

BRINGING CORPORA INTO MODERN EFL CLASSROOM

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Modern methodology introduces a variety of techniques and ideas on how to make learning and teaching more effective. Learners have become digital, autonomous and mobile, requiring more specific needs to be satisfied. EFL learning and teaching, in terms of authenticity, materials availability and design, has now evolved into a dynamic environment. Despite the fact that modern learners are equipped with a thorough knowledge and high-quality materials, which are usually supported by online extended practice and rich media content, specific learners' needs are not fully satisfied. Modern educators have to be ready to adapt authentic materials or create new ones to achieve better outcomes. Corpora might be offered as one of the solutions for the modern EFL classroom.

Nowadays using corpora has become common practice for many educators. The variety of free corpora available represents a huge depository of language data. The research conducted in [2] offers an approach to classification of modern corpora (Table 1).

Table 1

Size	small (to 1 million words); medium (from 1 to 10 million words); large (more than 10 million words);
Number of Text Languages	monolingual; bilingual; multilingual; Language of Texts: English, German, Ukrainian, etc.;
Mode	spoken; written; mixed; Nature of Data: general, specialized (dialect, idiolect, sociolect, etc.);
Nature of Application:	research, illustrative, learner, translation, aligned comparable, parallel, reference;
Dynamism	dynamic (monitor), static;
Temporal characteristic	diachronic, synchronic;
Authorship	one author, two and more;
Annotation	un-annotated, annotated (morphological, semantic, syntactic, prosodic, etc.);
Access	free, commercial, closed.

The criteria analyzed in Table 1 not only help us to build the picture of the existing corpora, but also introduce their variety of applications for multiple purposes. The major advantage of corpora is that they cover both spoken and written authentic data arrays, which are extensive resources of lexical chunks and grammar in context, which, in turn, demonstrate considerable potential for the EFL classroom. Generally, corpora for language learning may be used for developing reading, listening and writing skills as well as for working with lexical and grammatical systems, studying cultural differences by comparing and contrasting corpora of varieties of English (*British and American National Corpora*). Classic *Brown* corpus comprises more than 1 million of texts. Such corpora as *Wiki*, *TV shows* and *TV talks*, *Dr. House* series, *Presidential Speeches* etc. provide the EFL classroom with lots of authentic content. Notably, corpora satisfy not only the needs of general English classrooms, but also unlock high potential of ESP [1], ESAP and EAP classrooms. Specific corpora include *Medicine*, *Law*, *Commerce*, *Social Science*, *Electronic Engineering*, *Academic Abstracts* and *Academic Written*

corpora and demonstrate limitless potential for teaching and learning English in different contexts.

Many researchers have noted that using specific corpora enhances learners' motivation as they experience how the language behaves in real-life contexts and create ample opportunities for enriching ESP, ESAP, EAP teaching and learning. For instance, spoken corpora are presented in both written (transcripts) and spoken (audio files) form. By studying these corpora, learners may practice pronunciation, listen to different dialects and non-native speech. In addition, there are two types of spoken corpora: *read speech* (book excerpts, broadcast news, lists of words, and sequences of numbers) and *spontaneous speech* (dialogues, narratives, map-tasks, appointment-tasks), which satisfy learners' needs from different contexts. Written corpora make teaching and learning beneficial by introducing frequently used lexical chunks and grammar in context i.e. providing educators and learners with dynamic and authentic content, and being free and flexible resources. However, there are arguments against corpora in the EFL classroom. Firstly, navigating corpora sites or software requires some training for both educators and learners. Secondly, corpora do not suggest ready-made solutions for EFL classrooms. Data obtained from the databases used for materials design demand considerable effort to create a high-quality product. In general, therefore, it seems that the pitfalls listed above appear more like challenges for the 21st century teaching and learning.

Taken together, the information presented may serve a sound basis for further study of corpora in EFL, namely focusing on the motivation, variety of contexts and materials design.

Resources:

1. Pavlenko O. Corpus linguistics in teaching English as a foreign language. Pavlenko O. – К . : ЦУЛ. – С. 102-104. – (Іншомовна освіта у вищій технічній школі : методи, підходи, технології : матеріали V міжнар. наук.–метод. конф. 30 жовтня 2015 р. – 152 с).
2. Sereda I. Approaches to Corpora Classification in Modern Corpus Linguistics [Електронний ресурс] : Режим доступу : [http://ena.lp.edu.ua:8080/bitstream/ntb/14639/1/92_196-197_maket-ena-ntb\(099\).pdf](http://ena.lp.edu.ua:8080/bitstream/ntb/14639/1/92_196-197_maket-ena-ntb(099).pdf)