2026-yil
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“FAN VA TA’LIM YANGILIKLARI”

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2026-yil
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Bosh muharrir:
Shoumarov G‘ayrat Bahromovich, psixologiya fanlari doktori, akademik

Bosh muharrir o‘rinbosari:
Qodirov Umarali Do‘stqobilovich, psixologiya fanlari doktori (DSc), professor

Mas’ul kotib:
Muqimov Alisher

Texnik muharrir:
Qarshiyev Jamshid Murotaliyevich, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent v.b.

TAHRIR HAY’ATI:

01.00.00 – FIZIKA-MATEMATIKA FANLARI
Ayupov Shavkat Abdullayevich, fizika-matematika fanlari doktori, akademik
A’zamov Abdulla, fizika-matematika fanlari doktori, akademik
Zohidov Erkin A’zamovich, fizika-matematika fanlari doktori, professor

02.00.00 – KIMYO FANLARI
Normaxamatov Nodirali Soxobataliyevich, kimyo fanlar doktori, professor
Tojibayev Komiljon Sharobitdinovich, kimyo fanlar doktori, akademik

03.00.00 – BIOLOGIYA FANLARI
Abdurahmonov Ibrohim Yo‘lchiyevich, biologiya fanlari doktori, akademik
Sulaymonov Botirjon Abdushukurovich, biologiya fanlari doktori, akademik

04.00.00 – GEOLOGIYA-MINERALOGIYA FANLARI
Fayziyev Abdulhaq Radjabovich, geologiya-mineralogiya fanlari doktori, professor
Husanov Sultonboy To‘xtayevich, geologiya-mineralogiya fanlari doktori, professor

05.00.00 – TEXNIKA FANLARI
Allayev Qahramon Rahimovich, texnika fanlari doktori, akademik
Majidov Inom Urishevich, texnika fanlari doktori, professor
Turobjonov Sadritdin Maxamatdinovich, texnika fanlari doktori, akademik
Shaumarov Said Sanatovich, texnika fanlari doktori, professor

06.00.00 – QISHLOQ XO‘JALIGI FANLARI
Namozov Shodmon Ergashovich, qishloq xo‘jaligi fanlari doktori, akademik
Shoumarov Hikmat Bahromovich, qishloq xo‘jaligi fanlari nomzodi, professor

07.00.00 – TARIX FANLARI
Ziyo Azamat Hamid o‘g‘li, tarix fanlari doktori, akademik
Sagdullayev Anatoliy Sagdullayevich, tarix fanlari doktori, akademik
Yusupova Diloram Yunusovna, tarix fanlari doktori, akademik

08.00.00 – IQTISODIYOT FANLARI
Abdurahmonov Qalandar Xodjayevich, iqtisod fanlari doktori, akademik
Musayev Behzod Anvarovich, iqtisod fanlari nomzodi
To‘xliyev Nurislom, iqtisod fanlari doktori, akademik
G‘ulomov Saidahror Saidahmedovich, iqtisod fanlari doktori, akademik

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09.00.00 – FALSAFA FANLARI
Nazarov Qiyom Normirzayevich, falsafa fanlari doktori, professor
Saifnazarov Ismoil Saifnazarovich, falsafa fanlari doktori, professor

10.00.00 – FILOLOGIYA FANLARI
Mengliyev Baxtiyor Rajabovich, filologiya fanlari doktori, professor
Sirojiddinov Shuhrat Samariddinovich, filologiya fanlari doktori, akademik
Xidirov Rajab Gulmatovich, filologiya fanlari nomzodi, dotsent (Tojikiston)

11.00.00 – GEOGRAFIYA FANLARI
Nigmatov Asqar Nigmatullayevich, geografiya fanlari doktori, professor
Tojiyeva Zulxumor Nazarovna, geografiya fanlari doktori, professor

12.00.00 – YURIDIK FANLAR
Rustamboyev Mirzayusuf Hakimovich, yuridik fanlar doktori, professor
Saidov Akmal Xolmatovich, yuridik fanlar doktori, akademik
Xolmo'minov Jumanazar Toshtemirovich, yuridik fanlar doktori, professor
Qodirov Bobiromon Bekmurodovich, yuridik fanlar doktori, professor

13.00.00 – PEDAGOGIKA FANLARI
Djurayev Risboy Haydarovich, pedagogika fanlari doktori, akademik
Ibraimov Xolboy, pedagogika fanlari doktori, akademik
Musurmonova Oynisa, pedagogika fanlari doktori, professor
Umarov Bahrom Norboyevich, pedagogika fanlari bo'yicha falsafa doktori, dotsent

14.00.00 – TIBBIYOT FANLARI
Akilov Xabibulla Ataullayevich, tibbiyot fanlari doktori, professor
Nazirov Feruz Gafurovich, tibbiyot fanlari doktori, akademik

15.00.00 – FARMATSEVTIKA FANLARI
Abdullabekova Viloyat Nurillabekovna, farmatsevtika fanlari doktori, professor
Tulaganov Abduqodir Abdurahmonovich, farmatsevtika fanlari doktori, professor

16.00.00 – VETERINARIYA FANLARI
Daminov Asadullo Suvonovich, veterinariya fanlari doktori, professor
Jabborov Shuhrat Abdumajidovich, veterinariya fanlari doktori, professor
G'afurov Aktam G'afurovich, veterinariya fanlari doktori, professor

17.00.00 – SAN'ATSHUNOSLIK FANLARI
Ahmedova Nigora Rahimovna, sanatshunoslik fanlari doktori, professor
Hakimov Akbar Abdullayevich, san'atshunoslik fanlari doktori, akademik

18.00.00 – ARXITEKTURA
Nozilov Dodo Avazovich, arxitektura fanlari doktori, professor
Uralov Axtam Sindarovich, arxitektura fanlari doktori, professor

19.00.00 – PSIXOLOGIYA FANLARI
Abdusamatov Hasanboy Usmonjon o'g'li, psixologiya fanlari doktori, professor
Barotov Sharif Ramazonovich, psixologiya fanlari doktori, professor
Karimova Vasila Mamanosirovna, psixologiya fanlari doktori, professor
Halimova Mashraboy Vohidovna, psixologiya fanlari doktori, professor
Lazar Drajeta, psixologiya fanlari doktori, professor, Belgrad, Serbiya
Karpinskiy Konstantin Viktorovich, psixologiya fanlari doktori, professor, Grodno, Belarussiya
Suletbayeva Ella Serikbayevna, psixologiya fanlari doktori, dotsent

22.00.00 – SOTSIOLOGIYA FANLARI
Bekmurodov Mansur Bobomurodovich, sotsiologiya fanlari doktori, professor
Toshmuhamedova Dilorom Gafurdjanovna, sotsiologiya fanlari doktori

23.00.00 – SIYOSIY FANLAR
Fayzullayev Alisher Omonullayevich, siyosiy fanlar doktori, professor
Hasanov Otabek Abdurashidovich, siyosiy fanlar doktori
Paxrutdinov Shukritdin Ilyasovich, siyosiy fanlar doktori, professor
Omonov Baxtiyor Axtamovich, siyosiy fanlar doktori, professor
Quronboyev Qahramon Qo'chqorovich, siyosiy fanlar doktori, professor
Avazov Komil Xolliyevich, siyosiy fanlar bo'yicha falsafa doktori

24.00.00 – ISLOMSHUNOSLIK FANLARI
Ibrohimov Ne'matulla, filologiya fanlari doktori, akademik
Islomov Zohidjon Mahmudovich, filologiya fanlari doktori, professor

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UDK: 811.111'42:378.147

Otakulova Dildora Hakimbek qizi,
Doctor of Philosophy (PhD)

USING CORPUS LINGUISTICS TO IMPROVE IELTS ACADEMIC WRITING TASK 2: CHALLENGES, PEDAGOGICAL APPLICATIONS, AND LEARNING OUTCOMES

Abstract. This article examines the pedagogical potential of corpus linguistics and Data-Driven Learning (DDL) for improving performance in IELTS Academic Writing Task 2. The study adopts an integrative literature-review methodology and synthesises research in corpus linguistics, data-driven language learning, second-language writing, academic discourse, collocations, lexical bundles, and IELTS assessment. The findings indicate that corpus-based learning enables students to move beyond the memorisation of isolated vocabulary and develop contextualised knowledge of lexical, collocational, grammatical, semantic, and discourse patterns. The analysis of concordance lines, collocations, lexical bundles, grammatical constructions, and discourse markers can contribute to the development of key IELTS writing dimensions, particularly Lexical Resource, Grammatical Range and Accuracy, and Coherence and Cohesion. Corpus-informed genre analysis may also indirectly support Task Response by increasing learners' awareness of argument structure, rhetorical relationships, cause-and-effect patterns, and academic discourse conventions.

Keywords: corpus linguistics, Data-Driven Learning, IELTS Academic Writing Task 2, academic writing, collocations, lexical bundles, concordance, grammatical patterns, academic discourse, corpus literacy, teacher scaffolding.

KORPUS LINGVISTIKASI ASOSIDA IELTS AKADEMIK YOZUVINING 2-TOPSHIRIG'INI TAKOMILLASHTIRISH: MUAMMOLAR, PEDAGOGIK QO'LLANILISHI VA TA'LIM NATIJALARI

Annotatsiya. Mazkur maqolada korpus lingvistikasi va Data-Driven Learning (DDL) yondashuvining IELTS Academic Writing Task 2 ko'nikmalarini rivojlantirishdagi pedagogik imkoniyatlari tahlil qilinadi. Tadqiqot integrativ adabiyot sharhi metodologiyasiga asoslangan bo'lib, korpus lingvistikasi, ma'lumotlarga asoslangan ta'lim, ikkinchi til yozuvi, akademik diskurs, kollokatsiyalar, leksik birliklar hamda IELTS baholash mezonlariga oid ilmiy manbalar tizimli ravishda umumlashtiriladi. Tahlil natijalari korpuslardan foydalanish o'quvchilarga alohida so'zlarni yodlashdan ko'ra, ularning kollokatsion, grammatik, semantik va diskursiv xususiyatlarini kontekst asosida o'rganish imkonini berishini ko'rsatadi. Korpus konkordanslari, leksik

kollokatsiyalar, leksik birikmalar, grammatik konstruksiyalar va diskurs markerlarini tahlil qilish orqali o‘quvchilarning Lexical Resource, Grammatical Range and Accuracy hamda Coherence and Cohesion ko‘rsatkichlarini rivojlantirish imkoniyatlari aniqlanadi.

Kalit so‘zlar: korpus lingvistikasi, Data-Driven Learning, IELTS Academic Writing Task 2, akademik yozuv, kollokatsiya, leksik birikmalar, konkordans, grammatik konstruksiyalar, akademik diskurs, korpus savodxonligi, o‘qituvchi ko‘magi.

КОРПУСНАЯ ЛИНГВИСТИКА В СОВЕРШЕНСТВОВАНИИ АКАДЕМИЧЕСКОГО ПИСЬМА IELTS, ЗАДАНИЕ 2: ПРОБЛЕМЫ, ПЕДАГОГИЧЕСКОЕ ПРИМЕНЕНИЕ И РЕЗУЛЬТАТЫ ОБУЧЕНИЯ

Аннотация. В статье рассматриваются педагогические возможности корпусной лингвистики и подхода Data-Driven Learning (DDL) в развитии навыков выполнения IELTS Academic Writing Task 2. Исследование основано на методологии интегративного обзора литературы и обобщает научные исследования в области корпусной лингвистики, обучения на основе языковых данных, письменной речи на втором языке, академического дискурса, коллокаций, лексических последовательностей и оценивания IELTS. Результаты анализа показывают, что использование корпусов позволяет обучающимся перейти от механического запоминания отдельных слов к изучению их коллокационных, грамматических, семантических и дискурсивных характеристик в контексте. Анализ конкордансов, лексических коллокаций, лексических связок, грамматических конструкций и дискурсивных маркеров может способствовать развитию таких компонентов письменной компетенции IELTS, как Lexical Resource, Grammatical Range and Accuracy и Coherence and Cohesion.

Ключевые слова: корпусная лингвистика, Data-Driven Learning, IELTS Academic Writing Task 2, академическое письмо, коллокации, лексические связки, конкорданс, грамматические конструкции, академический дискурс, корпусная грамотность, педагогическое сопровождение.

Introduction. In contemporary English language education, increasing attention is being given to evidence-based approaches that enable learners to engage directly with authentic language data. Traditional language instruction has often relied on teacher explanations, vocabulary lists, grammar rules, model texts, and repeated practice. Although these methods remain important, they may not always provide learners with sufficient opportunities to investigate how words, grammatical structures, phrases, and discourse patterns are actually used in authentic communication. Corpus linguistics offers an alternative and complementary

approach by providing systematic access to large collections of naturally occurring language.

A corpus can be defined as a systematically compiled collection of authentic spoken or written language that can be electronically analysed to identify recurrent patterns of use. Corpus analysis enables researchers, teachers, and learners to examine frequency, collocation, concordance lines, lexical bundles, grammatical patterns, semantic associations, register, and discourse features. When corpus resources are incorporated into language teaching in order to encourage learners to investigate language and formulate evidence-based observations, this approach is commonly referred to as Data-Driven Learning (DDL). Johns (1991) conceptualised the learner as a language researcher who observes authentic examples, formulates hypotheses concerning language use, and tests those hypotheses against corpus evidence.

The relevance of corpus linguistics to IELTS Academic Writing Task 2 is particularly significant because successful performance requires considerably more than knowledge of individual vocabulary items or grammatical rules. IELTS candidates are expected to demonstrate an appropriate range of vocabulary, accurate grammatical structures, logical organisation of ideas, effective use of cohesive resources, and the ability to develop and support a position. Consequently, writing competence involves the interaction of lexical, grammatical, discourse, rhetorical, and genre-related knowledge.

One of the most important advantages of corpus-based learning is that it makes conventional patterns of language use visible to learners. A student may know the individual words *economic* and *growth*, for example, but may remain uncertain about the most conventional way to combine them with other words. Corpus evidence can demonstrate recurring patterns such as *promote economic growth*, *contribute to economic growth*, and *stimulate economic growth*. The learner therefore develops not merely knowledge of individual vocabulary items but also knowledge of how those items function in combination and in particular contexts.

This distinction is highly relevant to IELTS writing. Learners are frequently encouraged to expand their vocabulary by memorising synonyms or lists of "advanced" words. However, lexical sophistication by itself does not guarantee effective communication. A word may be grammatically correct but inappropriate in a particular context, or it may be semantically suitable but used with an unnatural collocation. Corpus-informed instruction can address this problem by allowing learners to examine how vocabulary is conventionally used by proficient language users.

IELTS Academic Writing Task 2 requires candidates to write a minimum of 250 words in approximately 40 minutes. Performance is assessed according to four major criteria: Task Response, Coherence and Cohesion, Lexical Resource, and Grammatical Range and Accuracy. These criteria demonstrate that successful writing involves the integration of several dimensions of language competence.

Candidates must address the task appropriately, present and support a clear position, organise ideas logically, use cohesive resources effectively, demonstrate an appropriate range of vocabulary, and produce grammatically accurate and varied sentences.

Accordingly, corpus-based instruction should not be conceptualised merely as a vocabulary-learning technique. Its broader potential lies in developing academic discourse competence. Through appropriately designed corpus activities, learners can investigate not only individual words but also lexical bundles, grammatical constructions, discourse markers, stance expressions, rhetorical patterns, and genre-specific language. Corpus linguistics can therefore serve as a bridge between language knowledge and the actual communicative demands of IELTS academic writing.

Previous research provides substantial evidence concerning the broader effectiveness of corpus-based learning and DDL. Boulton (2017), in a synthesis of 64 studies representing 88 samples, reported substantial overall effects for corpus-based and DDL approaches. Subsequent research, however, has produced a more nuanced understanding of corpus-based instruction, demonstrating that learning outcomes may vary according to learner characteristics, research design, instructional context, teacher intervention, and the degree of pedagogical support provided. Lusta, Demirel, and Mohammadzadeh (2023), in a systematic review of corpus-based instruction, highlighted the importance of teacher guidance, carefully designed activities, supplementary support, and collaborative learning. Liu and Ma (2025) likewise reported positive outcomes among lower-proficiency L2 English learners and identified teacher guidance, feedback, collaboration, and pedagogical support as important factors influencing the effectiveness of corpus-based learning.

Despite the growing body of research supporting corpus-based language learning, comparatively limited attention has been devoted to the systematic integration of corpus linguistics into IELTS Academic Writing Task 2 preparation. IELTS instruction frequently exposes learners to authentic language through model essays and sample responses, yet learners are not always encouraged to investigate why particular lexical, grammatical, phraseological, and discourse choices are made. As a result, students may reproduce expressions without developing a deeper understanding of their usage conditions.

This issue is particularly evident in the widespread memorisation of so-called "advanced IELTS vocabulary." Learners may attempt to increase their lexical score by using words such as *plethora*, *myriad*, *paramount*, *indispensable*, *detrimental*, or *burgeoning*.

However, the use of sophisticated vocabulary without adequate knowledge of collocation, grammar, register, and semantic appropriacy may result in unnatural or inaccurate writing. Corpus analysis provides a means of demonstrating that effective lexical use depends not only on the complexity of a word but also on its conventional patterns of use.

Corpus linguistics can also contribute to grammatical development. Learners may possess declarative knowledge of grammatical rules while experiencing difficulties applying those rules during real-time writing. Corpus examples can make grammatical patterns more concrete by showing how structures operate across multiple authentic contexts. For example, learners can investigate patterns such as *should + base verb*, *allow + object + to-infinitive*, *prevent + object + from + -ing*, and *contribute to + noun/-ing*. Such investigations can encourage learners to connect grammatical knowledge with actual language use.

Another important area is coherence and cohesion. IELTS learners sometimes interpret cohesion as the frequent use of linking expressions such as *however*, *therefore*, *moreover*, *furthermore*, and *in addition*. Corpus-based investigation can provide a more sophisticated understanding of cohesion by demonstrating how proficient writers establish relationships between ideas through discourse markers, lexical repetition, synonymic chains, reference, demonstratives, substitution, and thematic progression. This may help learners avoid the mechanical overuse of linking expressions and develop more natural textual organisation. Corpus-informed instruction may also support Task Response through genre and discourse analysis. Although corpus linguistics cannot independently generate ideas or develop critical thinking, corpus-based examination of academic texts can make rhetorical relationships more visible. Learners can investigate how writers introduce an issue, formulate a position, provide reasons, explain relationships, give examples, evaluate claims, acknowledge alternative perspectives, and reach conclusions. These observations can subsequently be adapted to the specific rhetorical demands of IELTS Task 2.

The pedagogical value of corpus linguistics therefore extends beyond the presentation of language forms. It provides learners with opportunities to engage in processes of noticing, comparison, hypothesis formation, testing, and application. A learner who writes *make a research*, for instance, can investigate corpus evidence and identify more conventional patterns such as *conduct research*, *carry out research*, and *undertake research*. Similarly, an expression such as *in the other hand* can be investigated in relation to the conventional phrase *on the other hand*. In this way, correction becomes an evidence-based learning activity rather than a simple teacher-provided replacement.

At the same time, corpus-based learning should not be understood as a completely autonomous process. Corpus data are not inherently self-explanatory, and learners may experience substantial cognitive difficulty when interpreting large numbers of concordance lines or distinguishing between frequent and contextually appropriate expressions. Teacher guidance is therefore particularly important, especially for lower-proficiency learners. The teacher's role shifts from being the sole source of linguistic information to becoming a designer, facilitator, and mediator of evidence-based learning.

The present article consequently approaches corpus linguistics as a complementary methodology for IELTS preparation. It does not assume that access to a corpus automatically results in higher IELTS scores. Rather, it argues that corpus resources can be integrated with explicit IELTS instruction, process writing, feedback, revision, genre awareness, argument development, and assessment criteria.

The article addresses four research questions:

1. What corpus-linguistic resources and techniques are most relevant to IELTS Academic Writing Task 2?
2. How can corpus-based activities address common problems in IELTS writing?
3. What learning outcomes are associated with corpus-based and Data-Driven Learning approaches?
4. What challenges and pedagogical conditions should be considered when implementing corpus-based IELTS writing instruction?

By addressing these questions, the article aims to establish a theoretically and empirically informed framework for incorporating corpus linguistics into IELTS Academic Writing Task 2 preparation. The ultimate objective is to demonstrate how learners can move from passive memorisation of language forms towards active, evidence-based investigation of authentic academic English.

Methods and methodology. The study employed an integrative literature-review methodology to examine the potential of corpus linguistics and Data-Driven Learning (DDL) in IELTS Academic Writing Task 2. The review synthesised research on corpus linguistics, second-language writing, academic discourse, lexical phraseology, and IELTS assessment.

The literature focused on five main areas: corpus linguistics and DDL, corpus-based writing instruction, academic vocabulary and collocations, IELTS Writing Task 2, and writing feedback and learner autonomy. Foundational works by Sinclair (1991), Johns (1991), McEnery, Xiao and Tono (2006), McEnery and Hardie (2012), Flowerdew (2015), and Hunston (2022) provided the theoretical basis for the analysis.

The reviewed literature was organised into four levels**: lexical**, including vocabulary, collocations and lexical bundles; **grammatical**, including recurring grammatical patterns; **discourse**, including cohesion and discourse markers; and **genre**, including argumentation, claims, reasons, examples and conclusions.

The synthesis distinguished between general DDL outcomes and IELTS-specific outcomes. This distinction is important because improvements in general language learning cannot automatically be interpreted as higher IELTS band scores. Corpus-based instruction was therefore considered a complementary approach to explicit IELTS teaching, writing practice, feedback, and revision.

Results. The literature indicates that corpus-based learning can positively contribute to second-language development, although its effectiveness depends on

learner proficiency, task design, teacher guidance, and instructional context. Boulton (2017) reported substantial overall effects for corpus-based and DDL approaches, while later research emphasised the importance of scaffolding, collaboration, and teacher support.

The strongest application of corpus linguistics is **lexical development**. Corpus tools allow learners to investigate collocations, lexical bundles, grammatical patterns, and register instead of memorising isolated words. For example, learners can compare *promote economic growth*, *contribute to economic growth*, and *stimulate economic growth*, thereby developing more accurate phraseological knowledge.

Concordance analysis also supports **lexical decision-making**. By examining authentic examples, learners can identify recurring patterns and test hypotheses about language use. This process can be summarised as **search → observation → comparison → hypothesis → application.**

Corpus-based instruction is particularly relevant to the problem of memorising supposedly "advanced" IELTS vocabulary. Words such as *paramount*, *detrimental*, and *burgeoning* should be selected according to context, collocation, grammar, and register rather than perceived complexity.

Corpus analysis can also support **Grammatical Range and Accuracy**. Learners can investigate patterns such as *should + base verb*, *prevent + object + from + -ing*, and *contribute to + noun/-ing*. Such activities connect grammatical rules with authentic language use.

For **Coherence and Cohesion**, corpus-based activities can demonstrate that effective writing involves more than linking words. Learners can examine discourse markers, lexical repetition, reference, and thematic progression, helping them avoid mechanical overuse of connectors.

Corpus-informed genre analysis may also support **Task Response** by showing how academic writers construct claims, reasons, explanations, examples, and conclusions. However, corpus instruction cannot independently develop critical thinking or generate ideas and should therefore be combined with discussion and argument-development activities.

A particularly important finding is the role of **teacher guidance**. Lower-proficiency learners may struggle to interpret large amounts of corpus data. Effective DDL therefore requires focused tasks, manageable datasets, guiding questions, feedback, and scaffolding. The process can be represented as:

teacher → task → corpus → learner discovery → discussion → application.

Based on the findings, the study proposes a **Corpus-Informed IELTS Writing Cycle:**

diagnosis → corpus search → noticing → analysis → hypothesis → practice → writing → revision → reflection → transfer.

Overall, corpus linguistics can make a meaningful contribution to IELTS writing development, particularly in Lexical Resource and Grammatical Range and Accuracy, while also supporting Coherence and Cohesion and, indirectly, Task Response. However, it should complement rather than replace conventional IELTS preparation.

Discussion. The findings demonstrate that corpus linguistics can make IELTS writing instruction more evidence-based and learner-centred. Instead of relying mainly on memorisation and correction, learners can identify language problems, examine authentic examples, formulate hypotheses, and apply their findings to their own writing.

The strongest connection between corpus-based learning and IELTS assessment is observed in **Lexical Resource**. Corpus analysis helps learners develop collocational competence, phraseological knowledge, lexical flexibility, and awareness of register. It can also support **Grammatical Range and Accuracy** by providing authentic examples of recurring grammatical patterns.

Corpus-informed analysis can contribute to **Coherence and Cohesion** by showing how proficient writers use discourse markers, lexical chains, reference, and thematic progression. However, effective cohesion should not be reduced to the frequent use of linking words.

The relationship with **Task Response** is more indirect. Corpus analysis can improve genre awareness and help learners understand how claims, reasons, explanations, examples, and conclusions are organised. Nevertheless, corpus instruction should be combined with critical thinking, discussion, and argument-development activities.

Challenges and pedagogical implications. Several challenges should be considered when implementing corpus-based IELTS instruction. Large amounts of concordance data may create cognitive overload, particularly for lower-proficiency learners. Students also need basic corpus literacy, including an understanding of frequency, collocation, concordance, context, and register.

Another important issue is that frequency does not always mean appropriacy. A frequent expression may still be unsuitable in a particular context. Therefore, corpus evidence should be interpreted together with grammar, meaning, register, and genre.

Teacher expertise is also essential. Effective corpus-based instruction requires carefully selected materials, focused tasks, guiding questions, feedback, and appropriate scaffolding. Consequently, corpus linguistics should be integrated with explicit IELTS instruction, timed writing, feedback, revision, and assessment rather than used as a stand-alone method.

Future research. Future research should focus more specifically on the relationship between corpus-informed instruction and IELTS performance. Experimental studies could compare corpus-based IELTS instruction with conventional preparation through pre- and post-test Writing Task 2 essays.

Further research could examine lexical diversity, collocation accuracy, lexical-bundle use, grammatical accuracy, syntactic complexity, and their relationship with IELTS band scores. Longitudinal studies would also be valuable for determining whether learners retain and transfer corpus-derived language knowledge to unfamiliar topics.

The development of IELTS learner corpora containing essays from different proficiency levels could provide additional evidence about the linguistic and discourse features associated with different IELTS bands.

Conclusion. This article examined the potential of corpus linguistics and Data-Driven Learning for improving IELTS Academic Writing Task 2. The literature indicates that corpus-based instruction can help learners develop contextualised knowledge of vocabulary, collocations, lexical bundles, grammatical patterns, discourse markers, and academic phraseology.

Corpus linguistics is particularly valuable for **Lexical Resource** and can also support **Grammatical Range and Accuracy, Coherence and Cohesion**, and, indirectly, **Task Response**. However, its effectiveness depends on teacher guidance, appropriate corpus selection, learner proficiency, task design, feedback, and opportunities for practical application.

The proposed **Corpus-Informed IELTS Writing Cycle — diagnose, search, notice, analyse, hypothesise, practise, write, revise, reflect, and transfer** — provides a practical framework for incorporating corpus investigation into IELTS preparation. Ultimately, corpus linguistics should complement rather than replace established IELTS teaching practices. Its main value lies in creating an evidence-based learning environment in which students can investigate authentic language, evaluate alternatives, recognise patterns, and apply their discoveries to their own writing. This approach has the potential to support both examination performance and broader academic writing competence.

References:

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FAN VA TA'LIM YANGILIKLARI
JURNALI

2026-yil
9-son

Muassis - "FAN VA INNOVATSIYA YANGILIKLARI" MCHJ
Jurnal hamkori - «PROFI UNIVERSITY»

Jurnal O'zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi axborot va ommaviy kommunikatsiyalar agentligi tomonidan 2024-yil 24-may kuni № 454068-sonli guvohnoma bilan ro'yxatga olingan.

Jurnal 2024-yilda tashkil etilgan, 1 oyda bir marta o'zbek, tojik, qozoq, qirg'iz, qoraqalpoq, rus va ingliz tillarida nashr etiladi.

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Jurnal sayti: www.saen.uz
Telegram kanali: **https://t.me/saen_2024**

Maqolada keltirilgan fakt va ma'lumotlarning to'g'riligi uchun mualliflar mas'uldirlar.

"Fan va ta'lim yangiliklari" ilmiy-amaliy jurnali Oliy attestatsiya komissiyasi Rayosatining qarori (25.08.2025 y., №374/5) bilan pedagogika va psixologiya fanlari bo'yicha falsafa doktori (PhD) va fan doktori (DSc) ilmiy darajasiga talabgorlarning dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan milliy ilmiy nashrlar ro'yxatiga kiritilgan.

ISSN: 3093-8694