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Title of the article	***CORPUS-BASED APPROACH TO DEVELOP DIVERSE STUDENTS' LEXICAL COMPETENCE***
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CORPUS-BASED APPROACH TO DEVELOP DIVERSE STUDENTS' LEXICAL COMPETENCE

M. Fayzieva [1]

Abstract:
The twenty-first century has seen an increase in linguodidactic innovations, fuelled by technological improvements and a greater awareness of the need for inclusive educational techniques. This research investigates the effectiveness of a corpus-based approach to vocabulary training in inclusive settings. It can be claimed as a technique that can help all students have more successful, learner-centered, and accessible language learning experiences.

Key words: paradigm shift, corpus linguistics, Data-driven vocabulary instruction, frequency analysis, inclusive environments, learners' needs, corpora, collocations

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Traditionally, vocabulary instruction was based mainly on teacher-selected lists and textbook-driven exercises. However, during the last two decades, there has been a movement toward learner-centered pedagogies that emphasize actual language use and real-world scenarios. This transition correlates with an increasing awareness of the need for inclusive classrooms that meet the needs of various learners. Corpus linguistics, with its richness of data on language use, is an important instrument for improving vocabulary education and increasing inclusion.

Corpus-based Approach as a a paradigm shift:

A corpus-based method analyzes word frequencies, collocations, and grammatical patterns using enormous datasets of real-world English. This data enables teachers to choose high-frequency and appropriate terminology. Corpus analysis, rather than using random word lists, determines the words that are most regularly used in various situations and genres. This guarantees that students acquire language that is both helpful and relevant to their learning objectives.

• Teaching vocabulary in context: Corpus analysis exposes the common settings and collocations in which words appear. This enables teachers to teach language in genuine and engaging ways, fostering deeper learning and retention.

• Meeting various students' needs: Corpus data may be adapted to individual learners' interests and learning styles, resulting in individualized vocabulary education. This method is very useful for students with distinct learning challenges or various linguistic backgrounds.

Applications in inclusive education:

The corpus-based method may be integrated into numerous parts of vocabulary training, such as:

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• Pre-teaching: Using corpus analysis, teachers may discover significant vocabulary items for certain texts or themes and pre-teach them in a meaningful context.

• During reading and listening: Corpus data can assist in the selection of realistic materials and activities that expose students to high-frequency language in natural contexts.

• Vocabulary development: Corpus analysis may be used to create interesting activities that emphasize word families, collocations, and semantic fields, hence increasing deeper vocabulary acquisition.

• Assessment: Corpus-based methods may be used to evaluate learners' vocabulary development and identify areas that require more help.

Challenges and considerations:

While the corpus-based method has significant advantages, there are certain problems to consider:

• Access to resources: Some professors may have restricted access to huge corpora and the requisite tools.

• Time and expertise: Effective use of corpus data needs instructors to devote time and get specific training.

• Integration into existing curricula: Adapting curricular materials to include corpus-based activities necessitates meticulous preparation and organization.

In conclusion, corpus-based techniques provide tremendous potential for innovative vocabulary training in inclusive settings. Using real-language data, educators may create more effective, learner-centered, and accessible language learning experiences for all students. While problems do exist, the potential benefits of adding corpus analysis to vocabulary education are apparent, opening the door for a more accessible and engaging approach to language acquisition in the twenty-first century.

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