THE ADVANTAGES OF CORPUS BASED APPROACH IN TEACHING LANGUAGE

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Annotation: This article is about Corpus Based Study and its challenge and beneficial sides in teaching language. Implementation this new approach in Uzbek EFL learners.
Annotatsiya: Bu maqolada chet tillar o'qitishda Corpus Based yondashuvining afzalliklari va muammolari haqida gap boradi va uni O'zbek ingliz zabon o'rganuvchilariga qo'llashni targ'ib qiladi.
Аннотация; Эта статья посвящена корпусному изучению, его сложным и полезным сторонам в об-учении языку. Внедрение этого нового подхода в узбекских учащихся EFL.
Key word: Corpus Linguistics, Corpora learning, Concordance, Data Driven Learning

In order to reach good effect in teaching Vocabulary and Grammar the teacher should use different methods in integrating skills. Developing the computer technology gives the teachers a wide range opportunities in teaching students foreign languages. Since last 30 years corpus based study in teaching foreign languages has become useful tools in language teaching. However, because of lack internet access classes using corpus based activities are neglected by the teachers in Uzbekistan.

To understand what is corpus based study one should learn the Corpus linguistics the first. Corpus linguistics is a methodology within the field of linguistics that has been developing rapidly since the year 1964 when the first computerized corpus, The Brown Corpus, was completed Corpus linguistics are mainly interested in descriptive or functional interpretations of language [1] and study linguiustic phenomena through the empirical analysis of large computertized databases of language called corpora. A corpus is a collection of texts, written or spoken, which is stored on a computer. In the past the term was more associated with a body of work, for example all of the writings of one author. However, since the advent of computers large amounts of texts can be stored and analysed using analytical software.

According to Leech computerized corpora have been mainly used for further research and for finding out about language and texts. The fact that corpora have been used by linguists for research purposes but the researchers who are also language instructors begin to have interest in exploiting corpora for the teaching of second and foreign languages. Leech claims corpora have a direct or indirect effect on the language classroom. Reference materials as dictionaries, grammars and thesauri and textbooks contain impacting materials in language classroom which is indirect corpora. Furthermore corpora have been used to make general academic and discipline specific wordlist.

Use of authentic and real life material gives more advantage than the samples made by teachers which do not refer to real life. Moreover corpora gives the learners the chance to actually work with language and analyze it. In corpora learning the learners should learn not only word meaning, form and usage but also real language use. If students learn the language by corpora the outcome of students vocabulary development is riser than usual.

Though the classes should be student-centered the role of the teacher is crucial in corpora learning. To have advantage in corpora for learners firstly the teachers should be trained how to use the corpora. However the teacher could take benefit from corpora and at the same time the challenges are also faced during the process. Corpora gives the teacher and students different beneficial motivation. The teacher use it in order to understand the interaction of the

classroom. Teacher use it to discover recurrent patterns of interaction between teachers and students. Especially corpus writing gives a chance where the students errors in grammar and choosing vocabulary in situations. [2.]For students it should be a part of process of learning about particular structure. Learners can enhance their vocabulary through corpus dictionaries.
According to Tim Johns learners could benefit more than corpora by becoming language researchers themselves and analyzing the language data from a corpus first hand . this technique is called “Data –driven learning” (DDL). As we know Data- driven learning (DDL) is the use in the classroom of computer-generated concordances to help students explore patterns in the target language, and the creation of activities and exercises based on concordance output. The main reason being that DDL creates learning conditions which have been found to facilitate second language acquisition processes.
As Tomlinson mentioned that The choice of the concordancer can have a significant impact on the process of language learning, stimulating enquiry and speculation on the part of the learner, and creating the student also to develop the ability to see patterning in the target language and to form generalisations to account for that patterning.
To sum up all evidences according to corpus based study and DDL we can say that in spite of challenge during corpora learning process, it has a big potential in EFL and ESP classrooms. If teachers are trained on how to design appropriate corpus -based tasks, they can help their students get exposed to a broader framework of how English is used for communication by native speakers. Designing corpus based tasks consists of the students ability level, their cultural and educational background and their age group. It is also recommended to use online corpora as they are available for anybody at any given time.

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