

CORPUS BASED APPROACH IN VOCABULARY TEACHING

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ABSTRACT

Since technology and computers have been developed, corpus based teaching also become useful tools in language teaching. However, using corpus based activities are difficult to teachers and learners, because not all English as second language classes are provided internet access classes. And also teachers will find challenge to make classroom corpora. They will give a brief review on studies discussing the benefits and the challenges of using corpora in language learning. The role of the teacher is also highlighted in this paper. The researchers will then go through some corpus-based materials and activities suitable for different language levels. Activities will aim at developing students' vocabulary, grammar knowledge. All activities discussed in this paper could be used in any language classroom even those classrooms that are not equipped with computers.

Keywords: Corpus, concordance, foreign language, L2.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

According to Varley (2008) technology and computers have become one of the main aspects of human life. No one can deny the fact that technology has a great effect on the way people lead their lives. However, according to Breyer (2008), teaching is one of the areas where technology has not had a strong impact. Corpus linguistics is one of the technology-based tools that could be very useful in teaching but still has not been widely used or tested. Nevertheless, in the last 30 years, the use of corpora in classrooms has started to develop.

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 (O'Keffee, McCarthy, Carter 2007).

According to O'Keffee corpus is a collection of electronic texts usually stored on computers. Because corpora are stored on a computer, this allows for very large amounts of text to be amassed and analysed using specially designed software. Language corpora can be composed of written or spoken texts, or a mix of both, and nowadays the capability exists to add multimedia elements, such as video clips, to corpora of spoken language. If it is a corpus of written language, texts may be entered into a computer by scanning, typing, downloading from the internet or by using files that already exist in electronic form.

That's why L2 classes has great interest to use corpora in the language lessons to improve their vocabulary acquisition and real language development.

Another feature of a corpus, as Biber, Conrad and Reppen (2008) point out, is that it is a principled collection of texts available for qualitative and quantitative analysis. This definition is useful because it captures a number of important issues.

On the other hand even the corpus based tools has been developed, L2 classes has no opportunity to provide internet access classes. So Students can use teacher corpora, classroom corpora.

Salma (2010) claims that a lot of research has been conducted to examine the effectiveness of using corpus linguistics as a teaching technique to highlight how native speakers of English use certain language forms, vocabulary items, and expressions. Maddalena (2001) explains that the use of authentic and real-life examples with L2 learners is more beneficial than examples that are made up by the teacher and do not simulate real life use of language. Another benefit of using corpora for language teaching is that it gives students the chance to actually work with language and analyze it.

Actually L2 learners can learn not only word meaning, form and usage, but also real language use may learn with corpus tools. If L2 classes are taught with corpus tools ,there will be efficient results of students skills and vocabulary development.

Salma (2010) supported Maddalena's view that the teacher has a crucial role in using corpus in classrooms. She believed that in order for the students to benefit from corpora, teachers should be properly trained on how to use corpora first. According to Breyer, the teacher plays a very important role in using corpora to teach languages. However, this role has not been researched enough. Therefore, in her study, Breyer first investigates the role of the teacher in the use of corpora, and the challenges that face the teachers. She concludes that teachers have to be trained to use corpora in their classrooms.

Language corpora can be used to enhance the classroom experience in several ways. For the teacher, corpora can be used to improve their understanding of classroom interactions, and of the language learning process itself. For instance, teachers can collect transcripts of classroom sessions, and analyse these to discover the recurrent patterns of interaction between teachers and students. Alternatively, a corpus of student writings can be explored to identify what students do wrong, and thus target teaching to their problem areas. For students, corpora can be used as part of the process of learning about particular structures. Students can inreach their vocabulary through corpus dictionaries.

But Learners may use learner corpora while learning foreign language in the classroom. O Donnell studied that a learner corpus is a corpus of texts (whether written or spoken) produced by foreign language learners. Being written by non-natives, these text needs to be regarded both in terms of the native language of the writer (L1), and the language in which the text is written (L2). In some cases, a learner corpus will be limited to a simple L1/L2 combination (e.g., Spanish learners of English). In other cases, a learner corpus may contain a comprehensive range of L1 languages but a single L2, for instance, the ICLE corpus (International Corpus of Learner English, Granger 2003) contains texts written by learners of English, from 16 language backgrounds.

Learner corpora are useful for exploring various aspects of the learning process, for instance, how does the mother tongue of the learner affect the acquisition of the L2. One can explore a learner corpus of a particular L1 to find the typical errors for students of the L1/L2 combination.

Concordance as class activity

Researchers investigated that corpus linguistics it is not just linguists and lexicographers, grammarians and materials writers who stand to gain from new insights into language use through these developments, but teachers and learners as well.

Tomlinson discussed that The use of the concordancer can have a considerable influence on the process of language learning, stimulating enquiry and speculation on the part of the learner, and helping the learner also to develop the ability to see patterning in the target language and to form generalisations to account for that patterning. Later Tomlinson illustrated five different ways in which teachers can exploit sets of concordance lines that their learners have assembled by hand, without a computer. This Do It Yourself (DIY) approach is suitable for all classrooms as it engages learners (from beginners upwards) in collecting and analysing language data for themselves. It is especially applicable to classroom situations where people do not have access to technology, though it can be

Most corpus-derived learners' dictionaries do now give this kind of frequency information, together with natural examples and grammatical information for each meaning of a word. All of the most frequent words have several different meanings and uses, and for each main meaning there will be typical patternings. The dictionary entries for the most common words should contain a lot of useful information and give some indication of what to look out for in concordance lines once they are assembled. They can be used by teachers and materials writers before preparing activities based on concordances, and by students, selectively, after doing such activities, to consolidate their knowledge of aspects of the word under study.

Corpus based vocabulary activities

1. Example of concordance

are interesting to observe. Any child under two is given a bottle
so the young men went for any job they could rather than a farm job
state of affairs could not go on any longer. Someone had to act soon
they hadn't dared to strike any more matches - they were just
the longest open tradition of any of the English link that have
complicated. The closing of any of them would be a major engineering We work
more overtime than any other country in Europe, even dry.

I don't think there was any rain all summer long, was there? just won't come out. Have
we any stain remover? ... I thought there at Steve's house, just turn up any
time after 12. It'll go on all afternoon hard pressed, there was never any time for standing
back and appraising

Source: Cobuild data sheets, 1986

With this concordance L2 learners can learn not only negative meaning, but also positive meaning, word combinations learn. A far larger set of concordances would be needed if we wished to identify common collocations, patterns and pragmatic uses. But this small sample does accurately reflect the balance of uses of the word any from the research corpus, which in turn reflects typical everyday usage

2. Example of concordance

But erm – on this occasion er, we went to Tsavo
connect with the ceiling. This is an important detail. I have
maybe kill – In fact this tig – this leopard that erm, we
In fact – this tig – this leopard that erm, we escaped
I don't exaggerate at this point – it started looking in at the
How old was your son at this time? He was just one.

So, this one already had its er –

And in the case of this one it had been kept in Nairobi

In example 2 four examples of this which probably refer to the leopard.

• Look at the four other phrases with this . Which two refer to the time of the actual story and which two refer to the discourse itself (i.e. not the actual story)?

• Choose three phrases with this that you think you might find useful.

With this example students can try to find meaning of this and can see different word usage.

3.Example of concordance

Oh, I think about one at the time.

Er. So eventually ... One of my plans

just a bit less than one : Er. So

we were in danger. One of my plans

management, you know, if one area hasn't got enough

and they mixed up one that had misbehaved

they thought it was just one that they were

they were moving from one area to another

so this one already had its

In the case of this one, it had been kept

In this example find two examples where one probably refers to the son's age.

• Find four or five examples where one means one of two (or more).

• Find four cases where one refers to the leopard.

• Find four phrases where the word one is definitely part of a larger chunk.

• Which words do you think typically come after one ? (There are two here.)

• In which single example could the word one be made plural (ones)?

With experience, the techniques illustrated here can be applied to concordance lines from any text, although specific language questions will vary according to the range of meanings, uses and patterns of the actual word being focused on.

CONCLUSION

Although using corpora in language teaching is challenging, it has a big potential in EFL classrooms. If teachers are trained on how to design suitable corpus -based tasks, they can help their students get exposed to a broader framework of how English is used for communication by native speakers. Certain points to bear in mind while designing corpus-based tasks include the ability level of the students, cultural and educational backgrounds and the age group of the students. It is also recommended to use online corpora as they are available for anybody at any given time. In class a specialized corpus is needed, EFL instructors and researchers need to make sure it is available at their institutions. The researchers' next plan is to examine some of the activities listed above using a more in-depth approach to highlight the benefits, challenges and drawbacks of each. Teachers may use first pedagogic corpus than students go on learning online corpus tools. So corpus based approach in ELT of L2 classes are developing day by day.

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