The Application and Research of Corpus Method in College English Teaching Reform

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Abstract: This article studies the reform of college English teaching in China, mainly introducees the meaning and significance of corpus method, and discusses the impact of corpora on college English teaching reform, by showing how to use corpora in college English vocabulary teaching and grammar teaching. It provides new ideas and methods for college English teaching reform, and it should be applied to college English teaching reform more widely. Based on a brief description of the purpose and application of the college English classroom teaching corpus, the related corpus linguistic theory is used to explore the principles, steps and construction of the college English classroom teaching corpus. The expected research value of the study puts forward its own thoughts and suggestions.

1. Introduction

Corpus linguistics has achieved rapid development since the 1980s. At present, self-built corpora has become a new phenomenon in the development of domestic corpora. Many teachers and researchers have established various corpora based on their research needs. College English Curriculum Requirements clearly states that colleges and universities should pay attention to the construction of computer and network-based English courses, pay attention to students 'independent learning and individual learning, and effectively improve students' comprehensive English ability. Therefore, many universities have begun to use corpora to promote college English teaching reform, and have achieved significant results in the implementation process. Corpus has injected new vitality into college English teaching reform [1].

2. Corpus and Corpus Linguistics

A corpus refers to a large-scale electronic corpus with a certain capacity, which is created by using random sampling methods to collect naturally occurring continuous language using text or discourse fragments in accordance with certain linguistic principles. The linguistic information and data provided by it systematically collect a large number of spoken and written languages used by English-speaking users in real life, which builds the description of the language on a broad and authentic corpus. Therefore, they can truly reflect language phenomena and have become an indispensable basic resource for linguistic theoretical research, applied research, and language engineering. Modern corpus linguistics refers to the study of corpora that are stored in large-scale computers [2]. The increasing progress of computer science and technology and the deepening of informationization have injected new vitality into the development of corpus linguistics. At the same time, computer corpus linguistics has had a significant impact on various fields of language research. A corpus built using computer technology has the advantages of large scale, multiple functions, and convenient retrieval. This undoubtedly has brought great changes to the methods and methods of language research, and has also had a profound impact on the theoretical exploration of language.

Corpus linguistics has developed significantly in Chinese university teaching, and has theoretically and methodically influenced research in many areas related to language use [3].

2.1 Corpus as College English Teaching Materials

The corpus of college English textbooks belongs to the corpus of textbooks. In layman's terms, it collects the text content that appears in current college English textbooks in China. Of course, it is not a simple collection. It will mark the corpus involved in the database at the parts of speech, grammar, and chapter levels, and build it into a large-scale corpus that uses the same standards and specifications and covers multiple fields. College English teachers simply preprocess the comprehensive textbooks and pre-tutorials of the textbooks; then add part-of-speech codes to the text for a second proofreading; and then add manual grammatical annotations to the text based on Third proofreading; add chapter annotations to parts of speech and grammatical text. The construction of the university's English textbook corpus is a very complicated and meticulous project, which involves many textbooks, and at the same time, multiple rounds of proofreading are required during the construction process [4].

2.2 The purpose of building a college English textbook corpus

The most important thing in building a college English textbook corpus is to help teachers better carry out college English teaching, such as using it in vocabulary, grammar, writing, or translation. The corpus can provide teachers with more teaching materials, provide students with more resources, and establish a learning platform that is more suitable for their development. As a new type of college English learning resource, corpus can be closely combined with multimedia to make up for the shortcomings in many books [5]. This is mainly due to its characteristics. The first is authenticity. Since many corpora of the corpus are derived from actual life, the authenticity is high, it is easy for students to have personal experience, and then to better understand the teaching content. In the past book teaching methods, most of the knowledge was very complicated, and it was difficult to carry out unified management. With the establishment of an English textbook corpus, we can systematically classify textbook texts according to different standards, and also can be combined with multimedia to make it easier to query information. Finally, openness and flexibility. Because the corpus is updated regularly, it can develop continuously with the times, so it has high openness and flexibility.

3. Impact of Corpus on College English Teaching Reform

3.1 Corpus Transforms College English Teaching Concept

The core idea of college English teaching is that teachers instruct students to observe and summarize from real language examples in teaching, and then summarize the corresponding language phenomena. In this process, students realize the learning of language rules and language characteristics. This is a kind of Advocating the learning concept of students' self-discovery, analysis and problem solving. Therefore, data-driven learning theory is also known as discovery learning theory. It has the characteristics of independent, experiential, and active learning concepts, which can really help students to achieve the transition from "what I want to learn" to "what I want to learn". In other words, teaching is not for teaching, and learning is not for learning. In the data-driven learning process using corpora, students can retrieve the answers to questions in the corpus themselves, and then verify in the real corpus, without the need to blindly seek the help of teachers, thus changing the traditional teaching philosophy, Students can truly achieve autonomous learning. This change in teaching philosophy is exactly what college English teaching reform advocates.

3.2 Corpus Transformation Teacher-Student Relationship

The reform of college English teaching proposes to change the teacher-student relationship in teaching, to achieve student-oriented and teacher-led classroom teaching, to improve the enthusiasm of students as much as possible, and to change the teaching method of duck-ducking. The

introduction of a corpus is helpful for this reform. In college English teaching, teachers can use a large amount of language materials in the corpus to pass questions in the form of questions, allowing students to retrieve answers and learn independently in the corpus. In this way, the relationship between students and teachers has undergone a fundamental change. Students can solve problems in the corpus according to their own intentions and learning strategies, so that students can be more actively involved in language learning and help students deepen their learning impressions. At the same time, the introduction of the corpus also puts forward higher requirements for teachers' teaching activities. Teachers can no longer directly display language knowledge and usage as before, but must start from the teaching goals and use effective teaching strategies to guide students to find themselves. The answer, summing up the law. In the process of students' autonomous learning, teachers also need to give students timely guidance to ensure that students will not deviate from the corpus retrieval. Application of Corpus in Teaching Makes Teacher-Student Relationship and Teaching Status.

3.3 Corpus Enhances Classroom Teaching Efficiency

In the past, the biggest problem in dividing the teaching level was whether the knowledge needs of the students were met after the division of knowledge points. Teaching grammar knowledge to students does not directly divide the levels, guiding students to master basic grammar is a compulsory content. However, when explaining the structure of grammatical knowledge, students with weak basic knowledge and solid basic knowledge have certain teaching differences. Explaining the grammatical structure to students with weak basic knowledge in simple vocabulary or sentence patterns and explaining the grammatical structure to students with strong basic knowledge in complex vocabulary or sentence patterns can truly realize teaching grading. However, in college English teaching, the layered sense of the content of English knowledge is often confused, so that students with different basic abilities encounter learning difficulties. After the establishment of a college English corpus, teaching grading can truly provide targeted learning resources for students with different basic abilities, which will bring higher convenience to the division of teaching levels and truly improve college English teaching efficiency [6].
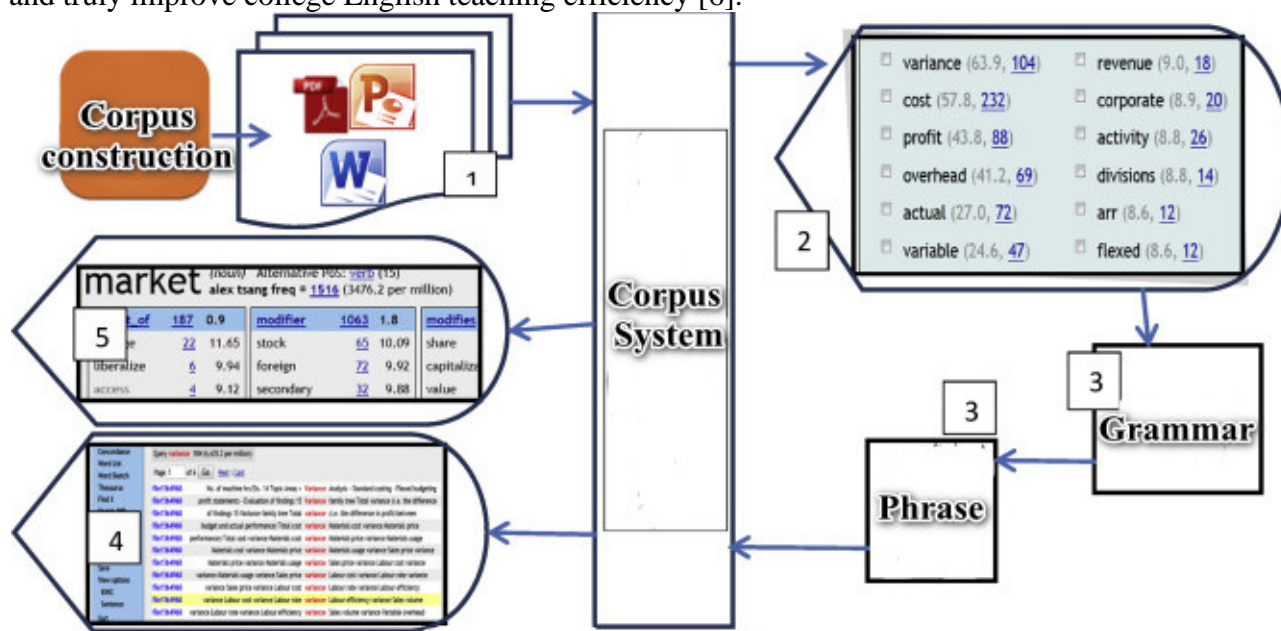

Figure 1. Research on Corpus System Construction

4. Construction Strategies of College English Writing Teaching Corpus

The corpus is based on computer networks. It follows certain linguistic rules and uses random sampling to collect naturally occurring continuous language texts and discourse fragments. It is currently widely used in foreign language teaching. The corpus can be divided into four types

according to its research purpose and purpose. The first is heterogeneous, that is, there is no specific corpus collection principle, and various forms of corpus are extensive and stored. The second type is homogeneous, as the name suggests is to collect the same type of corpus. Then it is systemic, that is, the principle of corpus collection is clarified in advance, and it is guaranteed to have a certain integrity and systemicity, so that it can represent a class of language facts. Finally, it is a specialized type, that is, only a kind of corpus with special purpose is collected.

The construction of a corpus is a remarkable new achievement in the development of linguistics. It can not only provide a large amount of real corpus data for students, but also help students learn independently and reduce their dependence on teacher teaching. In order to promote the construction of corpus in the process of college English writing teaching, the corresponding schools and teachers need to do the following, namely to improve the teaching skills of college English teachers and promote the improvement of teaching quality; based on the construction of writing teaching corpus, train students to learn Interests; improve the corpus application awareness of English writing teaching, enrich students' learning resources; strengthen school supervision, and promote the further promotion of writing teaching corpus.

4.1 Improving the quality of teaching skills of college English teachers

In order to promote the construction of a college English writing corpus, the first task is to improve the teaching skills of college English teachers and pay attention to the transformation of teachers' teaching methods. First of all, in the daily writing teaching, teachers should change the traditional teaching mode, and appropriately combine corpus teaching in the teaching process to avoid the rigidity of students' English writing. Secondly, under the requirements of teaching development, English teachers must recognize the shortcomings of their own teaching, strengthen their knowledge and skills learning, and try to achieve full English teaching in English writing teaching. Finally, English teachers must have a sense of corpus construction and actively participate in the construction of the corpus. Of course, English teachers should also use appropriate corpora to assist teaching according to the actual learning situation and learning needs of each student, and actively create some contexts for students to deepen their learning impressions.

4.2 Based on the Construction of Writing Teaching Corpus

Cultivating students 'learning interest is based on the construction of writing teaching corpus, and cultivating students' learning interest is one of the great significances of the construction of college English writing teaching corpus. Cultivation of students 'learning interest has always been a problem that puzzled teachers' teaching. Many students study sloppily during the university period and lack the motivation to study. University learning is defined as "nothing to do at the end of the period". Obviously, this wrong perspective is affecting students' daily learning. Based on the construction of the corpus, the direct reality and guidance of the corpus in the corpus can be used to help teachers cultivate students' interest in learning. Moreover, during university study, almost all students have their own computers or mobile phones, which is very convenient for studying with a corpus. Therefore, corresponding English teachers should actively participate in the construction and use of corpora to stimulate students' English writing. Interest in learning.

4.3 Improve the corpus application awareness of English writing teaching

Improving the corpus application consciousness of English writing teaching and enriching students' learning resources is another important role in the construction of college English writing corpus. For the corpus, it not only stores rich learning resources, but also has the advantages of being easy to understand and easy to use. If English teachers promote it to students' daily English writing, it will help enrich students' learning resources, broaden their knowledge, and improve students' college English writing. Of course, in the process of corpus application and construction, corresponding English teachers should also pay attention to classify the collected corpora and select corpus resources suitable for students' writing and learning. Promote the further promotion of writing teaching corpus Strengthening school supervision is an important guarantee to promote the further

promotion of writing teaching corpus. Only when the school realizes some shortcomings in its own teaching system and strengthens the corresponding supervision of students, can it help students to clearly understand the importance of learning, form a sense of corpus learning, and promote the development of corpus construction. In order to get rid of the traditional teaching system, school administrators should formulate a corresponding management system based on the actual learning situation of students, try to change the students' learning concepts, and let students realize the importance of university-level learning. In short, the successful construction of a college English writing corpus must be inseparable from the active cooperation of the school [7].

5. Corpus Application in College English Teaching Reform

5.1 Application in Vocabulary Teaching Reform

The application of corpora in the reform of college English vocabulary teaching is mainly reflected in two aspects: First, the use of corpora for collocation learning. In traditional college English teaching, teachers often use vocabulary teaching based on their own teaching experience and Select the corresponding vocabulary from the dictionary for students to learn about vocabulary mastery. Such vocabulary teaching is subjective, which is not conducive to students' autonomous learning. The introduction of the corpus has improved vocabulary teaching. Teachers can use the retrieval software in the corpus to retrieve the most common collocation of a word, and then obtain more convincing example sentences. Many teachers rely on teaching experience and use a variety of matching methods to translate into learning knowledge, mastering knowledge, and acquiring knowledge. This way of collocation is actually based on the language habits of Chinese people, which does not meet the usage habits of native speakers. By searching the Chinese corpus of English learners for collocations with related verbs, students can learn the collocations of words that best match the usage habits of native speakers, and reduce the impact of mother tongue learning. The second is the use of corpora for vocabulary discrimination and learning. Words with similar meanings are used in different sentence components in completely different ways. How to select the words that are most suitable for sentence components is also a problem faced by teachers in traditional teaching. The introduction of a corpus can effectively solve this problem. In traditional teaching, teachers often rely on teaching experience to tell students that two words are universal, but in fact they are different in use. By searching in the English corpus of Chinese learners, it is found that the corresponding mood is mostly used in formal styles, referring to established facts; the language is weak, generally referring to assumptions and assumptions. A corpus can effectively help students learn vocabulary [8].

5.2 Application in Grammar Teaching Reform

Corpus also plays an important role in the reform of grammar teaching. In traditional grammar teaching, teachers often ask students to recite grammar rules, and students recite rules one by one mechanically, but they don't really understand the inner meaning. After learning the grammar knowledge, students can only cope with the examination, and they cannot flexibly apply it to actual oral communication. For this reason, in the reform of college English teaching, it has repeatedly emphasized to train students' language application ability. The introduction of a corpus will undoubtedly help achieve this teaching goal. For example, when studying attributive clauses, the grammar stipulates that when the antecedent is or is modified by an ordinal number, the highest level, and an indefinite pronoun, the student will memorize this rule to answer the exam. However, by searching in the corpus, it is found that native speakers do not follow this rule in daily life. If students use this rule in actual spoken communication, it is likely to bring unnecessary communication. obstacle. Therefore, when teaching grammar, teachers can compare grammatical rules with actual spoken language usage through a corpus. This can effectively reduce the blindness of grammar teaching and thus have a supporting effect on teaching [9].

6. Innovative methods for improving English teaching based on corpus

6.1 Focus on modern English teaching methods

The process of college English education and teaching is a gradual improvement process based on the basic English knowledge and basic skills that college students have mastered. In this process, a variety of teaching methods can be used for comprehensive teaching, without having to stick to modern teaching methods. Compared with modern English teaching methods, college English teaching methods have their own advantages through the test of long-term historical development. Modern English teaching methods rely on the development of modern science and technology. In the process of modern English teaching, advanced scientific English teaching theories are used to provide reasonable guidance to promote the effectiveness of English teaching. It refers to the use of advanced education and teaching equipment in the process of college English teaching to promote the teaching of college students. Strengthen the interest and overall effect of English learning.

English, as the second language of life for college students in the future, has a certain degree of inheritance and is an integral product of modernity. The teaching methods of English education still have certain advantages in the process of English learning, and have an important role in improving the English level of college students. At the same time, due to the continuous development and progress of the times, the development of modern science and technology has brought advanced educational facilities to English teaching. Many English education methods are difficult to represent or construct English situations, which is much easier due to the participation of modern multimedia assisted teaching equipment. However, teachers who are one of the main practitioners of English classroom teaching should pay attention to not being able to unilaterally expand the effect of multimedia English-assisted teaching, but should be realistic from the actual situation of students, the actual situation of schools, the type of English teaching content, etc. Make a selection of reasonable teaching methods and modern teaching methods. Teachers' conscious and purposeful English education and teaching activities should not be converted into communication between students and machines. On the one hand, it is not conducive to communication and communication between teachers and students, and it is also not conducive to teachers in the English classroom teaching process. Play a leading role. Teachers should be able to sum up and summarize the teaching content to be taught first, and then think about the methods used or modern teaching methods to reproduce the knowledge, so as to better improve the effectiveness of English classroom teaching, and not make English The classroom becomes lethargic, or the classroom is too active to control.

6.2 Focus on the connection between college English teaching and students' real life

English is a very communicative tool, and its purpose is to communicate and communicate between people. Therefore, English education and teaching activities cannot be separated from the real life of college students. In the process of college English teaching, too much attention is paid to the teaching of English basic knowledge and basic skills by English teachers, too much vocabulary, usage, grammar rules, etc., and too little practice, which makes students feel that they are in the process of English learning Among them is more passive and lacks autonomy. Teachers and students still use scores as the basic guiding ideology of English learning. At the same time, because college students have less chance to participate in social production practice activities, their understanding of the importance of English is not very clear. Therefore, English learning is not regarded as it is an important means of adapting to future social development. In the process of college English learning, because English teaching is not very closely related to the real life of college students, we often find that once college students pass the Level 4 and 6 exams, most students think that everything is fine and then give up English learning. As we all know, English learning is a continuous learning process. We can see from our experience of English learning that if we no longer contact and strengthen English learning materials, we will forget a lot of English words and phrases, and then directly affect

the effectiveness of learning English. At the same time, if the relationship between English teaching and students' real life is poor, then the interest of college students in learning English is a huge challenge. Students in the university campus environment, because teachers no longer revolve around students like in the basic education stage, and then take the initiative to teach. Many college students are in the late adolescent development process, lacking the ability of self-education and self-learning. If the interest in learning English is greatly weakened at this time, it will pose a major threat to the effectiveness of English teaching. For the learning of English, a lot of repetition and training are needed, so that it can better promote perfect reproduction in English communication, and thus achieve the degree of freedom of communication. In the process of college English teaching, we must pay close attention to the closeness of English teaching and students' real life. On the one hand, it can solve the disadvantages of less contact between college students and social life practices. Improved educational capabilities.

6.3 Guidance Direction Focusing on College English Teaching Goals

English teaching in colleges and universities should be guided by specific teaching goals, and simple to relatively complex to complex tasks should be used as one of the basic ways to stimulate college students' competition awareness and improve the effectiveness of English teaching. The teaching of English in colleges and universities should gradually change the trend of teaching basic knowledge and basic skills of English, with the teaching of English learning methods and learning concepts as the basic content. The learning content of college students has a certain degree of professionalism and a certain degree of correlation with the professions they will engage in in the future. Therefore, due to the different employment concepts and employment scopes of different students, the natural focus has certain special characteristics. College English teaching should pay attention to goal-oriented guidance, that is, as a modern English teacher, it is necessary to formulate specific teaching goals for college students 'English learning, and guide the college students' English learning to avoid the blindness of English learning. Teachers should point out certain directions for college students' English learning so that they can better promote their self-English education. Second, we must take tasks as the basic carrier. Just putting forward English teaching goals can't guarantee that the English education achieves the overall educational purpose. We should supervise and test the English learning of college students reasonably at a certain level. That is to promote the English learning of college students in the form of tasks.

7. The practical Application of Corpus Technology in College English Teaching

7.1 Discussion on the Advantages of Corpus Teaching Model in College English Teaching

The corpus teaching mode innovates the instillation teaching mode. The corpus teaching mode can realize the internalization of students 'English knowledge in the course of classroom interaction, and the teaching and teaching innovation is more colorful, which can effectively stimulate students' interest in learning. Deepen the effect of English teaching. Corpus teaching mode can break the time and space constraints of college English teaching. As mentioned above, college English teaching is often limited by teaching time and places of teaching, while corpus teaching mode can break the time and space restrictions. Teaching resources are provided through teaching videos. In order to allow students to preview the teaching content before class, exchange and interaction between teachers and students and students in class, answer questions and doubts for students, internalize students' English knowledge, you can also use group cooperation to learn Ways to stimulate students' self-inquiry spirit, so as to deepen the teaching effect. The corpus teaching mode can be used to teach students based on their aptitude. Teachers can use teaching plans and teaching content in micro-lessons or teaching videos to allow students to use the pre-class time for repeated learning. In the classroom, teachers can target students according to their characteristics and preview situations Set up interactive links, or answer questions and doubts for students, and achieve teaching according to their aptitude. The corpus teaching model is in line with the characteristics of college English teachers. At present, many college English teachers have higher education qualifications, and the age

structure of college English teachers is getting younger. These English teachers have strong learning abilities and are new to new things. Strong ability to accept, can quickly grasp the methods and methods of corpus teaching mode. In addition, the application of corpus teaching mode depends on information technology and network technology, which puts forward higher requirements on the information technology application ability of college English teachers, and most college English teachers are currently proficient in web courseware production and corpus production skills. No stranger to network resources and multimedia resources, which lays the foundation for the application of corpus teaching mode.

7.2 A Corpus Teaching Model for College English Teaching

In the process of teaching process innovation, corpus teaching mode should follow the principle of taking students as the main body, reasonably set the teaching content according to the differences and learning needs of college students, promote the personalized development of students, and cultivate students' English application ability. The characteristics and difficulties of college English teaching can be carried out as follows:

7.2.1 Teaching innovation before the preparation

Affected by the test-oriented education, college students are often used to the instillation teaching mode, and their autonomous learning ability is weak. Therefore, teachers should aim at cultivating college students' autonomous learning ability in the preparation process before class. The teaching content should be In line with the characteristics of college English textbooks and the characteristics of college students, students should be able to learn independently. It is the innovation of contextualized instruction teaching. Teachers should sort out the vocabulary, sentence patterns, grammar and other knowledge points involved in the teaching content before class, and carry these knowledge points in the contextualized essay to achieve teaching. Import. It is a visible teaching innovation of PPT. Teachers can extract knowledge points such as vocabulary and grammar, use this as a basis to select suitable topics, and make teaching PPTs. On the one hand, it can test the knowledge of student learning, on the other hand, it can train students' English skill. It is the teaching innovation and production of corpora. With the advancement of information technology and Internet technology, corpora has become more and more widely used in teaching activities. Teachers can make micro-videos of about 15 minutes to allow students to initially understand new words and key phrases. Remove obstacles to text reading. Teachers can then use it to explain the background of the article and the life of the author, and display related photos. For college English teaching, cultivating students' speaking ability is very important, so you can insert text reading aloud or make text content animation videos in the corpus, so that students can correct their bad pronunciation while watching animations and listening to articles. Imitation of intonation and pronunciation to develop students' ability to speak English. Finally, teachers can use 3-4 minutes to teach innovative English practice tasks, such as vocabulary tasks, key sentence pattern detection training, etc., so that students can check the learning effect after autonomously learning the text. The corpus can be integrated with PPT courseware and scenario-based instructional teaching innovation to stimulate students' interest in learning, allow students to learn independently before class, and complete knowledge transfer tasks, laying the foundation for classroom interactive teaching in the future.

7.2.2 Teaching Innovation in Class Interactive Stage

The corpus teaching model takes students as the main body, which can effectively stimulate students' subjective initiative. In the corpus learning process before class, students can initially master the English knowledge they want to learn and construct English knowledge, which can effectively improve the efficiency of classroom teaching. The teaching process focuses on the communication and interaction between students and the time between teachers and students, answering questions and doubts for students, and helping students internalize their knowledge through the teaching innovation of interactive classroom contextual activities. For college English teaching, mobilizing college students' interest in English learning, speaking English in the process of

learning, and speaking boldly, makes college English teaching become practical English teaching, teachers reasonably set the teaching situation, and in the process of setting It is necessary to ensure that the theme is clear, and allow students to collaborate in learning, actively communicate, and explore together in a specific environment to stimulate students' initiative in learning. Teachers can innovate some problems worthy of communication and discussion based on the feedback of pre-class learning tasks. Teachers actively guide students to conduct independent inquiry and cultivate students' ability to analyze and solve problems. Teachers can divide study groups according to their characteristics, gender, personality, and basic English, and assign learning tasks. Members of the group can exchange and cooperate with each other in the classroom to explore problems and complete tasks assigned by the teacher. Teachers can set the roles of members in the group according to the characteristics of the students. For example, students with poor oral skills can arrange interactive teaching to improve their oral English ability and cultivate students' English learning ability.

The teaching innovation through the above interactive communication can not only create a good English listening and speaking environment for students, but also implement teaching according to their aptitude, which can effectively stimulate students' learning interest, deepen the effect of college English teaching, and achieve the teaching goal of improving the comprehensive use of English.

8. Conclusion

Corpus Linguistics is an emerging discipline, a new language research method and means, which provides new perspectives and ideas for foreign language teaching and research as well as foreign language learning models and methods. Using corpus to study the facts of language in actual use is a research method focusing on language use, so it has the most direct connection with foreign language teaching. We hope that through the construction of this open and practical new type of college English corpus, more college English teachers and students can truly step into it, and use it as a powerful tool for college English teaching and learning practices, and update Teaching concepts and establishing empirical ideas are bound to provide new ideas and sources of motivation for the further development of China's college English teaching reform. The use of corpus English teaching mode in college English teaching is very necessary and important. In the process of application, the design of pre-class preparation and interactive interaction in the classroom is very important. Based on the characteristics of college English teaching, this article discusses the corpus The specific application process of teaching mode in college English aims to deepen the effect of college English teaching and improve college students' English application ability.

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