

CORPUS FOR LANGUAGE TEACHING: STUDENTS' PERCEPTIONS AND DIFFICULTIES

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Abstract

Regarding the seemingly ignored corpus for pedagogical contexts, it is necessary to investigate how prospective English teachers perceive corpus and its use for language teaching. From the description of the perceptions, it is then possible to consider further pedagogical implementation. This study thus examines English Education Department students' perceptions of corpus use for English language teaching in the Indonesian context. There are 31 participants from the fifth-semester students of an English Education Department in Yogyakarta, Indonesia. The perception data were collected through questionnaires and interviews after some practice of corpus use. The questionnaires and interviews show that most students perceived corpus positively and found corpus application for language teaching beneficial and essential, albeit unfamiliar with corpus. Due to ignorance, there are some difficulties faced by the students. However, this study shows the advantages of using corpus for teaching language outweighed the challenges. Thus, it should be considered to equip students in language education departments with corpus lessons intensively.

Keywords: Corpus, Students' Perceptions, Prospective Teachers, English as a Foreign Language

INTRODUCTION

Following technology innovation, corpus has been intensively used in recent decades. Corpus has long been acknowledged in linguistic studies because of its contribution in providing rich language data. As computerized storage, corpus enables a more effective and more accurate analysis of language use. Numerous linguistic studies are assisted by the use of corpus, such as those done by Baker (2013), Baker et al. (2013), Hirata et al. (2013), Lai (2015), Wu (2016), among others. These studies demonstrate that corpus has aided linguistic analysis to become more empirical (i.e., providing naturally occurring language data) and more reliable (i.e., giving large data).

Despite its fame in linguistics, it is still challenging to promote corpus in other relevant fields, including language teaching. In English language teaching (ELT), the use of corpus has been introduced by Sinclair by the release of COBUILD corpus, ever since Sinclair has focused on the possibility of corpus for language teaching (Sinclair, 2004). Several studies on the benefits of corpus in ELT have been conducted to highlight what corpus can do for pedagogical purposes (McCarthy, 2004; O'Keeffe et al., 2007). However, the practice of ELT seems to be unaffected by corpus presence, and seemingly few teachers and language learners are familiar with corpus resources (Römer, 2010). Although many applied linguists treasure what corpus can offer to language teaching, it is not broadly implemented in pedagogical contexts (Römer, 2011).

In the English as a foreign language (EFL) context, corpus is prominent to support the quality of the language input (Huang, 2014; Liu & Jiang, 2009; Phoocharoensil, 2012). Language input

is a salient aspect of successful EFL teaching and learning (Bahrani, 2013; Nugroho et al., 2020). Teachers or ELT practitioners can use corpus to consult the materials to be informed which one is more critical, so it needs to be prioritized or immensely taught (Römer, 2004; Timmis, 2015). As Conrad (2000) claims, corpus consultation can decide the materials included in ESL/EFL classes because of the limited teaching and learning activity time. Bringing this issue to Indonesia context in which English is a foreign language, it is of prominence to notice the role of a corpus in the ELT practice. However, it is not surprising to find relatively poor recognition of corpus use among English teachers or ELT practitioners in Indonesia. Apart from that, some studies on corpus in Indonesia context have been carried out in terms of the direct use of corpus or *Data-Driven Learning* (DDL) (Oktavianti, 2015), corpus contribution to materials design (Astika, 2018; Fauzi & Suradi, 2018), and the building of learner corpora for primary schools (Zen et al., 2019).

The small number of corpus studies shows that the use of corpus is relatively novel in Indonesia. Corpus application is not widely known among teachers; thus, corpus should begin earlier at the university level to the English Education Department students. This proposal is significant because avoiding corpus use might result in lower quality of teaching materials, especially in the EFL context. It is relevant to the naturalness of materials used in teaching in the EFL context. Collins (2006) argues that there were some mismatches between the descriptions of grammar in Indonesian English textbooks and the grammar of English. Similarly (but in a different mode), Gilmore (2007) identifies the discrepancies of conversations in EFL textbooks with the authentic conversations in English. In this study, Gilmore suggested the use of corpus to consult language aspects used in teaching. Other studies also support this claim, emphasizing corpus's significance in language teaching (Cheng & Warren, 2007; Phoocharoensil, 2017). In the EFL context, where the language inputs are primarily from the classrooms and textbooks, these discrepancies may hinder them from being communicatively competent in real word communication (Gilmore, 2007).

Therefore, as prospective teachers of English, students of the English Education Department should familiarize themselves with the nature of corpus and how it works in pedagogical contexts. Based on slight observation on the curricula of English Education Departments at some reputable universities in Indonesia, corpus linguistics is absent as one of the courses offered in the departments. This fact yields to the unfamiliarity and hesitation to use corpus in school contexts, albeit the contribution corpus can offer. Therefore, the introduction to corpus in English Education Department should be of consideration.

Before the detailed design of the course, it is necessary to investigate the perceptions of students of the English Education Department on corpus use for language teaching. Studying students' perception of corpus for ELT is not novel and thus has been conducted previously (Hirata et al., 2013; Lai, 2015; Wu, 2016). Nevertheless, this is not widely done in Indonesian contexts. A study on Indonesian students' perception has been conducted, but it focuses on corpus-informed materials in grammar class (Yanto & Nugraha, 2017). This study, thus, aims at portraying English Education Department students' perception of corpus use for language teaching to map further the possibility of offering the course(s) on corpus use for ELT in the EFL context.

The corpus is defined as the computerized storage of text collection (McEnery & Hardie, 2012; Timmis, 2015). Corpus can provide qualitatively and quantitatively rich data that enable more

comprehensive and accurate analysis (Burkette & Kretzschmar Jr., 2018). Corpus is widely used in linguistics, from grammatical analysis (Jones & Waller, 2015) to critical discourse analysis (Wang, 2015; Wright & Brookes, 2019), showing that corpus can be applied to any aspect of language studies. The use of corpus is also beneficial for some other fields which concern or deal with language. Corpus, as *big data*, might also enact as an authentic data source for linguistic studies (Oktavianti & Prayogi, 2018).

Due to the nature of corpus that enables frequency information drawn from a large scale of data, it is plausible to consider the results of English corpus investigation in considering what should be taught and what should be prioritized in teaching English (Jones & Waller, 2015; McEnery & Xiao, 2013; Timmis, 2015). As with grammar teaching, teachers cannot teach or cover anything in an ESL/EFL grammar class, so principled decisions about the materials are crucial (Conrad, 2000). These principled decisions can be based on the results of corpus research (Conrad, 2000). Examples of ELT-related products are grammar books (Conrad & Biber, 2009) or ELT textbooks, such as Touchstone series (McCarthy et al., 2014) and *In Focus* (Browne et al., 2013).

Despite the indirect use, corpus might also be used directly through DDL (Lessard-Clouston & Chang, 2014). Using DDL, teachers can directly display the corpus in the classroom and ask the students to identify patterns, functions, etc. It is relevant with discovery learning enabling an inductive way of thinking. DDL is applicable in ELT for ESL or EFL context, such as to teach vocabulary (Oktavianti, 2015; Varela, 2012), to teach writing (Huang, 2014), as well as to teach English for specific purposes (ESP) (Boulton, 2016). Many types of corpora (e.g., specialized or general reference corpora, synchronic or diachronic corpora, or learner corpora) can be applied in the classroom, considering several aspects, e.g., the subject, learners' proficiency, etc.

This study then attempts to find out (1) the students' perceptions of corpus use for language teaching? (2) the students' difficulties in using corpus, and (3) the students' recommendations on a particular course on corpus for language teaching. At last, this research is expected to elaborate on the answers to those questions and relate them with the results of other relevant studies. It might strengthen or refute the previous one(s) findings and emphasize the urge to use corpus in teaching English in Indonesia. By conducting a preliminary survey emphasizing students' perceptions and difficulties, the results can be considered, along with the previous results from the relevant study, for the design of corpus course in the English Education Department. Therefore, it is expected that in the future, teachers are familiar with corpus to consult teaching materials or use it directly in the classroom so that the English language they teach to their students does correspond with the 'real' use of English.

METHOD

Participants

This study was conducted in the English Education Department of Universitas Ahmad Dahlan, Yogyakarta. Since this study attempts to investigate the perceptions of students toward corpus use in language teaching, thus the participants of this course were the students enrolled in a course providing the corpus materials in the department, i.e., *Applied Linguistics course*. This course was selected as the course to introduce corpus since this course bridges linguistics and language teaching. There were 31 students (7 male and 24 female students) enrolled in this course. They all had passed introductory linguistics courses (i.e., *Phonetics*, *Phonology*,

Morphosyntax) and were taking another linguistics class, *Semantics* (along with *Applied Linguistics*). They also had passed ELT courses (i.e., *Introduction to Teaching English as a Foreign Language, TEFL*). They took *Syllabus and Materials Development, Assessment in ELT, and Curriculum and Textbook Analysis* courses in the fifth semester. It was strongly assumed that the participants already had sufficient linguistics and teaching knowledge.

Instruments

The questionnaire for the survey consists of 33 questions covering questions on their background knowledge, perceptions, difficulty, attitude, and recommendation. This questionnaire was adapted and modified from the questionnaires in corpus perception studies (e.g., Huang, 2014; Leńko-Szymańska, 2015; Yoon & Hirvela, 2004). However, for measuring the perception, this study follows (Leńko-Szymańska, 2015), using five options of answers following the *Likert scale* (*strongly agree, agree, disagree, strongly disagree, neutral/no opinion*). The questionnaire has been consulted to two ELT researchers, and revision was done after the consultation. Table 1 shows the detailed structure of the questionnaire.

Table 1.
The structure of the questionnaire

Part	Number of questions	Focus
Background knowledge	3	Prior knowledge
Perception of corpus use for language teaching	12	Perceived results
Difficulties of using corpus	6	Difficulties
Future consideration of using corpus	7	Attitudes
Corpus subject for prospective English teachers	5	Evaluation and recommendation

This study also collected data from interviews to confirm and elaborate the results of the questionnaires. As for the interview, this study employed semi-structured interviews consisting of five questions dealing with corpus knowledge, perception, difficulty, and recommendation. The semi-structured interview was chosen for this study since it enables the researchers to collect all the required data and some flexibility from probing some aspects profoundly (Heigham & Croker, 2009). Therefore, it can elaborate the results of the questionnaire comprehensively.

The Corpora and Corpus-based/Corpus-informed Materials

The corpora introduced to the students are general reference corpora, such as *Corpus of Contemporary American English* (COCA) (Davies, 2008), *British National Corpus-BYU* (BNC-BYU) (Davies, 2004), and specialized corpus, *Michigan Corpus of Upper-Level Student Paper* (MICUSP). Besides using corpus directly, the students were also introduced to the corpus-based textbook (*Touchstone*) and corpus-based grammar book (*Real Grammar*) to observe the differences between corpus-based and non-corpus-based materials. In comparison, the non-corpus-based book is *Bahasa Inggris* for grade XII, a book published by the Ministry of Education and Culture, Republic of Indonesia, implementing curriculum 2013. This comparison is essential so that the students can figure out the difference(s) between corpus-

based/informed materials and non-corpus-based materials and comprehend the significance of corpus for materials design.

Procedure of Data Collection

The data collection was conducted in the *Applied Linguistics* course. There are six meetings (out of fourteen) introducing corpus and corpus use for language teaching in this course. The details are as the followings.

Table 2.

Topics during corpus introduction materials in Applied Linguistics course		
Meeting	Topic	Resources
1.	corpus in linguistics research - free accessible corpora - doing a basic search for frequency, concordance (KWIC), collocation	COCA, BNC
2.	corpus for language teaching (in general): the role of frequency, the role of collocation	COCA, BNC
3.	corpus use for teaching vocabulary	COCA, BNC, corpus-based textbooks <i>Touchstone</i>
4.	corpus use for teaching grammar	COCA, BNC, corpus-based grammar book <i>Real Grammar</i>
5.	corpus use for teaching writing	MICUSP
6.	corpus and conversations in textbooks	COCA, BNC, corpus-based textbooks <i>Touchstone</i>

Students were also assigned an independent task to use corpora (COCA, BNC, MICUSP) during the six meetings and observe corpus-based materials below.

Table 3.

List of independent assignments

Meeting	Assignment
1	accessing COCA, BNC, doing a basic search for frequency and collocation in COCA and BNC
2	investigating the most frequent nouns, verbs, adjectives in COCA and BNC
3	exploring the use of verbs in different text genres in COCA and BNC and the relation to language teaching
4	examining vocabulary used in the non-corpus-based book and corpus-based book
5	studying grammar materials in corpus-based book and non-corpus-based book
6	accessing MICUSP to design materials to teach discourse markers (teaching writing)

After six meetings, the data were then collected using questionnaires and interviews. The questionnaire was given to all participants. Lastly, four students were then interviewed for follow-up.

Data Analysis

The questionnaire analysis was conducted by following the categorization of the questionnaire, namely the background knowledge, perception, difficulties, future use of corpus, and evaluation/recommendation. The researchers used percentage calculated for each questionnaire item. The results were then described comprehensively. Concerning the interview, the researchers transcribed the interview recording. The interview data were read thoroughly and categorized into several aspects corresponding to the questionnaire's sections from the transcription. The results of the interview were described based on each interviewee. The results of questionnaires and interviews were categorized under identical aspects (e.g., corpus background knowledge, perception, difficulties, and recommendation, except for future use of corpus), emphasizing perceptions and difficulties. At last, both analyses were further connected to the results of the previous studies to yield a robust analysis for this study.

RESULTS AND DISCUSSION

Results

This section displays the results of the questionnaire filled by the students as the participants of the study. The results of the questionnaire are presented in Tables 4-8 below. The acronyms used in the tables stand for *strongly agree* (SA), *agree* (A), *disagree* (D), *strongly disagree* (SD), and *neutral* (N). To begin with below is table 4 presenting students' background knowledge on corpus and corpus linguistics (part 1 of the questionnaire).

Table 4.
Background knowledge (in %)

Number	Question	SA	A	D	SD	N
1	I have already heard about corpus and corpus linguistics	3.2	16.1	54.8	12.9	12.9
2	I have a fair understanding of corpus and corpus linguistics	0	3.2	61.3	25.8	9.7
3	I already have the chance to use corpus in other classes	0	3.2	74.2	19.4	3.2

Table 4 demonstrates the students' familiarity and prior knowledge of corpus and corpus linguistics. Most of them reported that they haven't heard about corpus and corpus linguistics (54,8% disagree and 12,9% strongly disagree) and thus have no prior knowledge of corpus. Besides, less than 5% of students have a fair understanding of corpus (3,2% agree). They also reported no previous experiences on using corpus in other classes/courses (74,2% disagree and 19,4% strongly disagree). These results suggest that nearly all the participants did not have any background on corpus and corpus linguistics, corpus is a novel term for them; thus, the perceptions of using corpus were primarily perceived based on the corpus introduction in this study procedure.

After knowing the students' background knowledge, the next part (part 2) is about the perception of corpus use. Questions 4 to 5 in table 5 elicited students' perceptions of corpus and its use for teaching English.

Table 5.
 Perception of using corpus (in %)

Number	Question	SA	A	D	SD	N
4	I am aware of various corpora for language teaching purposes	22.6	67.7	6.5	0	3.2
5	I am aware of the ways to use corpora to design materials	12.9	61.3	6.5	0	19.4
6	I am aware of the ways to use corpus directly in the classroom	16.1	64.5	9.7	0	9.7
7	I can read corpus search results	16.1	61.5	16.1	0	6.5
8	I can read the results of corpus search and realize that results might enrich my knowledge as a language teacher	22.6	64.5	6.5	0	6.5
9	I use corpus for other tasks or daily use of English	6.5	51.6	19.4	0	22.6
10	I am aware of the benefit of corpus for language teaching	32.3	64.5	0	0	3.2
11	I am aware of how to use corpus for daily teaching	12.9	71	9.7	0	6.5
12	I believe that corpus can be used as a companion to the existing textbooks	22.6	54.8	3.2	0	19.4
13	I am aware of its ability to train critical thinking	16.1	64.5	9.7	0	9.7
14	I am aware of the nature of language and language teaching	16.1	64.5	6.5	0	12.9
15	I am aware that teaching language should use materials that are relevant with actual use	22.6	67.7	0	0	9.7

Table 5 presents the students' perception of corpus use. There are 90,3% of the students reported that they are aware of variety of corpus resources for language teaching. Only 6,5% disagree, and 3,2% are neutral. Most of the students (12,9% strongly agree and 61,3% agree) are aware of using corpus in materials design. They are also mindful of using corpus directly in the classroom (64,5% agree and 16,1% strongly agree). As for the reading of corpus search results, 77,6% of the students can do it, and 87,1% think the result is informative for language teachers. Related to the current corpus use, 58,1% of the students reported using it for other classes and consulting English for daily use.

Seeing all the corpus's abilities offer, 96,8% of the students realized the benefits of corpus to teach English, and only 3,2% chose to be neutral or have no opinion. It is then also applicable for daily teaching practice (as perceived by 83,9% of the students) and the companion of existing textbooks (as perceived by 77,4% of the students). In relation to critical thinking, 80,6% of the students think that corpus use can cultivate and train essential thinking; this is plausible since corpus use directly in the classroom is the implementation of discovery learning. The students are trained to think inductively and be more critical of language data. The use of corpus also evokes students' awareness of the nature of language and language teaching, as perceived by 80,6% of the students. However, 6,5% of the students disagree, and 12,9% are neutral on this question. Interestingly almost all students (90,3%) reported that they become aware that language teaching should correspond with actual English because of corpora. From

these responses, we notice that most students perceive corpus positively in its use for teaching English.

Questions on the difficulties encountered by the students are covered in part 3 of the questionnaire, as in table 6 below.

Table 6.

Difficulties of using corpus (in %)						
Number	Question	SA	A	D	SD	N
16	I am not used to corpus technology	19.4	54.8	12.9	0	12.9
17	I think corpus is too complicated. I prefer more traditional options (e.g., dictionary, textbook)	0	22.6	32.3	6.5	38.7
18	It is difficult to use corpus because of the effort and time I have to spend	0	32.3	38.7	12.9	16.1
19	It is difficult to use corpus because of the unfamiliar vocabulary	0	38.7	32.3	9.7	19.4
20	It is difficult to operate corpus search	0	29	35.5	6.5	29
21	It is difficult to access corpus because of the internet connection	9.7	32.3	16.1	12.9	29

Table 6 summarizes the difficulties the students encounter in using corpus. Despite the positive responses of corpus use, 74,2% of students feel that it is novel and not used to it. However, 38,8% of students don't think that corpus is complicated. Meanwhile, 22,6% of them think that this is complicated. It seems that it is because corpus is new, so they still find some difficulty. To 32,3% of the students, Corpus takes effort and time, while 51,6% don't think so. Half of the students don't think the time and effort spent on corpus is a big deal.

Another difficulty is related to the unfamiliar vocabulary used in the corpus. As much as 38,7% of the students think that terms used in the corpus are specific and unfamiliar, 42% have no problem with the terms. As the basic feature of corpus, the search feature is difficult for 29% of the students. On the contrary, 42% of them don't find any difficulty with corpus search feature. At last, as many as 42% of students that Internet connection is very significant; thus, poor Internet connection also causes difficulty in using corpus. However, 29% of the students have no problem with Internet access, and 29% have no opinion about this. This part of the questionnaire is interesting since the percentage for *neutral* option is high on some occasions, as in the difficulties of operating corpus search (29%) and internet connection (29%).

As for the next part of the questionnaire, part 4, questions 22 to 28, evoked students' attitudes towards corpus use in the future (Table 7).

Table 7.

Students' attitude towards corpus use for language teaching (in %)						
Number	Question	SA	A	D	SD	N
22	I will use any of the available corpora (e.g., COCA) to consult my teaching materials	12.9	51.6	9.71	0	25.8
23	I will use corpus (e.g., COCA) directly in the classroom	6.5	54.8	12.9	0	25.8

24	I believe that corpus is beneficial for students	25.8	71	0	0	3.2
25	I will recommend my students to use corpus	22.6	51.6	93.6	0	19.4
26	I will design and build my own (small) corpus	9.7	41.9	9.7	0	38.7
27	Corpus can be an alternative related to the advancement of technology	19.4	61.3	3.2	0	16.1
28	I will use corpus to design teaching materials	12.9	71	3.2	0	12.9

Table 7 displays the students' attitude on corpus use in the future. Some students (64,5%) will use corpus to consult the teaching materials, 9,71% will not, and 25,8% have no idea about it. As with the direct use in the classroom (*Data-Driven Learning*), 61,3% of the students will use it, yet 12,9% will not, and 25,8% have no opinion on this. Apart from that, almost all students (96,8%) agree that corpus is beneficial for students, and only 3,2% are absent for choosing the answer. It portrays their perception of corpus as a useful and important resource for language teaching. Thus, 74,2% of them will recommend corpus to their future students, while 19,4% are neutral. Besides, there is further possibility for the students to build their own corpus, as reported by 51,6 of the students, and use corpus to design teaching materials, as reported by 83,9% of them. In addition, corpus use in teaching practice can be an alternative for technology-based tool, as reported by 80,4% of the students; meanwhile, 16,1% of them has no idea about this.

The last part of the questionnaire, part 5, is about corpus course in the English Education Department. Regarding the potential corpus can provide for the betterment of ELT in the EFL context, the availability of a particular course on corpus (i.e., corpus linguistics) is relevant to be questioned here. Table 8 shows how students of the English Education Department perceive the urgency of a corpus course in the department.

Table 8.
Perception on corpus subject in an English Education Department (in %)

Number	Question	SA	A	D	SD	N
29	Corpus lesson is beneficial and informative for language teachers	32.3	61.3	0	0	6.4
30	Corpus lesson is exciting and enjoyable for language teachers	25.8	67.7	0	0	6.5
31	Materials on corpus use are essential for English education department students	38.7	58.1	0	0	3.2
32	There should be a particular course on corpus in the English education department	54.8	38.7	0	0	6.5
33	The specific course on corpus should be compulsory	41.9	32.3	6.4	0	19.4

Table 8 demonstrates that almost all the students (93,6%) think corpus lesson is beneficial, informative, exciting, and enjoyable for English teachers (as perceived by 93,5% of the students). Thus, it is crucial to be taught in English Education Department (as perceived by

96,8% of the students). It is not surprising then if 74,2% of them agree to take a compulsory subject of corpus linguistics. The results of the questionnaire highlight the urgency of introducing corpus to prospective English teachers.

We collected additional data using interviews with several participants to profoundly elaborate on students' perceptions of corpus use in teaching English. Four students (3 female and one male) were interviewed based on their responses to the questionnaire, and they have mentioned pseudonyms for ethical reasons. The first participant is Ami and she reported that corpus is, in general, very useful and might offer a different perspective for teaching practice. For teachers, corpus is beneficial to consult teaching materials or to provide media for discovery learning activities. However, she found some difficulty using the corpus since the terms are unfamiliar, but she was reassured that she could get used to it after some practice. Internet access as one of the prominent aspects of corpus use is not a severe problem for her. In her opinion, corpus use in the future is very prospective and corresponds to the industrial revolution era. In terms of corpus course in the English Education Department, she explained that it is necessary because it is relevant to teaching and other subjects in the department.

Another participant, Inna, was consistent with her favorable reactions to corpus use in the questionnaire. She explained that corpus is a novel thing she's been studying as an English Education Department student, and she thought corpus is very helpful for both teachers and students. As for the difficulty, she said that corpus search is sometimes not quite good since she only uses the free version. She added that if she is familiar with corpus and the department provides premium access to some corpora, it would give some advantages for the students. In Inna's opinion, corpus should be introduced in the English Education Department and integrated into other relevant subjects (e.g., materials design, ICT) to use often. They can be more applicable for future use.

Mary, the third participant, also reported that she has no background in corpus and corpus linguistics. She explained that, albeit being new, corpus is exciting and vital to master for teachers. In the future, corpus would be introduced to her students whenever authentic examples are needed. Nonetheless, she needs to master several corpus features, such as collocates and some other terms. In general, she reacted positively to corpus and expected that students in the English Education Department could learn corpus more intensively.

The last participant, Kiky, was the only male student interviewed, although there is no significant difference in his response compared to other students. He positively welcomes the use of corpus integrated into language teaching. He was super positive towards corpus use and its contribution to teaching English. He could already imagine how beneficial it would be to design and develop teaching materials, especially language aspects. In contrast with other students, he didn't find any difficulty using corpus, mainly because he was very familiar with the technology. In his opinion, corpus is not too complicated to use. However, he insisted on intensively learning corpus in a particular course since it will benefit him and his friends as prospective English teachers.

All of the participants reported that corpus is a beneficial tool, can assist language teaching activity, and both teachers and students can use it. Nevertheless, they find some difficulty in using corpus, but it is because they don't learn it profoundly in a particular course. They don't have the chance to learn how to use corpus properly in teaching English. However, the

participants realize that they have to practice more to use corpus to take the maximum advantage for pedagogical context. All of them also expected that to have a particular course studying corpus and corpus benefits for teaching English.

Discussion

The survey results indicated that, although most of the students have never heard about corpus, the students were primarily positive towards corpus use for language teaching (i.e., teaching English), although most of them had never heard the term *corpus* before the study. The interviews validated the results of the questionnaire. Based on the survey and the interview, the students agreed that corpus use is advantageous for teaching English, and they became aware of corpus resources they can use as teachers. These general positive perceptions from the students are in line with some other previous studies (KiLiMci, 2017; Lai, 2015; Leńko-Szymańska, 2015; Yoon & Hirvela, 2004). Some studies also investigated that corpus use was perceived positively among students or learners (KiLiMci, 2017; Lai, 2015; Leńko-Szymańska, 2015; Yoon & Hirvela, 2004). In their studies, the benefits of using corpus outweighed the disadvantages. This statement is in line with the finding of this study. The positive response from the students can be related to the usefulness of corpus in second (or foreign) language teaching. According to Römer (2011), corpus is very beneficial and significant in language teaching to the extent that it can improve the quality of teaching materials. It is also interesting for language learners since they need to analyze a large scale of language data to generate patterns (Römer, 2011; Timmis, 2015), which cannot be done when using conventional textbooks. Furthermore, the students' direct use of corpus seems fascinating since they deal with technology (Gilquin & Granger, 2010). Although those studies exhibit a positive response towards corpus use, a conflicting result in Yanto & Nugraha (2017) show that some students perceived studying grammar using corpus materials as tedious and difficult.

Regarding the difficulty of using corpus, some previous studies also confirmed that corpus use could be problematic for some students (Hirata et al., 2013; KiLiMci, 2017; Leńko-Szymańska, 2015; Yoon & Hirvela, 2004). This study identifies that the difficulties are primarily because of unfamiliarity and technical matter. Based on the interviews, the difficulty is predominantly caused by the short practice of corpus use, so they needed more extended time for corpus practice. Thus, it explains why most students select neutral (no opinion) in the questionnaire for the difficulty section.

As for the possibility of corpus use in the future, the results of this study are consistent with Leńko-Szymańska (2015), in which the students are inspired to use corpus when they become teachers. They will use corpus to consult and design teaching materials and recommend corpus for their future students. These findings supported the previous study's findings that show a strong possibility of the corpus being used in the future (Leńko-Szymańska, 2015). The questionnaire results also exhibit students' recommendations for the probability of having a corpus course in a language education department. Most of them thought that the course should be a compulsory one regarding its benefits to enhance teaching quality.

This study proves that students are welcome to use practical aspects of linguistics (i.e., corpus linguistics) as long as it is beneficial for their teaching practice. In addition, this study strengthens the identical results of the previous studies in which they also obtained positive feedbacks on the use of corpus in the teaching activity (Leńko-Szymańska, 2015; Yanto & Nugraha, 2017; Yoon & Hirvela, 2004). It also indicates that linguistics should no longer be overlooked in ELT practice. On the other hand, the collaboration between these disciplines

should be promoted to enhance the quality of teaching. Moreover, regarding the direct use of corpus in the classroom (Huang, 2014; Oktavianti, 2015), students also perceived corpus as beneficial teaching media and textbook companion. As for the indirect use of corpus, students were also aware of the enormous potentials of corpus use to consult and design teaching materials to be relevant with actual English use and to enrich their linguistic knowledge as language teachers (Conrad, 2000; McEnery & Xiao, 2013; Timmis, 2015). Despite the difficulties encountered by the students in using corpus, this study marks the positive feedback of the prospective English teachers toward all the possible uses of corpus in English language teaching.

CONCLUSION

In this study, we elaborate on EFL students' perceptions towards corpus use for teaching English to shed helpful light on the promotion of corpus for English education departments. Overall the findings of the study show that the students perceived corpus as a beneficial tool, and knowing how to use corpus is advantageous for English teachers. For teachers, corpus might enrich their knowledge as language teachers and become more aware of language and the nature of language teaching. As with the students, corpus can equip the students with critical thinking practice through the interpretation of data (inductive way of thinking). One important point to highlight in this study is the difficulty the students encounter because of unfamiliarity with corpus technology and corpus terms. Therefore, most of the students expected to have a particular course for studying corpus. Some of them agreed to make the course compulsory for the language education department. This finding can be a fundamental basis for making corpus linguistics courses available in English Education Departments across Indonesia. The study results show some aspects of corpus use among prospective English teachers, such as its use to be the company of the existing EFL textbooks, provide authentic materials, and be used as teaching media. Those aspects, thus, need to be strongly considered in designing corpus courses in English Education Department. However, the difficulties in using corpus, such as the unfamiliar terms found in corpus and unfamiliarity with corpus technology, should also be addressed in designing the corpus course. As with future studies, it is essential to have more participants to obtain a robust mapping on students' perceptions to emphasize the significance of corpus in language teaching.

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