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DEVELOPING STUDENTS' LEXICAL COMPETENCE THROUGH CORPUS-BASED APPROACHES IN INCLUSIVE EFL CLASSROOMS: A META-ANALYTIC AND EMPIRICAL PERSPECTIVE

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Abstract

Corpus-based training has changed the face of English as a Foreign Language (EFL) education by emphasizing authentic, data-driven language acquisition. This research investigates the use of corpus linguistics methods in inclusive EFL courses to improve lexical competency among learners. Using a meta-analysis and current empirical investigations, we investigate the instructional value, methodological diversity, and practical consequences of corpus-based approaches. Our findings illustrates that direct engagement with corpora promotes greater lexical awareness and autonomy and hybrid models perform best in inclusive situations. The research concludes with recommendations for integrating corpus tools into individualized education, emphasizing their importance in promoting fairness and efficacy in vocabulary development.

Keywords: corpus linguistics, lexical competency, EFL, inclusive education, data-driven learning, vocabulary acquisition.

РАЗВИТИЕ ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ПОМОЩЬЮ КОРПУСНЫХ ПОДХОДОВ В EFL ИНКЛЮЗИВНЫХ КЛАССАХ: МЕТААНАЛИТИЧЕСКАЯ И ЭМПИРИЧЕСКАЯ ПЕРСПЕКТИВА

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Аннотация

Обучение на основе корпусов изменило облик обучения английскому языку как иностранному (EFL), сделав акцент на аутентичном, основанном на данных освоении языка. В этом исследовании изучается использование методов корпусной лингвистики в инклюзивных курсах EFL для улучшения лексической компетенции учащихся. Используя метаанализ и текущие эмпирические исследования, мы изучаем учебную

ценность, методологическое разнообразие и практические последствия подходов, основанных на корпусах. Наши результаты показывают, что прямое взаимодействие с корпусами способствует большей лексической осведомленности и автономии, а гибридные модели лучше всего работают в инклюзивных ситуациях. Исследование завершается рекомендациями по интеграции инструментов корпусов в индивидуализированное образование, подчеркивая их важность в содействии справедливости и эффективности в развитии словарного запаса.

Ключевые слова: корпусная лингвистика, лексическая компетенция, EFL, инклюзивное образование, обучение на основе данных, приобретение словарного запаса.

INKLYUZIV EFL SINFLARDA KORPUSGA ASOSLANGAN YONDASHUVLAR ORQALI TALABALARNING LEKSIK KOMPETENSIYASINI RIVOJLANTIRISH: META-ANALITIK VA EMPIRIK NUQTAI NAZAR

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Abstrakt

Korpus asosidagi ta’lim ingliz tilini chet tili (EFL) sifatidagi ta’lim qiyofasini o‘zgartirib, haqiqiy, ma’lumotlarga asoslangan tilni o‘zlashtirishga urg‘u berdi. Ushbu tadqiqot inklyuziv EFL kurslarida o'quvchilarning leksik malakasini oshirish uchun korpus lingvistikasi usullaridan foydalanishni o'rganadi. Meta-tahlil va joriy empirik tadqiqotlardan foydalanib, biz korpusga asoslangan yondashuvlarning ko'rsatma qiymatini, uslubiy xilma-xilligini va amaliy oqibatlarini o'rganamiz. Bizning topilmalarimiz shuni ko'rsatadiki, korpus bilan to'g'ridan-to'g'ri aloqa ko'proq leksik xabardorlikka yordam beradi va avtonomiya va gibrid modellar inklyuziv vaziyatlarda eng yaxshi ishlaydi. Tadqiqot korpus vositalarini individuallashtirilgan ta'limga integratsiya qilish bo'yicha tavsiyalar bilan yakunlanadi va ularning so'z boyligini rivojlantirishda adolat va samaradorlikni ta'minlashdagi ahamiyatini ta'kidlaydi.

Kalit so'zlar: korpus lingvistikasi, leksik kompetentsiya, EFL, inklyuziv ta'lim, ma'lumotlarga asoslangan o'rganish, so'z boyligini o'zlashtirish.

Introduction

The discipline of English as a Foreign Language (EFL) instruction has seen an increase in emphasis on the use of corpus-based approaches to build learners' lexical competence. Lexical knowledge, which includes both lexical breadth and depth, is critical for developing communicative competence in an inclusive classroom. This article analyzes major studies on

corpus tools and data-driven learning methodologies for vocabulary acquisition. Lexical competence, or the knowing and use of words in context, is critical for learning a second language. As English continues to serve as a worldwide lingua franca, the capacity to comprehend and apply a vast lexical repertoire becomes increasingly vital, especially in inclusive classrooms with diverse learner profiles. In this setting, corpus linguistics has developed as an effective instructional tool, providing actual, empirical language data that can be incorporated into teaching materials and procedures. This research analyzes how corpus-based approaches improve lexical competence in EFL classes, as well as their relevance in inclusive contexts.

2. Literature Review.

Corpus linguistics, through data-driven learning (DDL), allows students to investigate real-world language usage, hence promoting inductive learning and vocabulary acquisition. Boulton and Cobb (2017) conducted a large-scale meta-analysis and found that corpus-based interventions significantly improve language outcomes, particularly in the domain of vocabulary growth. Their research highlights the difference between direct usage (in which students edit concordance data themselves) and indirect use (in which lecturers offer selected corpus data). Although both techniques improve lexical skills, direct interaction is more effective at promoting learner autonomy and long-term retention[1].

In an experimental study with Chinese university students, Liu and Lu (2022) discovered that corpus-based training improved vocabulary acquisition more than standard teaching approaches. Students that participated in guided corpus activities shown considerable improvements in vocabulary breadth and depth, with the advantages lasting over time. The study also emphasizes the value of teacher support and task scaffolding, especially in mixed-proficiency classes[2].

Khalaf used a generalized numerical simulation to assess lexical elements in language corpora. While the study is based on practical mathematics, its findings help to comprehend word frequency distributions and semantic clusters, which are useful for constructing learner-specific vocabulary profiles. This study highlights how interdisciplinary approaches can improve corpus

[1] Boulton, A., & Cobb, T. (2017). Corpus use in language learning: A meta-analysis. *System, 66*, 1–13. https://doi.org/10.1016/j.system.2017.01.009

[2] Liu, D., & Lu, X. (2022). Exploring the effectiveness of data-driven learning in vocabulary instruction. *System, 108*, 102857. https://doi.org/10.1016/j.system.2022.102857

tools for educational purposes[3].

3. Methodology

This study combines empirical data from three main sources:

- ✓ a meta-analysis of 64 corpus-based research conducted by Boulton and Cobb (2017) .
- ✓ an experimental intervention employing hybrid DDL techniques that was carried by Liu and Lu (2022);
- ✓ a computational methodology for assessing language using fractional differential equations that explored by Khalaf et al., (2024).

The synthesis focuses on practical applications in inclusive EFL contexts and recommends best practices for using corpus tools into vocabulary education.

4. Results and Discussion

Corpus-based instruction provides various pedagogical benefits:

First, authenticity -- exposure to real, contextualized language leads to a better grasp of collocations and pragmatic usage as Boulton & Cobb stated.

Second, inductive learning -- DDL encourages learners to recognize patterns and build hypotheses as Liu & Lu mentioned. Liu and Lu's (2022) findings indicate a mixed paradigm that combines DDL with explicit instruction, which was especially useful for low-proficiency pupils. This technique in inclusive classrooms guarantees that all students interact meaningfully with linguistic input. It also provides sufficient scaffolding to reduce cognitive overload[4]. Third, differentiation -- teachers can tailor corpus outputs to students' requirements, skill levels, and interests as Khalaf et al. explored. It is also shown in Khalaf's work that advanced simulation models can improve corpus selection by discovering high-frequency lexical items in many semantic categories. This has implications for creating adaptive EFL resources that are tailored to certain student profiles. Despite their advantages, corpus learning techniques frequently necessitate specific training. Students who are inexperienced with concordancing software may struggle at first, and teachers must have corpus literacy to effectively deploy such

[3] Khalaf, A. M., Alotaibi, A., & Yildiz, B. (2024). New development of the generalized Runge–Kutta method to solve nonlinear equations for the fractional-order thermodynamic model in linguistics. *Applied Mathematics and Nonlinear Sciences*, *9*(1), 1–14. https://doi.org/10.2478/amns-2024-0082

[4] Liu, D., & Lu, X. (2022). Exploring the effectiveness of data-driven learning in vocabulary instruction. *System, 108*, 102857. https://doi.org/10.1016/j.system.2022.102857

tools[5].

5. Implications for inclusive EFL classrooms

Corpus-based interventions enhance inclusive EFL classes greatly because they provide tailored instruction that meets the needs of a wide range of students. Corpora enable adaptive assignments that appeal to both advanced and struggling students, giving targeted lexical exposure. Furthermore, the transparency of corpus data can assist learners with diverse cognitive and linguistic backgrounds in deciphering complicated language norms. However, obstacles persist. According to studies, students need initial training to use corpus tools efficiently. Instructors must also be well-versed in corpus linguistics in order to effectively integrate it into curriculum design. Inclusive classrooms have different cognitive, linguistic, and cultural learner profiles. Corpus-based learning fosters this diversity by providing customisable, data-driven information that can be tailored to each learner's specific needs. Teachers, for example, can use frequency-based corpora to design vocabulary assignments for students with special needs or second-language learners who have vocabulary deficiencies as Liu & Lu (2022) claim. Furthermore, corpus tasks encourage learner agency. Allowing pupils to examine lexical patterns increases motivation and metalinguistic awareness. As Khalaf et al. (2024) propose, using computational insights into corpus design can enhance accessibility and learner engagement.

6. Conclusion

Corpus-based training improves lexical competence by offering authentic, inductive, and diverse vocabulary learning experiences. While challenges such as tool complexity and instructor training persist, the pedagogical benefits are obvious. Corpus tools in inclusive EFL classrooms provide equitable access to high-quality, data-driven language training. Future study should look at corpus applications in different age groups, learning difficulties, and multilingual situations.

[5] Khalaf, A. M., Alotaibi, A., & Yildiz, B. (2024). New development of the generalized Runge–Kutta method to solve nonlinear equations for the fractional-order thermodynamic model in linguistics. *Applied Mathematics and Nonlinear Sciences, 9*(1), 1–14. https://doi.org/10.2478/amns-2024-0082

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