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USING CORPUS-BASED APPROACH TO TEACHING ENGLISH

The development of science today makes it possible to teach a foreign language at a completely different level using information technologies. Information and communication technologies (ICT) usually include Internet resources, electronic textbooks, dictionaries, reference books and various types of communication, etc. We are interested in electronic or linguistic corpus, which can already be considered a necessary component of information and communication environment for teaching a foreign language.

Methodologies of corpus linguistics can be a future-oriented tool in the theoretical and practical teaching of a foreign language. Corpus linguistics is a branch of computational linguistics that develops general principles of construction and usage of linguistic corpora (text corpora) by the aid of computer technologies. A linguistic or language corpus of texts is a large, electronically presented, unified, structured, tagged, philologically competent array of linguistic data intended for solving specific linguistic problems. Thus, resources of linguistic corpora can be considered as an integral methodological component in teaching a foreign language. Furthermore, corpus analysis should be considered as a way to independently obtain information for a student of language and literature.

There is a special type of corpus for educational purposes. Corpora of this kind can be used in linguistic analysis to identify lexical or syntactic errors during mastering a foreign language, which helps to establish the frequency of certain types of language errors. Such data is necessary to develop plans and methodological techniques for further correction in language teaching. Such corpora are also used in teaching theory of translation.

Our experience with corpora is based on trying to use them in the lexicology course of Modern English. There is a number of different English-language corpora (British National Corpus, Corpus of Contemporary American English, etc.). Acquaintance with these corpora demonstrates a wide range of possibilities not only for the researcher, but also for the student as part of individual work.

In the course of lexicology, attention is traditionally paid to the British and American variants. On the basis of the British National Corpus (BNC) it is possible to conduct a contrastive analysis of not only lexical and grammatical features, but also the frequency of using certain words and their collocations with the Corpus of Contemporary American English (COCA). Morphological and derivational structures of words can also be taken into account [2].

The corpus must represent full information about a lexical unit under study and at the same time give a true picture of using it in the speech of a native speaker. Program, which helps to analyze large scales of texts and identify the regularity of using the lexical units is called concordance. Concordance searches for a specific phrase, word or grammatical phenomenon in the corpus. Then it opens a new window with a specified number of text fragments containing the desired units. Based on the information received, we can draw a conclusion about the functions and usage of the lexical unit in a specific language environment.

For example, computer corpora can demonstrate that *okay* is far more common in speech than in writing.

They can also worry us by indicating that although we all know a phrase like *It's raining cats and dogs* this completely fails to appear even in a large corpus of spoken English.

However, before using the linguistic corpus in the educational process one should take into account the following conditions:

- ICT competence (competence in usage of information and computer technologies) [1];
- linguistic competence (reference level of a foreign language).

Some time ago linguists were considered main users of language corpora, but times change. Nowadays it is an important tool for teaching a foreign language, therefore, more and more textbooks and curricula are now corpus-oriented.

Our scientific is particularly devoted to the use of the linguistic corpus directly in the educational process. Corpus can be used to determine the exact meaning of words, as there are many examples of polysemy. It is possible to use the corpus to teach Verb Patterns, since it is much easier to present this material using «live» examples.

It is also possible to use corpora to test students' knowledge of the material they have already learnt. In addition to it, you can use the corpus to compose lexical, grammar an examination tasks or to create projects.

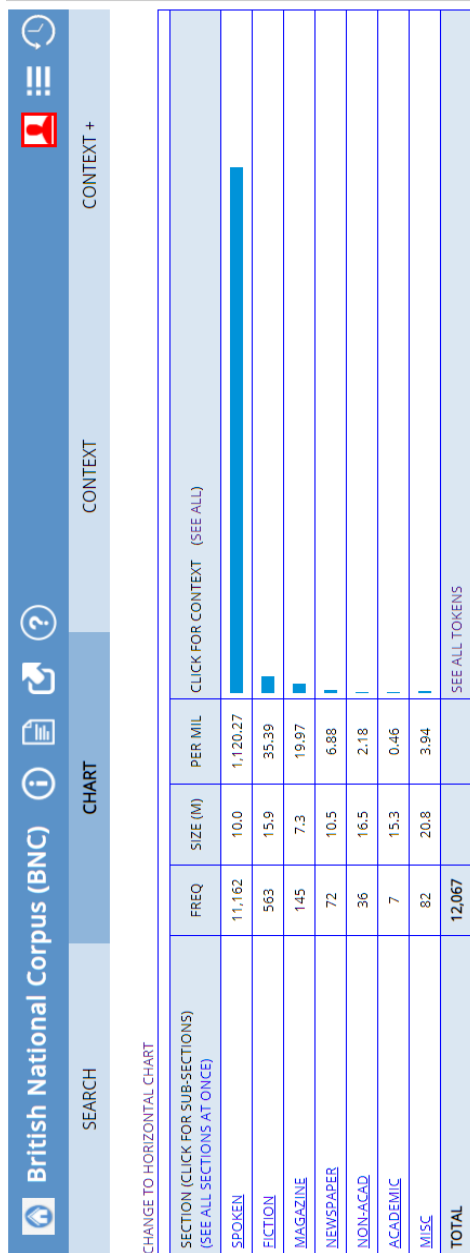


Figure 1. Frequency analysis of the word *okay* in British National Corpus

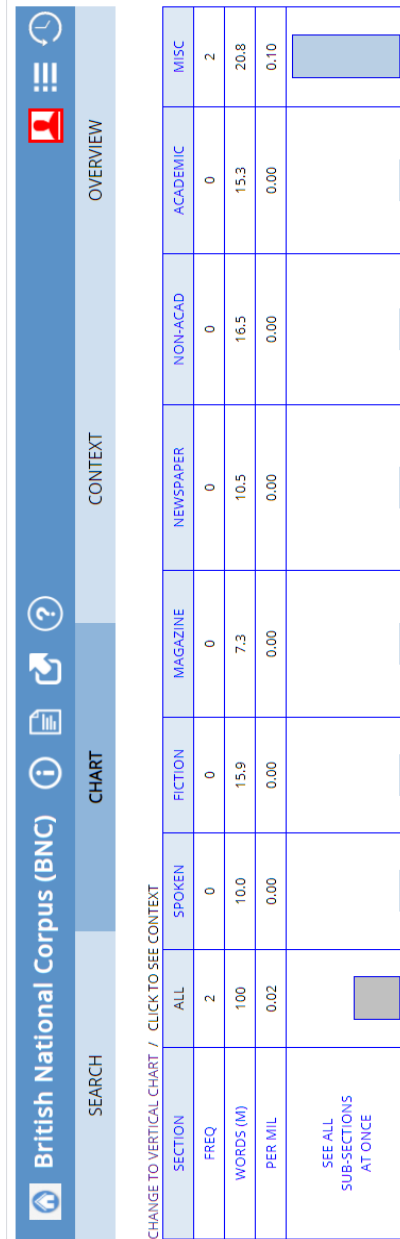


Figure 2. Frequency analysis of the phrase *It's raining cats and dogs* in British National Corpus

Thus, using linguistic corpora in teaching a foreign language makes it possible to evaluate usage of various word formations and word combinations directly by native speakers, i.e. learn «live language». Moreover, the linguistic corpus makes it possible to track changes and transformations in the language as it is constantly updated; allows learners to make their own research and analyze different types of language units.

A quick overview of the corpora capabilities confirms the relevance of addressing them in order to conducting not only various kinds of scientific research itself, but also with the aim of attracting such resources in teaching foreign languages. For teachers, the linguistic corpus is new opportunities in the methodology of teaching foreign languages.

References:

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COMPARATIVE ANALYSIS OF GERUND CONSTRUCTIONS IN TWO TRANSLATED VERSIONS OF «THE CATCHER IN THE RYE» FROM ENGLISH INTO SPANISH BY CARMEN CRIADO

The gerund is considered to be a good way to express the duration of the action without pointing to the beginning and without any reference to the culmination or completion: it expresses the duration of the event in progress [1]. These expressive possibilities of the gerund allow its use with different predicate functions: