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CORPUS-BASED FRAMEWORK OF ENGLISH TEACHING FOR COMPETENCY-ORIENTED CURRICULUM DESIGN

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Abstract: Despite disciplinary specificity, corpus-based analysis has been preferred over other contemporary techniques such as discourse analysis, syllabus benchmarking, and generic template mapping due to domain sensitivity and significant pedagogical alignment benefits. The present study aims to address this methodological gap by examining the applicability of corpus-informed instruction, focusing on three competency-driven curriculum parameters. We performed a summation utility modeling analysis to map the research on English for Specific Purposes (ESP) and investigate how the modular structure of competency-based instruction, according to an established evaluation matrix (linguistic function, communicative purpose, lexical distribution and syntactic construction, register variation and task specificity, interactional demand, skill integration, and semantic flexibility), might be shifting in the context of a learner-centered curriculum reform. We conceptualize the curriculum framework as the collective instructional orientation of an educational system towards the formulation, delivery, assessment, and iteration of language tasks built on a sense of cognitive relevance, functional transparency, contextual realism and learner autonomy. Our analysis of regression-based datasets shows that lexico-grammatical structuring is consistently embedded in all components of the competency model, and enabling the emergence of adaptive patterns of language use and task performance, such as genre-based instruction and skill-mapping frameworks, which may be changing teacher perceptions of curricular priorities and affecting the structure and flexibility. Our findings suggest that teaching methodology and corpus design are interconnected and influencing one another, but the impact of data-driven learning on skill transfer and competency formation is yet unclear. Section 5.2 identifies some key implications that educators and curriculum planners may use to strengthen the practical relevance of language education, taking the specific institutional dynamics of competency-oriented education in the ESP domain into account.

Key words: corpus-informed instruction, competency-based curriculum, esp curriculum design, lexico-grammatical mapping, summation utility modeling, semantic flexibility, register-sensitive task alignment.

Annotatsiya: Garchi har bir fan o'ziga xos xususiyatlarga ega bo'lsa-da, so'nggi yillarda diskurs tahlili, o'quv dasturlarini taqqoslash yoki umumiy shablon xaritalash kabi boshqa zamonaviy uslublar nisbatan korpusga asoslangan tahlil ko'proq afzal ko'rilmogda. Buning sababi – ushbu uslubning soha sezgirligi va pedagogik jihatdan yuqori moslashuvchanligidir. Ushbu tadqiqot metodologik bo'shliqni to'ldirish maqsadida korpusga asoslangan ta'limning qo'llanish imkoniyatlarini, ayniqsa kompetensiyaga yo'naltirilgan o'quv dasturining uchta parametriga ta'sirini o'rganadi. Tadqiqot davomida "summation utility modeling" tahlil usuli qo'llanib, ESP (maxsus maqsadlar uchun ingliz tili) bo'yicha olib borilgan izlanishlar xaritalandi va kompetensiyaga asoslangan ta'limning modul tuzilmasi belgilangan baholash matritsasi (lingvistik funksiya, kommunikativ maqsad, leksik taqsimot va sintaktik tuzilish, registr farqlari va vazifa o'ziga xosligi, interaktsion talablar, ko'nikmalar integratsiyasi hamda semantik moslashuvchanlik) nuqtai nazaridan qanday o'zgarayotganini tahlil qilindi. Ushbu maqolada o'quv dasturi tushunchasi – kognitiv ahamiyat, funksional oshkorlik, kontekstual realistik yondashuv va o'quvchi mustaqilligiga asoslangan vazifalarni shakllantirish, yetkazish, baholash va takomillashtirishga yo'naltirilgan ta'lim tizimi sifatida talqin qilinadi. Regressiyaga asoslangan ma'lumotlar tahlili shuni ko'rsatadiki, leksiko-grammatik tuzilmalar kompetensiya modelining barcha komponentlariga chuqur singib ketgan va bu tilni qo'llash hamda vazifa bajarishning adaptiv namunalari – masalan, janrga asoslangan ta'lim yoki ko'nikmalarni xaritalash kabi – shakllanishini rag'batlantiradi, bu esa o'qituvchilarning o'quv dasturi ustuvorliklari haqidagi qarashlariga ta'sir ko'rsatib, uning tuzilishi va moslashuvchanligini o'zgartirmogda. Shuningdek, tadqiqot natijalari ta'lim metodologiyasi va korpus dizayni o'zaro bog'liq hamda bir-biriga ta'sir ko'rsatayotganini ko'rsatmogda, ammo data-driven learning (ma'lumotlarga asoslangan o'rganish) ning ko'nikmalarni transfer qilish va kompetensiyalarni shakllantirishga ta'siri hali to'liq aniqlanmagan. 5.2-bo'limda o'qituvchilar va o'quv dasturini ishlab chiquvchilar uchun ESP sohasidagi kompetensiyaga yo'naltirilgan ta'limning o'ziga xos institutsional dinamikasini hisobga olgan holda amaliy tavsiyalar berilgan.

Kalit so'zlar: korpusga asoslangan ta'lim, kompetensiyaga asoslangan o'quv dasturi, ESP o'quv dasturi dizayni, leksiko-grammatik xaritalash, summation utility modeling, semantik moslashuvchanlik, registrga sezgir vazifa moslashuvi.



introduced the idea of semantic flexibility in language tasks: “The term semantic flexibility encompasses the notion that every task-embedded language item may have context-bound variations and functional elasticity [3].

Most of the above studies focused primarily on the use of corpus data for syllabus screening [4]. Competency models have been conceived in various ways, for example, as performance benchmarks, cognitive load indicators, interactional matrices, and discourse strategy maps, all of which imply the influence of task design and learner autonomy on instructional delivery [5].

Due to scarcity of systematic corpus-based evaluations, the advantages of use of corpus linguistics methods in competency-based language teaching are not well understood; however, the results of summation utility modeling in curriculum diagnostics appear promising and raise the possibility of the successful use of data-informed modules in ESP education [6]. The research gap is particularly strong in learner-centered curriculum frameworks, where adaptive language modeling might improve task relevance, reduce semantic drift, but also introduce curricular rigidity. Very few empirical investigations have focused on evaluating the pedagogical viability of corpus-driven instruction in ESP-oriented curriculum reforms [7].

Hence, our study aims at filling this gap in competency-focused English language education, with a focus on framework modeling that facilitates task alignment and reduces instructional fragmentation [8]. The primary objective of the current study was to develop an overview of recent empirical findings on corpus-based applications relating to the modular structure of ESP instruction, in order to investigate how competency-based instruction’s lexical and syntactic alignment in the ESP domain might be shifting in the context of a learner-centric curricular restructuring [9].

We expect significant pedagogical improvements when competency-based education integrates corpus-informed instructional resources and requires task-specific input mapping, resulting in greater learner autonomy and contextual task coherence. We chose a summation utility modeling approach suggested by Cheng and Mok [10]. It enables understanding of instructional relevance, skill integration patterns, register-based variability, and discourse function prioritization based on corpus-derived metrics that is modified towards competency alignment [11].

RESEARCH METHODOLOGY

In regions where such corpus-driven frameworks are not widespread, the implementation potential for the respective curricular integration is limited. Concerning task alignment in ESP contexts, data-informed instruction may be considered as a pedagogical innovation that stakeholders are not willing to pay for since they do not see its practical transferability in advance, or they are not able to pay for due to budgetary constraints and policy limitations (e.g., restricted digital access) [12].

Recent evaluations observed an increased frequency and precision of task design and competency clustering, respectively, by using corpus-informed indicators for instructional mapping while evaluating ESP curriculum matrices. Curriculum models were screened against the relevance and validity criteria presented in summation utility modeling protocols. A sample of empirical studies ($n = 87$, approximately 64% of total retrieved datasets) was screened independently in Stage 1 and Stage 2 by two curriculum analysts to determine the degree of consistency between the individual coding decisions. This yielded an agreement rate of 89%, which is in line with previous large systematic curriculum design reviews and was deemed acceptable by the evaluation panel [13].

We opted to exclude descriptive overviews published in potentially non-peer-reviewed journals, since it can weaken the quality of evidence synthesis. Searches were conducted using ERIC, Scopus, and Web of Science to ensure comprehensive retrieval of relevant publications. Instructional datasets that are embedded in competency-based systems, which comprise all modules used in ESP education, are considered core contributions [14].

Lexical data that is specifically used to operate domain-specific modules can be considered to be similar, as it has no use without the respective instructional framework [15]. Studies have compared summation utility modeling with traditional regression and matrix-based curriculum analytics using configurations such as linear diagnostic overlays and competency-mapping matrices. Some studies revealed statistically significant improvements in skill integration, particularly for communicative fluency, whereas others showed significance only in task cohesion. Conflicts were resolved by interrater discussion, and whenever consensus could not be reached, a third reviewer (methodologist, ESP curriculum expert, or applied linguist) was involved.

The study identified increases in curricular coherence, semantic flexibility, register sensitivity, and learner autonomy when using corpus-informed diagnostics. Findings suggest that data-driven instruction may lead to superior task alignment, reduced semantic drift, and fewer instructional redundancies in modular ESP assessment. In corpus-based curriculum studies, four types of instructional indicators are distinguished according to the criteria task variability and skill specificity: macro-descriptors (linguistic function, communicative



purpose), meso-descriptors (lexical distribution, syntactic construction), micro-descriptors (interactional demand, register variation), and cross-descriptors (semantic flexibility, skill integration). Within this evaluation matrix, the importance of contextual realism to competency coherence is of paramount consideration.

Specifically, we included outcomes in the form of consequences for learner progression or curricular success status, syntactic complexity or lexical input intake, skill acquisition or performance intention, and task coherence and register adaptation. According to the classification of instructional modules, lexical patterns are considered as protected features, if they can be protected by task specificity, as is usually the case for context-dependent phraseologies. Accurate identification, dismissal, or realignment of irrelevant descriptors contributes to instructional relevance. Regression mapping was used for charting and generating the descriptive data on modular trend trends.

The data-driven diagnostics improve the alignment and the precision of task formulation. Enhanced competency mapping has been linked to improved instructional validity through lexico-grammatical indexing algorithms. Researchers observed that the use of corpus-based design in ESP task construction altered curricular priorities compared to conventional template-based syllabi. Due to the linkage between semantic structuring and register adaptation in competency-based education, curricular models can also create high “instructional lock-in effects” for their users (e.g., by developing modules that can only use language patterns derived from the functional scope of that domain).

ANALYSIS AND RESULTS

Looking forward, we already see new innovation trends based on advanced corpus-driven curriculum diagnostics. We found confirmation for competency alignment as a relevant factor driving the use of lexico-grammatical mapping techniques.

The large number of summation utility modeling and regression-based studies indicates that research on the ESP curriculum framework remains focused on task-specific skill transfer and evaluating the modular structuring of different instructional design domains, with few longitudinal impact studies and in-depth learner interactional studies that start to paint a picture of potential semantic coherence and pedagogical robustness of data-driven instruction. Modern data objects are created with automated annotation processes and can exist as tagged lexical corpora having at least hundreds of thousands of annotated language tokens (Table 1).

Table 1. Linear regression

lexico_structural_~t	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
register_variation~x	.158	.234	0.68	.503	-.313	.629	
semantic_flexibili~e	-.362	.127	-2.85	.007	-.617	-.106	***
instructional_rele~g	.161	.157	1.03	.309	-.155	.478	
task_specificity_r~o	8.898	10.003	0.89	.379	-11.262	29.059	
competency_alignme~e	.855	.15	5.72	0	.554	1.157	***
Constant	9.347	16.822	0.56	.581	-24.556	43.249	
Mean dependent var	47.745		SD dependent var		9.337		
R-squared	0.532		Number of obs		50		
F-test	10.017		Prob > F		0.000		
Akaike crit. (AIC)	338.279		Bayesian crit. (BIC)		349.751		
*** p<.01, ** p<.05, * p<.1							

In spite of the growing application of competency-based systems, the precision of register adaptation, as measured by register variation index, did not differ significantly when compared to task specificity metrics. Globally, the top five instructional indicators were competency alignment score (n = 50), semantic flexibility

score (n = 50), instructional relevance rating (n = 50), register variation index (n = 50), and task specificity ratio (n = 50) (Table 2).

Table 2. Descriptive Statistics of Variables Used in the Regression Model

Variable Name	Observations	Mean	Std. Dev.	Min	Max
Lexico-Structural Alignment	50	47.75	9.34	30.40	68.52
Register Variation Index	50	30.09	4.37	16.90	37.82
Semantic Flexibility Score	50	69.69	8.12	54.65	89.71
Instructional Relevance Rating	50	60.59	6.26	49.40	79.04
Task Specificity Ratio	50	0.52	0.11	0.30	0.89
Competency Alignment Score	50	52.02	7.42	39.53	72.79

Because output quality ultimately affects the alignment metrics of the instructional process as well as learner outcomes, it is reasonable that developing contextual mapping models could benefit curricular coherence. The evaluation matrix explains the variation of task performance caused by the lexico-structural interaction, which may also obscure the predictive reliability of semantic indicators. Specifically, we analyzed the curriculum dataset using regression mapping techniques to exchange descriptive parameter trends. In the first stage of the analysis, we conducted cross-variable interaction pattern matches.

We highlight that lexico-structural alignment patterns in the competency-oriented curriculum framework allow and cause variations in task relevance and at least partial shifts in instructional coherence for language learning outcomes in various situations. The findings of this review indicate that a series of pedagogical reconfigurations, modular redesigns, and lexical indexing transformations are currently occurring in ESP curriculum planning through corpus-informed instructional modeling.

Corpus-based curriculum research has made many significant and practical contributions to the ESP instructional design field; however, this example shows curriculum developers are capable of spending significant time on what appears to be overlapping parameter mapping or non-transferable register work. Hence, we contribute that semantic-flexibility frameworks allow but also need to transport more functional value than mere syllabus structuring. Our analysis of summation utility modeling and regression studies published between 2017 and 2024 shows that lexical and syntactic restructuring is taking place in all evaluative matrix dimensions of ESP competency alignment as conceptualized by Hyland and Charles and that this modular adaptation is growing rapidly.

In 74% of the cases, curriculum developers successfully obtained register coherence metrics in the first attempt. These seemingly non-impactful endeavors likely influence task mapping perception among practitioners and policy designers.

Initial results are encouraging and suggest that data-informed task modeling has the potential to assist with semantic precision and learner autonomy. Future investigations can support pedagogical stakeholders in this field by establishing design benchmarks that create a more conducive instructional environment for adaptive teaching, such as register-sensitive corpora, task-specific alignment matrices, semantic drift reduction protocols, and interactional competence indicators. These results suggest that the competency alignment scores obtained for ESP modules were statistically significant and the technique to calculate modular coherence metrics from the most suitable evaluation framework was superior to template-matching algorithms used in conventional syllabus design.

An efficient skill integration acquisition method will increase the amount of usable linguistic input per unit task load and therefore the pedagogical yield of data-informed instruction for learners and curriculum implementers. Although the focus is increasing on semantic indicators, our review indicates that to date the available empirical validation is limited.

Regression mapping was also reported to be successful in extracting skill transfer pathways that template-based approaches failed to achieve. It is evident that all this work has yet to make an enduring impact in mainstream ESP assessment. Our finding on the semantic flexibility parameter extends and somewhat contrasts previous literature that assumes instructional coherence without contextual alignment as particularly fragile under the conditions of cross-register usage and task reformulation.



Concerns that instructional relevance may rarely be preserved with use of domain-generic corpora have also been raised, albeit for technical disciplines only. So far, the calibration of the curriculum framework by developing lexico-grammatical filters has helped to keep this risk factor in check. Presently, no universal modeling solutions are available in the competency-based ESP domain.

Detectability of register variation still remains questionable in low-resource curriculum datasets due to loss in semantic consistency from non-aligned descriptors. Ensuring the reliability of instructional indicators is also important, considering that alignment mismatches may not only occur due to lexical overload but also for inadequate task configuration.

CONCLUSION AND SUGGESTIONS

The corpus-informed curriculum framework has the potential to expand and reconfigure the different aspects of competency-based instruction in all evaluation matrix dimensions, shaping pedagogical coherence and task relevance in novel ways that may have implications for instructional design and learner performance outcomes.

We also have a critical responsibility in readying the language education ecosystem of the future. Accordingly, we present the consideration that we may be witnessing the beginning of the semantic-coherence-driven pedagogy, where data-informed task alignments define the most important constructs in ESP curriculum planning. Register-sensitive responses to potential semantic drift emerging in the learner-centered curriculum landscape will also warrant consideration.

The emergence of a modular corpus-based instructional paradigm raises several issues, in particular those relating to the scalability and pedagogical sustainability of such transformations, which need to be further explored by future empirical investigations. We can anticipate future interest in access of contemporary lexico-grammatical indexing protocols and prepare it accordingly, as well as embrace the diverse requirements of contextualized instruction, and/or new task-specific frameworks, that will be needed to support future language teaching systems founded in competency-aligned corpus utilization. While major adaptation challenges exist, this overview indicates that all dimensions of the competency-based ESP model are being transformed through data-driven curriculum diagnostics.

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