Construction of Foreign Trade English Corpus Based on Autonomous Learning Platform

Xi Guo[✉]

Guangdong Nanhua Vocational College of Industry and Commerce, Qingyuan, China
MandyGuo82@163.com

Abstract. In order to explore the construction of foreign trade English corpus based on autonomous learning platform. The application of CSLM model proposed in this study in college English class of foreign trade major in a university has promoted the improvement of students' English writing level to some extent, especially in English expression, students' writing has gradually moved closer to native speakers' expression and started to get rid of Chinglish. At the same time, students' vocabulary and syntactic inductive analysis ability have made great progress. These phenomena show that the integration of corpus into autonomous learning of English writing has a certain effect on improving students' writing ability. Corpus, especially that of native speakers, can be used as a language learning tool for students. This tool enables students to directly contact with huge and comprehensive corpus, which is more intuitive and easier to understand than concise and summarized textbooks. Students are equivalent to being in a real language environment, and can actively discover the rules of language use instead of passively inputting language rules. At this stage, teachers point out the direction for students and create conditions for independent learning, which avoids the situation that students may waste a lot of time and energy in independent learning and ensures the efficiency of students' independent learning.

Keywords: autonomous learning platform · Foreign trade · English corpus · construction

1 Introduction

With the deepening of curriculum reform in higher education, the efficiency of college English classroom teaching has attracted more and more attention. The unique communicative, social and ideological nature of language determines that English teaching should not only rely on the single channel of classroom, but should resort to effective independent extracurricular learning [1]. Due to the limitation of class hours and teaching objects, it is difficult to optimize and integrate various teaching resources to meet the needs of students at different levels, and it is also impossible to provide students with sufficient opportunities for autonomous learning and cooperative communication, so the efficiency is not high. "Corpus-based English Autonomous Learning Model" (CBALM) is a new teaching model that aims to make rational use of three-dimensional and diversified teaching resources and effectively cultivate students' English autonomous learning
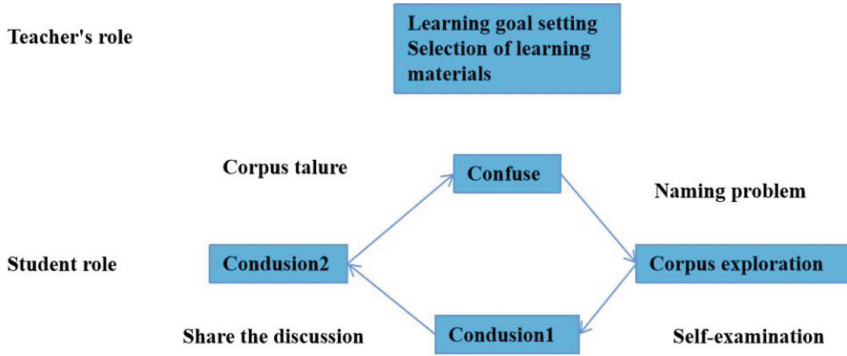
Fig. 1. CSLM original model

ability and language use ability [2, 3]. Some English teachers in higher vocational colleges have not effectively managed the learning platform, and only put sporadic teaching courseware, English songs and some English movies in the resource library. Because English teachers are usually busy with teaching and research, they have no time to sort out the learning resource database. Students think that these materials are unsystematic, hierarchical, outdated and unattractive, so few students look them up. There are also students who are busy doing exam questions in the autonomous learning center, while teachers use their own materials separately. Only a few teachers and students will browse the resource database, so the role of this platform has not been fully exerted [4, 5].

2 Methods

2.1 Model Construction

Based on Taylor's autonomous learning model, this study integrates the teacher's role and corpus, and constructs a corpus-based autonomous learning model of English writing for foreign trade college students (CSLM), as shown in Fig. 1.

2.2 Research Object

The subjects involved in this study include a college English teacher in a university and two classes she teaches. The teacher has been teaching college English for nearly 20 years, with profound professional knowledge and rich teaching experience. The students who participated in the two rounds of teaching experiments were all from the foreign trade major of the school, and the class size was 37 and 26 respectively [6].

2.3 Research Tools

This study involves two corpora. One is the native speaker corpus, and The Corpus of Contemporary American English (COCA) is used in this study. The second is the English Learner Corpus. This study selects the English for General Purpose (EGP) of the English

Writing Learner Corpus for Foreign Trade College Students. The two corpora jointly provide teaching corpus for teachers. Another tool of this study is an interactive learning platform for English writing, which is mainly used for students' autonomous learning after class. Students submit English writing exercises on this platform, and teachers also correct them on this platform. At the same time, students can share their learning experience by using the discussion board of this platform [7].

3   Results and Discussion

3.1   The Results of the First Round of Teaching Experiments

In this teaching experiment, students are arranged to submit a writing exercise every two weeks, and a total of six articles are collected. The first article "Self Introduction" and the last article "My View on Success" are selected for text analysis from three categories of errors: vocabulary, sentence and text, and their detailed errors are classified. Among them, lexical errors include spelling errors, inappropriate words, tense errors, collocation errors and article errors; Chinglish, sentence structure errors, singular and plural, and unclear reference belong to sentence level errors; Chapter errors include the structure and content of the article [8, 9]. Table 1 is the analysis results of this round of experimental data.

Table 1. "Self Introduction" Text Error Analysis.

Total number of written texts	3		
Total word count	5878	Average word count	158.9
type of error	Number of errors	Percentage (%)	ranking
Chinglish	50	16.3	1
spelling mistake	47	15.3	2
Sentence structure error	41	13.4	3
Improper collocation	39	12. 7	4
misnomer	33	10.7	5
Simple and complex error	31	10.1	6
Improper structure of the article	21	6.8	7
Temporal word error	19	6.2	8
Article error	10	3.3	9
Content error	10	3.3	10
Ambiguity of reference	6	1.9	11
Total number of errors	307	100	
Error average	8.3		

Table 2. "New Term wishes" text error analysis

Total number of written texts	26		
Total word count	3978	Average word count	153
type of error	Number of errors	Percentage (%)	ranking
Sentence structure error	44	23.4	1
Chinglish	32	17.0	2
Simple and complex error	28	14.9	3
Improper collocation	28	14.9	4
misnomer	16	8.5	5
spelling mistake	12	6.4	6
Article error	12	6.4	7
Ambiguity of reference	8	4.3	8
Temporal word error	4	2.1	9
Improper structure of the article	4	2.1	10
Content error	0	0	11
Total number of errors	188	100	
Error average	7.2		

3.2 The Results of the Second Round of Teaching Experiments

In the second experiment, six composition exercises were also collected, with "New Temn Wishes" in Table 2 as the first one and "characteristics of creative people in my eyes" in Table 3 as the last one. The second experiment focuses on testing whether the adjusted CSLM model is conducive to cultivating students' inductive analysis ability, especially the analysis ability of complex words and sentences. Tables 2 and 3 show that the average number of students' errors dropped from 7.2 to 4.8. Compared with the first round of experiments, the progress of students in this round of experiments is more obvious. Improper collocation dropped from 28 to 13, indicating that students can better master the use of vocabulary. In addition, the number of mistakes in sentence structure has dropped from 44 to 31, which shows that students' sentence analysis ability has been greatly improved. From the data analysis results of the second round of teaching experiments, we can know that after the CSLM adjustment model strengthened the teacher's role, students' vocabulary and syntactic inductive analysis ability had a better development, and the improved learning model improved students' autonomous learning effect [10]. Figure 2 shows the average number of words in the "Creative People in my eyes" text error.

Table 3. Text Error Analysis of "Characters of Creative People in My Eyes"

Total number of written texts	26		
Total word count	3786	Average word count	145.6
type of error	Number of errors	Percentage (%)	ranking
Sentence structure error	31	24.6	1
Chinglish	24	19.0	2
misnomer	19	15.0	3
Simple and complex error	15	11.9	4
Improper collocation	13	10.3	5
Temporal word error	8	6.3	6
spelling mistake	7	5.6	7
Article error	5	3.9	8
Ambiguity of reference	4	3.2	9
Improper structure of the article	0	0	10
Content error	0	0	11
Total number of errors	126	100	
Error average	4.8		
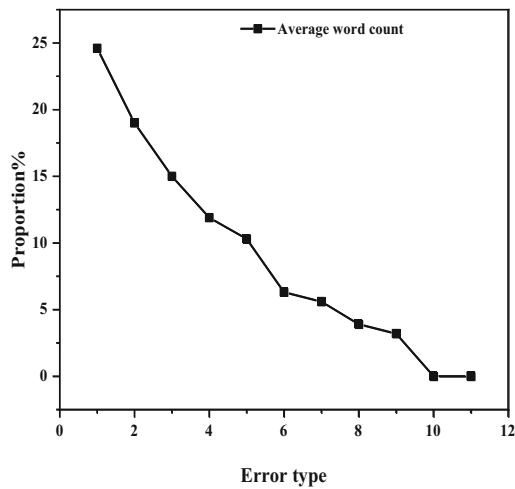
Fig. 2. The average number of words in the text error of "Characters of Creative People in My Eyes"

4   Conclusion

Aiming at the problem of how to improve students' English writing ability, this paper combines autonomous learning and corpus technology, constructs a corpus-based autonomous learning model of English writing for science and engineering students in China, and conducts teaching experiments by using action research methods. The results show that the integration of corpus technology into autonomous learning and proper emphasis on teachers' guiding role are beneficial to students' English writing learning. It is effective to combine corpus with autonomous learning in English writing teaching. However, in this study, the teaching experiment object is limited to science and engineering students, and does not include other professional students. In the following research, the application object of this model will be expanded and its potential will be further explored.

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