Research on Vocabulary Learning in English Classroom Teaching Based on Corpus

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The difficulty of learning English is not only related to interest, but also related to the correctness of learning methods. Especially in English teaching, a comprehensive and in-depth mastery of vocabulary can improve the level of English language, learn English knowledge better, and improve the level of cross-cultural communication. The application of corpus in English classroom vocabulary teaching can provide more educational space for vocabulary teaching, enrich teaching methods, and at the same time, facilitate students to learn vocabulary and lay a foundation for learning English language. To this end, this article first describes the important role of corpus application in vocabulary learning in English classroom teaching. Secondly, it discusses the difficulties of vocabulary learning and the factors that affect the quality of learning. Finally, in order to enhance the learning effect of students and improve the teaching level, several learning strategies have been formulated to continuously highlight the practicality of the corpus.

Keywords: corpus, English classroom teaching, vocabulary learning, importance, problems, measures

The Role of Corpus Application in Vocabulary Learning in English Classroom Teaching

Corpus has high application value and can enhance the authenticity of English materials. With the rapid development of network technology and modern information technology, it is very practical to build an English corpus taking the advantage of the Internet. It contains information from the real discourse of native English language users. During the course of teaching English vocabulary, the application of corpus can provide students with a more realistic language platform. As is known to all, the process of learning a language context is critical, and using corpus can improve students' sense of English, to increase interest in learning and enhance the teaching efficiency, and the advantage of the active study atmosphere, etc., are all superior to the traditional teaching method.

Secondly, it can enhance the systematicness of English information. In the English corpus, all information is arranged by certain rules and orders, which is highly normative. Students can find information and sort out materials in the network platform through Internet technology. However, sometimes, the information provided by the network platform is fragmented and uneven quality, which reduces students' understanding and analysis

of the information. By utilizing the English corpus, these shortages can be covered and it's useful in standardizing and analyzing English vocabulary information.

Last but not least, the corpus itself is highly efficient, which can bring more convenience to English language vocabulary learning and improve the teaching efficiency. English corpus provides a new way for language learning through Internet technology and information technology to better help students learn English. Among them, the most effective feature of the corpus is that it can quickly and accurately provide specific linguistic data of one or more words with authenticity, which is an important means of language vocabulary learning.

Problems Remain in Vocabulary Learning in English Classroom Teaching

The Vocabulary Is Too Large and Complex for Students to Master

For English language learning, vocabulary has always been a tough problem for students to overcome. The teaching content is various and miscellaneous, for instance, writing and listening training, which all requires mastering a certain amount of vocabulary. However, in the vast amount of English vocabulary, it is very difficult and unnecessary to remember all the words. That's why so many teachers have to summarize key and high frequency words along with other important ones during the process of teaching. In fact, is a very complicated teaching task, and sometimes problems such as missing can also emerge and cause direct impacts on the teaching design, compromising the objectivity of teaching, and affecting other progress, making it harder to improve the level of teaching.

It Is Difficult to Explain the Meaning and Usage of Words

In the process of vocabulary teaching, word meaning explanation plays a crucial role. Effective analysis of vocabulary can enable students to develop vocabulary building strategies as well as boosting the level of vocabulary mastery. However, in practical teaching, teaching methods should be flexibly applied, considering multiple meanings of vocabulary or numerous parts of speech. The way how teachers impart and whether the students can fully grasp is the difficulty of vocabulary teaching, meanwhile the problems that students need to face. In many cases, the teacher's explanation is not detailed or the teaching method is inappropriate, which will cause more burdens for students to learn vocabulary. In addition, students' self-understanding and self-absorption ability is not enough, and there will often be confusion or forgetting of meanings, so it will not be successfully applied in the practical English language usage.

The Explanation of Synonyms Is Not Scientific Enough

In English vocabulary teaching, there are lots of synonyms. The teacher needs to analyze the differences among them for students and distinguishes how to correctly and reasonably apply them. But in practical teaching, teachers will analyze the similarities and differences between words according to their own teaching experience and intuition under normal circumstances. English language learning can not only be analyzed based on the experience because it's scientific deficiency. Sometimes, it is difficult to explain clearly to the students, so as to cause more confusion for them. Therefore, there are still remain some problems in teaching synonyms, which impede students' better understanding and mastery of vocabulary.

The Teaching Content About Vocabulary Allocation Is Not Comprehensive; the Method Is Not Appropriate

Collocation is used a lot in English vocabulary. Teachers sometimes miss key word collocation during the specific process, so that the explanation of that is not comprehensive enough. Moreover, at present, many teachers

mainly take the way of listing word combination while explaining it to students. Taking the word "make" as an example, the teacher will directly present the collocation to the students, let them write down, and then recite it. As for key collocation related to usage or other important content, it is not introduced much. Therefore, teachers occupy the dominant position, while students are forced to learn in a mechanized and closed way. In addition, in the face of a large number of words collocation, students will be resistant to learning, and notes have become useless for not exerting a real part during the process.

Vocabulary Tests Lack Validity and Authenticity

On the one hand, from the previous English language vocabulary tests, it is difficult to effectively reflect the language knowledge and the language skills needed for application. At the same time, due to the lack of authenticity, vocabulary teaching cannot simultaneously update, which results in the separation of language teaching from reality. On the other hand, the network platform plays an increasingly crucial role in the vocabulary test, but a lot of students do not think thoroughly about the content during the online test. Students rely simply on their intuition to finish those questions, and then answers are corrected, and finally explained in detail automatically by the online system. In this process, students pay more attention to the last step, and less to exercise itself, which is not conducive to boosting students' accomplishment of English. In addition, teachers use the network platform for the vocabulary test and almost the whole process is conducted by multimedia, leaving students less time to ponder and analyse the results of the tests. What's worse, it undermines students to develop creative thinking and causes bad influence on their exploration of the English language. It seems that improper utilization of the network platform, on the contrary, is not good for students to acquire English language knowledge.

Measures of Vocabulary Learning in English Classroom Teaching Based on Corpus

Use Corpus to Count the Frequency of English Words

According to the relevant statistics of English language vocabulary, English learners can communicate with each other to a certain extent if they master about 4,000 common words in the process of language learning. Therefore, many learners focus on high-frequency words in their learning. It's complicated and long work to count them. Therefore, it is very effective in applying corpus for statistics, which can improve the teaching efficiency and facilitate the development of teaching activities, so as to realize the teaching goals of imparting knowledge, skills and arousing students' emotion as soon as possible. Before class, teachers can make textbooks into texts through the corpus, and then make vocabulary tables according to their frequency. Finally, key and important words are chosen on the grounds of the table, and the following teaching content is arranged according to these. In this process, it is worth paying attention to the full use of textbooks and is very crucial to collect the materials needed for course teaching in the corpus. The next step is to carry out scientific plans, design a suitable program, and effectively apply it in teaching activities. It is also necessary to clearly distinguish words which need to grasp with cognitive ones, and finally select the important vocabulary needed for teaching, so as to facilitate students' learning. In the course of learning, in some cases, the word is not a core word, but it plays an important role in collocation or in sentences. Teachers should not ignore it when explaining, and should treat it as a high-frequency word for analysis, so that students can better master it. Therefore, it can be seen that the method of collecting key vocabulary through corpus is very effective, which can make up for the deficiencies in previous vocabulary teaching, make the instruction more accurate, and help students learn and master English vocabulary more efficiently.

Use Corpus to Explain the Meaning and Usage of Words

When explaining the meaning and usage of words, the use of corpus can provide information about many words which enable students to understand the various meanings of words, master those words, and facilitate their learning. Taking the word "cause" as an example, teachers find its examples from the corpus firstly, then choose 10 to 15 sentences which meet the demand of students, and then modify them to meet the teaching requirements. In English classes, teachers index the content of the corpus, and then students can find that the word "cause" can be used as a noun or a transitive verb. Secondly, teachers can enable students to understand the allocation of "cause" with the help of the corpus. In this case, students will find that "cause" is used as a transitive verb, and a certain causal relationship between the former noun and the latter noun, or between two phrases. "Cause" as a noun can be translated into "reason". Finally, after understanding the meaning of "cause" and observing it through the corpus, many common collocation words of "cause" can be found, which is more conducive to the understanding and application of it. When "cause" is used as a verb, the modal verbs are words like can, will, etc. After mastering these things, students can also solve the confusion caused by vocabulary in individual study. Moreover, teachers are capable of connecting and extending grammar knowledge according to the situations of students. For instance, forms like "vt. + n. + to do". By combining vocabulary with grammar, students can consolidate their grammatical knowledge and connect the knowledge from point to aspect through their learning, thus laying a foundation for English language learning.

Corpus Is Used in the Teaching of Synonyms

In the process of explaining synonyms to students, it is difficult for teachers to explain them carefully and thoroughly in a better way based on their previous teaching experience alone. In this case, it is necessary to apply corpus. In the specific process, corpus can provide much evidence about how to tell form synonyms, based on a large number of actual examples and practical content or the analysis of the system. It can easily conclude the rule of word allocation and their features so that the analysis of synonyms will be more scientific. Teachers improve the efficiency of classroom teaching and students are easier to understand the content. In fact, synonym or discrimination has always been a difficult point in English vocabulary teaching. When using corpus to analyze words, it can enhance students to act dynamically in language learning and participate actively in vocabulary learning, which is very effective for distinguishing synonyms. Taking the synonyms "cause" and "lead to" as examples, the similarities and differences between them are obtained through the corpus analysis. On the one hand, they are the same because "lead to" is often used after modal verbs and translates to "result in", usually with certain negative factors. At this point, "lead to" is the same as "cause". On the other hand, there are many differences between them. First of all, in terms of part of speech, "lead to" can only be used as a phrasal verb. "Cause", on the other hand, can be used not only as a verb but also as a noun. Secondly, in terms of meaning, it can be translated as "result in" or "to somewhere". Thirdly, in terms of semantic rhyme, "lead to" belongs to the neutral word, because it can combine negative noun and positive ones. Finally, in terms of collocations, "cause" can be used for many things, but "lead to" usually has only one fixed collocations. It can be seen that the application of corpus in the explanation of synonyms can better explain the specific differences in meaning and use, so that students can effectively know the similarities and differences, master the vocabulary better, improve the teaching efficiency, and improve the quality of their learning.

Corpus Is Used in the Teaching of Word Collocation

In English language learning, the application of the corpus is also a key link in the teaching of word

collocation. There are three kinds of English word collocations: free collocations, limited collocations, and fixed collocations. First of all, free collocation. Taking "break" as an example, it can be found through the corpus that its phrases include "break away from", "break up", and so on. As you can see, words like "break" can have many combinations. Secondly, limited collocation which means a verb is combined with limited nouns. Finally, fixed collocation. "Smell a rat" is a combination of ingredients that cannot be replaced by other words. It has a fixed structure and is a set combination. Also, in many cases, the overall meaning has nothing to do with the literal meaning of the word, which can also be called an idiom. In English vocabulary, many word combinations belong to limited collocation, which is also the focus of attention in teaching. For instance, the word "launch" can be combined with nouns such as "attacks" and "models". In the process of corpus application, it is found that some word combinations do not appear, but it seems that the word collocation is limited, and the limited features of this collocation are related to the emphasis and prominence of the English language. Therefore, to a certain extent, students can correctly use some word collocation and therefore enable themselves to use English vocabulary proficiently and learn English language better.

Use the Corpus for Vocabulary Testing and Exercise Compilation

For English vocabulary teaching, test is one of the important parts. Reasonable vocabulary test activities can let teacher know about the specific situation of students' vocabulary mastery, help them improve their vocabulary mastery and application ability, as well as having certain teaching guidance. Therefore, in the teaching activities of vocabulary test, problems about how to carry out the vocabulary test and what the content of the test mainly contains are what teachers and relevant examiners need to attach great importance to. In traditional vocabulary practice, in order to improve the efficiency of vocabulary testing, they ignore the issue of whether language materials are normative or not, and do not realize that vocabulary testing is also a way of vocabulary learning. Over time, vocabulary testing is difficult to play a real effect. However, the use of corpus in vocabulary testing can provide more practical data for the proposition according to its own large and real corpus features, so that the content of vocabulary testing is more normative and the effectiveness of vocabulary testing is improved. Therefore, in the design of vocabulary test content, we can make full use of the language data in the corpus, select on the grounds of the requirements of different words, and then combine with the learning situation of students to write effective vocabulary test exercises. In addition, teachers should plan, optimize, and integrate the language data collected from the corpus, and design a reasonable program to make it more consistent with the content of English vocabulary teaching. At the same time, teachers can also find the core vocabulary, make a reasonable plan, encourage students to participate in the teaching design, actively collect students' teaching feedback and suggestions, through active reference, collation, and induction, deepen the learning impression, build a complete structure of learning vocabulary, and drive the all-round development of students. At the same time, it will enhance students to use words in a specific way and learn English language well.

Conclusion

It can be seen from the above that the application of corpus can bring great benefits to English language vocabulary learning and provide more opportunities for teachers and students. Without collecting and analyzing data by hand, the relevant content of language vocabulary can be quickly and accurately found through various computer programs. However, from the current situation of English classroom vocabulary teaching in our country, most of the time, a class is authorized to one single teacher, and students passively obtain knowledge. In fact,

whether by reading contexts, or explaining words to the students, teachers should pay attention to the atmosphere and guide students to think deeply, by role play, or traditional way of teaching so as to deepen the students' learning. Students remember the method, and then the teacher let the students read the words out. After that, the teacher explains the meaning and use of the words one by one, with examples, and finally let the students make sentences or do exercises. This teaching mode only focuses on vocabulary, but does not pay attention to the thorough learning of it. It rarely explains semantics, so students often have a limited vocabulary in oral speaking and writing, and sometimes they make mistakes in the use of vocabulary. Therefore, it will be of great use to apply corpus in English classroom vocabulary teaching, which can make up for the limitations of previous classroom teaching, collect high-frequency words, compile vocabulary exercises, and the meaning and usage of words, so as to improve students' English language level and enhance their English.

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