CORPUS-BASED TEACHING OF ENGLISH PHRASAL VERBS

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Annotation. Technological breakthroughs of the past decades induced significant changes in the study of language. The opportunity of having huge quantities of language data in digital format provoked the emergence of a new field in linguistics – corpus linguistics. The development of corpus linguistics and the application of corpora in teaching practices have revolutionized the field of education. Corpus linguistics has a beneficial impact on teaching foreign languages. It is a method of utilizing a corpus for foreign language teaching purposes in the classroom. Corpus-based teaching promotes the easily accessible and comprehensive study of language in a real-world context and through inductive reasoning. Corpus serves as a powerful medium for effective teaching and learning process from the perspective of language acquisition, as well as essential learning skills development. Corpus-based teaching helps students to enhance their analytical thinking skills, critical thinking skills and problem-solving skills. It is a motivational learning method and promotes learner autonomy. Corpus is an effective means to conduct inductive and constructivist teaching of phrasal verbs in teaching English as a foreign language. The paper reviews the essence, peculiarities and advantages of corpus-based language teaching. It introduces practical tools of SKELL corpus to readers useful to teach English phrasal verbs.

Keywords: corpus, teaching English as a foreign language, skills, authentic data, phrasal verbs

ОБУЧЕНИЕ ФРАЗОВЫМ ГЛАГОЛАМ АНГЛИЙСКОГО ЯЗЫКА НА КОРПУСА

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Аннотация. Технологические прорывы последних десятилетий привели к значительным изменениям в изучении языка. Возможность иметь огромное количество языковых данных в цифровом формате спровоцировала появление нового направления в лингвистике - корпусной лингвистики. Развитие корпусной лингвистики и применение корпусов в педагогической практике произвело революцию в

области образования. Корпусная лингвистика благотворно влияет на обучение иностранным языкам. Это метод использования корпуса для целей обучения иностранному языку в классе. Корпусное обучение способствует легкодоступному и всестороннему изучению языка в реальном контексте с помощью индуктивных рассуждений. Корпус служит мощным средством для эффективного преподавания и обучения с точки зрения овладения языком, а также для развития основных навыков обучения. Корпусное обучение помогает учащимся улучшить свои навыки аналитического мышления, навыки критического мышления и навыки решения проблем. Это метод мотивационного обучения, который способствует самостоятельности учащихся. Корпус - это эффективное средство для индуктивного и конструктивистского обучения фразовым глаголам при обучении английскому языку как иностранному. В статье рассмотрены сущность, особенности и преимущества корпусного обучения языку. Он знакомит читателей с практическими инструментами корпуса SKELL, полезными для обучения английским фразовым глаголам.

Ключевые слова: корпус, обучение английскому языку как иностранному, навыки, достоверные данные, фразовые глаголы

INTRODUCTION

Corpus linguistics constitutes one of the quickest developing field in language linguistics nowadays. It has started to develop in the 1950s. Corpora made it available to access to natural language data quickly and easily for appropriate analysis. Corpus linguistics deals with the study and analysis of authentic texts.

Since the evolution of corpus linguistics, different opportunities arose in language teaching. As Hunston (2002) states "corpora, and the study of corpora, have revolutionized the study of language and of the applications of language" (p. 1).

CORPUS-BASED TEACHING APPROACH

Corpus is "a collection of texts, written or spoken, which is stored on a computer" (O'Keeffe, McCarthy & Carter, 2007, p. 1). It contains a wide variety of language data with numerous contexts. Data in corpora are presented in different ways: frequency information, phraseology and collocation. A corpus is a helpful tool for researchers, teachers, and students to analyze words, phrases, grammatical structures, idioms, etc.

In teaching English as a foreign language, a corpus has been exploited as a useful learning aid in the past decades. A corpus enables learners to have easy and quick access to real language data. It allows conducting a hands-on exploratory study of authentic language. Students observe, discover, make generalizations and infer matters.

Nowadays students have a wide range of opportunities of corpus selection: there are spoken corpora, written corpora, academic corpora, web corpora, British English corpora, American English corpora, specialized corpora, historical English corpora, etc. According to Marinov (2013), big corpora provide a large number of data and for classroom purposes, smaller corpora are more useful because of more chance of handling the data. Tribble and Jones (1990) (as stated in Marinov, 2013) claim that a 50,000-word corpus is considered to be useful in teaching.

Corpus-based teaching is a constructivist approach to learning promoting student-centered learning where students are stimulated to pose questions, make inquiries, develop hypotheses, draw conclusions, etc. Corpus-based teaching represents an inductive approach to language teaching which involves learner autonomy, language and cultural awareness, authentic language usage, learning-by-doing and other important elements (Azzaro, 2012). O'Sullivan (2007) names a number of cognitive processes in this method: "predicting, observing, noticing, thinking, reasoning, analyzing, interpreting, reflecting, exploring,

making inferences (inductively or deductively), focusing, guessing, comparing, differentiating, theorizing, hypothesizing, and verifying" (p. 91).

Corpus-based teaching has many advantages for language learners. It helps students to develop their creative thinking skills, analytical thinking skills, critical thinking skills, problem-solving skills. Interacting with authentic data boosts learners' confidence in language learning. It promotes active engagement of students. It is a motivating instructional method for learners and encourages them to take responsibility for learning.

USING CORPORA FOR TEACHING ENGLISH PHRASAL VERBS

Corpora can be effectively and successfully applied in teaching English phrasal verbs. Phrasal verbs are idiomatic phrases, generally made up of a verb and another element (an adverb, a preposition, or a combination of both). The traditional way of teaching phrasal verbs is instructing them explicitly and deductively: explanations and definitions are given to students and then they are provided in contexts. So, the students are recipients of ready-made knowledge from their teachers. In contrary, corpus-based teaching of English phrasal verbs generates autonomous, self-directed, constructivist process, where students make inquires in a particular corpus, observe authentic instances, infer meanings and draw conclusions on their own.

English Corpus for SKELL (Sketch Engine for Language Learning) is a corpus designed specifically for students and teachers of English. It's a student-friendly version of Sketch Engine – a corpus manager software (available at https://www.sketchengine.eu/). The corpus comprises 1.5 billion words.

SKELL corpus incorporates three inquiry tools. One of the tools is called *Word Sketch*. It gives typical collocations with the target word. The tool is beneficial for collocation inquiry and learning. Some of the options that *Word Sketch* proposes are *phrasal* and *phrasal with object*. Both of them are very useful in language learning, especially with reference to phrasal verbs.

Teaching English phrasal verbs by means of a corpus implies carrying out queries for phrasal verbs for key verb by the students in the corpus search engine, exploring the data, and deducing the meanings in concordance lines presented. Investigation activities can be implemented individually, in pairs, or in groups. The teacher doesn't provide any translation on students' way of forming assumptions and hypotheses with respect to inferring the meanings.

Figure 1 and Figure 2 present query results for phrasal verbs with *Put*, *Break, Come* and *Get* in SKELL corpus.

Figure 1

Put

	phrasal			phrasal with object
1.	aside	put aside	1.	down	put down
2.	down	put down	2.	aside	put aside
3.	off	put off by	3.	on	put it on
4.	up	put up with	4.	out	put out
5.	away	put away	5.	up	put up
6.	in	have put in	6.	away	put away
7.	on	put on .	7.	in	put it in
8.	out	put out	8.	off	put off
9.	through	put through	9.	through	put me through
10.	across	to put across	10.	over	put it over
11.	upon	put upon	11.	across	put it across
12.	over	to put over	12.	around	put around the
13.	around	to put around			

Break

	phrasal			phrasal with object
1.	down	broken down	1.	down	break down
2.	through	to break through	2.	open	break open the
3.	out	broke out	3.	up	to break up
4.	off	broke off	4.	off	broke off
5.	up	broken up	5.	apart	to break apart
6.	away	to break away from the	6.	out	break out
7.	in	break in and	7.	in	break them in
8.	open	broken open	8.	away	break away

Source: English Corpus for SKELL.

Figure 2

Come

	phrasal			phrasal with object
1.	out	came out	1.	off	coming off
2.	up	come up with	2.	down	coming down the
3.	down	come down	3.	out	came out
4.	along	come along	4.	unto	come unto
5.	across	come across	5.	up	coming up
6.	through	come through	6.	around	came around the
7.	in	come in and	7.	along	coming along
8.	over	come over	8.	over	come over
9.	off	come off	9.	away	came away
10.	on	come on			
11.	around	come around			
12.	away	to come away			
13.	upon	came upon			
14.	unto	came unto His own			

Get

	phrasal			phrasal with object
1.	along	get along with	1.	out	get out
2.	out	get out of	2.	off	get off the
3.	away	to get away from	3.	around	to get around the
4.	through	to get through	4.	over	get it over with
5.	around	to get around	5.	in	get it in
6.	off	got off to	6.	across	get the message across
7.	up	get up	7.	down	get it down
8.	in	to get in and	8.	up	get up

Source: English Corpus for SKELL.

Figure 3 and Figure 4 present query results for authentic contexts for certain phrasal verbs with *Put, Break, Come* and *Get* in SKELL corpus.

Figure 3

put + aside 0.87 hits per million

1. All purely technical considerations must be **put aside** .
2. All egos and hierarchy were **put aside** .
3. To **put aside** and hold for future delivery.
4. The remainder of the deck is temporarily **put aside** .
5. At least £30 a week is **put aside** for food.
6. Who does not want division **put aside** ?
7. We need to **put aside** our ego and pride.
8. The invasion was **put aside** while Henry attended to other matters.
9. Chairman, er has any money been **put aside** by ?
10. Henson **put aside** his misgivings about syndication and accepted.
11. You have to **put aside** your own feelings.
12. That imperative is not to be **put aside** .
13. Fry the ham and **put aside** to keep warm.
14. She had **put aside** her own longings.
15. The fusion idea was **put aside** to concentrate on producing fission bombs.
16. Working in corporate America requires you **put aside** your emotional self.

break + through 1.29 hits per million

1. This gallant soul **broke through** in both innings.
2. It took eleven hours to **break through** .
3. But it proved insufficient to **break through** .
4. French planners looked elsewhere for possibilities of **breaking through** .
5. Several boats and helicopters carrying troops manage to **break through** .
6. But three two Nadal had **broken through** .
7. The choice is mine: bottle up or **break through** .
8. One leg suddenly **broke through** up to my knee.
9. The Reds finally **broke through** in the fifth.
10. A number of pop artists have **broken through** in recent years.
11. The sun **broke through** , it stopped raining at last.
12. I felt that the black male singer had not **broken through** .
13. We carried a pole in case we **broke through** .
14. All attempts to **break through** during the day were without success.
15. In er the last year before we **broke through** .

Source: English Corpus for SKELL.

Figure 4

come + across 2.9 hits per million

1. Best info **came across** at self catering.
2. It **comes across** as much more chic .
3. But the point still **comes across** very clearly.
4. This is how his message **comes across** .
5. Regulations different aspects of plan **come across** .
6. He was afraid as he **came across** .
7. It **comes across** as deeply thoughtful and never feels angry.
8. He **came across** and sat beside her.
9. It **comes across** as a bit comical .
10. She **came across** as defensive and hostile .
11. He **comes across** as a very quiet individual .
12. He **came across** as a lovely chap .
13. She **came across** as a deeply worried woman.
14. She **came across** and held his arms.
15. They are pretty easy to **come across** .

get + along 3 hits per million

1. We **got along** and dating ever since.
2. The team is together and everyone **gets along** brilliantly.
3. The group was **got along** very well.
4. They hadn't been **getting along** lately.
5. There were so many cute dogs all **getting along** together.
6. We were different and we **got along** .
7. They had enough problems **getting along** without adding to them.
8. He **gets along** very well with everyone.
9. Provide positive strokes when kids **get along** .
10. Johnny is a lively boy whom everybody **gets along** with.
11. The two men apparently **got along** well.
12. Once when we were **getting along** amazingly.
13. My mom and uncle **got along** very well.
14. The girls **got along** with me right away.
15. Plenty of low seeds **get along** without dominant centers .

Source: English Corpus for SKELL.

Thus, corpus-based teaching of English phrasal verbs is a bottom-up approach. Students explore the authentic language, make investigations without the help of a teacher and come up with the meanings and conclusions on their own.

CONCLUSION

Due to the inquiry part of the method, corpus-based teaching generates a very engaging learning environment. It gives students a unique opportunity to enhance their higher-order thinking skills, interact with digital technologies, and what's the most important explore the language in authentic contexts. Corpus-based teaching of English phrasal verbs is a constructivist process of learning: students build their own knowledge rather than passively receive it from the teacher. Corpus is a fantastic resource and medium for teaching various aspects of language including phrasal verbs.

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