CORPUS-BASED LINGUISTICS: THE EFFECTIVENESS OF SKELL TO IMPROVE VOCABULARY

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Annotation. This article investigates the multifaceted importance of corpus-based linguistics in English language education, highlighting its role in fostering authentic language use, facilitating based on research teaching methodologies, and boosting students' linguistic competence across registers and contexts. This paper emphasizes the transformative impact of corpus-based approaches on language acquisition, vocabulary development, error analysis, and research skill growth through an extensive assessment of existing literature and empirical evidence.

Key words: corpus, corpora, IELTS, SAT, SKELL, TESOL

Annotatsiya. Ushbu maqola ingliz tilini o'qitishda korpus asosidagi tilshunoslikning ko'p qirrali ahamiyatini o'rganadi, uning tildan asl foydalanishni rivojlantirishdagi rolini ta'kidlaydi, tadqiqot o'qitish metodologiyalariga asoslangan holda yordam beradi va registrlar va kontekstlarda talabalarning lingvistik malakasini oshiradi. Ushbu maqola mavjud adabiyotlar va empirik dalillarni keng baholash orqali tilni o'zlashtirish, so'z boyligini rivojlantirish, xatolar tahlili va tadqiqot mahoratining o'sishiga korpusga asoslangan yondashuvlarning transformativ ta'sirini ta'kidlaydi.

Kalit so'zlar: *korpus, korpus, IELTS, SAT, SKELL, TESOL*

Аннотация. В этой статье исследуется многогранная важность корпусной лингвистики в образовании английского языка, подчеркивается ее роль в содействии аутентичному использованию языка, содействии основанным на исследованиях методологиям преподавания и повышению лингвистической компетентности учащихся в различных регистрах и контекстах. В этой статье

подчеркивается преобразующее влияние корпусных подходов на овладение языком, развитие словарного запаса, анализ ошибок и развитие исследовательских навыков посредством обширной оценки существующей литературы и эмпирических данных.

Ключевые слова: *корпус, корпуса, IELTS, SAT, SKELL, TESOL.*

The introduction of corpus-based linguistics has resulted in an important shift in teaching the English language. This move indicates a recognition of the transformative significance that actual language data has in influencing language teaching. With the spread of digital corpora and advances in computational linguistics, educators now have unparalleled access to enormous collections of real-world language use.

Corpus-based Linguistics is almost a new teaching method in our country. It helps to teach all skills in new ways and methods. Apart from this this method makes the learning process more engaging and meaningful, as well as helps to organize learner-centered classroom. Learners acquire the language based on authentic content. In most cases, teaching grammar, and other language skills can be boring for learners. While working with Corpora, as learners will be fully engaged to the learning process, learning will be more enjoyable. Students can find information by themselves, and the materials are from real English speakers.

There are some useful Corpora in the field of teaching English for adolescent learners, and Sketch Engine for Language Learning (SKELL) is one of them.

SKELL is a Corpus, where can be found clear information about words, collocations, examples, and thesaurus in English for English language learners. As SKELL is a simple tool to use and understand both for students and teachers I have chosen it. Here I would like briefly explain my choice on using SKELL in my classes.

Firstly, words can be easily checked in a particular word or phrase, that is used by real English speakers. There are given examples with the words/phrases, that can be easy to learn how to use the words in the context.

Secondly, SKELL is free to use, no registration or payment is needed. And also, SKELL gives good examples of the word or phrase for learners rather than Google search.

And then, nowadays SKELL is widely used in another languages, like Russian. That means it is more beneficial for my students to use it in their Russian classes to find information about a word/phrase.

Additionally, working on SKELL is suitable for learners' age and level, of course. Because, choosing age suitable technology for English classes is very essential part of the lesson, and teachers are always responsible in implementing technology into their classes. As it is stated in Kiddle (2013) technology that we are implementing in our classes should be equal to the cultural competencies, social skills, as well as learners' needs, and all of these requirements should be involved in using digital technology in language classes [1].

Finally, as we live in the century of technology, learners should know how to use technology properly in and beyond the classroom. Because, integrating technology to the classroom makes our classes more engaging and increases learners' critical thinking skills and creativity. As it is stated in Hanson-Smith (2018) technology integrated teaching/learning/course not only promotes active, mindful, conscious learning, as well as interaction among students, but also increases student-teacher and student-student interaction [2]. And teacher- student, student-teacher interaction is one of the important approaches in TESOL requirements (www.the6principles.org)

Apart from this, learning new words, working with them always cause issues for students. In most cases students do not want/eager to learn new words, because almost in all lessons they have to work with new vocabulary. Here SKELL is one of the effective and engaging ways of teaching new vocabulary to adolescent learners. For these purposes it is highly recommend to work with SKELL for teachers, who guides their students' different language exams/tests, like International English Language Testing System (IELTS), Scholastic Assessment Test (SAT), and others, because synonyms are very important in those exams.

REFERENCES

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