

## **CORPUS LINGUISTICS IN STUDYING FOREIGN LANGUAGES**

A foreign language teaching has always insisted on the innovation of teaching. Corpus linguistics is one of new approaches in studying foreign languages. Corpus linguistics is connected with computers. Computers, developing rapidly, provide more favorable conditions for foreign language teaching,

A corpus is usually defined as a large collection of authentic texts in electronic format.

Corpus linguistics is the study of language expressed in samples (corpora) of "real world" texts. Corpus linguistics adherents believe that reliable language analysis is best based on field-collected samples in natural contexts.

Corpus linguistics and data-driven learning require a computer, a corpus, and concordancing software to analyze the corpus (it is usually built –in to online corpora sites), it also needs specific questions to research an answer, and a process for studying the results.

Nowadays it is important to take advantages of this method and apply it to teaching and studying foreign languages. In comparison with traditional foreign language teaching and learning method, data-driven learning is characterized by autonomic learning and, “self-discovery”, which leads to the formation of the students' learning abilities and the development of their autonomic learning abilities.

Concordancing techniques are widely used in national corpora such as American National Corpus, British National Corpus, and Corpus of Contemporary American English, etc. available on-line. Stand-alone applications that employ concordancing techniques are known as concordancers.

A concordance is an alphabetical list of the principal words with their immediate contexts. Concordances are frequently used in linguistics, when studying a text for analyzing key words, comparing different usages of the same word, finding and

analyzing idioms, analyzing word frequencies, finding translations of subsentential elements, creating word lists.

A concordancer is a computer program that automatically constructs a concordance. Concordancers are used to retrieve alphabetically or otherwise sorted lists of linguistic data from the corpus in question, which the corpus linguists then analyze.

Corpus linguistics gave the push to the development of data-driven learning, providing learners with opportunities to self-direct their own studying.

Tim Johns was the first who introduced the term 'data-driven learning' in 1990 for describing how language learners could become language detectives in exploration of language data themselves.

Now data-driven learning is a pedagogical approach in which the language learners are also research workers whose learning is driven by access to linguistic data [2]. Having been developed from corpus linguistics, data-driven learning plays a pioneering role in the evolution of foreign language teaching, allowing the learners to identify language rules by observing numerous real corpora concordances. Data-driven learning model has become the tendency for foreign language learners' efficient and autonomous learning.

The Internet has brought many corpora and dedicated tools within reach of teachers and learners. However, a common criticism is still that many of them require considerable investment in terms of training for learners and teachers to understand how to use them efficiently.

Data-driven learning changes the dominant position of teachers in traditional teaching. The relation between teachers and students become more cooperative. Teachers change from initiators of the studying process into the organizers and counselors of the process.

This learning mode emphasizes the autonomic learning ability to explore and discover language knowledge based on corpus to introspect and induce language rules according to their own needs.

This student-centered approach allows the learners to communicate through their own understanding of the language knowledge inducted from the corpus, to achieve the purpose of the acquisition of language rules.

The students take responsibility for their own learning rather than being taught rules in a more passive mode.

This approach highlights the ways in which independent learning is manifested, facilitated, and encouraged through data driven learning based on corpus.

The approach is in many ways attractive, offering an easy way to begin simple data driven learning which brings immediate benefits [3].

This learning approach based on corpus develops independent language learning, provides the learners the freedom of making choices, provokes interest and enthusiasm among them, gives them the opportunity to be closer to their needs and interests, and at the same time, it develops the sense of responsibility for their own learning. It becomes urgent to take advantage of this method and apply it in studying foreign languages.

#### References.

1. Johns, T. (1990). From printout to handout: Grammar and vocabulary teaching in the context of data driven learning. *CALL Austria*, 10, 14-34.
2. .Johns, T. (1991). Should you be persuaded: Two examples of data-driven learning. In T. Johns & P. King(Eds.), *Classroom concordancing*. *English Language Research Journal*, 4, 1-16.
3. Shei, C. (2008). Discovering the hidden treasure on the Internet: Using Google to uncover the veil of phraseology. *Computer Assisted Language Learning*, 21(1), 67-85.