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释义教学在高中英语词汇教学中应用的调查
——以郑州第47中学为例

专业学位领域：学科教学（英语）
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AN INVESTIGATION OF PARAPHRASE
IN ENGLISH VOCABULARY TEACHING OF
SENIOR HIGH SCHOOL
----A CASE STUDY ON ZHENGZHOU NO.47
SENIOR HIGH SCHOOL

A Dissertation Submitted to

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By

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摘 要

词汇作为语言学习的基本要素，对语言和文化的输出起到至关重要的作用。词汇的掌握程度决定了学生的阅读速度以及表达能力；其次，词汇的恰当使用和灵活运用也在一定程度上决定了英语思维方式的转变。根据新课标分级的要求，高中生应具备释义的能力。然而，在我国高中英语教学中，教师如何改进英语词汇教学仍然成为亟待解决的问题。

本论文旨在研究释义教学法在词汇教学中现状调查分析，在元认知、可理解性输入以及奥苏泊尔有意义学习的理论基础上，调查高中英语词汇教学中的释义法对培养学习者的元认知能力、语言表达能力的影响作用，以此提高学习者的综合语言能力以及培养学习者的英语思维方式。

本研究主要围绕以下研究问题展开调查：

（1）释义教学法在高中英语词汇教学的应用现状是什么？

（2）影响词汇释义法在高中英语词汇教学中应用的因素有哪些？

本文以郑州第四十七中学为例，选取高二年级两个班的学生以及高二教师为研究对象，经过课堂观察、测试和访谈，通过调查可知，释义法在高中英语词汇课中并没有被广泛的应用。部分教师在课堂中使用释义法主要用以讲解语言点，包括词汇、短语和句子层面，学生能够接受用学过的、简单的单词来代替生词。即使部分教师已经积极地灌输了正确的词汇学习观念，但多数学生并未将之付诸实施，学生仍然倾向于通过死记硬背来记忆单词。对于学生来讲，更倾向于教师直接输入而不去主动查阅词典来获取直接答案；同时，笔者发现：使用英语释义法的班级语言表达能力和词汇运用能力明显高于词汇表教学法的班级。这更加证明了释义法运用于词汇教学是一个明智之举。影响词汇释义法在高中英语词汇教学中应用的因素包括教学安排紧凑，教师无法在词汇这一块做到面面俱到，课堂中为节省时间，给学生思考的时间不足以让学生组织语言等。学生学习任务重，没有足够的精力在课前预习词汇释义；同时，他们认为释义法对他们来说是比较困难的。

研究认为，在高中英语词汇教学中应进行有意识的元认知策略培训，加之可理解性输入，在原有的知识层面理解下，略高于学习者的现有水平，以达到更好的效果并进行

有意义的学习。运用释义教学法进行词汇教学，可使学生在深入理解语言点的基础上，有效并长远地提高阅读能力，应试能力和自主学习能力。

关键词：词汇释义，释义教学，高中英语教学

Abstract

As a basic element of language learning, vocabulary plays a crucial role in the output of language and culture. The mastery of vocabulary determines the students' reading speed and expression ability. Secondly, to a certain extent，proper and flexible use of vocabulary also determines the transformation of way of thinking in English. According to the requirements of the new curriculum standards, senior high graduates have the ability to paraphrase. However, how to improve the English vocabulary teaching is still an urgent problem to be solved in our high school.

This thesis aims at make an investigation of paraphrase in English vocabulary teaching of senior high school on the basis of metacognitive, comprehensible input and Ausubel's meaningful learning theory. The paraphrase method in English vocabulary teaching is to cultivate metacognitive ability, the effect of language expression ability, which improves students' comprehensive language ability as well as develop their English way of thinking. This study mainly focuses on the following research questions:

No.1: What is the current situation of paraphrase in English vocabulary teaching of senior high school?

No.2: What are the factors that affect the paraphrase method in English vocabulary teaching?

This study takes Zheng Zhou No.47 Middle School as an example, selecting students from 2 classes as well as their teachers in Grade Two as the subjects of study. Three methods are used which includes classroom observation, questionnaire and interview. Based on the analysis of the study, the author discovers that paraphrase method is not widely used in English vocabulary class of senior high school. A handful of teachers collectively use the paraphrase method to explain the language points, including vocabulary, phrases and sentences as well as students enable accept the simple words to replace the new words. Secondly, even some teachers have actively instilled the correct concept of vocabulary learning, the majority of students have not put it into practice; instead they still tend to memorize words by rote. Thirdly, for students, it is more likely for them to obtain the direct answer from the teachers' direct input rather than actively consult the dictionary. The investigation finds that the ability of students from Class One to express and use vocabulary in paraphrase is significantly higher than that of a class with vocabulary list teaching.

This proves that it is wise to apply the method of paraphrase to vocabulary teaching. The factors that affect the paraphrase method in English vocabulary teaching include that the teaching arrangement is extremely compact and teachers cannot take full account of all aspects. In order to save time in the class, teachers fail to give the students enough time to organize the language in their mind. Students have a heavy workload and do not have enough energy to preview lexical paraphrase before class. At the meanwhile, they consider that this method is a bit tough for them.

Research suggests that conscious metacognitive strategy training and comprehensible input as well as the understanding of the original knowledge level are slightly higher than the current levels of learners in the high school English vocabulary teaching, which can achieve better results and carry on meaningful learning. Using the paraphrase teaching method, the students can improve their reading ability, test ability and independent learning ability on the basis of in-depth understanding of language points.

KEY WORDS: lexical paraphrase, paraphrase-based teaching, senior high school English teaching

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Chapter One Introduction

1.1 Research Background

Vocabulary, a basic element of language learning, is vital to the transformation of language and culture. With the introduction and implementation of *New Curriculum Standard reformation*（2003）, great changes have taken place in English vocabulary teaching. Putting emphasis on the ideographic function of vocabulary，it requires the students to use words to understand and express different function, such as naming the food, clarifying the concept and so on, instead of memorizing words mechanically. Canale and Swain point out that the cultivation of language ability is a crucial link in communicative competence cultivation, and vocabulary is one of the core parts of the language ability (Ennis，1991).

However, vocabulary teaching has long been considered to be a big headache that is too knotty to win. How to interpret vocabulary appropriately and efficiently becomes a matter of the utmost importance. Vocabulary teaching should not simply translate foreign words into the corresponding words in their mother tongue, or blindly list the meaning, usage and examples of the students, but should be heuristic teaching.

In terms of the current English vocabulary teaching, the interactive mode of the main body in the classroom has been increasingly getting more and more attention. It requires the following three principles in the teaching process, namely: enable to meet the demand of students' classroom learning, suitable for the students' interest in learning, stimulate fully to mobilize students' learning initiative. What the teacher can do in this process is to try to change the traditional vocabulary teaching mode and pay more attention to the autonomy of students in the vocabulary class. This paper is based on the above principles.

As a method of teaching widely applied in college English intensive reading course, paraphrase-based teaching is undoubtedly a refreshing breeze for vocabulary teaching. It has been found to be effective to acquire an accurate and thorough understanding of the context as well as reflect students' ability to use English flexibly.

Currently, certain research on that method focused on the study of college and higher vocational education, whereas little touches on the senior high school have only been a comprehensive discussion on

its effectiveness. In fact, paraphrasing can be used from upper elementary, secondary and senior school all the way through college (Fisk, 2003). Therefore, further exploration on paraphrasing in high school English teaching is urgently needed.

1.2 Research Motivation and Objectives

Students have encountered many difficulties in learning vocabulary due to the great difference between English and Chinese.

Firstly, it is voice problems. English belongs to the Indo-European language family, while Chinese belongs to the Sino-Tibetan language family, and the huge differences in pronunciation between the two languages have caused difficulties for Chinese students in pronunciation.

Secondly, it is spelling problems. Most students do not memorize words by linking pronunciation and letters but by memorizing them by rote memorization. They complain that the words are not applied correctly during the exam so that the exam results are not satisfactory.

Thirdly, it is lack of knowledge of cultural background. Language and culture are indivisible. To enable students to master and use the language accurately, teachers must teach students to learn the culture of the nation. However, teachers tend to emphasize on the pronunciation and usage of knowledge yet neglect cultural significance of English vocabulary in the classroom, which causes students to the content a little knowledge of the culture studied.

As is known to all, vocabulary learning is not representative of all language knowledge study, but students still struggle with the learning and use of vocabulary. In order to better understand the current situation of vocabulary learning by students using the paraphrase method, educationalists are supposed to work hard on vocabulary teaching research.

English for beginners in China usually follow textbooks to learn English, who also read some extracurricular books, newspapers or magazines. On the interpretation of words in books are three main parts: the pronunciation, the part of speech, the Chinese translation. When reading extracurricular books, beginners will look up new words in a dictionary to find definitions, which can make it clear and represent plentiful examples as well as do background comments more. However, when the beginners refer to the paraphrase of the textbook, they often care more about Chinese translation and only establish the connection between the spelling of English words and the speech of the English word when making a

sentence. It is known that language is the carrier of culture. Its lexical meaning is restricted by specific conditions of cultural background and with its special trace; therefore the intension and extension of the English and Chinese are not completely the same.

From the perspective of language, paraphrase is more flexible to the learners who can be combined with the original knowledge to understand and internalize. Paraphrase is in the same language within the transformation of expression, sentence structure and rhetoric. In the teaching of English vocabulary，paraphrasing can be carried out in the imperceptible situation and help learners to gradually form the habit of thinking in English. Paraphrasing can be used to aid comprehension, stimulate prior knowledge and assist in writing-skills development.

Lastly, teachers often adopt method of grammar-translation for teaching, which seems to be easy whereas the students' memory of the words is not satisfactory. They often remember quickly and forget quickly. The essence of paraphrase-based method is to teach English in English, thus avoiding the negative transfer of native language to English when learning words. Vocabulary teaching should not be a simple list of meanings, usages and examples, but should be taught by heuristic. According to the existing teaching conditions, teachers are supposed to create an all-English classroom atmosphere to stimulate students' interest in learning.

This study aims to improve the English teaching methods, figure out the effective ways to cultivate the ability of students with autonomous learning and self-development and develop the habit of thinking in English independently.

1.3 The Layout of the Thesis

This thesis is composed of six chapters.

The first chapter briefly introduces the research background, motivation and objectives of paraphrase teaching as well as the structure of the study. It represents the present problems existing in senior high school student's English vocabulary learning and relates the significance of paraphrase-based teaching.

The second chapter summarizes and generalizes the existing researches at home and abroad that the author can gather about the interrelation between paraphrase theory and vocabulary teaching to determine the direction and questions of the research. It encompasses the definitions, standards of paraphrase, and relevant studies on paraphrase-based teaching at home and abroad.

The third chapter presents the three-theoretical basis of paraphrase teaching. They are the input hypothesis, meta-cognitive awareness, Ausubel's meaningful learning theory.

The fourth chapter, the research design, is the main part of this thesis, including research questions, research subjects, research methods and procedures.

The fifth chapter shows the results of the research and data analysis, which includes the results and discussion of classroom observation, questionnaires, teachers and students' interviews. Meanwhile, the application situation of paraphrase-based method used in English vocabulary class of senior high school will be presented. All of these are to answer the research questions that mentioned above.

The sixth chapter makes a summary of the major findings from the study on teaching vocabulary with paraphrase-based method in senior high school. It sheds some light on the further vocabulary teaching based on the implementation of paraphrase. Lastly, there are still some limitations and hope to acquire more specific guidance to improve.

Chapter Two Literature Review

2.1 Definitions of Paraphrase

The Oxford English Dictionary defines paraphrase as "to express the meaning of (a word, phrase or work) in other words, usually with the object of fuller and clearer exposition; to render or translate with latitude" (204). *Webster's Third New International Dictionary* presents nearly the same meaning "to express, interpret or translate with latitude; give the meaning of (a work or passage) in other words" (1638). Bhagat and Hovy (2013) put forward that to paraphrase is to explain the same situation in a different way. As is seen from the above definitions, paraphrase aims to use different words to express the same meaning as the original in a more straightforward way. In other words, two sentences are paraphrases if their meanings are equivalent but their words and syntax are different.

2.2 Standard of Paraphrase

Generally speaking, a good paraphrase has three characteristics including fidelity, coherence and intelligibility(Bao Chunyan, 2012).

Fidelity refers to the complete and accurate translation of the contents of the original text without tampering, distortion, omission or any increase or decrease. The content usually refers to the facts described in the original text, the scenes depicted and the thoughts, positions and emotions reflected in the narration and description of the author. In short, the principle of fidelity is to demand a new statement, which means to maintain the relative equivalence of information and emotion. This criterion actually investigates whether learners accurately and completely understand the content of the original text.

The so-called coherence aims at exploring simple translation of the language definitely be fluent, consistent with the grammar rules and cultural conventions. In addition, there can be no language obscurities, structural confusion, irregular grammar and unclear logic. This is the standard which must be followed and it is the most intuitive criterion to examine the advantages and disadvantages of the translation.

Intelligibility is to translate the unfamiliar vocabulary, complex sentence patterns and hidden meanings into simple words so as to make the meaning of the original text clear. In view of this standard, if the original is vulgar and difficult to understand, paraphrase needs to be relatively straightforward. It is a principle that requires learners to abandon their language style while trying to be as faithful as possible. Intelligibility standard is independent and occasionally conflict with fidelity, but when learners master what they really mean, they can find a way to do both in practice.

Of these three standards, fidelity is the first issue, coherence is the basic principle and intelligibility is the premise. All three are indispensable to one another. Learners are supposed to have a thorough understanding of the original text as well as be able to skillfully master the various expressions of lexical sentences.

2.3 Relevant Studies on vocabulary teaching at home and abroad

2. 3. 1 Relevant Studies on Vocabulary Teaching abroad

The study of English vocabulary in foreign countries first originated in the period of grammar-translation in the late 18th and early 19th century. However, it was just a tool for learning grammar rules that was not really teaching at that time. Although the direct method and the audio-lingual method have been developed in succession, the teaching of English vocabulary did still not attract attention. Real English vocabulary teaching is to be the concern of the scholars in the 1870s, when Wilkins reminds people to pay attention to the teaching of word meaning, he deems that the semantic study can make us understand the full meaning of the word (Chai Yufeng，2014:6). P. Nation published *English Vocabulary Teaching and Learning,* which marked the beginning of English teaching into a new stage of development in 1990s (Li Beibei，2014:7). Brown and Hatch published a book named *Vocabulary, Semantics, and Language Acquisition* in 1995, which can be divided into planned and unplanned vocabulary teaching to introduce the related knowledge. Moreover, they put forward two criteria for vocabulary teaching and training methods, namely, the content and time efficiency of learning. Virginia French Allen discusses teaching techniques in his monograph *Techniques in Teaching Vocabulary* and provides abundant examples and suggestions for classroom activities. Professor Allen considers there are three stages in the teaching of English vocabulary. Vocabulary teaching for beginners at the first stage lays emphasis on the understanding

of word meaning and its communicative effect. The second stage is for moderate learners who are primary continuation requiring good communication context and individualized teaching. The third stage is for advanced learners focusing on the ability to learn independent vocabulary.

In the same year, Norbert Schmitt and Michael McCarthy published *Vocabulary: Description, Acquisition and Pedagogy* which collected 15 articles written by 17 experts who had written the vocabulary and introduced vocabulary teaching from three aspects. The description part described the characteristics of each aspect of the vocabulary. The acquisition part discussed the theoretical model of vocabulary acquisition, the performance of vocabulary acquisition in form and meaning. The vocabulary teaching method, the syllabus design, lexicographic use and the word pretest are presented in the pedagogy part. The book covers a wide range and the discourse on concise and incisive arguments about vocabulary. Ruth Gairns and Stuart Redman published *Working with words* that is a guide on vocabulary teaching and learning, in which not only some words are reviewed from the aspects of theory, but also scores of forms and methods of the practice on specific vocabulary teaching are provided. John Read reviewed the essence, acquisition and application of vocabulary in his book *Assessing Vocabulary,* and comprehensively introduced the lexical evaluation from the theoretical and practical aspects. The author analyzed and discussed vast vocabulary test cases in the book. It points out the future development trend of vocabulary evaluation and vocabulary test.

In short, the research of vocabulary teaching has been existing widely including specific vocabulary teaching methods, teaching theory and vocabulary teaching activity at abroad, which has a great reference on the domestic research. However, it is still to be further studied in terms of guiding vocabulary teaching.

2.3.2 Relevant Studies on Vocabulary Teaching at home

English teaching has appeared in China in 1760s. After the introduction of the reform and opening up, the study of English vocabulary teaching is gradually taken seriously. So far, great achievements have been achieved and it is constantly enriching in this field. The research subjects of vocabulary teaching involves primary, middle school, high school, high vocational college and university. In the analysis of the principles and methods of a primary school English vocabulary teaching, Lv Peipei（2010）points out there is an unwise place for the memory of word recognition. It could be reasonable as long as the combination of the sound of the word, form, the meaning can be implemented in the primary school education. According to

the problems existing in English vocabulary learning and teaching, Wang Xiumei(2008) points out that junior high school students should attempt to enlarge their vocabularies and make full use of the dictionary to improve their vocabulary learning efficiency. Teachers should constantly change their vocabulary teaching methods and carry out the principle of leading.

In the new period of English teaching, the principle of the teacher as the leading and the student as the main body has always drawn great attention. Choosing the most appropriate learning environment will help students to extend their knowledge and broaden their horizon. It is fruitful and effective way to fully mobilize the students' interest in English. Teachers are supposed to impart them a kind of pragmatic experience with an organic combination to expand the knowledge and training ability(Wang Chun, 2010).

2.4 Relevant Studies on Paraphrase at Home and abroad

2.4.1 Relevant Studies on Paraphrase in China

Paraphrase is a significant way of language output. Teachers, putting the teaching methods to use in class, can receive the feedback of the learners' understanding of the text. Thus, this term is coined to represent a teaching strategy which is used to evaluate from language structure to see the expression change of students' thinking.

Zhang Meizhen (1997) proposes that the central issue is the meaning. In the course of English teaching, the paraphrase method includes two processes, namely the decoding and encoding. The process of the decoding acquires structure meaning, context meaning, cultural meaning and interpersonal meaning. There are two aspects to decode the decoding process that is the expression of synonyms or interpretative expressions.

Using paraphrase properly, both in written and oral communication, is to correct understanding of word meaning. Instead, relying too much on Chinese interpretation and ignoring the meaning of English will lead to the usage of inappropriate vocabulary. Therefore mastering paraphrase-based method is of great importance to English learning(Feng Xirong，2001).

Xu Lina (2000) mentions that paraphrase skills related to teachers' teaching, who attaches importance to imparting in the teaching practice of training. Most of teachers only pay attention to the teaching of

paraphrase results but ignoring the interpretation of the process and analysis. She makes a detailed discussion of how to effectively paraphrase through contextual analysis.

Du Zhijuan (2011) puts forward that paraphrase-based teaching is mainly used in advanced English teaching while not much in the lower grades. She argues that the application of this method not only meets the principle of applying English teaching English, but helps students form the habit of thinking in English.

Wu Lang (2011) deems that the method of paraphrase applied to the teaching of intensive reading can enlarge students' vocabulary and improve the students' reading efficiency. He discusses the application of the paraphrase method in the intensive reading teaching of English majors from three aspects: principle, using the hierarchy and strength. Wu Dan (2011) makes an investigation on using English paraphrase method in college English teaching, which can provide students with a favorable atmosphere. She selects the sentences from *New Horizon College* English as an example which   introduces in detail how to use paraphrase-based method for teaching reasonably. A few problems still exist like words are replaced blindly or ignore the structure. We hope to have a good sense of meaning in the teaching of vocabulary teaching by paraphrase.

Although there is not a lot of research on paraphrase, the content of this study is quite extensive, involving English listening, reading, writing and vocabulary. Su Liuhua (2009) finds many of the questions and options in listening comprehension including the shadow of paraphrase. According to the study, the author discovered that there are four common methods in listening comprehension: synonym, antithesis statement, implicit statement and perspective transformation. It will enhance students' confidence in listening and improve their interest in listening comprehension. Chen Likai (2011) discusses in his article on the reading teaching by using the following means of paraphrase, namely, replacing words, changing the original sentence grammatical structure and changing the original form of expression. Paraphrase can help students accurately understand the complicated sentences and learn how to employ the different language form to express the same meaning. Chen Ping (2006) points out that the English paraphrase method widely used in the teaching of English intensive reading can help students improve their writing ability. The author believes that paraphrase method in the teaching of intensive reading class aims to transform the long and difficult sentences into simplification. The students are required to do exactly the opposite in the process of

writing, which is to let them employ different expression or complex sentences for writing as much as possible. Students should lay emphasis on vocabulary, sentence and rhetorical changes when writing.

To sum up, there are not many studies on the paraphrase of English in China, but they are involved in all aspects of English teaching. Paraphrase method of research focuses in the field of college and higher vocational, the subject of study in the majority with college students and students. Its application in the English teaching of high schools is gradually increasing in recent years.

2.4.2 Relevant Studies on Paraphrase abroad

Research on paraphrase teaching is relatively early in foreign countries, which are broader and deeper. Honeck Richard (1971) indicates that its method can be studied in all three aspects which covers transformation, vocabulary as well as comprehension. The transformation means to keep the basic, or central word unchanged and change its basic structure; The word aims to hold the basic structure invariant and replace the central word with the synonym; The synthesis of the first two approaches refers to achieve the purpose of paraphrasing in English.

Casey Keck (2006) compares native speakers of English and college students with English as the second language to observe their differences in the application of the paraphrase method. Through the experiment, it was concluded that students in English as a second language almost plagiarized more than native speakers. The author considers that this kind of behavior should be avoided in writing. Paraphrase method should be taught to improve the students' writing ability.

In the international conference on Language, Literature and Linguistics, Gholamhosse Shabani & Shokoufe Abbassi (2011) discuss the effectiveness of English paraphrase and induction in reading teaching. They select 60 sophomores majoring in Iranian English translation as subjects and discussed whether the English paraphrase method can improve students' reading ability more effectively than the induction method. It can be concluded through the experiment: one group of students using induction method account for larger proportion，compared with those who use English paraphrase method. However, in future reading teaching, the combination of paraphrase and induction can better improve students' English reading skills.

Combining the studies on paraphrase-based teaching domestic and overseas, at any given stage, paraphrase is used consciously or unconsciously by teachers especially in college. This reflects its

important position in English learning and English teaching. The process of paraphrasing is a process of transforming something complicated into relatively simple meaning restruction, which includes the definition of vocabulary, the change of phrase, the transformation of sentence form and the change of meaning.

The purpose of paraphrasing aims to interpret the target material and transform the new knowledge into the familiar. It requires teachers to mobilize the relevant knowledge structures in students' minds by assimilating, reorganizing and recombining with the knowledge to memorize the words accurately.

Chapter Three Theoretical Basis

3.1 The Input Hypothesis

The distinguished American linguist Krashen develops The Monitor- Model in the early 1980s, which consists of five hypotheses: The Acquisition-Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Input Hypothesis, the Affective Filter Hypothesis. Krashen argues that language input in second language acquisition is critical and that language acquisition is achieved through a large amount of comprehensible input. Little can be expressed without enough language input (Hu Zhuanglin & Jiang Wangqi，2002:102).

The practice of input hypothesis derives from the study of children (Li Xiaoying，2007:31). According to Krashen, learning a second language should be like learning a child's mother tongue, and children learn their native language through abundant input. It is observed that input is the foundation of acquiring second language. However, nothing but input is insufficient. Krashen holds that language input should have the following conditions: the first aspect is comprehensibility, which means that students cannot learn the language without understand the input. Secondly, Interestingness and relevance enable to mobilize students' interest in learning and relate to students' original cognitive structure. Thirdly, the non-grammatical procedure sequenced cannot be performed completely in accordance with the grammatical procedure, which can hinder the quality and efficiency of the input. Fourthly, sufficient input is a necessary condition for language input. Without sufficient input, language acquisition cannot be discussed (Li Xiaoying，2007:31).

Comprehensible input indicates that difficulty of the knowledge that teachers give students cannot exceed the learner's ability and should be within the scope of the learners understanding and be slightly higher than that of the learner's current level. In short, in the famous "i + 1" formula, which Krashen puts forward, "i" refers to the current level of learners, and i+1 refers to another level expected of learners (Rod Eills, 1992:262).

Krashen's input hypothesis has great significance of high school English vocabulary teaching. Using paraphrase-based method to restate the target material converts between the new and raw material so as to

make it easy to understand. The author considers that the main task of teachers in high school vocabulary teaching is to have interesting, informative and authentic teaching materials to guide students to use vocabulary correctly in actual communication. A word can express many meanings and may even have a rich history and cultural significance. Paraphrasing the vocabulary in a specific context is a process of learning different meanings, usages and combinations of words.

3.2 Cognitive psychology

In recent years, the emergence of interdisciplinary disciplines has enhanced the interdisciplinary communication, among which the combination of cognitive science and foreign language teaching has become a new trend (Song Desheng，2002). In particular, the application of cognitive psychology in English teaching process is more concerned by front-line teachers. Language is an important research aspect of cognitive psychology. From the angle of information processing, it discusses the various behaviors in the process of language learning and its regularity. The combination of cognitive psychology and the English teaching will exert great effect on teaching.

Traditional English teaching has used grammar-translation to paraphrase. The paraphrase method takes full advantage of the native language, which is to translate English into the mother tongue. This learning process is mechanical, one-way and exclusive and ignores the importance of thinking in English. In recent decades, with the increase of international communication, the purpose of learning English is much more than understanding and the communicative role of language, which requires teachers to create an interactive atmosphere in class and train students' communicative ability.

In the early 1930s, Barrett, the famous British psychologist, put forward the schema theory in his work. In a nutshell, schema is the way in which the knowledge acquired by each person is stored in the mind. It is the reflection or positive organization of the brain's experience in the past. Schema theory gradually gained attention in the second language learning, and the existing research mainly focused on the role of schema theory in reading and listening, but paid less attention to its influence on vocabulary learning (Zhang Qi，2003).

In the 1960s, British mathematicians and psychologists, C. Gattegno, advocates the method of silence. It can be used in colorful display boards, vocabulary charts to paraphrase. Around the same time, the total physical response method was emerging in the United States. Its most basic teaching and interpretation

methods are teachers giving instructions and students responding. Another trend known as the communicative approach, forming in Western Europe in the 1970s. According to that method, the fundamental goal of language education is to promote communication and that the teacher teach in English as much as possible through interactive interpretation (Howatt A P R). Briefly review of the history of interpretation can be seen: firstly, the method of interpretation is increasingly diversified, secondly, the meaning tends to explain in English, which changes the traditional way of relying on native language interpretation.

The acquisition and application of language knowledge is the process of storing, extracting and using information, and the storage and extraction of information cannot be separated from memory. Memory is the mental process of accumulating and preserving individual experiences in the mind, and using information processing technology is the process of encoding, storing and extracting information input from the human brain (Peng Danling，2001). One of the purposes of lexical paraphrase is to enable students to understand more clearly and to memorize more deeply, which needs to understand some psychological laws of memory. It is best to be able to link words with long memories to make them permanent. Although stimulation through short-term memory processing can enter into long-term memory, some impressive stimulus can store long-term memory; therefore, increasing the definition of image intensity can make vocabulary be preserved for a long time, as well as the memory process easier.

Schema theory emphasizes the interaction between old and new knowledge and emphasizes the importance of knowledge network, which has positive implications for better implementation of lexical paraphrase. In the context of lexical interpretation, teachers should take into consideration the existing schema of the students, which is the vocabulary knowledge that the students already have as well as use simple words and sentence patterns to paraphrase.

In the actual teaching, the teachers not only need a deep understanding and flexible applying the principle of the theory according to these various methods in the actual teaching fusion, but also creating more better specific teaching strategies, maximize the function of paraphrase. For instance, teachers can help students to reflect on existing schema and create new schema by using multi-channel input method and deep processing in the principle of memory so as to make schema further perfect, richer and profound. There is a relaxation strategy in teaching, which can coordinate the explicit cognitive learning and implicit

cognitive learning, so that students can benefit from intentional learning and unintentional learning. It is important to emphasize that vocabulary paraphrase is not a rigid explanation of meaning, but rather helps learners to remember, understand and master vocabulary. It is a complete process of learning with the cognition and understanding of vocabulary. Then it is not tough for the memory of words as well as the flexible use of vocabulary.

3.3 Ausubel's Meaningful Learning Theory

The famous American cognitive educational psychologist, Ausubel, according to the relationship between the learning material and the original knowledge structure of the learners, studied the learning atmosphere mechanical learning and meaningful learning. Mechanical learning means learning by rote, by memorizing, rather than by understanding while meaningful learning is the opposite of it. Ausubel asserts that it is to establish the relationship having an inhuman and substantive nature between the new knowledge represented by the symbol and the appropriate concept in the cognitive structure of the learners. The so-called substantive connection means to use different words to express the same meaning. The connection is not simply a literal connection. The so-called non-human connection refers to the internal and logical connection, which means that the new knowledge is logically related to certain knowledge in the original cognitive structure. For example, when teaching the word 'delighted', it means to tell the student that the word means to be very happy, and the student's mind already knows what happy is and then the word is much easier.

Ausubel divides meaningful learning into five categories: symbolic representation learning, conceptual learning, propositional learning, application of concepts and propositions and solving problems and creation (Pi Liansheng，2004: 44-45). The effect of meaningful learning is influenced by objective conditions and subjective conditions. In terms of objective conditions, the material of meaning learning must have a more rigorous logic. Generally speaking, the textbooks that students learn are generally accepted and have strict logic. In terms of subjective conditions, meaning learning consists of three aspects: learners must have a cognitive structure that can assimilate new knowledge; The learner must have a tendency to actively practice the new knowledge and the proper knowledge in the cognitive structure represented by the symbol; Learners must actively make this potentially meaningful new knowledge interact with the old knowledge in the cognitive structure to acquire new knowledge (Zhang Dajun，

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2005:113).

To sum up, meaningful learning means be skilled with linking new content to existing cognitive structures in the mind and promoting the learning of new content when learning new content. Paraphrase-based method applied in high school English vocabulary teaching is a concrete embodiment of meaningful learning theory. It requires teachers to be equipped with the professional ability of creating new links with the original cognitive structure of knowledge. Through assimilation with the original knowledge in mind, reorganization and combination, memorizing words can be done accurately and rapidly.

Chapter Four Research Design

With the previous chapters have introduced the relevant studies on vocabulary teaching and paraphrase teaching at home and abroad, in this part, the research design is completely presented. It includes four parts: research questions, research subjects, instruments, research procedures.

4.1 Research Questions

In the sphere of vocabulary teaching, how to use vocabulary correctly and flexibly is one of knotty tasks. As is known to all, although vocabulary learning is not representative of all language knowledge study, what gives students a headache is still the learning of vocabulary. In order to better understand the current situation of vocabulary learning, especially, that of applying the paraphrase method, this thesis is to explore the two focal research questions:

Q1: What is the current situation of paraphrase method in English vocabulary teaching in senior high school?

Q2: What are the factors that affect the paraphrase method in English vocabulary teaching?

4.2 Research Subjects

The participants are 100 students in two classes in Senior Grade Two in Zhengzhou No. 47 Experimental Middle School.

Students in senior Grade One tends to have a period of adjustment and their cognition is not mature enough for all kinds of things. It is also difficult to carry out such an experiment in senior Grade Three students who are busy with preparation for entrance exam.

In addition, during the previous internship, the author of this thesis finds that the teachers of these two classes used different teaching methods to carry out vocabulary teaching. Class One is an art class, the author finds that the teacher in this class teaches vocabulary by means of paraphrase. Class Two is a science class, while the teacher in English vocabulary class employs a kind of word-list method. In addition, the author of this thesis learned from the school that the two classes had the same level of English in the division. The author collected scores of monthly examination to inspect students' vocabulary, which also

turns out that the two classes have the same degree of vocabulary. These are reasons why these two classes in Grade Two are chosen as the subjects of the study.

The students as the research subjects represent the comprehensive accomplishment ability of the whole grade, which can be compared in the following classroom observation.

Three students are chosen from the two classes respectively to take part in the interview and the English scores of three students in each class are good, medium and poor. In order to have a better understanding of students' attitude towards paraphrase-based vocabulary teaching, it is completely imperative to put interview into practice.

The 20 English teachers in the questionnaire are all in Grade Two and all with a bachelor degree or above. The average age of the 20 teachers is between 25 and 40 and five are male teachers and the rest are female teachers. Their teaching experience varies from three years of, while the older ones to more than 10 years.

In the course of classroom observation, Class One and Class Two are taught by different teachers. The teaching materials and reference materials as well as the implementation of teaching activities are all common. The only difference is that the teachers use the paraphrase method in class one while the second class adopts the words-list by the teacher. The teacher from Class One has been using paraphrase method for many years, which is consistent with the comprehensive quality of the present advanced teachers. The teacher from Class Two still has been using word-list, which usually carries out vocabulary teaching from pronunciation and spelling, speech and meaning in accordance with usage and examples.

All the 20 teachers from Grade Two are interviewed face to face in teachers' office. Vocabulary teaching methods that they usually used and their views on the paraphrase-based method, the factors affecting the implementation of the paraphrase are consecutively discussed in this interview.

4.3 Instruments

To facilitate the collection of data and obtain more efficient information sources for this study, some instruments are applied including the classroom observation, questionnaires and interviews.

4.3.1 Questionnaire

The researcher worked out two questionnaires on senior high school vocabulary teaching, one for

teachers, and the other for students. Through the questionnaires, first-hand information related to the situation of vocabulary teaching and learning will be collected. The questionnaires are written in Chinese and the aims are to get the data and results from teachers and students accurately and reliably.

There are 15 questions in the teacher's questionnaire(see Appendix A), which aims to realize the current situation of paraphrase method in English vocabulary teaching in senior high schools, and to understand factors that affect the application of paraphrase method in senior high schools. Question 1 to Question 3 are about attitude towards vocabulary teaching. Question 4 to Question 10 are mainly about the perspectives of the paraphrase method. Question 11 to Question 15 focus on vocabulary teaching method used by teachers.

There are 15 questions in the students' questionnaire (see Appendix B), which aims to understand how high school students learn and memorize words and their attitudes towards paraphrase-based teaching. The research value of the students' questionnaire is that it can further reflect the specific implementation of the vocabulary learning method in English class of senior high school. It is helpful for English teachers to find their own deficiencies in the class in time. Questions 1-3 are mainly to investigate the students' views on vocabulary. Questions 4-7 are to find out the main way of learning vocabulary. Questions 8-13 are mainly on the understanding of the paraphrase by students. Questions 14-15 are designed to investigate the method which can be acceptable and favorable by students.

4.3.2 Classroom Observation

In order to get a detailed picture of the teacher's application of paraphrase teaching, the classroom observation is trialed in this study for four mouths irregularly from September to December in 2017. The author of the thesis observed the students of two classes and their teachers respectively for five lessons, which recorded how the teachers conduct vocabulary teaching and how the students performed in this method.

The author chooses three steps to observe, namely, before the class, in the class, after the class. The author sits at the back of the classroom and carefully records different methods in every vocabulary lesson. At the same time, the author also observes students' reaction and the whole classroom atmosphere. Finally, the author makes a summary and discussion on the classroom observation. The classroom observation form is presented in Appendix C.

4.3.3 Interview

In addition to the two instruments mentioned above, two interviews are also put into practice in December in 2017. The attitudes of the interviewees and their views on the content of the survey are more directly reflected in the subtle changes in the teaching process.

Three questions for teachers are designed to get more information which cannot be obtained in classroom observation and questionnaires. All the 20 teachers are interviewed face to face in teachers' office after class. The interview questions are presented in Appendix D. The purpose of the interview is to reflect a more comprehensive and detailed viewpoint on paraphrase method in vocabulary teaching. .

Two questions for six students are conducted in their spare time. The interview questions are presented in Appendix E. The purpose of student interview is to understand students' attitude towards paraphrase-based vocabulary teaching as well as their own views on vocabulary learning.

4.4 Research Procedures

The process of research is completed in five stages during four months. The three instruments of investigation are implemented in the whole research design, functions of which are interlinked instead of separated.

Stage 1: In the early stage of the internship, the author carried out classroom observation in two classes to record the performance of teachers and students as well as the steps of vocabulary teaching in the classroom.

Stage 2: The author collected scores of monthly examination in September to inspect the degree of students' vocabulary.

Stage 3: Two questionnaires are conducted on senior high school vocabulary teaching, one for teachers, and the other for students.

Stage 4: Finally, the author carried out the interviews which choose six representative students and all English teachers in Grade Two, with all of the methods are implemented, data can be all collected.

Stage 5: The author collected scores of monthly examination at the end of the term verify the effect of two classes' vocabulary learning.

Chapter Five Results and Discussion

This chapter is the core part of the thesis. The author mainly makes an analysis of the results of classroom observation, questionnaires, and interview. Through explaining and describing the results, the answers to the research questions will be found.

5.1 Results and Discussion of Classroom Observation

The results and discussion of the classroom observation include the following aspects: the teaching methods of vocabulary and the performance of students in two classes.

The teacher from Class One has been a superb practitioner of applying paraphrase to vocabulary teaching. This method is applied by her is going on in the following aspects. She selects the high-frequency words of this lesson, who consults the relevant English-English dictionary to ensure that the words can be explained in English accurately in class. Whenever students meet new words, she employs more familiar, simply to interpret English during the process of explaining exercises or text. She adopts a variety of voices to encourage her students to express their views and then give a reasonable answer. In the normal word dictation test, the teacher also asks the students to write the corresponding words according to the English interpretation or write out the definitions according to the words.

As is a case, it can be found from the classroom observation of Class One that the teacher will send materials to students before class so that they can preview in advance. Students have the opportunity to discuss so as to gain deep exploration and better understanding of the meaning of words. In the meantime, teachers give students some hints especially when most students meet with difficulties in paraphrase and the class is unable to continue. One significant notice is that the students will be suddenly enlightened by one or two tips from the teacher rather than a direct answer. In the course of whole lesson, English paraphrase is fruitful and effective to provide a basic atmosphere for students. When some of students have brilliant performance with paraphrasing, their teacher as an evaluator will make comment on their answers as well as appropriate encouragement. The students from Class One have already been equipped with this method under the specific guidance of their English teacher.

As to the performance of students from this class, they can make it easier to express its meaning in a

simple and acceptable form of phrase in the process of learning new words. During the class, the students are actively to answer the questions in the way of paraphrase to examine what they have learned. Their different answers also produce different sparks in the process of discussion.. If the students meet new words in reading comprehension and cloze, they can also make inferences based on the context. They consult relevant interpretation in English instead of Chinese explanation to accurately grasp the meaning of new words.

While in the Class Two, the teacher with many years of teaching experience used Chinese interpretation method to teach vocabulary. In order to enhance the performance of students' exam and test-taking skills effectively, she gives a detailed explanation of the vocabulary of the college entrance examination and the contents of the examination. In addition, the teacher imparts the pronunciation of the word and writes the key words on the blackboard, then focus on vocabulary through the PPT visual presented. Different meanings of the same word have different parts of speech. Therefore, for polysemous, students can not only master the meaning of the word according to the definition but also learn to judge the meaning according to the specific context.

In addition, the author of the thesis also finds out the differences between the performance of students in the process of vocabulary teaching through classroom observation. Firstly, It can be seen that the students from Class one are very active. Giving students more opportunities to express themselves can not only enhance the students' learning interest and guide students to participate in learning activities actively but also improve classroom efficiency and achieve good teaching results. While in Class Two, in general, students' lack of positive attitude will lead to the distraction of their attention. Furthermore, some extra language points which are displayed by teachers have no relation with this unit learning, which result in that the whole lesson cannot achieve the desired effect.

5.2 Results and Discussion of the Questionnaires

Results of questionnaires of teachers and students are analyzed from the following aspects: teachers' views on the question, students' views on the question. The common questions in teachers' and students' questionnaires are compared and analyzed.

5.2.1 Results and Discussion of the Teacher Questionnaire

Table 5-1 Teachers' Views in the Questionnaire

Types	Options / Items	A	B	C	D
1.The teacher's view of vocabulary	1	14	6	0	0
	2	12	6	2	---
	3	8	6	6	---
2.Teacher's perspectives of the paraphrase method	4	4	16	0	---
	5	4	0	11	3
	6	2	7	9	2
	7	12	7	1	---
	8	12	6	4	---
	9	11	3	7	---
	10	0	12	7	1
3.Vocabulary teaching method used by teachers.	11	6	0	3	11
	12	0	7	13	---
	13	13	3	0	4
	14	7	0	11	2
	15	17	1	2	---

The data collected by questionnaire shows that most teachers have a positive attitude towards vocabulary. 70% of the teachers argue that vocabulary learning is of great importance for students. However significant it is, 60% of teachers claim that vocabulary learning mainly depends on the efforts of students owing to that they are only the guiding stones in the teaching process. While the rest of rates support the attitude lies on the responsibility of teachers. 40% of teachers recognize that it is quite tough to teach vocabulary.

Question 4 to Question 10 are about the opinions on paraphrase. 80% of teachers have a good

understanding of the definition of paraphrase. 55% of the teachers think they employ paraphrase in English vocabulary occasionally. 60% of the teachers consider that it is necessary for students to employ dictionary to learn vocabulary.

Question 11 to Question 15 are about vocabulary teaching method used by teachers. 65% of the teachers admit that word-list method and extending method are usually used in daily vocabulary lesson. 85% of the teachers hold that some exercises from teaching materials or supplementary materials are to consolidate the students' memory and mastery of the vocabulary.

From the above data, it can be seen that most of the teachers think that vocabulary plays a crucial role in English learning；however, the actual effect of the teaching is lower than teachers' expectation. Some teaching methods used by teachers cannot activate the classroom atmosphere, which will reduce the efficiency of vocabulary teaching and also indirectly lead to the students' initiative. In addition, in the face of the pressure of exam-oriented education, a number of teachers have to be inclined to the examination points of the college entrance examination.

5.2.2 Results and Discussion of the Student Questionnaire

Table 5-2 Students' Views in the Questionnaire

Types	Options / Items	A	B	C	D
1.Students' views on vocabulary.	1	92	8	---	---
	2	12	36	52	---
	3	69	28	3	---
2.The way of learning vocabulary	4	27	12	42	19
	5	8	45	42	---
	6	32	68	---	---
	7	68	5	7	20
3.The understanding of the paraphrase	8	32	55	13	---
	9	40	12	48	---
	10	82	0	18	---
	11	21	10	66	3
	12	48	40	12	---
	13	72	4	24	---
4.Teaching methods approved by students.	14	38	20	7	35
	15	38	20	7	35

From the collected survey data，it can be seen that 92% of students attach importance to the degree of vocabulary. Nevertheless, 69% of students deem that it is difficult for them to learn words. In most cases of reading, looking up the dictionary is considered as a time-consuming thing.

Question 4 to Question 7 are about the way of learning vocabulary. 42% of the students think that they will guess the meaning according to the context in reading when they come across new words. Only 32% of the students will pay due attention to English paraphrase when they look up dictionary. 68% of the students still tend to memorize vocabulary by rote.

Question 8 to Question 13 are about the understanding of the paraphrase. 32% of the students hold the view on having a favorable ability of paraphrase. 82% of the students have positive attitude towards

paraphrase-based method in vocabulary learning, which also enable them to distinguish between synonyms. From this question, it can be seen that teachers and students have the same views on the purpose of using paraphrase. 69% of the students hold that they may not get into the habit of paraphrasing. On the contrary, the majority of the students who have been trained by the paraphrase method believe that the long-term use of this method can make them use words flexibly, which is more conducive to the classification of words and the reorganization in the brain.

Up to now, all items of teachers' questionnaire and part items of students' questionnaire are involved. According to the survey on the application of teachers' vocabulary teaching, the majority of teachers have noticed the importance of vocabulary teaching in terms of subjective cognition. The above data is sufficient to show that the English vocabulary teaching link is getting more and more attention. However, there are also some disadvantages in the teaching of modern English vocabulary. It is noteworthy that the current situation of the teaching of paraphrase in high school is still in urgent need of change. The author also finds that because of the heavy teaching task, the teacher failed to do everything perfectly in the vocabulary. In the classroom, it is not enough to time provided for students to organize the language.

The findings indicate that incorrect application is common problems in the learning process in the face of such a large vocabulary. In particular, on account of many students are used to the isolated memorization of words, once the words are put into the real context, something appear tense and morphological changes. In addition, most students will choose the vocabulary list presented translation and English-Chinese dictionary to study vocabulary in the textbook. The result will lead the students rely on the Chinese language and use it as an intermediary for English vocabulary learning. Understanding and flexible application of paraphrase serves for English vocabulary is underpinned on an amount of language knowledge.

5.3 Results and Discussion of Interviews

Results of interviews of teachers and students are analyzed from the following aspects: the results of the various methods employed by teachers in English class, teachers' perceptions, students' perceptions.

5.3.1 Results and Discussion of Teacher Interview

Based on the investigation, the author selects 20 English teachers in senior Grade Two as interviewees.

Table 5-4 is the results of the various methods employed by teachers in English class.

Table 5-3 The Diverse Methods Employed by Teachers

Vocabulary Teaching Method	Number	Percentage
Word-List	5	25%
Visual Teaching	1	5%
Pronunciation, Spelling Shape	1	5%
Word-Formation Rules	2	10%
Discrimination of Synonyms	5	25%
Extending and Expanding	4	20%
Paraphrase-Based	2	10%

As is know to us, teachers tend to employ a variety of methods to help students master the usage of words, including word-list method, visual teaching method, the combination of pronunciation, spelling shape and meaning method, word-formation rules, discrimination of synonyms, extending method as well as paraphrase-based method. From Table 5-3, it can be seen that word-list and discrimination of synonyms are the most frequently used by teachers in English vocabulary class, which accounts for 25%. The second is extending method, which accounts for 20%. In addition, the usage rate of word-formation and paraphrase-based method are both 10%, which rank the third place. And the last ones, pronunciation, spelling shape method and visual teaching, only have a proportion of 5%.

Based on the diverse methods in vocabulary teaching, it can be seen that teachers do pay enough attention to knowledge level and learning ability in teaching plan. The majority of the teachers can choose a reasonable teaching method which matches *New Curriculum Standard* to introduce the content effectively and improve the efficiency of the classroom. But there are some teachers who use only one method many times which cannot take the students' needs into account fully and the interactivity of the class.

The results of teachers' perception in the interview are as follows:

As to the implications for vocabulary teaching using the paraphrase-based method, some of the teachers said:

I consider that teaching preparation before class exerts certainly influence in the whole process. Especially for the high frequency words of each lesson, the teacher need to be guarantee completely understand focus on dictionary excerpts, the expression of different parts of speech and its usage of English. In addition, I usually explicitly ask students to preview the words according to materials reference before class. Students need to learn the meaning of the words by looking up the English dictionary to master the words. Their parents should help me to supervise before class.

In the process of teaching new vocabulary, I will prepare detailed teaching plan before class. In order to present the dynamic class to stimulate students' initiative, some guessing words game is indispensable. Most of these words are verbs and nouns, which make it easy for students to describe vividly in English. The students are excited to mobilize all positive words in the brain to explain the word as best as possible. It implies that is the best opportunity to keep the habit of paraphrase. In addition, I will provide some hints for the group which cannot continue keep going. Other students also listen to other students' descriptions and reinforce the words in their minds. It's fruitful and effective to the cultivation of their communicative skills and the ability to organize languages. Furthermore, some words occasionally embody two facets of meaning which need to be take context into consideration. There is a necessity to master the way of paraphrase based on specific situation. This point has benefit for students to use flexibly in the process of word change. Enrich the vocabulary in the writing process to make the article more vivid. What I'm saying is that paraphrase has positive influence on writing skills. Paraphrase-based method aims at doing further research applied for English vocabulary teaching.

I always require the students to master the word in paraphrase when they finished their homework or to consolidate the words. Then, the class group will check the homework before the next day and urge the students to learn the words in English to become a habit. In addition, from my point of view, as a teacher with responsibility need to give full play the role of students' scaffolds and provide appropriate assistance when students have difficulty in interpreting English.

Paraphrase-based method in English vocabulary has a better understanding of the meaning of the words to identify confusing words. Some Chinese interpretations do not fully express the meaning of the English words. For instance, two words 'accomplish' and 'finish' in Chinese have the same meaning yet its English paraphrase not. It can be seen that these two words are different and cannot be replaced.

'accomplish' means that succeed in doing something while 'finish' refers to come or bring something to an end.

In conclusion, new knowledge is reinforced firstly by providing English paraphrase after completion of the review work and timely praise and encouragement. As for the shortage of the part, putting forward the proposal timely in accordance with the two-way teaching between teachers and students can promote the effective development of classroom English paraphrase. To put it in a nutshell, it is worth advocating that the process of paraphrase-based method will give students a new understanding of the application of words.

In addition, almost all the teachers thought that after the change of curriculum led to increase of the learning content while the teaching time did not extend, which is a hindrance to the learning of lexical meaning. The difficulty of the teaching is how to overcome obstacles and to foster a correct concept of vocabulary learning. Paraphrase method is adopted to improve the vocabulary teaching, which is a kind of very good method. It changes the past situation of only knowing the meaning of Chinese words but not know its usage. It can help us to accurately understand the meaning of words and usage. It is hard to fully accomplish paraphrase method of vocabulary teaching in English but once the students adapt to this kind of teaching method, it is beneficial for them to form the habit of thinking in English and improve English listening ability.

As to the factors that affect the paraphrase method in English vocabulary teaching, one of the teachers said:

In senior high school, it is still the vital goal for students to entrance the university. English classes are not like college English majors, which are cut into parts to refine their learning. Therefore, as a high school English teacher, I need to combine every piece of content into a comprehensive teaching. Although the paraphrase has its advantages, the result reveals that it indeed affects the progress of the teaching. Secondly, students' lazy attitude is also one of causes in classroom. Even though I tried my best to prepare the material to allow students to preview, the performance of the students in the classroom is still not actively explored the answer, which is waiting for me to determine the final answer to let them record directly. The paraphrase portion of the textbook accounts for only a small proportion, so that there is no more connection to consolidate what has been learned. At the same time, the examination also almost

ignores the part of this method, owing to not enough test questions will lead students to ignore this method instinctively.

Other teachers as the interviewee also express the same idea. With the deepening of the curriculum reform, great changes have taken place in the teaching philosophy. However, the method of paraphrase is not optimistic in high school English vocabulary class. In the absence of teacher' review and analysis, students largely lost the opportunity to optimize the structure of language through comparison and reflection, which ultimately led to the students' sense of relief. Some teachers give a rough guide to the cultural knowledge of vocabulary or consider that does not make much difference to improve test scores. Students do not understand the pragmatic meaning of the vocabulary as well as its cultural connotation.

5.3.2 Results and Discussion of Student Interview

The author of this thesis considers that it is of necessity to present the authenticity of the investigation. Therefore, three students are chosen from the two classes respectively to take part in this interview and the English scores of three students in each class are good, medium and poor. In order to have a better understanding of students' attitude towards paraphrase-based vocabulary teaching, it is completely imperative to put interview into practice.

The author summarizes the students' answers to the first question as follows:

I fully adapt and accept the use of English paraphrase method for vocabulary teaching. Because if you want to learn English well, you must be more located in the English learning environment, and English paraphrase method is adopted to improve the vocabulary teaching, it provides us with an English learning environment to practice oral English. It shows that this method is more effective in learning and it is necessary to accumulate a certain amount of English words to make a qualitative leap. (Student A)

It's hard for me to keep up with at the beginning of the teachers explain vocabulary in English, but the teacher will be the key words into small pieces for us to preview and the words used by the teacher in class is familiar to us. Although my English is not very good, my grades have been greatly improved at the end of this semester, which I think is largely due to the paraphrase method. (Student B)

In the past, I thought it was quick and easy to remember words with vocabulary list, but it often made mistakes in each exam. After the teacher uses the paraphrase method to carry on the vocabulary teaching, I can more accurately distinguish the meaning similar words. After a semester of paraphrase-based

vocabulary teaching, my English scores improved greatly, and my attitude towards English changed a lot. In my daily study, I formed the habit of looking up the English dictionary, and no longer mechanically matched the English word with its Chinese meaning. I really like this kind of teaching method. Therefore, I firmly believed that paraphrase-based method in English vocabulary teaching is more effective than the word-list method. (Student C)

The students' answers to the second question as follows:

My English is not good and I have little interest in learning English vocabulary. But the paraphrase method of vocabulary teaching employs words before I know. I consider that this method of using words to learn new words is very effective and I will try to turn it into my daily learning words of a habit. (Student D)

To be honest, I have learned the pronunciation and speech of parts of the word from word-list method by teacher, a great performance of test-skills also brings me excellent achievement. Certainly, I have known something advantages about paraphrase method, but maybe it is a bit time-consuming for me. So I still tend to traditional method in English learning. (Student E)

In the process of learning vocabulary, I'm not sure which method works for me. Because of great changes have not taken place in my English achievements, what method is adopted in vocabulary teaching by teacher makes no difference for me. So I have been prefer to learn words in my own way. (Student F)

Through interviews with six subjects，it can be seen that only two students are have fuzzy attitude toward paraphrase method while the rest of other students are able to accept the paraphrase-method in vocabulary teaching. As is concluded, a majority of individuals convinced that employing this method to some extent shed light on positive effects on English learning. Briefly speaking, little can be improved without enough efforts. Compared with innovative paraphrase-based teaching, the effect of words-list approach is insufficient to set foot on the fields of research. Mastering the essence of paraphrase and relating it to prior knowledge make it possible to deeply explore and have a further understanding in the whole pragmatic teaching.

Chapter Six Conclusion

This chapter mainly includes the main findings, the pedagogical implications, the limitations of the investigation and the prospect of the future research on English paraphrase-based method is also introduced here.

6.1 Major Findings

Through the analysis and discussion of the results of classroom observation, teachers' and students' questionnaires, the interview about both of them as well as the monthly vocabulary quizzes, this research concludes the following findings:

(1) Paraphrase method is not widely used in English vocabulary class of senior high school. A handful of teachers collectively use the paraphrase method to explain the language points, including vocabulary, phrases and sentences as well as students enable accept the simple words to replace the new words. Secondly, even some teachers have actively instilled the correct concept of vocabulary learning, the majority of students have not put it into practice; instead they still tend to memorize words by rote. Thirdly, for students, it is more likely for them to obtain the direct answer from the teachers' direct input rather than actively consult the dictionary. The investigation finds that the ability of students from Class One to express and use vocabulary in paraphrase is significantly higher than that of a class with vocabulary list teaching. This proves that it is wise to apply the method of paraphrase to vocabulary teaching.

(2) In terms of the factors that affect the paraphrase method in English vocabulary teaching, it can be concluded from three aspects in English class. First of all, a number of teachers just focus on the maintenance of discipline instead ignore the interactive section such as students for every sentence discussions. Without a good classroom atmosphere, it is impossible to refine and absorb language points. Secondly, some of the teachers are not reasonable in setting the length of time. Some of the reading text time is so long that takes up the class time while the vocabulary teaching time is too short to attract the attention of the students.

On the other hand, some of students are skeptical about the paraphrase-based method. They do not actively do English paraphrase exercises because they consider that there is no need for paraphrase as long

as understanding the meaning of the sentence and know how to translate it into Chinese. From their perspective, some words are easy to understand and express in Chinese whereas it is uneasy to paraphrase in English. Above all, using dictionary frequently in the process of reading will affect the fluency in understanding the general meaning of the text as well as the ability to independently analyze articles and words in a specific context. Moreover, it is like a crutch that students may rely too much on it so as to teachers need guide students to use the dictionary correctly.

6.2 Pedagogical Implications

Through the analysis of this research, the author of this thesis has a further understanding of the current situation of paraphrase-based in English vocabulary lesson of senior high school, which has certain theoretical guiding significance for the future teaching work.

6.2.1 Forming the Habits of Paraphrasing

Paraphrase is the most basic and effective way to cultivate students' English thinking. The author believes that teachers in the teaching practice should gradually strengthen research and continuously explore, which will be a much better method of vocabulary teaching. Since there are many advantages in paraphrase-based vocabulary teaching, how to apply this method effectively in high school English vocabulary teaching should be considered. The author lists several suggestions to illustration

For teachers, the first place is to improve their professional level. The study of students' English vocabulary is inseparable with the teachers. Paraphrase method is used to carry out vocabulary teaching, which puts forward higher requirements for teachers' English professional level. They not only need to know how to use English to explain new words, but also to choose simpler and more frequent ones according to the students' level. This requires teachers to spend more time preparing for lessons before class, and also to improve their professional level.

The second place is to provide students with necessary learning materials. In the early stage of vocabulary teaching, most students find it difficult to follow the teacher completely and they cannot keep up with the teacher's rhythm. Therefore, in the process of vocabulary teaching, the teacher should extract the key words of this class and match them with corresponding English explanations and examples for students to learn.

The third place is to strengthen classroom reinforcement. During classroom vocabulary teaching, some correlation with English paraphrase questions built by teachers inspire students to answer so that the students have a better understanding of vocabulary learning. Teachers should not only pay attention to the strengthening of the classroom, but also decorate some exercises after class to allow the students to finish and encourage them to complete the problem sets, by means of checking English-English dictionary so as to cultivate students' habit of thinking in English.

The fourth place is that vocabulary teaching is not required to master all words by means of paraphrase. But for some particularly complicated words, especially proper nouns, the meanings of these words are often complex, and there is no need to have a particularly deep understanding of them. Using this approach to vocabulary teaching is to focus on something that for prescribed by the teaching outline.

From the perspectives of students, the first aspect is to use a dictionary properly. Many students often find it difficult to grasp the usage of words accurately while the dictionary is a good teacher of human beings. It accurately provides the pronunciation, meaning, collocation and examples of each word. If students are good at applying dictionaries in vocabulary learning, they can master the usage of words accurately. In actual process of learning, it is necessary to recall whether or not to learn the synonym or antonym of the word, or guess the meaning according to the context.

And the second aspect is to read English books and see English movies. Using the paraphrase method to carry out vocabulary teaching not only has requirements for the professional level of teachers, but also requires students to have a certain vocabulary. Therefore, students are supposed to read English books in daily study, see movies or listen to English songs to enlarge their vocabulary and prepare for good classroom learning. Teachers need provide some guidance to students so that students can read and watch in a targeted way, such as recommending good English learning websites, newspapers and magazines, English movies. As is known to us, there are few problems cannot be solved without little sweat and hard work.

As can be seen, understanding and flexible application of paraphrase is to make vocabulary learning into a habit. In addition, experience has proved that dictionaries can provide accurate and concise information about vocabulary, which is the basic tool for enlarging vocabulary. Using dictionaries is an effective method for vocabulary learning. Teachers are supposed to encourage students to start using

English-English dictionaries properly as soon as possible. Owing to lack the basis of language, some of students cannot have the ability of using paraphrase method flexibly. This problem can be solved by using some simple or synonyms in a wordy way when they cannot express the meaning well. New words are explained in the same or similar words that students have learned. This is one of the most common methods of English vocabulary teaching. However, it should be noted that two different languages have different experience in the use of their mother tongue when adopting this method. There is no synonym for complete equivalence in any language. When introducing new words with synonyms, teachers must guide students to identify the nuance between them and identify them from the following aspects: firstly, knowing the stylistic colors of words can help students learn to use appropriate words in the right places. Secondly, some synonyms with the same meaning often have difference in collocation. Third, the connotation which points out the meaning of a word is attached to a person's attitude and feelings in the direction. The use of synonyms to introduce new words is not only beneficial to connecting original words into new words, but also to the development of English thinking, so that students realize that there are many ways to express the same meaning.

6.2.2 Increasing Vocabulary Input and Output

It is a spiral progressing process on the effect on paraphrase in English vocabulary teaching. The students' input and output are conducted which is good for students to establish the ability of English thinking. Increasing the rate of the internalization of students' vocabulary can effectively avoid negative transfer phenomenon produced in the Chinese as a mother tongue in English vocabulary learning. The constant use of paraphrase in vocabulary teaching has shown that optimize the output procedure.

Based on this survey, the author also found that the lack of personal knowledge input directly affects the output of English paraphrase. It reflects students' knowledge accumulation to some extent. Language abilities are possible to be practiced gradually. English paraphrase is one of the skills that possible to produce the corresponding input and output. Teachers can receive the understanding of contents and level of feedback. Based on the sentences and contexts with clear logical sequence, students in English paraphrase can use a synonym, sentence transformation method to review the vocabulary and grammar effectively. To learn the language in the specific situation accurately and constantly optimizes their language and English thinking ability. Students who pay attention to the output of English usually have a

strong ability to express themselves in English and perform better in the paraphrase process. It is necessary to optimize the language structure and improve the English input, which focuses on the vocabulary and the accumulation of blocks in accordance with the strengthening of grammar.

Teaching materials are the main media for students to carry out vocabulary learning, so the compilation of textbooks has a great relationship with students' vocabulary learning. In each class, one can add some exercises related to English paraphrase, such as collocation, sentence translation, or synonym analysis to help students' solid basic of knowledge. The syllabus for each English textbook should master the words made specific provision and each of unit need add to the explanation of the key words in English under the condition of space allows. In this way, it is convenient for both teaching and learning, so as to cultivate students' vocabulary learning by using the paraphrase-based method as a long-term objective.

6.3 Limitations and Suggestions for Further Research

6.3.1 Limitations of the Research

The author of this thesis makes an investigation and research on paraphrase in English vocabulary teaching of senior high school but there are still some limitations.

At the first consideration is that the sample is relatively small. This study is mainly carried out in one senior high school. The author only observes 2 English classes in Grade Two. The main subjects of the questionnaire are 100 students and 20 English teachers. The differences between regions and schools are not taken into account. The research is not representative enough and the sample is not large enough. In addition, the time of this research is quite short. The author comes to the conclusion by using classroom observation, questionnaires and interview, which takes the only less than 4 months to complete this research. The author has not been able to do a more in-depth study on the paraphrase-based method in English vocabulary class.

6.3.2 Suggestions for Future Research

Despite the assistance and support of many teachers and classmates, due to the limited research ability and level of my own research, there are certain omissions and loopholes in the investigation. Therefore, the author will continuously improve the research level in the follow-up study, struggle for extending the investigation time and increasing the sample size of the investigation, and hope that in the future teaching

practice, there will be more in-depth empirical research on the vocabulary teaching of senior high school.

Besides the research direction of paraphrase is broad. For example, the research of paraphrase-based teaching in English writing, listening, reading of senior high school; the study of the difference between urban English classroom and rural English classroom in the aspect of paraphrase-based method; Moreover, multiple methods will be discovered by researchers and teachers in order to enhance the effectiveness of English teaching in the future.

Finally, it is hoped that there will be more researchers to explore the best ways of vocabulary teaching and vocabulary learning in the future teaching research.

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Appendix

Appendix A Questionaire for Teachers

尊敬的各位老师：

您好！为了了解目前高中英语词汇教学现状，为以后更好地开展词汇教学提供借鉴和指导，我们进行此次问卷。该问卷采用匿名方式，所收集数据只供研究，不会外泄。为保证调查结果的准确性，希望各位老师能根据自己的实际情况完成问卷。谢谢合作！

1. 您认为词汇对学生的英语学习重要吗？

    A．很重要

    B．比较重要

    C．一般重要

    D．不重要

2. 您认为词汇学习是学生的事，与教师无关吗？

    A．与老师完全无关

    B．与老师有一些关系

    C．与老师比较有关

    D．与教师非常有关

3. 您认为词汇教学困难吗？

    A．比较困难

    B．不难

    C．一般，视情况而定

4. 您认为 paraphrase 是什么？

    A．英英解释

    B．用最简洁的英语来表达意思

    C．自己对材料的理解用英语来解释

5. 您经常用英语释义法（paraphrase）这种教学方法来授课吗？

    A．经常

B. 一般

C. 偶尔

D. 从不

6.您在教学生新单词的过程中，会用英语解释该单词吗？

A. 总是

B. 一般

C. 很少

D. 从不

7.您要求学生使用词典来学习单词吗？

A. 经常

B. 有时

C. 从不

8.您觉得运用 Paraphrase 方法上课费时间吗？

A. 是的，需要精心备课

B. 不费时间

C. 费事而且有效性不高

9.您觉得 Paraphrase 方法适合在高中英语词汇教学长期使用吗？

A. 不适合

B. 适合长期锻炼

C. 适合，但需要从初中就开始练习

10.对于高中生来讲，您认为他们上课时能否完全接受并很好的运用 Paraphrase 方法呢？

A. 完全能接受

B. 程度好的学生能接受并运用

C. 只能接受不能很好的运用

11.您通常如何呈现新单词？

A. 领读单词表

B. 运用多种手段创设一定的情景或语境来呈现词汇

C. 通过阅读语篇呈现

12. 在讲解新单词时，您对哪些词汇讲解比较细致全面？

    A．大部分生词

    B．认为使用频率较高的少数词汇

    C．高考词汇

13. 您经常应用什么方法教授学生新单词？

    A．单词表教学（根据单词提供的汉语翻译教单词）

    B．语境教学法（创设一定的情景来学习教单词）

    C．阅读教学法（通过指导学生阅读来教单词）

    D．英语释义法（通过用简单的英语单词或句子对新单词做出解释，进行词汇教学）

    E．学生自学

14. 您经常把词汇教学的重点放在以下哪个方面？

    A．词义的讲解

    B．单词的发音

    C．单词的拼写及搭配

    D．教授具体的词汇学习策略和方法

15. 您一般采用以下哪种练习来巩固学生对所学词汇的记忆和掌握？

    A．教材或教辅资料中的词汇配套练习

    B．同类题材的课外阅读练习

    C．自己设计让学生用所学词汇进行口头或书面练习

Appendix B Questionaire for Students

各位同学：

你们好！为了了解目前高中英语词汇学习策略和学习方法，为学生以后更好的进行词汇学习提供借鉴和指导，我们进行此次问卷。该问卷采用匿名方式，所收集数据只供研究，不会外泄。为保证调查结果的准确性，希望各位同学能根据自己的实际情况，从下列选项中选择最接近自己观点的选项。谢谢合作！

1. 你觉得词汇量的程度对英语学习重要吗？

    A．重要

    B．一般重要

    C．不重要

2. 你喜欢学习英语词汇吗？

    A．喜欢

    B．一般

    C．不喜欢

3. 你学习英语单词有困难吗？

    A．难 记不住

    B．一般

    C．不难

4. 你在阅读中遇到生词时会怎么做？

    A．向老师或同学请教

    B．查字典

    C．根据语境或上下义猜词

    D.置之不理

 5. 你看到学过的单词会联想同义词吗？

    A．总是会

    B．偶尔

    C．不会

6. 查生词时你会阅读该词的英语释义吗？

A. 会

B. 不会

7. 你通常是如何记单词的？

A. 死记硬背

B. 结合读音进行记忆

C. 结合课文情境记忆

D. 根据其英语解释或近义词进行记忆

8. 你觉得你的英语释义能力怎么样？

A. 很好

B. 一般

C. 不好

9. 你认为教师采用英语释义法进行词汇教学能提高你掌握单词的效率吗？

A. 能

B. 不能

C. 不知道

10. 你认为采用英语释义法学习词汇能帮助你区别意思相近的单词吗？

A. 能

B. 不能

C. 不清楚

11. 你会在以后的单词学习中将通过英语释义法学习单词变成一种习惯吗？

A. 会

B. 有可能会

C. 不会

D. 不清楚

12. 你喜欢教师采用英语释义法教授新单词吗？

A. 喜欢

B. 一般

C. 不喜欢

D. 不清楚

13. 你认为词汇释义法教学完全应用后能否提高英语思维及语句表达能力？

    A. 能

    B. 不能

    C. 不确定

14. 你认为学习词汇最有效的方法是以下哪种？

    A. 单词表教学

    B. 语境教学法

    C. 阅读教学法

    D. 英语释义法

15. 你更喜欢你的老师用何种方法教授新单词？

    A. 单词表教学

    B. 语境教学法

    C. 阅读教学法

    D. 英语释义法

Appendix C Table for Class Observation

授课教师：		年级：	班级人数：		时间：
课型：词汇课				课题：	
教学方法：				教学活动：	
教学过程：					
教学效果：					
学生课堂反应：					
备注：					

Appendix D Interview for Teachers

教师访谈问题

1. 您平时使用什么方法进行词汇教学？

2. 使用词汇释义法对英语教学有什么启示？

3. 您觉得影响课堂使用释义法的因素有哪些？

Appendix E Interview for Students

1. 你能接受并适应用词汇释义法学习吗？

2. 你觉得在单词表教学和释义法教学中，哪一种方法更有效？

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