

INTEGRATION OF CORPUS LITERACY CONSULTATION INTO
LANGUAGE TEACHER EDUCATION**Toshpulatova Mexriniso Kilichevna**

Associated professor of Termez State University

PhD

toshplatovamehriniso@gmail.com

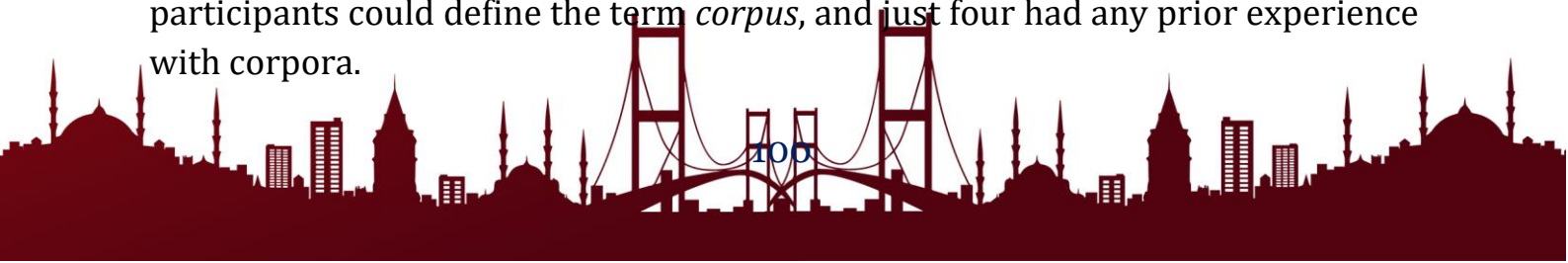
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The digital revolution has significantly influenced language education, and one of its most notable effects is the growing use of language corpora. For years, corpora have played an indirect role in areas such as reference publishing, syllabus design, material development, language testing, and teacher training (McEnery & Xiao, 2011). More recently, they've been used directly in classrooms—to teach students about corpora, to show how to use them, and to leverage them as tools for language learning (Fligelstone, 1993). Thanks to the rise of free and accessible corpora, user-friendly concordance tools, and corpus-informed teaching materials, corpus linguistics has shifted from a niche resource to a central tool in language education. This shift has brought increased attention to the integration of corpus linguistics in English as a Foreign Language (EFL) teacher education. As a result, many teacher education programs now offer training in **corpus literacy**—that is, the ability to use corpus tools to investigate language and support student language development (Heather & Helt, 2012). This skill is becoming an essential component of initial teacher education (Chambers, 2019), offering pre-service teachers a foundational opportunity to explore corpus-based learning (Farr, 2008).

Recognizing the pedagogical and linguistic benefits of this approach, Teaching English as a Foreign Language (TEFL) programs have begun adapting to these advances (Callies, 2019; Frankenberg-Garcia, 2012; Heather & Helt, 2012; Leńko-Szymańska, 2014; Mukherjee, 2004; O'Keeffe & Farr, 2003). These programs aim to not only introduce the concept of corpus use but also build teachers' language awareness and pedagogical competence.

However, research from various contexts shows that corpus literacy levels remain low among pre-service teachers (Abdel Latif, 2020; Callies, 2019; Heather & Helt, 2012; Leńko-Szymańska, 2014). For instance, Heather and Helt (2012) developed a 15-week English grammar course in the U.S. for undergraduate and graduate TESOL students. Surprisingly, only one of the 52 participants could define the term *corpus*, and just four had any prior experience with corpora.

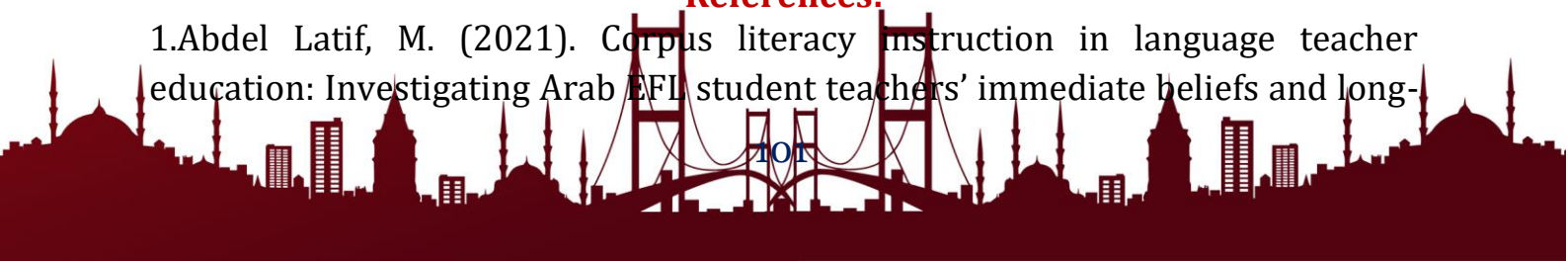


Similarly, Callies (2019) found that 73.1% of 26 EFL teachers in Germany had never heard of corpora before. In Germany, Breyer (2009) offered a semester-long course to student teachers and found that working with corpora sparked enthusiasm and enhanced their understanding of language. Likewise, Zareva (2017), who added a corpus component to a TESOL grammar course in the U.S., noted that the experience improved participants' understanding of teaching grammar with authentic language data. Despite the benefits, several challenges have been identified. Leńko-Szymańska (2014) reported that students struggled with using corpus tools and suggested integrating corpus literacy across multiple courses to make the learning more practical. Zareva (2017) also noted participants' difficulties in navigating corpus software. Abdel Latif (2020), studying Arab EFL pupil teachers, found that although learners appreciated corpora's value, few used them in practice. Reasons included short training durations, complex interfaces, and mismatches between the corpus content and learners' language levels. Similarly, Leńko-Szymańska (2017) argued that a single semester is not enough for learners to develop strong corpus skills. Ebrahimi and Faghih (2017), after incorporating an online corpus literacy course in Iran, also recommended embedding corpus training throughout the curriculum.

In summary, while there's growing acknowledgment of the importance of corpus literacy in pre-service teacher education, the level of integration is still insufficient in many contexts (Chambers, 2019). This is particularly true in Turkey, where although research on corpus linguistics is increasing (Aşık, 2017; Çalışkan & Kuru Gönen, 2018; Girgin, 2019; Özbay, 2017), dedicated corpus literacy courses in TEFL programs remain rare. One exception is Özbay (2017), who introduced a course focusing more on linguistic research than language teaching in an English Language and Literature Department. There is a clear and pressing need for system. This study examined student teachers' level of corpus literacy before taking a dedicated corpus literacy course, and then explored their reflections on this newly added component during and after a semester of instruction. The findings clearly indicate that most of the prospective teachers had little to no prior knowledge of corpora before the course. As highlighted by participant P19, many students struggled with the technical aspects and content of the course, reflecting their unfamiliarity with corpus, practical integration of corpus literacy into teacher education programs.

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