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Actual problems of social and humanitarian sciences  
Актуальные проблемы социальных и гуманитарных наук

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**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-  
ГУМАНИТАРНЫХ НАУК**

**ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES**

**TOSHKENT-2026**

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## **TAHRIR HAY'ATI:**

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Yaxshilikov Jo'raboy – falsafa fanlari doktori, professor;

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Turdiyev Bexruz Sobirovich – falsafa fanlari doktori (DSc), Professor.

### *10.00.00- FILOLOGIYA FANLARI:*

Axmedov Oybek Saporbayevich – filologiya fanlari doktori, professor;

Ko'chimov Shuxrat Norqizilovich – filologiya fanlari doktori, dotsent;

Hasanov Shavkat Ahadovich – filologiya fanlari doktori, professor;

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Mirsanov G'aybullo Qulmurodovich – filologiya fanlari doktori, professor;

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Saidov Ulugbek Aripovich – filologiya fanlari nomzodi, dotsent;

Qodirova Muqaddas Tog'ayevna - filologiya fanlari nomzodi, dotsent.

### *12.00.00- YURIDIK FANLAR:*

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Hakimov Komil Baxtiyarovich – yuridik fanlar doktori, dotsent;

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Babadjanov Atabek Davronbekovich – yuridik fanlar nomzodi, professor;

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Rahmatov Elyor Jumaboyevich — yuridik fanlar nomzodi;

### *13.00.00- PEDAGOGIKA FANLARI:*

Xashimova Dildarxon Urinboyevna – pedagogika fanlari doktori, professor;

Ibragimova Gulnora Xavazmatovna – pedagogika fanlari doktori, professor;

Zakirova Feruza Maxmudovna – pedagogika fanlari doktori;

Kayumova Nasiba Ashurovna – pedagogika fanlari doktori, professor;

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Javliyeva Shaxnoza Baxodirovna – pedagogika fanlari bo'yicha falsafa doktori (PhD);

Bobomurotova Latofat Elmurodovna — pedagogika fanlari bo'yicha falsafa doktori (PhD);

Sulaymanova Dildora Nazarovna – pedagogika fanlari bo'yicha falsafa doktori (PhD).

### *19.00.00- PSIXOLOGIYA FANLARI:*

Karimova Vasila Mamanosirovna – psixologiya fanlari doktori, professor, Nizomiy nomidagi Toshkent davlat pedagogika universiteti;

Hayitov Oybek Eshboyevich – Jismoniy tarbiya va sport bo'yicha mutaxassislarni qayta tayyorlash va malakasini oshirish instituti, psixologiya fanlari doktori, professor

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Qodirov Obid Safarovich – psixologiya fanlari doktori (PhD).

### *22.00.00- SOTSIOLOGIYA FANLARI:*

Latipova Nodira Muxtarjanovna – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti kafedra mudiri;

Seitov Azamat Po'latovich – sotsiologiya fanlari doktori, professor, O'zbekiston milliy universiteti;

Sodiqova Shohida Marxaboyevna – sotsiologiya fanlari doktori, professor, O'zbekiston xalqaro islom akademiyasi.

### *23.00.00- SIYOSIY FANLAR*

Nazarov Nasriddin Ataqulovich –siyosiy fanlar doktori, falsafa fanlari doktori, professor, Toshkent arxitektura qurilish instituti;

Bo'tayev Usmonjon Xayrullayevich –siyosiy fanlar doktori, dotsent, O'zbekiston milliy universiteti kafedra mudiri.

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**07.00.00 – TARIX FANLARI**

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## **USING CORPUS-BASED TOOLS TO ENHANCE GRAMMAR INSTRUCTION FOR MULTILEVEL EXAM TAKERS**

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**Abstract.** This article explores a practitioner-based study on identifying linguistic challenges of upper-intermediate Multilevel exam takers and addressing them through theoretically informed, corpus-based instruction. Focusing on noun phrases, it demonstrates how COCA-supported teaching enhances grammatical awareness, learner autonomy, and exam-oriented language use.

**Keywords:** language acquisition, noun phrases, corpus-based instruction, COCA, Multilevel, psycholinguistics.

## **KO'P DARAJALI IMTIHON TOPSHIRUVCHILAR UCHUN GRAMMATIKA O'QITISHNI TAKOMILLASHTIRISHDA KORPUSGA ASOSLANGAN VOSITALARDAN FOYDALANISH**

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Iqtisodiyot va Pedagogika Universiteti stajyor-o'qituvchisi

**Annotatsiya.** Mazkur maqola upper-intermediate darajadagi Ingliz tilini bilishning ko'p darajali imtihoni o'quvchilarida grammatik qiyinchiliklarni aniqlash va ularni nazariy asoslangan, korpusga tayangan yondashuv orqali bartaraf etish jarayonini tahlil qiladi. Xususan, COCA asosida ot birikmalarini o'qitishning samaradorligi yoritiladi.

**Kalit so'zlar:** til o'zlashtirish, ot birikmalari, korpusga asoslangan ta'lim, COCA, Ingliz tilini bilishning ko'p darajali imtihoni, psixolingvistika.

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**Introduction.** In the journey of teaching English as a second language, understanding how learners acquire language provides the foundation on which effective instruction is built. Here upper-intermediate level students are thoroughly analyzed who currently preparing for the Multilevel examination in Uzbekistan. Interestingly, they demonstrate remarkably similar patterns in their language acquisition process. As Moskowitz (1978) observed, "Different children learn language in similar ways" (p. 94), and this principle extends to adult language learners who navigate predictable challenges in their linguistic development. For instance, despite possessing knowledge of grammatical rules, my students consistently struggle with correct word order in complex sentences, particularly when forming questions within subordinate clauses. They may produce utterances such as "I don't know where is she?" instead of the target form "I don't know where she is?"—a pattern that reveals the systematic nature of interlanguage development.

Apart from these common acquisition patterns, individual differences emerge that merit careful consideration. A psycholinguistic analysis of my classroom reveals an intriguing correlation between personality traits and skill preferences. Three students who excel in receptive skills—reading and listening—tend toward introversion, while the remaining students who demonstrate greater enthusiasm for productive skills—writing and speaking—display extroverted characteristics. Warren (2013) provides a framework for understanding these differences, noting that from the comprehender's perspective, "the goal is to perceive or recognize elements such as letters and sounds in the input, to recognize words and to work out the connections between these words in sentence structures, to arrive at a message-level interpretation" (p. 5). Conversely, from the language producer's perspective, "the production of a message takes us from an underlying intention, through stages of planning sentence structures and selecting words, to the articulation of that intention as a sequence of sounds or letters" (p. 5). These distinct cognitive processes may align differently with learners' personality orientations.

The complexity of language learning extends to phonological and morphological domains. As McMahan (2020) emphasizes, the study of phonetics provides an overwhelming amount of information—often more than speakers actually need or use—given that every speaker and every utterance is unique. Phonology, however, simplifies this by focusing on the essential aspects that speakers and listeners think they are saying and hearing.

This theoretical understanding guided my selection of teachable topics that would address my students' most pressing needs while remaining accessible and useful.

This article reports about students' linguistic challenges, selecting appropriate instructional topics based on theoretical foundations, and implementing corpus-based tools to enhance grammar instruction. Specifically, it examines the process of teaching noun phrases to upper-intermediate Multilevel learners using authentic examples from COCA, considering both the theoretical rationale and practical outcomes of this approach.

**Literature Review and methods.** The intersection of language acquisition theory, psycholinguistics, phonology, morphology, and corpus-based pedagogy provides a rich theoretical foundation for informed instructional practice. This section reviews key contributions from each domain that shaped the present study.

Research in first and second language acquisition has consistently demonstrated systematic patterns in how learners develop linguistic competence. Moskowitz's (1978) observation that children acquire language in remarkably similar ways highlights the universal aspects of language development. This principle extends to adult second language learners, who traverse predictable developmental sequences regardless of their first language background. Folse (2009) emphasizes that learners' goals in studying English—whether improving conversation skills or preparing for university entrance examinations—should determine how much and what kind of grammar they study. This goal-oriented approach ensures that instruction remains relevant and motivating for learners with specific objectives.

Warren's (2013) comprehensive analysis of psycholinguistic processes distinguishes between comprehension and production mechanisms. Comprehension involves perceiving and recognizing linguistic elements, processing words, and constructing meaning from sentence structures. Production, conversely, entails transforming underlying intentions into articulated messages through stages of planning and word selection. These distinct cognitive processes

may engage different neural pathways and draw upon varying cognitive resources, potentially explaining individual differences in skill preferences among learners.

The distinction between phonetics and phonology, as articulated by McMahon (2020), has significant pedagogical implications. While phonetics documents the infinite variability of speech sounds across individual speakers and utterances, phonology abstracts away from this variation to identify systematic, meaningful patterns. Yavas (2016) underscores a fundamental principle for language teaching: "letters can only tell us about spelling and cannot be used as reliable tools for pronunciation, the first rule in studying phonetics and phonology is to ignore spelling and focus only on the sounds of utterances" (p. 2). This insight guided the selection of phonological topics such as homophones and vowel distinctions.

Morphological awareness contributes significantly to vocabulary expansion and reading comprehension. Payne (2011) explains that stress shifts in noun-verb pairs involve corresponding vowel quality changes, noting that "vowel reduction occurs in unstressed syllables" (p. 87). Understanding these patterns helps learners distinguish between words like "record" (noun) and "record" (verb). Similarly, Zeh (2017) demonstrates the power of prefix knowledge, observing that "knowing the meaning of the prefix 'mis-' meaning 'wrongly' can enable the student to figure out that 'mishear' means 'to hear incorrectly or wrongly'" (p. 4). Such morphological insights enable learners to decode unfamiliar vocabulary independently.

Green (2018) defines a language corpus as "a collection of written and transcribed spoken texts stored on a computer or web server," often used with concordance programs to analyze language patterns for teaching and research purposes. Corpus-based instruction offers authentic language examples that bridge the gap between simplified textbook models and real-world language use. Bardovi-Harlig, Mossman, and Vellenga (2015) propose a systematic approach to corpus selection for materials development, considering four factors: mode (spoken or written English), context (academic or general setting), speakers (age-appropriate populations), and region (geographically relevant varieties). This framework ensures that corpus examples align with learners' needs and target contexts.

This study employed a qualitative, practitioner-research approach to document and analyze the process of designing and implementing theoretically informed, corpus-based grammar instruction for upper-intermediate Multilevel learners. The methodology encompassed needs analysis, topic selection, materials development, and classroom implementation.

The participants were upper-intermediate English language learners preparing for the Multilevel examination. The class consisted of six students whose language needs, proficiency levels, and learning goals were assessed through initial diagnostic activities and ongoing observation. Their preparation focused on achieving competitive band scores for university admission or professional certification.

The instructional design process began with systematic analysis of students' linguistic challenges across multiple domains. In grammar and syntax, persistent difficulties with complex sentence structures have been observed, particularly involving noun phrases. In morphology, students frequently mispronounced noun-verb pairs by failing to shift stress appropriately and struggled to deduce word meanings from prefixes. In phonology, they encountered difficulties distinguishing homophones in listening tasks and producing accurate vowel distinctions.

**Discussion.** Based on this analysis, certain topics including balanced teachability with usefulness for Multilevel success is selected:

<b>Morphology</b>	<b>Phonology</b>	<b>Grammar and Syntax</b>
1. Understanding Suprafix in English: Stress Shift in Noun-Verb Pairs 2. Prefixes to Express Opposite Meanings.	1. Commonly Confused Homophones in Listening 2. Recognizing and Pronouncing English Monophthongs: Short and Long Vowels.	The Noun Phrase

To teach noun phrases, the Corpus of Contemporary American English (COCA) (<https://www.english-corpora.org/coca/>) is employed, as the textbook used as a main grammar book "Destination B2" contained insufficient authentic examples. Following Bardovi-Harlig, Mossman, and Vellenga's (2015) framework, examples were selected based on four factors: mode (academic and general English relevant to Multilevel exam), context (academic settings appropriate for test preparation), speakers (age-appropriate language users), and region (primarily North American English, which predominates in available corpora).

The corpus search process presented certain challenges. COCA imposes word limits on searches, requiring careful planning and sometimes necessitating waiting periods to regain access. The lesson on noun phrases followed a structured sequence. First, students completed a matching activity that required them to connect noun phrases with their definitions, serving as a pre-lesson diagnostic and engagement tool. Next, a table with organized noun phrases based on corpus-derived examples and source information is distributed for each student.

This visual organization helped students comprehend the structure and function of noun phrases in context. Following explanation and discussion, students become aware of corpus-based tools, demonstrating how to use COCA and MICASE independently. Students then practiced using these tools to explore language patterns on their own.

### **Results.**

Consistent with Moskowitz's (1978) observations, my students demonstrated predictable patterns in their language acquisition processes. The systematic error of maintaining question inversion in embedded clauses—producing "I don't know where is she?" rather than "I don't know where she is?"—reflects a common developmental stage in which learners overgeneralize question formation rules. This pattern emerged across students regardless of their first language backgrounds, supporting the universality of certain acquisition sequences.

The correlation between personality traits and skill preferences warrants careful interpretation. The three students who excelled in receptive skills (reading and listening) exhibited introverted characteristics, while those who demonstrated greater enthusiasm for productive skills (writing and speaking) displayed extroverted tendencies. This observation aligns with Warren's (2013) distinction between comprehension and production processes, which may draw upon different cognitive and affective resources. Introverted learners may find the internal, reflective nature of comprehension more comfortable, while extroverted learners may thrive in the externally oriented, interactive demands of production. However, the small sample size precludes definitive conclusions, and individual variation within personality categories remains substantial.

The selection of stress shift patterns for noun-verb pairs addressed a specific pronunciation need. Students had previously pronounced words like "record" and "export" identically regardless of grammatical function, potentially causing confusion for listeners. Explicit instruction in suprafixed patterns—where stress shift alone distinguishes grammatical category—helped students recognize and produce these distinctions. As Payne (2011) notes, accompanying vowel reduction in unstressed syllables further contributes to natural-sounding pronunciation.

Teaching prefixes to express opposite meanings addressed both vocabulary expansion and reading comprehension. Students who previously struggled to guess word meanings in Multilevel passages gained strategies for decoding unfamiliar vocabulary through morphological analysis. Zeh's (2017) example of "mishear" illustrates how prefix knowledge enables learners to infer meaning independently, reducing reliance on dictionaries and improving reading fluency.

Phonological instruction focused on commonly confused homophones and vowel distinctions addressed specific listening comprehension challenges. Following Yavas's (2016) principle of prioritizing sounds over spelling, activities emphasized auditory discrimination and production practice. Students reported increased confidence in distinguishing words like "ship" and "sheep" during listening tasks, suggesting that explicit phonological instruction transfers to improved comprehension.

Using COCA to teach noun phrases presented both obstacles and opportunities. The word limit imposed by the free version of COCA initially hindered efficient example collection, requiring multiple search sessions and careful planning to maximize each access period. This technical limitation, while frustrating, ultimately encouraged more thoughtful selection of search terms and examples.

Despite these challenges, the corpus-based approach yielded significant benefits. The authentic examples from COCA demonstrated noun phrase usage in contexts that resonated with students' academic and test-preparation needs.

As Bardovi-Harlig, Mossman, and Vellenga (2015) advocate, selecting examples based on mode, context, speakers, and region ensured relevance and appropriacy. Students responded positively to the real-world examples, finding them "more relatable and insightful" than textbook sentences. The source documentation for each example enabled curious students to explore further, fostering autonomous learning habits.

The instructional sequence—beginning with a matching activity, progressing to the organized table, and culminating in independent corpus use—scaffolded students' understanding effectively. The initial activity activated prior knowledge and generated curiosity, while the table provided structured exposure to target forms. By the time students practiced using COCA and MICASE independently, they possessed sufficient understanding to navigate these tools purposefully.

Student reactions to corpus-based tools were notably positive. Initial curiosity about using these resources evolved into genuine engagement as students discovered the wealth of authentic language examples available. Some students expressed that seeing language in real-world contexts helped them understand how noun phrases function beyond textbook rules. This enthusiasm for independent exploration suggests that corpus-based instruction not only

teaches specific grammatical structures but also develops valuable language learning strategies.

**Conclusion.** This study demonstrates that integrating theoretical principles from language acquisition research, psycholinguistics, phonology, and morphology with corpus-based teaching tools creates powerful learning opportunities for Multilevel preparation students. Several key conclusions emerge from this practitioner research.

First, systematic observation of students' language acquisition patterns provides essential guidance for instructional planning. Recognizing that learners traverse predictable developmental sequences—such as the overgeneralization of question inversion in embedded clauses—enables teachers to address common errors with appropriate explanations and practice activities. Understanding individual differences, including the potential relationship between personality traits and skill preferences, allows for differentiated support that respects learners' diverse orientations.

Second, theoretically informed topic selection ensures that instruction addresses genuinely useful linguistic features. The choices of stress shift patterns, prefixes, homophones, vowel distinctions, and noun phrases all responded to documented student needs while drawing on established research about how these features function in English. This alignment between theory and practice enhances both the relevance and effectiveness of instruction.

Third, corpus-based tools like COCA offer invaluable resources for bridging textbook knowledge and authentic language use. Despite practical challenges such as access limitations and word restrictions, the benefits of corpus-based instruction justify the effort required to overcome these obstacles. Authentic examples make abstract grammatical concepts concrete, demonstrate language in context, and empower students to explore patterns independently.

Fourth, the structured integration of corpus materials into lessons—through pre-activities, organized presentations, and hands-on practice—maximizes their pedagogical value. Students need guidance in navigating corpus tools and interpreting results, particularly during initial exposure. Once they develop basic competence, however, they can increasingly use these tools autonomously, extending their learning beyond the classroom. Based on these findings, several recommendations emerge for teachers considering similar approaches. When using corpus tools, anticipate technical limitations and plan searches strategically to maximize access. Document sources meticulously to enable

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