

DEVELOPING PRE-SERVICE STUDENTS' CORPUS LITERACY SKILLS IN TEACHING ENGLISH

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Annotation: This article explores the importance of developing pre-service philology students' corpus literacy skills through various methods. The authors discuss the benefits of incorporating corpus linguistics into the curriculum, such as improving students' ability to analyze language patterns and trends. They also highlight different approaches to teaching corpus literacy, including hands-on activities and technology-based tools. Overall, this research emphasizes the value of equipping future philologists with the necessary skills to navigate and utilize corpora effectively in their academic and professional endeavors.

Keywords: pre-service, students, corpus linguistics, teaching, literacy, methods

Аннотация: В данной статье исследуется важность развития навыков корпусной грамотности у студентов-филологов с помощью различных методов. Авторы обсуждают преимущества включения корпусной лингвистики в учебную программу, например, улучшение способности учащихся анализировать языковые модели и тенденции. Они также освещают различные подходы к обучению корпусной грамотности, включая практические занятия и технологические инструменты. В целом, это исследование подчеркивает ценность предоставления будущим филологам необходимых навыков для навигации и эффективного использования корпусов в их академических и профессиональных начинаниях.

Ключевые слова: предварительная подготовка, студенты, корпусная лингвистика, преподавание, грамотность, методы.

Introduction

Corpus linguistics has become an essential tool for language analysis and research, providing valuable insights into language patterns and usage. As such, it is crucial for pre-service students in the field of philology to develop corpus literacy skills to enhance their understanding of language structure and usage. This article explores the various methods that can be employed to develop pre-service students' corpus literacy skills, ultimately preparing them for successful careers in philology.

Incorporating Corpus Linguistics into the Curriculum

One effective method for developing pre-service students' corpus literacy skills is through the integration of corpus linguistics into the curriculum. By incorporating corpus-based activities and assignments into coursework, students can gain hands-on experience with analyzing language data and identifying linguistic patterns. For example, students may be tasked with conducting corpus searches to investigate specific language phenomena or trends, allowing them to develop critical thinking and analytical skills.

Bardovi-Harlig and Mossman discuss the importance of using corpus-based materials in teaching pragmatic routines. They emphasize the benefits of incorporating authentic language data

into language learning materials to help students develop a better understanding of how language is used in real-life situations. Their research highlights the value of integrating corpus linguistics into materials development for language learning, ultimately enhancing students' ability to communicate effectively in various contexts [Bardovi-Harlig and Mossman., 2016: 250].

According to Aijmer, the use of corpora in language teaching, encompassing theoretical, pedagogical, and technological aspects are discussed in research. Findings from the research are explored how corpora can be used in different language teaching contexts, including vocabulary acquisition, grammar teaching, pronunciation training, and learner autonomy. Besides, it is examined the impact of corpus-based approaches on learner language use, motivation, and confidence. Covers the technology and software used to access and analyze corpora, including corpus query tools and concordances [Aijmer., 2009].

Campoy et al., also provides a comprehensive overview of corpus-based approaches to English language teaching (ELT). The research covers both theoretical and practical aspects, with a focus on the use of corpora in language teaching materials and classroom activities. As theoretical foundations they discussed the nature of corpora and their relevance to ELT, including the principles of corpus linguistics and the different types of corpora available. As a result, they explored the benefits and challenges of using corpora in language teaching, and provided guidance on how to select and use corpora effectively. As for pedagogical applications, they examined how corpora can be used to inform and enhance language teaching practices in various areas, such as vocabulary teaching, grammar instruction, pronunciation training, and writing instruction. They provide practical examples and case studies of corpus-based language teaching activities and materials [Campoy.,2010].

Callies argues for the importance of integrating corpus literacy into language teacher education programs. Corpus literacy refers to the ability to use corpora (collections of authentic language data) to inform language teaching and learning. As benefits of Corpus Literacy for Language Teachers, the research enables teachers to access and analyze authentic language data to inform their teaching practices, helps teachers develop a deeper understanding of language use and variation, supports teachers in creating more effective and engaging language teaching materials and fosters critical thinking and research skills in teachers. However, there are some challenges of Integrating Corpus Literacy into Teacher Education as it requires specialized training and knowledge of corpus linguistics. Moreover, it can be time-consuming to incorporate into already crowded teacher education programs. To overcome such challenges, it is recommended that to introduce corpus concepts and tools early in teacher education programs by providing hands-on training in corpus analysis and query tools, corpus-based activities into language teaching methodology courses with the collaboration between language teacher educators and corpus linguists. Callies concludes that integrating corpus literacy into language teacher education is essential for preparing teachers to meet the demands of 21st-century language teaching. By developing corpus literacy, teachers can enhance their teaching practices, create more effective materials, and foster learner autonomy [2019: 245].

Another approach to developing pre-service students' corpus literacy skills is through the use of technology-based tools. Online corpora platforms, such as the Corpus of Contemporary American English (COCA) or the British National Corpus (BNC), provide students with access to vast amounts of linguistic data for analysis (Baker et al., 2006). By familiarizing students with

these tools and teaching them how to effectively navigate and interpret corpus data, educators can help students develop proficiency in corpus analysis.

In addition to incorporating corpus linguistics into the curriculum and utilizing technology-based tools, hands-on activities can also be beneficial for developing pre-service students' corpus literacy skills [Sultonova M., 2023]. For example, educators may design interactive exercises that require students to analyze corpus data and draw conclusions about language usage. These activities not only reinforce theoretical concepts but also provide practical experience in working with corpora.

Developing pre-service students' corpus literacy skills is essential for preparing them for successful careers in philology. By incorporating corpus linguistics into the curriculum, utilizing technology-based tools, and designing hands-on activities, educators can help students develop the necessary skills to analyze language data effectively [Sultonova M., 2023]. Ultimately, these methods will empower pre-service students to navigate and utilize corpora proficiently in their academic and professional endeavors.

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