

## **Analysis of the Principles of L2 Vocabulary Teaching Based on the Combination of Structure-Function-Context**

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**Abstract:** Some new ideas are proposed on the basis of the discussion of the principle of L2 vocabulary teaching in academic circles. Based on the basic concept of “three-one grammar” combining structure-function-context, the vocabulary teaching in February is more accurately discussed, adhering to some basic principles: the principle of combining meaning and usage, the principle driven by typical context, The principle of minimum difference in word discrimination and the comparative reference principle of inter-lingual difference are used to analyze the teaching principle of second-language vocabulary, and further propose that the teaching terms and vocabulary levels that need attention in actual vocabulary teaching are consistent.

### **1. Introduction**

The teaching principle is the guiding ideology of teaching practice and the basic starting point. Although it is necessary to face the vocabulary teaching object, the principles proposed by each family are different, and some will have larger differences. Therefore, it is necessary to analyze various principles to find specific basis for these principles, and to understand from which angle these principles are considered. From the macroscopic point of view, the principle is basically determined by the characteristics of the Chinese vocabulary system, the rules and characteristics of Chinese teaching, and the purpose of language learning. However, due to the large differences in these principles, the content of thinking is relatively small. It is not difficult to find out that many of the principles are proposed from different angles. Some of them are the programming level of the teaching project, the selection level of the teaching content, the planning level of the teaching process, the processing level of the teaching strategy, and the use level of the teaching method. However, it is not difficult to find that many principles are applicable to the teaching of pronunciation, grammar and Chinese characters, and can be gradually upgraded to the depth of teaching in accordance with their aptitude.

### **2. The basic concept of the principle of second language vocabulary teaching**

The principle is conceptual, instructive and, to some extent, a strategy and operability. But the principle is not a teaching method. It is only a higher level of teaching through the teaching methods and the operation process. In this regard, we can not find that the structure-function-context-based second-language vocabulary teaching principle has achieved good results in recent years, and it is not difficult to find that this new type of second-language teaching grammar system “three-one grammar” can be two The principle of vocabulary teaching provides a clearer inspiration. The main reason is that the language acquisition concept and the teaching grammar concept are related to the underlying “constructive grammar” concept, which provides a practical role in language. This paper starts from the basic concept of structure-function-context and also combines with the basic concepts of construction grammar to better explore the basic principles and related strategies of L2 vocabulary teaching. Based on the basic concept of structure-function-context, we can better understand the problems in the principle of second-language vocabulary teaching. Of course, we can't think of vocabulary teaching as grammar teaching, but also need to combine structure-function-context to re-examine the problems in the lexical-syntax involved in L2

vocabulary teaching. In this regard, we can explore the basic principles of the new second language vocabulary teaching based on the basic concept of structure-function-context: the principle of combining meaning and usage, the principle driven by typical context, the principle of minimum difference of word discrimination, inter-lingual difference. The comparison is based on the principle. Among these two-language vocabulary teaching principles, most of them are based on the basic concept of structure-function-context, and some are combined with the strategic nature of the teaching process, both of which are based on solving the actual teaching process. The key points and difficulties exist, and use this as a reference. But from the main part of the article we can analyze that not all the principles of word teaching can only be applied to vocabulary teaching, which is also used in the grammar teaching process. However, at present, these two-language vocabulary teaching principles are constructed in the basic concept of structure-function-context, so they will inevitably bring corresponding grammatical concepts. Therefore, these principles are not only theoretically biased but also have vocabulary.

### **3. The principle of combining meaning and usage**

The teaching of words mainly includes words, form, lexical, meaning and use of words, but at present, the most commonly used words are words and words, so we need to use the meaning of words and words in the actual vocabulary teaching process. effect. The meanings expressed by general meanings are all accurate, there will not be too many differences, and generally their usage is relatively extensive, but it is necessary to pay attention to whether they conform to the collocation conditions and syntactic abilities of words, and also need to meet specific Format expressions and corresponding sentence patterns and contexts. Usually the problem of collocation is mainly about the role of words in the combination and the effect, etc. In general, the words have limitations for the special collocation structure. In general, the use of words we are talking about is actually the effect of incorporating words into the corresponding sentence structure and playing a better role. Therefore, the principle of combining meaning and usage is actually formed by the combination of the situation structure and the functional function constructed on the basis of structure-function-context. In the actual vocabulary teaching process, the requirements for students should not only be in the meaning of words, but also should increase the teaching of the use of words, so as to achieve the effect of students using words reasonably. Meaning makes it belong to the usage. If the meaning of the word leaves the usage, then the students will understand it more difficult to use the meaning of the word. In the actual teaching process, it is usually attached to the meaning of the word, but the use of the word is not paid enough attention. In this regard, in the actual vocabulary teaching process, teachers not only need to pay more attention to the meaning of words, but also need to explain the usage of words in more detail, and can make students better understand the meaning of words by rationally using the usage of words.

### **4. Typical context driven principles**

Usually in the vocabulary teaching process, not only do students need to understand the meaning of the words, but also need to promote their use of the words. But after teaching the use of student vocabulary, if the student does not know how to use it and where it is used, then the usage of the learned vocabulary will lose its original meaning. Based on the structure-function-context grammar, the typical context-driven principle is to solve the problem of making students understand the use of vocabulary. This principle is based on the typical context constructed by the combination of structure-function-context, and also combines the relevant teaching concepts of second-language vocabulary to summarize the teaching-oriented context, which is different from the traditional teaching context. This language is not only cognitive but also teaching, and has the second-language acquisition phase and the daily experience of second-language learners. For example, “often” is mainly used to express the status of regularity and inclination, so we can construct some more classical contexts in the actual teaching process: to express certain habits, for example: Xiao Ming often likes to go shopping alone, and he Shopping often takes a day; or Xiaoji is working very hard

on the job, often working late into the night. There is also the common sense of life. For example, we all know that people who don't like to talk are often more shy; when people are middle-aged, their memory will gradually decline. Therefore, the vocabulary combined in these contexts can express its specific meaning. By combining teaching with actual context, it can not only effectively improve students' understanding of vocabulary, but also promote students' better use of vocabulary. To make the use of vocabulary consistent with the actual context. Therefore, in the actual vocabulary teaching process, by combining the contexts that match it, it is possible to effectively improve the students' understanding of vocabulary, so as to effectively improve the learning efficiency of students.

## **5. The principle of minimum difference in word discrimination**

Word analysis is often a key strategy for vocabulary teaching and acquisition. Its main purpose is to enable students to better distinguish between vocabulary with similar meaning, syntactic features, homonyms and similar writing. This also leads to the vocabulary analysis becoming an indispensable part of the actual teaching process. The analysis industry has gradually become a difficult point in the teaching process. China has carried out a more comprehensive analysis of the principle of word discrimination, and we can understand that among the confusing vocabulary, the most common one is synonym, so in the actual vocabulary teaching process, the expression of synonym will be paid more attention, so the synonym The quantity and quality of acquisition will be more intuitive to reflect the level of language. For the analysis of synonyms, we should first understand what is the analysis, that is, we need to understand the angle of discrimination and its related problems, and then combine the rational meaning, color meaning and usage, context and other aspects to carry out analysis. Then we need to know how to analyze, the most important of which is to grasp the main differences of synonyms. Therefore, it is better to present the results of the analysis of common synonyms in word form. In the actual vocabulary identification process, it is necessary to combine the actual learning situation of the students and the actual teaching situation of the teaching, and then follow the principle of minimum difference in lexical analysis to achieve the purpose of lexical analysis. The “minimum difference” proposed in the paper is that in the process of actual vocabulary analysis, it is necessary to pay attention to its different places, and through the small differences in the synonym, to achieve the smallest difference of “all the same, only a little”, according to these minimum differences To compare and analyze vocabulary, it is finally difficult to reduce the processing of new information. However, through actual teaching, if a teacher teaches too many synonyms in one time, it will lead to confusion in student cognition, and ultimately will not achieve the desired effect. Therefore, it is necessary to teach the synonym step by step, so that after mastering certain vocabulary analysis, the students will carry out the next step of teaching and construct a knowledge network for the analysis of synonyms.

## **6. Inter-language differences and reference principles**

For students whose mother tongue is not Chinese, in the process of actual vocabulary learning, they often have great confusion in the process of learning Chinese vocabulary due to their own mother tongue habits. For them, because they often bring their own vocabulary into Chinese vocabulary, which leads to a misunderstanding of the meaning of Chinese vocabulary, and the use of some Chinese vocabulary usually involuntarily applies to the vocabulary usage of their native language. Among them, there are more problems in the usage of actual Chinese vocabulary. The reason for these problems is that each language has its own rules of use and expressions, and it is precisely because of the different meanings expressed by words in different languages, which leads to the situation of negative inter-linguistic transfer. Therefore, in the process of vocabulary teaching, it is necessary to pay attention to inter-lingual differences and strengthen the principle of comparative inquiry, so as to increase teachers' differences in the characteristics of students' native vocabulary and Chinese vocabulary characteristics, and analyze vocabulary from different angles to achieve better teaching methods and students. We are able to better improve the impact of

interlingual differences.

## **7. Conclusion**

The above-mentioned second-language vocabulary teaching phenomenon not only has Chinese characteristics, but also analyzes the corresponding basic principles, and also proposes corresponding implementation strategies. Although the corresponding principles proposed in this paper only raise some of the problems in the process of Chinese teaching, they are some typical problems, and then combine the basic concepts of “Three Ones Grammar” to construct a reasonable basic principle of L2 vocabulary teaching. And related strategies. In the actual L2 vocabulary teaching process, not only the method of teaching attention should be emphasized, but also the appropriate combination of teaching vocabulary and the principle of vocabulary grading should be adopted, so that students can improve their learning efficiency and not only effectively reduce students' learning. Stress, but also can effectively improve the quality of teaching. Whether it is vocabulary teaching or language or grammar teaching, teachers only need to take students as the main body and adopt reasonable methods, so that teachers can achieve more ideal results in the actual teaching process.

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