Research on College English Vocabulary Teaching Combined with POA and Word Formation Teaching

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Abstract: Vocabulary is the foundation of learning any language. The richer the vocabulary mastery, the better the learners' ability and level of language learning. However, combined with the actual situation of teaching, it is not uncommon for learners to memorize learning methods by rote. The development of modern science and technology has made some advanced teaching methods integrated into college English teaching. To improve the English level of college students, the improvement of their vocabulary is the foundation, and mastering a certain number of idioms is of great significance to improve students' language knowledge and ability, cross-cultural communication awareness and ability. If you simply repeat the spelling and Chinese translation of the memorized words, few students can persist for a long time, and it is easy to cause students to have a one-sided understanding of the meaning of the words. Such complex language phenomena as deformation have brought great challenges to vocabulary teaching and learning. However, in the traditional college English vocabulary teaching, students are not very motivated to memorize a large number of English vocabulary. The article analyzes the optimization and innovation of college English vocabulary teaching under the advanced teaching concept of POA (output-oriented method). Taking the network technology and hardware resources as the carrier, the learning resources are called and integrated to effectively improve the participation of students and the teaching effect.

Keywords: POA; Word formation teaching; College English; Vocabulary teaching

1. Introduction

The combination of advanced teaching theory and modern information technology is the development direction of college English vocabulary education in China. By combining POA (output-oriented method) with modern technology, the structure of idioms is very fixed. Generally, the words that make up idioms can't be changed, such as position shift, word substitution, voice or number change. English teachers must stress certain methods and means in vocabulary teaching to ensure students' learning effect [1]. For non-English majors' English learning, it is crucial to accumulate English vocabulary. According to the requirements of CET-4 and CET-6, students' vocabulary should reach more than 4,000 words. Moreover, with the development of society and the progress of science and technology, vocabulary is constantly updated and expanded, and many new things and phenomena appear, and many new words emerge as the times require. Therefore, it is necessary for an English learner to enlarge his vocabulary [2]. Integrating advanced concepts such as "output-driven and input-driven, evaluation-driven learning" into college English vocabulary teaching will promote all aspects of college English vocabulary teaching. Teachers should point out the fixed characteristics of idioms in time in teaching, so as to prevent students from getting sidetracked and making unnecessary grammatical analysis of idioms. No matter what kind of teaching materials are used in college English, it will take at least one class according to such vocabulary teaching steps, but the results are minimal. In addition to the words in the vocabulary, most teachers will explain other important words that appear in the text. Although there is the context of the text, there are few opportunities for students to take the initiative to use them [3]. However, how to carry out effective English vocabulary teaching, so that students can remember and master a large number of vocabulary, is the most important thing in current college English teaching.

2. Research on the Present Situation of College English Vocabulary Teaching

2.1. Problems in College English Vocabulary Teaching

As far as learners are concerned, most of them choose mechanically rigid and isolated memory methods, such as mechanically spelling and copying on paper, and so on. Combining with the actual situation of college English vocabulary teaching and the actual needs of college English vocabulary teaching for students, the theoretical system of "output-oriented approach" has been put forward for English vocabulary teaching, which is opposite to the fixity of idioms [4]. In language practice, sometimes users will change idioms according to the specific expression needs, which is more appropriate and expressive than the original form, which leads to the variation of idioms. Vocabulary and grammar are the basic knowledge of language. In the process of learning English, if you don't have the necessary English learning foundation, the language application ability is zero. Therefore, it is common for students to memorize in front of them, forget behind them, and remember a lot, only to find that they can use little. In the long run, students' interest in English learning gradually weakens, which in turn is not conducive to the development of English teaching [5]. This theory advocates the teaching philosophy of "learning-centered", "integration of learning and application" and "all-round education", and pays attention to what individual students have learned in the learning process, instead of simply emphasizing the leading role of teachers or students. Thus, combining learning with application can help students get out of the separation of learning and application. There is always a dilemma in vocabulary teaching: on the one hand, English learning can't be sustained without breaking through the vocabulary barrier; On the other hand, compared with other language micro-skills training, vocabulary teaching methods are the least. In the process of memorizing and reciting, if learners encounter difficulties or have poor memory effect, it is often difficult to persist, and most people will have negative self-cognition, thus giving up learning. The lack of guidance, the most boring [6].

2.2. Common vocabulary teaching methods in college English classroom teaching

Memorize words according to word roots and affixes. The advantage of word-formation memory is fun and efficient. This method is especially suitable for hot words and new words. With the help of word formation, students can better accept and understand the meaning of words. Advanced teaching concepts provide theoretical basis for teaching, and teaching assumptions plan the theoretical basis for all aspects of college English teaching, providing the basis for classroom activities, while teaching process is the carrier of POA [7]. Besides using idioms to break through vocabulary difficulties, teachers can also use idioms to assist grammar teaching, breaking through grammar difficulties. Refined and meaningful idioms that accurately and vividly reflect a grammatical phenomenon can help students quickly understand and remember the grammar. Modern college students have generally accepted English language learning for six years or more, but college English teachers often find that students' language application ability is poor, and even worse is their vocabulary level. However, the reality is that although they have been exposed to word-formation in junior and senior high schools, most students still don't have an overall and clear concept and understanding of it at the university stage, which leads to some words that have just changed their shapes but can't be recognized [8]. Experience is gained through reflection and further study, and knowledge is solidified through experience. This mode of oral English teaching has obvious positive significance for improving students' oral English skills. Domestic researchers pay attention to the research of English vocabulary teaching and pay attention to word formation in vocabulary learning, but there is still a lack of in-depth research on the application of word formation teaching in college English vocabulary teaching.

3. POA and word-formation teaching

3.1. POA theory system

In the POA theory, the teaching of English vocabulary should be "integrated with learning and application", emphasizing the status of learning. At the same time, different forms of teaching activities can arouse students' enthusiasm, provide necessary help for reasonable learning and improve their actual learning efficiency. In addition, words memorized only by Chinese explanations can also cause misinterpretation of meaning, and it is difficult for students to complete the answers of test questions by memorizing Chinese explanations in exams. As time goes by, they give up their requirements for vocabulary, and their English ability will further deteriorate. On the other hand, only relying on

textbooks, students can't make good use of the vocabulary they have learned in textbooks [9]. Therefore, teachers should start from themselves, dabble in English materials through multiple channels, and broaden their horizons, so that they can integrate the knowledge inside and outside textbooks in the process of teaching, and give examples at their fingertips. In other words, the teaching process takes the output task issued by the teacher as the starting point. In the output-driven process, after the first round of tentative language output, students realize their own shortcomings and will psychologically form a sense of urgency in learning; Based on the basic theory of word-formation, the most common roots and affixes are the main elements, supplemented by the introduction of etymology, and combined with POA teaching method applicable to China's national conditions, effective English vocabulary teaching is carried out [10]. Teachers should carry out interesting teaching, strengthen the initiative of college students to learn professional knowledge, guide college students to have a desire to explore music knowledge by interesting competitions, and make them form a certain curiosity about the subject knowledge to be taught, so as to realize knowledge cognition and learning. Figure 1 shows the three parts of POA theoretical system and their relationships.
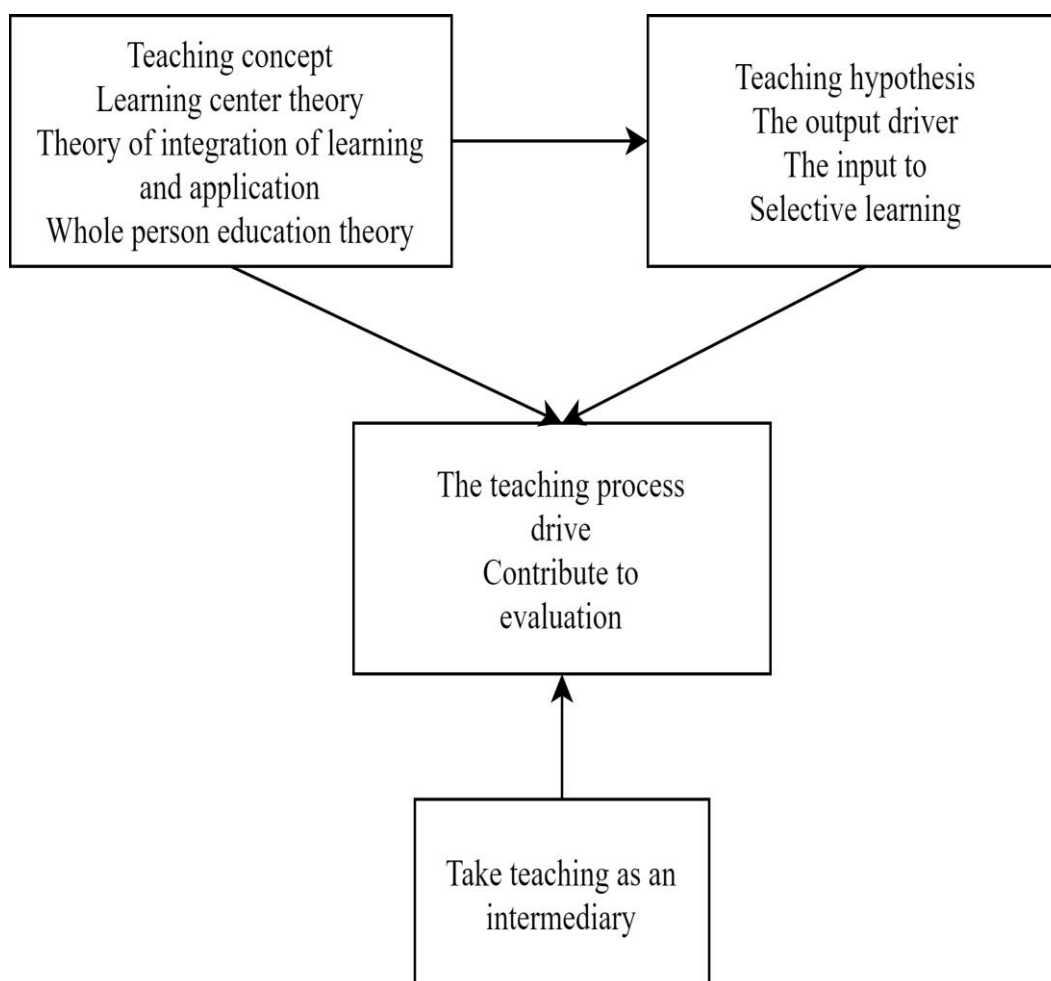

Figure 1: Theoretical system of POA

3.2. The combination of output drive and college vocabulary teaching before class

In the concept of PO, it is pointed out that in teaching activities, output drives English learning more than input, and the output drive can promote students to use language vocabulary in practice, and stimulate students' interest in learning new vocabulary. English vocabulary has a phenomenon of spelling several meanings or even parts of speech. Such polysemy is the biggest obstacle in mechanical memory, but most of these words themselves have an inevitable connection between the meanings of several parts of speech. The main participants in the classroom are teachers and students. Students play a dominant role in the learning environment, while teachers are the guides of teaching activities. Under the guidance of POA theory, teachers and students form an interactive cooperative relationship, as shown in Figure 2.
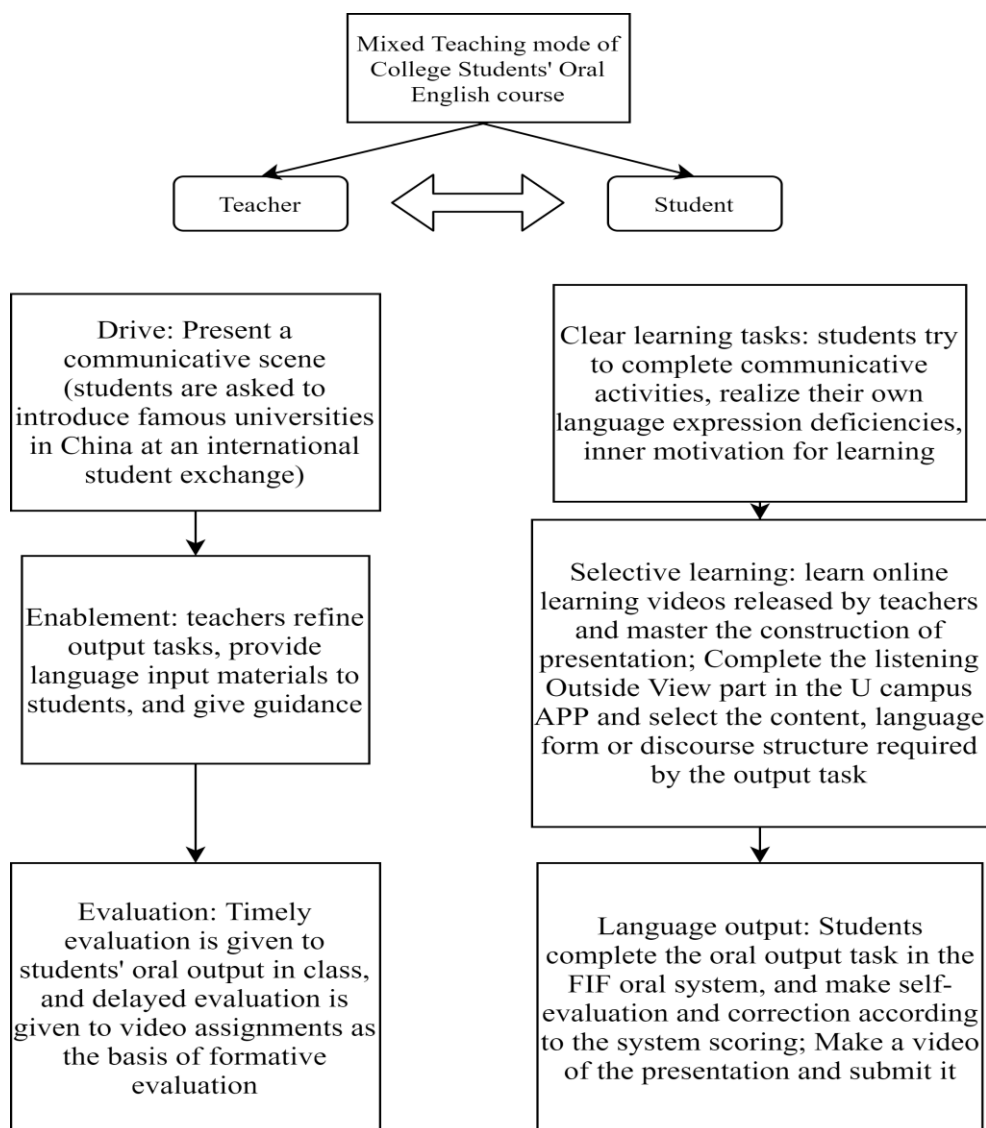
Figure 2: Interactive teacher-student collaboration

Teachers can also use the form of presentation to let students share new vocabulary they have learned after class, which can enhance students' interest in extracurricular learning and enhance their self-confidence, and make the accumulation of extracurricular English vocabulary become the daily life of learning. Under the guidance of POA theory, a blended teaching management model suitable for current college English classroom should be constructed. This model integrates the advantages of information technology and traditional classroom teaching, with learning as the leading factor and students as the main body. Teachers play an intermediary role in the teaching process, guiding and organizing students to complete classroom learning tasks. With the increase of the roots and affixes that students have mastered, the memory of words will continue to expand, and the efficiency of memorizing words will be greatly improved, thus enhancing students' learning enthusiasm. POA advocates promoting learning by evaluation, so that students can realize the problems in their own learning in time and correct them in time. In addition, teachers give necessary answers in class according to the common problems of most students, and solve students' confusion. At the same time, college English vocabulary classes no longer blindly instill vocabulary knowledge into students.

4. Conclusions

The blended college English teaching mode based on the POA theory is a instructive teaching reform attempt that conforms to the development process of China's educational modernization. Combining POA with word-formation teaching, keeping pace with the times and meeting the requirements of social development, we strive to meet the four new requirements of college English

reform: effectiveness, humanity, instrumentality and digitalization. In college English vocabulary teaching, teachers should organically combine knowledge and information, provide students with their own learning materials, and guide students to study reasonably with process evaluation. The process of memorizing vocabulary is a hard and lasting task, especially with a correct understanding and a positive attitude. Method and efficiency are nurtured in initiative and enthusiasm. Therefore, to solve the vocabulary problem, we should be proactive. Second, it is necessary to improve methods and improve efficiency. This paper discusses how to form a "student-centered" learning mode and how to make vocabulary teaching more interesting, hoping to arouse college English teachers' attention to vocabulary teaching, provide some reference and inspiration for college English vocabulary teaching, and improve vocabulary teaching effect.

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