

## USING COCA FOR CORPUS-BASED VOCABULARY TEACHING

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### **Abstract**

This article explores English language learners who are student, pre-intermediate level (A2) in a multilingual secondary school. While they highlight varying levels of language proficiency with the basic construction and communicative ability, but they have struggles with language interference (L1) and using the appropriate vocabulary. This study focuses on enhancing learner's grammatical accuracy, syntactic understanding, and vocabulary development through explicit instruction and corpus-based approaches. Particular, emphasis is placed on phonological and phonetic awareness to improve pronunciation and listening comprehension. The pedagogical approach incorporates interactive activities, visual support, and authentic language input to facilitate engagement and comprehension. Corpus-based resources such as COCA, are considered as a means of exposing learners to real-world language use and supporting both active and passive vocabulary acquisition. The study aims to support student learners' progression from pre-intermediate to intermediate level by strengthening their overall communicative competence across speaking, writing, reading and listening skills.

### **Keywords**

second language acquisition, vocabulary development, corpus-based learning, explicit grammar instruction, phonology, A2 level, young learners, communicative competence, COCA,

### **INTRODUCTION**

To learn every new language, vocabulary plays important role. It includes all types of word with word formation when you want to read, write, listen or speak that time we can use these words in sentences. If you can know a lot of words, you can understand easily and express with yourself with using these words. Knowing more words can help you read easily and write clearly, especially express your ideas understandable. Then, learning new words can help you discover new thoughts and you can understand other. According to Nation (2001), vocabularies

knowledge is critical for reading comprehension, communication, and overall language proficiency. However, many pre-intermediate learners experience difficulties in using grammatical structures correctly and applying newly learned vocabulary in real contexts. This article discusses common challenges faced by A2 level learners and presents practical teaching approaches to support their language development. This article is intended for English language teachers working with young learners in secondary school settings.

### **Making Vocabulary Teaching More Authentic with COCA**

Explicit grammar instruction plays a crucial role in supporting young learners' language development. Clear explanations, guided practice and frequent revision help learners notice and internalize grammatical patterns. Similarly, structured vocabulary instruction enables learners to move from passive recognition to active use. Corpus-based learning offers valuable support for vocabulary development by exposing learners to authentic language use. Resources such as the Corpus of Contemporary American English (COCA) allow learners to observe how words function in real contexts, which improves retention and appropriate usage. This approach is particularly effective in helping learners develop active vocabulary. This tool can be used interactively to support vocabulary development in the classroom. Teachers can guide students to explore real examples of word usage by searching target vocabulary and analyzing common collocations, verb forms, and sentences patterns. In this program is not only included word and definition with examples but also it was given video from You Tube and it provides with clear native speakers' pronunciation tutorials and real-life example in the movies or short contents. Instead of just memorizing isolated word lists, learners actively observe how words function in authentic contexts. Interactive activities may include predicting meanings from exact lines, identifying grammatical patterns, and creating original sentences based on corpus examples. Group tasks and guided discussion encourage learner engagement and collaboration. This approach helps students transform passive vocabulary knowledge into active use and increases their awareness of grammatical accuracy and natural language use.

**Tasks.** Teachers may ask students to compare formal and informal uses of a words or identify tense patterns in corpus examples, which promotes noticing and deeper understanding.

To enable learners to use corpus tool independently, teachers should first provide guided demonstrations of COCA in class. The teacher can begin by projecting the corpus interface and modeling how to search for target word. Learners are shown how to interpret concordance lines, identify word forms, and notice common grammatical patterns. At the initial stage, the teacher selects

appropriate examples and simplifies the output to avoid cognitive overload. Gradually, responsibility is transferred to learners by allowing them to conduct guided searches in pairs and small groups. Learners are encouraged to analyze examples, discuss usage patterns, and apply their findings by creating original sentences. Through repeated guided practice, students develop confidence in using COCA as learning tool, which supports autonomous vocabulary learning deeper language awareness.

### CONCLUSION

Addressing grammatical accuracy, pronunciation, and vocabulary use is essential for supporting A2 -level learners' progression. Integrating explicit instruction with corpus-based resources can significantly enhance learners' communicative competence. These strategies provide practical and effective solutions for English language teachers working with young learners. The findings discussed in this article highlight the value of explicit instruction combined with interactive teaching strategies. In particular, the use of corpus-based resources such as COCA provides learners with access to authentic language input and supports deeper understanding of vocabulary and grammatical patterns. When teachers scaffold corpus use through modeling, guided practice, and gradual transfer of responsibility, learners are able to engage with language data more confidently and independently. This approach not only enhances vocabulary retention and grammatical awareness but also promotes learner autonomy.

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