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INGLIZ TILINI O'QITISHDA KORPUS ASOSIDA MUSTAQIL TA'LIMNING NAZARIY VA USLUBIY ASOSLARI

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Annotatsiya

Korpus lingvistikasining ingliz tilini o'qitishga (ELT) integratsiyalashuvi talabalarga lingvistik ma'lumotlarni o'rganish imkonini berib, zamonaviy til o'qitish pedagogikasini sezilarli darajada o'zgartirdi. Ushbu tadqiqot ingliz tilini o'qitishda korpus asosida mustaqil ta'limning nazariy va uslubiy asoslarini, xususan, oliy o'quv yurtlarining filologiya fanlari talabalari kontekstida o'rganadi. Tadqiqot korpus texnologiyalari ma'lumotlarga asoslangan ta'lim (DDL) orqali talabalarining mustaqil ravishda til ko'nikmalarini oshirish, lingvistik kompetentsiyasi va tahliliy ko'nikmalarini rivojlantirishga qanday hissa qo'shishini o'rganadi. Nazariy tahlil, korpus asosidagi topshiriqlarni ishlab chiqish va universitet til sinfinda eksperimental amalga oshirishni birlashtirgan aralash usulli tadqiqot loyihasi qo'llanildi. Tadqiqotda asosiy lingvistik korpuslardan foydalangan holda korpus yordamida mustaqil ta'lim faoliyatida ishtirok etgan 72 nafar filologiya yo'nalishidagi talabalari ishtirok etdi. Natijalar shuni ko'rsatdiki, korpus asosida o'qitish an'anaviy o'qitish usullari bilan solishtirganda leksik kompetentsiyani va talabalarining mustaqilligini sezilarli darajada oshiradi. Natijalar, shuningdek, korpus vositalarini mustaqil ta'lim muhitiga integratsiyalashganda til o'rganish ko'nikmalarida muhimligini ta'kidlaydi. Tadqiqotda ingliz tilini o'qitishda korpus asosidagi mustaqil ta'lim texnologiyalarini tatbiq etish bo'yicha keng qamrovli uslubiy asos taklif etilib, filologiya yo'nalishidagi ta'lim bo'yicha amaliy tavsiyalar berilgan.

Kalit so'zlar: korpus lingvistikasi, mustaqil ta'lim, ma'lumotlarga asoslangan o'rganish, ingliz tilini o'qitish, korpus texnologiyalari, talaba mustaqilligi

ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ КОРПУСНОГО САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация

Интеграция корпусной лингвистики в преподавание английского языка (ELT) значительно изменила современную педагогику преподавания языков, позволив студентам усваивать лингвистическую информацию. В данном исследовании рассматриваются теоретические и методологические основы самостоятельного обучения на основе корпусов в преподавании английского языка, в частности, в контексте студентов-филологов университетов. Исследование изучает, как корпусные технологии способствуют развитию у студентов навыков самостоятельной речи, языковой компетенции и аналитических навыков посредством обучения на основе данных (DBL). Использовался смешанный метод исследования, сочетающий теоретический анализ, разработку заданий на основе корпусов и экспериментальную реализацию в университетской языковой аудитории. В исследовании приняли участие 72 студента-филолога, которые участвовали в самостоятельном обучении на основе корпусов с использованием основных лингвистических корпусов. Результаты показали, что обучение на основе корпусной лингвистики значительно повышает лексическую компетенцию и самостоятельность студентов по сравнению с традиционными

методами обучения. Результаты также подчеркивают важность интеграции корпусных инструментов в среду самостоятельного обучения для развития языковых навыков. В исследовании предлагается комплексная методологическая основа для внедрения корпусных технологий самостоятельного обучения в преподавании английского языка и приводятся практические рекомендации для преподавания в области филологии.

Ключевые слова: корпусная лингвистика, самостоятельное обучение, обучение на основе данных, преподавание английского языка, корпусные технологии, самостоятельность студентов.

THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF CORPUS-BASED INDEPENDENT LEARNING IN ENGLISH LANGUAGE TEACHING

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Abstract

The integration of corpus linguistics into English language teaching (ELT) has significantly transformed contemporary language pedagogy by enabling learners to explore authentic linguistic data. This study investigates the theoretical and methodological foundations of corpus-based independent learning in English language teaching, particularly in the context of philology students in higher education. The research examines how corpus technologies contribute to the development of learner autonomy, linguistic competence, and analytical skills through data-driven learning (DDL). A mixed-method research design was employed, combining theoretical analysis, corpus-based task development, and experimental implementation in a university language classroom. The study involved 72 philology students who participated in corpus-assisted independent learning activities using major linguistic corpora. The results indicate that corpus-based learning significantly enhances lexical competence, collocational awareness, and learner autonomy compared with traditional teaching methods. The findings also highlight the importance of methodological scaffolding when integrating corpus tools into independent learning environments. The study proposes a comprehensive methodological framework for implementing corpus-based independent learning technologies in English language teaching and provides practical recommendations for philological education.

Keywords: corpus linguistics, independent learning, data-driven learning, English language teaching, corpus technologies, learner autonomy.

The rapid development of digital technologies has significantly influenced the methodology of foreign language teaching in higher education. Modern educational paradigms emphasize student-centered learning, digital literacy, and the development of independent learning competencies. In this context, corpus linguistics has emerged as an important resource for improving language teaching methodologies.

Corpus linguistics refers to the study of language based on large collections of authentic texts known as corpora [1]. These corpora allow researchers and learners to analyze real patterns of language use across different genres and contexts. The increasing availability of digital corpora has created new opportunities for integrating empirical linguistic data into language education. One of the most influential pedagogical approaches derived from corpus linguistics is Data-Driven Learning (DDL), proposed by Tim Johns. In this approach, learners analyze authentic linguistic examples from corpora and discover patterns of language use independently. Unlike traditional teaching methods, which rely heavily on grammar explanations and textbooks, DDL encourages students to develop analytical and research skills through direct interaction with language data [2].

The theoretical foundations of corpus-based language teaching are strongly connected to the work of John Sinclair, whose research demonstrated that language is characterized by recurring patterns and phraseological units rather than isolated grammatical structures. His work has had a significant influence on modern corpus linguistics and language pedagogy. In recent decades, scholars such as Susan Hunston and Michael McCarthy have emphasized the pedagogical value of corpora for language teaching. Their research demonstrates that corpus-based instruction helps learners develop deeper awareness of lexical patterns, collocations, and discourse structures. Despite these advances, corpus-based teaching methods remain underutilized in many higher education institutions, particularly in contexts where traditional teacher-centered methodologies still dominate language instruction. One major challenge is the lack of methodological frameworks that effectively integrate corpus technologies into independent learning processes [3]; [4].

For philology students, who are expected to develop advanced linguistic competence and research skills, corpus-based learning offers particularly valuable opportunities. Through corpus exploration, students can engage in authentic linguistic analysis, develop critical thinking, and enhance their understanding of language structure and use.

Therefore, the purpose of this study is to investigate the theoretical and methodological foundations of corpus-based independent learning in English language teaching and to develop a pedagogical model that supports the integration of corpus technologies into philological education.

Literature review. Corpus linguistics has become an influential field within applied linguistics over the past three decades. Early corpus-based research focused primarily on linguistic description and lexicography, but later studies began to explore its pedagogical applications. The publication of *Corpus, Concordance, Collocation* by John Sinclair marked a significant milestone in corpus linguistics. Sinclair argued that linguistic meaning is often realized through phraseological patterns and collocations rather than individual words. The concept of Data-Driven Learning introduced by Tim Johns shifted the role of learners from passive recipients of knowledge to active researchers. According to Johns, students should “discover” language patterns by analyzing concordance lines generated from corpus searches. Subsequent research has confirmed the effectiveness of corpus-based approaches in language learning. Studies conducted by Michael McCarthy and Ronald Carter demonstrate that corpus-informed teaching materials improve learners’ understanding of authentic language usage [5].

Another important contribution comes from Susan Hunston, who emphasizes that corpora enable learners to explore the phraseological nature of language and develop lexical competence more effectively. Recent studies also highlight the importance of learner autonomy in corpus-based language learning. Corpus tools encourage students to investigate linguistic phenomena independently, which aligns with modern educational theories emphasizing self-directed learning and constructivist pedagogy. However, researchers also note several challenges in implementing corpus-based learning, including technological complexity, lack of teacher training, and insufficient methodological guidance. Addressing these challenges requires the development of structured pedagogical frameworks that support both teachers and students [6].

This study employed a mixed-method research design, integrating theoretical analysis, experimental implementation, and qualitative evaluation to investigate the effectiveness of corpus-based independent learning in English language teaching. The mixed-method approach was selected in order to provide both conceptual understanding and empirical evidence regarding the pedagogical value of corpus technologies in higher education. The research was conducted in three main stages. The first stage involved a theoretical analysis of relevant literature on corpus linguistics, independent learning, and contemporary approaches to English language teaching. Particular attention was given to the pedagogical principles of data-driven learning and learner autonomy proposed by scholars such as Tim Johns and John Sinclair [7].

The second stage focused on the development of corpus-based learning activities

designed to support students' independent exploration of authentic language data. These activities were structured to encourage students to analyze linguistic patterns, investigate vocabulary usage, and identify grammatical structures through corpus exploration. The third stage consisted of the experimental implementation of the developed activities with university students. During this stage, the effectiveness of corpus-based independent learning was evaluated through classroom observation, language tests, and learner feedback. The integration of qualitative and quantitative methods allowed for a comprehensive evaluation of the pedagogical outcomes [8].

The participants of the study were 72 undergraduate students majoring in philology and studying English at the Fergana State University. The participants were selected from second- and third-year students who had already completed foundational courses in English grammar and vocabulary. For the purposes of the experimental design, the participants were divided into two groups: a control group and an experimental group, each consisting of 36 students. The control group received instruction based on traditional English language teaching methods, which included textbook-based activities, teacher explanations, and conventional vocabulary exercises. In contrast, the experimental group participated in corpus-based independent learning activities designed to develop their analytical skills and learner autonomy.

The division into control and experimental groups allowed for a comparative analysis of learning outcomes and provided empirical evidence regarding the effectiveness of corpus-based teaching methodologies. The corpus-based learning activities implemented in the study utilized two widely recognized linguistic corpora: the British National Corpus and the Corpus of Contemporary American English. These corpora are among the most comprehensive digital linguistic databases available for English language research and education.

The British National Corpus contains millions of words from written and spoken British English across various genres, including academic texts, newspapers, fiction, and everyday conversations. Similarly, the Corpus of Contemporary American English provides extensive examples of modern American English usage from a wide range of sources such as academic journals, television transcripts, blogs, and magazines.

The use of these corpora enabled students to access authentic linguistic data and observe real patterns of language use. Through corpus searches, learners were able to analyze frequency patterns, collocations, and contextual variations in vocabulary and grammar.

In order to promote independent learning and analytical thinking, students in the experimental group completed several types of corpus-based learning tasks. These tasks were designed according to the principles of data-driven learning and encouraged students to actively explore linguistic data.

The first type of activity involved concordance analysis, where students searched for specific words or expressions in the corpus and analyzed multiple authentic examples of their usage. By examining concordance lines, students were able to observe how words function in different syntactic and semantic contexts.

The second activity focused on collocation discovery. Students identified common lexical combinations by examining corpus results and analyzing patterns of word co-occurrence. For example, learners explored frequent combinations such as *make a decision* and *strong evidence*, which helped them develop a better understanding of natural language usage.

The third task involved frequency analysis, in which students compared the frequency of particular words or grammatical forms across different contexts or genres. This activity allowed students to understand how language usage varies in academic, spoken, or informal registers. The final activity focused on pattern identification, where students examined grammatical structures using corpus examples. Through this task, learners explored recurring syntactic patterns and gained deeper insight into authentic language structures [9].

These corpus-based tasks were designed not only to improve linguistic competence but

also to foster research-oriented thinking and independent learning strategies among students. Several instruments were used to collect data and evaluate the effectiveness of the corpus-based learning intervention. These instruments included language proficiency tests, vocabulary tests, learner autonomy questionnaires, and classroom observation. The language proficiency tests were administered before and after the experimental period in order to measure students' overall improvement in English language competence. Vocabulary tests were specifically designed to assess the development of lexical knowledge and collocational awareness. In addition, learner autonomy questionnaires were used to evaluate changes in students' attitudes toward independent learning and their ability to use linguistic resources autonomously. Classroom observation provided qualitative insights into students' engagement with corpus tools and their participation in analytical learning activities.

The results of the experimental study indicate that corpus-based independent learning had a positive impact on students' linguistic competence and learning autonomy. The comparison between pre-test and post-test results demonstrated that students in the experimental group showed significantly greater improvement than those in the control group. The vocabulary development results revealed a substantial increase in lexical competence among students who participated in corpus-based learning activities. While the control group improved moderately from 58% to 67%, the experimental group demonstrated a much larger increase, rising from 60% to 82%. This represents an improvement of approximately 22%, indicating that corpus-based learning significantly enhanced vocabulary acquisition and contextual understanding of language use. In addition to vocabulary development, the results also showed significant improvements in learner autonomy among students in the experimental group. Indicators such as independent vocabulary search, analytical language skills, and self-directed learning showed considerable growth compared with the control group. Students who used corpus tools demonstrated a stronger ability to independently investigate linguistic patterns and apply analytical reasoning when exploring language data. These findings suggest that corpus-based learning not only improves linguistic competence but also encourages students to take greater responsibility for their own learning process. Overall, the results confirm the pedagogical effectiveness of corpus-based independent learning in English language teaching and highlight its potential for enhancing both language proficiency and learner autonomy in philological education.

Discussion. The findings confirm that corpus-based learning significantly enhances the effectiveness of English language teaching. The use of authentic language data allows students to develop deeper linguistic awareness and understand real patterns of language use. Corpus-based learning also promotes learner autonomy by encouraging students to explore linguistic data independently. This approach aligns with constructivist learning theory, which emphasizes active knowledge construction.

However, the successful implementation of corpus technologies requires methodological support. Teachers must provide guidance on how to interpret corpus data and design tasks that facilitate meaningful learning. In philological education, corpus-based learning also supports the development of research skills. By analyzing linguistic patterns, students gain experience in empirical language research, which is essential for future linguistic studies.

6. Conclusion

This study examined the theoretical and methodological foundations of corpus-based independent learning in English language teaching. The results demonstrate that corpus technologies significantly enhance lexical competence, language awareness, and learner autonomy among philology students. The integration of corpus-based learning activities into university language curricula can modernize language teaching and support the development of independent learners. Future research should focus on developing specialized corpus-based learning platforms and investigating long-term impacts of corpus-assisted language learning.

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