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**LINGUISTIC CORPUS TEACHING METHODOLOGY IN THE STUDY
OF COLOUR TERMS TO INCREASE STUDENTS'
LANGUAGE COMPETENCES**

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Abstract. This study examines the influence of linguistic corpus on teaching methodology by analysing the semantics of the colour 'brown' in Russian and Kazakh among undergraduate students of al-Farabi Kazakh National University (KazNU). The aim of the research paper is to analyse the semantics of the colour 'brown' in Russian and Kazakh languages using corpus and focus on grammatical, linguistic, pragmatic, speech and communicative competences. The semantics of a colour 'brown' in Russian and Kazakh languages have been analysed via two corpora, the National Corpus of Russian (NCRL) and Kazakh (NCKL). The results of the analysis revealed that the semantic structure of brown in Kazakh language prevails than in Russian. There are less concordances with the colour brown in Russian and the majority of them are used to describe objects or animals, while in Kazakh there are more hidden-expressive meanings that require further analysis. When studying the syntax section to search for phrases in the corpus in order to create a list of words, students have focused on grammatical, linguistic, pragmatic, speech and communicative competences. The positive impact of the corpus study is evidenced by the expansion of vocabulary, contributing to the development of students' communicative skills. Students have retrieved collocations within the context and have created a wordlist with the colour brown in both languages. In the end, students' motivation to study and analyse texts has been raised due to use of new technologies.

Key words: teaching methodology, corpus, corpus linguistics, semantics, communicative competence, language competence, colour terms, Kazakh language, Russian language

Introduction

The focus of the current study is the corpus methodology that is applied in teaching “Digital Humanities” program at al-Farabi National University. There has been a corpus analysis of colour term phrase ‘*brown*’ both in Russian and Kazakh languages. In the midst of corpus analysis, special tasks have been created to boost students’ grammatical, linguistic, pragmatic, speech and communicative competences. In the end, semantic, corpus results have demonstrated the dominance of colour term phrases with ‘*brown*’ in Kazakh, rather than in Russian. This analysis has allowed students to independently conduct semantic research in both languages considering cultural differences in the terminology, which is essential for the communicative competence in the multicultural settings.

Colour term phrases are one of the lexical and grammatical groups that have captured the interest of researchers by a number of major characteristics, as an age of its antiquity, semantic richness and the ability to create new expressive-figurative meanings in the cultural evolution of ethnic groups. The cultural traits of people have developed over centuries and are reflected in the language via the mentality, history, culture and norms. Mentality, according to Kolesov (2004) is a way of perceiving the world through categories and forms of native language, which unites the spiritual and intellectual characteristics in the cognition. The national character and ideas are reflected in the language, which can be represented in the symbols (semiotics), thus the mentality is expressed through the language [1]. Sapir and Whorf (1956) proposed a linguistic relativity hypothesis, which means language and culture interact between each other, where culture is directly connected to the thinking process, thus the vocabulary influences thinking processes, as a result language shapes the culture and it is what one thinks [2].

This field of research has attracted both Kazakhstani and foreign linguists to analyse the development of the linguocultural component of the semantics of colour terms. Kopylenko (1995) claims that colour terms are classified under the figurative vocabulary and reflect people’s perception and their relationship to the world [3]. Kaidarov, Umirbekov, Akhtamberdieva, Konyrov and Shoibekov recognise colour terms as a category that is tightly connected with the culture, history, mindset, customs, traditions, spirituality, nomadic lifestyle and consciousness of Kazakh people. The majority of Turkic languages have similar and mutual origins, which could be found in their commonality. In Kazakh, colour term phrases are used with figurative meaning, which could be complicated to understand and interpret.

In this study corpus plays crucial role, as with two corpora the semantics of ‘*brown*’ colour in both languages are analysed focusing on the teaching methodology. Corpus is a database of texts and can be applied in compiling dictionaries, synchronic and diachronic language analysis, word lists and dictionaries to boost students’ vocabulary range and speaking skills. It assists in

identifying the concordance (meaning the frequency of the words' occurrence), how collocations and idioms are used in context; corpus analysis could be used in various fields of study, such as lexicography, stylistics, linguistics, discourse analysis, dialect study, sociolinguistics, first and second language acquisition and language teaching. In teaching, however many language instructors do not use the corpus as it may protract the teaching process and requires time to learn how to leverage it. However, if teachers gained technical skills in corpus teaching, students in humanities could have a broad database of sources to analyse the semantics of the language(s) in depths and would be more motivated to prepare independent or group projects. The outcomes of those learning approaches would enhance students' communicative skills.

The aim of the research is to evaluate the influence of the Kazakh and Russian National corpora on teaching methodology, focusing on grammatical, linguistic, pragmatic, speech and communicative competences. The study was conducted among KazNU students enrolled in the '*Digital humanities*' program. In this program students have learnt how to apply digital tools, such as Corpus in the semantic analysis of a colour '*brown*' both, in Russian and Kazakh languages. Two corpora, the National Corpus of Russian (NCRL) and Kazakh (NCKL) have been used. The objective of the study is to analyse the semantic nuances of the colour term '*brown*' (different contexts, such as cultural and descriptive), patterns (collocations and idioms), colour semantics in teaching (methodology) and corpus linguistics methodology (effectiveness of corpus-based approach). The research hypothesis includes several aspects:

1. The colour term '*brown*' has many collocations and idioms in both, Kazakh and Russian
2. Corpus analysis is one of the effective ways to check the first aspect
3. The results may enhance teaching methodology focusing on grammatical, linguistic, pragmatic, speech and communicative competences
4. Students' motivation while using corpus may be raised

Methods and materials

In this study two corpora (Russian and Kazakh National Corpora) have been used to analyse the semantics of both Russian and Kazakh colour term phrases in the example of *brown* ('*коричневый*' / '*қоңыр*') while teaching disciplines of a linguistic cycle; theoretical and empirical methods of analysis were applied.

The theoretical method includes:

1. Semantic analysis: finding the definitions of words and phrases from both corpora. The theoretical part is based on works of McKoon and Ratcliff (2016) where building the vocabulary range via the linguistic corpus was highlighted as of the main importance in order to understand the meaning of the text; Li and Pemberton (1994) noted that it enhanced students' academic writing skills.

2. Collocations and phraseology analysis: identifying collocations and phraseology within the context (Miller&Biber, 2015; Bennett, 2010). This method allows learners to understand how words can interact through the language, uncover cultural characteristics reflected in a language.

3. Communicative competence analysis: according to Dilai and Dilai (2021), Lebedieva et al. (2023), corpus analysis covers grammatical, linguistic, pragmatic competences related to the language use.

The empirical method includes:

1. Corpus analysis: data has been collected from both, Russian and Kazakh National Corpora in order to analyse collocations, idioms with the colour 'brown' ('коричневый' / 'қоңыр').

2. Vocabulary list: based on corpus analysis, the list of collocations and phraseology in Russian and Kazakh has been created and inserted into the Tables 6 and 8.

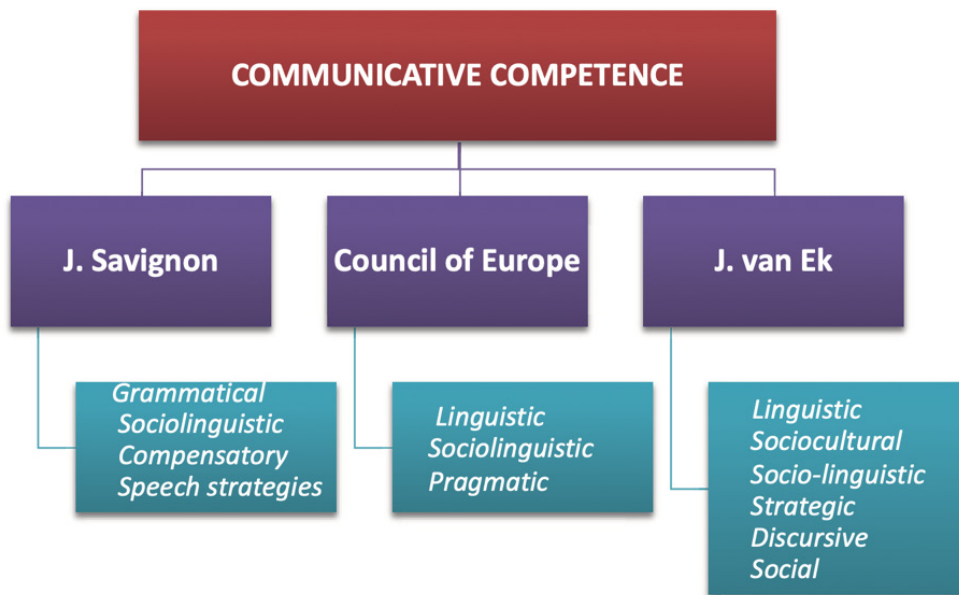
3. Experimental study group: the use of corpus analysis in independent and group research projects to enhance students' communicative competence. Students have analysed the semantic context of words, collocations, idioms in both languages for a better understanding of both cultures.

Corpus analysis plays crucial role in building the vocabulary range, especially in understanding collocations, phraseology that allows learners to enhance language skills and language proficiency. Nation (2001) has suggested the model of building the vocabulary range via corpus analysis that enhances text comprehension and academic writing skills.

Building vocabulary according to McKoon&Ratcliff (2016) is essential in second-language acquisition, especially in reading comprehension, thus, adopting all three methods may enhance the learning process [4]. It has been argued that vocabulary knowledge according to Li&Pemberton (1994) could facilitate academic writing skills [5]. Overall, building vocabulary could enhance the writing and reading, as well as speaking skills. In independent or group corpus analysis, students not only pick words, but read the context and its usage within the context. The comprehension of the unknown vocabulary according to Nation (2001) can be improved when students possess a broad knowledge of vocabulary and corpus analysis may facilitate this process by creating the word list [6].

One of the most crucial implementations of corpus-based analysis is building phraseology and collocation lists (Miller&Biber, 2015) [7]. Bennett (2010) defines collocation as a method to study idioms or phraseology to better understand how words coincide and appear together in the context [8]. Lehecka (2015) highlights that corpus analysis of collocations grants an access to the frequency of the words and their combinations, which may provide insight into the structure and the application of the languages [9]. Those methods via the aid of corpus enable students to communicate effectively during and outside the classroom, learn the language thoroughly via collocations and idioms; the latter may help to understand the culture and norms of various ethnic groups. In higher education institutions (HEIs) the foreign language communicative competence is of a critical concern and corpus linguistics according to Ishchenko et al. (2022) displays potential in vocabulary acquisition, however is lacking the potential in enhancing the communication competence [10]. Communicative competence encompasses skills in defining targets, accepting the cultural and social variations (Dilai&Dilai, 2021) [11]. There are from three to six competences (see Picture 1)

according to Lebedieva at al. (2023) [12]. The grammatical, linguistic, pragmatic, speech strategies and linguistic communicative competences will be applied in the analysis of the semantics of colour term phrases while using the corpus.



Picture 1 - Types of communicative competences
Source: Lebedieva at al. (2023)

Results

The following steps have been applied to conduct semantic analysis while using the corpus:

1. Open an official website of Russian National Corpus (RNC), access link: <https://ruscorpora.ru> , choose syntactical corpus.
2. Enter '*коричневый*' under the '*лемма*' (*lemma*) and click on search.
3. The results have revealed 22 texts, 33 sentences and 33 examples.
4. Download and choose the excel format to receive results for the analysis.

Once the concordances with '*коричневый*' have been collected from the excel file, the word list has been created. Students have conducted a semantic analysis, have found collocations with '*коричневый*' and have transferred them in Table 6 to further create the collocations wordlist. In the last stage of the methodology, the group task has been assigned to discuss the results and the grammatical, linguistic, pragmatic, speech strategies and linguistic communicative competences have been exercised via asking questions, reading full sentences from the excel file.

Table 1 - Concordances with 'brown' in Russian

	Concordance of brown ('коричневый') in Russian	Translation
1	лилово-коричневые опимотья	lilac- brown rags
2	белые с коричневым пестрые турманы	white and brown motley tumblers
3	коричневыми глазами	brown eyes
4	в коричневых глазах появилась боль	pain appeared in brown eyes
5	коричневые метелки	brown panicles
6	бронзово-коричневую окраску	bronze- brown color
7	густо-коричневая, морщинистая шея	dense brown, wrinkled neck
8	обыкновенный фашизм, <u>коричневая чума</u>	ordinary fascism, brown plague
9	с коричневой краской	with brown paint
10	коричневый - низкое происхождение	brown - low origin
11	в толпе коричневых гимназических платьиц	in a crowd of brown school dresses
12	в коричневом мраке	in the brown darkness
13	на дворе коричневые вилы	there are brown pitchforks in the yard
14	коричневый потолок	brown ceiling
15	писал коричневым и красным перцем	wrote with brown and red peppers
16	в серо-коричневой тьме	in the grey- brown darkness
17	волокнисто-коричневый конверт	fiber brown envelope
18	изобразил коричневым карандашом	drawn with a brown pencil
19	коричневый Патрик	brown Patrick
20	коричневая от глины вода	brown water from clay
21	у коричневых узких дверей	at the brown narrow doors
22	не мог отвести глаз от коричневого сегмента	couldn't take my eyes off the brown segment
23	в коричневой рабочей блузе	in a brown work blouse
24	листва станет коричневой	the leaves will turn brown
25	коричневого Горького притеснял синий Чехов	Brown Gorky was oppressed by blue Chekhov
26	в коричневой пластиковой обложке	in brown plastic cover
27	коричневой железной банки	brown iron can
28	коричневому мальчику	brown boy
29	коричневой кожи кошелек	brown leather wallet

The National Kazakh Corpus has been applied to compare the results in both languages and follow those steps to find Kazakh concordances with *brown* ('қоңыр'):

Go to <https://qazcorpus.kz>

Enter *қоңыр* and find the concordances and the results.

The results of the corpus have been picked from the website manually.

Brown colour in Kazakh language has many meanings, for example the beauty, balance, depression, poverty, affection and the mildness. This means Kazakh language has more associations and expressive meanings than in Russian. Kazakh uses *brown* ('қоңыр') to describe colours of various objects, clothes and nature, in Table 8 there are colloquial meanings from Kazakh National Corpus.

Table 2 - Concordances with ‘brown’ in Kazakh

	Concordance of ‘қоңыр’ (brown) in Kazakh	Translation	Definition
1	Қоңыр өлең	Brown song	Beautiful and pleasant song
2	Қоңыр әуез	Brown melody	Beautiful and pleasant melody
3	Қоңыр мақам	Brown tune	Beautiful and pleasant tune
4	Қоңыр мінез	Brown character	Balanced character and behaviour
5	Қоңыр қазақ	Brown Kazakh	Describing a Kazakh who has balanced character and behaviour
6	Қоңырқай көңіл күйі	Brown mood	Depressed mood
7	Қоңыр мұң	Brown misfortune	Severe misfortune
8	Қоңыр тіршілік	Brown life	Ordinary life (not rich)
9	Қоңыр үй	Brown house	Poor household
10	Қоңыр шаңырақ	Brown shanyrak	Poor shanyrak (Kazakh traditional round shaped house), means poor household
11	Қоңыр ауыл	Brown village	Poor village or neighbourhood
12	Қоңыр момақан	Brown meek man	An expression of love and affection
13	Қоңыр жел	Brown wind	Not too hot or cold, mild wind
14	Қоңыр жауын	Brown rain	Mild rain
15	Қоңыр нөсер	Brown hailstorm	Mild hailstorm

Discussion

The study results have revealed the optimal efficacy of the corpus analysis in teaching linguistics disciplines among KazNU students. Students’ communicative competence has been the main focus, especially grammatical, linguistic, pragmatic, speech strategies; the observations have highlighted that corpus analysis undertakes a pivotal role in fostering communicative fluency, where the communication is a key during the study process. According to Soliyev (2022), this competence can only be enhanced in collaborative and communicative discourse and all the methods have been taken into consideration to achieve those aims [13]. Communicative competence holds an integral position in students’ career success and according to Jurabekova (2022) and Shestopalova (2021), it fulfils a crucial function for employers [14] [15]. Students should be literate and be able to communicate effectively in order to succeed in professional settings, thus, corpus analysis may enhance linguistic skills via harnessing new technologies (corpus) and the help of professional instructors (linguists and philologists) plays pivotal role in this process.

Corpus linguistics allows learners to foster the communicative competence during the search for concordances with the colour term ‘*brown*’ in both, Russian and Kazakh. There are four tasks designed for this purpose:

Task 1: Compare and contrast the most frequent collocations in Kazakh and Russian with ‘*brown*’. Present findings in pairs, explain how they affect their meanings. Focus on pronunciation and terminology (use dictionaries).

Task 2: Analyse cultural associations and the symbolism of the colour

term 'brown'. Discuss and present findings in groups. Focus on the cross-cultural aspects, identify similarities and differences. Draw a Venn diagram.

Task 3: Make a semantic mind-map online, use: <https://www.mindmeister.com> and categorise the usage of 'brown' in both languages, focusing on idioms and collocations. Present findings in groups.

Task 4: Divide to two groups and debate the topic: '*Colour term brown reflects cultural values than physical characteristics in Kazakh and Russian*'.

The study results have highlighted the importance of corpus in the classroom, it engages students to interpret the lexical, grammatical and phonetic rules in groups, thus crafting ideas to facilitate communication via the vocabulary analysis. The semantic corpus analysis allows to create a wordlist of collocations or idioms in the form of the mind-map that further enhance the linguistic knowledge and proficiency. The practical aspect of the research is embedded in picking the concordances and thoroughly analysing them in the classroom that enrich the vocabulary and communicative skills. This approach stimulates the learning process, motivates learners to analyse texts, thus not limiting the learning process to the textbooks.

Conclusion

In this study the influence of Kazakh and Russian corpora on teaching methodology has been evaluated focusing on students' grammatical, linguistic, pragmatic, speech and communicative competences. Once concordances with collocations and idioms have been extracted, special tasks (Tasks 1-4) have been created for students to enhance their communicative competences. In task 1 students worked in pairs and compared the frequency of collocations in both languages. In task 2 students discussed cross-cultural aspects of colour term phrases with 'brown' and presented their findings from Venn diagram. In task 3 students analysed idioms and collocations putting them into a mind-map and in task 4 there was a debate on the following topic: '*Colour term brown reflects cultural values than physical characteristics in Kazakh and Russian*'. As a result, students have explored collocations and idioms, expanded their vocabulary, reinforced grammar, use of terms and engaged in cross-cultural communication via pair discussions and group debates.

The semantic corpus analysis has revealed the dominance of colour term phrases with 'brown' in Kazakh, rather than in Russian. Kazakh language has many associations with this colour (see Table 8) and associate brown with beauty, calmness, balance, poverty and affection, whereas Russian (see Table 6) has one colloquial meaning in section 8, *brown plague* (коричневая чума), which means fascism. Other usage of brown in Russian is used to describe animals, insects, clothes and various objects. This analysis has allowed students to independently conduct semantic research in both languages considering cultural differences in the terminology, which is essential for the communicative competence in the multicultural settings.

The limitations of this study is that 'brown' (коричневый) in Russian does not have enough idioms or connotative meaning to compile a dictionary,

whereas Kazakh language has a lot of associations with this colour and it might spark an interest in further research to find out the etymology and origins of those associations. The linguocultural aspect of the brown colour in Kazakh is broad and demonstrates the mindset, culture and traditions of ancient nomads and Turks. In future research, other colours should be analysed to identify the semantic-richness of Kazakh. This research could raise awareness in learning other cultures, as colours provide embedded information about the traditions, customs, history and lifestyle of people. Moreover, it enhances the vocabulary range, communicative competence and fosters in-depth understanding of the semantics of a language. This research could be of benefit to foreign language teachers, corpus linguists, culture study researchers, linguists and philologists.

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СТУДЕНТТЕРДІҢ ТІЛДІК ҚҰЗЫРЕТТІЛІКТЕРІН АРТТЫРУ МАҚСАТЫНДА ТҮР-ТҮСТЕРДІ ЗЕРТТЕУДЕГІ ЛИНГВИСТИКАЛЫҚ КОРПУСТЫ ОҚЫТУ ӘДІСТЕМЕСІ

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Аңдатпа. Бұл зерттеу әл-Фараби атындағы ҚазҰУ (ҚазҰУ) бакалавриат студенттері арасында орыс және қазақ тілдеріндегі 'қоңыр' түсінің семантикасын талдау арқылы лингвистикалық корпусстың оқыту әдістемесіне тигізетін ықпалын зерттейді. Бұл зерттеу жұмысының мақсаты – орыс және қазақ тілдеріндегі 'қоңыр' түсінің семантикасын корпус арқылы талдау және грамматикалық, лингвистикалық, прагматикалық, сөйлеу және коммуникативтік құзыреттіліктерге назар аудару болып табылады. Орыс және қазақ тілдеріндегі 'қоңыр' түс белгілеуінің семантикасы екі корпус – Орыс ұлттық корпусы (ҰҚК) және қазақ тілдері (NCCL) арқылы талданды. Талдау нәтижелері қазақ тіліндегі қоңыр түстің семантикалық құрылымының орыс тіліне қарағанда басым екенін анықтады. Орыс тілінде қоңыр түспен сәйкестіктер аз, онда олардың көпшілігі заттарды немесе жануарларды сипаттау үшін қолданылса, қазақ тілінде қосымша талдауды қажет ететін астарлы және экспрессивті мағыналар көбірек болып шықты. Сөздер тізімін құру үшін сөз тіркестерін корпуста іздеу бойынша синтаксис бөлімін оқу барысында студенттер грамматикалық, лингвистикалық, прагматикалық, сөйлеу және коммуникативтік құзыреттіліктерге назар аударды. Корпусты оқытудың оң әсері сөздік қордың кеңеюімен расталады, бұл студенттердің коммуникативті дағдыларын дамытуға ықпал етті. Студенттер контекст бойынша тіркестерді шығарып, екі тілде де 'қоңыр' түсіне арналған сөздердің тізімін жасады. Нәтижесінде жаңа технологияны қолдану арқылы оқушылардың мәтінді оқуға, талдауға деген ынтасы артты.

Тірек сөздер: оқыту әдісі, корпус, корпустық лингвистика, семантика, коммуникативтік құзыреттілік, тілдік құзыреттілік, түс терминдері, қазақ тілі, орыс тілі

МЕТОДИКА ПРЕПОДАВАНИЯ ЛИНГВИСТИЧЕСКОГО КОРПУСА ПРИ ИЗУЧЕНИИ ЦВЕТООБОЗНАЧЕНИЙ ДЛЯ ПОВЫШЕНИЯ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ

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Аннотация. В данном исследовании изучается влияние лингвистического корпуса на методику преподавания путем анализа семантики цвета

‘коричневый’ в русском и казахском языках среди студентов программы бакалавриата Казахского национального университета имени аль-Фараби (КазНУ). Целью данной исследовательской работы является анализ семантики цвета ‘коричневый’ в русском и казахском языках с использованием корпуса, направленное на развитие грамматических, лингвистических, прагматических, речевых и коммуникативных компетенций в практике преподавания дисциплин лингвистического цикла. Семантика цветообозначения ‘коричневый’ в русском и казахском языках проанализирована с помощью двух корпусов – Национального корпуса русского (НКРЯ) и казахского языков (НККЯ). Результаты анализа выявили, что семантическая структура коричневого цвета в казахском языке обладает широким кругом переносных значений, чем в русском. Имеется меньше соответствий с коричневым цветом в русском языке, где большинство цветообозначений используются для описания предметов или животных, тогда как в казахском языке имеется больше переносных и экспрессивных значений, требующие дальнейшего анализа. При изучении раздела синтаксиса по поиску фраз в корпусах с целью создания списка слов, студенты сосредоточились на грамматических, лингвистических, прагматических, речевых и коммуникативных компетенциях. Положительное влияние корпусного изучения подтверждается расширением словарного запаса, что способствует развитию коммуникативных навыков у студентов. Студенты выявили словосочетания в контексте и создали список слов для цвета ‘коричневый’ на обоих языках при помощи корпусов. В результате, мотивация студентов к изучению и анализу текстов повысилась за счет использования новых технологий.

Ключевые слова: методика преподавания, корпусная лингвистика, корпус, семантика, коммуникативная компетенция, языковая компетенция, цветообозначения, казахский язык, русский язык

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