CORPUS LINGUISTICS IN ENGLISH TEACHING

Nataliia Dychka

Ph.D., Associate Professor,

National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"

The corpus method of language teaching is based on the achievements of one of the branches of applied linguistics – corpus linguistics. Prospects for the use of foreign language corpora in the process of learning foreign languages have been the subject of consideration of a number of linguists and teachers. This area brings the significant future for the use of language corpora in the teaching of foreign languages. Great developments concerning the peculiarities of the use of corpus linguistics in teaching English as a foreign language have Western specialists A. O'Keefe, M. McCarthy, R. Carter, etc.

Considering the advantages of using corpora of texts for teaching English the construction of most well-known corpora of English language samples are taken not only from fiction, but also written and oral sources. It is also important that corpus linguistics is more independent of linguistic intuition, one's own vision, reproducing a more or less objective picture of the distribution of a lexical or grammatical unit. We can say that the corpus of language generalizes the experience of speech activity of a particular linguistic community.

Corpora of texts serve as an information base for conducting three main areas of research: 1) the actual linguistic synchronous and diachronic research; 2) statistical research and 3) research in the field of language teaching methods. It is worth emphasizing the strengthening of the link between corpus linguistics and methods of teaching foreign languages, which is reflected in the involvement of different types of corpora. The most commonly used are students' corpuses, because the purpose of their creation is to analyze to identify a variety of tools and methods to improve teaching and facilitate foreign language learning.

In most English-speaking countries, the basic exercises used during lessons involve the use of concordances. An example is WordCruncher, which requires you to

select a corpus, and then it displays a list of words with the frequency of their use. Students identify a word or group of words and explore the number of examples in the context.

For example, when matching the word *doctor* in the author's version, you must also take into account *doctour*. When a word is selected, WordCruncher highlights all the examples in the corpus, showing the sentences in which they were found. Also WordCruncher shows all the text in which the word was used, again highlighting it . In this way, the user can very quickly track the use of the word in the large text.

For the process of teaching English, it is useful to use the search for semantic parameters. For example, comparing the distribution of partially synonymous lexical units to identify semantic shades of the meaning. Through the use of the corpus of language, students have the opportunity to find words and expressions appropriate to a particular style and subject of the text, as well as grammatical constructions that are used to implement a particular communicative function. This approach helps the student to master authentic lexical and grammatical constructions. In turn, teachers have the opportunity to create tasks to achieve didactic goals, use materials in compiling textbooks and manuals in English, ensuring the implementation of the principles of authenticity and frequency of language material use.

Corpus resources can be used to implement the following didactic purposes:

1. Teaching grammar: introduction of grammatical material, illustration of the use of grammatical constructions' peculiarities directly in speech; development of tasks for error correction, grammar test tasks; studying the specifics of the grammatical constructions taking into account the socio-cultural characteristics of speakers, age parameters, region of residence, etc.; creation of practical tasks and exercises for the use of grammatical structures.

2. Learning vocabulary: students create their own dictionaries, which are based on the results of thematic search in the corpus of samples of both oral and written speech; use of word concordances according to the frequency of their use; implementation of individual home tasks and creative projects that relate to the peculiarities of the

functioning of certain lexical items; creation of exercises aimed at expanding students' vocabulary, etc.

3. Teaching to read and understand authentic texts: use of tests placed in the corpus to develop the skills of general understanding of the text; determining the implementation of the contextual meaning of the word; definition of the subject of the text, etc.

4. Teaching to write: the use of corpora and concordances as reference material in creating your own written expression; mastering written speech patterns; development of skills of using grammatical constructions and lexical units in different types and genres of writing, etc.

One of the main advantages of the corpus method of training is also that you can work with the corpus in a distance mode. Through the Internet, the student has the opportunity to get to the site of the corpus, where he or she has the opportunity to do the homework easily. The most important specificity of the use of ethnocorpora in the methodology of language as a native or, especially, as a foreign language, is the ability to search quickly for the different levels of linguistic information in the corpus through the use of software resources.

In the morphologically annotated common language corpus, it is possible to extract linguistic information about the real word combination. For example, grammatical creation of all parts of speech; verb control; use of prepositions; the specifics of constructing elliptical sentences depending on the style and genre, etc.

Today, corpus linguistics occupies an important place in language teaching and learning, opens new perspectives for linguistic research, and helps to find out what changes take place in language under the influence of various external factors. A large number of created corpora allows to obtain data from the analysis of written or spontaneous speech, speech of a certain age, gender, social or ethnic group, information about the features of a certain dialect. Involving different types of corpora to develop new areas of activity and methods of teaching a particular language has helped to strengthen the link between corpus linguistics and methods of teaching foreign languages.

In Ukraine, this discipline is not yet sufficiently developed, but in English-language schools abroad, the use of concordances and other corpus resources in teaching of grammar, vocabulary, reading, writing is very popular. Linguists also prefer student corps, the base of which is enriched by people learning a foreign language. We had the opportunity to look at popular English language corpora and the multi-stage process of their creation.

References

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