English learning to a certain extent. Students continue to train various dimensions of vocabulary knowledge in output activities, during which the vocabulary review strategies do help. Secondly, this model can help students improve the efficiency of vocabulary review, students not only memorize the meaning of vocabulary, but also make vocabulary review strategies transferable, and students can actively use the newly mastered vocabulary strategies in independent learning.

Finally, in the interviews and questionnaires, the students' attitudes towards vocabulary review changed, from the initial resistance to the belief that vocabulary review is a strategic and thought-related activity, which improved the overall level of vocabulary use ability and vocabulary use, and improved students' English vocabulary test scores.

4.2 Research Implications

In order to carry out the review of English vocabulary based on thematic context, the following aspects should be achieved in the actual teaching practice of high school:

1. Teachers should create the context close to life. Seeking methods consistent with the syllabus and combine the pre-class and exam syllabus, classify the vocabulary, and the corpus has undergone necessary processing and design, so that the topic materials not only meet the learning needs of students, but also meet the needs of students for examinations, and teachers are required to have a comprehensive understanding and mastery of the review materials before teaching.
2. From the perspective of the theory of deep processing of memory and constructivism theory, mastering vocabulary should be trained in different levels, and relevant activities should be designed according to different classification of words. In general, the review of meaning is only established on the surface, simply from words to sentences, and then into the discourse process, the vocabulary that students can master is very limited, so it is necessary to analyze and classify different types of vocabulary in the situation, select the most appropriate review activities, and deepen the use of vocabulary.
3. Instruct students to use effective vocabulary review strategies, and the methods can be transferred to self learning. The vocabulary learning strategies that students learn in class can guide self-revision and even future vocabulary memorization.

4.3 Limitations of the study and prospects for the future

In the process of research, the research object selected in this paper is 83 students in the parallel class of a high school in a city, and the overall number of students is relatively small. This paper uses a combination of questionnaire method, interview method and test method to investigate the English vocabulary learning strategies of senior high school students, because it is an immediate parallel class, the students in different competence are not classified precisely, besides, gender differences and differences between students in arts and sciences are not fully considered. In addition, the seven-month study period for action research is still too short to represent a broader picture of the English learning process.

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