Exploring Corpus-Driven Thematic Vocabularies Instruction in Integrated English Course

Yijia Zhang
Liupanshui Normal University, China

Abstract

With the implementation of the educational digitalization strategy, the application of corpus technology in language teaching has received attention. Based on corpus linguistics theory, this study takes one unit of Integrated Course as an example and explores corpus-driven thematic vocabulary instruction in integrated English course, aiming to improve students' vocabulary learning effectiveness. The study first employed corpus tools to extract keyword lists and grasp the overall theme of the texts. It then analyzed key word contexts based on thematic words, guiding students to understand textual meanings and setting instructional tasks. Subsequently, it constructed semantic fields of thematic words, expanding vocabulary through analysis and discussion. Finally, it compared synonyms to deepen the mastery of thematic vocabulary. The research results show that this teaching model facilitates the contextualized use of vocabulary, cultivating abilities such as semantic analysis, summarization, and critical thinking. Students accumulate vocabulary knowledge and improve their vocabulary application skills through active inquiry, preparing them for future English teaching in basic education.

Keywords: Integrated English, Thematic Vocabularies