THE EFFECT OF CORPUS-BASED INSTRUCTION ON EFL LEARNERS' USE OF ACADEMIC VOCABULARY

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Abstract. This article examines the impact of corpus-based instruction on English as a Foreign Language (EFL) learners' acquisition and application of academic vocabulary.

Through a comprehensive analysis of existing literature, the study investigates how corpus-based approaches enhance vocabulary learning compared to traditional teaching methods. The research synthesizes findings from diverse educational contexts across multiple countries and analyzes the pedagogical implications. Results indicate that corpus-based instruction significantly improves EFL learners' academic vocabulary acquisition, retention, and appropriate usage in academic writing. The findings suggest that integrating corpus tools into language instruction provides authentic learning experiences that develop learners' autonomous vocabulary learning strategies and metalinguistic awareness.

Keywords: corpus linguistics, EFL instruction, academic vocabulary, data-driven learning, language acquisition.

ВЛИЯНИЕ КОРПУСНОГО ОБУЧЕНИЯ НА ИСПОЛЬЗОВАНИЕ УЧАЩИМИСЯ EFL АКАДЕМИЧЕСКОЙ ЛЕКСИКИ

Аннотация. В данной статье рассматривается влияние корпусного обучения на усвоение и применение академической лексики студентами, изучающими английский язык как иностранный (EFL). Посредством комплексного анализа существующей литературы исследуется, как корпусные подходы улучшают изучение лексики по сравнению с традиционными методами обучения. Исследование синтезирует результаты из различных образовательных контекстов разных стран и анализирует педагогические последствия. Результаты показывают, что корпусное обучение значительно улучшает усвоение академической лексики, её запоминание и правильное использование в академическом письме у изучающих английский язык. Выводы свидетельствуют о том, что интеграция корпусных инструментов в языковое обучение обеспечивает аутентичный учебный опыт, который развивает автономные стратегии изучения лексики и металингвистическое сознание учащихся.

Ключевые слова: корпусная лингвистика, обучение EFL, академическая лексика, обучение на основе данных, усвоение языка.

KORPUS ASOSIDAGI TA'LIMNING CHET TILI SIFATIDA INGLIZ TILINI O'RGANUVCHILARNING AKADEMIK LUG'AT BOYLIGIDAN FOYDALANISHIGA TA'SIRI

Annotatsiya. Ushbu maqolada korpus asosidagi ta'limning chet tili sifatida ingliz tilini o'rganuvchilarning akademik lug'at boyligini o'zlashtirishi va qo'llashiga ta'siri o'rganiladi. Mavjud adabiyotlarning keng qamrovli tahlili orqali, korpus asosidagi yondashuvlar an'anaviy o'qitish usullariga nisbatan lug'at o'rganishni qanday yaxshilashi tadqiq etiladi. Tadqiqot turli mamlakatlardagi ta'lim kontekstlaridan olingan natijalarni umumlashtiradi va pedagogik ta'sirlarni tahlil qiladi.

Natijalar shuni ko'rsatadiki, korpus asosidagi ta'lim ingliz tilini o'rganuvchilarning akademik lug'at boyligini o'zlashtirish, eslab qolish va akademik yozuvda to'g'ri qo'llash ko'nikmalarini sezilarli darajada yaxshilaydi. Xulosalar shuni ko'rsatadiki, korpus vositalarini til o'qitishga integratsiya qilish o'quvchilarning mustaqil lug'at o'rganish strategiyalari va metalingvistik bilimlarini rivojlantiradigan haqiqiy o'quv tajribasini ta'minlaydi.

Kalit so'zlar: *korpus lingvistikasi, EFL ta'limi, akademik lug'at boyligi, ma'lumotlarga asoslangan o'rganish, til o'zlashtirish.*

INTRODUCTION

Academic vocabulary proficiency constitutes a critical component of successful language learning, particularly for EFL students pursuing higher education or professional careers in English-speaking environments [1]. Mastering academic vocabulary presents significant challenges for these learners, as such lexical items rarely appear in conversational contexts and often require specialized instruction [2]. Traditional vocabulary teaching approaches have relied heavily on decontextualized memorization, which frequently fails to develop learners' ability to use academic vocabulary appropriately in authentic contexts [3].

In recent decades, corpus linguistics has emerged as a promising field that provides new methodological approaches to language teaching. Corpus-based instruction (CBI) utilizes large, systematized collections of authentic texts to expose learners to genuine language use patterns [4]. This approach potentially offers significant advantages for academic vocabulary acquisition by providing authentic contexts, revealing collocational patterns, and enabling data-driven learning opportunities. Despite growing interest in corpus-based pedagogies, questions remain about their effectiveness specifically for academic vocabulary development among EFL learners with varying proficiency levels and in diverse educational contexts [5].

METHODOLOGY AND LITERATURE REVIEW

This study employs a comprehensive literature review methodology, analyzing research on corpus-based instruction in EFL contexts. The literature was sourced from major academic databases including ERIC, Scopus, Web of Science, and specialized linguistics journals. Sources encompass studies conducted across diverse geographical contexts, including European, Asian, American, and Uzbek educational settings, providing a global perspective on corpus-based vocabulary instruction [6].

The theoretical framework for this analysis draws primarily from Nation's vocabulary acquisition theories, Sinclair's work on corpus linguistics, and Schmidt's noticing hypothesis [7]. These theoretical perspectives provide a foundation for understanding how corpus-based approaches facilitate vocabulary learning through enhanced input, pattern recognition, and learner autonomy.

Early research by Cobb and Horst demonstrated that concordance-based activities significantly enhanced learners' depth of vocabulary knowledge compared to dictionary-based approaches [8]. Their findings revealed that corpus consultation helped learners develop richer understanding of collocational patterns and usage contexts. Building on this foundation, Yoon's longitudinal study documented how corpus tools fostered autonomous learning strategies and metacognitive awareness among advanced EFL learners [3].

More recent research has examined specific corpus tools and methodologies. Boulton and Cobb's meta-analysis of 64 studies reported substantial learning gains from corpus-based vocabulary instruction across proficiency levels [9].

Their analysis identified key factors influencing effectiveness, including training duration, interface design, and integration with broader curriculum objectives. Research by Uzbek scholars Azimova and Karimov investigated corpus applications in Central Asian contexts, finding that culturally relevant corpus examples significantly enhanced learning outcomes for local students [6].

The literature reveals several methodological approaches within corpus-based instruction: teacher-mediated concordance activities, guided corpus exploration tasks, and autonomous corpus consultation. Each approach presents different advantages and challenges, with effectiveness often dependent on learners' proficiency level, technological literacy, and institutional resources [10].

RESULTS AND DISCUSSION

The analysis of existing research reveals several consistent patterns regarding the effectiveness of corpus-based instruction for academic vocabulary development among EFL learners. First, multiple studies demonstrate quantitatively superior vocabulary gains from corpus-based approaches compared to traditional teaching methods. Chen's comparative study reported 23% higher retention rates for academic vocabulary taught through corpus-based activities versus conventional definition-based instruction [5]. Similarly, Karlov's research documented significant improvements in appropriate usage contexts when learners engaged with corpus data rather than prescribed textbook examples [2].

The benefits of corpus-based instruction appear to be multidimensional. Beyond simple memorization, learners develop enhanced awareness of collocational patterns, register appropriateness, and disciplinary variations in academic vocabulary usage [4]. This deeper understanding translates into more accurate and sophisticated application in academic writing tasks. Qamarova's analysis of EFL learners' written outputs revealed that corpus-trained students demonstrated greater lexical sophistication and reduced miscollocations compared to control groups [7].

However, the effectiveness of corpus-based instruction varies according to several important factors. Learner proficiency level significantly influences outcomes, with intermediate and advanced learners typically benefiting more immediately than beginners [9]. This difference appears related to the linguistic complexity of corpus data and the cognitive demands of inductive learning approaches. Additionally, the interface design of corpus tools and the quality of preparatory training strongly impact learning outcomes. User-friendly interfaces with simplified search functions and adequate scaffolding yield better results for novice corpus users [8].

The integration of corpus-based activities within broader instructional frameworks also emerges as a critical factor. Isolated corpus consultations produce limited results compared to systematic integration into vocabulary development programs. The most effective implementations combine explicit instruction with guided corpus exploration followed by autonomous application opportunities [10].

Pedagogical implications include the need for teacher training in corpus methodologies, the development of level-appropriate corpus activities, and the creation of specialized academic corpus resources for particular disciplines. The research suggests that a gradual transition from teacher-mediated corpus activities to learner-directed exploration optimizes long-term vocabulary acquisition strategies.

CONCLUSION

This review of research demonstrates that corpus-based instruction offers significant advantages for developing EFL learners' academic vocabulary proficiency. Through exposure to authentic usage contexts, enhanced pattern recognition, and inductive learning opportunities, corpus-based approaches facilitate deeper vocabulary knowledge and more appropriate application in academic contexts. The evidence suggests that corpus tools provide particularly valuable support for understanding collocational patterns, register variations, and disciplinary conventions that traditional teaching methods often neglect.

However, successful implementation requires thoughtful consideration of learner characteristics, technological resources, and pedagogical integration. Teachers must develop sufficient corpus literacy to mediate learning experiences effectively and create appropriate scaffolding for different proficiency levels. Educational institutions should invest in accessible corpus resources and teacher training to maximize benefits.

Future research directions should include longitudinal studies examining the sustained impact of corpus-based instruction on vocabulary development, investigations of mobile corpus applications for ubiquitous learning, and exploration of multimodal corpus resources that incorporate visual and auditory elements. Additionally, more research is needed on adapting corpus approaches for specific cultural and educational contexts, particularly in underrepresented regions.

The findings support a balanced approach that integrates corpus-based instruction with other vocabulary teaching methodologies to address diverse learning needs and contexts. By leveraging the authenticity and richness of corpus data while providing appropriate guidance and scaffolding, educators can significantly enhance EFL learners' mastery of academic vocabulary—a critical component of successful academic and professional communication in English.

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