



IMPLEMENTING CORPUS-BASED LEARNING TO IMPROVE VOCABULARY ACQUISITION IN ESL/EFL CONTEXTS

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Abstract

The article examines the incorporation of corpora in vocabulary teaching in contemporary language education. By looking at prominent examples such as the Wellington and Kolhapur Corpora, the study addresses the difficulties teachers encounter in implementing authentic language data while highlighting the value of digital tools in engaging students and improving their language comprehension. It offers suggestions for focused instruction and suitable corpus selection, highlighting the potential of corpora to enhance vocabulary learning and enhance overall language proficiency.

Keywords: Technology, corpus, structure, methodology, vocabulary, benefits, drawbacks, conventional materials, classroom.

Introduction

In 21st century, it is necessary to follow new trends even in teaching vocabulary for students who explore foreign languages. Due to the rapid growth in the technology field, each student possesses electronic devices like phone or laptop, preferring to study online and surf through the internet instead of working with paper materials. In response to advancements, scientists have discovered new approach for mastering language referring to different corpora and Corpus Linguistics. With this relatively new approach, learners have a wide access to materials taken from diverse resources. As it is obvious that progress in engineering science has led to



the combination of usefulness and entertainment for future generations, the appearance of the digital platform Corpus has been introduced. To be clear, the first national corpora is Kolhapur Corpus of Indian and The Wellington Corpus of New Zealand in 1986, which amplified the scope of corpus phonetics, contributing to its cross-border improvement. These have been collectively called the "Brown corpus family" or "first-generation corpora". The as it were contrast between this corpus was that they contained writings from one of the variations of composed English: American, British, Australian, Modern Zealand, Indian.¹ (Solnyshkina & Gatiyatullina, 2020, p 138)

However, Corpus cannot stand without meaningful content and purpose of its extinction. In terms of content, it refers to words, phrases, collocations and their function in different context, as it assists students to understand the use of them. Therefore, the theory and practice should perform in cooperation for demonstrating the result of recent tool. Assessment is equally important, as it helps evaluate how effectively students apply corpus-driven insights in their language use. By incorporating formative and summative assessments, such as corpus-based analysis tasks, error correction activities, and reflective exercises, educators can monitor students' progress and ensure they develop both linguistic competence and analytical skills².

The article highlights the significance of recent developments in vocabulary instruction utilizing corpora. A critical review of the correlation Vocabulary and Corpus along with structure, use and instruction in the application in educational procedure. The study makes a draw about corpus and its benefits and drawbacks for enriching vocabulary of students and developing their outlook, leading to the potential breakthroughs and suggestions based on current researches.

METHODOLOGY

The connection of Corpus and Vocabulary in learning process

The emergence of corpus as a potential tool for researching particular language attracted linguists' attention and desire to adapt into practice. However, the initial step was the identification the true meaning of the word corpus. Based on point of

¹ Solnyshkina, M. I., & Gatiyatullina, G. M. (2020). The History of Corpus Linguistics (On the example of the English language Corpora).

² RADJABOVA, G. G. (2018). THE ROLE OF ASSESSMENT IN TEACHING ENGLISH. *Иностранные языки в Узбекистане*, (3), 74-80.



E. Finnegan, “Corpus - a representative collection of texts, usually in a machine-readable format According to information about the situation in which the text was produced, such as information about the speaker, author, addressee, or audience.”³ (Zaharov & Bogdanova 2022, p 11). Consequently, British scientists have started to work on project in order to produce corpus for learning purposes by compiling texts into platform. The structure of corpus mainly contains corpus manager and concordance. Corpus refers to the general information, while the former instrument responds to the search information, while the second shows necessary word in text. In fact, texts were entrenched into corpus consisting in itself words, which used for creating dictionaries for learners. So, it is the first link with corpus, as it promotes the opportunity to understand the translation or meaning of the word.

The adjustment of corpus into pedagogical sphere reached the popularity mostly for advanced learners rather than beginners due to the shortage of knowledge and complexity of deciphering the comprehension of words. As well as Corpora are useful in this respect, not only because collocations can only reliably be measured quantitatively, but also because the key word in context (KWIC) view of corpus data exposes learners to a great deal of authentic data in a structured way. Tony McEnery and Richard Xiao are line with Kennedy, who discusses the relationship between corpus data and the nature of language learning, focusing on the teaching of collocations. The author argues that second or foreign language learning is a process of learning “explicit knowledge” with awareness, which requires a great deal of exposure to language data.⁴ (Anderson, 2008, 368) Therefore, corpus is not as date for saving and adding novel information, but also for learning language into chunks instead of isolated words in order to avoid lexical errors, which are often made by beginner students.

Pros and Cons of the utilization Corpus in Teaching language

Advantage of CL is that corpora include essential information about the data it offers. Most of the modern corpora include information about the socio-economic status, educational background, gender or place of birth of speakers. Moreover, corpora can provide data according to subject, field or genre. For instance, a

³ Zaharov, V., & Bogdanova, S. (2022). Corpus linguistics. Litres

⁴ Anderson, W. (2008). Teaching & Learning Guide for: Corpus Linguistics in the UK: Resources for Sociolinguistic Research. Language and Linguistics Compass



researcher studying bilinguals can obtain data about bilingual speakers looking at their background or a sociolinguist studying sociolinguistic factors in language can obtain data by looking at the socio-economic status of the speakers in a corpus. This is another significant advantage of CL because researchers can get relevant data thanks to the information included about the speakers or subjects in a corpus.⁵ (Cihat Atar & Cahit Erdem, p 141).

Next benefit, the implementation of Corpus might boost the spirit of students and become as researchers. It assists learners to enhance autonomy and critical thinking as they will suggest the definition and look through the context rather going directly to dictionary. Additionally, pupils will have a wide range of lexicon and appropriate chunks of words, for formulation sentences in proper way. There are various number of advantages, even though all above mentioned positive sides can influence students' interests.

Another significant advantage of corpus implementation is its impact on students' writing skills. By analyzing authentic language samples, learners can observe patterns of coherence and cohesion, improving their ability to structure texts logically. Exposure to frequently used collocations and sentence structures helps students produce more natural and idiomatic writing. Additionally, corpora allow learners to compare formal and informal registers, enhancing their ability to adjust tone and style based on the writing context. By engaging with corpus data, students develop a deeper awareness of grammatical accuracy and lexical precision, which ultimately leads to more refined and sophisticated writing⁶.

Despite obvious advantages, researchers have identified drawbacks starting with language educator, the proficient knowledge in the usage of digital tool also should be important during lessons. As teachers need to explain how it works and mechanisms for decreasing the confusion. Referring to the report of Liu, "Participants in his study found it hard to use the corpus; so, conducting even some basic searches was time-consuming. I could share a similar observation in my course, since some students persistently struggled with corpus searches despite my step-by-step description of each assignment".⁷ (Denis Samburskiy, 2014, p265).

⁵ Cihat Atar, & Cahit Erdem. (n.d.). THE ADVANTAGES AND DISADVANTAGES OF CORPUS LINGUISTICS AND CONVERSATION ANALYSIS IN SECOND LANGUAGE STUDIES.

⁶ Radjabova, G. (2023). Corpus technologies in teaching academic writing. *Foreign Languages in Uzbekistan*, 1(48), 92-103.

⁷ Denis Samburskiy. (n.d.). Corpus-Informed Pedagogical Grammar of English: Pros and Cons



For instance, the corpus like Corpus of Contemporary American English requires additional time and practice to use it as a master.

RESULTS AND DISCUSSION

The current article is separated into 2 phases to get familiar with the Corpus and its representation and structure, which promote the action towards learning words. The second step is the discussion of both sides of the usage electronic webpage in order to encourage and raise the awareness of Corpus Nature. This analysis displays investigator's suggestion and researchers' contributions in the creation of Corpus along with examples of it. In addition, it debates about positive and negative uses of digital platform, thereby revealing the real barriers, which might hinder or slow down the productivity of students.

Through the analysis, it concludes that the integration of Corpus in learning classroom requires a time and patience from teachers and students for getting commendable outcome. Firstly, the trainings of use Corpora should be organized for language instructors to enhance their teaching methodologies, improve language instruction, and provide them with tools for analyzing student writing and language use effectively. Secondly, it is essential to select a specialized corpus for learning aims like vocabulary of grammar, provided that the clear comprehension and developed outlook. Finally, in terms of further researches is vital to investigate Corpus in the combination with conventional teaching resources to increase language results.

CONCLUSION

Therefore, the integration of corpora into vocabulary learning appears to be a viable solution for enhancing language learning in the digital environment, as it matches the interests of the learners in terms of the sources of information that they want to use. Although the history of corpora shows that they are a useful tool for providing real language environment, their effectiveness is sometimes difficult to achieve due to the educators' lack of knowledge on how to use them. The advantages of corpora include the possibility to work with sociolinguistic data and enhance the students' autonomy. However, to achieve the maximum advantage, it is important to choose the corpora and train the learners appropriately. Further studies should also be made on how corpora can be integrated with other teaching strategies to enhance the



development of vocabulary and language skills and to enhance the learning process itself.

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