

A Corpus-based Approach to New English Teaching Model

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ABSTRACT

At present, although there are many large corpora related to English learning in China, the existence of data sharing and openness has caused the waste of corpus resources. In addition, college students are not interested in traditional English teaching, and the English atmosphere cannot be mobilized, which makes it impossible to truly invest in English. According to the status quo of China, this paper explores the English teaching mode based on the corpus.

Keywords: *corpus; dynamic update; interactive platform*

1. INTRODUCTION

The corpus has developed rapidly in recent years and has been well developed and applied in various fields. More and more research and development in English teaching have been carried out. A large number of large corpora based on English learning have been built continuously, such as the establishment of Shanghai Jiao Tong University. The English scholastic corpus of college English learners, the Chinese Learners English Corpus, jointly established by Guangdong University of Foreign Studies and Shanghai Jiao Tong University, the Chinese English corpus established by Henan Normal University, and the Chinese-English parallel corpus established by Beijing Foreign Studies University. Such a large corpus has almost covered English learning, and all aspects are involved. Although the corpus contains a lot of information, it only stays on the surface of knowledge and does not combine corpus with actual teaching. The current teaching mode is more inclined toward the timely teaching mode.

Corpus is a subject at the intersection of language and computer science. In order to make full use of the resources of the corpus, this paper discusses the new teaching mode based on corpus.

2. RESEARCH BACKGROUND

The rapid development of computer technology and network technology has driven the development of all

walks of life. Various research results have emerged in an endless stream. The English learning corpus is also widely established. Especially the large-scale English learning corpus promotes the research and development of the corpus. However, because of the existence of various aspects of the corpus, the use of the corpus is limited, and the role of the corpus is not fully utilized, resulting in a waste of resources. Students do not understand the basic concepts of corpora, nor do they understand the specific applications of corpora, nor the interconnections between corpora and multiple disciplines.

Because of the shortcomings of the single classroom teaching model in the past, the new teaching mode of English multimedia based on computer and classroom has been developed, creating an atmosphere of English teaching, allowing students to truly engage in learning. Based on modern information technology, English learning has truly become a student. The center is more liberalized, more personalized, and truly independent of time and place[1].

In this context, the establishment of a new corpus-based English teaching system is particularly important. The corpus-based English teaching system model mentioned above is also realized because of the resource sharing of the corpus indexing tool[2].

3. THE PURPOSE OF SYSTEM CONSTRUCTION

The establishment of a corpus is a large-capacity electronic library that uses a random sampling method to follow a certain linguistic choice to collect texts or discourse fragments in a natural continuous language, covering a large number of resources. Fully mobilizing the enthusiasm of students, the existence of a new corpus-based English teaching system has made students shift from passive listening to active listening, greatly mobilizing students' interest in learning, and has a significant impact on students' self-learning ability and learning efficiency. The impact and mode change will promote both English teaching and English learning, expanding students' horizons and improving teachers' research capabilities[3].

Only market vacancies can lead to new products, and application software is no exception. They are designed and developed according to the needs of consumers. The advent of every new application software is based on the needs of the market. The design and development of the new English teaching system model are based on contemporary college students' needs and current technical conditions. A new teaching system model is proposed from the perspective of the user and corpus resources.

3.1 User aspects

Managers, teachers, and students are the application objects that the system is targeting. Managers have the highest administrative authority to manage all information of teachers and students and can add or delete the information within the system according to specific situations. As the intermediate-level user layer in the whole system, the teacher is responsible for his own students, completes the teaching guidance role, obeys the administrator's time and affairs arrangement, and at the same time has a certain degree of authority. Some resources can be modified within the scope of the scope. Students are the core users of the system. If there is no student user group, the meaning of the system is gone. Although students have the minimum privileges, they have access to all the information resources of the system.

3.2 Corpus Resources

The role of the corpus is undoubtedly very large, but to truly build a complete corpus requires a lot of time, manpower, and material resources, and the amount of engineering is particularly large. Nowadays, the construction of corpus in China has been extensive. The

resources of corpus and the software of corpus have been very common. It is very rich. There is little room for improvement if it is not just a new corpus to build a new corpus. The use of materials for corpora has limitations. Most of them are in the hands of a small number of researchers or units. The openness of sharing is poor. The resources of individual corpora cannot meet the needs of many aspects. Therefore, a plurality of corpora is built together by search engines. A larger and more comprehensive corpus that can be updated in real-time is especially important. This realizes the opening and sharing of resources, and the data can be updated in real-time to meet the needs of the new English teaching system and meet the needs of the majority of students.

3.3 system operation mode and model diagram

The design of the system considers multiple system compatibility issues, and the form presented to the user is stand-alone software. It can be run well on Windows XP, Windows Vista, Windows 7, etc., avoiding the incompatibility problems caused by the system. The administrator can view all teachers and users as the person with the highest authority when the software is running. The information that is not publicly available can also be viewed with the highest authority. Generally, the management of registered users with aggressive behavior in the system is timely. Delete to ensure the safe operation of the system. Teachers and students have their own login and login passwords and can set up their own information and permissions, personal information can be selected to be public or not. As middle-level users, teachers have certain authority to ensure the fulfillment of their duties. The arrangement of tutoring and homework assignments for students can monitor students' learning in real-time and have real-time. The student's authority can view all the learning resources and communicate, and the interactive learning mode can improve students' interest in English learning.

When the whole system is running, it is divided into front and back systems. The foreground system is open to learners and teachers, with students having access to login to the system, information resource maintenance, learning interaction, and information consultation; teachers have access to login to the system, information resource update and correction, online interaction, and online guidance. The background system is in the hands of the administrator, and the rights are open to the administrator. The administrator can manage all users' information, uploaded resources, learning records, interaction records, task assessment records, etc., and has more comprehensive control over everyone.

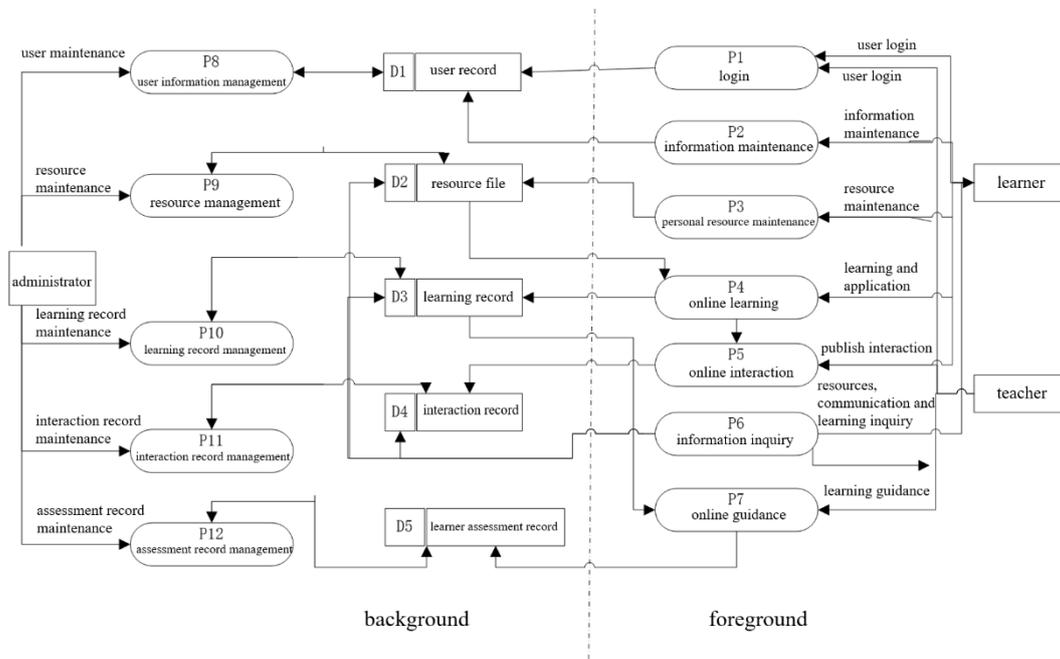


Figure 1 Schematic diagram of a new corpus-based English teaching system model

4. BENEFITS AND DRAWBACKS

4.1 Benefits

As a new teaching method, this corpus-based approach has certain advantages.

Firstly, it facilitates students' independent learning and knowledge acquisition through the corpus. Both teachers and learners can upload materials and information on their own, so high-frequency vocabulary or high-frequency phrases are selected in the corpus, and further example sentences are chosen to show new uses and collocations of vocabulary and phrases. This helps students to understand vocabulary sentence patterns in different contexts. Example sentences of high-frequency words and phrases usually show a variety of contexts, which students can observe, further stimulating students' interest in learning to learn usages that they normally do not pay attention to, and finally summarising the vocabulary and phrases as a whole in terms of usage.

Secondly, it facilitates the development of a scientific approach to instruction. The teacher and students can engage in an interactive learning mode, which facilitates timely feedback and interactivity. It also allows for the recording of student and teacher feedback, learning progress, etc., allowing for the visualisation of student progress and further increasing student autonomy. Administrators can master the entire learning system, analyse the learning and teaching process of students and teachers, make timely adjustments to the teaching programme and improve the feedback mechanism, making the management of teaching more scientific and

autonomous.

Thirdly, it is conducive to the formation of a reasonable grading mechanism. In such a teaching mode, every assignment submission, interactive performance and course feedback of students will be recorded in the back-end database. As a result, teachers and administrators can understand the initial level of students, refer to their progress throughout the course, and ultimately compare their final grades to better understand the level of student progress. The traditional notion of "one exam determines the grade" and "objective grades in the final exam determine the student's effort" is thus rejected.

4.2 Drawbacks

At the same time, there are some drawbacks to this emerging teaching method.

Firstly, the level of computer operation of students and teachers is not guaranteed and varies. The corpus is a product of the fusion of language disciplines and computer science, and proficiency in corpus operation modes (e.g. importing, retrieving, compiling, exporting words, etc.) requires a certain level of basic computer skills. However, computer education in China is not widespread, and many students have not even had any contact with computers and their related products before entering university, resulting in students entering university for the first time with computers or with a corpus being overwhelmed, and it is very difficult for them to adapt to this new way of teaching.

Secondly, the global supervision model of the

platform system still needs to be improved. In such a teaching system, students log on to the system platform, select resources, and thus complete the system's learning tasks. Although the administrator has the highest authority to view the basic information and learning of teachers and students, the system has many aspects of interaction records and assessment records. However, there are often cases where students log in abnormally, for example, students logging into other people's accounts for unrelated learning, or even submitting content for tasks that are not related to the system, which to a certain extent increases the burden on teachers and administrators.

Thirdly, the sense of atmosphere and effectiveness of learning cannot be effectively ensured. Although the interaction between teachers and students or between students is arranged in the platform system, if one of the parties is vague or deliberately refuses, the interaction does not take place, and there is no immediate question and answer session or group discussion. Although the process suggests that the teacher will provide online guidance, some students do not understand the teacher's intentions quickly enough without the teacher's live guidance and the teacher is unable to make timely corrections, leading to an unnecessary waste of time. There is no group learning atmosphere, no intense group discussions, and you have to figure things out on your own. In this way, the effectiveness of teaching is greatly reduced.

5. SUGGESTIONS

The author has explored the following countermeasures to the above-mentioned problems that may arise.

First, help students improve their computer skills and master basic computer knowledge. For students who seldom come into contact with computers on a regular basis, the school can release some micro-lessons on basic computer knowledge for learning reference. For students who have little contact with the corpus, schools can have their linguistics teachers record a course on corpus knowledge and have students follow the course videos step by step to help them understand the operation of the corpus and its basic processes more quickly and to make it easier for students to follow the steps and complete the teaching tasks.

At the same time, the business and teaching management skills of managers and teachers need to be strengthened. Teachers should make good use of teaching resources and prepare lessons in a practical way, remove unnecessary interaction patterns, screen and integrate every aspect of the course, and do their best to motivate students to learn. Occasional training is given to teachers to ensure that they have no difficulties in teaching new methods and that they can help students with their

questions and problems and provide them with technical support.

Finally, teachers, students and supervisors all need to be in a good frame of mind. As a new way of teaching, more or less, it will have certain advantages or disadvantages, and as users we can develop the advantages to the maximum and minimise the possibility of flaws. Teachers communicate with their students in a timely manner to help build a good mentality and enhance their education. Students may develop an aversion to learning and become alienated from people when they are doing online learning, which requires good family education and psychological reassurance for students to better accept the new mode of teaching.

6. CONCLUSION

There are advantages and disadvantages to new teaching models, and teachers can consider many aspects of them in order to choose the method that best suits them, as well as the students in their class. With the advent of science and technology, corpus linguistics is becoming more and more important.

Corpus linguistics is a new subject, and it can be used as a method and means of studying language. It can also be a tool for dealing with learning problems. Based on the corpus, combined with the mode of English teaching, a new teaching system model is formed to improve the traditional teaching mode, cater to the needs of students, improve the learning interest of each student in a more free mode, and enable the idle resources to be fully utilized and use.

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