THE IMPLEMENTATION OF CORPORA IN ENHANCING VOCABULARY BASIS FOR B1 LEVEL LEARNERS

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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: implementation, 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 detailed 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 lays 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.

Learners who intend to study in an English-speaking country need to acquire another thousand of high-frequency words plus the strategies of coping with low-frequency words which they encounter when studying their mainstream subjects. Learning words means accumulating them in the learner's memory and remembering them. Since frequent encountering of a given word in various texts is crucial in both explicit and implicit learning, students should be exposed to an ample of authentic texts. This enables them to meet vocabulary in a real context, which facilitates its consolidation and memorization. In the teaching/learning of a new word, a significant role is attributed to learners' noticing it in the text. It initiates its mental processing, which facilitates the word's transfer from short-term memory to long-term memory. Short-term memory stores only a limited number of vocabulary items for a short time (1-2 seconds), whereas long-term memory stores unlimited number of words for an unlimited time. Words to be integrated into long-term memory, they need to undergo different kinds of cognitive operations in working memory, such as reasoning, understanding and learning.

The research conducted by Schmidt showed that noticing a new word is crucial for its perception, and that it is related to the frequency with which a new word appears in the input. The activities enhancing a word transfer from short-term memory to long-term memory involve its consolidation by repetition, elaboration or manipulation. The more the student manipulates with the word, while performing different kinds of exercises and tasks, the more effective its incorporation to long-term memory is. Schmidt emphasizes the role of techniques which by directing of the learners' attention enhance the perception of new vocabulary items. They include marking new words with color markers, using fonts of various sizes and underlining new words. Marking new vocabulary in the text is beneficial for its learning, since it helps not only to notice it, but also to observe its form and relations with other words.

Explicit and implicit vocabulary learning new words should be presented in context, that is, in connection with the situation in which discourse is produced. In explicit vocabulary learning, students are engaged in activities that focus their attention on words and their connection with other words in

the text. As Nattinger states, "the meaning of a word has a great deal to do with the words with which it commonly associates." The knowledge of vocabulary, therefore, means more than the knowledge of the meaning of a given word in isolation; it also involves the knowledge of the words that co-occur (collocate) with it. Collocations are pairs or groups of words that co-occur with very high frequency, e.g. rancid butter, sour milk, sleep soundly. The lack of the knowledge of collocations results with producing deviant or odd speech or writing, such as *"spoiled butter" or *"sleep healthily".

Collocations may be grammatical or lexical. In grammatical collocations some verbs or nouns co-occur with particular prepositions, e.g. depend on, abstain from, by accident, in retrospect, or some verbs co-occur with a particular complement, e.g. make an appointment, and take an examination. In lexical collocations there is a combination of words having a particular semantic content e.g. catch a cold, effective therapy, laugh loudly, deeply absorbed. On the one hand, collocations, because of their unpredictability, may cause problems with their learning, but on the other hand, as Nattinger says, collocation association's aid students in the positioning of these words in memory and in creating[2].

Therefore, using by teachers texts containing collocations and explicit directing the student's attention to them and explaining the semantic associations between the words being the collocation components, as well as presenting new words in the most common collocations they form, seem to be an effective method of vocabulary acquisition. Classroom activities designed for this purpose include word-matching, in which students from a list of words (e.g. adjectives) choose those which collocate with a given word (e.g. a noun), or gap-filling exercises, in which students are asked to choose all possible words from a provided thematically related list. However, according to some researchers, collocations should not be included in an early stage of language learning. In this stage, learning should focus on developing a large number of basic vocabularies in typical contexts in which the words are usually found.

The use of language corpora, which are nowadays accessible online, allows students to check the probability of the co-occurrence of two words. For teachers language corpora are a useful source of linguistic data for preparing teaching activities. Data obtained from a language corpus allow determining the criteria of word associations in collocations. For example Stubbs, analyzing a language corpus, noticed that the verb "cause" collocates with nouns meaning something unpleasant, such as problem, trouble, damage, and the verb "provide" collocates with words meaning something positive, such as aid, assistance, support.

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