



Grammar Instruction in the Digital Age: The Impact of Corpus Linguistics

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Abstract— *The potential of corpus linguistics to transform grammar training in the digital era is examined in this study. An in-depth review of the literature looked at the benefits and challenges of corpus-based approaches. Teachers may customize education to meet the unique needs of each student by using corpus linguistics, which provides insightful information about how language is used in everyday situations. Through the integration of real-world language samples and theoretical grammar principles, corpora can foster critical thinking and increase student engagement. Nevertheless, integrating corpus linguistics necessitates resolving technological issues, creating useful teaching resources, and educating educators. The study provides suggestions for using corpora in grammar training as well as future research topics. Using online corpus tools for student exploration, utilizing corpus analysis to uncover typical student mistakes, and creating activities that motivate students to study corpus data in context are some of these proposals. By using corpus linguistics, teachers may close the gap between grammar instruction theory and practice and enable students to become independent language learners.*



Keywords— *Corpus linguistics, Grammar instruction, Digital learning, Real-world language use, Learner autonomy.*

I. INTRODUCTION

Overview of Traditional Grammar Instruction

For many years, rote memorization of drills and rules was the mainstay of grammar training. Imagine classes resounding with the refrain "subject-verb-object!" or pupils continuously diagramming sentences. Although these techniques remain useful, corpus linguistics—a new paradigm in language learning—has emerged with the advent of the digital age. Large-scale real-world text collections are used in corpus linguistics to examine how language is used. According to this data mine, grammar training is being revolutionized by providing a new understanding of the role language plays in everyday conversation (McEnery & Hardie, 2011; Brookes & McEnery, 2020). What application does corpus linguistics have in the classroom, then? With the use of corpus tools, students may examine grammar in action. Consider a pupil who does not understand the distinction between "effect"

and "affect." They may study actual sentences using each term with corpus tools, which helps them comprehend context-driven use better (Jones & Waller, 2015). There's more to corpus linguistics than merely pointing out verb tenses. Students are given the freedom to investigate the nuances and depth of language. Are you curious about how word choice differs in professional and informal writing? You can see this using corpus analysis (Biber et al., 1998). Learner autonomy is promoted by this data-driven strategy. Pupils take on the role of language detectives, independently spotting trends and anomalies (Alagözülü, 2017). Although it's not a magic pill, corpus linguistics is a potent instrument that can turn grammar education from a dry list of rules into an engrossing investigation of how language functions in everyday situations.

Corpus Linguistics and its Application in Grammar Instruction

Instead of seeing grammar teaching as a strict manual, try viewing it as a participatory investigation of language in use. This is the potential of corpus linguistics, an area of study that uses technology to transform the way grammar is taught and learned. Fundamentally, corpus linguistics is the study of language using large-scale, real-world text collections known as corpora. Consider these corpora as digital libraries that contain anything from historical records and literary masterpieces to news items and social media postings (Thompson, 2014). Corpus linguistics leverages computer power to analyze large volumes of language data to find patterns, recognize variances, and comprehend language use in various circumstances (Stubbs, 2015). There are several fascinating benefits to teaching grammar using data-driven methods rather than rules. How corpus linguistics is influencing grammar instruction is as follows:

Conventional grammar teaching frequently teaches rules in a vacuum, missing the subtleties of language use in everyday situations. By looking at real instances of language usage in various circumstances, corpus linguistics enables students to observe these laws in action (Çiftci & Özcan, 2021). To better grasp how context affects word usage, students who are unclear about the distinction between "effect" and "affect" might utilize corpus tools to examine actual sentences that contain each term (Sinclair, 2004). Instead of only offering prepackaged norms, corpus linguistics gives students the skills they need to conduct their autonomous linguistic research. Students may actively investigate grammatical trends, spot exceptions, and learn about the diversity and depth of a language by using corpus tools (Thompson, 2014). By enabling students to take charge of their education and hone their critical thinking abilities, this method promotes learner autonomy (Benson, 2013). Using corpus analysis to inform instructional tactics can help. Consider a situation where a teacher is unaware of the most popular collocations—word combinations that occur frequently—with a specific verb. By using corpus techniques to identify these patterns, educators may create focused lessons that emphasize language use in everyday situations (Timmis, 2015). By using a data-driven method, grammar teaching is kept current and accurate to the real-world usage of language. There are several ways to study grammar, and one of them is through corpus linguistics. Pupils can investigate statistical information on language use, examine concordance lines—sentences that contain a certain word—or examine graphic representations of word frequencies (McEnery & Hardie, 2011; Brezina & McEnery, 2020). Students may interact with language in a way that best fits their preferences because of this versatility, which accommodates a wide range of learning approaches.

There are difficulties in integrating corpus linguistics with grammar training. Teachers and students must commit time and resources to develop their corpus analysis abilities (Al-Fadl, 2018; Davies, 2019). Nonetheless, there is no denying corpus linguistics' potential advantages. We can go beyond rote memorization and turn grammar training into a dynamic study of the wonderful world of language by utilizing the power of digital language analysis. The influence of corpus linguistics on grammar training in the digital age is examined in this overview of the literature. Corpus linguistics provides a data-driven approach that supplements conventional rule-based methodologies. It does this by utilizing large collections of real-world text (corpora) that are evaluated using computer tools (McEnery & Hardie, 2011; Brezina & McEnery, 2020). Corpus linguistics provides instructors with evidence-based techniques and encourages students to become autonomous grammar investigators by studying how language is used (Çiftci & Özcan, 2021; Thompson, 2014; Timmis, 2015). This paper aims to explore how corpus linguistics may support learner autonomy, close the theory-practice gap in grammar education, and provide a more dynamic and interesting learning environment.

Statement of the Problem

Although corpus linguistics is becoming more widely acknowledged as a useful tool for teaching languages, little is known about how it affects grammar education in the digital era. Although research has shown that corpus-based techniques can improve learners' comprehension of real language usage and foster learner autonomy (Boulton & Vyatkina, 2021; Charles, 2007), little is known about how these approaches are used in the classroom. Furthermore, opinions on how best to include corpus linguistics into grammar training to optimize its advantages for language learners are divided. To close these gaps, this study will look at how corpus linguistics affects grammar education in the digital era, as well as what obstacles and best practices exist for implementing it. Finally, it will offer useful suggestions for teachers.

Relevance of the Research

This review of the literature is important because it closes knowledge gaps on how corpus linguistics affects grammar training in the digital age, which benefits the area of language instruction. Combining the findings of previous studies (Lee et al., 2019; Nesi & Gardner, 2012), will give teachers a thorough understanding of the advantages and difficulties associated with corpus-based learning. It will also provide helpful suggestions for incorporating corpus linguistics into grammar training, which will improve language learners' proficiency with real

language and foster learner autonomy. Additionally, this work will guide future corpus linguistics and language instruction research paths.

Objectives of the Research

1. To investigate how grammar training in the digital era is affected by corpus linguistics.
2. To list the advantages and difficulties of using corpus-based methods in grammar instruction.
3. Investigate how corpus linguistics may be used practically to improve students' comprehension of real-world language usage.
4. To offer suggestions to teachers on the most efficient methods of incorporating corpus linguistics into grammar training.

Research Questions

1. How does corpus linguistics affect grammar training in the modern digital age?
2. What are the advantages and difficulties of using corpus-based methods in grammar instruction?
3. In what ways may corpus linguistics improve students' comprehension of real-world language use?
4. How can corpus linguistics affect grammar instruction practically?
5. How can teachers successfully use corpus linguistics in their grammar instruction?

II. REVIEW OF LITERATURE

Historical Context of Grammar Instruction

Grammar instruction's historical background shows a move away from prescriptive rules and toward a more conversational style. The study of classical languages such as Latin and Greek served as the foundation for early grammar education, which placed a strong emphasis on rote memory and following predetermined rules (Peterson, 2004; Xu & Li, 2022). This prescriptive method, which frequently placed a strong focus on written forms, sought to foster mastery of "correct" language usage (Larsen-Freeman, 2000). The teaching of languages has gradually shifted in the 20th century to include communicative methods. Grammar was considered a tool to help with real-world communication, and the 1970s saw the birth of approaches like Communicative Language Teaching (CLT), which highlighted the value of utilizing language for communication (Littlewood, 2022). This change made it more important to comprehend how language works in context as opposed to just learning rules. However, the function of grammar teaching remained a contentious issue.

Some advocated for a more implicit method in which grammar is picked up via practice and exposure (Saengboon et al., 2022). Others argued that grammar should be given more explicit attention, especially for students who are having difficulty in certain areas (Kabel et al., 2022). Corpus linguistics emerged at the turn of the twenty-first century as a useful technique for guiding grammar education (McEnery & Hardie, 2011). By using corpus analysis, teachers may go beyond theoretical guidelines and ground their instruction in actual language usage patterns (Alagözülü, 2017). This data-driven method has the potential to provide a more complex understanding of the role grammar plays in communication.

Evolution of Grammar Teaching Methods

Over time, pedagogical techniques, technology breakthroughs, and changes in linguistic theory have all had a significant impact on the evolution of grammar teaching methods. Grammatical training was frequently prescriptive in the early 20th century, emphasizing rote learning and memorization of grammatical principles (Tursunova, 2023). However, with the advent of structural linguistics in the middle of the 20th century, which placed a strong emphasis on the study of language structures, this methodology started to shift (Juanda, 2024). A change in emphasis occurred in the 1970s and 1980s toward CLT, which emphasized language usage in relevant circumstances (Heng, 2014). The audio-lingual approach, which stressed grammatical structure imitation and repetition, also came into being around this time (Larsen-Freeman, 2000). Recent developments in technology and corpus linguistics have an impact on grammar instruction. Learning has become more participatory and accessible because of the development of online materials and tools for grammar training made possible by technology (Hubbard, 2009). Another important contribution has come from corpus linguistics, which offers a data-driven method for examining linguistic structures and trends (Granger & Tribble, 2014). Having been considered, the development of grammar instruction techniques indicates a shift toward more interactive and communicative methods along with a stronger focus on the application of technology and empirical data in language learning (Hinkel, 2011).

Corpus Linguistics as a Modern Approach to Grammar Instruction

For many years, decontextualized exercises and mechanical memorization of grammatical principles were the mainstays of grammar training. While conventional techniques have their place, corpus linguistics is a cutting-edge method brought about by the digital era. Known as corpora, this cutting-edge area uses technology to evaluate large amounts of real-world text (Thompson, 2014). These

digital libraries contain everything from literary masterpieces and historical documents to news stories and social media posts. Corpus linguistics makes use of computer methods to explore this enormous amount of language data, finding patterns, examining variances, and eventually comprehending how language operates in many circumstances (Stubbs, 2015). There are several advantages to teaching grammar using data-driven methods rather than rule-based ones. Students may see how grammatical structures are used in a variety of circumstances by using corpus linguistics, which offers a view into the "real world" of language use (Çiftci & Özcan, 2021). Consider a pupil who is struggling to understand the distinction between "effect" and "affect." Using corpus techniques, students may look at actual sentences that contain each term, which will help them understand how context affects word choice (Sinclair, 2004).

Additionally, corpus linguistics promotes learner autonomy by enabling students to take an active role as language researchers. Students can explore grammatical trends, spot exceptions, and learn about the complex linguistic fabric of a language by employing corpus techniques (Thompson, 2014). According to Benson (2013), this method empowers students to take charge of their education and develops critical thinking abilities. Moreover, corpus analysis can help teachers develop successful lesson plans. Consider a situation where a teacher is unaware of the most popular collocations—word combinations that occur frequently—with a specific verb. These patterns may be found using corpus technologies, which allows teachers to create focused lessons that emphasize language use in everyday situations (Timmis, 2015). By using a data-driven method, grammar teaching is kept current and accurate to the real-world usage of language. Even if it has drawbacks, corpus linguistics provides a novel viewpoint on grammar teaching. We may go beyond rote memorization and change grammar education into a dynamic investigation of the intriguing realm of language usage by utilizing the potential of digital language analysis.

Corpus Linguistics: Definition and Principles

According to O'Keefe et al. (2007), corpus linguistics is a group of either spoken or written materials that are saved on a computer and may be subjected to qualitative or quantitative analysis using software for analysis. A study method called corpus linguistics uses sizable, logical collections of language that occur spontaneously as the empirical foundation for examining organized patterns of language usage (Paquot & Gries, 2020). The examination of language using computer-stored instances of "real life" language usage is known as corpus

linguistics (Baker, 2010). Corpus linguistics is a research field of language as it appears in 'real world' text examples, or corpora (McEnery & Hardie, 2011). According to Adolphs and Carter (2015), corpus linguistics is an approach that uses computerized databases containing language samples for linguistic study.

According to Boulton (2017), corpus-based grammar training places a strong emphasis on using genuine language data that reflects language use in authentic circumstances. Because they are exposed to real language patterns, learners can better comprehend and apply grammar principles in everyday speech (Lee et al., 2019). According to Nesi and Gardner (2012) and Boulton (2017), corpus-based grammar training facilitates data-driven learning, in which students examine linguistic data to identify grammatical rules and trends. With this method, students are encouraged to actively interact with language and hone their analytical abilities (Charles, 2007). Learners are assisted in comprehending the functions of grammar in various communication settings by the contextualization of grammar teaching within relevant contexts (Hubbard, 2009). Learners can better understand the meaning and application of grammar rules by viewing them in context (Gaskell & Cobb, 2004). By emphasizing frequent and recurrent language patterns, corpus-based grammar training assists students in organizing their knowledge according to how frequently real language is used (Biber et al., 1998). This method makes sure that students concentrate on the grammatical rules that are most applicable to and practical in daily conversation. Inductive approaches are frequently used in corpus-based grammar training, where learners are encouraged to deduce grammar rules from linguistic data instead of receiving explicit instruction (Paquot & Gries, 2020). According to O'Keefe et al. (2007), this strategy fosters critical thinking and learner autonomy.

With the use of linguistic data, corpus-based grammar training helps students recognize and fix their errors by offering feedback and error correction (McEnery & Hardie, 2011). Learning results may be improved by this prompt, tailored feedback (Adolphs & Carter, 2015). Technology, including digital tools, online resources, and corpus software, is integrated into corpus-based grammar training to support language analysis and learning (Baker, 2018). The accessibility and interactivity of grammar teaching are improved by technology (Heng, 2014). Personalized and adaptive learning experiences are made possible by the adaptability of corpus-based grammar education to various learner demands and settings (Tursunova, 2023). Based on students' skill levels and preferred methods of learning, teachers can modify their lessons (Larsen-Freeman, 2000). Because students may continue to investigate and evaluate language data outside

of the classroom, corpus-based grammar training fosters lifelong learning (Paquot & Gries, 2020). This promotes ongoing language skill growth and improvement (O'Keeffe et al., 2007).

III. METHODOLOGY

To determine if technology-enhanced grammar education is beneficial in the digital age, the current study conducted a systematic review of the literature (Owen, 2020). The following keywords were found: digital tools, grammatical instruction, online resources, technology-enhanced learning, and blended learning. Peer-reviewed publications were found using these keywords in databases including EBSCO, Google Scholar, ERIC, Scopus, PsycINFO, and Education Source. Because of the importance of current technical developments, only publications published between 2000 and 2024 were included. Three key topics emerged from the analysis and synthesis of the chosen articles: how technology affects grammar learning outcomes, what obstacles and difficulties arise when incorporating technology into grammar training, and practical methods for incorporating technology into grammar instruction.

IV. RESULTS AND DISCUSSION

How Corpus Linguistics Affects Grammar Training in the Modern Digital Age

In the current digital era, corpus linguistics has a significant influence on grammar instruction and provides language teachers with useful knowledge and resources. Including corpus linguistics in teacher preparation improves students' language awareness, especially in multilingual English such as World Englishes and English as a Lingua Franca. It highlights how crucial it is to comprehend the sociocultural setting in which language instruction takes place. Modern technology makes it possible to do dependable and quick corpus searches, which give teachers insightful information about language usage in everyday situations and useful frequency statistics. By pointing out differences between accepted use and textbook standards, this calls into question the efficacy of traditional prescriptive grammar training and suggests a move in the direction of more descriptive instruction. Students' understanding of grammar is improved, their learning autonomy is encouraged, and their performance on grammar problems is increased when corpus-based techniques are used in grammar training. Notwithstanding certain difficulties, the positive perception of corpus-based techniques by instructors and students highlights the important significance of corpus linguistics in

contemporary grammar instruction (Oțăt, 2016; Krajka, 2019; Beard et al., 2019 & Al Amri, 2022).

Advantages and Challenges of Using Corpus-Based Methods in Grammar Instruction

There are several benefits to combining corpus analysis and contextualized grammar instruction in EFL/ESL settings. Liu and Jiang (2009) discovered that using this method resulted in a better analytical understanding of grammatical concepts as well as an enhanced knowledge of grammar and lexicogrammar. Through corpus exploration, students also developed critical discovery learning skills. Nonetheless, several students encountered difficulties in corpus analysis, maybe as a result of insufficient training or prior knowledge. Using a corpus-based approach, Pérez-Llantada (2009) examined spoken grammar learning in English for Academic Purposes (EAP). The research emphasized several benefits, one of them being that it allows students to analyze grammar from the viewpoints of text, genre, and society. Through corpus analysis, students were exposed to a range of academic contexts, resulting in positive responses and an improved capacity for appropriate and responsible grammar use. In this context, one of the limitations of corpus linguistics is its emphasis on monologic speech, which restricts exposure to a variety of discourse forms. The risk that intricacies of spoken conversation may not be fully captured by corpus linguistics arises from transfer from written grammar.

Huang (2012) concentrated on teaching EFL students periphrastic causal verbs using corpus-based training. In comparison to the control group, the study demonstrated that students' knowledge and understanding of these verbs increased with corpus-based instruction. Respondents were not happy with the uneven quality of online concordancers, though, and this had an impact on how they evaluated corpus sentences. Elsherbini & Ali (2017) looked at the benefits of teaching EFL students grammar using corpus-based instruction. According to the study, as compared to the control group, the experimental group, which employed corpus activities, showed a significant improvement in both grammar and vocabulary exam outcomes. Presenting concepts and structures as themes and frameworks posed the most difficulty, nevertheless.

Çalışkan and Gönen (2018) investigated the usage of corpus-based vocabulary training by Turkish EFL teachers. Although educators thought that corpus-based resources would help students learn language more effectively, they were also concerned about the challenges associated with using technology and developing corpus-based materials. Kim (2019) looked at whether young learners in Korea may benefit from corpus-based grammar

instruction. With corpus-based learning, teachers and students reported being better able to comprehend how to use prepositions and having improved their writing skills. Younger pupils, however, could need help with language acquisition and corpus analysis. The efficacy of a corpus-based training program in improving the grammatical writing skills of EFL student-teachers was investigated by Aboelnour et al. (2020). When comparing the experimental group's writing to that of the control group, the research discovered a notable improvement in grammatical correctness. Although the study pointed out that teachers could need training in corpus-based methodology, it also highlighted how corpus-based techniques complement the learning choices of students who are digital natives.

The advantages of corpus-based grammar instruction in ESP writing programs, particularly for IELTS preparation, were emphasized by Pham (2022). According to the research, the corpus analysis exposed pupils to a broad variety of real-world instances of grammar usage and assisted teachers in identifying exact syntactic structures for their students' requirements. On the other hand, pupils would need instruction in corpus search strategies, and professors might need to pick up new corpus analysis techniques. According to Khemkullanat and Khongput (2023), students' comprehension of target collocations in a variety of grammatical structures was enhanced by corpus grammatical education. However, challenges like distinct learning styles and low English language skills may make it difficult for pupils to learn.

The adoption of corpus-informed tools to assist L2 learners in enhancing their spoken grammatical awareness was investigated by Jones and Oakey (2024). Even though corpus-based education increased learners' awareness of frequent spoken grammatical forms, their precision in recognizing these forms in everyday speech was not always great, suggesting the need for additional practice or scaffolding. Kang et al. (2024) investigated the use of corpus-based methods in the instruction of prepositions to ELL learners. Preposition use was shown to be enhanced by teaching prepositions through often occurring lexical bundles, particularly when input augmentation was added. Nevertheless, direct instruction by itself—without additional context or examples—might not be as successful.

Bridging the Gap: How Corpus Linguistics Enhances Students' Understanding of Language Use in Real-World Situations

There are several ways that corpus linguistics might improve students' understanding of language use in everyday situations. First of all, corpus-based learning approaches improve students' comprehension of linguistic patterns and norms by giving them direct access to real

language data and allowing them to see language usage in context (Al-Jamal & Ali, 2019; Vela and Kermes, 2017). Students' competency in a variety of language abilities increases and they become more autonomous learners as a result of being exposed to real-world language examples. Second, by giving EFL students examples of language use in comparable circumstances, corpora can mentor them, particularly in academic writing (Kaya et al., 2022). Students can benefit greatly from the use of learner corpora in particular, which enable them to examine and model language structures and writing styles that are acceptable for academic contexts. Finally, by showing foreign language learners how native speakers employ language forms, vocabulary, and phrases in realistic and real-world circumstances, corpus linguistics can aid in closing the gap between language theory and practice (Dazdarevic et al., 2015). Compared to utilizing artificially created examples, this method is more advantageous since it gives pupils a more realistic and useful knowledge of language use.

Corpus Linguistics: A Practical Guide to Revolutionizing Grammar Instruction

Grammar training may be greatly impacted in useful ways by corpus linguistics. Firstly, Rodríguez-Fuentes & Swatek (2022) have demonstrated that assigning homework using corpus-informed materials may improve students' understanding of grammatical constructs. When compared to students who used non-corpus-informed materials, students who were exposed to corpus-informed materials demonstrated higher knowledge gains. This implies that corpus-based learning resources can function as a useful addition to conventional teaching methods. Second, as Liu (2011) points out, adding corpora to college English courses may empower students by giving them a better grasp of lexicogrammatical problems and language usage. Through the use of corpora in problem-based learning, students develop critical thinking skills and a sophisticated grasp of linguistic subtleties. Furthermore, Marzá (2014) emphasizes that the use of corpora in ESP programs empowers students to become language researchers, encouraging inquiry-based learning and independence. Students can find patterns in real-world language use by engaging with specific corpora, which will help them meet language requirements in their area in the future. Hence, corpus linguistics provides useful advantages for teaching grammar, improving student learning outcomes and encouraging a more profound comprehension of language use.

Corpus Linguistics: Empowering Teachers to Transform Grammar Instruction

Educators can effectively use corpus linguistics in grammar education by combining data-driven learning strategies and corpus-informed resources. When grammar is given using corpus-informed data, learners gain from inductive learning, according to research by Cheng (2012) and Hunston (2021). Learning becomes more effective and entertaining when students use this strategy to examine language patterns and uncover grammatical rules on their own. Furthermore, teachers are excited about the possible advantages of employing corpus tools in language training, according to Phoocharoensil, (2012) and Friginal et al. (2020). Teachers may include corpus tools in their lessons by giving clear instructions on how to utilize them and setting defined learning objectives. Students can benefit greatly from corpus tools, which can assist them improve their language and grammatical understanding. Additionally, Amare (2022) showed how corpus-based training may raise students' critical thinking, academic writing, and engagement levels. Effective grammar education and language acquisition may be promoted by teachers by using corpus-based instruction to create materials and activities that are tailored to the individual requirements of their pupils.

V. CHALLENGES AND LIMITATIONS

Technical Difficulties and Glitches

The efficacy of grammar training using corpus linguistics may be compromised by technical issues and malfunctions. The availability and quality of corpora pose a significant problem as not all of them are current or complete (O'Keeffe et al., 2007). The intricacy of corpus software presents another difficulty, since proficient use may necessitate teacher and student training (Adolphs & Carter, 2015). Furthermore, learners may find it difficult and time-consuming to access and navigate big corpora (Paquot & Gries, 2020). Additionally, there can be problems with the way that corpus software works with various devices and operating systems (Baker, 2018). Additionally, the learning process may be hampered by technological issues such as software failures or corrupted data resulting from corpus linguistics' dependence on technology (Özbay, A. Ş., & Gürsoy, Z. (2023).

Issues in Designing Corpus-based Materials

There are several obstacles to overcome while creating corpus-based teaching resources for grammar in corpus linguistics. One problem is choosing and compiling relevant corpus data that is representative and pertinent to the needs of learners (O'Keeffe et al., 2007). Interpreting and analyzing corpus data presents another difficulty since teachers must find important linguistic patterns and communicate them in a way that is understandable and

relevant (Adolphs & Carter, 2015). Furthermore, it might be difficult to create tasks and activities that use corpus data successfully since they must be interesting and in line with learning objectives (Paquot & Gries, 2020). The incorporation of corpus-based materials into current curricula and teaching methods is another challenge as instructors may need assistance and training to successfully use these resources in their courses (Baker, 2018). Additionally, it is vital to guarantee that learners, particularly those with little technical proficiency, may easily access and utilize corpus-based resources (Heng, 2014).

Increased Workload for Teachers

The increased burden associated with teaching grammar in corpus linguistics presents several difficulties and constraints for educators. One difficulty with corpus analysis is that it takes a lot of time since educators have to look for, find, and examine pertinent linguistic data (Nelson, 2019). Teachers with little knowledge or expertise in corpus linguistics may find this especially difficult (Kosem, 2016). Furthermore, it may take more time to prepare when creating and executing corpus-based activities and resources (Nelson, 2019). Keeping up with technological and corpus linguistic advances requires continual professional growth, which presents another difficulty (Kosem, 2016). For educators who already have a lot on their plates, this may be taxing (Tognini-Bonelli, 2017). Additionally, reorganizing lesson plans and evaluations to incorporate corpus-based activities into the curriculum may increase the burden for instructors (Tognini-Bonelli, 2017). Moreover, there may be restrictions on the availability and accessibility of corpora and corpus software, particularly for educators working in settings with low resources (Kosem, 2016). This may make it more difficult for educators to use corpus linguistics in their lessons. Finally, it can take a lot of time to provide each student with personalized feedback based on corpus analysis, particularly in big classrooms (Nelson, 2019).

Perceptions of Students and Teachers

When corpora were included in EFL grammar and vocabulary classes, students' attitudes regarding them as a teaching and learning tool improved overall. This implies that students may find corpus-based training engaging, which might lead to a more favorable learning environment. It's interesting to note that the study found that students preferred utilizing corpora to learn vocabulary over grammar. This could be because of the intrinsic properties of corpora, which frequently show words in context, which facilitates comprehension and memory. Furthermore, viewing word frequency and collocations visually in corpus data may make vocabulary acquisition more interesting

(Michali & Patsala 2020). Students who used spoken corpus resources to study grammar reported feeling more enthused and actively engaged. Students' motivation to speak English increases when they are exposed to authentic spoken English through the corpus. This implies that students' acquisition of grammar may become more applicable and useful with the use of spoken corpora. According to the study, spoken corpus-based instruction provided a flexible and easily available learning tool, which may have contributed to its ability to satisfy students' learning demands during the COVID-19 epidemic (Muhyidin, 2021).

Creating assignments that motivate students to engage with corpus data rather than merely absorb knowledge. Although students may first choose corpora for vocabulary, educators may provide assignments that demonstrate how corpus data can be utilized efficiently for grammar instruction as well. When creating corpus-based exercises, take into account the preferences and learning styles of the students (Michali & Patsala, 2020). Educators believe that teaching grammar to ESL students may be improved by utilizing corpus linguistics. Teachers have a favorable opinion of the corpus-based approach's efficacy in helping students enhance their academic writing abilities. This shows that teaching grammar within the framework of particular academic writing requirements may benefit greatly from the application of corpus linguistics. The use of a scaffolded student worksheet to assist students with varying degrees of competency in using corpora. This suggests that educators see corpus linguistics as a potentially useful strategy, particularly when paired with instructional scaffolding to accommodate students with different ability levels. Educators recognize that to optimize the benefits of corpus linguistics in grammar instruction, careful preparation and execution are necessary (Friginal et al., 2020).

Future Directions and Recommendations

The usefulness of corpus-based exercises intended to address particular grammatical difficulties multilingual learners might have studied. This might entail contrasting the learning objectives of corpus-informed training with traditional instruction for specific grammatical points. Future research might examine how various scaffolding techniques can help students with different levels of competence use corpora to learn grammar. Creating tiered activities for corpus exploration and analysis with different degrees of assistance might be one way to do this. Scholars may examine learner mistakes obtained from multilingual writing examples and use corpus data to pinpoint trends and domains where corpus-based training may be especially advantageous. This might help with the creation of focused

corpus exercises that target prevalent grammatical mistakes made by members of particular language groups (Poole, 2022). Using corpus analysis, one may find mistake patterns that students at a given competence level frequently make. This ensures focused learning by enabling teachers to modify grammar education to address those particular issues.

A multitude of real-world examples of grammar in action may be found in corpora. Teachers can bridge the gap between textbook principles and real-world applications by introducing students to realistic language usage through the use of corpus data in their classes (Sahragard et al., 2013). According to their research, employing corpora can help students become more conscious of their mistakes. By contrasting their writing with authentic samples found in corpora, students may pinpoint areas in which they need to improve and even make necessary corrections. Both the corpus-based and traditional education groups improved, according to the findings. This shows that, rather than serving as a substitute for current grammar teaching techniques, corpora can be a useful addition. The following implementation tips are suggested: start with basic corpus exploration and gradually increase the complexity of tasks as students gain experience; use online corpus tools for easy access and student exploration; create activities that encourage students to analyze corpus data and identify how grammar functions in context (Sahragard et al., 2013).

VI. CONCLUSION

By assisting teachers in addressing each student's specific grammatical needs, corpus linguistics improves grammar instruction by providing insightful information about how language is used (Pham, 2022; Kang et al., 2024). By stressing actual language examples, corpus-based instruction makes grammar more relevant and engaging in the digital era, when students are exposed to real-life language (Çaliskan & Gönen, 2018; Aboelnour et al., 2020). Corpus linguistics fosters autonomous learning and critical thinking by allowing students to explore language patterns in context (Huang, 2012; Khemkullanat & Khongput, 2023). However, teacher preparation for both corpus analysis and lesson design is necessary for the effective integration of corpus-based techniques (Çaliskan & Gönen, 2018; Aboelnour et al., 2020). Additionally, great thought must go into creating and choosing corpus materials so that they are engaging, appropriate for student's skill levels, and in line with learning objectives (Lacková, 2024). Despite these obstacles, corpus linguistics holds the promise of revolutionizing grammar instruction by

empowering both teachers and students by bridging the gap between textbook rules and everyday language use.

By bridging the gap between abstract grammar principles and practical language use, teachers may construct interesting lessons through the use of corpus data (Pham, 2022; Kang et al., 2024). Teachers can more effectively adapt their lessons by concentrating on particular grammatical structures that provide difficulties for their pupils. Furthermore, corpus data offers a wealth of real-world language examples, which aid students in comprehending grammar usage in a variety of settings (Çaliskan & Gönen, 2018; Aboelnour et al., 2020). Students' understanding of language patterns may be improved by using resources like concordance lines, which show how grammar functions in news articles and social media. Moreover, interactive learning experiences beyond typical exercises are made possible by corpus linguistics (Huang, 2012). With online corpus tools like AntConc or Sketch Engine, students may investigate real-world examples, encouraging critical thinking and learner autonomy (Khemkullanat & Khongput, 2023). Teachers might offer guided tasks to introduce corpus resources and assist students efficiently navigating them, since some students may require early guidance. Hence, corpus linguistics provides a cooperative method of teaching grammar, enabling teachers to exchange lesson ideas and materials via online communities and forums (Çaliskan & Gönen, 2018). Although there may be a learning curve associated with using corpus-based techniques, there are substantial advantages for teachers and students in terms of improved grammar instruction.

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