

Reading Teaching of College English Vocabulary from the Perspective of Etymology

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Abstract: In College English teaching, vocabulary teaching is a very important content. Under the influence of the traditional teaching mode of thinking, many students generally believe that vocabulary learning only depends on recitation, clear pronunciation and spelling, pay too much attention to the amount of vocabulary, and ignore the systematic learning and understanding. Based on this, teachers should carry out English vocabulary teaching efficiently from the perspective of English Etymology teaching. This paper analyzes and discusses this content for reference.

Keywords: Etymological Perspective; College English; Vocabulary Teaching; Tead

1. Introduction

The mastery of vocabulary has a direct impact on students' English learning. The traditional English teaching method is relatively simple. Most English teachers tell the meaning of words, which is a kind of presentation of results. From the perspective of etymology, vocabulary teaching pays more attention to the process and reasons of students' mastery, and explores the cultural factors behind words. Through etymology teaching, students can have a deeper understanding of vocabulary and improve their vocabulary learning quality.

2. The current situation of college English vocabulary teaching

First, the vocabulary teaching method lags behind and has great randomness. From the current situation of vocabulary teaching in colleges and universities, the problem of decontextualization and isolation is more serious. In teaching, teachers pay too much attention to the output of the meaning of the middle question, and then give examples to tell the usage of the vocabulary, often not in contact with the context to tell, not to mention the meaning outside the text. Some teachers even think that students need to recite vocabulary, remember its meaning and usage, and too much teaching is unnecessary. In the classroom, students will not be taught easy ways and skills to, and only rely on themselves to learn. The students' thinking method of vocabulary learning is very monotonous and ineffective, especially when they encounter the content of writing and reading comprehension, they don't know how to understand and use. Over a long period of time, students' interest in learning will gradually lose, and even get tired.

Second, teachers' knowledge reserve is insufficient. In English vocabulary teaching, influenced by various factors such as region, culture, religious belief, it is difficult for students to understand the original meaning in the process of vocabulary learning if you are the extension of the meaning, which makes vocabulary learning difficult. The guidance and narration of students' knowledge in English teachers is not only to complete their daily teaching tasks, but also to improve the students'

vocabulary level and application ability through their own teaching. Etymological teaching is based on the basic meaning of a single time, and extends its meaning according to the different contexts, making the understanding and memory of vocabulary easier, so as to arouse the students' enthusiasm in vocabulary learning. But from the present situation, there are not many professional teachers who can carry out etymology teaching in colleges and universities. Most teachers have not deepened the learning and ability of vocabulary teaching knowledge after holding the post. In teaching vocabulary, teachers usually ask students listen to the pronunciation first, then tell the meaning of the words to the students, and finally let the students to ready. This single vocabulary teaching method is difficult to mobilize students' enthusiasm to participate in learning, and the efficiency of vocabulary learning is low.

3. Introducing etymology into college English vocabulary teaching

3.1 Etymology improves students' cultural literacy and intercultural communication ability

For English vocabulary, it can be divided into two kinds: decomposable words and traceable words. Many words are derived from ancient Greek myths and legends. The information contained in this part of etymology can make students understand the meaning of each word more accurately, and can also record and tell the differences between English and ancient Greek culture, which is historical and interesting. Students not only master English vocabulary, but also understand western culture, in order to improve their cultural literacy.

For example, geography, Chinese translation is geography, geo stands for the meaning of the place. Gaia is called the earth mother by the Greeks. It is a kind of ancient god. Gaia gave birth to chaos. Through this kind of narration, it will make vocabulary teaching more meaningful and help students better understand and master vocabulary. After mastering the meaning of geography, teachers can continue to extend their teaching, which can be extended to geographer and Chinese translation geographer; Geology, Chinese translation, geology and so on. For another example, in ancient Greek mythology, Flore was the god of flowers, so Flore was extended to the meaning of "flower"; Floret is extended to "floret"; Florescence is extended to the meaning of "flowering" and so on.

In college English vocabulary teaching, etymology teaching can arouse students' interest and enthusiasm in vocabulary learning, which is beneficial for them to master vocabulary knowledge.

3.2 Etymology strengthens students' understanding of English vocabulary

There are many words involved in English teaching. If we just let students memorize these words, it will not achieve a good learning effect. If we have a thorough understanding of the evolution history of words, students will naturally understand its meaning, have a deeper memory of words, and have a better learning effect. For example, digi Chinese translation has the meaning of numbers, fingers and so on. When the teacher tells the story, the students will listen more carefully if the history of its evolution is told, since long ago, people usually used fingers as a tool to help count. If critical in the sentence: The patient's condition is critical is translated as the patient's condition is important, it is not right. It will be more understandable if it is translated as the patient's situation crisis is more understandable. This is because critical, cross, across... are cognates and come from cross. In this sentence, critical means that the patient's life is in a critical stage. Another example is that capital and castle are cognates, because cattle is the main symbol of household property in ancient times.

3.3 Etymology improves the quality and efficiency of students' vocabulary learning

Vocabulary has evolved from various stages. According to the law of vowel exchange, it can be understood that many words have kinship, such as, English phrases, angle-English, middle-mediate-mediumd and so on. Consonants with the same pronunciation can also be interchanged, such as, prove-proof, etc. Sometimes the letter may fall off. For example, we all know Monday Sunday, which is made up of sun + day, which are translated into "the sun's Day", and the next day is "the moon day". The English speaking countries may also follow this approach when their ancestors create vocabulary.

3.4 Etymology to make students more interested in memorizing words

It's a pleasure to explore and understand the content behind words, which adds more fun to college English vocabulary teaching. For example, kangaroo, which is difficult to spell or pronounce, is obtained from Australian aboriginal languages.

When white people first arrived in Australia, they saw an animal they had never seen before, so they asked the local people about the animal. Finally, they knew it was kangaroo. Therefore, it is only after learning this word that we can understand the translation of kangaroo native language into “don’t understand”. For example, stationery means “stationery”, which is similar to station. Why is the meaning so different? Through the in-depth study of the word, we can learn that the root of the word “station” is translated as “always occupy the place”. Long ago, I love the small stall beside the folding church. The stall owner is called stationer, which mainly sells the things used by church priests. Because the clergy had a certain knowledge reserve and strong reading and writing ability, they gradually translated the meaning of “stationery” into “selling stationery”.

4. Conclusion

To sum up, in College English vocabulary teaching, if teachers integrate etymological knowledge and historical background knowledge, it can not only enrich the teaching content, but also activate the English classroom teaching. It can make the whole teaching activities more interesting, so that students have a more in-depth understanding of the source of English language, development process, British and American cultural differences, which is conducive to cultural exchange, and achieve the goal of English classroom teaching.

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