

*in gymnasium (it takes 1 hour to get there by car), visit language courses and wear a fir-coat as it's almost winter and I feel cold in it!"*

*Parents try to explain the girl that they can't afford all these things. As a result they have a row and the girl blame her parents in not fulfilling their obligations which are enlisted in Конвенция о правах ребенка, Article 27.*

*The task: find this Article and Articles 66-70 of Marriage and Family Code of the Republic of Belarus which will help to decide whether the girl is right or wrong. Compare the demands of the girl with the information in the Articles. Express your opinion on her position, give arguments.*

**Criteria for assessment:**

- 1) Comment on Article 27 – 6 points
- 2) Compare and analyze the articles – 8 points
- 3) Make conclusions whether the girl was right in her complaints according to:
  - moral principles – 5 points;
  - her rights and the law – 5 points.

It's needless to say, that such tasks involve every student in activity, help to avoid boredom and provoke hot discussions. What is more, they can be used by teachers at different lessons, depending on their educational aim.

In general, competence-centered tasks prepare us for the future as they develop students' competences, stimulate the process of studying, motivate, and teach how to work in cooperation with all participants of educational process.

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The article is devoted to competence-centered tasks as an efficient means of key competence formation due to the implementation of competence approach as a methodological basis into the educational process of teaching English. Attention is drawn to the requirements and the structure of such tasks. Also a number of examples are given to illustrate how different competences are formed while studying certain communicative topics.

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**TEACHING ENGLISH FOR SPECIFIC PURPOSES:  
A CORPUS-BASED RESEARCH**

In recent years there has been considerable growth in the number of English for Specific Purposes (ESP) language teachers who are trying to incorporate corpora in their teaching for corpora are useful tools for providing one of the most reliable sources of

naturally occurring data. This data can be examined to shed light on the ways language is used in business and professions. As S. Hunston rightly suggests, corpora as “store[s] of used language” do not only provide information about language, but in combination with analysis software they do enable researchers and teachers to make observations, gain new insights and “perspective[s] on the familiar” [7].

Corpus data of specialized texts, which include samples of language from a particular proficiency field, can be used by language professionals both directly and indirectly. Indirectly corpora are used to improve teaching through compilation of syllabi and miscellaneous teaching activities. As an illustration, Jiaotong Daxue English for Science and Technology (JDEST) corpus was created for curriculum and learning materials preparation for an ESP course at Jiaotong University in China. Another specialized corpus, Hong Kong University of Science and Technology (HKUST) Computer Science corpus, was built for its English for academic purposes (EAP) course and aimed at identifying Chinese-speaking learners’ comprehension problems. C. Sutarsyah et al. made an Economic textbook corpus containing 295,294 tokens (the total number of words) to examine the value of academic words to ESP words. They found out that high frequency and academic words constitute 91.24% of tokens in their corpus and, therefore, came with the suggestion that to understand most of the vocabulary in a specialized text, a learner would need a vocabulary at least 4,000 – 5,000 word families [11].

Examples of direct applications of corpora in a language classroom are access to a corpus and concordances on a computer or distribution of handouts containing the raw concordances from a corpus directly to learners. This inductive approach to learning led to the introduction of a consciousness-raising approach, described by R. Ellis as “a raising tasks pedagogic activity where the learners are provided with language data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding of some linguistic properties of the target language” [4]. This approach has been widely used in computer assisted language learning and in its turn is closely related to data-driven learning (DDL), coined by Tim Johns. According to T. Johns: “What distinguishes the DDL approach is the attempt to cut out the middleman as much as possible and give direct access to the data so that the learner can take part in building his or her own profiles of meanings and uses. The assumption that underlines this approach is that effective language learning is itself a form of linguistic research, and that the concordance printout offers a unique resource for the stimulation of inductive learning strategies – in particular, the strategies of perceiving similarities and differences and of hypothesis formation and testing.” [8].

DDL is peculiar in its own way; it is not focused on a learner who is taught by the teacher directly, whereas it gives rise to learning, where a learner learns something new by extracting information from authentic material. In DDL learners are encouraged to use an observe – hypothesize – experiment model and become linguistic “researchers” with teachers only coordinating the process of research. Research on concordance input shows that concordance lines expose students to contextual repetition and different linguistic structures, promoting a process of analysis of information on

the part of the learners, which, in turn, is a key to better language acquisition [1]. The study of A. Boulton [2], for instance, has focused on how concordance output can be best integrated during language classes by asking students to compare corpus-based activities with traditional methods for learning vocabulary. He found out that his learners felt corpora were “most useful for the contexts and ‘concrete examples’ which highlight usage”. Although the input in concordances is limited students report that they are able to figure out meaning from the concordance lines. The results also indicated that learners in the majority of cases do not use dictionaries to extract multiple aspects of a word. Therefore, DDL seems to be the most advantageous tool in exposing students to a word in multiple, authentic contexts at a time.

ESP “is not a particular kind of language or methodology but is rather an approach to language learning, which is based on learner need” [6]. Therefore, corpus-based materials to be used in the classroom, their selection and adaptation play a crucial role in ESP teaching and learning. Carefully selected ESP materials better cater for students’ specific needs and equip learners with the knowledge they will need in their professional communication in English depending on the area of their expertise. R. Smöak [9] emphasizes four important aspects regarding ESP: a) ESP is not teaching lists of technical vocabulary; b) assumptions and intuition about language use in ESP situations are probably inaccurate, c) needs analysis should include observation of the language use in context; d) materials should be appropriate and authentic. In this light a small (between ten thousand and several hundred thousand words) specialized corpus based on specific learning and teaching needs and reasonably representative of the written use of the language related to the topic will be advantageous. The corpus-based analyses focused on frequency list of content words, concordance lines and collocation charts performed by an instructor should lead to compilation of corpus-based activities, designed to improve students’ recognition of expressions and to make them feel more confident in their word choice in a business language surrounding. It is highly advisable to combine the usage of the general corpora and the specialized one together in order to compare how the latter differs from the general one [3].

Yet alongside with the benefits of corpus-based learning there are many aspects to be considered by the teacher before engaging learners in this type of studying. The most important issue is to train students in terms of analysing and categorizing the data. L. Gavioli [5] argues that training learners to work with raw data is difficult as “unlike dictionaries, grammars and textbooks [concordance data] does not offer explanations; it merely provides data which it is up to the user to explain”. Secondly, various manuals and educational courses should be available for all those who are interested. This kind of training is crucial because, as J. Sinclair [10] puts it, “a corpus is not a simple object, and it is just as easy to derive nonsensical conclusions from the evidence as insightful ones”. Additionally, there may be certain difficulties in accessing a corpus by each student individually during their language classes due to many reasons. Not all educational institutions are equipped for a proper computer-based learning. At the same time not all teachers and students are comfortable with technology-based kind of instruction. That is why teachers, who are willing to use corpus-derived data during their classes show preference to activities in which learners are

given the printouts with concordances. Moreover, it is obvious that learners of any foreign language can't rely on their intuition as productively in analysing data as native speakers can. Therefore, with an additional guidance of a teacher non-native-speaking students may stick to alternative strategies such as forming and testing hypotheses.

All the above mentioned issues depend not only on the teacher wishes, but on a learner's level, his or her ability to analyse and see the core without paying attention to irrelevant things. The formation of lexico-grammatical skills based on a collection of digital texts is possible only within discovery teaching. In contrast with deductive teaching, it gives learners a chance to become pioneers and co-writers of language rules and mechanisms. Knowledge gained during DDL will surely motivate language learners, increase their language competence and performance, and inspire teachers for new ideas and discoveries.

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The article examines the use of corpus data in teaching profession-oriented English. The author shows the peculiarities and benefits of using corpus-based learning, points out difficulties that may arise, and discusses the importance of the availability of the required material base when engaging learners in this type of studying.