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**From context to communication:
using authentic texts to develop
EFL learners' lexical competence****Karimova Sharifa Turdaliyevna***karimova.sh.76@mail.ru*

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Annotation

This article examines the role of authentic texts in developing EFL learners' lexical competence and facilitating the transition from contextual understanding to communicative use. The study employs a qualitative, research-informed approach based on recent studies published mainly after 2020. It proposes a four-stage instructional framework consisting of pre-text activation, while-text contextual analysis, post-text lexical consolidation, and communicative transfer. The findings indicate that authentic texts provide meaningful exposure to vocabulary in context and support learners' understanding of lexical meaning, collocations, pragmatic use, and appropriate language choice. However, their effectiveness depends on appropriate text selection, systematic scaffolding, learner needs, and purposeful communicative tasks. The study concludes that a context-to-communication approach can effectively connect receptive vocabulary knowledge with productive lexical use and contribute to the systematic development of EFL learners' lexical competence. This framework also promotes greater learner autonomy, contextual awareness, lexical retention, and confidence in using newly acquired vocabulary across diverse academic and real-life communicative situations.

Keywords

Authentic texts, EFL, lexical competence, vocabulary acquisition, contextual learning, collocation, communicative competence, lexical transfer

**Kontekstdan kommunikatsiyaga:
autentik matnlar asosida ingliz
tilini xorijiy til sifatida
o'rganuvchilarning leksik
kompetensiyasini rivojlantirish****Karimova Sharifa Turdaliyevna***karimova.sh.76@mail.ru*

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Annotatsiya

Mazkur maqolada autentik matnlarning ingliz tilini xorijiy til sifatida o'rganuvchi talabalarning leksik kompetensiyasini rivojlantirish hamda kontekstual tushunishdan kommunikativ qo'llashga o'tishdagi o'rni tadqiq etiladi. Tadqiqot asosan 2020-yildan keyin nashr etilgan zamonaviy ilmiy manbalarga asoslangan sifat va tadqiqotga yo'naltirilgan yondashuvdan foydalanadi. Maqolada matndan oldingi faollashtirish, matn bilan ishlash jarayonidagi kontekstual tahlil, matndan keyingi leksik mustahkamlash va kommunikativ transferdan iborat to'rt bosqichli metodik model taklif etiladi. Natijalar autentik matnlar lug'at birliklarini tabiiy kontekstda o'rganish imkonini yaratishi hamda leksik ma'no, kollokatsiyalar, pragmatik qo'llanish va vaziyatga mos til vositalarini tanlashni rivojlantirishini ko'rsatadi. Biroq ularning samaradorligi matnlarni to'g'ri tanlash, tizimli pedagogik yordam, talabalarning ehtiyojlari va maqsadli kommunikativ topshiriqlarga bog'liq hisoblanadi. Tadqiqot kontekstdan kommunikatsiyaga yo'naltirilgan yondashuv

retseptiv lug'at bilimlarini produktiv leksik qo'llash bilan samarali bog'lashini ko'rsatadi. Mazkur model, shuningdek, talabalarning mustaqilligi, kontekstual anglash qobiliyati, leksik birliklarni uzoq muddat eslab qolishi va yangi o'zlashtirilgan lug'atni akademik hamda real kommunikativ vaziyatlarda ishonch bilan qo'llashiga xizmat qiladi.

Kalit so'zlar *Autentik matnlar, EFL, leksik kompetensiya, lug'at o'zlashtirish, kontekstual o'rganish, kollokatsiya, kommunikativ kompetensiya, leksik transfer*

**От контекста к коммуникации:
развитие лексической
компетенции изучающих
английский язык как
иностранный на основе
аутентичных текстов**

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Аннотация *В данной статье рассматривается роль аутентичных текстов в развитии лексической компетенции студентов, изучающих английский язык как иностранный, а также в обеспечении перехода от контекстуального понимания к коммуникативному использованию лексики. Исследование основано на качественном, научно обоснованном подходе с опорой преимущественно на современные исследования, опубликованные после 2020 года. Предлагается четырёхэтапная методическая модель, включающая предтекстовую активизацию, контекстуальный анализ в процессе работы с текстом, послетекстовое закрепление лексики и коммуникативный перенос. Результаты показывают, что аутентичные тексты обеспечивают содержательное освоение лексики в естественном контексте и способствуют пониманию лексического значения, коллокаций, прагматического употребления и уместного выбора языковых средств. Однако их эффективность зависит от правильного отбора текстов, систематической педагогической поддержки, потребностей обучающихся и целенаправленных коммуникативных заданий. Делается вывод, что подход «от контекста к коммуникации» позволяет эффективно связать рецептивное знание лексики с её продуктивным использованием. Предложенная модель также способствует развитию самостоятельности обучающихся, контекстуальной осведомлённости, прочности усвоения лексики и уверенности в использовании новых лексических единиц в различных академических и реальных коммуникативных ситуациях.*

Ключевые слова *Аутентичные тексты, EFL, лексическая компетенция, усвоение лексики, контекстуальное обучение, коллокация, коммуникативная компетенция, лексический перенос*

Introduction

Vocabulary is central to meaningful language use. Although learners may possess grammatical knowledge, limited lexical resources can restrict comprehension, interaction, and precise expression. Contemporary EFL pedagogy therefore views vocabulary learning not as memorising isolated word–translation pairs, but as developing knowledge of form, meaning, use, phraseology, context, and communicative purpose. Authentic texts – such as news reports, interviews, reviews, advertisements, professional webpages, and institutional announcements – are created for genuine communicative purposes rather than primarily for language teaching (British Council, n.d.). They expose learners to natural lexical combinations, register, pragmatic meanings, and cultural references that may be reduced in simplified materials. Recent research reports positive links between authentic materials and vocabulary development. Vocabulary gains and the relevance of authentic materials to EFL vocabulary learning have been reported in several studies (Akib, 2020; Marpaung & Situmeang, 2020; Urazbaeva, 2021). Career-related authentic materials can also support specialised vocabulary, while authentic resources contribute to competence, motivation, and meaningful language exposure (Park, 2024; Rahimov, 2024; Zvarych et al., 2024). Contextual learning with corpora and authentic texts has also been connected with vocabulary teaching and the development of future English teachers' professional lexical competence (Abidjanova, 2024; Botakoz, 2024).

However, authentic texts may contain unfamiliar vocabulary, dense syntax, and cultural assumptions. Their effectiveness therefore depends on how teachers transform authentic input into structured learning that moves from contextual comprehension to accurate and transferable lexical use. This

article analyses how authentic texts contribute to EFL learners' lexical competence and proposes a context-to-communication framework. It focuses on the dimensions of lexical competence developed through authentic input, the stages connecting exposure with productive use, and the conditions required for effective classroom implementation.

Literature review

Lexical competence extends beyond knowing a word's definition. It includes recognising lexical items, interpreting them in context, understanding collocations and grammatical behaviour, distinguishing register and pragmatic force, and retrieving vocabulary for communication. Vocabulary instruction should therefore move beyond decontextualised memorisation.

Authentic discourse supports this multidimensional knowledge because words occur in meaningful lexical networks. News and professional texts, for example, reveal collocations, evaluative language, reporting verbs, discourse markers, specialised terminology, and formulaic sequences, helping learners move from receptive recognition toward productive control. Authentic materials expose learners to language shaped by genuine communicative purposes. Vocational authentic materials have been shown to support career-related vocabulary, while authentic resources have also been associated with broader foreign-language competencies, motivation, and the need for careful task design (Park, 2024; Rahimov, 2024; Zvarych et al., 2024). Empirical studies likewise support authentic resources for vocabulary learning, including improved vocabulary outcomes, lexical retention, contextual application, engagement, and communicative competence (Akib, 2020; Juraev, 2026; Marpaung & Situmeang, 2020). The evidence suggests that authentic input is most useful when learners actively process target vocabulary. A key

challenge is the gap between recognising vocabulary and using it appropriately. Authentic-text instruction can address this through staged processing: activating prior knowledge, inferring meaning from context, consolidating form–meaning–use relationships, and reusing target vocabulary in new communicative situations. This progression forms a context-to-communication continuum. The instructional goal is transfer: learners should recontextualise useful lexical items in discussions, presentations, problem-solving tasks, or writing. Such transfer distinguishes lexical competence from short-term comprehension. Because authentic texts can be demanding, selection should consider relevance, proficiency level, lexical density, reusable vocabulary, and follow-up task potential. The pedagogical relevance of authentic texts for intercultural competence further reinforces the need to consider cultural accessibility in text selection (Matyokubova, 2024). Rather than simplifying the text itself, teachers can adjust task difficulty through glosses, guiding questions, selective reading, visual support, and limited pre-teaching.

Thus, accessibility need not eliminate authenticity. This principle is consistent with CEFR-oriented attention to purposeful language use and communicative competence (Council of Europe, n.d.). Appropriate scaffolding can direct attention to high-value vocabulary without requiring learners to understand every lexical item.

Methodology. This study uses a qualitative, research-informed design combining focused literature synthesis with pedagogical modelling. It identifies recurring findings in recent research and converts them into an instructional framework for developing lexical competence through authentic texts. The review prioritised scholarly publications from 2020 onward on authentic materials, EFL vocabulary learning, lexical competence, contextual instruction, and communicative development. Relevant ERIC-

indexed research on authentic-material-supported vocabulary learning was also consulted (ERIC, n.d.). Studies were considered in terms of lexical outcomes, characteristics of authentic input, pedagogical procedures, and implementation challenges. The synthesis informed a four-stage model: Pre-text Activation, While-text Contextual Analysis, Post-text Lexical Consolidation, and Communicative Transfer. The framework also builds on the author's previous work on digital authentic texts and lexical competence (Karimova, 2026a) and on the role of authentic materials in enhancing lexical resources (Karimova, 2026b). It addresses lexical-semantic knowledge, contextual-communicative understanding, collocational-pragmatic appropriacy, and reflective-transfer ability. For classroom use, texts should be selected for relevance, proficiency fit, lexical usefulness, length, cultural accessibility, and communicative potential. Teachers should prioritise a limited number of useful target items rather than attempt to teach every unknown word.

Stage	Primary purpose	Typical lexical actions	Expected outcome
1. Pre-text activation	Activate schemata and lexical expectations	prediction, semantic-field brainstorming, key-concept discussion	readiness to notice relevant vocabulary
2. While-text contextual analysis	Construct meaning from authentic discourse	context clues, word-family analysis, reference tracking, noticing collocations	contextual comprehension and form–meaning links
3. Post-text lexical consolidation	Deepen and organise lexical knowledge	collocation banks, semantic maps, register/pragmatic comparison, sentence reconstruction	greater precision, retention, and appropriacy
4. Communicative transfer	Recontextualise vocabulary in new communication	discussion, role task, summary, problem-solving, presentation, short academic writing	productive and transferable lexical use

Table 1. *Context-to-communication framework for authentic-text-based lexical instruction*

Results and Discussion. The literature indicates four main contributions of authentic texts. First, they provide contextualised semantic evidence, encouraging learners to construct meaning from topic, discourse purpose, and surrounding lexical cues. The reported vocabulary gains support the value of active contextual processing (Akib, 2020; Marpaung & Situmeang, 2020). Second, authentic texts reveal collocational and phraseological behaviour. Learners can extract recurring combinations, compare alternatives, and build collocation banks, turning the source text into a reusable lexical resource. Third, authentic texts expose learners to pragmatic and register-sensitive vocabulary. Comparing news, institutional, professional, and informal texts can help learners understand how lexical choices express evaluation, certainty, politeness, criticism, or persuasion. Fourth, authentic texts support lexical transfer when learners reuse selected vocabulary beyond the original text. For example, vocabulary from an article on sustainable urban development can be applied in a discussion or short policy recommendation. The aim is flexible recontextualisation rather than repetition.

Authentic materials may also increase relevance and engagement. Links to vocational needs, real-life communication, and learner interests can strengthen motivation for repeated lexical attention and use (Park, 2024; Rahimov, 2024; Zvarych et al., 2024). Authenticity alone does not guarantee pedagogical value. Texts may be too dense, culturally opaque, or irrelevant. Teachers must therefore mediate authenticity through careful selection, limited lexical targets, scaffolding, and opportunities for transfer. The framework also links receptive and productive lexical knowledge. Learners first interpret vocabulary, then consolidate lexical relationships, and finally retrieve and adapt items for new purposes. Assessment can therefore consider contextual interpretation, collocational fit, pragmatic appropriacy, lexical precision, and transfer. At B2–C1 level, suitable sources include reputable news and magazine articles, institutional webpages, interviews, professional blogs, reports, and discipline-related texts. Tasks may involve identifying stance, inferring nuanced meaning, analysing lexical bundles and connotation, and transferring vocabulary into academic or professional communication. Overall, authentic

texts are most effective when combined with careful selection, scaffolding, lexical focus, repeated processing, and communicative reuse. The proposed model operationalises these conditions by moving from comprehension toward independent language use.

Conclusion

Authentic texts can develop EFL lexical competence by presenting vocabulary within meaningful discourse and linking form and meaning with context, collocation, register, pragmatic function, and communicative purpose. The proposed four-stage framework—pre-text activation, while-text

contextual analysis, post-text lexical consolidation, and communicative transfer—moves learners from noticing and interpreting vocabulary to organising, retrieving, and reusing it. Communicative transfer is crucial because it shows whether lexical knowledge can function beyond the source text. Effective use of authentic texts requires principled selection, purposeful lexical targets, appropriate scaffolding, and productive follow-up tasks. Future empirical research should test the framework across proficiency levels and examine lexical retention, collocational accuracy, pragmatic appropriacy, and productive transfer.

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