



Incorporating Corpus Linguistics in Language Classrooms

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Abstract: The literature review article highlights the challenges in language acquisition and proposes a shift from traditional teaching methods to a corpus-based approach. Corpus-based teaching, which presents several advantages for learners, underscores the necessity for further research to refine language learning methodologies.

Keywords: *Corpus Linguistics; Language Acquisition; Teaching Methods.*

Introduction: A Need for Change

Acquisition of a new language is a demanding task which cannot be achieved overnight. Many language learners spend years in studying a foreign language without being able to express themselves fluently and accurately in the target language. To facilitate the language learning process, many instructors adopt various current teaching methodologies to help students acquire the target language easily and become proficient in communicating properly in various cultures.

Corpus-Based Teaching Method

Many researchers advocated the implementation of corpus-based teaching method in the language classrooms since it shows the authentic use of the target language rather than the artificial one (Oster, 2010; Meunier, 2011; Mansour, 2013). Vyatkina and Boulton (2017) acknowledged that this teaching method is more helpful and more beneficial than the traditional ones for the many benefits that it may provide. It enriches the learning environment with invaluable resources. Incorporating corpus-based teaching approach has become possible in classrooms as the data provided is easily accessible and quite affordable. (Vyatkina & Boulton 2017) stated that corpora is a unique and efficient teaching method which may lead to significant results in the field of education.

Learners' Multi Benefits of Corpus -Based Approach

The boon of current technological devices motivates learners and provides them with more input that enables the learner study wide range of patterns and collocations of words. This teaching technique also helps language learners practise the target language in real-life situations in order to learn certain language forms. Koteyko (2014) advocated the use of corpora in language teaching as it provides language patterns of real-life situations. Moreover, (Dazdarevic, Zoranic & Fijuljanin, 2015) acknowledged that corpus provides learners a comprehensive view of language. Corpus-based teaching helps learners learn the proper use of words in authentic texts. (Klimova, 2014) stated that corpus-based teaching method is efficient since it stimulates authentic language learning and use. Incorporating it in classrooms paves the way to independent learners with less reliance on the teacher. It also encourages students to study at their own pace and adapt the

approach that suits their individual needs (Zaki, 2017). This is also mentioned by Harris and Jaen, (2010) and Vyatkina and Boulton, (2017) that students will take responsibility for their own learning. Using corpora fosters students' analytical skills (Zaki, 2017) and engages them in the learning process. This is reiterated by Huang (2016) that such approach promotes students' independent learning and develops their competency in analysis and problem-solving. Besides, the recordings of speech that corpora provide may also enhance students' pronunciation skills, thus help them in comprehending the language of real- life situations.

Corpus-based teaching resources are also essential in semantics learning. They help enrich students' knowledge with the proper use of words (Huang, 2016), familiarize students with the specific meaning of unfamiliar words in various contexts (Klimova ,2014), and acquaint them with the intricacies of the target language. Besides, semantics is a basic component of any language. It helps learners understand others and take decisions as a result of their interpretations of the words uttered. Thus, semantics learning helps in strengthening human relations which may lead to a better society.

Furthermore, Corpus linguistics may help novice and proficient writers write better and longer texts (Carmen, Cubillo, Belles-Fortuno, & Gea-Valor, 2010 ; Kim, 2014; Vyatkina & Boulton, 2017). Incorporating corpora in the language classrooms may contribute to better students' awareness of the connection between various sub-skills of the target language. (Klimova, 2014) mentioned that implementing corpus linguistics promotes students writing skills. Corpus-based teaching approach provides programs that simulate how words behave in context. This will be absolutely beneficial to students who may learn the slight differences between many confusing words.

Teachers' Main Support

Not only learners and but also teachers may benefit from the rich resources available with corpus-based teaching materials. Teachers need these materials to enrich their students' learning and the corpus- based resources serve that purpose. The advent of technology has changed the teachers' perspective towards language teaching (Dazdarevic, et al., 2015). Countless different types of corpus-based exercises are available for teachers' use. Zaki (2017)

stated that corpora provide a wealth of knowledge about any language. It helps teachers break the norms of traditional teaching and assists them in elaborating their own didactic materials that may satisfy their needs in enhancing their students' learning of various language skills.

Conclusion

The traditional teaching methods of languages have proved to be outmoded and no longer useful. They were a source of boredom to learners and didn't lead to fruitful and satisfactory results. Phoocharoensil (2012) mentioned that teaching students language skills in traditional style is demotivating. This obsolete approach in teaching has been dispreferred by most students because they only learn language rules without the actual practice. The inclusion of corpus -based teaching methods has been a remarkable leap in the field of education for the unlimited resources that they granted to teachers and students.

Despite the many benefits that corpus resources have offered to the educational process, there are still many drawbacks. If the used material is not suitable to the student's educational level or age, it will misguide and distract the students and may lead to adverse academic results. Besides, teachers are supposed to be well- trained and proficient in using corpus-based resources so as to provide the utmost benefit to their students. Vyatkina and Boulton (2017) considered that including corpora in language classrooms remains challenging. It has several limitations since the resources obtained need proper preparation from qualified teachers. These teachers should be well knowledgeable in order to find and adjust relevant teaching resources so as to contribute to their students' maximum benefit.

Finally, since the ultimate purpose in investigating this topic is to find updated methodologies that may enhance the teaching and learning process of the target language, further study is required in this field to reach satisfactory results.

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