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## ЛИНГВИСТИЧЕСКИЕ И КУЛЬТУРНЫЕ ПЕРСПЕКТИВЫ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ

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*В настоящее время развитие языкознания побуждает к изучению не только внутренних, но и внешних связей языка. Такое положение свидетельствует о том, что проведение научных исследований по изучению взаимодействия языков и их влияния друг на друга является одной из важных задач науки языкознания. Известно, что хотя язык и культура являются разными семиотическими системами, они во многом близки друг другу. Эти комментарии, конечно, не напрасны. Приход ученого к такому выводу был мотивирован мнением ученых, изучавших в прошлом взаимосвязь языка и культуры. Мы сочли уместным остановиться на некоторых из них.*

**Ключевые слова:** языкознание, культура, теория, диахроническая лингвокультурология, кросс-лингвистика.

## CORPORA AND WAYS OF USING IN LANGUAGE TEACHING

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*This paper defines corpora and their types, discusses their contribution to language learning and teaching. It also outlines the changes in knowledge, skills and attitudes that are needed for learners and teachers to take advantage of the opportunities offered by the availability of corpus resources. The paper discusses direct and indirect use of corpora in language teaching. Although the paper refers to research and teaching materials and procedures relevant to English language teaching (ELT) it addresses issues related to language teaching in general.*

**Key words:** corpora, language teaching, direct, indirect, teaching material.

The corpus-based approach to linguistics and language education has gained prominence over the past four decades, particularly since the mid-1980s. This is because corpus analysis can be illuminating «in virtually all branches of linguistics or language learning» [3, p. 11] corpora have been used extensively in nearly all branches of linguistics including, for example, lexicographic and lexical studies, grammatical studies, language variation studies, contrastive and translation studies, diachronic studies, semantics, pragmatics, stylistics, sociolinguistics, discourse analysis, forensic linguistics and language pedagogy. According to McCarthy [6, p. 125] corpus linguistics represents cutting-edge change in terms of scientific techniques and methods and probably foreshadows even more profound technological shifts that will ‘impinge upon our long-held notions of education, roles of teachers, the cultural context of the delivery of educational services and the mediation of theory and technique’.

The early 1990s saw an increasing interest in applying the findings of corpus-based research to language pedagogy. The upsurge of interest is evidenced by the eight well-received biennial international conferences on Teaching and Language Corpora (TaLC) held in Lancaster, Oxford, Graz, Bertinoro, Granada, Paris and Lisbon. These works cover a wide range of issues related to using corpora in language pedagogy, e.g. corpus-based language descriptions, corpus analysis in the classroom and learner corpus research (cf. Keck, 2004).

Leech has developed three convergence: the indirect use of corpora in teaching (reference publishing, materials development, and language testing), the direct use of corpora in teaching (teaching about, teaching to exploit, and exploiting to teach) and further teaching-oriented corpus development (languages for specific purposes (LSP) corpora, first language (L1) developmental corpora and second language (L2) learner corpora).

The use of corpora in language teaching and learning has been more indirect than direct. The indirect approach centers on the impact of corpus evidence on syllabus design or teaching materials and is concerned with corpus access by researchers and although to a lesser extent materials designers. The direct approach is more teacher- and learner-focused. Instead of having to rely on the researcher as mediator and provider of

corpus-based materials, language learners and teachers get their hands on corpora and concordance tools themselves and find out about language patterning and the behavior of words and phrases in an «autonomous» way [2, p. 165]. This is perhaps because the direct use of corpora in language pedagogy is restricted by a number of factors including, for example, the level and experience of learners, time constraints, curricular requirements, knowledge and skills required of teachers for corpus analysis and pedagogical mediation, and the access to resources, such as computers, and appropriate software tools and corpora, or a combination of these.

According to McEnery and Xiao indirect use of corpora in language teaching includes a number of resources. Corpora can be said to have revolutionized reference publishing, be it a dictionary or a reference grammar, in such a way that dictionaries published since the 1990s are typically have used corpus data. Corpora are useful in several ways for lexicographers. The greatest advantage of using corpora in lexicography lies in their machine-readable nature, which allows dictionary makers to extract all authentic, typical examples of the usage of a lexical item from a large body of text in a few seconds. The second advantage of the corpus-based approach, which is not readily available when using citation slips, is the frequency information and quantification of collocation that a corpus can readily provide.

Another branch of general corpora research that has exerted some influence on the design of reference works and, to a lesser extent, teaching materials is the area of phraseology and collocation studies. Tim Johns, who pioneered direct corpus applications in grammar and vocabulary classes at the University of Birmingham (UK) in the 1980s, suggested to «confront the learner as directly as possible with the data, and to make the learner a linguistic researcher» (Johns, 2002, p. 108). Johns (1997) also referred to the learner as a «language detective» and formulated the motto «Every student a Sherlock Holmes!»

Following John’s example, a number of researchers have discussed ways in which corpora and concordances can be used by language learners. Bernardini [2], for example, described the positive effects of what she calls corpus aid-

ed discovery learning with the BNC, and described corpora as «rich sources of autonomous learning activities».

This article has focused on the relationship between corpus research and language teaching. It has discussed a range of developments in the emerging field of applied corpus linguistics may positively impact language teaching. The corpus resources and methods have great potential to improve pedagogical practice and that corpora can be used in a number of ways, indirectly to inform teaching materials and reference works and directly as language learning tools and repositories for

the design of data-intensive teaching activities.

In conclusion, if these two tasks are accomplished, it is our view that corpora will not only revolutionize the teaching of subjects such as grammar in the twenty-first century as [4] has predicated, they will also fundamentally change the ways we approach language education, including both what is taught and how it is taught. As Gavioli and Aston [5] argue, corpora should not only be viewed as resources that help teachers to decide what to teach, they should also be viewed as resources from which learners may learn directly.

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## КОРПУСЫ И СПОСОБЫ ИХ ИСПОЛЬЗОВАНИЯ В ОБУЧЕНИИ ЯЗЫКАМ

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*В статье дается определение понятию корпус, описываются типы корпуса, обсуждается его значение в изучении и преподавании языков. В статье также описываются изменения в знаниях, навыках и отношениях, которые необходимы учащимся и учителям, чтобы воспользоваться возможностями, предоставляемыми наличием корпусных ресурсов. В статье обсуждается прямое и косвенное использование корпусов в обучении языку. Хотя статья и относится к исследовательским и учебным материалам, относящимся к преподаванию английского языка (ELT), в ней также рассматриваются вопросы, связанные с преподаванием языка в целом.*

**Ключевые слова:** корпус, обучение языку, прямое и косвенное использование корпусов, учебный материал.