



**CORPUS-BASED APPROACHES TO VOCABULARY TEACHING
IN ENGLISH FOR SPECIFIC PURPOSES**

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Abstract: *English for Specific Purposes (ESP) has become increasingly important in higher education due to its expanding position as an international language of academic and professional communication. The efficient selection and teaching of specialized vocabulary pertinent to specific professional fields is one of the fundamental issues in ESP instruction. Conventional approaches to teaching vocabulary may not accurately reflect real-world language use in professional settings since they frequently rely on intuition or generic teaching resources. A strong methodological foundation for examining actual language data and locating lexical patterns in real texts is offered by corpus linguistics. The potential of corpus-based methods to enhance vocabulary instruction in ESP courses is examined in this paper. The study examines the pedagogical consequences of analyzing lexical frequency and collocational patterns in professional texts for ESP education. The results show that corpus-based vocabulary analysis can greatly improve language instruction's efficacy and help students become more proficient communicators.*

Keywords: *corpus linguistics, ESP, vocabulary teaching, lexical frequency, collocations, professional discourse, language teaching methodology.*

Annotatsiya: *Ingliz tilining xalqaro professional va akademik muloqotdagi roli ortib borayotganligi sababli, oliy ta'lim tizimida English for Specific Purposes (ESP) kurslarining ahamiyati sezilarli darajada oshdi. ESP ta'limida asosiy muammolardan biri ma'lum kasbiy sohalarga oid terminologik lug'atni samarali*



tanlash va o'qitish hisoblanadi. An'anaviy lug'at o'qitish metodlari ko'pincha intuitiv yondashuv yoki umumiy darslik materiallariga asoslanadi va professional nutqdagi real til birliklarini to'liq aks ettirmasligi mumkin. Korpus lingvistikasi esa real matnlar asosida til birliklarini tahlil qilish imkonini beradi. Ushbu maqolada ESP kurslarida lug'at o'qitishni takomillashtirishda korpusga asoslangan yondashuvlarning imkoniyatlari tahlil qilinadi. Tadqiqot professional matnlardagi leksik birliklarning chastotasi hamda kollokatsion xususiyatlarini o'rganishga qaratilgan. Natijalar korpus tahlili asosida lug'at o'qitish ESP ta'limining samaradorligini oshirishini ko'rsatadi.

Kalit so'zlar: korpus lingvistikasi, ESP, lug'at o'qitish, leksik tahlil, professional diskurs, kollokatsiya.

Аннотация: В условиях глобализации английский язык играет важную роль в международном академическом и профессиональном общении, что повышает значимость преподавания английского языка для специальных целей (ESP) в системе высшего образования. Одной из основных задач ESP является эффективное обучение специализированной лексике, используемой в профессиональных областях. Традиционные методы обучения лексике часто основываются на интуитивном выборе учебных материалов и не всегда отражают реальные языковые модели профессиональной коммуникации. Корпусная лингвистика предоставляет возможности анализа аутентичных текстов и выявления закономерностей использования лексических единиц. В данной статье рассматривается применение корпусных методов для совершенствования преподавания лексики в курсах ESP. Исследование направлено на анализ частотности лексических единиц и их коллокационных особенностей в профессиональных текстах. Результаты исследования показывают, что использование корпусных данных способствует повышению эффективности обучения и развитию профессиональной коммуникативной компетенции студентов.



Ключевые слова: корпусная лингвистика, ESP, обучение лексике, частотность слов, коллокации, профессиональный дискурс.

Introduction: English has emerged as the primary language of international communication in business, education, research, and technology in recent decades. Because of this, teaching English for Specific Purposes has become more crucial in academic institutions and professional training centers.

The goal of ESP is to help students acquire language skills that closely relate to their professional needs. ESP teaching places more emphasis on specialist terminology, professional discourse, and discipline-specific communication techniques than general English courses.

Proficiency in vocabulary is essential for professional communication. In ESP contexts, learners are required to use specialized lexical items typical of their academic or professional disciplines in addition to understanding generic terminology.

But choosing pertinent vocabulary for ESP classes is still a difficult undertaking. A lot of instructional materials are based on general language textbooks, which might not accurately represent real-world professional language use.

New approaches to this problem have been made possible by recent advances in corpus linguistics.

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The increasing demand for professional communication in English across a range of academic and professional areas has been directly linked to the establishment of English for Specific Purposes (ESP) as a specialized field of language instruction.

In the 1980s, researchers started highlighting the significance of learner requirements in language instruction, which laid the theoretical groundwork for ESP.

Tom Hutchinson and Alan Waters made one of the first and most significant contributions to ESP theory. They advocated for a learner-centered approach to language training, contending that the unique requirements, objectives, and settings of students should be taken into consideration. They believe that the development of language abilities that are directly applicable to learners' professional activities should be the main focus of ESP courses.

Tony Dudley-Evans and Maggie Jo St John contributed additional theoretical development to the ESP methodology. They defined ESP as a way of teaching languages that is founded on the examination of students' academic and professional demands.

The significance of discipline-specific discourse and authentic resources in ESP training was emphasized by their work.

It has long been acknowledged that one of the most crucial components of learning a language is expanding one's vocabulary. Paul Nation's research showed that vocabulary knowledge is essential to language production and understanding. High-frequency words and specialized lexical items pertinent to certain professional contexts should be the main focus of vocabulary instruction, according to Nation.

Tim Johns's work has a significant impact on the pedagogical use of corpus linguistics in language learning. Johns presented the idea of Data-Driven Learning (DDL), which promotes students' independent discovery of linguistic patterns by using corpora to examine real language data.



Michael McCarthy is another significant researcher in this area whose work on written and spoken corpora has advanced our knowledge of language usage in real-world communication.

In many educational contexts, corpus-based approaches to ESP instruction are still not widely used, despite these advancements. Thus, more investigation is required to examine the useful application of corpus linguistics in teaching ESP vocabulary.

Methodology: This study examines lexical patterns in professional discourse using a corpus-based methodology. Academic publications, professional reports, and instructional materials pertaining to particular fields were combined to create a tiny specialized corpus of professional texts.

To find commonly recurring lexical terms and collocations, the study was carried out utilizing corpus analysis methods. To identify the most frequently used words in professional texts, frequency analysis was the first step in the investigation. Collocational analysis was used in the second step to find frequently occurring word pairs.

The findings demonstrated that a number of recurrent linguistic patterns define professional conversation. Numerous specialized terms formed stable collocations when they appeared with particular verbs or adjectives. For instance, verbs pertaining to analysis, development, or execution commonly co-occurred with technical nouns.

These results suggest that teaching vocabulary in ESP should emphasize phraseological units and lexical combinations in addition to individual words. Students can have a better understanding of how words work in professional communication by learning vocabulary in context.

Results and Discussion: Corpus-based approaches can greatly enhance vocabulary instruction in ESP classes, according to the investigation. First, educators can determine which lexical items are most commonly used in professional speech



by using corpus analysis. Second, it offers details on collocational patterns, which are crucial for effective communication.

The results imply that using real-world examples from corpora to teach vocabulary can raise students' knowledge of linguistic patterns. Additionally, this method can assist students in comprehending how terminology is used in actual professional settings.

Conclusion: The study's findings highlight the value of corpus-based methods for teaching ESP vocabulary. Corpus linguistics offers important insights into lexical patterns that are challenging to recognize using conventional teaching techniques. The legitimacy and applicability of instructional materials can be enhanced by including corpus analysis into ESP instruction. Teachers can better prepare students for professional communication by emphasizing frequent lexical elements and collocations. By examining language patterns in many professional fields and evaluating larger corpora, future research could broaden this study.

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