

Research on Optimization of Grammar Strategies in English Teaching Based on Corpus

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Abstract: Traditional English teaching grammar has long relied on prescriptive rule descriptions and intuitive example sentence fabrications, resulting in problems such as disconnection from the real use of language, imbalance in teaching focus, and neglect of pragmatic context. Corpus linguistics, based on its large-scale and genuine language data, provides revolutionary methodological support for English grammar teaching. This study aims to explore how to utilize corpus technology to optimize grammar strategies in English teaching and promote the transformation of grammar teaching from “prescriptive” to “descriptive” and “applied”.

Keywords: Corpus linguistics; English grammar teaching; Optimization of teaching strategies; Data-driven learning; Corpus-driven; Frequency information

Introduction

Grammar teaching has always occupied a fundamental and core position in the teaching system of English as a foreign or second language. It constitutes the structural framework for learners to accurately understand and generate language. However, for a long time, the mainstream English teaching grammar system has largely followed the tradition of prescriptive grammar. Its rules are mostly based on logic and the paradigms of classical language, and the examples given are often artificially fabricated to serve the rules.

1. The core value of corpora in English teaching grammar

1.1 Provide language samples in real contexts

The corpus contains a large amount of language materials from real life, covering various registers, styles and contexts. This enables English teaching grammar to break free from the limitation of artificially fabricated example sentences and present to learners the language structures and usages that naturally occur in actual communication. By analyzing real example sentences in the corpus, learners can better understand the application of grammar rules in different contexts, thereby producing more idiomatic and natural language. For instance, in colloquial conversations, the frequency and form of certain grammatical structures may differ from those in written language. A corpus can clearly display these differences, helping learners master more practical language skills.

1.2 Provide objective evidence based on data

Unlike traditional grammar teaching where the teaching focus relies on personal experience or teaching traditions, a corpus can provide a large amount of language data. Through the statistics and analysis of these data, the usage frequency of different grammatical structures and words can be accurately determined. This helps teachers focus their teaching on high-frequency usages and avoid overemphasizing low-frequency ones, enabling teaching resources to be utilized more effectively. Meanwhile, teaching decisions based on data are more scientific and objective, which can enhance the pertinence and effectiveness of teaching, enabling learners to master the most commonly used and practical grammar knowledge within a limited time.

1.3 Reveal the pragmatic functions of grammatical structures

A corpus can not only display the form of grammatical structures but also reveal their pragmatic functions in different contexts. It can help learners understand the role of grammatical structures in expressing attitudes, intentions and social relationships, etc. For

instance, different sentence patterns may have different pragmatic meanings in various social situations. By analyzing the examples in the corpus, learners can learn to select appropriate grammatical structures based on specific communication purposes. This helps learners improve the flexibility and appropriateness of language application, enhance their ability in cross-cultural communication, and avoid misunderstandings caused by improper use of grammar.

1.4 Promote personalized learning

The corpus can provide personalized learning resources based on the different needs and levels of learners. Teachers can screen out relevant example sentences and practice materials from the corpus based on students' learning progress and weak points, and formulate personalized learning plans for each student. In addition, learners can also independently utilize the corpus for exploratory learning, choosing the learning content based on their own interests and learning goals. This personalized learning approach can meet the needs of different learners, enhance their learning enthusiasm and autonomy, and thereby improve learning outcomes.

1.5 Promote innovation in teaching methods

The application of corpora has brought new teaching methods and means to English grammar teaching. Teachers can guide students to conduct corpus-driven inquiry-based learning, allowing them to discover, analyze and solve problems on their own within the corpus. This teaching method can cultivate students' autonomous learning ability and critical thinking ability. Meanwhile, corpora can also be combined with information technology to develop more vivid and interesting teaching software and online learning platforms, providing students with a more convenient and efficient learning experience and promoting the development of English teaching grammar towards a more modern and diversified direction.

2. Optimization Path of English teaching grammar Strategies based on corpus

2.1 Build a diversified corpus resource system

In line with the multi-level and diversified goals of English teaching grammar, extensive collection of text materials covering various English-speaking countries in different scenarios and genres is carried out, such as news reports, literary works, daily dialogues, academic papers and many other types of texts. These texts not only cover a wealth of language phenomena and expressions, but also reflect the characteristics of language usage in different cultural backgrounds. To ensure the timeliness and practicality of the corpus, we will continuously update its content and incorporate the latest language materials in a timely manner.

2.2 Strengthen the training of teachers on the application of corpora

Schools and educational institutions should regularly organize training courses specifically for English teachers on the application of corpora. The content of these courses should cover basic operational skills of corpora, specific methods of data mining, and how to effectively utilize corpora to design and implement various teaching activities, etc. Through systematic training, the aim is to enhance teachers' comprehensive ability to use corpora for teaching, enabling them to integrate corpus resources more proficiently and efficiently into their daily teaching processes. This will provide students with more high-quality and precise teaching services, further improving teaching quality and students' learning outcomes.

2.3 Carry out corpus-based teaching practice activities

Encourage teachers to actively and proactively carry out corpus-based teaching practice activities in the classroom. For instance, they can organize a variety of group exploration activities, allowing students to be divided into several groups to deeply analyze specific details such as the usage frequency of particular grammatical phenomena and their differential manifestations in different contexts in the corpus. In addition, various forms of corpus application competitions can be held. Through the form of competitions, students' strong interest and high enthusiasm for autonomous learning using corpora can be effectively stimulated. Meanwhile, teachers should promptly conduct a comprehensive and detailed summary and profound reflection on the teaching practice activities they have carried out, identify shortcomings, and continuously optimize and improve teaching strategies in order to achieve better teaching results.

2.4 Establish a mechanism for evaluating teaching effectiveness

Establish a scientific, reasonable and comprehensive teaching effect evaluation index system. This system not only needs to comprehensively consider students' performance in their mastery of grammar knowledge, but also deeply examine multiple aspects of their language application ability, autonomous learning ability and other related skills. To ensure the comprehensiveness and accuracy of the assessment, students' learning data can be systematically collected through various means such as regular tests, assignment submissions, and classroom performance observations. Using these data, further analyze the application effect of the corpus in English teaching grammar and explore its practical role in improving students' language ability. Based on the teaching effectiveness and

existing problems reflected in the assessment results, teachers should promptly adjust and optimize their teaching strategies and methods to ensure the continuous improvement of teaching quality and ultimately achieve better teaching outcomes.

2.5 Promote inter-school and international exchanges and cooperation

To further enhance the overall quality of English teaching, we should vigorously strengthen communication and cooperation among different schools, and actively share valuable corpus resources and rich teaching experience. Through this close cooperation among schools, not only can the optimal allocation of resources be achieved, but also the continuous innovation of teaching methods can be promoted. Meanwhile, we should also actively carry out international exchanges and cooperation, and draw on the advanced experience of foreign countries in the teaching models and methods of corpus application. Introduce these advanced teaching concepts and methods into China and make localized improvements and optimizations in light of the actual situation of English teaching in our country, so as to better meet the learning characteristics and needs of Chinese students. Through such multi-level and multi-dimensional exchanges and cooperation, we can continuously broaden the perspective of English teaching grammar, enrich teaching content, and improve teaching quality, thereby providing students with a more high-quality and efficient English learning environment.

3. Conclusion

This study systematically explores the theoretical basis and practical path of optimizing English teaching grammar strategies based on corpora. Research shows that the application of corpora provides a powerful impetus and a clear direction for breaking through the bottlenecks of traditional grammar teaching. It has prompted three fundamental changes in grammar teaching: in terms of teaching objectives, it has shifted from mastering isolated rules to cultivating the ability to use language appropriately in real contexts; in terms of teaching content, it shifts from static knowledge listing to the description of dynamic and probabilistic language usage patterns. In terms of teaching methods, it has shifted from the one-way indoctrination by teachers to the collaborative exploration between teachers and students.

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