Revista Românească pentru Educație Multidimensională
ISSN: 2066-7329 | e-ISSN: 2067-9270
Covered in: Web of Science (WOS); EBSCO; ERIH+; Google Scholar; Index Copernicus; Ideas RePeC; Econpapers; Socionet; CEEOL; Ulrich ProQuest; Cabell, Journalseek; Scipio; Philpapers; SHERPA/RoMEO repositories; KVK; WorldCat; CrossRef; CrossCheck

2021, Volume 13, Issue 4, pages: 133-147 | https://doi.org/10.18662/rrem/13.4/474

The Use of Corpora in the Teaching of ESP (the Sphere of Pedagogy and Psychology)

Marta LACKOVÁ[1]

[1] University of Žilina, Žilina, Slovakia, marta.lackova@fhv.uniza.sk

Abstract: Specialized language from the spheres of pedagogy and psychology constitutes a fundamental aspect within the teacher – student communication. The submitted paper handles lexical and morphological features of compound nouns containing the nouns amnesia, memory and recall. The primary research interest focuses on collocations and concordances in which they appear on a regular basis; we also deal with the grammatical relations and elements of meaning that have an impact on the discourse characteristics. The studied lexical units are elaborated within English Web 2015 utilizing Sketch Engine. In the research, both quantitative (statistical methods) and qualitative (observation, comparison, generalization, data-driven research data modelling) methods were employed. To begin with, we provide the frequency list of the studied words within the text corpus, and we categorize them from the morphological perspective as the two aspects influence their lexical behaviour and employment for teaching purposes. The research outcomes indicate that the analysed lexical units exist in a broad discourse scope; moreover, they appreciably grant profitable acts of communication in the pedagogical settings. Eventually, we outline feasible pedagogical inferences of the inquiry outcomes in the teaching of English and we suggest a set of corpus-driven exercises on the professionally-oriented language from the fields of pedagogy and psychology. To sum up, the outcomes confirm that the lexical and semantic characteristics of specialized language underline social aspects of communication between experts (and public too). Further, we intend to elaborate words belonging to other spheres of professional communication (medicine, sociology, etc.) in the framework of the corpus examination.

Keywords: *corpus, collocation, concordance, lemma, memory, amnesia, recall, teaching.*

How to cite: Lacková, M. (2021). The Use of Corpora in the Teaching of ESP (the Sphere of Pedagogy and Psychology). *Revista Romaneasca pentru Educatie Multidimensionala, 13*(4), 133-147. https://doi.org/10.18662/rrem/13.4/474

1. Introduction

Increasing requirements on the status of training-educational activities of prospective experts in numerous professional spheres have been created together with the development of the global economy and interdisciplinarity of fields of study. These processes are reflected also in the area of future teachers and social pedagogues training and they result in modifications of principal demands laid on the skills and knowledge of contemporary teacher and social pedagogue who should be capable of incorporating new theoretical and methodological principles into self-improvement. However, the significance of new trends is not always evident to students; hence, a significant task of modern teachers is to elucidate their philosophies and approaches (Hundarenko, 2020). In the given context, numerous authors emphasize the role of interdisciplinary, integrative and content-based components when trying to fulfil the above-mentioned requirements (Klein, 2005).

A contemporary professionally prepared teacher and an expert in the sphere of social pedagogy is supposed to be competent in foreign plus mother languages that predetermine a good command of professionally oriented terminological vocabulary from the fields of pedagogy and psychology. The terminological competence contributes to the improvement of the ability to perceive and elaborate necessary information provided in a foreign language, and at the same time, to grow professionally.

All these aspects incite the necessity to determine the need of connections between disciplines while teaching an expert-oriented second language. In other words, the interaction of various fields of scientific knowledge when searching for new solutions in modern education processes become very topical (Karpenko, 2017). As languages are complex dynamic systems that cover factors from both linguistic and extra linguistic spheres, they naturally make it possible to fulfil the requirement of interdisciplinarity.

2. Literature review

For the interdisciplinary needs of our study, we employ theoretical and methodological background provided by corpus linguistics. In its most general meaning, scholars define the linguistic/textual corpus as a huge body of language information and texts studied with the help of IT that is available for linguistic investigation (Baker et al., 2006; Frankenberg-Garcia et al., 2011). In recent decades, researches implementing corpus linguistics and its procedures to the investigation of varied aspects of language have are

extending. Corpus linguistics represents an influential development in vocabulary studies; it delivers a direct empirical material for the vocabulary investigation. As a result, linguistic/textual corpora have modified the ways scholars carry out research activities within vocabulary schemes (Friginal, 2018; Schmitt, 2010).

Corpus linguistics, as a part of linguistic studies investigating language systems founded on discourse, has to search for a suitable discourse sample to carry out the research on; the selected representative is denoted the corpus (Halliday et al., 2004; Torsello et al., 2007; Aston et al., 2009). This branch of linguistics, together with its evidence and tools provide a more delicate insight into the real language; they contribute to understanding how linguistic systems function in individual discourse situations (Leláková, 2018).

Thanks to the above-mentioned aspects, corpus-based data have become a source of materials for language learning and teaching. Interest has grown for integrating the use of corpora into language courses at various levels (Gavioli, 2005; Granger, 2002). However, the integration of corpus-based approaches into language learning and teaching is not a simple task; the research perspectives introduced by Carmen et al. (2010), Liu et al. (2017), McEnery et al. (2012), O'Keeffe et al. (2007) reflect the variety and range of topics that need to be dealt with in the incorporation process.

Taking into account a different perspective, Granger (2009) emphasizes we should not exaggerate the role of corpora in the teaching process since they do not represent a replacement for either natural communication or a teacher. Their application is in concord with what we generally know about language acquisition and what we understand as an effective learning tool within didactics studies.

Progressing to the investigation of semantic aspects for the needs of their application in the teaching process, scholars consider lexical units in discourse context (Sinclair, 2004; Rafajlovičová, 2018). Consequently, corpus concordances and collocations make it possible to realize how much their semantic elements originate from discourse; scholars come with an intricate question of whether lexical units, including terms, possess a self-sufficient sense (Moon, 2005). A feasible response taking into account psycholinguistic aspects suggests that linguistic corpora indicate contexts where a lexical unit exists; in addition to this, the language user´s knowledge about the lexical unit joins it to its connections with lexical units in its surroundings (McEnery & Hardie, 2012). Moreover, the borrowings are manifested in the modification of lexical structure of the given language, the transferring of

words from one language into other with adaptation in the system of the language-recipient (Leleka & Moskalenko, 2018).

As we state below in the research section, the selection of words for our corpus analysis is stimulated by their relative frequency. Yet, there are scholars who describe it as a relative feature as various textual corpora provide various frequency information. As Mahlberg (2005) states, one lexical unit in a frequency list provides details about the text; however, its place in the enumeration does not postulate much about its meaning. According to Stubbs (2001): "The computer findings (frequencies, collocations, comparisons or graphs) are not the interpretation of the meaning of the text, but the presentation of some of its formal features". Within our research, we work with professionally-oriented compound nouns, and researchers do not regard the semantic unit phenomenon to be the arbitrary specification for phraseological units (Halliday et al., 2004).

One more principle to be taken into account when applying the results of our research for the needs of teaching process is the notion of the lexical syllabus. Since its fundamental proposition is frequency, the lexical syllabus is to be designed around crucial recurrent patterns. The concept including a syllabus arising from usage samples was introduced at the beginning of nineties. Even though the special stress was imparted into lexical features, the role of morphological features was not undermined; in other words, the principal lexical structures incorporate the principal grammatical structures (Flowerdew, 2012).

3. Research methods / The main objective of the research

Our paper mainly focuses on the enhancement of the expert-oriented lexical units from the pedagogy and psychology spheres that are crucial for future teachers and social pedagogues. Both the language teachers and subject specialists should direct their attention on the enhancement of linguistic and communicative components of professionally-oriented language.

The aim of the research is substantiating importance of interdisciplinary phenomena incorporating into the teaching of professionally-oriented language and into the further development of professional communication skills of future teachers and social pedagogues. Simultaneously, we point out the implementation of the holistic principle of the individual´s knowledge and skills development in the teaching process. We suppose that that future teachers and social pedagogues will improve

their knowledge and skills via the application of data-driven exercises containing professionally-oriented language.

A partial aim is to study the correlation between enhancement of students´ skills and knowledge with the help of authentic corpus-driven exercises and their general language communicative competence. The authentic corpus-driven exercises illustrate the dynamic of the English language also within professionally-oriented lexis. They represent a challenge for a teacher to choose and prepare tasks, exercises, activities that would affect the students´ stimulation to improve their knowledge of the English language.

The study of terms from the fields of psychology and pedagogy in the linguistic corpora has not been a topic of considerable interest. Moreover, teachers do not have sufficient material for the demonstration of connections between disciplines from the fields of pedagogy and psychology via corpora tools; out of these reasons, we aspire to contribute to the uncovering of this linguistically and didactically challenging issue and to the demonstration how the interdisciplinary phenomena can be applied in the teaching process.

We find it crucial to select a suitable fusion of methods, techniques, procedures and instruments that would guarantee relevant information for the elaboration of the research results part. Broadly speaking, we will utilize both quantitative (frequency calculation of concordances, statistical methods) and qualitative (observation, comparison, deduction, synthesis, generalization, data-driven research data modelling) research methods as they complement each other when fulfilling the aims of our research. The individual procedures are to be described in the subsequent section.

Within the research, we will look into English Web 2015 – the English monolingual synchronic annotated textual corpus. As a corpus-based study, its aim is to identify repetitive patterns in which the studied lexical units occur so that we might examine their functions in discourse. There appears a necessity to identify occurrences that display clear similarities with the studied pattern that should be specially focussed upon. The pattern-matching ability is crucial to language learning, communication in general and corpus analysis (Beaugrande & de Dressler, 1981).

Future teachers and social pedagogues cover a wide range of psychological topics (general definitions of psychology and its goals, neuropsychological aspects, intelligence, modern approaches to psychology, social psychology, emotional intelligence and many others) during their studies; the preparatory research activity was to decide exactly which terms to investigate. The first step of the research procedure has been to try to

find and categorize the selected multi-word linguistic units containing the nouns *amnesia (source amnesia, anterograde amnesia, infant amnesia, childhood amnesia, retrograde amnesia)*, *memory (declarative, episodic, explicit, direct, false, implicit, indirect, long-term, procedural, recovered, semantic, short-term, state-dependent, working)* and *recall (cued recall, free recall)* in the corpus.

In order to achieve this, we will employ statistical methods together with methods of corpus linguistics that are interconnected in Sketch Engine – the special tool for searching in the linguistic corpus. We find it important to accent the fact that the corpora make it possible to observe the linguistic information in the discourse; however, the linguistic samples given by them do not directly show specific features of language in their most generic form. Out of these reasons, we will apply methodological procedures of theoretical analysis, synthesis, comparison, generalization and classification of linguistic phenomena, for instance when grouping of collocates according to common traits. There appears to be the need to systematize the acquired information by means of the descriptive method as well.

Therefore, the computational tools and computerised corpora mean as a starting stage for the analysis of qualitative features; they allow us to explore the immediate discourse in which the studied lexical units occur and observe a similarity in meaning between patterns such as; we must take into account wider social and psychological contexts in which they are located, too. The fundamental criterion is that we choose solely statistically significant lemmas for our analyses; we exclude words that exhibit frequency pre mil. < 0.01.

Another important factor when selecting lexical units for the paper is that the amount of terms from the fields of psychology and pedagogy that we would handle within it is restricted. The goal is to involve a manageable number of linguistic units investigated within the study. In order to build a compact portrait of their meaning, terms from in the fields of psychology and pedagogy, we have chosen lexical units in the following three points of the frequency hierarchy:

- compound nouns of high frequency: *long-term memory; working memory ;episodic memory; false memory; direct memory; short-term memory;*
- compound nouns of middle frequency: *cued recall; free recall; explicit memory; declarative memory; implicit memory; semantic memory; procedural memory; recovered memory; anterograde amnesia;*
- compound nouns of low frequency: *indirect memory. state-dependent memory; source amnesia; infantile amnesia; childhood amnesia; retrograde amnesia.*

4. Results and discussion

To begin with, we provide results of the first research phase that is represented by the observation of concordances of the multi-word lexical units containing the nouns *amnesia*, *memory* and *recall* in the corpus English Web 2015. Taking into account the number of concordances of individual compound nouns in question, we specify the following enumeration in Table 1.

Table 1: Amount of occurrences of the investigated compound nouns together with f per mil. as found in the corpus English Web 2015

compound noun	amount of occurrences	f per mil.
cued recall	126	0.01 per M
free recall	423	0.03 per M
declarative memory	436	0.03 per M
episodic memory	1991	0.13 per M
explicit memory	416	0.03 per M
direct memory	1.028	0.07 per M
false memory	1.009	0.07 per M
implicit memory	579	0.04 per M
indirect memory	30	less than 0.01 per M
long-term memory	3.720	0.24 per M
procedural memory	389	0.03 per M
recovered memory	224	0.01 per M
semantic memory	783	0.05 per M
short-term memory	5.345	0.35 per M
state-dependent memory	12	less than 0.01 per M
working memory	14.455	0.94 per M
source amnesia	11	less than 0.01 per M
anterograde amnesia	202	0.01 per M
infantile amnesia	53	less than 0.01 per M
childhood amnesia	46	less than 0.01 per M
retrograde amnesia	215	less than 0.01 per M

When looking at the table, it is apparent that the distribution of the compound nouns containing the nouns *amnesia*, *memory* and *recall* within the given textual corpora is not homogenous. On one side, the studied units evince general characteristics of professionally-oriented language in

common, but on the other side, we observe differences in their morphological and semantic manifestations that will be illustrated below.

The corpus evidence exhibits the occurrence of these professionally-oriented compound nouns in a wide range of structures underlying their discourse importance. We fulfil the need of differentiating between different patterns and meanings by sorting and grouping them and discarding irrelevant ones.Their word-class regularities are evident: they prevail with determiners (possessive pronouns and the definite article); different modifiers spanning from nominal and verbal prepositional phrases (e.g.: *evoke, erase, refresh*) to adjectives (e.g.: *flash, distant, traumatic, false, spatial*) modifying the terms.

In the given corpus, the adjectives (domestic, Latin, and Greek origin typical of terms) pre-modifying the compound nouns are sorted out taking into account their aspects of meaning in the subsequent manner:

- adjectives connecting the compound nouns with diverse mental states: *dissociative, psychogenic, epileptic, post-traumatic, sensory, associative;*
- adjectives denoting temporal aspects of the compound nouns: *lasting, recent, historical, lifelong;*
- adjectives describing the subjective attitude of the members of the communication acts to the utterance): *fond*; *favourite, painful, loving, non-volatile, shared, wonderful, unforgettable, cherished, precious, happy, pleasant, sweet, bad, blessed, great, beautiful, bitter, emotional*;
- non-classified adjectives: *laser-guided, motor, collective, vivid, internal, institutional, vague, photographic, virtual, expandable, cultural, spatial, nostalgic.*

The direct evidence we obtained from the English We 2015 Corpus indicates that verbs expanding the semantic elements of the professionally-oriented compound nouns exist in various relevant word combinations not already recorded in prescriptive dictionaries: (e.g.: *trigger, cherish, relive, allocate, jog, rekindle*). Marginally, some of the verbs display metaphorical connotations that might be of special interest for future social pedagogues: *Alzheimer disease patients have a specific deficit proceduring the net of elements of meaning behind the semantics in semantic memory. [barkeley.edu].*

The most common elements as the first words in the direction to the left from these lexical units are prepositions *of, with, in, out, to, on, onto* creating phrases with the role to describe diverse external conditions connected with *cue, memory* and *amnesia*.

The analysis of the compound nouns from the perspective of semantics (especially hyponymic relations) suggests that the professionally-

oriented lexis acquires the potential to be combined with various conditions from the fields of psychology and pedagogy (e.g.: *attention, learning, concentration, imagination, identity, perception, cognition*).

When examining the compound nouns containing *amnesia*, *memory* and *recall,* we find it necessary to highlight their ability of further modification with the help of the indefinite or definite articles; its common appearance underlines the central position of this linguistic phenomenon within the studied sphere and it confirms its importance as the grammatical category of determination for successful communication acts. In the framework of the research material, we recognized the definite article within 1483 concordances in the direction to the left fulfilling two principal roles in the location:

- cataphoric reference (the receiver acquires further information on the term later from the discourse): *The advertisements clinically targeted* ***the episodic memory*** *of target consumers.* [**mbaskool.com**];
- anaphoric reference (the receiver acquires further knowledge about the term earlier from the discourse): *The device transforms the signals into a long-term memory; and waves from* ***the long-term memory*** *are transferred to another set of receivers.* [**bioengineer.org**];

The indefinite article has been recorded in 41 concordances with the professionally-oriented lexical units; it accomplishes solely the subsequent role – the descriptive one; the word following the term is specified by it: *The validitation of the test with* ***a cued recall*** *process helps determine the character of a person´s memory issues.* [**dcoe.mil**].

The above-mentioned material and results obtained from the research procedure are to be applied for didactic purposes. We consider creative and communicative tasks, vocabulary exercises together with reading assignments, while observing terms in a scientific text designed for experts, to be of interdisciplinary perspective for students. They have appeared to be efficient in becoming proficient in lexical together with grammatical points.

In addition to this, executing the suggested activities displays the level of mastering the required lexical units by future teachers or social pedagogues together with the development of their professional skills and abilities.

In the subsequent section, we provide examples of data-driven exercises on the terminology from the fields of pedagogy and psychology. The range of suggested tasks and exercises is much broader (e.g. matching the words and pictures, gap filling, completing the concordances, choosing the correct word, mixed letters, classifications of terms, word search,

crosswords, etc.), but the scope of the present paper does not allow to illustrate them fully. We attempted to illustrate diverse types of exercises utilized for the enhancement of students´ communicative competence in the fields of psychology and social pedagogy; simultaneously, the activities should motive students to deepen their knowledge and skills outside the classroom, too.

Data-driven exercises and examples of authentic language incorporated in them can give students a much more vivid picture of the language than that they acquire from their reference books. We believe that this way of teaching terminology will ensue the creation of sustainable skills in both mother and English languages. While selecting the data-driven sentences, we followed the fundamentals of exemplarity, relevance and typicality. The chosen structures should be in concord with the content and communication intention of the given lesson.

Task 1.Reading. Match the beginnings and endings of the following sentences.

1. **Another type of generic memory is the episodic memory,**
2. **Non-declarative memory, denoted in terms of procedural memory, is more complicated to be described;**
3. **The outcomes of the study suggest that the underlying brain media employed when recalling the false memory**
4. **The function of consciousness as a gateway to semantic memory**

a) are reported to be of similar nature to the mechanisms controlling a real memory. [**jsnma.org**]

b) is worth a great deal of biological cost. [**charbonniers.org**]

c) which logs of all sensor data, actions, and text input. [**cogarch.org**]

d) one knows how to ride a bicycle, but he or she is not able to explain the procedure. [**hazlitt.net**]

Task 2. There is one mistake concerning the terms denoting types of memory in psychology. Supply the wrong word with a suitable word in the given context. You can choose from **state-dependent***, direct and indirect, short-term, recovered.*

1. **Normally only the fragments of a dream left in PHOTOGRAPHIC MEMORY have a possibility to be converted after you wake up.** [**mindcafe.org**]

2. **This explains why most COLLECTIVE MEMORY therapists claim that a patient's important memories can always be found if they search long and hard enough together.** [**ako.net.nz**]

Task 3. All the compound nouns below represent amnesia types. Fill the gaps in the following sentences with one of them.

anterograde amnesia – infantile amnesia – childhood amnesia – retrograde amnesia – source amnesia

1. **The inability to remember early life events is called …….** [**memorise.org**]
2. **He was left with …… (forgetting events in the past) as well as …… (losing the ability to form new memories).** [**danielignacio.me**]
3. **…… refers to the fact that many patients can recall knowledge, but are unable to recall the source for that information, even when an experimenter told them the information minutes earlier.** [**dangerousintersection.org**]

Task 4. Pair and dictionary work. Arrange the mixed letters into meaningful units, match them with their dictionary definition and fill into the sentences below.

1. **This means that the two types of cldetiavera memory (memory that can be accessed consciously) are different and that smaeicnt memory is not just a consolidation of episodic memory.** [**charbonniers.org**]
2. **The studies also reveal that our nglo-etrm memory is more flexible that was previously believed.** [**charbonniers.org**]

Task 5. Study the following sentences driven from corpus. Which 2 types of memory performance can you observe in each of them? What are the Slovak equivalents of the terms?

1. **Current studies indicate that diverse elements of memory work (free and cued recall) can be diversely typical of memory decline in previous stages of life.** [**martinos.org**]
2. **Our team tries to study the correlation between free and cued recall mechanisms together with general elements of memory.** [**martinos.org**]
3. **Outcomes of numerous papers indicate that memory testing ensuring extensive encoding of knowledge and assessing convalescence of free together with cued recalls is a practical way to differentiate people suffering from Alzheimer disease and MCI non-converters.** [**umed.pl**]

5. Conclusions

The observed lexicosemantic and morphological characteristics of the chosen multi-word lexical units containing the nouns *amnesia*, *memory* and *recall* in the linguistic corpus English Web 2015 follow generic postulates within the contemporary English language system of grammar; and simultaneously, they depict the real needs of the communication participants that cover factors outside the language (psychological, sociological). When speaking about word-formation processes in their background, corpus-driven data prove that the core parts of professional terminology from the fields of psychology and pedagogy possess the same word-formation capacity for coining specialized concepts in the Germanic languages as lexical units from general usage.

The other related and important issue found about the investigated compound nouns affects their reciprocal ability to be changed in various situations. Its occurrence is supposed to be resolved mostly by these three aspects:

- the speakers of English do not always recognize the individual variations of meaning;
- the actual application of words is influenced by the reality outside the language;
- all compound nouns in question are semantically related.

The primary objective of the research was to investigate the lexical units operating as compound nouns. However, some of the English nouns undergo the processes of conversion; in our context the noun *memory* becomes an adjective modifying another noun of general character (e.g.: *memory cells, memory capacity, memory formation*). The textual corpus becomes an aid for students when deciding whether the lexical unit *memory* is a noun or an adjective as there appears to be a sort of ambiguity due to conversion.

Possible limitations of the study are perceivable when reflecting on the usefulness of linguistic corpus-driven patterns for inferring the typology a text may belong to (the difference between professionally-oriented texts and texts aimed for general public), and generally on the text typological restrictions connected with morphological and lexical observations.

Eventually, our aim was to illustrate that corpora can present a stimulating addition to second language learning. The exercises we have introduced provide some tips for teachers of English on how to work with professional terminology (e.g.: morphological characteristics, semantic compatibility and collocations).

Furthermore, the presented study can lead to the apprehending of procedures underlying the selection of compound nouns in the studied discourse from psychological and social perspectives. The students´ deduction skills might be developed when wondering what other compound nouns from the fields of psychology and pedagogy are typically modified by the corpus-driven data with reference to matters obvious in the stated spheres. Moreover, employing the selected methods, techniques and tasks that contain authentic professional data-driven vocabulary comes to the aid of remembering the selected terms from the fields of pedagogy and psychology in a more effective way.

The interdisciplinary methodology utilized in the presented paper might provoke further research activities in the sphere of corpus studies concentrating on individual aspects from the field of professional terminology; the first step would be to define a more relevant sub-corpus in which to carry out further queries.

We have the wish to increase the intensity of linguistic knowledge and skills; and we have the hope that the acquired information will be applicable within teaching process at other universities both in Slovakia (and abroad). Further development of the ideas is to be realized within interdisciplinary seminars and workshops with the aim to strengthen the language training of future teachers and social pedagogues.

References

Aston, G., Bernardini, S. & Steward, D. (2009). *Corpora and Language Learners*. John Benjamins.

Baker, P., Hardie, A. & McEnery, T. (2006). *A Glossary of Corpus Linguistics*. Edinburgh University Press.

Beaugrade, R. A., de & Dressler, W. U. (1981). *Introduction to Text Linguistics*. Longman.

Carmen, M., Campoy-Cubillo, M.C., Bellés-Fortuño, B. & Gea-Valor, M Lluïsa. (2010). *Corpus-based Approaches to English Language Teaching*. Continuum.

English Web 2015. Retrieved on March 2nd, 2021 from https://auth.sketchengine.eu/

Flowerdew, L. (2012). *Corpora and Language Education*. Palgrave Macmillan.

Frankenberg-Garcia, A., Flowerdew, L. & Aston, G. (2011). *New Trends in Corpora and Language Learning*. Continuum.

Friginal, E. (ed.). (2018). *Studies in Corpus-Based Sociolinguistics*. Routledge.

Gavioli, L. (2005). *Exploring Corpora for ESP Learning*. John Benjamins.

Granger, S., Hung, J. & Petch-Tyson, S. (2002). *Computer Learner Corpora, Second Language Acquisition and Foreign Language Teaching*. John Benjamins.

Granger, S. (2009) The Contribution of Learner Corpora to Second Language Acquisition and Foreign Language Teaching. In K. Aijmer (Ed.), *Corpora and Language Teaching* (pp. 13-32). John Benjamins. https://doi.org/10.1075/scl.33.04gra

Halliday, M. A. K., Teubert, W., Yallop, C., & Čermáková, A. (2004). *Lexicology and Corpus Linguistics: An Introduction*. Continuunm.

Hundarenko, O. (2020). Students' Perspectives on Academic Writing in European Higher Education (Based on 2019 Erasmus Teaching Experience in Slovak and Hungarian University). *Revista Romaneasca Pentru Educatie Multidimensionala*, *12*(4), 87-102. https://doi.org/10.18662/rrem/12.4/335

Karpenko, Y. (2017). Multimedia computer software for the professional training of prospective specialists in foreign languages for preschool and primary education. *Information Technologies and Training Tools, 57*(1), 50-55. https://doi.org/10.33407/itlt.v57i1.1513

Klein, J. T. (2005). *Humanities, Culture, and Interdisciplinarity: the Changing American Academy*. State University of New York Press.

Leláková, E. (2018). *Learning Gastronomy Vocabulary through Corpus*. EDIS: Publishing House of the University of Zilina.

Leleka T., & Moskalenko, O. (2018). Psycholinguistic Peculiarities of the Assimilation of Angloamericanisms by the Speakers of Ukrainian-English Bilingualism. *Psycholinguistics: Philology*. *24*(2), 144–162. https://doi.org/10.31470/2309-1797-2018-24-2-144-162

Liu, D. & Lei, L. (2017). *Using Corpora for Language Learning and Teaching*. Tesol Press.

Mahlberg, M. (2005). *English General Nouns: A Corpus Theoretical Approach*. John Benjamins. https://doi.org/10.1075/scl.20

McEnery, T., & Hardie, A. (2012). *Corpus Linguistics: Method, Theory and Practice*. Cambridge University Press.

McEnery, T., Xiao, R., & Tono, Y. (2006). *Corpus-based Language Studies: An Advanced Resource Book*. Routledge.

Moon, R. (2005). What Can a Corpus Tell us about Lexis? In T. McEnery, X. Richard & Y. Tono. (Eds.), *Corpus-based Language Studies: An Advanced Resource Book* (pp. 197-211). Routledge.

O'Keeffe, A., Carter, R. & McCarthy, M. (2007). *From Corpus to Classroom*. Cambridge University Press.

Rafajlovičová, R. (2018). Structures of Subordinate Clauses in English Oral and Written Discourse. *X Linguae – European Scientific Journal, 11*(2), 738-757. http://dx.doi.org/10.18355/XL.2018.11.02.58

Schmitt, N. (2010). *Researching Vocabulary. A Vocabulary Research Manual.* Palgrave Macmillan. http://dx.doi.org/10.1057/9780230293977

Sinclair, J. M. (ed.). (2004). *How to Use Corpora in Language Teaching.* John Benjamins. https://doi.org/10.1075/scl.12

Stubbs, M. (2001). *Words and Phrases: Corpus Studies of Lexical Semantics.* Blackwell.

Torsello, C. T., Ackerley, K. & Castello, E. (2007). *Corpora for University Language Teachers.* Peter Lang.