Research on the Construction of Network Teaching Platform for Teaching Chinese as a Foreign Language Based on Corpus

Wei Feng

South China Business College of Guangdong University of Foreign Studies, Guangzhou, Guangdong, 510545, China

Abstract: with the Continuous Strengthening of China's Opening Up to the Outside World, the Demand for Foreign Language Talents is on the Rise. for Teaching, the Role of Corpus in College English Teaching Has Become Increasingly Prominent. This Paper Firstly Gives a Brief Overview of Corpus Linguistics and Analyzes the Research Methods of Corpus Linguistics. Then It Analyzes Corpus Linguistics from the Perspective of Teaching Chinese as a Foreign Language, from the Disciplinary Nature of Teaching Chinese as a Foreign Language and the Theoretical Framework of Teaching Chinese as a Foreign Language. the Application of Corpus Linguistics in the Three Aspects of Language Testing for Teaching Chinese as a Foreign Language is Summarized. by Creating and Designing a Corpus Model, Establishing a Corpus of College English Teaching, Using the Internet and Information Technology, Establishing a Web Teaching Platform on the University Campus Network, Focusing on the Construction of the College English Teaching Corpus, and Striving to Improve the College English Teaching Reform and Methods.

1. Introduction

With the Development of Information Technology, Especially the Application of Internet Technology in Education, the Teaching Methods Have Been Greatly Changed and the Teaching Effect Has Been Enhanced. in the Field of Teaching Chinese as a Foreign Language, Due to the Particularity of Teaching Factors and the Lack of Teaching and Teaching Resources, the Teaching Methods of Informatization Started Late. in Recent Years, Our School Has Made Great Progress in Teaching Chinese as a Foreign Language. the Number of International Students is in the Forefront of the Country. How to Better Meet the Diverse Needs of Students and How to Better Guarantee the Quality of Teaching Has Become the Focus of Our School in Teaching Chinese as a Foreign Language in Recent Years.Chinese Teaching is a Systematic Project That Requires Students to Have the Ability to Comprehensively Apply Language. Listening, Speaking, Reading, Writing and Translating Are the Five Core Sectors. in Order to Achieve This Teaching Goal, the Research and Teaching Staff of Chinese Universities Have Carried out Various Researches and Practices on How to Improve the Application Ability of Foreign Students' Chinese. However, from the Perspective of Results, They Have Not Achieved the Expected Goals. with the Continuous Development of Internet Technology, Multimedia Teaching Has Entered the Classrooms of Colleges and Universities Extensively, Which Has Brought Great Impact on Traditional Chinese Teaching. Multimedia Teaching is More Acceptable to Students. the Higher Education Department of the Ministry of Education of China Clearly Stated That Schools Should Make Full Use of Modern Information Technology, Adopt the Chinese Teaching Model Based on the Internet Teaching Platform and Classroom, Use Network Technology, Enrich the Teaching Form, Change the Traditional Classroom Teaching, and Autonomous Learning to Meet the Needs of Students.[1] the Development of Personalized Learning Enables Students to Learn Chinese At Any Time and Place without Being Restricted by Time and Place. the Construction of Chinese Teaching Mode and Teaching Platform Based on Corpus is Generated in This Context.

2. The Application of Corpus in the Teaching of Chinese as a Foreign Language

2.1 The Application of Corpus in Teaching Chinese

The corpus refers to a large-scale electronic library with a certain capacity built according to certain linguistic principles, using random sampling methods to collect natural linguistic texts or discourse fragments.[2] The university's foreign language corpus is produced by Internet technology multimedia. The teaching model provides new teaching resources, and the emergence of the corpus marks a new model for teaching Chinese as a foreign language. This is an innovation of linguistic thinking. Through the computer and Internet technology, the corpus of Chinese as a foreign language is created to form a teaching platform for resource sharing. It is extremely convenient and meets the needs of teachers and students. The creation and application of this teaching platform, It is an advancement in exploring the reform of the teaching model for teaching Chinese as a foreign language and has great promotional value. The Chinese corpus is mainly used in three aspects:

(1) Directly used for teaching

In the classroom, students can use the vivid linguistic data in the corpus to summarize, describe and retrieve useful information, enrich their vocabulary accumulation, and facilitate self-learning.

(2) Providing teaching resources

For example, Coxhead has developed a corpus dedicated to academic vocabulary for reading writing materials and designing academic English vocabulary.

(3) Analysis of teaching effects

Through independent learning and exploration on the corpus teaching platform, students find errors in language application, and through analysis and induction, it is more conducive to promoting students' self-study and improving teaching results. China's research on corpus began in the early 1980s.[3] However, the application of corpus to teaching practice was in the mid-to-late 1990s. At present, the corpus has been widely used in the teaching of Chinese as a foreign language. application. It is mainly the application of corpus in the writing of Chinese as a foreign language. Some linguistic phenomena have been analyzed and studied. However, the application of corpus to university foreign language teaching is still relatively rare. The focus of this research is to combine corpus creation and teaching platform sharing with Internet technology, and apply it to college daily. In the course of teaching Chinese as a foreign language, we strive to make achievements in the reform and mode of teaching Chinese as a foreign language.

2.2 Development of Teaching Chinese as a Foreign Language

(1) Development stage

Taking the construction of a teaching Chinese as a foreign language as an example, the platform for teaching Chinese as a foreign language has three development stages. In the speech room stage, there are audio playback, listening tests, and oral training. Multimedia speech room stage, with audio and video playback, student self-on-demand learning, Chinese online exams, classroom interaction and so on. Based on the "Internet" voice room stage, based on the multimedia voice room platform, the content is gradually moved from the local area network to the cloud storage space. The teaching interaction between teachers and students is no longer limited to the internal laboratory, but extends to the Internet connection. The virtual classroom formed by the terminal.

(2)Current development direction

Cloud storage of learning materials;openness and connectivity of learning platforms; organic combination with classroom teaching; individualization of foreign language learning with different language backgrounds and Chinese level; intelligent evaluation of learning effects.

3. Application of Network Teaching Platform Technology in Teaching Chinese as a Foreign Language

3.1 System Overview

From the perspective of resource production and application, the teaching of Chinese as a whole is regarded as an organic whole: teachers "produce" a variety of teaching resources, including audio and video materials, teaching courseware, test questions, etc. The "storage" resources are available to teachers for personal use and can be shared with others. "Use" is used to prepare lessons and teach.[4] In this process, students also complete the reception, use, storage and production of learning resources. The communication between teachers and students runs through the entire process of teaching. In the traditional process of teaching Chinese as a foreign language, the production of high-quality multimedia resources required for teaching is not a small challenge for teachers. Due to the lack of unified "storage" space and rules, it is difficult to achieve a large number of high-quality resources for co-construction and sharing. The lack of complete records and analysis of big data for the use of resources, the communication and feedback between teachers and students is not enough in a timely manner. And these problems can be solved by the Internet technology.

3.2 Flipping the Classroom

"Flip classroom" means that the knowledge transfer part taught by the teacher in the classroom is completed before the class by the aid of information technology. In the classroom, the students use the guidance of the teacher to practice and internalize the classroom form of knowledge [3]. In today's rapid development of information technology, through the "Internet +" approach, we can give full play to the advantages of flipping classrooms in teaching Chinese as a foreign language, and fully open up the classes and classes, and truly achieve "fine and more practice" [5]. The process of flipping the classroom is shown in Figure 1.
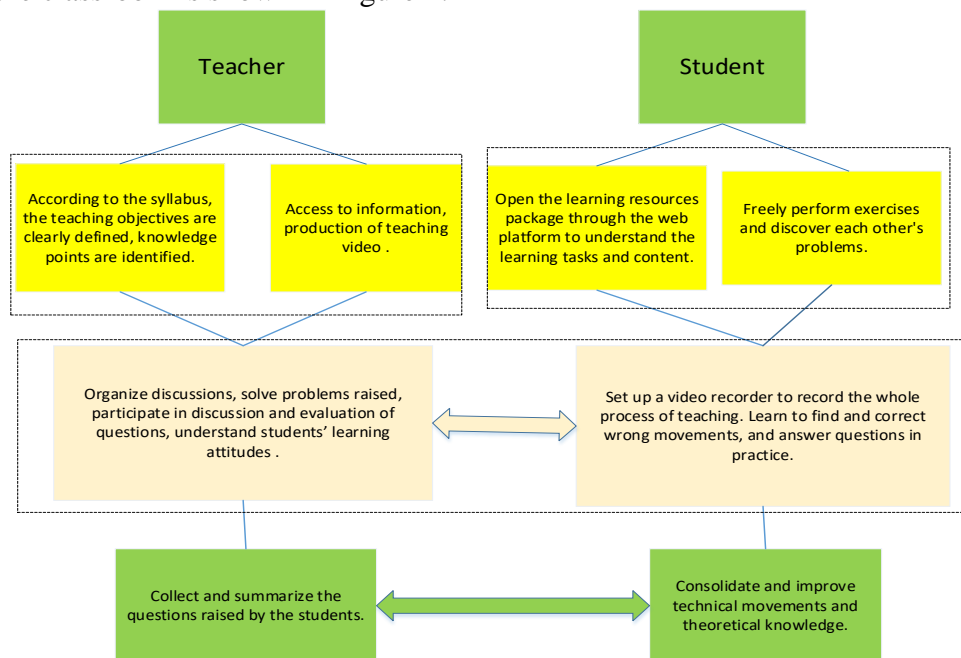

Fig.1 Flipping the Classroom Implementation Process

Flipping the classroom is not just a change in the teaching order, but the teacher and student roles are also changing: the teacher is transformed from a knowledge transferer into a mentor and facilitator. Students also become active learners and applicators from more passive knowledge recipients. This is even more challenging for both teachers and students. The Internet-based teaching Chinese as a foreign language laboratory can effectively help teachers and students to

better adapt to such changes:

(1) Material production. Teachers can use the platform and smart recording equipment to record, upload and send courses without simple mastering of video processing through simple button operations.

(2) Material distribution and student feedback. Teachers will produce good materials and send them to designated students at designated times through various channels such as cloud platform. It is also possible to send different content materials or match different testing exercises according to the learning characteristics and learning progress of each student to realize personalized teaching.

(3) Classroom development. Students with knowledgeable content such as new words, texts and grammars can complete the micro-course before the experimental class. In the classroom, they can directly enter the task exercises with communicative functions, so that students can actually design according to the actual practice. Scenarios are simulated and extended to the sharing and discussion of relevant content.

(4) Review and promotion after class.

3.3 Cross-Platform Development

Cross-platform means that "program language, software or hardware devices can operate on computers with multiple operating systems or different hardware architectures, neither relying on the operating system nor relying on the hardware environment" [7]. Related applications not only support Android, IOS, WINDOWS and other operating systems, but also can be implemented in a variety of terminals such as mobile phones, computers, and PADs, enabling users to seamlessly switch between different devices. Compared with traditional teaching, it has truly realized the mobilization of teaching and learning.

3.4 Fragmented Self-Learning

With the rapid development of information technology, the way people learn is constantly changing. In addition to traditional classroom learning, you can also use mobile phones, tablets and other devices to learn in a piecemeal time, that is, fragmented learning [7]. Since fragmentation learning is mostly done by learners using scattered time, more is done by learners themselves under the class, and more areas have the characteristics of self-help learning. The mobile terminal can easily help students to learn from fragmentation, and has the following two characteristics [8]:

(1)Resources are miniaturized. Video courses are typically concentrated in minutes to ten minutes. The course content has also changed from a comprehensive introduction of multiple grammar points and functions in the traditional classroom to several even single language points.

(2)Learning fun increases.

3.5 Class Teacher-Student Interaction

The emphasis on teaching Chinese as a foreign language is to concentrate on more practice, so the interaction in teaching is very important [8]. In the teaching laboratory for teaching Chinese as a foreign language, with the help of "Internet +" technology, not only class interaction in traditional classrooms, but also multi-dimensional interaction of testing and class management can be realized.

(1)Teaching synchronization sharing. The teacher can complete the writing on the display screen, and the student can simultaneously see the teacher's writing process through the student equipment such as the tablet computer. Resource sharing can also be done through the network between teachers, students and students.

(2)Practice and feedback interaction. In addition to daily conversations and other exercises, class exercises can also be done in the form of a two-person collaboration or a multi-person group competition.

4. Conclusion

In the construction of Chinese corpus in China, many of the results are concentrated in the written language corpus. There are few achievements in the construction and mining of Chinese

spoken corpus; there are few achievements in the construction of interlanguage corpus, and no relevant results have been produced in the construction of oral interlanguage corpus. Of course, many technical problems facing the construction of spoken corpus are the main obstacles, which requires interdisciplinary collaboration. I believe that in the near future, the spoken and written corpora will develop in a balanced manner, providing more enrichment for our language research and language teaching. Internet technology can be applied in many aspects in the teaching of Chinese as a foreign language, breaking the time and geographical restrictions in traditional teaching, realizing the teaching of visualization, fragmentation and mobility, and using big data to guide teaching. Personalized teaching and learning in the interaction. Using "Internet +" technology to keep our teaching of Chinese as a foreign language advancing with the times, full of the characteristics of the times, attracting more foreign students to study Chinese, promoting the international promotion of Chinese and the exchange of Chinese and foreign cultures.

References

[1] Xi C.(2019).Research on Innovative Strategies of College English Writing Teaching Based on Network Teaching Platform.The Theory and Practice of Innovation and Entrepreneurship, Vol.1,no,8.pp.6.

[2] Lijuan G A O.(2017).38. Research on the Application of Computer Assisted Instruction in Chinese International Education.Revista de la Facultad de Ingeniería, vol.3,no.2,pp.12.

[3] Li J, Yang L, Wen L, et al.(2016).A study on the construction of a grade-level reading corpus for TCSL[C]//2016 International Conference on Asian Language Processing. IEEE, vol.3,no.1,PP. 279-282.

[4] Liu Y.(2017).Applications of small scale HND program human resource management major parallel corpus in ESP teaching. English on Campus, vol.2017,no.23,pp.17.

[5] Kong Y.(2018).A Research on Postgraduate English Curriculum Based on the Academic English.Theory and Practice in Language Studies, vol.8,no.10,pp.1338-1345.

[6] HU Y, YANG Y.(2017).Construction of the Teaching Model of Writing for English Majors in the Big Data Era.Journal of Hubei University of Arts and Science, vol.4,no.1,pp.16.

[7] Zhang F.(2017).Quality-Improving Strategies of College English Teaching Based on Microlesson and Flipped Classroom.English Language Teaching,vol.10,no.5,pp.243-249.

[8] Zhang B.(2018).Construction and Application of the English Corpus Based on the Statistical Language Model[C]//International Conference on Frontier Computing. Springer, Singapore, vol.2,no.12,pp.665-670.