

Direct and Indirect Applications of Corpus in Foreign Language Teaching

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Abstract:

In recent years, corpus linguistics has developed rapidly, its scale has continued to increase, and the depth of research has been deepening, providing us with more theoretical guidance and help for people to learn foreign languages. For this reason, on the basis of understanding the concept of corpus linguistics, this article analyzes the enlightenment and role of linguistics for foreign language teaching. In response to the actual situation of foreign language teaching, the application of corpus linguistics in foreign language teaching is to provide theoretical help and reference for foreign language educators.

Keywords:

Corpus, Foreign Language Teaching, Vocabulary Teaching, Grammar Teaching

1. Introduction

Sinclair (1999) defines the corpus as a collection of language fragments selected and sorted according to the clear language standard, which can be used as a sample of a certain language. The corpus linguistics is based on the real language data provided by the corpus as the research object. After analyzing a large number of language facts, it summarizes the rules of language use, which provides a new research idea for language research. [7] One of the advantages of the corpus library is that the nature of the proves is actually the nature of the prove. It brings together a large amount of real language data to make language analysis more objective and scientific. With the development of information technology, the corpus has been widely used in various fields of linguistics research, such as language, semantics, translation, and comparative research, two-language acquisition and language teaching, and have made a lot of progress. Data-driven learning is a corpus-based foreign language learning method. Once this method is proposed, it has attracted the attention of researchers and praised as “a change in foreign language teaching”. [3]

Professor Kaibao Hu believes that the corpus in foreign language teaching includes direct and indirect applications. The former includes the direct application of corpus in classroom teaching, and the latter includes the applications in the corpus in tool books, outline design, language test, two-language characteristics, textbook writing, teacher discourse and teaching platform development. Unlike traditional linguistics

based on rationalism, and empiricism-based corpus linguistics, because it can provide a lot Statistics have won the favor of more and more language learners and researchers. At present, corpus linguistics is increasingly applied in the fields of dictionary compilation, grammatical teaching, vocabulary teaching and writing teaching. This article tries to simply sort out the application of corpus linguistics in foreign language teaching in recent years.

2. The Definition of Corpus Linguistics

The corpus is also known as the library or material library, which is a warehouse for storing real language samples. The language materials in the corpus are mostly through related personnel, with the help of effective language data collection technology and means, scientifically collect and sort out language data collection and arrangement. In the early days of the development of corpus linguistics, due to the limited level of information technology development, the relevant personnel were usually carried out in the form of books, pictures, and verbal when organizing and collecting linguistic materials. The materials in the corpus were artificially collected and organized. [5] With the development of global informatization and the continuous improvement of new technologies, the existing corpus language materials collection method is usually based on computer application technology. Technology is collected, analyzed, integrated, and processed extensive language materials in the network to build a more advanced and more convenient online language library. Through the study of the theory of corpus linguistics, some scholars believe that corpus linguistics is a theoretical structure, and more attention to emphasizing the theoretical significance of the linguistic linguistics, that is, the unity of the collection and theoretical generalization, so that people's understanding of the language to form a one Gender changes. [1]

Other scholars believe that corpus linguistics is a corpus-based extension research method, that is, the construction of corpus linguistics, not a real scientific research field, but a methodology for providing new thinking and new methods for language research. Basic and philosophical ideas. The understanding of corpus linguistics among Chinese educators can be analyzed from the two levels. First, the rich language materials in the corpus are studied at a language level in foreign language teaching. Essence The second is to criticize the linguistic theory that my country implemented in China according to the language facts reflected in the corpus, and put forward new theories or new views for the innovative development of linguistics. (Li Sen, 2000) No matter what level of the linguistic linguistics from, you can find that the two can be closely related to foreign language teaching, and even penetrate all aspects of foreign language teaching.

3. Study on the Role of Corpus Linguistics on Foreign Language Teaching

In the context of information development, more and more corpus linguistics is applied in foreign language teaching, which will promote an active learning method called "Data Driven Learning", referred to as "DDL". It is a discovery learning method that emphasizes "student-centric". Students bring problems to store real language use instances to find answers. [2] This learning method allows students to have a deeper impression on the knowledge learned in the process of searching for answers, prompting students to find the role of their own language from a more real language environment and instance, Value and significance, so as to improve the

effect of foreign language learning, at the same time help students to reflect on learning, stimulate students' learning motivation, and improve students' learning initiative research results show that data-driven learning is an ideal learning method in foreign language vocabulary learning.

In addition, the corpus linguistics also has a positive impact on the study of linguistics itself. In the study of linguistics such as phonology, morphology, syntax, and language, the linguistic linguistics can be used to carry out more levels of language Research activities. For example, research activities such as foreign language pronunciation and voice tone can be carried out on oral language; in terms of morphology, the composition of words, classification of words, etc. Research activities of language and physical analysis: In terms of conspiracy, research activities such as language use in actual communication context can be carried out. [10] The development of these research activities has a great guiding role in helping foreign language teachers to master the laws of modern language, and to point out the learning direction of students' foreign language knowledge.

At the same time, the use of corpus linguistics can help students accurately understand the significance and practical usage expressed in the process of actual use and communication, and use advanced computer technology to achieve a certain vocabulary in the corpus linguistics. Sentence, the meaning of its connotation and other language expression are retrieved. It promotes students to complete more accurate language knowledge learning, and understand the true and natural expression of the target language in the context, so as to achieve the purpose of learning Essence It can be seen that the value of the use of corpus linguistics in foreign language teaching is relatively high.

4. The Direct Application of Corpus Linguistics in Foreign Language Teaching

4.1. Vocabulary teaching based on corpus libraries

The vocabulary-based vocabulary teaching is the first to provide students with common high-frequency vocabulary tables for students at the basic stage of foreign language learning to help students identify foreign language learning and avoid excessive energy on non-high frequency vocabulary. In recent years, many corpus researchers have used corpus to use the formulation of foreign language teaching outlines and the selection of teaching priorities and the order of teaching points, and have achieved good results in actual teaching.

Another application of the corpus in vocabulary teaching is to provide learners with relatively common expression of their own language. Some language expression methods in traditional foreign language textbooks are actually not the most popular and most commonly used in their language. A relatively strong corpus resources can provide a commonly used or more vivid expression of the language of the family. "Taking English learning" as an example, "rain cats and dogs" in traditional English textbooks retrieved in BNC (British National Corpus) corpus, and the frequency of use is basically 0 (except for one place as a term quoting), indicating that the phrase is not time-efficient in the current English ethnic language. If the learner uses it blindly, it may cause language and cultural improper communication. Traditional textbooks do not involve the actual use frequency of such language points. If the learners query the

use frequency of the language point with the help of the corpus in the learning process, this expression can be avoided.

In addition, corpus can help Chinese students avoid excessive Chinese expression caused by Chinese migration. Taking English learning as an example, after learning Learn and Knowledge, Chinese English learners will take a phrase of “learn” “knowledge” for granted based on Chinese expression “learning knowledge” and use them frequently in writing and speaking. However, by searching the BNC (British National Corpus) corpus, we will find that the number of expressions of Learn Knowledge is 0. On the contrary, the most commonly used expression in “learning knowledge” in the national language is Acquire Knowledge. If it is not the intuitive data of the corpus, it is difficult for learners to identify such differences through conventional learning channels. At present, a large number of intermediary research based on comparison corpus in foreign language learning provides a large number of similar examples, which can provide a basis for avoiding misunderstandings of mother tongue migration for foreign language learners. [11]

Another aspect of the corpus in vocabulary teaching is to broaden the dimension of vocabulary learning. Traditional vocabulary learning is only focused on the pronunciation, meaning and usage of words, and vocabulary-based vocabulary learning adds to the aspects of traditional foreign language teaching such as semantic rhymes and habitual words. Practical and deep perspective. Taking English as an example, traditional English vocabulary teaching rarely takes into account the positive, negative or neutral semantic rhyme, that is, the positive or negative tendency of a word in use. The neglect of semantic charm makes Chinese foreign language learners often use expressions such as “lead to significant development”. By searching for BNC (British National Corpus), we will find that “lead to” often follows the vocabulary such as “problem, difficulty, and loss”, which is often neglected in traditional English vocabulary teaching. [11] Mastering the rhyme of vocabulary can help Chinese foreign language learners avoid inappropriate expression, enhance the accuracy of vocabulary mastery, and at the same time improve the ability of foreign language learners to avoid unnecessary communication errors.

The last aspect of the corpus for vocabulary teaching is to cause changes in foreign language teaching methods. Specifically, by guiding students to index the function of the keywords of the corpus, observe a large number of real language materials, summarize and explore the laws of language use, thereby guiding students to change their learning concepts, and more student-centered exploration learning. In this way, by enhancing students “self-learning awareness, enhancing the sense of achievement and self-confidence of students” language learning, and gradually changing the “duck-type teaching” of teachers’ explanations and students passively accepted knowledge in traditional language teaching. This is not only for vocabulary teaching, but also the entire foreign language teaching can be regarded as a very positive change.

4.2. Corpus library-based grammar teaching

Corpus library-based grammar teaching is different from traditional grammar teaching. Taking English as an example, the traditional English grammar teaching mode usually adopts a mode of grammatical law rules of teachers, students to memory grammatical rules, and then used in practical language training. Adding the ready-made grammatical rules to students, this method seems to be straightforward, saving time and effort. In fact, students can only passively accept the prescribed grammatical

entries. Rigidity. The grammatical teaching model based on corpus has changed this traditional approach. [12] In the actual grammar lecture, the teacher no longer gives the grammar rules directly. Instead, it guides students to observe a large number of corpus and summarize the corresponding language laws by observing a large number of corpus. Students are actively summarized and summarized the rules of grammar. They often have deeper memory and deeper experience, and they will be more flexible in the use of actual language. This grammatical teaching based on corpus can largely change the current situation of students “passive acceptance of knowledge to truly mobilize students” enthusiasm for autonomous learning, so that grammar teaching is truly interactive and dynamic. This approach cannot be realized in traditional grammar teaching, and the emergence of corpus provides conditions for this teaching method.

The corpus is based on grammar teaching. Another advantage is that compared to the oversized and simple traditional grammar rules. The corpus is completer and more flexible based on the grammatical rules revealed by a large number of real language materials. In the traditional grammar explanation, teachers often adopt the example sentences of fabrication, which is often not accurate enough, or out of the real context, and does not have persuasiveness. Instead, grammar teaching based on the corpus is presented in front of the learners in front of the learners. And provide frequency data support, which helps learners to master the rules of grammar in comprehensive and in-depth grasps, and notice the latest language phenomenon that highlights it. [13] Taking English as an example, the traditional grammar explanation believes that “need do” and “need to do” can be swapped. There is not much difference in use in use. However, the frequency of frequency is quite high, which shows that although the “need do” comply with grammatical rules, English-speaking people are more inclined to use Need to do in communication. In contrast to it is a large number of Need Do that appeared in Chinese English learners in English. It may not be authentic to summarize such language laws. [4]

5. Analysis of the Use of Corpus Linguistics in the Application of Foreign Language Teaching

5.1. Application corpus linguistics in the design of foreign language teaching outlines and textbook writing

The teachers mentioned earlier should pay attention to the typical characteristics of language in foreign language teaching, as well as the differences between mother tongue and target language. The two affect the emphasis and difficulties of foreign language teaching. In the design and textbook writing of the outline, the maker of the syllabus of the teaching outline and the writer of the textbook can retrieve and analyze the rich language materials in the corpus linguistics through the existing advanced computer application technology, and then refer to the corpus library linguistics. The description of foreign language and more helpful language materials, combined with the actual teaching situation to complete the revision of the teaching outline and the writing of textbooks. In this way, the setting of foreign language teaching outlines and textbooks is more rational and systematic, and the content is richer. It involves a wider level. Demand and personality differences are in a targeted formation of classroom teaching and difficulty. Different corpus distribution and language domain (general referred to) information in corpus linguistics can also play a good role in the selection and formulation of the curriculum plan. [13]

Therefore, foreign language teachers should attach importance to the use of corpus linguistics in the design of textbook writing and teaching outline design, be good at digging the useful language materials in the linguistics of corpus, and promote the organic combination of teaching outline design and corpus linguistics, and then realize the quality of foreign language teaching and teaching. Comprehensive improvement of efficiency, for example, in the process of designing the outline of the foreign language teaching, teachers can conduct in-depth analysis and comparison of the corpus of teaching content, so as to determine which language uses high frequency and their target language domains. The difference in mother tongue, then on this basis, formulate a teaching outline that meets the requirements of practical teaching. In the writing of foreign language textbooks, foreign language teachers can also use corpus linguistics to analyze and study the content of the textbooks to determine foreign language textbooks in the writing, whether the selected articles and textbooks meet the learning needs of students in the new era, whether the teaching requirements after the new lesson are changed, etc. You can also use computer equipment and facilities to enter the computer system in the computer system with computer application technology, and learn from the form and method of the construction of Chinese corpus linguistics in my country, and establish a foreign language textbook corpus that belongs to it in order to facilitate the next teaching of teaching. Activities and lessons provide theoretical basis. [7]

5.2. Application of corpus linguistics in foreign language teaching class activities

In the foreign language classroom teaching activities, the use of corpus linguistics can first be used to enrich the forms and contents of foreign language classroom teaching by using the advantages of facilitation, fast information storage, and accurate language material retrieval through the help of the linguistic linguistics. For example, in the process of foreign language teaching, foreign language teachers can combine teaching content and use advanced network information technology and multimedia teaching equipment to search for expanding language teaching materials related to teaching content in the corpus linguistics in the classroom in the classroom. Then use the projector to vote on the large-screen teaching point for students to study and discuss intuitively. This is more conducive to active classroom learning atmosphere and improve students' classroom participation. Secondly, with the help of the advanced guiding ideology and theoretical basis of the linguistic linguistics, reforming traditional foreign language teaching ideas and concepts, transforming the previous "teachers-centered" foreign language teaching concepts into "students-centered" concept. [7] Guide foreign language teachers in addition to the students as the center in classroom teaching activities, respect the students' subject status to give students sufficient classroom speech, and drive students to participate in classroom teaching. Skills, search for the answer to the corpus library to find questions. For college students, it can also help teachers to build or improve the curriculum-related corpus. Students find problems by themselves, solve the problem by themselves, participate in research and development, and improve their own foreign language knowledge system by themselves. At the same time, it can also improve certain scientific research capabilities. Attracting the linguistics of corpus in classroom teaching is good for teachers and students.

5.3. Application of corpus linguistics in foreign language translation teaching

The true context contained in the corpus is greatly helpful for improving students' ability to choose vocabulary and enriching student knowledge system. With good choice of vocabulary ability, it is exactly the basic skills of learning foreign language translation. Therefore, the use of corpus linguistics in foreign language translation teaching is of practical significance. Class frequency and language information in the linguistic linguistics can help students find information and corpus in the context, word formation such as the context of the content they are learning. For example, when teaching the word "adopting" the word translation skills, foreign language teachers can guide students to translate into the simplest "use" first, and then guide students to use corpus to make comprehensive search and search for more translation methods. In this real context, students have not only completed a variety of translation methods of the word "adopt", but also increase their understanding of the words, tense, and vocal changes in English words corresponding to the word. [7] This foreign language translation teaching mode not only helps to add students "learning fun, stimulate students", learning initiative, but also cultivate students "good inquiry problems, exercise students" divergent thinking and promote the comprehensive students of students develop.

6. Revelation of Corpus Linguistics to Foreign Language Teaching

6.1. Creation of the effective relationship between linguistics and English teaching of corpus linguistics

The linguist in the corpus linguist borrows the language characteristics and laws displayed by computer storage and the language materials it processed provides a scientific and effective basis for English education. Compared with the perceptual sexy officials of linguists, the corpus gives more written and oral materials for oral communication. This is exactly what foreign language education needs. It is understood that the English taught by the school is simply inappropriate in life. When students walk out of the school gate, they will feel difficult to adapt to the true English in life. Although the students have learned a lot of grammar. However, it is not applied in actual life. We did not learn the words commonly used in foreign countries. The words we use are also strange to foreigners. Therefore, those who have communication with English as the mother tongue must learn English again to adapt to the realistic social environment. In addition, compared with the practicality of spoken language and textbook English, linguists see that teaching materials English and real English are indeed very different. For example, when showing a common verb give, most of the textbooks say that it can bring dual-object syntax such as "give sb sth, give sth to sb". The characteristics of objects, such as "Give more answers like this, giving time limits, giving advice, and so on". [8] But this form actually accounts for one-third of all "giving" syntax in the textbook. The corpus provides us with unique resources for language teaching. It is the source of language education research. The content of foreign language teaching, outline, teaching focus, teaching materials, and educational order of language points must be statistical, analyzing the corresponding corpus, and then formulating the skills and knowledge hoping to make students learn more.

The new classroom teaching mode to create corpus is convenient and fast, and the accuracy of information storage capacity and accuracy is its advantage. This puts forward a new way to solve the problem of how teachers in English education teach. Therefore, the language library in foreign language education has special significance.

It can help improve and improve teaching thinking and educational methods, and promote the concept of “teacher-centered” to student-centered. Students can do it by themselves, develop and develop freely exploration. Coral library is conducive to improving teaching methods for class education. Given that the data brake learning retrieved in the corpus is a good example. The language application method in the corpus is learned by grammar principles and vocabulary reasoning.

6.2. Effective foreign language translation teaching creation

The corpus creates an objective context and effectively improves the vocabulary ability of students. Word selection is a basic technique for learning translation. Basic functions in the corpus are: frequent words and vocabulary, the context is common, and can accurately supply and quickly supply information and corpus in the aspects of matching, word composition, context, and other aspects. For example, when teaching the word “persistence” translation, students first translate “persist” and then allow students to use corpus to comprehensively search for the real context and know the multiple translations of this word. Digital transformation, designing the word nature, tense, and language changes will be clear at a glance. [16] In this way, not only increased the learning fun of the students, increased the motivation of the students, but also developed the habit of exploring the problems of students.

6.3. Effective combination between the static and dynamic of the corpus

The corpus presented a dynamic or static language map. In response to this problem, experts have such an interpretation of the corpus: The corpus can be a linguistic textbook selected in a static manner, the goal is to represent the overall language or another part of a certain time. Dynamic or monitoring the corpus is another point of view of corpus design. Its method can be collected in a large number of texts at a certain time. Such texts were uploaded to a certain software that filter some information. This software summarizes some aspects of the language and records the new word type or recorded the new word type. The new structure may change the old word shape or usage. This dynamic text collection will continue to change and develop with the increase of new texts. The linguist of the corpus still has different views on the method of collecting texts.

7. Conclusions

In summary, in the face of the rapid development of teaching technology and the continuous enrichment of teaching methods, how to improve the subjective initiative of students' learning and how to use cutting-edge knowledge and means to improve the efficiency of teaching and learning, becoming one of the corpus libraries that the reform of foreign language teaching reform and the emphasis on the reform of the reform of foreign language teaching As a new form of the online entry classroom, its use can enrich the corpus resources, create a more three-dimensional and vivid language environment for students, and make students from traditional learners into self-thinking researchers. It can explore from autonomous exploration. In the process of induction and summary of language laws, gain a sense of learning, thereby improving the interest in foreign language learning, and avoiding foreign language learning that is too rigid and rigid learning methods, which plays an important role in promoting language. The second is to urge the role of teacher to change accordingly. At the same time, foreign language teaching driven by corpus to ensure that students are exposed to the latest language phenomenon, and help students avoid improper use

errors, and enhance students' awareness of using language correctly. With the continuous improvement of network technology and corpus content, the study of foreign language teaching uses corpus, and the results of research are applied to classroom teaching, teaching outlines and textbooks, and will achieve good results in mutual promotion.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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