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MODERN FOREIGN PRACTICE OF USING EDUCATIONAL CORPORA IN THE EDUCATIONAL AND METHODOLOGICAL PROCESS

Madina Nuralievna Ashirbaeva
Chirchik State Pedagogical University, Teacher and Student of the
"Linguistics and English Teaching Methodology" Department
Mail: ashirbaevamadina5@gmail.com
Tel:+998998570691

Abstract

This article is based on the research of language corpora conducted by various scholars around the world, who conducted various practical research in various areas of education based on their own research goals and objectives. The article mainly reviewed the practices of foreign countries. Scientists used various corpus-related tools and approaches in their work, you can see these reviewed terms and terms in the list of keywords. The results of the research studies presented in the article are analyzed, and the main results show that experimental groups used the corpus and achieved better results.

Keywords: DDL (data-driven learning), WordSmith Tools, concordances, Compleat Lexical Tutor, CALL material;

СОВРЕМЕННАЯ ЗАРУБЕЖНАЯ ПРАКТИКА ИСПОЛЬЗОВАНИЯ ОБРАЗОВАТЕЛЬНЫХ КОРПУСОВ В УЧЕБНО-МЕТОДИЧЕСКОМ ПРОЦЕССЕ

Аннотация:
Эта статья основана на исследовании языковых корпусов, проведенном различными учеными по всему миру, которые проводили различные прикладные исследования в разных областях образования, исходя из собственных исследовательских целей и образовательных задач. В статье в

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основном рассмотрена практика зарубежных стран. Ученые использовали в своей работе различные инструменты и подходы к корпусу, и вы можете увидеть эти рассмотренные термины и термины в списке ключевых слов. Проанализированы результаты исследования, представленные в статье, и основные результаты показывают, что экспериментальные группы использовали корпус и достигли лучших результатов.

Ключевые слова: DDL (обучение на основе данных), инструменты WordSmith, конкордансы, Compleat Lexical Tutor, материалы CALL;

O'QUV-USLUBIY JARAYONDA O'QUV KORPUSLARIDAN FOYDALANISHNING ZAMONAVIY XORIJIY AMALIYOTI

Annotatsiya:
ushbu maqolada til korpuslarining dunyo miqyosida turli olimlar tomonidan olib borgan tadqiqotlariga asoslangan bo`lib, ular turli ta'lim va o`zlarining tadqiqot maqsadlaridan kelib chiqib ta'limdagi turli sohalar bo`yicha turli amaliy tadqiqotlar olib borishgan. Maqolada asosan xorij davlatlari amaliyotlari ko`rib chiqildi. Olimlar ishlarida turli korpusga oid vosita va yondashuvlardan foydalanishgan, ushbu ko`rib chiqilgan atama va terminlarni kalit so`zlar ro`yxatida ko`rishingiz mumkin. Maqolada keltirilgan tadqiqot ishlari natijalari tahlil qilingan bo`lib asosiy natijalar eksperimental guruhlarning korpusdan foydalanganligi va yaxshiroq natijalarga erishilganligini ko`rishimiz mumkin bo`ladi.

Kalit so`zlar: DDL (data-driven learning), WordSmith Tools, konkordanslar, Compleat Lexical Tutor, CALL materiallari;

Introduction

Many studies have been conducted by researchers from many countries around the world on teaching and learning based on educational corpuses, which have shown their results. Therefore, during this study, world experiences were studied and their effectiveness was analyzed. Approaches to the topic of the article

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Various studies have been conducted in order to improve the various skills and knowledge of language learners in the teaching process. Among them, we will consider research studies based on the same corpus in language learning and teaching.

So, one of the Western scientists, Stevens, tested the lexicogrammar of students by combining traditional gap-fill texts and concordances. In this, each participant participated as a participant in the control and experimental groups, filling in half of the questions with gap-fills and half with the help of concordances. Questions based on concordances were taken from corpus data, which showed good results in the second exercise itself. This showed the importance of using corpora in education.

The next study, conducted by a Chinese researcher in Hong Kong, used a 10-hour course on how to correct errors in written assignments using specially designed sections of computer applications. The students' Internet searches were conducted with randomly selected participants, and were analyzed in comparison with questionnaires and interviews. The main conclusion of the author of the article, Ma, was that the students did not use their time efficiently, made incorrect queries and used some functions less often and used the corpus only to correct errors.

Cobb's doctoral research used his Compleat Lexical Tutor (http://www.lextutor.ca/) software. The software included corpus data, and the goal was to learn hundreds of high-frequency words in a year. Word lists and dictionaries were used. While the control groups were successful in acquiring descriptive knowledge in the short term, the experimental group showed much better results in remembering them in the long term and transferring them to new texts, and their results were highly appreciated.

A study by Turnbull and Burston in Australia with two master's students examined the activities of language learners with concordances. The results were quite different. The two different motivations and learning styles indicated that the first student used concordances frequently and effectively and felt that he had learned a lot, while the second participant was less interested and less successful and considered it a waste of time. This suggests that more work needs to be done with language learning methods and DDL.

In Seidlhofer's study of English students in Austria, they were asked to test their writing skills using WordSmith Tools. The aim was to increase motivation and enthusiasm for participating in the research. Despite the small corpus of very short texts, participants were able to learn many elements of corpus linguistics and compare their texts with those in the corpus. Giving students freedom to work with the corpus and with the tasks led to increased motivation and enthusiasm.

Kennedy and Miceli (2001 and 2010) conducted a detailed analysis of the individual behavior of language learners in Australia, using their own Italian author corpus. The students in the 2001 study were involved in control groups, where they were asked to independently correct their work and study the questions. The difficulties were in formulating questions, developing search strategies, selecting examples, and drawing conclusions.

In a 2010 study, students used a corpus and bilingual dictionaries to revise their creative writing. Kennedy and Miceli's descriptions of "pattern hunting" and "pattern defining" have gained widespread recognition. The results showed varying levels of mastery, and there were successes in using the corpus, along with interviews and questionnaires.

Todd conducted a study using simple search engines to provide concordances from the Web. Some of the challenges were related to how to use the technology in DDL. Each of the 23 Thai doctoral students had two lexical errors identified in their work. As a result of their independent web search experiments, they successfully corrected their errors. The students found the most difficult situation related to working with and using words with multiple meanings. This was facilitated by using the Web instead of concordances.

In a study by Lee and Liu, Taiwanese high school students participated in a 10-week training program on vocabulary-related tasks using DDL, which involved completing various corpus-based tasks related to their tasks. Their post-test scores improved. This can be attributed to the use of DDL. It was found that students with inductive preferences in the study tended to perform better with DDL, and even those with a deductive profile were more motivated. This proves that working with DDL is successful.

In another study conducted in Taiwan by Sun and Wang, high school students participated in a group of students who learned to use concordances inductively

and to use traditional methods deductively. In this group, the control group was introduced to the rules in the traditional way, while the experimental group searched for the rules by searching the concordances. Before and after the experiment, participants corrected errors in sentences. Participants in the experimental group performed better in both conditions.

Mukherjee stressed the importance of teachers' perspectives in further promoting DDL and conducted four-hour workshops in Germany. In total, 248 experienced English teachers were recruited and surveyed. The results showed that they intended to use the corpus in the future, but the majority of teachers only intended to use paper-based DDL materials. Only 12% of teachers said they would use the corpus directly. This was not surprising in a secondary school context, and it was found that the age of the students and the lack of teacher training were the main factors.

In a study by Chan and Liou, a parallel corpus-based study was conducted with Asian students, using a custom software and related CALL materials. First-year EFL students were given tasks involving verb-noun combinations using a corpus inductively and deductively without a corpus. The post-test results of the combined DDL group were significantly better than those of the control group, which was maintained at a post-test after 10 weeks. It was also emphasized that time is essential for the inductive approach to produce its maximum effect. There was no significant relationship between the participants' proficiency level and the post-test results, and the questionnaires showed a positive attitude towards the DDL.

Lee and Swales attempted to incorporate corpus-based tasks into classroom teaching. In their paper, researchers conducted a 15-week course to help students write academic papers. The work consisted mainly of teacher-created assignments, and although students were allowed to use the corpus freely, the results were presented as conference papers. The students were highly successful in working autonomously according to their needs. This was due to the fact that they purchased WordSmith Tools for future use.

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CONCLUSION

If we analyze the research studies reviewed in this article and draw general conclusions, the use of different approaches to the corpus in the educational process has provided different results. As we have seen, most of the studies mainly studied writing skills, and participants traditionally participated in control and experimental groups. And, as expected, the results of the experimental group showed better results than the control groups. The main emphasis on writing skills in the studies can be explained by the fact that the materials of the corpus text bases are mainly in text form, and such materials are relatively easy to collect and synthesize. It can be seen that corpus tools can be used mainly in teaching and learning to develop and form writing and reading skills, as well as to increase vocabulary and independently correct errors, which may somewhat complicate the conduct of research on the development of oral speech skills, which are the main problems of learners. However, despite these limitations of the corpus, many scholars have created and used their own software tools for their research purposes, which means that the most important skill is to create and use corpora based on spoken language. Therefore, future research on the development of corpus-based spoken language is needed.

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