

## 摘要

词汇是构成语言的基本要素，是英语学习的基础。然而，目前我国高中英语的词汇教学仍然呈现诸多问题，主要体现在词汇处理上孤立，零散，脱离语境；缺乏词汇学习策略的指导；以及学生词汇学习兴趣低下三个方面。这些问题制约了词汇教学的有效性，影响了学生词汇知识水平以及英语语言能力的发展。

《普通高中英语课程标准（2017年版）》首次提出并特别强调主题语境的重要性，明确指出所有的语言学习活动都应该在一定的主题语境下进行。

基于以上背景，本研究旨在将主题语境理念运用到高中英语词汇教学，并探究其效果，旨在回答以下两个研究问题：

（1）基于主题语境的英语词汇教学对高中生的英语词汇成绩有何影响？

（2）基于主题语境的英语词汇教学对高中生的英语词汇学习兴趣和策略有何影响？

为回答上述问题，本研究在河南郑州市某高中开展了为期13周（2022–2023学年）的准实验研究。参与者包括来自两个高一班级的115名学生。在干预期间，实验班采用基于主题语境的词汇教学，而对照班则采用传统的词汇教学。鉴于研究目的，本研究采用混合研究，针对测试和问卷所收集的定量数据，采用 *Jamovi* 独立样本 t 检验和配对样本 t 检验做定量分析。同时，采用内容分析方法对从访谈中搜集的质性数据进行分析。

测试结果表明，与传统的词汇教学相比，基于主题语境的词汇教学更有效地提高了学生的词汇综合能力，包括词汇广度、词汇深度和词汇运用准确度。此外，问卷调查的发现表明，基于主题语境的词汇教学对学生的词汇学习态度和策略产生了积极影响。具体来说，基于主题语境的词汇教学有助于培养学生的词汇学习意愿和策略意识。最后，访谈结果显示，大部分学生认为基于主题语境的词汇教学很有效，并指出个性化的词汇笔记使词汇学习更加有趣。

本项研究的教学启示可以概括为三个方面。第一，基于主题语境的英语词汇教学需要联系学生实际，激活学生背景知识；第二，在词汇识记环节，需要增强词汇复现频率，强化感知效果；最后，词汇教学要巧设趣味活动，调动学生课堂参与积极性。

**关键词：**主题语境；英语教学；高中；词汇教学

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## **Chapter One Introduction**

This chapter consists of four parts. It starts by laying out the research background. Then, it briefly illustrates the research purposes and significance of this research. Additionally, the structure of this thesis is outlined.

### **1.1 Research Background**

Knowledge of phonetics, vocabulary, grammar, discourse and pragmatics consists of key aspects of language education. Among these aspects, vocabulary plays an essential role, as noted by Wilkins (1972), who stated that without grammar little meaning can be conveyed, but without vocabulary nothing can be conveyed.

However, to date, in the teaching of vocabulary still exist some long-lasting problems, which have not only affected the effectiveness of vocabulary teaching, but also impeded student's accumulation of relevant linguistic knowledge. For example, the teaching of vocabulary is usually isolated from context. In this case, the vocabulary is not processed on class, but assigned as students' homework for memorization. Or the target words are explained in detail in class, and then students are asked to memorize vocabulary after class and test is used to check their mastery (Chen Zehang, Wang Qiang, 2010). In addition, the teaching of vocabulary pays excessive attention to the memorization of vocabulary knowledge, while undervaluing the role of learning strategies for students, like lacking for the systematic explanation on "how to take notes and how to recite words" (Pan Xiaowen, 2022). "It is better to teach a man how to fish than to give him fish", only focusing on pronunciation, meaning and usage is far from enough for English vocabulary learning (Chen Xinzhong, Jing Peng, 2019). Last but not least, the current vocabulary teaching method is boring and

mechanical, resulting in a short of innate interest and motivation for vocabulary learning and a low efficiency in vocabulary learning (Li Caimin, 2021).

The essentiality for vocabulary acquisition in English learning is undeniable. However, the above teaching problems are prevalent, greatly reducing the efficiency of vocabulary instruction. Therefore, it is of great necessity and urgency to address these problems for improving English vocabulary instruction in senior high schools.

The *General Senior High School Curriculum Standards: English (2017 Edition)* issued by the Ministry of Education (2018) emphasized the primary role of thematic context in English teaching, which put forward that English course content comprises six elements, including thematic context, discourse type, language knowledge, cultural knowledge, language skill and learning strategy. These form the basis for developing students' core English literacy. Of the six components, thematic context takes precedence, as per *The General Senior High School Curriculum Standards: English (2017 Edition)*, English courses must prioritize the exploration of theme meaning as a core task of teaching and learning, promoting an integrative development of students' language skill, cultural awareness, thinking ability and learning competence under the exploration of theme meaning.

The *General Senior High School Curriculum Standards: English (2017 Edition)* suggests that incorporating thematic context into language instruction helps students acquire language skills. Additionally, the application of thematic context to English vocabulary instruction provides vocabulary instruction a concrete context, thus immersing students into diverse thematic context during vocabulary acquisition. Furthermore, combining cultural background with thematic context improves students' comprehension of vocabulary knowledge. Consequently, thematic context can function as an associative foundation when consolidating vocabulary. Hence, it is evident that thematic context-based vocabulary instruction presents innovative insights for advancing English vocabulary instruction in senior high schools.

## **1.2 Research Purpose**

From reviewing previous studies, it is worth noting that there exists a paucity of research on the thematic context-based vocabulary instruction. Notably, many English teachers lack a comprehensive understanding of the importance of thematic context when teaching vocabulary. While some theoretical studies touched upon this subject (Liu Hongyu, 2020; Gu Jinhua, 2020; Zhang Can, 2020; Wei Chanjuan, 2020), few of them delve into practical applications.

Given the essential role of vocabulary in language education and the intensifying demand for incorporating thematic context into the senior high school English classrooms, this study intends to investigate the effect of teaching vocabulary within thematic context on students' vocabulary performance, learning strategies and interests. It is the researcher's hope that this study can shed light on subsequent research on English vocabulary instruction and thematic context, and provide insightful guidance for English teachers in senior high schools.

## **1.3 Research Significance**

Thematic context-based English vocabulary instruction facilitates students in comprehending and utilizing thematic words within a specific context, ultimately constructing a new vocabulary knowledge system and acquire the way to use words in specific context (Wang Jinmei, 2006).

The research holds both theoretical and practical significance.

From a theoretical perspective, while researchers have emphasized the importance of thematic context in recent years, there is still a lack of experimental studies on its application in vocabulary instruction. Therefore, this research can address the gap in previous studies, providing reference material for future research.

From a practical perspective, this thesis employs an empirical study method, which

fosters helpful insights for English teachers who wish to explore this area further. In addition, since vocabulary instruction forms the foundation of English instruction, it also significantly influences the acquisition of other language skills. Consequently, investigating the efficacy of teaching vocabulary in thematic context has the potential to enhance the overall efficiency of English language learning.

## **1.4 Structure of the Thesis**

This thesis consists of five chapters, the main research contents are outlined as follows:

Chapter One briefly introduces the whole thesis in respect of the research background, research purpose, research significance and the layout of this thesis.

Chapter Two states the literature review, which consists of four sections. The first section probes into the actuality of English vocabulary instruction both domestically and internationally. The second one discusses thematic context and the application of which from the perspective of “why” and “how”. Based on the understanding of thematic context, the third section focus on the application of thematic context to vocabulary instruction. Then, previous studies on related concepts are presented in the fourth section. Finally, the fifth section is a summary commenting on the previous studies.

Chapter Three serves as a theoretical foundation that explores the theoretical sources of thematic context-based English vocabulary instruction. Including situated cognition theory (Brown et al., 1989) and constructive learning theory (Piaget, 1977).

Chapter Four outlines the research design, which presents research questions, research participants and research instruments used in this study. Moreover, this chapter provides a detailed account of the research methods and procedures employed in this study. Finally, a sample lesson plan of thematic context-based English vocabulary instruction is presented.

Chapter Five is results and discussion of data drawn from tests, questionnaires, and



interview. Assisted with *Jamovi*, this chapter analyzes the effect of thematic context-based English vocabulary instruction on senior high school students' English vocabulary performance, vocabulary learning interests and strategies.

Chapter Six concludes the thesis by summarizing the major findings, limitations and pedagogical implications identified during the teaching experiment, finally proposing some feasible recommendations for further research in this domain.



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