

Perspectives of English Education Graduates in Shaping Corpus-Based Research Courses for EFL Teaching: An Exploratory Research

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ABSTRACT

This study investigates the implementation of Corpus-Based Research (CBR) in English language instruction in Papua, Indonesia. Through interviews with six graduates of an English Education study program who experienced in teaching across primary, secondary, and tertiary education levels in diverse formal and informal settings, the research explores the perceived relevance and importance of CBR. While some participants acknowledged the potential benefits of CBR, others noted limited familiarity and encountered challenges in its integration. However, a subgroup exhibited enthusiasm for CBR, recognizing it as a valuable tool to tailor teaching materials. These findings align with earlier research and highlight the adaptable nature of teachers' attitudes. Additionally, participants emphasized the need for early CBR introduction in teacher training and ongoing professional development. They recommended support systems and access to resources for effective CBR integration. The study informs the development of CBR-integrated courses, addressing Papua's unique educational landscape. It underscores the importance of comprehensive training and support to facilitate CBR incorporation into language teaching

Keywords: *curriculum integration; Corpus-Based Research; EFL; exploratory research; Professional Development (PD).*

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INTRODUCTION

The field of linguistics has witnessed a transformative evolution. The discipline of linguistics has undergone a profound transformation over its history, and according to Conrad (2019), one notable advancement that has had a lasting impact is the emergence of Corpus-Based Research (CBR). The field employs extensive repositories of written and spoken data, known as corpora, to analyze language patterns and usage. The implications of CBR have extensive reach and are particularly significant in language teaching. According to Jablonkai & Csomay, (2022), Corpus research holds excellent importance since it provides educators the opportunity to access genuine language data, thereby instigating a transformative shift in the approach to English as a Foreign Language (EFL) instruction. The present study critically explores the perspectives of graduates from an English Education program at a university in Papua, Indonesia, who are currently employed as teachers in primary, secondary, and high schools, on CBR in delivering English language education.

Corpus linguistics plays a crucial role in language instruction, serving multiple fundamental objectives. Firstly, Biber (1999) stated that the process entails examining substantial collections of English language corpora to extract valuable observations regarding overarching linguistic characteristics across a diverse array of settings and

communicative objectives. Second, McCarthy and McCarten (2022) and Coxhead (2022) share similar process that explores specialized corpora that reflect distinct language variations, thereby facilitating the development of syllabi and instructional materials by identifying common language patterns in many contexts, including informal talks or pedagogically relevant vocabulary in texts collected from specific professional contexts. Additionally, Charles (2022) added that the analysis of learner corpora, consisting of written and spoken production samples from English language learners, provides a more comprehensive comprehension of language development. Finally, It encourages self-directed learning and supports discovery learning by giving students access to general, specialized, or purpose-built educational corpora. This gives students a data-driven approach to language learning.

The study by Boulton and Cobb (2017) showed that using corpora has a significant overall effect, which means it works to help people learn languages. Ronan (2023) found that the survey results among aspiring English language teachers generally reflect a positive outlook. Within these findings, it is apparent that students express comfort with the potential advantages of the corpus-based materials preparation method. Nevertheless, it has some problems, including that prospective students still struggle to grasp and employ corpus-based learning. Consequently, they

need training to use corpus data effectively for educational reasons.

Further, within the contemporary language education context, the usual practice of heavily relying on textbooks and scripted materials frequently proves insufficient in sufficiently equipping students for authentic English conversation in real-life situations. As Jablonkai and Csomay (2022) point out, traditional teaching materials often fail to reflect the authentic language that students will encounter outside of the classroom. This phenomenon may result in an absence between students' theoretical understanding acquired in the classroom and their practical competence in effectively communicating within real-life situations. This calls for a thorough analysis of strategies for instruction and a transition towards evidence-based practices that effectively utilize the wide range of vocabulary found in corpora. Based on finding presented by Farr and Leńko-Szymańska (2023), Le and Pham (2023), and Sudimantara (2023), a brief examination of previous research reveals that while there is a growing awareness of the potential of CBR in language pedagogy, there remains a conspicuous gap in understanding how precisely corpus analysis can be harnessed to optimize EFL teaching. Furthermore, exploration is needed, as indicated by Dabamona et al. (2022), Park and Kim (2023), and Şahin Kızıl (2023), to explore and synthesize critical studies on corpus-based instruction.

This study claims on the conventional practices in English as a Foreign Language (EFL) instruction, asserting that traditional methods, which heavily rely on standardized textbooks, have limitations in adequately equipping learners for authentic language interactions. Xu (2022) posits that it is crucial to use corpus-based training to address current inadequacies and improve the overall expectation of language education. In the extensive domain of corpus analysis, Xu identifies a notable gap concerning customized implementations in English as a Foreign Language (EFL) education. Mikaela and Roberto (2023) highlight the utilization of CBR by students to handle and evaluate corpus data that advocates learner independence and the instructor's function as a facilitator through inventive technologies and methodologies. While corpus linguistics has made considerable progress in understanding language usage, the literature lacks a comprehensive exploration of the design and implementation of corpus-informed teaching materials and activities.

English is considered a vital language in Papua, Indonesia, where it has been officially recognized as a second language under the special autonomy regulations. Despite its importance, the practical implementation of the English language curriculum poses several challenges, including the potential language barrier between teachers and students, which results in various stresses among learners (Hasibuan, 2022). By conducting in-depth

interviews with six graduates who experienced in teaching English in Papua, this study seeks to understand their perspectives on the relevance of CBR in EFL teaching. The research also aims to gather their suggestions for teaching CBR to EFL students and recommendations for crafting corpus-based research courses for EFL teachers. This research will provide valuable insights into effective English language pedagogy in Papua and address the specific needs of EFL learners in this region.

METHOD

The research methodology employed in this study embraces a qualitative approach to comprehensively explore the practical applications and pedagogical implications of corpus analysis in the context of English as a Foreign Language (EFL) teaching. Considering the complex and diverse linguistic landscape in Papua, Indonesia, where English language instruction faces unique challenges, this research adopts an exploratory approach. The study employs as Karatsareas (2022) claims that semi-structured interviews with open-ended questions to gather insights into participants' perceptions, recognized as a hallmark of qualitative research. This approach allows exploring participants' beliefs, attitudes, and experiences related to the phenomenon under investigation.

A purposive sampling method is utilized to select experienced English language teachers in Papua, Indonesia, ensuring diversity in their backgrounds

and teaching experiences to capture a range of perspectives. All participants have successfully finished courses within an English education program, playing a crucial role in enriching the database with a diverse range of information, including factual details, individual preferences, and profound experiences. Karatsareas (2022) asserts that this approach not only facilitates the collection of rich and varied data, including factual information, preferences, in-depth experiences, and more but also offers flexibility in exploring both expected and unexpected themes, from general to specific points.

The interview participants comprise six graduates from a English Language Education program at a university in Papua, Indonesia. These alumni possess substantial experience in teaching English as a Foreign Language (EFL), having taught for at least one year in various educational settings, including primary and secondary schools. Drawing from the insights of Babaci-Wilhite (2015) that experienced teachers have a critical role in education, their diverse backgrounds and extensive teaching backgrounds make them valuable contributors (Babaci-Wilhite, 2015). They are well-positioned to offer valuable insights and ideas concerning the development of corpus-based research courses in the EFL curriculum, particularly designed to address the distinctive linguistic characteristics of Papua's context. These six participants play a crucial role in advancing the discussion on effective

English language pedagogy, especially in the context of curriculum enhancement.

The purpose of structured interviews, as emphasized by Karatsareas (2022), is to systematically and consistently collect qualitative data from respondents, offering in-depth insights into their perspectives and experiences. In this research, the data collection entails conducting three rounds of one-on-one interviews with selected teachers in a naturalistic setting, allowing participants to express their views freely. These interview sessions are audio-recorded to ensure accurate transcription and subsequent analysis. Applying thematic analysis to the interview data involves systematic coding and categorizing the interview transcripts to identify recurring themes and patterns associated with integrating corpus analysis into EFL teaching.

According to Karatsareas (2022), researchers in the field of education adhere to a set of guiding standards that emphasize ethical conduct. These standards encompass various principles, including the prohibition of fabricating, falsifying, or misrepresenting any aspect of research and refraining from using their professional roles for fraud. Researchers are encouraged to transparently report their findings to all relevant stakeholders, avoiding secrecy or selective communication of results.

The research process strictly follows ethical guidelines, ensuring that all participants provide informed consent, are guaranteed confidentiality, and participate

voluntarily. Ethical standards are upheld in data handling and storage procedures. Member checking is a valuable method for augmenting the credibility and dependability of research findings. Allowing participants to review and confirm the authenticity of their interview transcripts contributes to the study's overall trustworthiness. Moreover, peer debriefing and data triangulation techniques validate the research outcomes. These research findings are published through an open-access model, and the dissemination is extended to participants and stakeholders within the educators' working contexts.

The methodology described above is carefully designed to collect and analyze data that will provide valuable insights into the challenges and opportunities associated with corpus-based language teaching in the unique context of Papua, Indonesia. Through this research, we aim to contribute to the ongoing dialogue in the field of EFL pedagogy and inform the development of effective teaching practices that bridge the gap between classroom instruction and real-world language usage, addressing the specific needs of EFL learners in this region.

RESULTS AND DISCUSSION

In the subsequent section, we shall delve into the findings derived from our interviews with six graduates who have actively provided English language instruction in Papua, Indonesia. We aim to shed light on the subject matter at hand by presenting their valuable insights and perspectives. Our primary emphasis lies on

the teaching experiences of individuals, as well as the pertinence and importance of CBR within their specific circumstances. Additionally, we inquire about their familiarity with CBR and seek their recommendations for enhancing CBR courses in English as a Foreign Language (EFL) instruction. The following discussions and thoughts combine the above results to understand better how CBR relates to the specific educational setting in Papua.

Table 1 summarizes the profiles of the six participants, providing information about their teaching experience encompassing the educational levels and contexts in which they have taught. It also indicates their familiarity with CBR, ranging from limited to enthusiastic.

Table 1. Profile of Graduates

Participant	Code	Teaching Experience	CBR
			Familiarity
1	A1	Primary School	Limited
2	A2	Primary School	Enthusiastic
3	A3	Secondary School	Limited
4	A4	High School	Limited
5	A5	Secondary School	Enthusiastic
6	A6	Primary School	Limited

As identified from the data presented in Table 1, the conducted interviews have revealed a wide range of teaching experiences exhibited by the participants, encompassing various educational levels such as elementary, middle school, and high school education. Their teaching backgrounds encompassed a variety of settings, including formal schools and language centers, reflecting the intricate tapestry of English language instruction in

Papua. The participants' engagement with various teaching contexts and levels sheds light on the complex and diverse nature of the region's English as a Foreign Language (EFL) instruction in the region. This made them well-rounded individuals who were suitable for inclusion in our study.

Relevance and Importance of CBR in EFL Teaching

The responses regarding the significance of CBR in their pedagogical approaches were marked by a notable degree of variation. Although certain individuals acknowledged the potential significance of CBR, they openly admitted their restricted exposure to this methodology. Furthermore, the participant A1 actively participated in dialogues connected to the challenges they encountered while applying CBR in their educational settings, thereby unveiling various experiences and perspectives connected to this pedagogical method.

A1: In my opinion, CBR is very important. It can be with the needs of students in Papua..... Unfortunately, I am not yet very familiar with the initiative to try new methods

Conversely, a distinct subgroup of participants exhibited a strong awareness of the distinctive characteristics of their teaching contexts and displayed a high eagerness to enhance their grasp of CBR. They viewed it as a valuable tool for tailoring teaching materials to suit their specific contexts better.

A1: *I think using the CBR method to compile teaching materials will be very relevant to their daily lives (students).*

These findings align with prior research by Ma et al. (2023) on teachers' responses to incorporating corpora in English language instruction. This research identified five core components in Corpus Linguistics (CL) using Structural Equation Modeling (SEM): understanding, search skills, analysis, and a thorough understanding of corpora's advantages and limitations.

The research conducted by Mukherjee (2006) serves as a further example of how teachers' attitudes can be influenced by their exposure to corpus linguistic approaches. The inclusion of this supplementary context in the present study serves to enhance comprehension of the diverse reactions exhibited by the study participants who have graduated from the institution. Consequently, this further highlights the potential significance of thoughtfully planned training programs. The significance of training programs that aim to enhance understanding and competence in corpus linguistic methods is further illustrated by the adaptable nature of teachers' attitudes, as exemplified by Mukherjee. These previously mentioned programs have the potential to facilitate a more advantageous reception and implementation of CBR within the domain of language instruction.

Further, Santosa and Dang (2022) noted that alongside Mukherjee's scholarly contributions, participants expressed a

keen interest in the use of Information and Communication Technology (ICT) inside English as a Foreign Language (EFL) instructional settings, underscoring its significance in modern language pedagogy. The provided information further in line with claim made by participant A6 who emphasizes the importance of well-designed training programs and is consistent with the changing requirements of language educators in effectively incorporating Corpus-Based Research (CBR) and ICT technologies into their teaching methods. The results of this study highlight the potential benefits of incorporating information and communication technology (ICT) into training programs for teachers. By integrating ICT, instructors can improve their comprehension and proficiency in both corpus linguistic approaches and modern teaching tools. Ultimately, this can lead to more positive reactions toward the incorporation of corpus-based research (CBR) into language instruction.

A6: *I think if there is a course that teaches CBR, it should have been taught since college, so that a new teacher like me already have the understanding and skills before entering the workforce.*

Participant A6 suggests that early integration of Corpus-Based Research (CBR) into the higher education curriculum is essential to prepare the fresh graduates as educators before they begin their professional careers. This aligns with the notion made by Santosa and Dang (2022)

that well-structured training programs play a crucial role and is in harmony with the evolving demands placed on language educators to incorporate CBR into their instructional approaches.

Designing Corpus-Based Research Courses

Participants, notably those experienced in curriculum design, offered valuable insights and recommendations for developing courses integrated with CBR. A significant consensus emerged regarding introducing CBR early in teacher training. The participants emphasized the need for novice educators to establish a strong foundation in both the theoretical foundations and the practical application of CBR. This aligns with Callies (2019) recommendation, underscoring the value of incorporating corpus linguistics classes and modules into teacher training curricula. Callies advocates for hands-on activities to familiarize teacher training students with corpus use, including both learner and native-speaker corpora, enhancing their ability to identify and rectify errors. Participant A6 strongly advocated for the seamless integration of CBR into teacher education programs to provide novice educators with a comprehensive understanding and practical skills for applying CBR in their teaching.

A6: I think if there is a course that teaches CBR, it should have been taught since college, so that a new teacher like me

already have the understanding and skills before entering the workforce.

In addition to emphasizing early exposure to CBR, the participants underscored the necessity for continuous professional development in CBR. They recognized the importance of enabling in-service teachers to continually enhance their CBR-related skills. Moreover, participant A1 asserts that they proposed the establishment of a robust support system that would provide teachers with essential resources, guidance, and mentorship, along with the recognition of participant A3 and A6 for the ongoing integration of CBR into their teaching practices.

A1: Teachers in Papua need effective training and practical guidance to start using CBR, given the high workload and time constraints.... I think there is a need for ongoing professional development, especially in the form of light training and material directly relevant to teaching in the field.

A3: I think continuous professional development will be very helpful for teachers in Papua who want to learn CBR. I think online workshops and training can be a great option.

A6: I think it is important to prepare young teachers with a good understanding of CBR, especially if it is going to be integrated into the school curriculum.

This results aligns with the notion proposed by Callies (2019) to illustrate corpus use from various perspectives, including those of learners and teachers. Callies' approach is congruent with the participants' recommendations for a supportive environment that ensures teachers have access to the necessary resources, training, and ongoing guidance to effectively incorporate CBR into their teaching practices. Such support allows educators to continually adapt and innovate with CBR to meet the evolving demands of English language education.

Employing CBR to EFL Students

This section provides the exploration of implementing CBR, drawing from the combined experiences and insights of the participants. It is important to note that early work by Mukherjee (2006) with in-service English teachers in Germany showed that, although the majority were initially unaware of corpus linguistic approaches, subsequent workshops led 95% of the teachers to find them useful for teaching purposes. However, it is noteworthy that just a minority (12%) favored providing direct corpus access to their pupils, while the majority preferred teachers to use the corpus-based methods themselves. This information provides context for the diverse responses observed among the participants in this study regarding the importance of CBR in their teaching practices, emphasizing the

potential value of structured training programs.

In the context of teaching CBR to EFL students in Papua, the participants have articulated their aspirations, emphasizing the necessity for adapting the curriculum to suit the distinctive challenges of the local learning environment. Callies (2019) argued for the inclusion of corpus linguistics classes and modules in teacher training curricula and stressed the particular value of using both learner corpora and native-speaker corpora to increase teachers' capacity to identify and correct errors. This information strengthens the participants' vision of integrating CBR skills into students' learning experiences. Additionally, the findings align with previous research by Callies (2019), which indicated that only 34.6% of in-service teachers had heard of corpus linguistics, and those who were aware of corpora did not necessarily use them in their teaching. The need for curriculum adjustments is further supported by the work of Leńko-Szymańska (2014) who found that students appreciated corpus-based tools, but more extensive resources and training are required for effective corpus integration in language teaching.

The participants have identified several fundamental elements crucial for the effective implementation of CBR, encompassing intensive training, accessible resources, and practical guidance for teachers in Papua. All of them (participant A1-A6), support for the early implementation CBR within the realm of

higher education targeting aspiring educators. Numerous key components essential to the successful execution of CBR were pinpointed by them, encompassing thorough training, readily available materials, and hands-on support for educators in Papua. The information presented by Kavanagh et al. (2023) is particularly relevant in this context, as it argues that in-service teachers not only require corpus literacy but also familiarity with effective corpus tools that can enhance classroom teaching. The recurring theme of continuous professional development, in line with Zareva (2017), has surfaced as a vital aspect of CBR integration. Recommendations for various formats, such as online courses and workshops, have been made to facilitate a comprehensive understanding of CBR among educators, aligning with Callies (2019) suggestion for hands-on activities that introduce teachers to corpus use. These insights collectively contribute to the participant's recommendations for implementing CBR in the EFL curriculum, emphasizing the significance of well-structured training programs and the practical utility of CBR in their teaching practices.

CONCLUSION

This study reveals the conclusion of insights from six graduates holding degree of English education who are actively involved in English language instruction in Papua, Indonesia. These findings shed light on the significance of CBR in their specific

teaching context, which spans primary, secondary, and tertiary education levels in various formal and informal settings. The participants responses regarding the relevance and importance of CBR in their teaching practices encompassed a diverse spectrum of attitudes and experiences. While some acknowledged the potential benefits of CBR, others openly admitted their limited familiarity with this approach. Within this discourse, they candidly discussed the challenges they encountered when incorporating CBR into their classrooms, underscoring the need for tailored support and guidance in their unique teaching environments.

Conversely, a distinct subset of participants demonstrated a strong awareness of the unique characteristics of their teaching contexts and a keen enthusiasm for improving their proficiency in CBR. They viewed CBR as a valuable tool for customizing teaching materials to align with their specific circumstances. These findings resonate with earlier research on core components in Corpus Linguistics (CL), as articulated by Callies (2019), further reinforcing the relevance of comprehensive teacher training in this domain. (Mukherjee, 2006) research stands as an exemplar of how teachers' attitudes can be molded when exposed to corpus linguistic approaches, ultimately emphasizing the potential value of well-structured training programs.

The impact of this research extends to informing the development of CBR-

integrated courses in EFL teaching, tailor-made to address the distinctive challenges and opportunities present within Papua's educational landscape. It underscores the adaptable nature of teachers' attitudes, underscoring the importance of providing comprehensive support to facilitate the seamless integration of CBR into language teaching.

AUTHORS' CONTRIBUTION STATEMENT

All authors take substantially different roles in finishing this article. MD is responsible for the conceptualization and design of the study, as well as collecting, analyzing, and interpreting the data, and contributing to the writing of the manuscript. Moreover, MI has provided material support and contributed to the study design, editing, critical revision of the manuscript, and writing. Lastly, AH has a significant contribution to the data analysis and supervision, as well as the study design, editing, and writing of the manuscript.

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