

Study on the Construction and Application of Multimodal Academic English Teaching Model Based on Corpus

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ABSTRACT

With the comprehensive advancement of English teaching reforms, the integration of corpus-based methods and the utilization of multimodal educational approaches have emerged as a new developmental trend, aiming to further elevate the quality of academic English instruction. The combination of these two approaches offers an effective means to rectify the various shortcomings present in traditional academic English teaching, consequently enhancing classroom instruction. This paper provides an analysis of the current research landscape and practical application strategies while elucidating the corpus-based multimodal model for academic English instruction.

KEYWORDS

Academic English instruction; Corpus; Multimodal

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1 Introduction

In the realm of academic English instruction, corpora serve as an invaluable educational tool, offering multifaceted assistance for effective teaching. However, the current application landscape predominantly revolves around pure text corpora, with limited signs of a trend toward multimodal applications. Multimodal corpora represent an advancement beyond traditional corpora, capable of preserving a diverse range of linguistic text information. Consequently, they provide a wealth of exemplar resources for foreign language instruction, further elevating the standards of academic English teaching. This, in turn, aids students in establishing appropriate language usage habits across multiple dimensions, thus supporting their holistic development. In the following sections, we will delve into the research and elucidation of related content.

2 Definition and Current Development Status of Multimodal Corpora

Presently, foreign countries achieved significant breakthroughs in the 1990s with their multimodal corpus projects, which encompass various aspects and multiple languages, demonstrating extensive research coverage. In contrast, domestic research on academic English is still in its infancy. Examples include Gu Yueguo's establishment of a spontaneous, on-the-spot speech multimodal corpus (2007). It is important to note that, despite decades of development, there is no unified conceptual definition of multimodal corpora. Some scholars consider multimodal corpora as research based on "speech theory," focusing on academic English language activities and forming a corpus that covers various aspects. Others view multimodal corpora as being based on the processing of multimodal data, enabling a variety of operations through multimodal methods, thereby creating the corresponding corpus.

From this perspective, multimodal corpora possess diverse characteristics and effectively meet practical usage requirements by analyzing and processing various forms of language behavior through the application of information technology. It is essential to recognize that this approach includes various non-linguistic factors and involves targeted annotations for corpus processing. Consequently, this English teaching method is adept at meeting the instructional needs of academic English across different industries, contributing to the enhancement of academic English teaching standards. This necessitates the development of appropriate teaching models tailored to the specific context to ensure practicality.

3 Corpus-Driven Multimodal Academic English Teaching Model

(1) Teaching design and content

Taking corpora as the fundamental guiding principle and fully implementing a multimodal academic English teaching model will further enhance students' multifaceted skills, enabling them to possess diverse practical abilities and improving their overall competence. The curriculum types encompass various courses, including speaking, writing, and audiovisual components, each of which comprises multiple sub-course series. Simultaneously, it is essential to base the curriculum on students' specific needs, integrating academic skills development with course content to equip students with genuine academic communication abilities. It is imperative to tailor any teaching model to the actual circumstances of the students, as otherwise, it would become meaningless. Therefore, the application of this teaching model necessitates a comprehensive understanding of industry-related professional concepts and current trends, enhancing the learning of domain-specific vocabulary. This approach equips students with a heightened academic discourse awareness, thereby strengthening their academic communication abilities. In this regard, corpus-based multimodal teaching allows for the exploration of teaching materials through diverse modern methods, continuously improving teaching quality and effectively addressing the various challenges of traditional teaching. To maximize the practical advantages of this teaching model, it is crucial to adopt a curriculum design that fully embodies the principle of "integrating professional education with foreign language skills training." Furthermore, it is essential to integrate academic information and teaching content, prioritizing the cultivation of students' academic cognitive abilities. In academic English teaching, content is categorized into textual information and non-textual information. Textual information refers to language information found in corpora, online platforms, and textbooks. It specifically encompasses vocabulary, sentence structure, text features that distinguish academic English from ordinary English, and the associated substantive (or knowledge-based) information and procedural (or skills-based) information.

(2) Effective adjustment of teaching methods

To ensure the rational construction of a corpus-driven multimodal academic English teaching model, it is imperative to make extensive use of multimedia teaching tools. In the modern era, information technology based on big data has experienced rapid growth. English instruction has transitioned from traditional chalkboard teaching to a hypertext era built upon modern office software. In this context, the diversity of teaching media will continue to expand, encompassing not only a wealth of visual information formats but also auditory and tactile modalities. These include situational teaching, role-playing, intelligent terminals, and various other methods. It is important to recognize that different modal information is suitable for different stages and student backgrounds.

Therefore, teachers should judiciously select various teaching methods to stimulate students' enthusiasm for learning, combining multiple methods to transform complex academic language into easily comprehensible information. Thus, in the specific selection of modalities, teachers need to apply them selectively to ensure accurate information input and provide effective support for English teaching. Comprehensive breakthroughs can be achieved, and a solid foundation can be established for academic English classroom teaching.

(3) Practice, reflection and evaluation

Corpus-based multimodal academic English teaching represents a novel form of English instruction with significant potential in the context of English teaching reform. It necessitates a close integration of teaching materials and actual content. In this regard, it is imperative to establish relevant data platforms based on practical needs and fully leverage the advantages of databases to enhance platform utility. Therefore, in the application of this teaching model, the timely collection of relevant feedback becomes crucial. It is worth noting that this teaching model places students in a more prominent position, and teachers play a more influential guiding role. To fully harness the practical benefits of corpus-driven multimodal academic English teaching, teachers must engage in self-reflection upon receiving evaluation feedback. Although this teaching model offers considerable advantages, without robust professional competence, the construction of the teaching model will be challenging. On the one hand, teachers need to delve deeply into understanding the teaching model. On the other hand, schools must undertake targeted platform development and teacher training in response to actual circumstances, ensuring comprehensive support for the optimization of teaching. In this context, this teaching model represents a comprehensive enhancement of academic English instruction in the new era, stimulating students' initiative to learn and thereby improving the overall effectiveness of English teaching.

4 Conclusion

As the pace of social development continues to accelerate, new demands are being placed on discipline-based teaching, particularly evident in the field of academic English instruction. Traditional teaching models are proving inadequate to meet these emerging trends. With the sustained advancement of information technology and the internet, the construction and application of corpus-driven multimodal academic English teaching models have emerged as a new direction for development. On one hand, educational institutions need to establish corresponding big data platforms to enable in-depth exploration of teaching materials, allowing corpora to fully realize their potential. On the other hand, this teaching model imposes new requirements on teachers' overall qualifications, necessitating educators to engage in continuous self-improvement to support the application of this teaching model. In summary, the development of this teaching model in China is still in its nascent stages and remains exploratory. In this context, it is essential to base decisions on the actual circumstances, implementing targeted platform development, in order to allow this model to fully harness its capabilities and further enhance the quality of academic English teaching.

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