THE IMPORTANCE OF CORPUS LINGUISTICS TO ADVANCE THE FIELD OF LEARNING AND TEACHING VOCABULARY

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Abstract: *This article discusses the teaching potential and significance of corpora in the study of English vocabulary for Uzbek learners and offers practical ideas on the use of linguistic corpora for vocabulary teaching. Furthermore, it provides an insight for students how to gain a more accurate understanding of language and its vocabulary function*

Key words: *corpus linguistics, vocabulary, corpora, descriptive linguistics, teaching and learning vocaulary*

Language learning and research on language use has been studied for almost a century and in this regard corpus linguistics have been studied by many scholars since the late 19th century. Corpus linguistics is accepted as a way of studying language and investigates how a language is used in a context. Coming to the term of "corpus", it is a large, principled collection of naturally occurring texts, examples of language which are stored electronically. Particular patterns which are associated with grammatical and lexical features differ within varieties and registers and they contributes to the development of modern day corpus linguistics. The advancement of technology, specifically computers led to the creation of this corpus linguistics and the Brown corpus shed light on the first computer-based corpus in 1961 and involved one million words. This advancement was followed by several other computer-based corpora such as

Language studies and applied linguistics have benefited immensely from corpus linguistics since its inception, despite the fact that it is not a new methodology. According to Sara Laviosa (2002: 8), corpus linguistics is a novel research methodology and data, description, theory, and technique, four interrelated but equally significant components, provide a robust foundation for the study of language. Because corpora provide accurate data and offer empirical knowledge, corpus linguistics analyzes language using samples of language from everyday life (McEnery & Wilson, 2001: 1). Corpus design provides a representation of the reality that is being studied, and it helps researchers and teachers understand how human language functions (Torruela & Llisterri, 1999: 4). Software specifically designed for corpus linguistics examines vast amounts of linguistic data. Descriptive and applied linguistics, for example, have benefited from the systematic production and research of several monolingual and multilingual corpora. This is due to the fact that, based on the evidence it can present, corpus linguistics is sound and creative. English as a second or foreign language (ESL/EFL) and translation studies are some of these disciplines. As an illustration, some academics have started descriptive investigations

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employing computerized corpora for several language domains, such as prosody, lexis, morphology, syntax, history, and the like (Torruela & Llisterri, 1999: 3).

Numerous vocabulary studies make extensive use of the resources, methods, and tools created by the corpus linguistics community. For instance, balanced, representative corpora, such as the British National Corpus (BNC) (BNC Consortium, 2007) and the Corpus of Contemporary American English (COCA) (Davies, 2008), frequently serve as the starting point for vocabulary frequency counts and coverage measurements. The main analytical tools that vocabulary researchers utilize are corpus tools, such as word frequency profiling tools (e.g., AntWordProfiler, Anthony, 2014a) and concordancers (e.g., AntConc, Anthony, 2014b). Additionally, the examination of corpora using these approaches offers vocabulary researchers insights on phenomena like multi-word units and collocation.

According to Gries (2009), corpus linguistics is an approach to the study of language rather than a subfield of linguistics that focuses on the examination of actual samples of language use. John Sinclair and the Cobuild project at the University of Birmingham gave birth to corpus linguistics (UK). Since its inception in the 1960s, this method's popularity has increased to the point that it has an effect on language instruction. In fact, corpus research has had a subdued impact on how curricula are designed, as well as how textbooks and dictionaries are used in the classroom (Barlow 2002; Krieger 2003).. When it comes to classroom assignments, a very small percentage of professors (mostly university teachers) choose to employ corpora, while the majority of EFL students report they are unfamiliar with these tools. Despite its benefits, the explicit use of corpora is therefore less common than other classroom activities like filling in the blanks exercises and matching assignments for the presentation and practice of foreign language vocabulary.

There are two approaches to using corpora for vocabulary research. Teachers can either explicitly urge students to use the necessary tools through practical, hands-on activities or base their assignments on corpus data (implicit). Regardless of the situation, corpus-based learning exercises should be engaging, instructive, and make sense to the students. According to academics like Vannestal and Lindquist (2007) and Kim (2001), corpus work is helpful for teaching English (2009). The meaning and use of some English words, the pragmatics behind stylistically distinct doublets, or the frequency of occurrence, common patterns, and specific collocations of particular lexical items are just a few of the vocabulary-building activities with corpora that are proposed in the next section. Students are more likely to learn about the semantic and lexical characteristics of these words when these activities are introduced informally in the classroom.

Wide range of exercises can be suggested for teaching vocabulary effectively and main goal is to expose students to words in authentic language use samples and their lexical links. These exercises help students understand the syntactic features and semantic intricacies of a variety of vocabulary words. For example, if teachers have to teach any word in English, first it should be analyzed whether it is listed as a high frequency word on the Longman Communication 3000 frequency list or any common corpora. To help students understand the meaning and application of the term under study, corpora may serve a variety of purposes. By conducting a search in a corpus, such as the British National

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Corpus, students can verify that there is no correspondence between the two items (BNC, hereafter). Corpora also give us the ability to evaluate how differently native speakers and learners employ the same word and to identify those changes. In order to ascertain the differences and various connections that native and learner speakers of English give to this word, I propose to analyze the noun "career" in both the British National Corpus (BNC) and the Santiago University Learner of English Corpus (SULEC). Therefore, corpora are appropriate for vocabulary learning and can be effective if stimulating exercises are created that are pertinent to the interests of the learners. Corpora make a significant contribution to vocabulary research, and using these language databases has many benefits. Corpora bring authentic English into the classroom while also highlighting the value of independent learning. Additionally, corpora give access to "precise and measurable syntactic, semantic, and pragmatic information regarding the behavior of lexical items" (Carter 1998:233), enabling students to examine the meaning, cotext, and situational circumstances in which particular words are typically used.

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