
The role of corpus-based activities in enhancing vocabulary knowledge among EFL learners

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Annotation *This study investigates the role of corpus-based activities in enhancing vocabulary knowledge among EFL learners. The main purpose of the study is to examine whether the integration of corpus-based materials and activities can improve learners' understanding and use of vocabulary in authentic contexts. A quasi-experimental research design was employed. The participants of the study were undergraduate EFL students who were divided into an experimental group and a control group. The experimental group received vocabulary instruction through corpus-based activities, while the control group was taught using traditional vocabulary teaching techniques. Data were collected through pre-tests and post-tests measuring learners' vocabulary knowledge, as well as a questionnaire exploring learners' perceptions of corpus-based learning. The results of the study revealed that students who were exposed to corpus-based activities demonstrated significantly higher improvement in vocabulary knowledge, particularly in the areas of contextual word use and collocational competence, compared to those who followed traditional instruction. The findings suggest that corpus-based activities play an important role in developing deeper and more accurate vocabulary knowledge among EFL learners and can serve as an effective pedagogical tool in vocabulary instruction.*

Keywords *Corpus-based activities, vocabulary knowledge, EFL learners, data-driven learning, collocational competence, lexical development*

Ingliz tilini xorijiy til sifatida o'rganuvchilarda lug'at bilimini rivojlantirishda korpusga asoslangan mashg'ulotlarning o'rni

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Annotatsiya *Ushbu tadqiqot EFL o'rganuvchilarida lug'at bilimini rivojlantirishda korpusga asoslangan mashg'ulotlarning samaradorligini o'rganishga qaratilgan. Tadqiqotning asosiy maqsadi lug'at o'qitish jarayoniga korpus materiallari va*

korpusga asoslangan mashg'ulotlarni joriy etish talabalarning so'zlarni real kontekstda tushinishi hamda ularni to'g'ri qo'llash qobiliyatini qanchalik rivojlantirishini aniqlashdan iborat. Tadqiqotda kvazi-eksperimental dizayn qo'llanildi. Ishtirokchilar oliy ta'lim muassasasida tahsil olayotgan EFL talabalari bo'lib, ular tajriba va nazorat guruhlariga ajratildi. Tajriba guruhida lug'at o'qitish korpusga asoslangan mashg'ulotlar orqali tashkil etildi, nazorat guruhida esa an'anaviy lug'at o'qitish usullari qo'llanildi. Ma'lumotlar lug'at bilimini aniqlash uchun o'tkazilgan old test va yakuniy testlar hamda talabalar fikrini o'rganishga qaratilgan so'rovnomalar orqali to'plandi. Natijalar korpusga asoslangan mashg'ulotlarda qatnashgan talabalar lug'at bilimida, ayniqsa so'zlarning kontekstda qo'llanishi va kollokatsion kompetensiya jihatidan, sezilarli darajada yuqori natijalarga erishganini ko'rsatdi. Bu esa korpusga asoslangan yondashuv lug'at o'rganishda samarali pedagogik vosita ekanini tasdiqlaydi.

Kalit so'zlar *Korpusga asoslangan mashg'ulotlar, lug'at bilimlari, Ingliz tilini xorijiy til sifatida o'rganuvchilar, ma'lumotga asoslangan o'rganish (Data-driven learning), kollokatsion kompetensiya, leksik rivojlanish*

Роль корпусно-ориентированных заданий в развитии лексических знаний у изучающих английский язык как иностранный (EFL)

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Аннотация *Данное исследование направлено на изучение роли корпусно-ориентированных заданий в развитии словарных знаний у изучающих английский язык как иностранный (EFL). Основной целью исследования является определение эффективности использования корпусных материалов и заданий в формировании умения понимать и употреблять лексику в аутентичном контексте. В исследовании был применён квази-экспериментальный дизайн. В качестве участников выступили студенты высшего учебного заведения, изучающие английский язык как иностранный, которые были разделены на экспериментальную и контрольную группы. В экспериментальной группе обучение лексике осуществлялось с использованием корпусно-ориентированных заданий, тогда как в контрольной группе применялись традиционные методы обучения лексике. Сбор данных осуществлялся с помощью входного и итогового тестов на знание лексики, а также анкетирования с целью выявления отношения*

студентов к корпусно-ориентированному обучению. Результаты исследования показали, что студенты экспериментальной группы продемонстрировали значительно более высокий рост уровня словарных знаний, в частности в области употребления слов в контексте и развития collocational компетенции, по сравнению со студентами контрольной группы. Полученные данные свидетельствуют о том, что корпусно-ориентированные задания являются эффективным педагогическим средством для формирования более глубоких и точных лексических знаний у изучающих английский язык как иностранный.

Ключевые слова

Корпусно-ориентированные задания, лексические знания, изучающие английский язык как иностранный (EFL), обучение на основе данных (Data-driven learning), collocational компетенция, лексическое развитие

Introduction

English is becoming so global as a second language all over the world. However, it is not communication device anymore, today it is more than that. Through this language people are enhancing social, economic and cultural bonds (Husan, Kalim, 2024). All these require high language proficiency which can be acquired with help of good range of vocabulary. The more vocabulary students learn, the more effectively they can carry on a conversation.

However, nowadays, traditional vocabulary teaching methods like memorization, translation is not considered very helpful as they fail to provide authentic language exposure, which may limit learners' ability to use words correctly in context. The new generation is demanding the strategies, methods which make them ready for the real-life situations. Researchers have therefore increasingly emphasized the need for instructional approaches that expose learners to authentic language use and allow them to explore vocabulary in meaningful contexts.

In recent years, corpus-based language teaching has gained considerable attention. A corpus is the a large electronically stored collection of authentic spoken or written texts that can be analysed using specialized software

tools. Corpus-based activities helps learners to acquire how words or expressions occur naturally in real language data. Corpora provides rich and reliable sources of language use and allow learners to notice typical word combinations and grammatical structures that are often missed in traditional teaching materials and to activate accurately (Hunston, 2002). By interacting with real language data, learners are encouraged to move beyond memorization and develop a deeper understanding of how vocabulary functions in context.

Therefore, the present study shows to analyze the role of corpus-based activities in enhancing vocabulary knowledge among EFL learners. More specifically, how corpus-based learning contributes to learners' understanding of word meaning, usage patterns and collocations, and how such activities support the development of more accurate and contextually appropriate vocabulary use are examined in this article.

Method

As this study requires more complex method to investigate the role of corpus-based activities in enhancing vocabulary knowledge of EFL learners, mixed method was most suitable one. The aim of this study is identifying the role of importance in improving the

vocabulary knowledge of EFL learners so quantitative and qualitative method is very helpful to reach this aim (Creswell & Plano Clark, 2018). As a design of this study, quasi-experimental approach is chosen because participants are already in academic groups, not in randomly ones (Shadish, Cook, & Campell, 2002).

This experiment place is higher education: university. Two groups are chosen: one is as an experimental, the other is as a control group. In both groups, the participants level of English is intermediate. The first group (experimental) learns the language through the corpus-based learning while the other one (control) uses traditional learning methods.

In experimental groups, teaching materials are given based on the data-driven learning. This approach helps learners to study with the authentic materials which show the usage of appropriate words in real life contexts and to identify the lexical patterns of words freely (Boulton, 2010). With the help of corpus-based materials, students learn the words meaning in context, collocations and grammatical features. This method is considered very useful in understanding the competence of words in real life situations (Hunston, 2002).

In contrast, control group is taught with traditional methods. Teacher gives traditional books, simple examples and exercises. In both groups, theme, time and lexical resources are the same.

To collect reliable data, vocabulary tests and background and perceptual questionnaire are used. At the beginning of the experiment, pre-tests, at the end, post-tests are done. Tests cover students' vocabulary knowledge and abilities how to use them (Nation, 2013).

With help of tests, collected data are statistically analyzed, the differences of groups are compared to get the real results. The quality data come from the questionnaires.

Therefore, this approach (quasi-experimental) is very effective to get reliable

results of vocabulary knowledge of EFL learners.

Discussion

In recent years, the importance of the vocabulary knowledge in learning languages is becoming very popular. According to the researchers, vocabulary knowledge is crucial for not only translating texts but also making effective communication and writing. Modern approaches help learners to analyze the form, meaning, grammatical competence of the words, collocations, usage and pragmatic features as well as its translation. These approaches are explained with detail in the book "Learning vocabulary in another language". Nation (2013) says that to achieve effective learning vocabulary, learners should face the words in real and meaningful context repeatedly.

In another hand, traditional methods are so stuck in learning the words separately, short descriptions or unreal examples. These methods are not helpful to teach the learners using the words in real-life situations as the words are robotically learned. Therefore, in last years, corpus-based methods are gaining huge interests by many researchers and linguists. Corpus includes materials taken from real and natural speech and this allows students to observe the usage of words practically. Good examples of theoretical data of using such methods pedagogically are given in the work "Corpora in Applied Linguistics". According to Hunston (2002), using corpus helps to analyze the syntactic patterns, collocations and usage sphere of the words and this process has didactic importance in teaching.

In addition, several experiments confirm the effectiveness of corpus-based activities. For example, Chen (2011) conducted the research and concluded that the learners used this approach acquired the vocabularies and used them better than those who used the traditional ones. Then, Yoon and Hirvela (2004) noted that in writing, the level of accuracy of using and choosing vocabulary increased after the corpus-based vocabularies.

Experiments done by Ozcan and Paker (2017) shows that in EFL learning, corpus-based approaches effected how well students use the words in appropriate contexts and noticing abilities are also increased.

However, according to the Boulten (2010) and Chambers (2019), corpus-based activities are not always efficient because they may be difficult for beginner level learners, as they are not able to analyze or notice the words linguistically.

Generally, corpus-based methods show the effective advantages for EFL learners based on these many experiments. When the level of the students or learners are chosen correctly, these methods help them to learn the language in real and authentic situation.

Results of experiment

The results of the experiment clearly demonstrate the effectiveness of corpus-based methods in improving the vocabulary knowledge of EFL learners. In the study, two groups of students were compared in order to obtain reliable and objective results. The experimental group participated in corpus-based vocabulary activities, while the control group continued learning vocabulary through traditional teaching methods such as textbook exercises and teacher explanations.

The pre-test results indicated that there was no significant difference between the two groups at the beginning of the experiment. Both groups showed a similar level of vocabulary knowledge and usage because the students had previously studied in the same educational environment and had received similar instruction before the experiment started.

However, the results of the post-test revealed clear differences between the groups. Students in the experimental group demonstrated a noticeable improvement in their ability to use vocabulary appropriately in real contexts. They were better able to understand how words function in authentic sentences and how they combine with other words. Many students also reported that

corpus tools helped them discover word meanings and examples independently. This allowed them to choose vocabulary that best fits the context without relying heavily on the teacher's explanation.

Despite these positive outcomes, some students experienced certain difficulties during the experiment. For example, several participants mentioned that it was sometimes challenging to identify the core meaning of sentences when analyzing corpus examples. In addition, a few students reported time limitations and initial difficulties in adapting to new technologies and corpus tools.

Nevertheless, with the teacher's guidance, clear instructions, and continuous practice, most of these problems gradually decreased. By the end of the experiment, students became more comfortable using corpus resources and applying them in their learning process.

Overall, the findings of this study suggest that corpus-based approaches can significantly enhance vocabulary learning for EFL students. They not only improve vocabulary knowledge but also help learners understand how words are used in authentic communication and real-life contexts.

Conclusion

This article analyzed the role of corpus-based activities in improving vocabulary knowledge among EFL learners. The results of the experiment demonstrated that corpus-based learning activities play a significant role in developing students' vocabulary skills. These activities provide learners with authentic language data and allow them to explore how words are used in real communicative contexts. Unlike traditional vocabulary teaching methods, which often rely on limited or artificially created examples, corpus-based approaches expose students to real-life language usage.

Through corpus analysis, learners are able to observe patterns of word usage, collocations, and contextual meanings more effectively. This process encourages students to

become more independent learners because they actively search for meanings and examples instead of relying solely on teachers or textbooks. As a result, they gain a deeper understanding of vocabulary and its practical application in communication.

Many linguists and language educators acknowledge that corpus-based methods

represent an important development in modern language teaching. These approaches not only enhance vocabulary acquisition but also improve learners' analytical skills and awareness of language use. Therefore, corpus-based activities can be considered an effective pedagogical tool for vocabulary instruction in EFL classrooms.

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