

THE ROLE OF CORPUS IN TEACHING

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**Key words:** *corpus, collection, texts, language, teaching, linguistics, research, ways, methods, teacher training, linguistics, study, computerized, skilled activities, corpora.*

**Abstract:** *in this article is written about "corpus", what is the exactly meaning; meaning in teaching system, the role of corpus in teaching, especially teaching in teacher training courses and ways of using the corpus in classes.*

**Ключевые слова:** *корпус, коллекция, тексты, язык, обучение, языкознание, исследование, способы, методы, подготовка учителей, языкознание, исследование, компьютеризация, квалифицированная деятельность, корпусы.*

**Аннотация:** *в этой статье написано о «корпусе», его значении и значении в системе обучения, роли корпуса в обучении, особенно преподавании на курсах повышения квалификации учителей и способах использования корпуса на занятиях.*

**Kalit so'zlar:** *korpus, to'plam, matnlar, til, o'qitish, tilshunoslik, tadqiqot, yo'llar, usullar, o'qituvchilar tayyorlash, tilshunoslik, o'qish, kompyuterlashtirilgan, malakali faoliyat, korpus.*

**Annotatsiya:** *ushbu maqolada "korpus" nima ekanligini, o'qitish tizimidagi aniq ma'no va ma'no, korpusning o'qitishdagi o'rni, xususan, o'qituvchilar malakasini oshirish kurslarida o'qitish va darslarda korpusdan foydalanish usullari haqida yozilgan.*

In cosmopolitan world we need effective learning, for affective learning we need well-prepared, experienced, and skilled teachers. While teaching them we come across some difficulties which are lack of real life examples, not finding enough and related exercises; effective materials; interesting handouts; and even, skilled activities. Corpus helps us with such kind of settled problems to solve or reduce them.

Now, what is the definition of this word? A corpus is a collection of texts. We call it a corpus (plural: corpora) when we use it for language research. That makes your class's essays a corpus - a small one.

Corpus /'kɔ:pəs/ a collection of written texts, especially the entire works of a particular author or a body of writing on a particular subject.

For example: "the Darwinian corpus" a collection of texts

And what is the corpus in linguistics?.Corpus linguistics is the study of language based on large collections of "real life" language use stored in corpora (or corpuses)—computerized databases created for linguistic research. It is also known as corpus-based studies, which can help us while teaching.

How is corpus used in the classroom? And why do we use for?

5 ways to use the corpora for classroom activities. 5 ways of using the corpus to create classroom activities that could help raise awareness of word partnerships and the company that words keep.

1. Have students guess the top collocates of a word

Going back to the previously-used example of the word 'boost', what do you think might be the top object nouns that collocate with the word 'boost'?

i.e. to boost + ?

In competitive groups, my students would write down their top 5 choices.

We would then check them against the corpus.

Any answer that appears in the top 20 (or 50, if you are generous) gets a point. Looking only at collocates that come after the word 'boost'...

Do remember to leave out words like 'yesterday' and 'flagging' as they are not object nouns.

We can see from the above that 'confidence', 'profits' and 'sales' are the top three most frequent collocates with the word 'boost'.

What do you think the most frequent adjective collocate might be?

i.e. a/an + ? + boost

Coming in at the top position is the word 'cash', perhaps to form the compound noun 'a cash boost'.

But 'big', 'great' and 'further' make up the top 3 most frequently used adjectives with the word 'boost'.

What's even more interesting is the fact that, upon scrolling down and skimming through all the adjectives that collocate with 'boost', one quickly realises that although adjectives like 'big', 'major' and 'massive' are quite commonplace, one can hardly find adjectives like 'small', 'tiny' or 'little'.

If we add on the frequently collocating verbs 'to receive' and 'to give' to the mix, we could safely suggest that students learn the following chunk when learning to use the word 'boost'.

'to receive/ give a big/great/further boost to confidence/profits/sales'

2. Categorise the collocations

Going back to the object nouns that collocate with 'boost', could you put them into categories?

My students came up with the following three categories:

'money-related nouns' as in 'to boost profits', 'to boost sales', 'to boost funds', etc.

'other business-related nouns' as in 'to boost productivity', 'to boost performance', 'to boost circulation', 'to boost demand', 'to boost efficiency', etc.

'abstract feelings/atmosphere' as in 'to boost one's confidence', 'to boost the morale', 'to boost one's spirits', etc.

Were they the same as the categories that you came up with?

3. Show the collocates and have students guess the word

Reveal the collocates of a word one by one. In competitive groups, students have to guess what the word might be. The fewer the collocates needed to get the correct answer, the more points the group gets.

e.g.

? + fees

? + framework

? + proceedings

? + rights

? + profession

? + services

? + system

? + advice

? + action

What word could go into all 9 gaps?

If you guessed 'legal', you scored your team a point!

For an extra bonus point, what do you think the top collocate of 'legal' might be?

Did you say 'legal aid'?

You're absolutely spot on!

4. Play 'Explain/Draw/Act' with the top 10 collocates of a word

Again in competitive teams, students have to guess the collocations by having one of their team members explain, draw or act out the collocation.

Say, the word is 'house'.

Team A sends a representative to explain the collocation 'publishing house'.

Next, Team B sends a representative to draw a 'country house'.

Following that, Team C sends a representative to act out a 'doll house'.

The teams are given a point for each correct answer.

Alternatively, one could use variations on 'Explain/Draw/Act' such as the common TEFL games 'Back to Board', 'Board Rush' or 'Fastest buzzer first'.

5. Have students guess the top suffixes of a word

In the BYU-BNC corpus, one can search for suffixes by using the asterix.

(Note that different concordancing software might have different rules for usage)

By typing \*organised, I can get the prefixes of the word 'organised' listed in order of frequency, e.g. 'reorganized', 'well-organized', 'disorganized', etc.

By typing sleep\*, I can get the suffixes of the word 'sleep', including its morphological inflections, e.g. 'sleeping', 'sleepy', 'sleeps', 'sleepless', etc.

What therefore might the suffixes be when I type in \*like\*?

So, a corpus is a principled collection of authentic texts stored electronically that can be used to discover information about language that may not have been noticed through intuition alone. If we use corpora while teaching in any levels they would give improvement for instructors.

We might use them to give effective knowledge and learners work independently, from distance by corpus.

Corpora can be used in any skills. These skills consist of writing, grammar and vocabulary skills. I think, instructors of training or teachers can make use of the material that produced by native speakers of English to teach their students how native speakers use vocabulary, grammar, expressions and all language skills. Therefore, integrating authentic material in classrooms is better than using examples made up by the teachers.

Besides it, as I mentioned above language corpora have been shown to be of substantial help in improving learner writing, both for advanced students majoring in the language as well as for students with lower levels of proficiency needing language for specific purposes.

In conclusion, corpora fundamentally change the ways we approach language education, including both what is taught and how it is taught.

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