Original Research Article

Empirical Analysis of Vocabulary Teaching in Middle Schools Based on Situational Language Teaching

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Abstract

With the continuous development of globalization, English has become one of the important languages of China and international communication, playing an important role in our life. English has always been the traditional main subject of education at all levels in China, whether primary school, middle school, high school and university, all occupy a pivotal position. And in middle school education, English performance can affect the situation of admission, and English is also a subject with a huge gap. Middle school is a key period to learn English. How should we learn English well? As we all know, the important condition for learning English well is vocabulary. Only by mastering vocabulary can we learn English well. Vocabulary is the basis of learning English well. However, from the current situation of junior high school students learning vocabulary, it is not optimistic, and students face many difficulties to master vocabulary. The main difficulties we have include: firstly, students, only have single memory method and insufficient memory s in vocabulary memory skills, which make them difficult to master the vocabulary. secondly, the traditional classroom teaching approach is single, boring and inefficient; thirdly, many teachers ignore thinking and interest cultivation, and students can only memorize words and phrases, difficult to use flexibly in life, so that students often lack interest in vocabulary, and will be afraid when they face with vocabulary. we can't learn English well in such a situation. Now, it is a common challenge for teachers and students to change the situation at present. In order that students can better master vocabulary, for this reason, teachers can find more appropriate teaching methods to change the dilemma they face. With the further research on the theories of vocabulary teaching, we understand some relevant teaching approaches and theories gradually, such as situational language teaching (SLT). Due to introduction of SLT, it has played a great influence in China's basic education and made great progress in China's education. Although the current situational teaching method is often used in English teaching, it has not always been applied to vocabulary teaching. It is unclear whether SLT is suitable for vocabulary teaching and can improve the efficiency of vocabulary teaching and change the current situation. Therefore, this article studies whether SLT is applicable to English vocabulary teaching in middle schools and verifies whether it is effective. However, SLT through the data analysis of post-trial test and questionnaire is suitable and feasible. By creating a real situation, let the students experience the true feelings, and then master the vocabulary, improve the interest in learning, improve the classroom efficiency. By creating a real situation, let the students experience the true feelings, and then master the vocabulary, improve the interest in learning, improve the classroom efficiency.

Keywords: SLT (situational language teaching); vocabulary teaching; middle schools.

INTRODUCTION

This part is about the background of research, mainly about the situation of nowadays. And it also about the purpose of thesis, and the significance of applying situational teaching approach. And at last is about the structure of this thesis.

1. Research Background

English, as a commonly used international language, with the constant development of globalization, plays an increasingly important role in our society. Now, many people have realized the importance of learning English, and began to pay more attention to learning English. How can we learn English well? As a foreigner, we encounter many difficulties in the process of learning English. Such as vocabulary, grammar, etc. One of the major difficulties is the vocabulary. As English linguist Wilkinson (1972) said, "if no grammar, it can express very little content, if no words, then it can express nothing." If you want to really learn English well, you must master as many vocabularies as possible.

Words is the foundation of learning English. The accumulation and mastery of vocabulary directly affect the development of English language ability.

In recent years, due to the deepening influence of globalization, the influence of English has gradually expanded, which has been widely valued and expanded in China. Even in primary and middle schools. English has already played a pivotal role in education, and can even affect the status of higher education. Middle school is a particularly important stage to learning English, and English also plays an important position, affecting the situation of study. In this case, caused the social experts and parents pay attention to the middle school English learning. We found that, however, in middle school, students learn English method has great defects, especially in terms of vocabulary, many students for vocabulary learning are often limited to textbooks, vocabulary learning methods is often by rote, no correct understanding of vocabulary memory method, often makes the students in the face of words is very painful. In this case, the interest and efficiency of English vocabulary learning are not high, and the vocabulary cannot be flexibly applied to the context, resulting in poor English ability, and it is difficult to have the motivation and confidence to learn English. In addition, the teacher's teaching method is relatively single and boring, it is difficult to mention the students' interest in learning, the classroom efficiency is relatively low. Although we can give students to have a good vocabulary basis, it is boring and single. Many students have some difficulties in understanding the vocabulary, and the accurate application of vocabulary, and cannot achieve good learning results.

In recent years, with the continuous attention of English learning, the curriculum is also constantly reformed. In the compulsory education English curriculum standard (2022), points out that as far as vocabulary knowledge is concerned, students should realize that vocabulary learning is not a simple vocabulary memory and mechanical practice, but to learn to use words to understand and express meaning in specific situations. Language is a communication tool, especially emphasizes the practical and application of language learning, cultivate students' language communication ability, and help the middle school students to understand the basic semantics of words and meaning in a specific context, use vocabulary to describe food, behavior and characteristics, and so on. From here we see that we all attach great importance to vocabulary learning and situation. So, we should try to use situation to improve the vocabulary teaching approaches. And try to improve the efficiency of vocabulary teaching in class, and try to improve students' interest in learning vocabulary. Therefore, it also can provide more teaching approaches for teachers.

2. Research Purpose

Vocabulary teaching is playing an important part of the development of English communicative competence, especially in middle school. So, it must be taken seriously enough. However, there are still some bad problems in teaching English vocabulary in middle school in China, among which there are more factors of both students, teachers and schools. We didn't have good solutions to solve these problems. Therefore, what approaches can we adopt to make vocabulary teaching more effective? It is increasingly important to integrate the teaching of vocabulary knowledge with the real situation.

Therefore, the purpose of this research is to provide effective support to change the future classroom effectiveness of English vocabulary teaching through trying to investigate the current situation of applying the Situational Teaching approach in English vocabulary teaching. In addition, the author hopes to find the problems in the process of using situational teaching approach for vocabulary teaching. And in the future teaching process, we will not only improve the vocabulary teaching approaches, and try to improve the effectiveness of classroom teaching, improve the students' interest in learning vocabulary. And it also can help to accelerate the development of the approaches of vocabulary teaching.

LITERATURE REVIEW

In order to carry out better research, many theoretical supports are found out, including the introduction of STA, the studies of STA at home and at abroad and the situated cognition theory and constructive learning theory.

1. Introduction of STA

First from the situation, to clearly understand the concept of "situation", first from the etymology. From pedagogy, situation is related to learning. Kr-ashen (1981) regards a situation as a situation related to language learning. Moreover, through consulting the Modern Chinese Dictionary (1997), we know that "situation" refer to the relative or combined situation in a certain period of time, generally including drama situation, specific situation, teaching situation, social situation and learning situation. From the psychological point of view, vivid and situational situation creation can stimulate people's nerves, let people have an immersive sense of reality and pleasure. Zhang1 Jianzhong1 (1987), an education expert, once proposed that the situation is a different environment that affects a person's knowledge and skills (i. e. language knowledge and language skills) and basic language skills, such as listening speaking. Therefore, learners should engage in language communication, in the surrounding environment, which is more conducive to stimulating learners' thinking, thus stimulating language output, but also more conducive to

understanding and use of language, which is one of the main goals of language learning.

Situational teaching approach refers to teachers purposefully introducing or create a certain emotional color in the teaching process, specific scenes, with multimedia, song clips, sitcoms and pictures or games as the medium to stimulate students 'interest and curiosity, so as to simplify the learning content, difficult into easy, let students better understand and transport. A teaching approach of using what you have learned.

Situational teaching enables students to feel the specific scenes in the learning process, enhance their sensory participation, and achieve an efficient teaching purpose through the specific image of teachers demonstrating to students. However, in the real-world teaching, the situational teaching approach has not been put into practice. Therefore, the author applies the situational teaching approach to middle school English vocabulary teaching, to provide more references to teachers and then improve the effect of students' learning vocabulary and classroom efficiency, and enhance students' interest in learning vocabulary.

Domestic and foreign scholars have their own understanding and views on the situational teaching approach.

2. Studies of STA at Abroad

About the situational teaching, written by Brown, Collins (1989) at first, in an article entitled Contextual Cognition, was proposed in the paper of Learning Culture (Situated Cognition and the Culture of Learning). They think knowledge can only produce meaning in the situation in which they are produced and used. Language knowledge cannot exist alone outside of the environment. To proceed in the situation is the best way to learn knowledge." And Horns-by (1980) proposes that situational teaching approach is a teaching approach that teaching scene carefully set to make students learn knowledge and improve their personal skills more efficiently. Otherwise, Socrates, Rousseau, Dewey etc., some foreign educators in early times have proposed different ideas on situational teaching. Through real situation of teaching and study, they got a lot of experience and thinking on situational teaching, especially in their works in education and practice of teaching. And, in addition, a famous ancient Greek educator, Socrates devoted to teaching activities often create certain problem situations for students, namely what we call the "midwife art ", he borrowed the creation of the problem situation to inspire students, stimulate students to take the initiative to seek knowledge. The French educator Charles Rousseau (1996) wrote in his writings "Amir" records examples of teachers who often use natural situations to guide students to learn and think. The American educator John Dewey (1994) has made detailed exploration and explanation of situational

teaching. About the situational teaching, He thinks that we must create environment when we have teaching class. We can also set the situations according to the goal, and design them according to the plan, so that the situations can be better integrated into the classroom. Dewey promoted the development of teaching theory. A former Soviet educator (1981), in the process of teaching, he often leads her students to nature, to observe and experience the beauty of nature, let them feel the real situations, experience the real scene. This is conducive to cultivating their creativity and imagination, and enhancing their own ability

3. Studies of STA in China

In ancient times, according to "Biography of mothers", we know the mother of Mengzi, this is the typical examples of situational teaching. Mencius's mother moved many times to give her son a better learning environment. In such an environment, Mencius finally became a famous thinker in history Confucius' education advocated "not angry not open, not delicate not express "and watch for a chance teaching", among which "angry, delicate" and "watch for a chance" is also a kind of situation teaching. Situation teaching can be varied. In the situation, we can experience only emotions, which can help us to better understand and grasp the knowledge that we learn to understand and master.

In contemporary times, many experts and scholars have done a lot of practice and research on situational teaching. People have gradually learned about situational teaching. A new situation teaching in China has started to occur. The key to situational teaching is the situation.

From the other point of view, situation is a channel for students to understand their real life. On the basis, for the purpose of optimizing the subject teaching and living environment." Feeling the core of environment teaching is 'situation', which takes 'emotion' as the principle, and will dilute the emotion, will, attitude and other psychological elements. And Li Jilin (1997), a national special grade teacher, believes that the basic logical relationship of situational teaching is to combine emotion and reason, and combine speech and environment. Situational teaching aims to stimulate children's emotions, combine emotion and cognition and create typical scene suitable for learning situation and meeting cognition. And an education expert, Wang (2004) pointed out that in the actual social communication to reflect the meaning of the language. Teachers should rely on the teaching materials to create situations and create a learning atmosphere in the class, and then help students to better understand the textbook and expression in the specific communication process between students. To cultivate their ability of communication, they can use the situations to communicate with others. Yuan (1999) have said:

"Situational teaching is a teaching approach, which is using specific and vivid scenes to arouse student initiative and to improve learning interest and improve learning efficiency." Xu (2000) said that "the so-called situation teaching, to achieve the set goals and meet the teaching requirements, they can play the group teaching needs by creating situations. The situation refers to the teaching process, can help students to quickly understand and master the teaching content.

Someone think that the situational teaching approach is based on situated cognition and constructive theory in education, this is in line with the law of students' physical and mental development, and can well adapt to and guide students in their study and life. Situation teaching breaks the previous single limitation of English teaching, and it has absorbed the advantages of the traditional teaching approach. The students gained many developments from it. With the continuous development of the times, teaching theories and teaching methods are also constantly developing. With the gradual improvement of the theory, more and more people know about the situational teaching method. Now many schools are using situational teaching for teaching. Many teachers and students believe that situational teaching is effective. And with the continuous development, there are also many people with blood to study it.

Bin (1999), an official of Chinese education, said that: "Situational education gradually developed in Chinese mainland. It also has Chinese characteristics. It can well solve some of the current problems facing Chinese education.

About the situational teaching approach, although different scholars hold different views, but it is extremely important. The premise of creating a high-quality teaching situation is to thoroughly understand the connotation and basic principles of the situational teaching approach, not only in the "teaching" efforts but also take into account the "learning" situation, in the implementation of this teaching approach, teachers should be according to students' age and personality characteristics are designed suitable for students, students can understand the learning situation, students can participate in life.

In conclusion, many foreign educators have more and more studies on the situational teaching method. They themselves have rich language environment, students in addition to classroom teaching, but also in the real-life environment to experience learning. Therefore, it is mostly to discuss situational cognition and learning theory from the perspective of psychology to promote the development of situational theory. Although later educational practice researchers also studied teaching design, teaching mode and teaching strategies based on situations, they rarely studied the teaching of English vocabulary in middle schools.

According to the current situation of English teaching in China, it is not optimistic. In the case of English is a non-native language, China very lacks the relevant language environment. As a result, our learning of English is limited to the surface, and we cannot deeply understand its meaning. With the situational teaching method, teachers can create relevant situations in the classroom, so that students can experience the relevant language environment, and can better master the language. You can also learn about the background.

4. Situated Cognition Theory

It is believed that English situational teaching approach is based on situational cognition and learning theory in educational psychology, which is in line with students' learning heart rational law, pay attention to the students' feelings.

Situated Cognition Theory (Context Cognitive Theory) emerged in the late 1980s through many scholars. After the inheritance and development, it was further improved at the beginning of this century. Founder of Cognitive Psychology and Cognitive Theory, Arthur, and Advocate Simon jointly proposed that psychology needs to be integrated with the real society, and should pay special attention to the psychology of learners. The dynamics and performance of activity in natural situations, but also focusing on when the environment acts on human intelligence. Change and influence. In the late 1990s, cognitive theory researchers were interested in situational cognition and situational learning. Fun and committed to the research, after a long period of exploration and research, experts and scholars found that the situation in human engaged.

Brown, Collins, and Duguid (1989), the author of Context Cognition and Learning, mentioned that learning activities are not only the acquisition and accumulation of knowledge, but also require learners to learn. The knowledge is applied to a certain situation, and then through specific practical activities can make the knowledge more meaningful. Thus, practice cannot be separated from the reserve of knowledge, and knowledge will lose the meaning of itself without practice. Knowledge is not a thing or a set of representations, nor a collection of facts and rules, knowledge is an individual. An interaction state formed in the process of mutual interaction with the environment.

According to the theory of situational cognition, knowledge and action are existing and influence each other, and knowledge in the real sense is emotion. Frontier, will constantly move forward through activities and promote learners' understanding of knowledge, because only through should. With it,

knowledge can be completely digested and produce its own unique meaning.

In fact, situational learning is not just about it. It is a situation of teaching, and a study of how knowledge develops in some situations. Situated cognition theory emphasizes that learning should be related to the specific social situation, which is meaningful and to achieve this goal, try to transform and use the knowledge learned into real life, so as to make the knowledge realistic.

5. Constructive Learning Theory

The theory was first proposed by Piaget (1972), from Swiss, who was the representative figures of formalism theory. He underlines that the social environment is very important to the development of human beings. The constructive learning theory is mainly about two aspects, "the meaning of learning" and "the ways of Learning".

From the meaning of learning, constructive learning theory thinks that knowledge is the basis of learners. We don't just acquire them from the classroom. We also acquire them from outsides. The most important one of the four components is situation. In the constructive learning theory, students gradually complete the construction of knowledge with the help of teachers and with the help of materials and tools.

The situation in the learning environment must be the scene that facilitates students to understand what they have learned, which puts forward higher standards for teachers' teaching design, under construction, in the constructive learning environment, the classroom teaching design should not only consider the teaching objectives, but also consider the convenience of students. The situation creation problem of meaning construction, and the situation creation is the top priority of teaching design.

As for learning ways, constructive learning theory puts forward that learning must take students as the main body and teacher as the leading learning. Teachers are the guide and facilitator, and students are the subjects of processing information and the initiative of constructor. In order to become the promoter of students' construction. In the theory, we ask teachers to use situations in the teaching classroom to stimulate students motivation. Teachers can meet the requirements by creating situations, which helps the students to construct the meaning of knowledge. Teachers believe that students are active builders of meaning, and students need to construct meaning through information collection and research.

In the process of constructing, we ask students to proactively collect information. In short, under the guidance of constructive learning theory, Educators can explore more effective teaching strategies.

RESEARCH METHODOLOGY

This paper aims to study whether situational teaching approach is effective in English vocabulary teaching. Can the situational teaching approach improve the situation of vocabulary teaching in the middle school?

1. Research questions
1. Can the situational teaching approach be applicable to vocabulary teaching ?
2. Can the situational teaching approach improve students' interest in learning vocabulary?
3. Can the situational teaching approach improve the efficiency of vocabulary teaching ?
4. Can the situational teaching approach change the situation of English teaching ?

2. Research subjects

We select subjects from two classes of a township middle school at Xuzhou, Jiangsu Province, with 30 students at class 1 and 32 students at class 2, with low English level. And we also chose their English teachers as research subjects.

Due to the lack of educational resources in towns, many students do not do well in English. Most of the students in this class do not have clear learning goals and good learning habits. Therefore, we want to advice teachers to try to use situational teaching approach for students in English vocabulary teaching to improve the classroom efficiency and improve interest of students. Then we conduct vocabulary tests and questionnaire on students and conduct questionnaire on teachers. Whether the current situation of vocabulary in middle school has changed before and after the research? What effects can the situational teaching method bring arbitrarily ?

3. Research Instrument

In the process of experiment, we used some instruments, including questionnaires, vocabulary tests and so on.

1) Vocabulary Tests

Before the experiment, two classes were tested and the vocabulary scores were recorded, which was Test1. In the experiment, in class 1, we used the situational teaching method for vocabulary teaching, but in class 2, we still applied the traditional teaching method in vocabulary teaching. After the experiment, we again conducted the vocabulary test of the two classes respectively, and recorded the results, which was Test 2. Finally, we compared the results of the two classes before and after the experiment, respectively.

2) Questionnaires

Regarding the questionnaire, we divided into two questionnaires, mainly for students and teachers. It is mainly to investigate how students learn English vocabulary, and their interest in learning English vocabulary. The survey of teachers is whether to understand the situational teaching method, whether to understand the theory of vocabulary teaching, and what approaches to use for vocabulary teaching. Questionnaires were administered to students and teachers after the trial. The data of class 1 and class 2 were also compared. And study the choice tendency of teachers.

4. Research Procedure
1) Pre-Experiment

The experiment has carried on three months. It begins from September, 2021 to December, 2021. At the beginning of this semester, we first tested 30 students and 32 students from class 1 respectively, tested their English ability with relevant vocabulary tests, and counted the data separately. This is the result of the first vocabulary test. We called Test 1. Then we put class 1 as experimental class and Class 2 as control class. In Class 1, we introduce situational teaching method to students and teachers, explain what situational teaching method is, and use situational teaching method to teach vocabulary. The other class still uses traditional methods of doing vocabulary teaching.

2) While-Experiment

In this experiment, the situational teaching method and the pain creation teaching method were conducted in class 1 and class 2, respectively. Two classes use the same textbook, and they are the same teacher. Before starting the new course, teach the relevant words of the new subject. This experiment lasted for 3 months.

3) Post-Experiment

After the experiment, we came to the final exam. After three months of testing, we again conducted a vocabulary test in two classes. The results of this test are called Test 2. Then compare the two tests. In addition, we distributed a questionnaire to students in two classes. This questionnaire is made anonymous. And told the students that the difference result has nothing to do with the results. This questionnaire is mainly to investigate the students' English vocabulary learning methods, interests, etc. The data was also analyzed. And, conduct a questionnaire on teacher at the end.

5. Case Studies

In class, we learn learning vocabulary is generally the teacher with the lead reading, and then we follow the reading, writing, practice and other activities. So how do we use the situational teaching method to teach vocabulary?

For example, when we learn new words in class, we can put pictures, songs, attract students 'attention, stimulate students' interest, active classroom atmosphere, let students think about the meaning and usage of words, next, we can create situation, such as storytelling, play games, let students quickly understand the words, and master its usage, and let them learn to use words to communicate with others.

6. Data analysis
1) Data analysis of vocabulary tests

Table 3-1 The tests of Class1 and Class2

	Class1		Class2	
	Test 1	Test 2	Test 1	Test2
1	3	4 ↑	56	54 ↓
2	1	7	58	57
3	3	6	62	65
4	2	4	4	0
5	1	2	3	2
6	7	9	5	3
7	3	2	1	5
8	7	6	2	0
9	3	7	4	0
10	5	83	3	1
11	0	90	4	5
12	6	67	6	9
13	4	72	2	0
14	59	70	70	72
15	81	97	46	48

From the above table, we can learn that the results of test 1in the first two classes of the experiment were similar. But three months later, the results of the two classes were quite different. From Test 2, the students in class1 have made great progress, and the students in Class 2 make less progress, and a lot of

students have a great decline. Therefore, we can say that we can use situational teaching approach in vocabulary teaching, and situational teaching approach may promote students' academic performance greatly improved, that is, in general, situational teaching approach can be effectively used in teaching vocabulary.

2) Data analysis of Questionnaire

Table 3-2 the students' proportion of option A. B.C.D

	A		B		C		D	
	Class1	Class2	Class1	Class2	Class1	Class2	Class1	Class2
1	23%	24%	25%	22%	21%	32%	21%	22%
2	13%	34%	17%	35%	45%	15%	25%	16%
3	12%	32%	24%	24%	35%	23%	29%	21%
4	20%	25%	20%	36%	43%	14%	17%	25%
5	40%	13%	20%	42%	24%	23%	16%	22%
6	45%	27%	23%	32%	17%	21%	15%	20%
7	22%	21%	23%	28%	32%	36%	23%	13%
8	13%	35%	42%	24%	25%	21%	20%	20%
9	47%	20%	24%	30%	13%	26%	26%	34%
10	34%	13%	32%	34%	20%	24%	14%	29%

From the proportion of options and combined with the questionnaire options, after the situational teaching approach, most students chose the options about situation. Most of them thought that learning English words was interesting, and most people chose to understand the words in the article. After the traditional teaching approaches, most people still choose the traditional way, such as reading aloud and writing silently, to memorize words, and think that learning vocabulary is relatively boring. But both classes 1 and 2 think that words can only be understood in class. Therefore, the situational teaching approach can improve the students' interest in learning vocabulary.

Table 3-3 The teachers' proportion of option A. B.C.D

	1	2	3	4	5	6	7	8	9	10
A	10%	13%	12%	20%	40%	22%	23%	41%	21%	22%
B	43%	26%	24%	40%	10%	26%	27%	17%	20%	23%
C	27%	41%	24%	27%	13%	28%	27%	20%	27%	27%
D	20%	10%	20%	13%	37%	24%	29%	22%	32%	28%

In addition, from the perspective of the proportion of teachers' options, most teachers think that vocabulary teaching is an important part of English teaching, and many teachers think that situational teaching method is effective. However, many teachers know nothing about situational approach theory, and also know little about the vocabulary teaching theory. Although they agree that the situational teaching method is effective, they still choose the traditional teaching methods to teach vocabulary, such as silent writing. Read aloud, and do exercises, etc.

RESULTS AND DISCUSSION

This part is mainly about the results of data analysis and our discussion about the process of the experiment.

From data analysis, we can know that through the situational teaching approach, many students' scores of vocabulary tests have been improved a lot. So, we can know that the situational teaching approach is applicable to Middle school English Vocabulary teaching. It can highly improve students' interest in learning vocabulary and make them have motivation and confidence. It also can improve the efficiency of vocabulary teaching and change the current situation of vocabulary teaching.

Through questionnaires and tests, we also know that most teachers and students have realized the importance of English vocabulary teaching. For the situational teaching approach, most teachers and students can be accepted, also admit the effectiveness and feasibility of vocabulary teaching. In general, situational teaching is applicable to vocabulary teaching. Situational teaching approach can improve the single and boring teaching approaches of traditional class and try to improve the efficiency of vocabulary teaching in classroom. And it can also improve students' interest in learning vocabulary. In addition, the situational teaching approach can help promote the efficiency of vocabulary learning. In this experiment, many students' vocabulary performance was greatly improved. Thus, the situational teaching method is effective and feasible.

However, in real life, many teachers still choose the traditional teaching methods. Due to the "lack of classroom time", "classroom order is difficult to maintain" or "not enough time to change homework, tutoring is very crowded, or the lack of situational

teaching theory and lack of practical experience, and so on. In this case, we cannot change the current situation of vocabulary teaching. In the trend of The Times, teachers should constantly update their skills and knowledge theory, only to master these, can keep up with the pace of The Times. No matter how difficult it is to implement it, we should try our best to implement it. Only in this way can we really change the vocabulary teaching method and change the situation of vocabulary teaching in the middle school.

In the process of the study, we found that many students like vocabulary teaching approaches like this and it help greatly changed the students' learning interest and achievement. And students 'great changes happened in different aspects, such as situation. When teachers want to create situations to teach, they generally organize some activities, in which teachers and students can interact, and they can exchange and cooperate with each other. This will help the teachers and students to form a good relationship, and improve the sense of atmosphere of classroom learning. In such a learning environment, it helps the students to learn. And from the performance of class one and class two, class one performance is significantly better than class 2. Therefore, it can be seen that vocabulary teaching approaches can polish up students 'interest in learning, promote students' performance, and initially master more skills about English language.

CONCLUSION

Through three months of experiments and continuous data analysis, we obtained the following conclusions to contribute to the future research on vocabulary teaching and situational teaching.

1. Major findings

To sum up, through the tests and questionnaires, the teachers and students have been aware of the significance of vocabulary teaching and situational teaching. Through the study, we can realize the situation teaching approach can improve students 'interest in learning English language, and enhance students' interest in learning vocabulary, motivate the enthusiasm of students in class. It also can help improve the efficiency of class. And take it from the perspective of vocabulary test, most students' vocabulary performance has been greatly enhanced, so the situational teaching approach can effectively use in vocabulary teaching. In general, the situational teaching approach is applicable in vocabulary teaching, and the situational teaching approach can improve the efficiency of vocabulary teaching and vocabulary learning. Although the situational teaching approach can promote students to improve their interest in learning vocabulary and try to improve their classroom efficiency. But in real life, most teachers still choose a more traditional way of doing vocabulary teaching. Most students also review and consolidate their words by traditional ways, such as rote

learning and doing exercises. Only a small number of teachers and students are good at using situational and situational teaching. By using the situation of learning vocabulary, can not only remember, but also in the usual real-life situation, truly achieve the purpose of learning language communication. This makes them to improve their interest for learning, also enthusiasm for English is also very high, so the performance improved significantly. Consequently, the situation teaching approach is applicable and effective in vocabulary teaching in middle school. I think it will change the situation in middle school.

2. SUGGESTIONS

In addition, during the research, we also have found many problems. After research, we have some suggestions for teachers and students, when they use situational teaching approach in class and the suggestions are also for future research.

Firstly, when we are in class, if we encounter vocabulary teaching, try to choose the situational teaching approach. This can help students quickly understand the new words. When we use the situational teaching method, we should try to choose the right situation. How to choose the situation is a difficult task. We should try to choose what is closely related to the real life, to try to be easy to understand, only such a situation, can let the students quickly understand and accept.

Secondly, when we choose to use the situational teaching approach in the classroom, we should pay more attention to the situation. No longer as before, teachers master the classroom center, but gradually transfer to the students, to let the students learn to understand more about the words in the class. English teachers is the auxiliary of the classroom, to prepare all kinds of materials needed for the classroom.

Thirdly, in the traditional classroom, teachers usually use various excuses to avoid the unnecessary situational teaching method. Among them, the main one is the implementation of difficulties and the lack of classroom time. Therefore, we should try to be fully prepared after class, strictly implement in class, only in this way, can better apply the situational teaching method to the classroom.

At last, in order to better use the situational teaching method for vocabulary teaching. Teachers can not only use situational teaching in the classroom, but also use situational teaching approach outside the classroom and even in life. Outside the class, in real life, we can better understand the meaning of the situation, and experience the real situation

Appendix
Questionnaire for teachers:
1. What do you think of vocabulary teaching?

A. Very important   B. Important   C. Average   D. Unimportant

2. Are you familiar with the situational teaching method?
A. Very familiar   B. Familiar to some extent   C. Not very familiar   D. Not familiar

3. Are you familiar with teaching theories?
A. Very familiar   B. Familiar to some extent   C. Not very familiar   D. Not familiar

4. What is your opinion on the current vocabulary teaching methods?
A. Very good   B. Quite good   C. Average   D. Okay

5. Do you use contexts when teaching words?
A. Frequently   B. Sometimes   C. Rarely   D. Never

6. How do you usually help students master new vocabulary words?
A. By making sentences   B. Based on the context
C. Advocating writing   D. Doing exercises

7. Do you think the situational teaching method can be used for vocabulary teaching?
A. Feasible   B. Average   C. Not feasible   D. Don't know

8. When do you usually explain the word list for the first time?
A. At the beginning of the new lesson   B. During the class
C. Talk about it casually   D. Simply don't explain

9. After understanding the situational teaching method, how do you teach students to master new vocabulary words?
A. Same as before   B. Ask about meaning and usage
C. Combine context and semantics in the text
D. Skip it

10. How do you teach students to master new vocabulary words?
A. Memorize words   B. Dictation
C. Based on the situational teaching method
D. Do exercise questions.

Questionnaire for students
1. How well do you think you have mastered the vocabulary you have learned?
A. Very good   B. Good   C. Average   D. Poor

2. Which method do you think is the most effective for mastering words?
A. Recitation   B. Dictation   C. Context   D. Reading aloud

3. When you encounter new words in a text, how do you usually understand their meanings?

A. Look up in the dictionary   B. Ask classmates
C. Guess the meaning based on the context   D. Skip over

4. Do you communicate with your classmates using the vocabulary you have learned?
A. Frequently   B. Rarely   C. Occasionally   D. Never

5. How do you go about mastering and reviewing vocabulary?
A. Recitation   B. Doing exercises   C. Using context   D. Dictation

6. Do you think situational teaching method is helpful for you to learn and master vocabulary?
A. Very helpful   B. Okay   C. Not very helpful
D. Almost none

7. How does your English teacher usually teach vocabulary in your class?
A. Choral reading   B. Directly teaching vocabulary list
C. Through specific context and situation
D. Other

8. When do you think the teacher handling new words will have a better effect on learning vocabulary?
A. Before the new lesson begins   B. In the article
C. Depending on the word   D. No difference

9. Do you hope that teachers create more situations for students to understand new words in vocabulary teaching?
A. Creating more often   B. Just average   C. Occasionally
D. No need at all

10. Do you think learning vocabulary is interesting?
A. Very interesting   B. Interesting   C. Average
D. Boring

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