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Ушбу тўпламда жамланган мақолалар хорижий тилларни ўкитишнинг замонавий ёндашувлари ва истикболлари, корпус лингвистикаси масалалари, медиалингвистика ва лингвистик тадкикотлар, киёсий адабиётшуносликнинг долзарб муаммолари, Ўзбекистонда таржима мактаби яратиш ва уни ривожлантиришда инновацион ғоя ва технологияларни қўллаш масалалари доирасида мутахассисларнинг тажриба ва фикр алмашинувини таъминлашга хизмат килали.

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THE IMPORTANCE OF CORPUS LINGUISTICS IN ENGLISH LANGUAGE TEACHING AND FOREIGN LANGUAGE ACQUISITION

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Abstract. In recent years a lot of researches have been devoted to how corpus linguistics can be utilized in the process of English teaching. Having heard a declaration that corpora will revolutionize language learning, scientists all over the world became very curious to investigate for themselves the significance of corpus linguistics in an environment of both teaching and EFL (English as a foreign language) learning. This article sets out to prove that corpora are of great importance in English language teaching as they can give more accurate descriptions of language, provide with the experience of context-related meaningful language in real uses and inform deductive and inductive approaches to English teaching. Moreover, this paper aims to state that in the EFL process, students can carry out an analysis of key words, search idioms and phrases, compare different texts and etc. by using corpora.

Key words: Corpus linguistics, corpora, EFL learning, teaching-learning process, authentic use, concordance

Introduction. According to John Sinclair (2004), a corpus is a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research. The modern field of corpus linguistics – based around the computer-aided analysis of extremely large databases of text – is largely a phenomenon of the late 1950s onwards (Tony McEnery and Andrew Hardie, 2013). However, for the past decades, it has gained enormous popularity among the linguistic scholars and foreign language learners.

Main part. People are not generally aware that computational linguists use corpora to develop all sorts of language tools that have become commonplace in our everyday lives, from simple spell checkers, to auto-correct options in word processors and web browsers, to sophisticated machine translation programs (Ana Frankenberg-Garcia, 2014). This is the first way in which learners can experience the benefits of corpora. Similarly, people resort to dictionaries, because they might not know that many dictionaries have been compiled with the connection of corpus data. Lexicographers use corpora to find out how frequently words are used and then utilize this information to select which headwords are important to include in learners' dictionaries, which senses of polysemous words to present first, which words to use in

the definitions, and which grammatical properties and collocations of words to draw attention to (Ana Frankenberg-Garcia, 2014).

Corpora can be used to study language in all its forms and uses. In language teaching and learning, one of its most common functions has been to inform dictionaries, grammar books, usage manuals, textbooks, syllabuses, tests, and other resources (Alex Boulton et Corinne Landure, 2015).

The implementation of corpora in English teaching process

A corpus is an efficient tool when teaching foreign language. There are a number of corpus-related tools such as a concordance or a part-of-speech tagger, which can be implemented by a teacher to teach English. It should be mentioned that the advantages given below are just a small sample of a larger list.

• Corpora can inform more accurate descriptions of language than textbooks.

Corpus-based descriptions of language provide realistic, rich, illustrative and up-to-date data as a resource for the creation of interesting teaching materials (Braun 2005). Teachers can gain a wide variety of knowledge by exploiting corpora in their classroom activities. According to COCA (Corpus of Contemporary American English), if we search the word "aspect", we encounter the following result.



• Exposure to contextualized, meaningful language in real usages.

In ESL situations, learners do not have the same amount of exposure to the target language. Therefore, it is safe to presume that in most cases they are unlikely to acquire the language efficiently without systematic guidance on linguistic forms. By focusing on words which have a high frequency of occurrence and by concentrating on the usual rather than the exceptional, teachers can help learners acquire the language more efficiently, especially at elementary and intermediate levels. The findings of corpus analysis can be used as a basis for selecting and sequencing linguistic content, as well as for determining relative emphases. A number of studies have observed discrepancies between corpus findings and the selection of and emphasis given to linguistic content in ESL textbooks.

• Corpora can deductive and inductive approaches to English inform teaching.

In the deductive approach to teaching English, corpora analysis provides evidence that informs teachers (especially to those who are non-native speakers) about the use of language elements they are presenting in class and provides them with clear and authentic examples of the language elements.

In the inductive approach to teaching English, corpora analysis provides students with data to infer language rules by themselves (Alcántar Díaz Carlota de Jesús, 2005).

The advantages of corpora in second language acquisition.

The growing interest in the area of corpus linguistics have made it possible for language learners to develop some basic skills for lifelong learning. Corpora encourage students to be active learners in the classroom and apply their critical thinking to the study of vocabulary. In addition to large language databases, there are other corpus tools, like free concordances, online versions of commercial corpora and websites which can be helpful for students who are willing to gain knowledge by corpus work in the classroom.

A concordance is one of the corpus-related tools, which can be used for several language-learning purposes such as:

- to compare and contrast the different usages of one word;
- to conduct an analysis of key words;
- to analyse the frequency of words and collocations;
- to search and analyse phrases and idioms;
- to analyse different texts;
- to create a list of words used in publication;
- to search translation of terminology

Moreover, corpora can give learners access to a much larger language sample than classes can normally provide. This collection of samples helps students find out when people really use a particular word; which constructions are common; which vocabulary us frequent or rare; which word or feature is typical in speech or writing.

Conclusion. Even though corpus linguistics is a relatively new discipline, it is, nowadays, used not only by linguistics to carry out a research, but also by teachers to teach foreign language. There is no disputing the fact that, in a teaching-learning process, corpus tools such as concordancer or part-of-speech tagger are of great significance.

While teaching, the presence of corpora enables us to get more accurate information of language, experience context-related meaningful language in real texts, and also gives the chance of informing theoretical and practical approaches to English teaching. Furthermore, Corpora are a compilation of texts that provide us with examples of specific registers/genres of language.

As for students who want to master a new language, corpora are a land of opportunity. Language learners can compare the contrasting use of one word, carry out an analysis of particular grammar units, find out what word is used most frequently or least frequently, create a list of words in accordance with the topic, and so on

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