

A Study on the Application of Word Block Method in College English Reading Teaching

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Abstract: English is an important language subject in the contemporary teaching system, which runs through the education system from primary school to university. In order to make English teaching more efficient, teachers are actively thinking about how to improve the teaching model of English teaching. In English learning, word blocks are the main constituent content of English and also the key content. In the current educational activities, English teachers pay more and more attention to the teaching of word blocks and apply the teaching form of word blocks in English reading classroom. Therefore, college teachers begin to explore how to cultivate college students' interest in English reading through word block teaching, so as to improve their English reading ability. This paper makes an in-depth study of the college English word-block teaching method and puts forward several suggestions on the application of the word-block teaching method in college English reading teaching.

Keywords: College English; English reading; Word block teaching

Introduction

In college English classroom teaching, teachers often spend a lot of time on vocabulary explanation, and students also need to spend a lot of time on learning and reciting words. However, due to the large number of words, it is boring to recite, and it is difficult to remember, so the reciting effect of students is not good, and then affects the learning of English reading. How to enhance the accumulation of college students' vocabulary and improve their English reading ability has become a common problem for contemporary college English teachers.

1. The role of word block teaching method

1.1 It can improve the reading comprehension of college students

In the process of English reading, college students tend to be unable to clarify the meaning of the article because there are many strange words in the article, thus hindering the process of reading. However, if college students master the basis of word block learning, they will be able to easily read English. In the process of English reading, college students can extract the whole word block in the article, after understanding the meaning of the word block, they can smoothly know the content of the whole sentence, save a lot of time to find words, improve the speed of English reading college students.

1.2 It can improve college students' writing ability

In the process of processing English language information resources, word blocks can be completely output and input, which to a large extent reduces the memorization time of college students, and also makes the text more lively and smooth. After mastering the word block learning method, college students can save a lot of energy and time in processing reading information. This way, college students can change the focus of English learning from simple words, phrases, sentences and other small structures to the structure of the whole article, paragraph level analysis, so as to improve students' writing level. Word blocks have the characteristics of block and authenticity. When students apply word blocks in writing, they can make the article more smooth and authentic, and fit the English context ^[1].

1.3 It can enhance the reserve of college students' words

If college students learn English only by reciting words, the knowledge reserve required for English reading is far from enough.

If they master the use of word blocks flexibly, the reserve of college students' word banks will be greatly increased. Word blocks are a kind of large vocabulary accumulation structure, including words, phrases and even short sentences. Therefore, the mastery of this block also means the expansion of a large number of vocabulary accumulation, and the word block is reflected in a specific context. Therefore, compared with the rote memorization of words alone, the word block memorization method can be more accurate and firm, and it is more convenient and time-saving in memory.

1.4 Can improve the oral English ability of college students

English is a language subject, the ultimate purpose of learning is to use it in communication. Simple word memorization often leads to the situation of "Chinglish" in communication due to the lack of vocabulary mastery, which makes the English expression unclear and unable to carry out normal communication. However, if students have a certain knowledge reserve of word blocks, they can easily apply word blocks to a specific language environment in communication, enhance the fluency and completeness of language expression, make the intended meaning clearer and communicate more smoothly.

2. The application strategies of word block teaching in College English Reading Teaching

2.1 Enhance the understanding of word blocks and summarize the rules of word blocks

In the course of college English teaching, teachers should focus on the content of lexical blocks in the teaching process, and do a good job in the course design. In combination with the content required by the teaching syllabus and the actual situation of college students' mastery of the textbook knowledge, teachers should expand and extend the teaching content. Set up a special word block exercise project. After each class, students can use vocabulary to supplement sentences. Different lexical blocks express different meanings in different sentences. For example, I believe is an expression of a person's subjective assumption, and similar lexical blocks include I think, I will, etc. Teachers should guide college students to summarize and conclude word blocks, sum up words with similar meanings together, guide students how to use these word blocks to make sentences, and flexibly apply these word blocks in writing. English teachers should also train students to use lexical blocks reasonably, pay attention to diversified connections, and highlight specific meanings in the collocation of fixed lexical blocks. For example, "have a lunch" is correctly translated as "have lunch", while Bineng translates it as "have lunch", thus distorting the original meaning of this word block and making students' understanding of the article not smooth. Teachers should pay attention to students' grasp of the connotation of the word block and strengthen their training of the word block. Enable college students to read English efficiently, smoothly and smoothly. Teachers should systematically analyze and classify students, divide students' English learning ability into different levels, and guide college students with weak grasp of basic English knowledge to summarize the rules of word blocks, so that students can know the relationship between different blocks, so that students can master diversified learning methods at the same time, It can also firmly grasp the specific meaning of word blocks, which is conducive to the effective improvement of contemporary college students' English reading ability^[2].

2.2 Cultivate students' awareness of building lexical blocks

In the course of English classroom teaching, teachers have found that most students lack the understanding and knowledge of word blocks, phrases and meaning groups in the process of English reading. In English reading, they still read word by word and sentence, and search and interpret the words and phrases they do not understand one by one. However, because there are often many interpretations of a word or phrase, In addition, the content of college English reading articles is too long, and the amount of new words is too large, so students have difficulty in the reading process, and gradually give up the search for words, so that they gradually become tired of reading. In the process of English reading, some students rely too much on the teacher's explanation. They habitually listen to the teacher mark out the key contents of the article and have the concept of phrases in their mind. However, they still cannot detect the existence of these phrases in the process of reading, which will make students unable to read smoothly. Some students do not have a thorough understanding of the category and definition of word blocks, so they will ignore the contextual collocation of word blocks in the reading process, leading to the wrong use method. For example, "made one's day" means "to make someone happy". Students often write Chinglish like "I made my day" when using it, which leads to incorrect use. To solve this problem, teachers should look for specific example sentences in the textbook for detailed explanation and sentence construction demonstration, so that students can understand that the learning of word blocks is flexible, lead students to practice from easy to deep, and conduct patient and encouraging teaching for the difficulties in the process of practice, so that students can build up their confidence and interest in English reading. So as to improve the ability of college students to read English independently.

2.3 Preview before class

The process of finding and accumulating word blocks in English reading requires students to have enough patience, and this process usually takes different time according to their personal ability. If teachers use the class time to ask students to find word blocks, they will often occupy a lot of time, for example, some students with a good foundation can find word blocks faster. After reading, I have to wait for other students to finish reading, which wastes a lot of time. However, students with better foundation often fail to complete the task within the time provided by the teacher. As a result, after the teacher begins to explain the article, they do not understand the article, and thus cannot keep up with the teacher's teaching progress and teaching ideas. To solve this problem, teachers should inform students of the teaching content of the next class in advance before each class is over, so that students can preview the content to be learned in advance after class, which will save a lot of class time and greatly improve the efficiency of English class. For some difficult articles, teachers should make a general framework interpretation for students in advance, and then translate and demonstrate some difficult parts of the articles, so as to facilitate students' preview after class and improve their understanding ability of English articles. Teachers can also set some difficult preview content according to the teaching progress, such as asking students to find out some specific word blocks in the article, and try to analyze whether these word blocks can be expressed in a different way to keep the meaning of the article unchanged, which can enhance the students' flexibility in English reading, and also encourage students to think deeply about the article. These specific word blocks are analyzed and summarized according to the context, which deepens the memory and understanding.

Closing Remarks

To sum up, compared with junior and senior high school English learning, college English is relatively difficult, and the length of English reading is relatively long. English teachers should constantly summarize and reflect in teaching practice, constantly optimize the teaching mode of English reading, strengthen the training and guidance of the teaching of new words in college, and ensure that college students can master this learning method. So that they can realize independent reading, so that the interest in English reading gradually increased.

References:

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