An approach to autonomous learning of advanced English vocabulary

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Abstract: *With the development of science and technology and the development of various learning software, the learning methods of advanced English are more and more diversified, and there are more and more platforms for learning (such as corpus retrieval software). This paper expounds the data-driven learning method and the concept of independent learning from the perspective of development, discusses the role of modern networked and intelligent social data-driven learning method in advanced English learning, and the positive role of combining with independent learning in advanced English learning, aiming to provide some reference suggestions for college students to learn advanced English.*

1. Introduction

Advanced English, as a compulsory course of higher education, focuses on the study of vocabulary, reading comprehension analysis and text structure on the basis of mastering basic English vocabulary, grammar and intonation. In the advanced English learning stage, the study does not stop at the basic meaning of English vocabulary, but pays more attention to the use of synonyms and synonyms; The second key learning stage is to correctly analyze the content, grasp the key points, accurately understand the structure of the article and savor the rhetorical features of the article on the basis of the learning of advanced English vocabulary discrimination. The purpose of language learning is to use. On the basis of vocabulary accumulation and English structure learning, English thinking is used to summarize the key points of articles. Analysis and comment on articles are the goals of advanced English learning stage. Indeed, vocabulary is the basis of English learning. However, advanced English learning only relies on vocabulary stacking and rote memorization. It is the right way to explore new vocabulary learning methods by using network and intelligent technology.

The continuous development of science and technology provides technical support for the development of computer technology and the storage and processing of corpus resources, which provides a favorable technical basis for the extensive application of creativity in learning. In the 1990s, Tim Johns proposed data-driven learning (DDL) based on the learning approach of using corpus data[1]. DDL refers to the use of abundant language data in corpus to analyze and summarize the usage rules of the target language. In-depth understanding of the language features and expressions of the target language, to develop English expression thinking.

With the further development of science and technology and Internet technology, the functions of smart phones are more abundant, and carrying APP has become the basic and most prominent function of smart phones. Based on this, various learning apps have come out one after another, and learning by mobile phone has become a popular way of learning under the fast-paced lifestyle. For the purpose of convenience and effective use of fragmented time, the download rate and utilization rate of various learning apps remain high. However, according to the continuous utilization rate of apps, the effect of using apps for learning is not ideal. The continuous and efficient use and learning of learning apps are related to the market share and survival of apps, which is also the focus that developers should pay attention to. For products developed with large investment and advanced technology, developers will fall into a high degree of product confidence, thinking that apps with huge investment and advanced technology have many advantages and are highly compatible with consumer behavior. Such high-quality apps should have a high market share, but they ignore the most fundamental problem: whether they can meet the needs of consumers? Is it in line with consumer behavior? If developers are caught up in product confidence and fail to think from the perspective of consumers' smartphone usage habits and psychology, it is difficult to maintain long-term market share.

2. Problems and Causes of advanced English vocabulary learning

Advanced English learning is carried out in the classroom created with Chinese as the first language, and the atmosphere created is far from the real English communication environment. In the learning environment completely divorced from the English context, rote memorization of English words, phrases and grammatical structures has become the first choice for learning English. Under this learning method, the accuracy of students' vocabulary comparison memory is very high, but this learning method has little effect on the comprehension of the passage. This is because the extended meaning of words is often used in the comprehension of English articles. In different contexts, words may have different or specific meanings and usages, so it is impossible to grasp the main ideas of articles accurately only by memorizing the surface meanings of words. These findings point to outstanding problems of students' vocabulary learning, such as fossilization and poor productive vocabulary skills. Scholar Deng Lianjian's investigation and research on the ability of productive vocabulary shows that due to the single and rigid learning environment and learning methods, students' thinking is seriously solidified, and they are deeply limited by the basic meaning of vocabulary, and their flexible use of vocabulary in oral and written language is poor.

The second is the serious misuse of words. The common problem is improper collocation. Students have a limited understanding of vocabulary. In a specific context, the frequency of using words with general semantics is much higher than that of specific words[2], and simple words are used more often. There are many reasons for this problem. The focus of advanced English learning is not vocabulary learning, but meaning discrimination, article understanding and language application. Therefore, vocabulary is only the basis of classroom teaching, and too much time will not be spent on vocabulary learning. Another important reason is the defect of students' learning method, which is superficial and does not carry out in-depth analysis of vocabulary. In order to solve these problems, students can use the resources of the corpus to learn from the shallow to the deep according to their personal basis, and start from vocabulary to understand the basic meaning of the resources of the corpus, experience the context, and practice the English output thinking and productive vocabulary ability.

3. How to use the platform for independent vocabulary learning

3.1 Connecting platforms to promote learning

Through the analysis of the path of college students' English vocabulary APP, it is concluded that English vocabulary APP is limited in the trial, and the effect of promoting college students' vocabulary learning is not satisfactory. Improving the usability of English vocabulary APP can be achieved by means of associated platforms. According to the APP usage habits of college students, the English vocabulary APP is associated with wechat, QQ, Douyin and other high-frequency platforms. By establishing associated small programs and other ways, the publicity is intensified to improve the utilization rate of English vocabulary APP. The results show that the frequency of English vocabulary learning through other frequently used social platforms is much higher than that relying on students' subjective active awareness. In terms of observability, college students have a variety of opinions on English vocabulary apps and other learning software, with different attitudes. For the students who refuse to use learning apps because they think they are not useful, the positive effects and advantages of apps can also be displayed through the management platform, so as to change the market evaluation of learning apps. For example, the English vocabulary APP can set up learning incentive MEDALS[3], through wechat, QQ and other platforms to share their learning progress and learning results with friends to accelerate the way to get learning MEDALS, thus improving the APP's publicity effect and expanding the scope of publicity. In order to improve students' sense of use experience, the English vocabulary APP should set wechat and QQ login methods to improve the convenience of use and reduce the loss of users caused by cumbersome use.

3.2 Self-correction

Data - driven learning is an effective method for students to learn vocabulary independently. With the help of corpus, students can learn the idiomatic expression and usage of English words through massive real language resources, experience the rich meanings and different collocations of words in different contexts, and accumulate the usage of words. Corpus resources to a large extent maintain their authenticity and integrity. Students can find the differences in vocabulary use between non-native speakers and native speakers through language understanding, and can use comparative analysis to

summarize, find their own improper use of vocabulary and language, and make corrections according to English thinking. By learning the language habits, expressive logic and thinking of native English speakers through corpus resources, we can constantly get in touch with idiomatic English expressions and habits, understand "real" English, reduce the logical thinking of Chinglish as much as possible, and break the limitation and framework of English teaching materials.

3.3 Attaching importance to the learning of Lexical Chunks

In practice, English vocabulary is not isolated or simply combined. Most of the time, English vocabulary appears in the form of blocks, with fixed block collocation and contextual usage. Lewis (1997) believed that language is composed of prefabricated chunks containing more words, rather than words being composed in the framework of traditional grammar. Sinclair (1991) put forward the view that "chunks are the basic linguistic units of English". Sinclair found through research on corpus that most English words have fixed collocation combinations in different contexts, and high-frequency words have more fixed collocation and usage, while language can be broken down into multiple lexical chunks. Altenberg (1998) also holds a similar research view. Through the study of the daily English language, he finds that English is largely composed of word combinations, and People's Daily communication is completed through the application of multiple language blocks. Langacker proposed the concept of linguistic unit. He believes that language units are conventional cognitive programs, and English vocabulary, grammatical structure and prefabricated chunks belong to the category of language units. The formation of these language units conforms to the established grammatical structure and the language usage habits of the native people, and has become a fixed component of the national language. Together with vocabulary, grammatical structure and national slang, they form an integral part of the national language. In different environments and contexts, these prefabricated blocks can be used directly without secondary processing. The degree of people's language knowledge can be quantified by language units, which can be compared with the measurement of vocabulary. The more and more comprehensive the vocabulary, the larger the vocabulary, and the same is true for the quantification of language knowledge.

4. How to improve the efficiency of English learning

After realizing the importance of prefabricated blocks in English language, in order to improve the efficiency of English learning, we must pay attention to the mastery of prefabricated blocks. The quantity and proficiency of block knowledge largely determine the depth and breadth of the English language network. Therefore, in advanced English vocabulary learning, it is more important to explain the prefabricated blocks of a single word, analyze the different usages, meanings and use environments of its high-frequency blocks, and bring the blocks into the real context for comparative analysis, so as to deepen the degree of memory. Prefabricated blocks themselves are combinative "words" that integrate vocabulary and grammar, and are not combined according to different contexts, which provides great convenience for the learning and accumulation of vocabulary and blocks: the context in which the blocks are used can be taken as memory points, greatly improving the efficiency of memory. College students should also pay attention to the learning and accumulation of language blocks in advanced independent English learning, which can not only increase their vocabulary, broaden their English knowledge, but also learn more authentic language expressions and improve their oral fluency.

4.1 Pay attention to the online learning of the rules of word formation and the meaning of vocabulary

Advanced English is a deeper learning of English vocabulary based on the accumulation of basic English. This stage of learning puts forward higher requirements for the breadth and depth of vocabulary. Breadth refers to vocabulary, which is further learning based on the accumulation of basic English vocabulary. Depth refers to the semantic extension category based on lexical understanding. The breadth and depth of the two are mutually affected, and the breadth of vocabulary is the basis of depth, depth only on the basis of breadth development is meaningful, therefore, in advanced English learning to expand vocabulary is still the focus of learning, increasing vocabulary is still the first important. An effective way to expand vocabulary is to learn the roots and affixes. Teachers can explain and analyze the roots and affixes, summarize the meanings of the roots and affixes, and cultivate students' ability of independent analysis. At present, 113 English prefixes, 122 suffixes and 418 roots have been counted. In the stage of basic English learning, the meanings of prefixes and suffixes have

been basically learned. In advanced English vocabulary learning, self-help analysis is needed on this basis to develop the habit of learning vocabulary prefixes and suffixes. On the other hand, teachers should attach importance to guiding students to master the learning methods of word roots and establish a vocabulary system in advanced English learning. In the process of independent learning such as extracurricular reading, students should develop the habit of learning roots and affixes, and establish a vocabulary system with the same roots, which can effectively expand their vocabulary. At the same time, the same and similar roots are also conducive to vocabulary memory, expanding the breadth of vocabulary, and laying a solid foundation for widening the depth of vocabulary.

4.2 In terms of improving the depth of vocabulary

It can be carried out on the basis of the mastered vocabulary, and the semantic network can be used to extend the vocabulary node. The semantic network system of vocabulary is expanded by the following three relations: paradigm-example relation, archetypal-extension relation and mutual similarity relation. Taking the word "ring" as an example, students should learn the verb meaning of "surround and surround" on the basis of the noun meaning of "ring, ring", etc., and accumulate uncommon semantic meaning and extended semantic meaning as well as words with similar semantic meaning according to different contexts, so as to build a vocabulary and semantic network with the word "ring" as the core. This indicates that vocabulary learning can be carried out from two aspects: polysemy and similarity. Polysemy is to dig deeply for a single word, grasp its basic meaning, analyze and summarize its different meanings according to different contexts, and expand the width of semantic network. The second is the similar semantics of different words. Generally speaking, in the preliminary vocabulary learning, students will simply list some commonly used words with similar semantics in order to summarize and master them. However, some advanced words need to be accumulated in the independent learning process such as extracurricular reading and practice, so as to summarize advanced words with similar semantics, master their usage, improve the depth of vocabulary and do a good job in knowledge reserve. Start from the meaning and vocabulary, maximize the expansion of vocabulary network.

It can be seen that in the process of independent learning of advanced English, it is very necessary to accumulate vocabulary and in-depth study and mining of semantics. By comparing the accumulation of polysemous words and similar words, we can deepen the understanding of vocabulary and its usage, broaden the vocabulary network and establish connections between nodes, and improve the depth of vocabulary. At the same time, on the basis of vocabulary network, students can constantly make additions and improvements, such as accumulating antisense words, upper and lower semantics, so as to expand the width of vocabulary network as much as possible, expand vocabulary, and do a good job in the accumulation of advanced English vocabulary.

5. Pay attention to the frequency of vocabulary input and output

The application of lexical learning methods such as block structure, word structure analysis and the establishment of polysemy and synonym word network can effectively improve the efficiency of vocabulary learning, increase the vocabulary, and expand the breadth and depth of vocabulary network. However, due to the limitation of human memory, the memory time of accumulated language knowledge is directly related to the frequency of use, which directly affects the degree and effect of language knowledge transformation. In daily learning, students can accumulate the use methods of words in different contexts, block collocation and so on, and take them as models, and then they can use similar words for imitation and application. In terms of the accumulation of context, students can accumulate by extracurricular reading, improve the frequency of vocabulary, learn to accumulate different contexts, and provide more objects for learning. In terms of output frequency, it can be improved from both oral and writing aspects. For example, in advanced English classes, try to speak in English to improve oral expression ability. Summarize the main idea of the article and explain the key sentences in order to improve the vocabulary ability. Emphasis should be placed on the input and output frequency of vocabulary to ensure that language knowledge can be effectively transformed into learners' language knowledge and improve their comprehensive ability to use vocabulary.

6. Conclusion

Comprehensive analysis shows that advanced English learning is still based on vocabulary, and the

focus of vocabulary learning is to expand the breadth and depth of vocabulary network, complete the output of vocabulary accumulation, and improve the application effect. In terms of expanding the breadth of vocabulary, we can use the root affix method to learn and use the word formation logic to build vocabulary network. Expanding the depth of vocabulary should be based on the breadth of vocabulary, learn vocabulary to extend meaning, accumulate similar vocabulary, and build a vocabulary system. Thus, it can be seen that improving vocabulary is still the focus of advanced English learning. This paper suggests that students build a preliminary vocabulary system on the existing basis, continuously accumulate vocabulary and analyze the context in the process of independent learning such as extracurricular reading, and output vocabulary in different contexts according to the example context to improve the output frequency. The vocabulary learning method presented in this paper aims to provide ideas for advanced English learning and hopefully inspire college students to learn advanced English.

References

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