USEFULNESS AND PEDAGOGICAL NEEDS OF CORPORA FOR VOCABULARY TEACHING

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Abstract: is to study various features of corpus linguistics, to highlight the most comprehensive existing classifications of corpora, description of the corpus based technologies and to work out the ways of rendering them in the process of translation.

Keywords: corpora, vocabulary.

Corpora are, therefore, suitable for vocabulary study and they can be fruitful if we design motivating activities which are relevant to the learners' interests. The contribution of corpora to the study of vocabulary is remarkable; the advantages of using these language databases are several. Corpora bring real English into the classroom and together with it, the importance of learning autonomously. Apart from that, "corpora allow access to detail and quantifiable syntactic, semantic and pragmatic information about the behavior of lexical items"[1], they allow students to analyze the meaning, context and situational contexts in which certain words typically occur. This gives students a more realistic picture of how a language and its vocabulary work. With the use of a corpus-based approach for the study of vocabulary, students become aware of the importance of context in communication; they also learn to develop an analytic and critical approach to data. In addition, students can feel that they are in contact with language use in real contexts; they can actually hear real people speaking in some corpora. Students also practice their deductive skills and notice that corpora may also provide typical and atypical collocations that can be relevant for an accurate use of the target language. However, the introduction of hands-on activities based on corpora could also have a number of disadvantages.

As we need computers and the corpus software, students should have a computer at their disposal; furthermore, computers must have either Internet connection for the use of an online corpus or the corpus software installed. In case the corpus does not have a concordance, there is a need to look for a suitable concordance to process and analyze data quantitatively and qualitatively. Apart from those technological problems which may arise, students need to be familiar with key aspects of corpus work: e.g. background information on corpus representativeness (register, type of data: written spoken, genres represented, etc.) and use and interpretation of data provided by corpora. The other important issue about corpus-based discovery activities is that they primarily focus on receptive processes rather than on production, on the productive use of language (speaking and writing). That is why it is important to add a communicative component in which students need to put the acquired knowledge into practice after these corpus-based activities. In any case, the introduction of corpus data in language learning has somehow revolutionized vocabulary teaching and it may help students to become acquainted with the real use of the English vocabulary in a different way.

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[1] Alqahtani, M., & Mohammad, H. (2015). Corpus linguistics impact on students' performance and satisfaction. TOJET: The Turkish Online Journal of Educational Technology, 14(4), 102-112.

The advantages of the use of corpora for vocabulary teaching outnumber the disadvantages. However, the teaching of vocabulary should not be entirely based on the use of corpus data because it may become redundant and boring like anything else, we should have a good combination of different techniques for the presentation, practice and consolidation of new vocabulary The learning of a second language (L2) vocabulary is obviously different from the learning of the first language (L1) vocabulary. Second language learners already possess the knowledge of the words of their first language, as well as the system of concepts that these words are related to. They also possess the network of associations that link the words to one another, for example, words like red and white, or hand and leg are linked together as the members of the same category of concepts. The learning of an L2 vocabulary involves both learning a new conceptual system, and constructing a new vocabulary network – a second mental lexicon. The acquisition of new words may proceed explicitly (consciously) with the aid of the teacher's explanations or implicitly (unconsciously), which is facilitated by exposure to language input, for example, extensive reading of various texts. The role of the teacher in implicit learning is to provide the students with suitable input and to equip them with the strategies of inferring the meaning of words from their context.

Another difference between L1 and L2 vocabulary learning lies in the number of words acquired by native speakers and by second language learners. An educated native speaker knows vocabulary of about 20,000 words or word families, whereas most adult second language learners during several years of L2 learning usually acquire about 5,000 words or word families. The number of words the learner should know depends on his or her needs. Apparently, different number of vocabulary is required for those who plan to go on a holiday to an English-speaking country, and for those who intend to study in a British university. Researchers argue that a threshold level or a "core vocabulary" of 2,000 high-frequency words should be taught using explicit instruction and appropriate exercises as soon as possible after the beginning to learn an L2. This number of words is approximately what native speakers use or hear in daily situations. Having acquired 2,000 words, the learners can acquire most of low-frequency words implicitly during listening or reading of various texts, and also they can more easily infer the meaning of words from the context.

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