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Exploring Benefits and Challenges of Corpus-Based Approach in Teaching Grammar

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ABSTRACT

This paper explores the benefits and challenges of employing a corpus-based approach in teaching grammar, particularly in English as a Foreign Language (EFL) contexts. The study adopts a conceptual research method, synthesizing existing literature to provide a theoretical exploration of the pedagogical implications and practical strategies for overcoming these challenges. By analyzing large collections of texts, students can observe how grammar functions across diverse contexts, enhancing their ability to apply grammatical rules effectively. One of the key advantages of this approach is that it promotes learner autonomy, enabling students to independently explore and analyze language data. Additionally, exposure to authentic language examples makes learning more relevant and meaningful. However, implementing this approach presents challenges, such as the need for teachers to be proficient in corpus tools, the time-intensive nature of data analysis, and the potential difficulty student face in interpreting complex language patterns without sufficient guidance. By addressing both the advantages and limitations, this study offers insights into optimizing the corpus-based approach for grammar instruction in various educational settings.

Keywords: Benefits; Challenges; Corpus-based approach; EFL; Grammar teaching

INTRODUCTION

The role of grammar in language learning, especially within the context of English as a Foreign Language (EFL), is fundamentally crucial. Grammar functions as the structural foundation of a language, enabling learners to communicate ideas clearly, accurately, and effectively. In EFL contexts, where English is not the native language, mastering grammar becomes even more critical, as it directly influences learners' ability to participate in meaningful conversations, write coherently, and avoid misunderstandings. This importance is highlighted by Daskan (2023), who argues that a solid understanding of grammar is essential for EFL students to succeed, particularly in spoken and written communication. Without a firm grasp of grammatical structures, learners often face significant challenges in expressing themselves with precision.

The complexity of English grammar itself compounds these challenges. With its wide array of rules, exceptions, and variations depending on context, English grammar can be particularly daunting for learners. Lestari (2023) emphasizes that this complexity often acts as a barrier to achieving fluency, as learners may struggle to internalize the vast number of grammatical rules required to communicate effectively in different situations. This challenge necessitates the implementation of teaching methods that are both effective and adaptable, allowing students to overcome the difficulties posed by grammar learning in a foreign language context. In this regard, the pedagogical strategies

adopted by teachers play a pivotal role in determining how well students grasp and apply grammatical rules.

Traditionally, grammar instruction has followed a more prescriptive approach, where rules are taught explicitly, and students are expected to memorize and apply them in isolated exercises. However, recent research has demonstrated that such methods may not always lead to successful language acquisition, particularly in terms of practical language use. For example, Negahdaripour & Amirghassemi (2016) found that both deductive (rule-based) and inductive (example-based) approaches to grammar instruction can produce similar results in terms of spoken fluency and accuracy. This finding suggests that the specific method of instruction may be less important than the opportunities for learners to practice and apply grammatical knowledge in authentic contexts. As a result, there has been a growing shift towards approaches that emphasize context and real-life application of grammar, rather than the memorization of rules in isolation.

Incorporating communicative grammar teaching methods, where grammar instruction is integrated into meaningful communication tasks, has shown promise in enhancing learners' engagement and improving their performance. Al Bataineh et al. (2019) suggest that blending grammar instruction with interactive, communicative tasks helps students internalize grammatical structures more naturally. Similarly, Fithriani (2022) notes that game-based learning and blended learning approaches have a positive impact on students' attitudes toward grammar, reducing the perception that it is a dry and monotonous subject. This shift toward more engaging, learner-centered instruction is particularly important in EFL contexts, where students may already face additional challenges due to the linguistic and cultural differences between their native language and English. Nonetheless, despite the increasing popularity of communicative and interactive grammar teaching methods, traditional approaches remain prevalent in many EFL classrooms. Phipps & Borg (2009) found that while teachers often express a desire to adopt more communicative methods, many continue to rely on traditional, form-focused instruction in practice. This misalignment between teachers' beliefs and their classroom practices can hinder students' ability to effectively use grammar in context, as they are not provided with sufficient opportunities to practice in communicative settings. Furthermore, this reliance on traditional methods can perpetuate negative perceptions of grammar among students, who may view it as a subject focused solely on rote memorization rather than practical language use.

The tension between innovative grammar teaching methods and traditional instructional practices is further compounded by the challenges of teaching grammar in increasingly diverse educational settings. With the rise of online and hybrid learning environments, particularly in the wake of the COVID-19 pandemic, teachers have had to adapt their grammar instruction to new formats that may not lend themselves easily to traditional approaches. Kumayas & Lengkoan (2023) highlight the struggles faced by experienced educators in conveying grammatical concepts effectively in hybrid

classrooms, where students may be engaging with the material both in-person and online. This shift underscores the need for teaching strategies that are flexible, adaptable, and capable of meeting the demands of various learning environments.

One innovative approach that has gained attention in recent years is the use of corpus-based methods in grammar instruction. Corpus linguistics, which involves the study of language through large collections of real-world text (corpora), offers a data-driven, empirical approach to language teaching. By using authentic language examples from corpora, teachers can provide students with a more realistic understanding of how grammatical structures function in actual communication. This contrasts sharply with traditional methods, which often focus on prescriptive rules that may not reflect the variability and nuance of real-world language use. The use of corpus-based instruction has been shown to promote learner autonomy, allowing students to independently explore and analyze language patterns in context. This approach not only enhances learners' understanding of grammar but also fosters critical thinking skills, as students are encouraged to observe, summarize, and generalize language phenomena based on real data Eragamreddy (2024). Moreover, by exposing students to authentic language use, corpus-based approaches can make grammar instruction more relevant and engaging, as learners see how grammatical rules are applied in various contexts.

However, the implementation of corpus-based methods in EFL classrooms is not without its challenges. Teachers must be well-trained in the use of corpus tools and software, and the time-consuming nature of data analysis can be a significant barrier to its widespread adoption. Additionally, students may struggle to interpret the complex language patterns found in corpora without sufficient guidance from their instructors. Despite these challenges, the potential benefits of corpus-based instruction make it a promising avenue for further exploration in the field of EFL grammar teaching. In light of the evolving demands of language education and the growing recognition of the limitations of traditional grammar instruction, this paper seeks to explore both the benefits and challenges of implementing a corpus-based approach in teaching grammar. By examining the pedagogical implications of this approach, as well as the practical strategies that can be employed to overcome its challenges, this study aims to provide valuable insights into how corpus-based methods can be optimized for use in diverse EFL educational settings.

METHOD

This study employs a conceptual research approach to investigate the benefits and challenges of using a corpus-based method for teaching grammar in English as a Foreign Language (EFL) education. Conceptual research synthesizes existing theories, models, and scholarly discussions. This approach is well-suited for exploring topics where a theoretical understanding is crucial before practical application, such as corpus-based grammar instruction. The study begins with a comprehensive literature review of corpus linguistics, EFL teaching, and grammar instruction,

highlighting themes like learner autonomy and data-driven learning. It then conducts a theoretical analysis of how corpus-based approaches can deepen understanding of grammar through authentic language examples and encourages critical thinking and independent learning. Challenges related to technical barriers and student difficulties are also examined. The study further evaluates various corpus tools and resources to determine their effectiveness for EFL grammar instruction. Finally, it synthesizes findings to offer practical recommendations for educators, including strategies for integrating corpus-based activities into lessons and overcoming common challenges. The insights aim to enhance the effectiveness and engagement of EFL learners and guide future research in corpus-based grammar teaching.

RESULT

Benefits of Corpus-Based Approaches in Grammar Teaching

Enhance Understanding of Real-World Grammar Use

Corpus-based approaches in grammar teaching have gained significant attention due to their ability to enhance learners' understanding of real-world grammar use. One of the primary benefits of these approaches is that they allow learners to observe authentic language patterns, which is crucial for developing a nuanced understanding of grammar in context. For instance, Tsulaia's study highlights that data-driven learning, which utilizes corpora, positively affects grammar achievement among EFL students by providing them with real examples from language use (Tsulaia, 2021). Similarly, emphasizes that corpus linguistics plays a significant role in reforming grammar instruction by offering authentic examples that can be tailored to students' needs, thus enhancing their learning experience (Alamri, 2022).

Moreover, corpus-based approaches improve the application of grammatical rules across various contexts. By exposing learners to a wide range of language examples, these methods facilitate better retention and application of grammatical structures. For example, found that corpus-based teaching significantly improved vocabulary retention among Iranian EFL learners, suggesting that similar methodologies could be applied to grammar instruction to enhance retention and contextual application (Ashkan & Seyyedrezaei, 2016) Furthermore, the work of supports this notion by indicating that corpus investigations can inform teaching priorities, ensuring that the grammatical structures taught are relevant to actual language use (Oktavianti et al., 2020). This alignment with real-world usage not only aids in comprehension but also in the practical application of grammar in diverse contexts.

The integration of corpus-based methods in grammar teaching also allows for a more personalized learning experience. As noted by, the introduction of corpus-based materials has shifted the methodology of English language teaching, enabling educators to tailor their instruction based on the linguistic data available (Jamal et al., 2021). This customization is further supported by the

findings of a study, who argues that corpus linguistics can transform grammar training by providing insights into everyday language use, thus allowing teachers to meet the unique needs of their students (Eragamreddy, 2024). Such adaptability is essential in modern educational contexts, where diverse learner backgrounds and needs must be considered.

Promotion of Learner Autonomy

The integration of corpus-based approaches in grammar teaching has been shown to significantly promote learner autonomy, enhance motivation, and increase engagement among students. This approach aligns with the findings of, who noted that data-driven learning positively impacted grammar achievement among Georgian EFL university students, echoing similar results found in studies involving Chinese EFL students (Tsulaia, 2021). Such evidence suggests that corpus-based activities not only improve grammatical skills but also empower learners to take charge of their learning processes. Moreover, the use of corpus-based activities has been linked to increased student motivation and engagement demonstrated that EFL university students showed a significant improvement in their grammar and vocabulary skills when engaged in corpus-based activities, which also positively influenced their attitudes towards learning (Elsherbini & Ali, 2017). Furthermore, the promotion of learner autonomy through corpus-based approaches is supported by Yildirim's research, which emphasizes the importance of practical exposure to autonomous learning in teacher education (Yildirim, 2014). This suggests that not only do students benefit from autonomy in their learning, but teachers also play a crucial role in facilitating this independence. In addition, the corpus-based approach provides a wealth of data that can inform teaching practices and material selection. It is highlighted the importance of using corpus information to make principled decisions about what should be taught in grammar classes, ensuring that the content is relevant and applicable to real-world language use (Oktavianti et al., 2020).

Support for Data-Driven Learning

Corpus-based approaches in grammar teaching have gained significant traction in recent years, particularly due to their ability to enhance data-driven learning (DDL) and foster critical thinking among students. These approaches leverage authentic language data from corpora, allowing learners to engage with real-world language use, which is crucial for developing a deeper understanding of grammatical structures. One of the primary benefits of corpus-based grammar instruction is its capacity to provide students with actual language examples that are relevant and engaging. As noted by, corpus-based instruction emphasizes real-life language exposure, which not only makes grammar more applicable but also encourages autonomous learning and critical thinking by allowing students to explore language patterns in context (Eragamreddy, 2024). This aligns with findings, which highlight that data-driven learning significantly improves grammar achievement among EFL students by enabling them to analyze and derive grammatical rules from authentic data (Tsulaia, 2021). Such

engagement with real language data fosters a more profound analytical approach to grammar, as students are encouraged to observe, summarize, and generalize language phenomena, thus actively participating in their learning process (Yu & Shen, 2022).

Moreover, the use of corpora in grammar teaching supports the development of critical thinking skills. By analyzing language data, students are prompted to question and evaluate grammatical norms rather than passively absorbing rules. This critical engagement is further supported by , who emphasizes that corpus linguistics can reform grammar instruction by providing authentic examples that cater to students' needs (Alamri, 2022). The ability to make principled decisions about teaching materials based on corpus information, as discussed by , allows educators to prioritize what is most relevant for their students, thereby enhancing the learning experience (Oktavianti et al., 2020). Additionally, the collaborative aspect of corpus-based learning cannot be overlooked. Binkai points out that interaction among learners and between learners and teachers are essential for cognitive development in a corpus-driven environment (Binkai, 2012). This collaborative learning fosters a community of inquiry where students can share insights and deepen their understanding of grammatical concepts through discussion and peer feedback.

Challenges in Implementing Corpus-Based Approaches

Teacher Training and Technical Knowledge

Implementing corpus-based approaches in language education presents several challenges, particularly concerning teacher training and the requisite technical knowledge. A significant barrier is the lack of familiarity and expertise among teachers in using corpus tools and software. This gap in knowledge can hinder the effective integration of corpus linguistics into pedagogical practices. For instance, emphasizes that the absence of user-friendly corpus search tools can impede both learners and teachers from engaging meaningfully with collocational patterns in the target language (Chen, 2011). Similarly, highlights that second language writing teachers often face substantial challenges in utilizing corpora, which are frequently overlooked in teacher education programs (Schmidt, 2023). This suggests that without adequate training and resources, teachers may struggle to incorporate corpus-based methodologies effectively into their classrooms.

Moreover, the need for professional development and on-going support is critical in addressing these challenges. Research indicates that teachers require extensive guidance to integrate digital tools into their teaching practices effectively. For example, the findings from a study by reveal that prior knowledge of corpus tools and motivation for professional development significantly influence educators' ability to implement data-driven learning strategies (Tang & Chen, 2024). This underscores the importance of targeted training workshops that not only introduce teachers to corpus tools but also provide them with the necessary pedagogical frameworks to apply these tools in their teaching (Tang & Chen, 2024). Furthermore, the literature suggests that new corpus-based language

pedagogy (CBLP) could facilitate this integration by blending corpus linguistics with classroom pedagogy, thereby enhancing teachers' instructional strategies (Ma & Mei, 2021).

In addition, the transformative potential of corpus linguistics in grammar instruction is well-documented. Corpus-based approaches can provide authentic examples from academic English usage, which can be instrumental in developing various teaching activities tailored to students' needs (Alamri, 2022). However, the successful implementation of such approaches necessitates that teachers are adequately trained to utilize these resources effectively. It emphasizes the importance of context in language knowledge construction, which can be achieved through the application of corpus data in teaching (Gong, 2019). This highlights the dual necessity of both technical proficiency and pedagogical understanding for teachers to leverage corpus-based methodologies successfully.

Time Constraints and Resource Limitations

Implementing corpus-based approaches in language education presents several challenges, particularly concerning time constraints and resource limitations. One significant challenge is the time required for teachers to prepare corpus-based lessons. Research indicates that while corpus-based teaching can be effective, it often necessitates considerable preparation time for educators to design appropriate materials and activities. For instance, highlights that many data-driven learning (DDL) activities require substantial preparation, and ready-made teaching materials are scarce, which can deter teachers from adopting these methods in their classrooms (Boulton, 2017).

Additionally, limited access to suitable corpora and analysis tools exacerbates these challenges, particularly in under-resourced classrooms. A study suggests that even short interventions can yield positive outcomes, yet they also emphasize that effective implementation of DDL does not always require extensive training or corpus-bound resources (Sun & Hu, 2023). This is particularly relevant for novice learners in less privileged educational contexts, where technological infrastructure may be suboptimal. The availability of authentic materials is crucial; however, many teachers struggle to find relevant corpora that align with their curriculum needs, which can hinder the effectiveness of corpus-based instruction (Boulton, 2017).

Moreover, the integration of corpus linguistics into primary education, presents unique challenges in terms of adapting these approaches to fit the specific needs of younger learners (Le & Pham, 2023). The study indicates that while corpus linguistics offers transformative potential, the practical application in classrooms often encounters obstacles related to resource availability and teacher preparedness. This is echoed in the findings of a study, who note that teachers often face difficulties in lesson planning and assessment, which can further complicate the incorporation of corpus-based methods into their teaching practices (Fitriani & Budiarta, 2021).

Complexity for Learners

One significant issue is the difficulty students' face in interpreting complex language data without adequate guidance. Research indicates that while corpus-based activities can enhance learning outcomes, they often require a level of familiarity and skill that novice learners may not possess. For instance, highlights that while learner corpus data can motivate students, the initial exposure to such data can be daunting without structured support (Cotos, 2014). This aligns with findings from a study, who suggest that even short interventions can be effective, but they emphasize the necessity of teacher guidance, especially for students accustomed to more traditional, teacher-centered learning environments (Sun & Hu, 2023).

Moreover, the sheer volume of data available through corpus resources can overwhelm students, leading to confusion rather than clarity. A study illustrates that while students may perceive corpus-based materials as beneficial, they also express concerns about the complexity and volume of information presented (GİRGIN, 2019). This sentiment is echoed in a study's review, which discusses the need for careful curation of corpus data to ensure that it serves educational purposes without becoming a source of frustration for learners (Alamri, 2022). The challenge lies in balancing the richness of authentic language data with the learners' ability to process and utilize this information effectively.

Furthermore, the effectiveness of corpus-based approaches often hinges on the design of activities that facilitate meaningful engagement with the data. Bin-Kai emphasizes the importance of interaction and collaboration among learners, suggesting that these elements can mitigate the overwhelming nature of corpus data by fostering a supportive learning environment (Binkai, 2012). This collaborative approach can help learners navigate complex data more effectively, transforming potential confusion into a constructive learning experience.

DISCUSSION

Balancing Benefits and Challenges

The corpus-based approach to grammar teaching has gained traction in recent years due to its potential to enhance language learning outcomes. This method leverages authentic language data to inform teaching practices, thereby providing students with exposure to real-world language use. The benefits of this approach, including improved grammar skills and increased engagement, often outweigh the challenges associated with its implementation. However, to maximize its effectiveness, it is essential to address these challenges through targeted strategies such as teacher training and the incremental introduction of corpus tools.

One of the primary benefits of corpus-based grammar instruction is its positive impact on students' grammar achievement. Research indicates that students exposed to corpus-based learning exhibit significant improvements in their grammar skills. For instance, 's study on Georgian EFL university students demonstrated that corpus-based grammar teaching led to enhanced grammar

achievement, corroborating findings from Wang's research on Chinese EFL students (Tsulaia, 2021). Similarly, a study focusing on Saudi EFL classes revealed that students who engaged in corpus-based activities outperformed their peers in post-test assessments, highlighting the effectiveness of this approach in fostering grammatical competence (Almegren, 2022). These findings suggest that corpus-based methods can provide a more authentic and contextually relevant framework for grammar instruction, ultimately benefiting learners.

Despite these advantages, the implementation of corpus-based approaches is not without challenges. Teachers often face technical difficulties, increased workloads, and the need for specialized training to effectively utilize corpus tools in their teaching (Alamri, 2022). Additionally, the integration of corpus data into lesson plans requires careful planning and consideration of pedagogical goals (Binkai, 2012). To mitigate these challenges, it is crucial to invest in comprehensive teacher training programs that enhance corpus literacy and pedagogical skills. A research indicates that in-service training can significantly improve teachers' competence in using corpus-based pedagogy, thereby increasing their confidence and effectiveness in the classroom (Basal et al., 2024). Furthermore, emphasizes the importance of technology in teacher education, suggesting that incorporating corpus tools into initial teacher training can promote engagement and interactivity among future educators (Walsh, 2023).

Incremental introduction of corpus tools can also alleviate the challenges associated with their use. By gradually integrating corpus resources into the curriculum, teachers can become familiar with the tools and develop their instructional strategies over time. This approach allows for the adaptation of teaching methods based on on-going feedback and assessment of student needs. Moreover, as argue, corpus data can inform principled decisions about teaching materials, ensuring that grammar instruction is relevant and aligned with learners' real-world language use (Oktavianti et al., 2020). Such a strategy not only enhances the teaching process but also empowers students to engage with language in a meaningful way.

Pedagogical Implications

The incorporation of corpus-based approaches in grammar teaching presents both significant benefits and challenges, which have important pedagogical implications for curriculum design and lesson planning. Corpus linguistics provides educators with access to authentic language data, enhancing the relevance and effectiveness of grammar instruction. This approach allows teachers to base their curriculum on real-world language use, making grammar instruction more applicable and engaging for students. For instance, this study demonstrated that data-driven learning significantly improved grammar achievement among Georgian EFL university students, aligning with findings from Wang that highlighted similar positive outcomes for Chinese EFL students (Tsulaia, 2021). Such

evidence underscores the potential of corpus-based methods to enhance grammatical competence through exposure to authentic language contexts.

Moreover, the use of corpora in curriculum design facilitates principled decision-making regarding which grammatical structures should be prioritized in teaching. Besides, it is emphasized that corpus data can inform educators about frequency and usage patterns, which are crucial for determining instructional focus (Oktavianti et al., 2020). This aligns with the findings of facts, who noted that corpus linguistics plays a vital role in reforming grammar instruction by providing teachers with authentic examples that can be tailored to students' needs (Alamri, 2022). By integrating corpus data into lesson planning, educators can create activities that are not only relevant but also grounded in the actual language students will encounter outside the classroom.

However, the challenges of implementing corpus-based approaches cannot be overlooked. One significant issue is the tendency for corpus-informed grammar textbooks to adopt a rule-centered framework, which may contradict the inductive learning principles that corpus-based methods advocate. It is pointed out that while there is a growing trend in developing corpus-informed materials, many still presents grammar in an explicit manner rather than fostering a more exploratory, inductive approach (Smart, 2014). This can limit the effectiveness of corpus-based teaching, as students may not engage deeply with the language data if it is merely presented as a set of rules.

Additionally, the integration of corpus-based approaches with other teaching methods can enhance the overall learning experience. For example, a research on using corpora in IELTS writing classes illustrates how corpus-based instruction can complement traditional teaching methods by providing students with extensive exposure to language examples, thereby improving their writing skills (Pham, 2022). This synergy between corpus-based approaches and other pedagogical strategies can lead to a more holistic grammar instruction framework that addresses various learning styles and needs.

Suggestions for Practical Application

Strategies for Teachers

To effectively integrate corpus-based activities into grammar lessons, teachers can begin by selecting relevant corpora that align with their curriculum and learning objectives. Teachers should focus on specific grammar topics, such as verb patterns or collocations, and design activities where students can search for and analyze examples from the corpus. For example, students can explore the frequency and usage of particular grammatical structures in authentic texts. Teachers can also guide learners through tasks such as comparing formal and informal grammar usage or identifying common grammatical errors in real-world contexts. Providing structured worksheets or digital tools will help students navigate the corpus and apply the data meaningfully in grammar exercises.

Step-by-step guidance on using corpus tools effectively is crucial. Teachers need to familiarize themselves with user-friendly software like AntConc, Sketch Engine, or online corpora such as the

British National Corpus (BNC). These tools allow educators to search for patterns, run frequency analyses, and generate keyword lists. Teachers should practice using these tools in small, manageable ways before gradually introducing them to students. Incorporating tutorials and practice sessions will help ensure both teachers and students feel comfortable using the corpus tools in the classroom.

Gradual Introduction for Learners

When introducing students to corpus data, scaffolding is essential. Teachers can start with simple activities, such as searching for specific words or phrases and analyzing their contexts in the corpus. As students become more familiar with the tools, they can move on to more complex tasks, like identifying patterns in verb tenses or sentence structures. Using real-life examples and small datasets at first can prevent students from feeling overwhelmed by large amounts of data.

Ensuring appropriate support and guidance throughout the learning process is key to success. Teachers should provide clear instructions, offer demonstrations, and allow time for practice and feedback. Regular monitoring of students' progress will help address any difficulties they face when interpreting corpus data. Collaborative activities, such as group discussions on findings, can further support student learning and encourage them to engage more deeply with the material. This gradual approach ensures students develop the skills needed to independently explore language patterns using corpus tools over time.

Future Research Directions

There are several promising areas for further research on the application of corpus-based approaches in diverse educational settings. One key area is the adaptation of corpus-based methods in different cultural and linguistic contexts, particularly in under-researched regions such as Asia, Africa, and Latin America. Research could explore how corpora tailored to local varieties of English or other languages influence grammar instruction and learning outcomes. Additionally, there is a need for studies focusing on the effectiveness of corpus-based approaches across various proficiency levels, from beginner to advanced learners, to determine the most suitable applications for different stages of language learning.

Another important area for future investigation is the integration of new and innovative corpus tools. As technology advances, tools that offer more intuitive and interactive interfaces, such as AI-powered language analysis platforms, have the potential to further enhance the efficiency and accessibility of corpus-based grammar teaching. Research could explore how these tools impact student engagement, motivation, and learning outcomes. Moreover, the creation and evaluation of specialized corpora for specific domains or genres (e.g., academic writing, business English) could provide targeted resources for teaching context-specific grammar. Overall, future research should aim

to optimize the use of corpus tools, broaden their applicability, and deepen understanding of their impact in diverse educational settings.

CONCLUSION

This study has explored the benefits and challenges of implementing a corpus-based approach in grammar teaching, particularly within the context of English as a Foreign Language (EFL) education. The findings suggest that using real-world language data from corpora can significantly enhance learners' understanding of authentic grammatical patterns and promote greater learner autonomy. However, the approach also presents challenges, including the need for teacher training, time constraints, and potential difficulties for students in interpreting complex data. Despite these challenges, with proper scaffolding and support, the corpus-based approach can be a powerful tool for grammar instruction.

To maximize its effectiveness, teachers should receive adequate training on corpus tools and gradually introduce learners to corpus-based activities, ensuring that students have the necessary guidance throughout the learning process. Future research should focus on expanding the use of corpus-based approaches in diverse educational settings and exploring new tools that can further improve grammar teaching efficiency. By addressing these areas, corpus-based grammar instruction has the potential to become an integral part of modern EFL education, contributing to more effective and meaningful language learning experiences.

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