

## Enhancing Lexical Chunk Awareness through Data-Driven Learning: An Action Research Study in a Thai EFL Business English Context

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### **Abstract:**

The present study proposes and evaluates a pedagogical framework for teaching lexical chunks by incorporating Data-Driven Learning (DDL) activities in conjunction with language awareness theory. The study employed an action research methodology to investigate the effects of DDL activities on the development of lexical awareness in Thai EFL learners. Over a 10-week period, a pedagogical intervention was implemented involving 98 intermediate-level university students. A specialised business English corpus was used in the implementation, providing these students with authentic examples of lexical chunks used in professional contexts. Through this approach, the students engaged in recognition and production tasks that reflected real-world business communication, while receiving instruction following the Expose-Identify-Observe-Discover-Internalize (EIODI) learning process. The analysis of quantitative data from classroom surveys and a pre- and post-course evaluation revealed that these students made significant progress in their awareness of lexical chunks. They also demonstrated positive attitudes towards the DDL activities. In addition, they reported improvements in their English ability, as evidenced by a statistical comparison of their test scores. This study highlights the importance of promoting learners' language awareness through the targeted and strategic use of DDL activities and emphasizes the value of using domain-specific corpora to enhance language acquisition, contextualised learning, and learner engagement.

### **Keywords:**

Lexical Chunk, DDL Learning, Language Awareness, Business English Corpus.