Research on Corpus Assisted Multimodal Vocabulary Teaching in English Writing Course

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Abstract: The academic value of using corpora for vocabulary teaching and conducting self-built corpus research on students' writing achievements lies in improving teaching effectiveness, achieving personalized teaching, enriching teaching resources, enhancing academic research value, data-driven teaching improvement, increasing student engagement, and cultivating students' data analysis abilities.

Keywords: corpus; multimodality; vocabulary teaching; English writing

1 Introduction

Corpus refers to a large-scale text collection of a certain language, which is widely used in fields such as linguistic research, natural language processing, text mining, machine translation, and information retrieval. Corpus can come from different channels, such as books, news, social media, web pages, technological literature, etc. Before using corpus analysis, preprocessing is usually required, such as word segmentation, removing stop words, and part of speech tagging. The application of corpora is still expanding and deepening, and with the continuous development of natural language processing technology, the application of corpora in various fields will also continue to expand and innovate. Corpus has a wide range of applications in language research, including vocabulary research, grammar research, phonetics research, pragmatics research, and so on. Through the use of corpus tools, relevant language features can be obtained from a large amount of text data, helping researchers understand the relevant situation. With the development of computer technology and the arrival of the big data era, corpora have become an important auxiliary tool in foreign language teaching. In recent years, many researchers have conducted extensive research on the application of corpora in teaching.

Corpus plays an important role in English vocabulary teaching. By utilizing corpora, teachers and students can access a large amount of authentic, natural, and representative language data. These data can be used to improve students' writing skills, cultivate their language awareness and critical thinking abilities.

Corpus assisted multimodal vocabulary teaching uses corpus as a tool to carry out multimodal teaching of English writing courses. During the teaching process, teachers use various teaching methods, assisted by technologies such as corpora, to integrate a single modality such as text, images, and sound, forming a multimodal writing teaching process where multiple modalities cooperate and participate in meaning expression. At the same time, teachers use various writing methods and review modes in this teaching process to promote students' internalization of writing content and skills.

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In addition, through CiteSpace visualization analysis of 131 CNKI papers on CNKI, which included keywords such as "English writing", "course construction", "corpus", and "multimodal", a total of 15 categories of research were found to be popular research directions. Obviously, exploring the construction of English writing courses from the perspective of hot corpora and multimodal is very reasonable and urgent.

2 Corpus assisted multimodal vocabulary teaching

The main goal of combining corpus and multimodal vocabulary teaching in English writing teaching is to improve students' vocabulary accumulation, writing ability, enhance their cross-cultural communication ability, and cultivate their innovative thinking and self-learning ability. Specifically, there are several objectives:

Improving writing skills: By using corpora, students can learn more about English usage in practical contexts, thereby improving their vocabulary, grammar, and sentence structure abilities. Meanwhile, multimodal vocabulary teaching can help students better understand and apply this knowledge, thereby improving their writing skills.

Enhancing cross-cultural communication skills: Multimodal vocabulary teaching can expose students to English expressions from different cultural backgrounds, such as pictures, audio, videos, etc. This helps students understand and adapt to English communication methods in different cultural backgrounds, and improves their cross-cultural writing and communication skills.

Cultivate innovative and critical thinking: Multimodal vocabulary teaching encourages students to think from different perspectives and cultivate their innovative thinking. For example, students can explore how to integrate different vocabulary and forms of English expression into their writing by analyzing different media forms, thereby improving their innovation ability.

Enhancing self-directed learning ability: Teachers can guide students in self-directed learning through corpora and multimodal vocabulary teaching. For example, teachers can allow students to use a corpus to independently search for the usage of vocabulary, phrases, and sentence structures; At the same time, teachers can guide students to analyze different media forms of English expression and cultivate their autonomous learning ability.

Stimulating students' interest: Combining corpus and multimodal vocabulary teaching can provide students with richer and more vivid learning content and forms, thereby stimulating their interest in English writing.

Promoting comprehensive development: Multimodal vocabulary teaching encourages students to use multiple forms of expression in English writing, which helps cultivate their multiple intelligence and comprehensive development. By combining corpus and multimodal vocabulary teaching in English writing teaching, students' writing ability, cross-cultural communication ability, innovative thinking, and autonomous learning ability can be effectively improved, while stimulating their learning interest and promoting their comprehensive development.

In order to achieve multimodal vocabulary teaching and assist students in output-oriented output after learning writing, team teachers flexibly utilize various teaching resources, build an online and offline hybrid teaching platform, and form a good writing learning environment. Through micro classes, teachers allow students to watch materials such as videos and text, mobilizing their various senses from multiple perspectives and maximizing their participation in the learning process. In the practical process of multimodal vocabulary teaching, teachers should actively try different writing teaching methods under different modes, and adjust teaching strategies in a timely and flexible manner based on students' writing learning effects under the corresponding modes. The vocabulary teaching modes used mainly include visual mode, auditory mode, and combination mode.

In traditional writing teaching, teachers often explain grammar to teach writing, and in this case, students can use corpus to select grammar that is frequently incorrect. In the process of writing teaching, visual modalities are added to the corpus, such as text with different colors and fonts, images and animations, charts, etc., to emphasize key points and stimulate students' enthusiasm. Similarly, in the application of auditory modality, teachers can incorporate the use of phonetic corpora in writing teaching, using audio to demonstrate the correct pronunciation of words, and students can practice writing through listening to the sounds to improve their overall English proficiency. Music is also a manifestation of auditory modality, which not only enriches teaching methods and enlivens the classroom atmosphere, but also enhances students' understanding and memory abilities, deepening their mastery of the knowledge they have learned. Finally, teachers can integrate different teaching models through corpora and integrate them into teaching to consolidate students' writing proficiency.

3 Challenges in Course Construction

Firstly, the challenge comes from the theoretical foundation, which requires in-depth learning of multimodal English writing teaching theory and corpus assisted course construction theory in order to apply theoretical knowledge to practice and lay a solid foundation for conducting research.

Secondly, the challenges come from three dimensions: teaching resources, teaching environment, and teaching methods.

Teaching resources: The teacher team needs to fully develop English writing teaching resources, including carefully developed online courses, lively and interesting lecturer lectures, teacher team project support, comprehensive data accumulation, etc., and integrate as many resources as possible onto the online platform. By using the online platform, implicit knowledge can be made explicit, explicit knowledge can be systematized, systematic knowledge can be digitized, and digital knowledge can be internalized.

Teaching environment: Creating a suitable multimodal writing learning environment allows learners to participate in multiple formal and informal online learning activities. It is built in a completely learner centered environment, from information to teaching content, from skill assessment to support tools, from training to collaborative environments, all around students.

Teaching method: The multimodal writing teaching needs to fully utilize the blended teaching reform of the curriculum, and organically combine online learning with classroom face-to-face teaching. There are real-time and non real-time, synchronous and asynchronous teacher lectures, which can be used for discussion learning, collaborative learning, group learning based on the concept of "cooperation", as well as traditional and online self-directed learning.

4 Thoughts on Course Construction

In English writing teaching, corpora can help students understand the actual usage and collocation of English vocabulary, thereby improving their writing skills. Using a corpus can help students:

Improving vocabulary and vocabulary accuracy: By searching the corpus, students can learn and master more vocabulary, understand their meaning and usage, and thereby improve their vocabulary and usage accuracy.

Learning vocabulary collocation and usage: Corpus not only provides the meaning of words, but also tells students how words are collocated in sentences and how they are used in different contexts. This helps students avoid using inappropriate words or collocations.

Enhancing coherence and fluency in writing: Using a corpus can help students understand the relationships between words, avoid repeated use of the same word or expression, and thus enhance the coherence and fluency of the article.

Improving writing expression skills: By learning vocabulary and expression methods from a corpus, students can expand their expression abilities and write more rich, accurate, and fluent articles.

5 Conclusion

Using corpus as a tool, we will conduct research on multimodal vocabulary teaching in the process of teaching English writing courses. Through multimodal vocabulary teaching, we aim to construct an input-output combination mechanism, fully leverage the positive effects of this mechanism, and promote students' subjective initiative in writing learning. Other courses in this field can also emphasize the combination of theory and practice, forming a new model of English writing teaching, replacing the original

knowledge-based teaching system, and cultivating language learners with strong practical application abilities.

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