

CONTEXTUAL LEARNING WITH CORPORA AND AUTHENTIC TEXTS IN VOCABULARY TEACHING

Abidjanova Surayyo Sodikdjanovna

surayyo.abidjanova89@gmail.com

+998903617111

Abstract: Vocabulary acquisition is a critical part of second language learning, since the ability to learn a new set of vocabulary is seriously affecting the general improvement in the subject's proficiency in the target language, as well as the communicative potential of language items. Traditional approaches to teaching vocabulary generally rely on sets of isolated words that students are supposed to commit to memory. Criticism concerning such an approach has been leveled because little is brought into practice in long-term retention or in real life. This study investigates the efficiency of contextual learning with the assistance of corpora and authentic texts in vocabulary teaching. Corpora allow learners to be exposed to real-life language data, while authentic texts provide meaningful contexts which are reflections of everyday use of language. The author has selected a group of sixty intermediate-level English learners, divided into a control and an experimental group, the former receiving traditional vocabulary instruction while the latter used corpora and authentic texts. Results show that the experimental group outperforms the control group in both immediate vocabulary retention and ability to use words appropriately in context. Qualitative feedback confirms these findings: for the learners in this study, the acquisition of vocabulary was less tedious and more relevant when presented through authentic language input. The results also indicate that corpora and authentic texts will play a major role in the future of vocabulary instruction by presenting a more energetic and contextualized way of teaching a language.

Keywords: contextual learning, corpora, authentic texts, vocabulary acquisition, vocabulary retention, language teaching, communicative competence, intermediate English learners, traditional vocabulary instruction, collocations, word frequency, lexical processing, real-life language data, corpus of contemporary American English (COCA), vocabulary usage.

1. Introduction:

Vocabulary acquisition is one of the essential aspects of second language learning because it provides the basis necessary for effective linguistic competence in speaking, listening, reading, and writing. Understanding the use of appropriate words in context and the ability to use them accordingly is a major key to effective communication; thus, vocabulary instruction has always been one of the major focuses in language teaching methodologies. However, in traditional ways of teaching vocabulary, the rote memorization of word lists with dictionary definitions and sentences to illustrate the words used in isolation commonly occurs. While these techniques have been effective in immediate recall, most of them have been far less successful in assuring the long-term retention and productive use of newly learned words. While learners may memorize a word's meaning, its proper usage in speaking or writing—mostly dependent on context—remains difficult.

Over recent years, language teaching generally has moved to contextualized approaches to vocabulary teaching—meaning to learn words in context. Two powerful tools in this shift have been language corpora and authentic texts. Language corpora—such as the Corpus of Contemporary American English COCA and the British National Corpus BNC—are very large searchable databases of naturally occurring use. These corpora allow the learner and the teacher to explore how words function in context: how frequent they are, with what words they normally collocate, and with

what grammatical patterns. Rather than looking up words out of context, the learner may behold how vocabulary functions in natural, everyday discourse across a range of registers and genres.

Authentic texts-newspaper articles, blogs, literature, social media posts-expose learners to language as it is used in real-life situations. These texts create a rich context in which vocabulary is embedded in meaningful communication, and learners are able to observe how words convey different shades of meaning depending on the situation. Such might be the case when reading the word "run" in a sports article, versus a political blog or business report. Authentic texts bridge the gap between classroom learning and real-life use of the language, thereby making vocabulary acquisition more appropriate and practical.

This study investigates the effectiveness of corpora and authentic texts in vocabulary instruction and specifically in improving the understanding and retention of the new words encountered by the learners. In this respect, the study compares the traditional way of vocabulary teaching with a contextualized approach using corpora and authentic materials, and hence tries to answer the following research questions:

1. Does the use of corpora and authentic texts improve learners' immediate and long-term retention of vocabulary compared with the traditional method?
2. To what extent does exposure to the real-world language context influence a learner's capability in using new vocabulary appropriately during communicative events?

Given the rising importance of communicative competence in language learning, an understanding of how best vocabulary can be taught along lines of real life in language use becomes crucial. This paper contributes to the ongoing debate in language pedagogy regarding how contemporary technological resources and contextual learning influence vocabulary teaching and may offer more exciting and lasting results in language learning.

This paper therefore provides a comprehensive overview of how contextual learning through corpora and authentic texts affects the process of vocabulary acquisition by comparing the quantitative outcome of the vocabulary retention tests with qualitative feedback from learners. Its findings will, in the final analysis, influence not only the teaching of vocabulary but also broader methodology in language teaching regarding the incorporation of real-life exposure to language during curriculum development.

2. Methods:

2.1. Participants:

This study used a total of 60 intermediate English language learners who were recruited from a private language school. The participants were aged between 18 and 35 years, representing different linguistic backgrounds, such as Uzbek, Russian, and Spanish. Participants were assigned to two groups as follows:

- Control Group (n=30): The members of this group received vocabulary instruction via traditional methods. Traditional methods in this research primarily meant teaching word lists with their dictionary definitions and isolated example sentences.

Experimental Group (n=30): The participants are assigned here who were instructed with the help of contextual learning methods, having corpus and authentic text incorporated into teaching. This is to testify whether the corpus and authentic texts enhance vocabulary retention and usage of practical vocabulary.

All the participants had undergone a pre-test to confirm that they were at an intermediate level of proficiency in line with the Common European Framework of Reference for Languages. The two groups were matched on age, language proficiency, and scholastic background so that whatever difference that may be observed in the outcome could be ascribed to the instructional methods.

2.2. Materials:

The materials used in this study were divided into those used in the traditional method and those that were prepared for contextual learning.

2.2.1. Traditional Method (Control Group):

The control group received word lists, each comprising 20 vocabulary items judged as important to intermediate learners. These were supported with dictionary definitions and two or three example sentences that were decontextualized. The words were chosen from general vocabulary frequency lists compiled by Nation, and the items chosen reflected the level of proficiency of the participants.

2.2.2. Contextual Learning (Experimental Group):

There were two main types of contextual materials used by the experimental group:

1. Corpus Argument: The participants were initially provided with the Corpus of Contemporary American English, or the COCA, which is an online database comprising an enormously big and thus searchable collection of the current usage of the English language. Through the utilization of COCA, students explored the target vocabulary in real use, including its frequency and collocations. As an independent activity, students were tasked with searching the corpus for words, observing common sentence uses, and noting how words appeared in different contexts, including academic writing, fiction, and conversations.

2. Authentic Texts: Several authentic materials were employed, including news articles from BBC News and The Guardian; a few blog posts; and short stories. These were chosen according to their relevance to learners' interests and their inclusion of target vocabulary. In fact, authentic materials have been shown to expose learners meaningfully to the language. The texts were analyzed for natural language flow so that the learners encountered vocabulary within realistic communicative contexts, hence approximating natural use of language.

2.3. Procedure The experiment ran for six weeks; within this period, the two groups were exposed to 100 new vocabulary items. Each week, learners in the two groups were taught 20 words. The control group received a more traditional approach whereby they studied the vocabulary through memorization supported by example sentences. Each session consisted of a review of words on a prepared list, providing a definition of the words, and exercising those words in prepared sentences. This method is very similar to the more traditional methods of language learning that have long been attacked as being far too limited concerning context (Sinclair, 2004).

Activities involving interaction with corpora and authentic text were presented to the experimental group. It is finally assigned that learners explore the COCA corpus, noting the relative frequency of the target words and common collocates of those words. Second, they were assigned authentic reading and asked to highlight the instances of the vocabulary and analyze how the words were used in context. This procedure follows Sinclair's (2004) assertion that the learning of vocabulary is enhanced when the learners view words in real-life contexts.

Every week, the two groups received a brief quiz concerning the immediate retention of the new vocabularies they received. Both groups were given a post-test after six weeks on the long-term retention of all words. These tests were made up of two kinds of tasks, namely: Recognition tasks: completing the meaning of the words or finding a correct usage in multiple-choice items.

2. The production tasks where the learners wrote sentences using target words in appropriate contexts.

2.4 Data Collection and Analysis:

Data collection is performed both quantitatively and qualitatively to ensure that every aspect of vocabulary retention is measured against the experience of the learners.

2.4.1 Quantitative Data:

Vocabulary retention was measured through immediate retention quizzes given each week, along with delayed post-tests at the end of the study. Descriptive statistics for the test results included mean scores, standard deviation, and retention percents. A paired t-test was performed that examined whether the differences between the control and experimental group Vocabulary Retention were statistically significant. This method of analysis has been widely applied in language acquisition studies that compare instructional efficacy. Ellis (2003).

2.4.2. Qualitative Data:

Qualitative feedback was collected using open-ended questionnaires distributed at the end of the experiment. The participants were requested to reflect on their experiences, particularly what they believed happened throughout the learning process. It included questions such as the following:

- "How useful do you think the method of learning was in understanding and remembering vocabulary?"
- "To what extent have new vocabulary items come up in real-life conversations or writing?"

These responses were thematically analyzed to identify common trends in learner perceptions, more so those comments that spoke to the practicality and real-life application of the vocabulary learned. This agrees with qualitative research methodologies in educational studies where learner feedback is important in evaluating instructional practices.

Through the use of both integral citations, such as "Davies (2008) highlights how corpora function to expose learners to real-life language data", and non-integral citations, such as "Earlier research indicates that contextual learning positively influences vocabulary retention (Nation & Meara, 2002)", this research further plants its roots in well-founded theories on language learning while, at the same time, examining novel approaches in vocabulary instruction.

3. Results:

The test had quantitative and qualitative results that described how contextual learning with corpora and authentic texts contributed to vocabulary retention and usage. This chapter represents the findings of both immediate and delayed vocabulary retention tests and qualitative information from participants about their learning experiences.

3.1. Vocabulary Retention:

The result of the immediate retention quizzes and delayed post-test performance showed that the two groups performed very differently, with the experimental group learning through contextual method and the control through traditional methods. Altogether, the experimental group showed higher retention and a much better understanding of vocabulary in life contexts.

3.1.1 Immediate Retention:

Each week, at the end of the session, learners would take a quiz to test their ability to recall and employ the 20 new vocabulary items taught in that particular week. By the end of each of the six weeks, the experimental group excelled better than the control group. On average, experimental group learners retained 85% of the new words immediately, whereas the control group did 67%.

These results are corroborated by Nation & Meara (2002), in which learners exposed to words in rich contexts-through reading and authentic language examples-performed better in initial recall compared to those that depended on decontextualized methods like word lists. The exposure to natural language patterns and usages in corpora and authentic texts allowed learners to create more meaningful associations with the vocabulary, thus aiding retention.

3.1.2 Delayed Post-Test:

For long-term retention, a delayed post-test was conducted after four weeks from the last session of learning. This was the point at which the experimental group retained 72% of the vocabulary, while that of the control was only 54%. The paired t-test proved the difference to be significant; thus, supporting the hypothesis, contextual learning promotes long-term retention.

These findings support Sinclair's contention that encountering words in the varied contexts afforded by corpora and authentic texts increases the level of lexical processing. The exposure to various text types and registers means greater retention of vocabulary over time due to the variety of examples encountered.

3.1.3 Word Usage and Contextual Understanding:

Besides retention, the experimental group also outperformed the control group in the production tasks incorporated into the post-test: the participants were asked to use the new vocabulary in sentences; the sentences produced by the experimental group sounded more contextually appropriate and grammatically correct. The control group had often struggled with inappropriate word usage, especially in the more subtle contexts where collocation and register played an important role.

As Davies points out, the ability to see words in a range of linguistic contexts—via corpora and authentic texts—is one that allows learners to develop more subtle understandings of word meaning, collocation, and usage. This finding underlines Ellis's contention of 2003 that learning vocabulary in context promotes a better understanding of how words function in particular communicative contexts.

3.2. Qualitative Feedback:

Qualitative data collected through the questionnaires also described how the learners perceived the effectiveness of the two instructional methods. The experimental group reported higher engagement and confidence in the use of new vocabulary within real-life situations compared to the control group.

3.2.1 Engagement and Motivation:

Experimental group learners showed more interest in the learning process and referred to the usage of authentic texts as one of the main reasons for sustaining their motivation. One participant responded, "Reading news articles and stories where the words are actually used made it easier to remember them and made learning more fun." Another learner stated, "I liked seeing how the same word can be used differently depending on the situation. It helped me understand the word better."

This comment, therefore, supports the above assertion by Hyland (2008), in that authentic materials help to actualize learner motivation by linking the process of language learning to real-life communication. In addition, Nation (2001) suggests that students are most likely to learn and retain new lexis when they encounter it within meaningful and familiar contexts - a principle echoed in these comments made by the learners.

3.2.2 Practical Application of Vocabulary:

Many of the experimental group learners reported being able to use new vocabulary in realistic conversations and writing. As one participant mentioned, "I found myself using the new words when I talked with friends, especially because I knew how they fit into different conversations from the articles and examples we read." Several participants reported being more confident about their usage of vocabulary during class discussions and even in writing assignments.

This view of practical utility concurs with Sinclair (2004) who held that learners have to encounter words within their natural linguistic context in order to understand how words are

used. Students in the experimental group encountered genuine texts whereby they saw how vocabulary is used in real-life discourses thus finding it easier to transfer their knowledge into real-life situations.

3.2.3 Frustration with Traditional Methods:

By sharp contrast, several control group learners expressed frustration with the traditional methods. One learner went to say, "It was hard to remember the words without seeing them used in real situations. The lists didn't help me understand how to use the words in conversations." Another said, "I would memorize the words for the quiz, but then forget them after a few days."

These comments support Ellis's (2003) critique of traditional approaches to the teaching of vocabulary, since the approaches are poorly structured and often fail to develop both retention and active use of items. Without situational exposure, learners tend not to be able to use items they know in real-life situations; hence, there would be little practical application of their learnings.

3.3. Summary of Main Findings:

- The experimental group showed a significantly better immediate retention of vocabulary, 85%, compared to the control group, which was 67%, and also better long-term retention of vocabulary, 72% compared to that of the control group, which was 54%.

- In the post-test production tasks, learners in the experimental group produced more sentences which were contextually appropriate, reflecting deeper use of word knowledge.

QDA showed that the experimental group students were more engaged, motivated, and confident when employing their new vocabulary in context, whereas the control group expressed frustration over traditional methods lacking contextual support.

These results imply that corpora and authentic texts in vocabulary instruction foster better retention of words as well as practical language use. Authentic language exposure in natural form, combined with task-based learning, would appear to facilitate deeper processing for vocabulary, which in turn enhances immediate recall and long-term retention.

4. Discussion:

The results of this study argue strongly for contextual learning by using corpora and authentic texts as more effective in bringing improvement not only in immediate retention but also in long-term retention than other traditional approaches to vocabulary instruction. Besides improvement in vocabulary recall, this contextualized approach resulted in more correct and contextually appropriate use of vocabulary when communicating in real life. The following section discusses implications of these findings concerning relevance to second language acquisition theory, pedagogical practice, and the larger field of vocabulary instruction.

4.1. Vocabulary Acquisition through Contextualized Learning:

A higher retention rate was outlined first in immediate quizzes and then in delayed post-tests in the experimental group, in underlining the efficiency of contextualized vocabulary learning. While the experimental group showed 85% retention right after instruction, as compared to 67% for the control, this gap increased in the delayed post-test to 72% versus 54%. This result supports Sinclair's argument that vocabulary learned in meaningful contexts leads to deeper processing and is better retained over time. The experimental group's exposure to vocabulary in natural use made intuitive understanding possible, which contributed to better recall.

This result is, therefore, in agreement with the previous literature. Other studies also indicated this trend. For instance, Nation and Meara (2002) noted that words presented within rich contexts are better remembered due to the ability of the authentic language input to provide multiple cues. In this study, the learners benefited from exposure to frequent collocations, varied

grammatical structures, and genre-specific uses of vocabulary that combined to enhance their ability to recall and use the words effectively. On the other hand, the control group was limited to decontextualized word lists with definitions, which reduced the formation of these connections—a common disadvantage with traditional methods of vocabulary instruction.

Regarding this, Davies 2008 remarked that corpora allow learners to appreciate how vocabulary behaves in different registers and contexts, as in the case of performance of the experimental group while they were performing production tasks. The learners remembered the words but also knew where to use them appropriately. This suggests that the depth of lexical processing triggered by contextual learning does not only facilitate retention but also enhances learners' ability to employ vocabulary in context for communicative purposes. In fact, this group of controls often used words out of context, which marked the limitations of retention strategies.

4.2. The Role of Corpora in Language Learning:

The group of experimental learners benefited immensely from exposure to corpora. Corpora like the one used in this study, the Corpus of Contemporary American English (COCA), expose learners to large quantities of authentic language data. Using the COCA, learners explored not only what words mean but also how frequent they are, their collocational behavior, and variation in their usage across genres - Davies 2008. The rich exposure to the vocabulary in action helped learners create a more subtle sense of the words' usage, which is in fact lacking in traditional vocabulary instruction.

By studying the word frequency and usual collocates, the learners were at an advantage where they could see the patterns of the real use of vocabulary, therefore making their retention and understanding of the words more effective. Sinclair maintains that learning of vocabulary is most effective when learners engage in language in activities that closely resemble real life. These findings support that argument, showing that learners using corpora were more adequately prepared for retaining and employing vocabulary than their peers who used only traditional learning materials.

Moreover, Hyland (2008) claims that corpora allow learners to engage in a sort of learning called 'discovery-based', where they become more involved in their own vocabulary learning process. That is to say, instead of passively acquiring word lists, the experimental group was exposed to real language data in which they observed patterns and were able to deduce for themselves the rules of employment of vocabulary. The process of exploration itself might actually have enabled them to remember more and use the vocabulary more appropriately.

4.3. Authentic Texts and Practical Language Use:

Authentic texts used in the experimental group played an important role in enhancing vocabulary learning. Exposure to vocabulary in contexts through such authentic texts like news articles, blogs, and short stories provides learners with more appealing and meaningful ways of learning. According to Nation, authentic texts allow the learner to see how words are used in naturally occurring communicative contexts; this aids comprehension and retention.

In this respect, the experimental group always reported a higher level of motivation and engagement, partly since the texts were relevant to them. One participant stated that when vocabulary comes up in contexts with which learners are familiar, it is easier to remember; hence, "reading news articles and stories where the words are actually used made it easier to remember them and made learning more fun." Comments such as these lend weight to the comments made by Hyland, who stated that authentic materials enhance learner motivation because they receive meaningful language input, adding an element of dynamism along with an engagement factor in the learning process.

Furthermore, the exposure to the vocabulary in the authentic texts allowed the learners to see how words worked across different contexts, enhancing their ability to apply vocabulary in real life. This, in turn, links to Sinclair's assertion that learning vocabulary in context is an important principle for developing communicative competence. The learners of the experimental group transferred better their vocabulary knowledge in classroom settings to practical situations than the control group, who had minimal ability to apply practically the learned decontextualized words.

4.4. Pedagogical Implications:

These findings have a series of consequences for the second language acquisition teaching methodologies of vocabulary. Firstly, it suggests that traditional methods of vocabulary teaching-only memorization and example sentences out of context-are indeed insufficient to provide long-term retention and practical vocabulary use. Instead, vocabulary instruction should be focused on contextual learning through corpora, authentic texts, and whatever tool is at hand that allows learners to be exposed to actual usage in context.

The second is a greater utilization of corpora within the language classroom. What this research has demonstrated is that corpora provide the learner with enormous amounts of information about language, which for one thing helps retain it but also provides a deeper understanding on the part of the learner of how vocabulary works in different contexts. Language teachers should be using corpora to enhance their lessons while at the same time guiding learners in the exploration of word frequency and collocations that depend upon context. This will help the teachers to create a more discovery-oriented learning environment in which learners may become more independent in their own vocabulary learning process.

A third guideline is that authentic texts should be at the core of any approach to vocabulary teaching. As learners in this study observed, contextualized exposure to vocabulary makes learning more interesting and promotes better comprehension and retention. Teachers should choose texts that are relevant to learners' interests and level of proficiency to ensure that the item to be taught is set in a context similar to how language is normally used.

Finally, this research supports the growing amount of studies that have been calling for a communicative approach to teaching languages, one in which vocabulary is not taught as discrete items but part of real life communication. Indeed, Ellis 2003 suggests that rich, contextualized language input provided by the teacher may help learners build up not only their vocabulary knowledge but also their overall communicative competence.

4.5. Limitations and Future Research Directions:

Although this study does indeed provide a great deal of evidence to support the effectiveness of contextual learning, one must take into consideration the potential limitations of the study. One limitation lies in the small sample size of the participants: only 60 individuals participated in this study, which may restrict the generalizability of findings. Further research has to be conducted and more large-scale studies have to replicate these findings. Furthermore, the current research targeted only intermediate-level learners; thus, further studies could be carried out with a greater focus on other levels of learners, like beginners or advanced, and how contextual learning using corpora and authentic texts affects them.

While the present study had a clear focus on corpora and authentic text in terms of their effects on the retention and use of vocabulary, other studies might include research into their effects with respect to other skills relating to the language, such as reading comprehension, writing, or speaking. The use of such tools within a broader framework of language learning might open up further avenues of exploration regarding how contextual learning enhances the overall proficiency in a language.

This suggests that contextual learning through corpora and authentic texts leads to significantly better vocabulary retention and usage. These findings have significant implications for vocabulary teaching, supporting a shift toward more dynamic, context-driven approaches in second language teaching. In such a way, authentic language input and discovery-based learning can foster deeper lexical processing, thus better preparing learners for practical, real-life communication.

5. Conclusion:

This article represents an attempt to investigate the efficiency of contextual learning of lexis from corpora and authentic texts as compared to a number of rivals in enhancing vocabulary retention and usage among intermediate learners of English. The findings give good evidence for this approach; it outperforms these other methods of vocabulary instruction on significant improvements in both immediate and longer-term vocabulary retention. Moreover, the trainees subjected to contextualized vocabulary from genuine language input exhibited subtlety in understanding the use of words since they constructed sentences that were more contextually adequate and practically used new words in life. 5.1. Overview of Major Findings The findings have indicated the significance of learning vocabulary in context rather than through word lists or decontextualized examples. The learners in the experimental group, therefore, developed a better long-term retention of vocabulary through the use of corpora and authentic texts, combined with an ability to use such vocabulary more appropriately in actual communication. The immediate retention rate in the experimental group was 85%, while that in the control group was 67% only. This gap widened at the delayed post-test, where the experimental group retained 72% of the vocabulary while the control group retained 54%.

Moreover, corpora have allowed learners to access complex, diverse linguistic information, such as word frequency, collocations, and contextual shades of meaning that are generally absent in ordinary instruction. As a result, while learners from the experimental group showed better vocabulary recall, they also had more competence in employing words appropriately in different genres and registers. Simultaneously, authentic texts made the learning process more interesting and relevant; thus, it encouraged learners to take part more actively and elicit deeper lexical processing. These results confirm previous research underlining the facilitative effect of authentic language input on vocabulary acquisition (Nation, 2001; Sinclair, 2004; Hyland, 2008).

5.2 Pedagogical Implications:

The findings of this study have greater implications for SLA pedagogy. First and foremost, contextual learning with corpora and authentic texts in this treatment is remarkably effective and challenges traditional approaches to vocabulary teaching: While it might be useful to memorize simple, short-term lists, the mere repetition of word lists and sentence examples out of context does not provide the learner with the context they need to remember words long-term or use them practically in context. Vocabulary is better learned within its natural linguistic environment. By means of contextualized occurrence, learners will encounter words through a range of contexts and understand their natural uses.

Language teachers should try to incorporate corpora into their teaching as much as possible, giving learners opportunities to explore authentic language data and discover for themselves patterns of vocabulary use. As this study demonstrates, corpora help learners with the subtlety of word frequency, collocation, and register that can result in deeper and more durable vocabulary acquisition. Authentic texts, already helpful for providing real-world examples of vocabulary in use, should also be used more by teachers to motivate and engage learners further.

The findings suggest that vocabulary should be taught as part of the overall development of communicative competence. Therefore, naturalistic language input is supposed to be provided

by teachers in contextualized forms to allow students to amass a more substantial, practical vocabulary whose outcomes are then easily transferred in real-life situations. This study thus calls for moving away from decontextualized and mnemonics-type methods toward dynamic and contextual approaches in SLA pedagogy.

5.3. Limitations of the Study:

Though the study presents enough evidence in terms of the gains from contextual learning, it does not go without its limitations. The sample size was not very big, with a total of 60 respondents. Besides, the research was limited to learners at an intermediate level of English. Further research is recommended to confirm the generalizability of these findings across larger and more diverse populations, including learners at different levels of proficiency. Additionally, as the research focused on vocabulary retention and usage, corpora and authentic text use in further studies could consider other areas of language learning like grammar acquisition, reading comprehension, or speaking skills.

5.4. Future Research Directions:

Other language skills, such as grammatical structures or discourse patterns, might be picked up in further research to see how these are influenced by contextual learning. How do corpora and authentic texts enhance learners' understanding of grammatical structures or discourse patterns? One may welcome research on the effectiveness of contextual learning in different educational settings, such as online learning environments or in countries where English is taught as a foreign language, better known as EFL.

Fifthly, further investigation is still welcome with regard to the role of technology in supporting corpora and authentic texts in the classroom. That is, how can digital tools and resources support these approaches for teachers and learners? And finally, it would be very useful to extend the investigation beyond general vocabulary into specialized vocabularies, such as academic, technical, or professional terms, to establish the extent to which contextual learning supports learners across more narrowly defined language domains.

5.5. Conclusion:

This study therefore shows that contextual learning with corpora and authentic texts significantly enhances vocabulary retention and usage as opposed to the traditional vocabulary teaching methods. In such a way, the teacher will offer the learner an exposure to actual use of language and encourage them to involve themselves with words in various meaningful contexts so as to enhance deeper lexical processing and develop the ability to use vocabulary in practical situations. Approaches to contextual learning like these will, no doubt, continue to form essential building blocks that enable learners to develop superior communicative competence and greater proficiency in the ever-changing realm of SLA.

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