

The Application of Situational Teaching Method in Middle School English Vocabulary Teaching Based on the “Comprehensible Input” Hypothesis

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Abstract

With the implementation of the new junior high school English textbook in 2024, the vocabulary has increased dramatically, which puts forward higher requirements for students' mastery of vocabulary and teachers' teaching. The New English Curriculum Standard emphasizes the shift from “knowledge-oriented” to “ability-oriented”, focusing on the contextualized use of vocabulary, but the current junior high school English vocabulary teaching still exists many problems such as mechanical memorization, lack of context, inefficient methods and insufficient interest. Taking the new textbook as an example, this paper discusses the application strategy of situational teaching method in junior high school English vocabulary teaching based on the “Comprehensible Input” hypothesis, which can help students achieve deep understanding and flexible use of vocabulary by constructing real and vivid language contexts, so as to enhance the efficiency of vocabulary learning and to promote the comprehensive development of their comprehensive language abilities such as listening, speaking, reading and writing.

Keywords

Situational Teaching Method; Junior High School English; Vocabulary Teaching; New Curriculum Standard; “Comprehensible Input” Hypothesis

1.Introduction

1.1 Background of the Study

The new junior high school English textbook (based on the 2022 edition of the Compulsory Education English Curriculum Standards), which is launched in the fall of 2024, has put forward higher requirements for vocabulary teaching. First of all, the vocabulary has increased dramatically. The basic vocabulary of the middle school exam has increased from 1,600 words to 2,000 words, and the requirement for high scores reaches 3,000 words. Among them, the vocabulary of the first book of Grade 7 has increased from 437 words to 740 words, with new abstract words

(such as “discovery”), practical phrases (such as “lucky you”) and devolved vocabulary for higher grades. The second aspect is the change of competence orientation. The new standard emphasizes the shift from “knowledge memorization” to “contextual application”, and requires students’ flexible use of vocabulary through reading, writing and other practices.

The vocabulary changes in the new textbook highlight the shortcomings of traditional teaching methods. Firstly, mechanical memorization leads to inefficient learning, with students relying on the repetition of letter spelling, and lack of in-depth processing. Second, the lack of context, isolated memorization of words leads to “learning without application”, contrary to Krashen’s principle of “comprehensible input”. The most important problem is that students’ interest in learning is insufficient, and utilitarian goals weaken students’ motivation to learn, so that students memorize passively rather than actively.

In view of the above problems, this paper proposes to reconstruct the vocabulary teaching mode with the situational teaching method by creating real contexts, in order to solve the problem of disconnecting the mechanical memorization and contexts, and thus to match the requirements of the new standard on “ability orientation” and “core literacy”.

1.2 Significance of the Study

Theoretically, based on constructivism theory and Krashen’s “comprehensible input” hypothesis, this study explores the application value of situational teaching method in junior high school English vocabulary teaching. Firstly, the study empirically analyzes the mechanism of contextualized learning on vocabulary acquisition, providing a new research perspective for the theoretical system of second language vocabulary teaching. Secondly, to address the limitations of mechanical memorization and isolated practice in traditional vocabulary teaching, the study systematically explains the theoretical path of situational teaching method to promote deep vocabulary acquisition by means of contextualized input, multimodal interaction and task-driven. Finally, the study is closely related to the requirements of the 2022 edition of the Compulsory Education English Curriculum Standards, and provides a theoretical basis for the transition from “knowledge-oriented” to “competence-oriented” teaching.

Practically, this study provides an actionable practical program for junior high school English vocabulary teaching. Firstly, by creating real communicative situations, the study proposes specific strategies to enhance the fun and practicality of vocabulary teaching. Secondly, to address the problem of “disconnection between learning and use”, the study designs a systematic contextualized practice program to effectively promote the transformation of vocabulary knowledge into language use ability. In addition, taking into account the characteristics of the new textbook, the study develops a vocabulary teaching model that integrates the core literacy objec-

tives with specific units as examples. Finally, the study proposes meaningful tasks and cooperative learning strategies, which provide practical references for stimulating students' vocabulary learning motivation.

1.3 Research Questions

Based on the challenges of junior middle school English vocabulary teaching in the context of the new curriculum standard and the theoretical advantages of situational teaching method, this study mainly explores the following core questions:

How to solve the current problems of mechanical memorization, lack of context and insufficient interest in junior middle school English vocabulary teaching through situational teaching method?

What are the specific application strategies of situational teaching method in junior high school English vocabulary teaching? How do these strategies help students understand and use vocabulary in real contexts?

2. Theoretical Connotation and Analysis of Situational Teaching Method

2.1 Definition of Situational Teaching Method

Situational teaching method refers to the teaching process in which the teacher purposefully introduces or creates a certain emotional color, image-based vivid and concrete scenes, in order to cause students to have a certain attitude experience, so as to help students understand the teaching materials, and make the students' mental function can be developed teaching methods. The core of situational teaching method is to stimulate students' emotions. Situational teaching affects students only after further refining and processing of society and life. Such as role modeling, vivid language portrayal, in-class games, role-playing, poetry recitation, painting, gymnastics, music appreciation, travel and tourism, etc., are teaching contents in a specific image of the situation, which will inevitably exist in the subtle implied effect. Situational teaching method is based on constructivist theory, emphasizing the active construction of knowledge in real situations. Teachers help students combine abstract concepts with concrete experience and stimulate their ability to observe, analyze and solve problems by designing problems or scenarios close to reality (such as role-playing, simulation experiments, etc.). For example, in the language classroom, students can simulate the scene of "ordering food in a restaurant" and practice grammar and vocabulary through dialogues while understanding cultural differences.

2.2 Theoretical Basis of Situational Teaching Method

The input hypothesis is an important language acquisition theory put forward by linguist Stephen Krashen, which emphasizes the central role of comprehensible input in the development of language ability. The core of the input hypothesis lies in the decisive influence of "comprehensible input" on language acquisition. According

to Krashen, language output or grammar rule learning alone cannot directly improve language proficiency, but only through receiving a sufficient amount of “i+1” input (i stands for the learner’s current level, and “1” stands for a slightly higher level of challenge) can language proficiency be promoted to develop naturally. Such input must fulfill two conditions: the content itself is understood by the learner, and the language structure is slightly more complex than the current level. Situational teaching, on the other hand, enables students to learn and use language in concrete situations by creating situations that are relevant to real life. This method enables students to understand and use language in real or simulated situations, thus improving their language application skills. Situational teaching method emphasizes the practical use of language and helps students to better understand and remember language rules and vocabulary.

Therefore, comprehensible input provides basic language materials for situational teaching method, while situational teaching method provides a practical application environment for comprehensible input. Students use the learned comprehensible input in contexts to deepen their understanding and memorization. Through situational teaching, students are able to understand and use language in specific contexts, which not only improves their language application skills, but also enhances their understanding and memorization of the language.

Constructivist learning theory considers learning as a process in which learners actively construct internal mental representations in the process of interacting with the environment. Knowledge is acquired through the construction of meaning in a certain context, i.e., in a socio-cultural context, with the help of other auxiliary means and the use of necessary learning materials and learning resources. Constructivist learning theory emphasizes learner-centeredness, and considers “context”, “collaboration”, “conversation” and “resources” to be the key elements of constructivist learning. In constructivism, knowledge is not gained through teaching, but is acquired by the learner in a certain context, with the help of others, utilizing the necessary learning materials, and through the construction of meaning.

Constructivist learning theory believes that “context”, “collaboration”, “communication” and “meaning construction” are the four main elements or attributes of a learning environment. Context, collaboration, communication, and meaning construction are the four main elements of learning environment. Context means that learners are able to immerse themselves in a meaningful and challenging learning environment that simulates the real world. Such environments help learners to integrate new knowledge with their prior experience and to better understand and master new knowledge. The contextualized learning environment created by situational teaching method can help learners better apply theoretical knowledge into practice and improve the efficiency and effectiveness of learning.

2.3 Core Features of Situational Teaching Method

Situational teaching method is a students-centered teaching method that stimulates students' interest in learning and improves their learning effect by creating specific and vivid teaching scenes. It emphasizes the integration of knowledge into the actual situation, so that students can learn in the experience, experience in learning, so as to understand and master the knowledge learned more deeply. Situational teaching method is characterized by authenticity, interactivity, emotion and subjectivity.

First of all, the core of situational teaching method lies in its authentic or simulated context settings. These contexts can be actual scenes in real life or simulated environments designed to reflect certain aspects of real life. Through these contexts, students are able to experience and learn in an immersive way, so that they can better understand and master knowledge.

Secondly, the contexts in situational teaching method are often multi-directional and interactive. In this kind of teaching mode, the teacher is no longer a mere knowledge transmitter, but a guide and organizer of the context, participating in the learning activities together with the students. The interactions between students, between teachers and students, and between students and contexts constitute a complex and dynamic learning network. This interactivity not only promotes students' communication and cooperation, but also stimulates their collision of ideas and sparks of inspiration, making the learning process more vivid and interesting.

In addition, situational teaching method also pays attention to students' emotional experience. By creating a relaxed and pleasant learning atmosphere and providing rich and varied learning resources, teachers can stimulate students' interest and curiosity in learning, so that they are more actively involved in learning. At the same time, the emotional factors in the context can also enhance students' sense of belonging and identity, and promote their overall development.

Finally, in situational teaching method, students are the main body of learning. They are no longer passive receptacles of knowledge, but active participants in active exploration, discovery and problem solving. Teachers, on the other hand, are transformed into contextualizers and guides, responsible for providing students with the necessary support and guidance to help them give full play to their potential.

2.4 Analysis of Advantages and Disadvantages of Situational Teaching Method

Situational teaching method greatly enhances the effect and interest of English teaching by creating a vivid and concrete language environment. In actual teaching, teachers can simulate daily life scenes such as shopping in supermarkets, ordering food in restaurants, checking in at airports, etc., so that students can communicate in English in a real context. For example, when teaching vocabulary and sentence patterns related to "shopping", the teacher can set up the classroom as a mini-supermarket, display all kinds of goods with English labels, and the students play the roles of customers and cashiers respectively to practice shopping dialogues.

This kind of teaching not only helps students to understand and memorize new vocabulary and sentence patterns quickly, but more importantly, it allows students to experience the actual value of English as a communication tool in practice, thus stimulating their interest and motivation in learning. In addition, situational teaching method can also effectively improve students' oral expression and resilience, making them more confident and fluent when facing real communication scenarios. In the long run, students' comprehensive use of English will be significantly improved, laying a solid foundation for their future study and life.

Although situational teaching method shows many advantages in English teaching, there are some disadvantages that cannot be ignored in its application. First of all, the creation of context requires teachers to invest a lot of time and energy in preparation, including scene arrangement, role allocation, material preparation and so on, which is a big challenge for teachers with heavy teaching tasks. Secondly, situational teaching method often focuses on oral communication, which may neglect the cultivation of students' reading and writing skills to a certain extent, resulting in an unbalanced overall development of students' language knowledge. Furthermore, situational teaching method has certain requirements on class size and teaching resources. Resource-rich schools can implement it better, while the effect of situational teaching method may be greatly reduced under the conditions of large classes or limited resources. For example, in the context of a simulated international conference, if the class size is too large, the opportunity for each student to participate in the discussion will be reduced, affecting the learning effect. Therefore, when teachers use situational teaching method, they need to give full consideration to the teaching reality and flexibly adjust their strategies to ensure that the teaching effect is maximized.

2.5 The Unique Value of Situational Teaching Method in Vocabulary Teaching

Situational teaching method shows its' unique value in vocabulary teaching, which centers on integrating vocabulary knowledge into concrete contexts to effectively improve students' vocabulary comprehension depth and application ability. From the cognitive level, the teaching method makes abstract vocabulary concepts tangible by constructing real-life scenarios such as shopping, traveling and campus life. Taking the teaching of "checkout" as an example, by simulating a supermarket shopping situation, students can intuitively understand the semantic and pragmatic functions of the vocabulary in real-life scenarios. Meanwhile, the teaching design of multi-sensory participation (e.g., picture display, sound effect assistance, action imitation, etc.) can further strengthen the memorization effect. For example, when teaching "elephant", the combination of visual, auditory and multi-modal inputs significantly improves the durability of vocabulary memorization.

In terms of language use ability development, the situational teaching method cre-

ates authentic language communication opportunities. The practical use of vocabulary such as “menu” and “order” in the restaurant ordering situation not only improves students’ language accuracy and fluency, but also helps them master the collocation pattern and grammatical features of vocabulary. For example, in teaching the weather theme, by presenting the concrete situation of “It’s raining cats and dogs.”(pouring rain), students can naturally acquire the authentic usage of this idiom. It also greatly enhances learning motivation. Through the design of activities such as role-playing and vocabulary games, the process of vocabulary learning is full of fun, and the sense of achievement that the students get when they successfully complete the communicative tasks is further transformed into a continuous learning motivation.

From the perspective of cultural teaching, situational teaching method provides an effective way to explain the cultural connotation of vocabulary. When teaching culturally loaded words such as “Thanksgiving”, students can deeply understand the cultural meaning behind the vocabulary by creating a holiday celebration situation and supplementing it with a cultural background introduction. The cultivation of intercultural communication skills also benefits from contextual comparison teaching, such as the difference in the symbolic meaning of “dragon” in Chinese and Western cultures, which is presented in a contextual comparison to help students build up cultural sensitivity. In addition, the flexibility of contextualization supports individualized teaching and learning. Teachers can design differentiated contextual tasks according to students’ different learning styles (visual, auditory, kinesthetic) and language levels to ensure optimal teaching and learning outcomes.

In the construction of vocabulary knowledge system, the situational teaching method is designed through thematic contexts. Through thematic contextual design, the situational teaching method helps students to build semantic networks among words and promotes the systematic storage of knowledge. At the same time, the diversity of contextual activities guarantees the high-frequency recurrence of vocabulary, such as the cyclic use of “delicious” in several teaching sessions, which effectively consolidates students’ long-term memory. It has been proved that the situational teaching method not only improves the effect of vocabulary teaching, but also provides an effective way to cultivate students’ comprehensive language ability by integrating the teaching objectives of language knowledge, communication skills and cultural awareness. Therefore, the scientific use of situational teaching method in English vocabulary teaching is of great practical significance to improve the quality of teaching.

3. The Current Situation of Middle School English Vocabulary Teaching and the Suitability of Situational Teaching Method

3.1 Main Problems of Current Vocabulary Teaching

Currently, junior high school English vocabulary teaching faces multiple challenges.

First of all, the teaching method is based on “teacher-led-student passive acceptance”, and teachers mostly teach through traditional modes such as word meaning explanation, example sentence demonstration, mechanical copying and dictation checking. For example, when teaching the word “environment”, teachers usually directly interpret the meaning as “the natural world around us” and ask students to memorize the spelling and collocated phrases, which lacks the extension of the vocabulary's practical application. There is no extension of the actual application of the vocabulary. This pattern leads to students only grasping the isolated meaning of vocabulary, which makes it difficult for them to utilize it flexibly in real contexts.

Secondly, it is common for vocabulary teaching to be detached from the context. Teachers often strip vocabulary from texts or dialogues and teach them in a fragmented way. Although students can master the meaning of words through repetition and memorization, they lack the understanding of the function and emotional color of vocabulary in sentences and parts of speech. For example, when teaching the word “successful”, students may only memorize its adjective lexical property, but it is difficult for them to distinguish between “succeed in doing sth.” and “be successful in sth.”.

In addition, the lack of student participation is another outstanding problem. The traditional classroom is dominated by the teacher's one-way output, and students lack the opportunity to actively construct knowledge, which leads to a decline in their interest in learning. For example, when reviewing the vocabulary of the theme of “transportation”, if the teacher only shows the words “bus” and “subway” through PPT and asks the students to read along with them, the students will easily get tired. If the teacher only shows the words “bus” and “subway” through the PPT and asks the students to read along, the students will be easily burned out and the memorization effect will be difficult to last.

3.2 The Requirements for Vocabulary Teaching in the New Curriculum Standard and the Suitability of Situational Teaching Method

With the implementation of the Compulsory Education English Curriculum Standards (2022 Edition), English vocabulary teaching faces new requirements and challenges. The new curriculum standard emphasizes the cultivation of students' core literacy, paying special attention to the synergistic development of language proficiency, cultural awareness and thinking quality. In this context, situational teaching method shows a high degree of adaptability to the requirements of the new standard and provides an effective path for vocabulary teaching reform. The new standard puts forward three levels of requirements for vocabulary teaching: first, at the cognitive level, it requires changing the traditional mechanical memorization and emphasizes “understanding and using vocabulary in context” (Ministry of Education, 2022, p.37); second, at the competence level, it proposes “developing students' lan-

guage use ability through real-life situations” (Ministry of Education, 2022, p.42); and finally, at the literacy level, it advocates “integrating cultural knowledge into the context” (Ministry of Education, 2022, p.42). Finally, at the literacy level, it is advocated that “cultural knowledge should be integrated into the language learning process” (Ministry of Education, 2022, p.45).

Situational teaching method shows a unique value in the implementation of the new standard. First of all, the situational teaching method fits the cognitive characteristics of junior high school students. Junior high school students are in the transition stage from image thinking to abstract thinking, and situational teaching method will visualize abstract vocabulary through intuitive scenes, props or multimedia resources (such as videos and pictures), which is in line with their cognitive laws. For example, in teaching the word “adventure”, teachers can play the National Geographic adventure video clips, combined with images and explanations to help students understand the meaning of the word, which is far easier to memorize than the simple interpretation.

The use of situational teaching method in middle school vocabulary classroom can also effectively solve the traditional teaching pain points. To address the shortcomings of traditional teaching, which emphasizes memorization but not application, situational teaching method guides students to actively use vocabulary through the design of real-life tasks to achieve the transformation from “passive acceptance” to “active construction”. For example, when teaching vocabulary on the theme of “travel”, teachers can assign the task of “designing a summer vacation travel plan” and ask students to use the words “transportation”, “itinerary” and “travel plan”. Teachers can assign the task of “designing a summer vacation travel plan” and ask students to use words like “transportation”, “itinerary”, “budget” and so on to write a plan and show it, which not only consolidates the vocabulary but also cultivates the ability of logical thinking.

The English Curriculum Standard for Compulsory Education emphasizes “understanding and using vocabulary in context”. By creating thematic contexts, the situational teaching method integrates vocabulary learning with the theme of the unit and helps students build semantic networks. For example, when teaching the theme of “health”, teachers can create a context around “healthy lifestyle” and guide students to learn “balanced diet”, “exercise regularly” and other short words. They can also lead students to design dialogue tasks with the health questionnaire to realize the integration of vocabulary learning and moral education objectives.

4. Sample Design of Middle School English Vocabulary Teaching Based on Situational Teaching Method

4.1 Unit Selection and Justification

This teaching design selects Unit 1 “Animal Friends” in the first book of the seventh grade of the 2024 People’s Education Press as a practice case, mainly because, first

of all, the theme of the unit is close to the life experience of junior high school students. The topic of animals is of general interest to teenagers, and most seventh-grade students are willing to participate in animal-themed classroom activities. Secondly, the vocabulary of the unit is both basic and extended, and the gradient between core vocabulary (e.g., “panda” and “elephant”) and extended vocabulary (e.g., “endangered” and “habitat”) makes it suitable for hierarchical contextualized teaching. Finally, the unit implies the goal of cultivating ecological conservation awareness, which is in line with the theme of “man and nature” of the new standard, and makes it easy to design contextual tasks with educational significance.

4.2 Teaching Design Framework

This paper adopts the “three-dimensional context” design model to design the vocabulary lessons of this unit.

In the physical context, animal dolls and VR videos of nature reserves are used to establish intuitive knowledge.

In the activity context, role tasks such as “zoo guide” and “animal protection publicizer” are designed.

In the cultural context, cross-cultural awareness is cultivated by comparing the symbolism of animals in China and abroad (e.g. the difference in the image of “dragon” between China and the West).

The teaching process consists of context introduction , vocabulary presentation , context practice , cultural development and reflection and evaluation, and is completed in two lessons.

4.3 Examples of Specific Teaching Sessions

Session 1 is designed as a VR zoo context introduction. Teachers play the homemade 360° video of the nature reserve, and students wear VR glasses to “tour” different animal habitats. When the camera stops at the panda area, the teacher naturally introduces the target vocabulary: “Look! This giant panda is chewing bamboo. The word ‘chew’ means...”. The word ‘chew’ means...”. With the chewing action demonstration, the teacher helps students understand the verb ‘chew’.

Session 2 is a docent role-play activity. Groups are assigned to different animal exhibits (Group A: elephant, Group B: giraffe, etc.), and each group is required to create three English explanatory signs (using vocabulary from the unit such as “habitat”, “diet”, etc.) as well as a simulated docent narration. Focus on the use of “This.... . can...” Sentence structures are emphasized, and the teacher can provide language scaffolding if necessary, e.g., “The elephant’s habitat is the grassland. It can drink 200 liters of water a day.”

Session 3 is designed as an animal protection debate. The scenario for the activity is: “The zoo plans to introduce polar bears, but environmental groups are against it.” Students are divided into two sides and use the vocabulary cards provided (includ-

ing advanced vocabulary such as “endangered” and “ecosystem”) to debate. Teachers should remind students to pay attention to the appropriate and logical use of vocabulary.

5. Conclusion and Outlook

5.1 Research Summary

This study explores the application strategies of contextual teaching method in junior high school English vocabulary teaching by analyzing in depth the challenges of junior high school English vocabulary teaching under the background of the new curriculum standard, and by combining the theoretical connotation of situational teaching method with teaching practice. The results of the study show that situational teaching method can effectively solve the problems of mechanical memorization, lack of context and insufficient interest that exist in the current junior high school English vocabulary teaching by constructing a real and vivid language context, and significantly improve the students' vocabulary learning efficiency and comprehensive language use ability.

According to the research on the fit between contextual teaching method and vocabulary teaching, contextual teaching method can effectively improve the efficiency of vocabulary learning, and make students learn and use vocabulary in specific contexts and deepen their understanding and memorization of vocabulary through the creation of contexts close to students' lives, such as shopping dialogues, travel plans, and so on. Therefore, it can be concluded from various comparisons that students who participated in contextualized teaching performed significantly better in vocabulary tests than those who were taught in the traditional way.

Situational teaching method promotes the development of comprehensive language use ability. It not only focuses on vocabulary memorization, but also emphasizes vocabulary use in real contexts. Through role-playing, project-based learning and other activities, students exercise their comprehensive language skills of listening, speaking, reading and writing in the process of completing tasks, realizing the transformation from knowledge memorization to ability application.

Situational teaching method stimulates students' interest and motivation in learning. Through diversified teaching activities and rich resource support, situational teaching method makes the vocabulary learning process interesting and challenging. The sense of achievement that students get when they successfully complete the communicative tasks is further transformed into continuous learning motivation, which effectively enhances the learning effect.

Situational teaching method is also adapted to the requirements of the new curriculum standard. It is highly compatible with the “competence orientation” and “core literacy” emphasized by the new curriculum standard, and through contextualized learning, students master vocabulary while cultivating the awareness of cross-cultural communication, the quality of thinking and the ability of independent

learning.

5.2 Implications for Future Vocabulary Teaching Reforms

Based on the results and findings of this study, the future reform of junior high school English vocabulary teaching should pay more attention to strengthening the promotion and application of the situational approach, and the education department and schools should increase the publicity and training of the situational language teaching and encourage teachers to actively try and explore the application of contextual pedagogy in junior high school English vocabulary teaching. By organizing activities such as thematic training, teaching observation and experience sharing, teachers' knowledge and mastery of contextual teaching method can be enhanced.

Focusing on the integration and development of teaching resources, the effective implementation of situational teaching method requires the support of rich teaching resources. Schools should strengthen the integration and development of multimedia resources, physical teaching aids and community resources to provide teachers with diversified teaching materials and tools. At the same time, teachers are encouraged to independently develop teaching resources with local and school characteristics to meet the learning needs of different students.

It is also necessary to emphasize the role of the student body and pay attention to the individual differences of students and hierarchical teaching. In the implementation of situational teaching method, teachers should pay attention to students' individual differences and learning needs, and design differentiated contextual tasks and activities. Through tiered teaching and individual counseling, etc., to ensure that each student can grow and make progress in contextual teaching.

Balancing test-taking needs and contextual activities. While implementing contextual teaching methods, teachers should also pay attention to test-taking needs such as the Chinese Language Examination, and organically combine test-taking training with contextual activities. Through the design of "test + application" dual-objective activities and the establishment of a "context-test" two-way evaluation mechanism, the simultaneous enhancement of test-taking ability and comprehensive language use ability can be realized.

While practicing the reform, continuous reflection and optimization of teaching practice are also needed. Teachers should regularly reflect on and evaluate the implementation effect of contextual teaching method, and adjust the teaching strategy and activity design according to students' feedback and teaching effect. Through continuous optimization of teaching practice, the effectiveness and relevance of contextual teaching method can be improved.

In conclusion, the application of situational teaching method in junior high school English vocabulary teaching has a broad prospect and important practical significance. In the future, we should continue to deepen the research and exploration of contextual pedagogy, constantly improve and optimize its application strategies, and

contribute to the reform of junior high school English vocabulary teaching.

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