

Implementing Corpora in EFL Teaching/Learning Activities at Saudi Universities

Omer Elsheikh Hago Elmahdi¹, Dr. Ibtesam AbdulAziz Bajri²,
Dina Hani Bogari³, Lina A. Almalki⁴

Abstract

This paper explores the role of corpora in EFL teaching and learning activities at Saudi universities. The study highlights the importance of improving English language proficiency among Saudi learners and the potential benefits of using corpora, such as data-driven learning and improved understanding of language structures. Through specific examples, the paper illustrates how corpora can be used effectively in the classroom and discusses methods for incorporating corpora into the EFL curriculum. The study also examines the challenges and benefits of using corpora in EFL teaching and learning activities and provides recommendations for educators, including incorporating corpora-based activities, providing training for instructors, and developing and utilizing corpora-based materials. The research questions and hypotheses provide a clear direction for future studies, and the study concludes that the use of corpora is a promising approach to improve EFL learners' language proficiency and should be further explored and integrated into EFL teaching and learning activities.

Keywords: Vocabulary acquisition, grammatical accuracy, fluency, reading skills, writing skills, authentic English discourse, language structures, curriculum challenges.

1. Introduction

Using corpora in EFL teaching and learning activities is expected to gain popularity in Saudi universities. This paper discusses the importance of effective EFL teaching and learning activities in Saudi universities,

¹ OUS, Sudan, affiliated to Taibah University, Saudi Arabia,
ohago65@gmail.com

² Department of English Language, College of Languages and Translation,
University of Jeddah, Saudi Arabia, iabajri@uj.edu.sa

³ BA Student at the University of Jeddah, Saudi Arabia,
dinabogari@outlook.com

⁴ BA Student at the University of Jeddah, Saudi Arabia,
linaalmalki98@gmail.com

particularly through the use of corpora, or collections of linguistic data. Corpora can help students understand and use the language they are learning more effectively, and can also help instructors track student progress. The paper provides specific examples of how corpora have been used in Saudi universities and discusses potential challenges that instructors may face when incorporating corpora into their teaching activities. Ultimately, the use of corpora is expected to become more popular in EFL teaching and learning in Saudi universities.

2. Significance of the Study

The availability of authentic language data is the main important factor in employing corpora in EFL teaching and learning activities. Using corpus-based resources allows students to study real linguistic data, which can enrich their educational experiences. Learners can better understand language structures and patterns, including grammar, vocabulary, and syntax. It can also help learners become more proficient in the target language. Moreover, the availability of a wider range of language education resources is another benefit of adopting corpus-based content. For instance, corpora can incorporate audio, text, and even multimedia sources like podcasts and movies. Learners can get a more comprehensive understanding of the language by having activity access to a range of sources. Therefore, the use of corpora in EFL (English as a Foreign Language) teaching/learning has been shown to effectively improve language learning outcomes.

3. Objectives of the Study

Based on the formulation of the significance, the study's specific objectives are as follows:

1. To investigate the impact of using corpora on EFL learners' vocabulary acquisition.
2. To examine the effects of using corpora on EFL learners' grammatical accuracy and fluency?
3. To determine the extent of assistance of using corpora on EFL learners in developing their reading and writing skills.
4. To reveal the impact of using corpora on EFL learners' ability to comprehend and produce authentic English discourse?
5. To identify the challenges and benefits of using corpora in EFL teaching and learning activities, and show how corpora can be effectively incorporated into the EFL curriculum at Saudi universities.

4. Statement of the Problem

This study aims to investigate the effectiveness of using corpora in EFL teaching and learning activities in Saudi universities. The study will focus on the impact of corpora on learners' vocabulary acquisition, grammatical accuracy and fluency, reading and writing skills, and ability to comprehend and produce authentic English discourse. It will also examine the challenges and benefits of using corpora in the classroom and explore methods for incorporating corpora into the EFL curriculum. The study will be guided by five research questions that seek to understand the impact of corpora on EFL learners as well as ways to effectively use corpora in EFL teaching and learning activities in Saudi universities.

1. What is the impact of using corpora on EFL learners' vocabulary acquisition?
2. How does the use of corpora affect EFL learners' grammatical accuracy and fluency?
3. To what extent does using corpora assist EFL learners in developing their reading and writing skills?
4. How does the use of corpora impact EFL learners' ability to comprehend and produce authentic English discourse?
5. What are the challenges and benefits of using corpora in EFL teaching and learning activities, and how can corpora be effectively incorporated into the EFL curriculum at Saudi universities?

5. Review of Literature

This literature review discusses the growing popularity of using corpora in English as a Foreign Language (EFL) teaching and learning. Corpora are large collections of language data that can be analyzed to identify patterns of real language use. The review explores the role of corpora in EFL teaching and learning, highlighting their usefulness and effectiveness in the field.

Several studies have focused on using corpora to teach EFL vocabulary. Nation (2001) argues that a corpus-based approach to vocabulary teaching can provide students with exposure to authentic language use and help them acquire vocabulary more efficiently. Similarly, Cobb (2007) finds out that the use of corpora in vocabulary instruction has led to improved vocabulary acquisition and retention.

Other researchers have explored the use of corpora to teach grammar in EFL. Biber and Conrad (2009) claim that a corpus-based approach to grammar can provide students with a more comprehensive

understanding of the language, as they can see how different structures are used in real language. The article cites Flowerdew (2015) who suggests that using corpora to teach grammar in EFL can improve writing skills and overall understanding of language. Additionally, the article cites Wen and Wang (2017) who found that using a corpus-based approach to reading instruction can help EFL students develop better reading comprehension skills through exposure to authentic texts. In the same way, Kang (2018) recognizes that using a corpus-based approach to listening instruction helps students develop better listening skills, as they are exposed to a wider range of accents and speech styles.

Finally, some researchers have explored the use of corpora as a tool for EFL teacher training. Jiang and Zhang's (2018) study shows that a corpus-based approach to teacher training can help teachers understand language use better and develop more effective teaching strategies in EFL. Overall, the use of corpora in EFL teaching and learning has been found to be effective in improving language skills and developing teaching strategies. While more research is needed to fully understand the potential of corpora in EFL education, the existing literature indicates that corpora are a valuable resource in language instruction.

5.1 The Necessity of Using Corpora in EFL Teaching/Learning Activities at Saudi Universities

Corpus tools harbor great opportunities for a variety of improvements in EFL learning. Using corpora, students can increase their understanding of basic linguistic principles (Yoon & Hirvela, 2004). With the increasing reliance on technology, the competition among educational institutions to incorporate technology into their teaching and learning methods is ever-rising. According to Al-Qahtani (2021), the methods of learning are now more practical, adaptable, and convenient. Enhancing students' abilities and the overall effectiveness and efficiency of EFL classrooms.

Research conducted by Alharbi (2015) examines the potential of adding corpus to improve Saudi language learners' writing quality in addition to a comprehensive analysis of their evaluation. The study includes a sample of twenty-five Saudi university students. The two tools used are a corpus consultation intervention in the classroom, which records students' corpus consultation using screen recording software, and a survey given to the students after each task to gauge their attitudes. Although all participants are proficient computer users, none of them have ever used or even heard of corpora. As a result, the students receive instruction over a twelve-week period. A condensed and standardized corpus is created with learners in mind. The study's

conclusions demonstrate that using a corpus-related methodology with students is efficient.

Another goal of a different study (Alsolami & Alharbi, 2020) at King Abdul-Aziz University, using a qualitative research design, to concentrate on individual experiences to better understand how useful corpora application can be in relation to learners' academic writing skills, as well as their perception of it and general attitude. The semi-instructed interviews' qualitative findings revealed more positive opinions and evidenced how using corpus tools can aid students in developing their academic writing abilities in a variety of ways. When the participants were questioned about whether they felt that the corpus classroom intervention was beneficial to their general learning. They responded in the affirmation that the learning experience has been fruitful and successful. Due to their success in self-learning, the participants' confidence as EFL writers has increased.

5.2 The Effectiveness of Using Corpora in EFL Teaching/Learning Activities at Saudi Universities

The past years have observed rapid advances in the field of corpus studies through exploring students' attitudes toward learning English as a foreign language (EFL). Moreover, Corpus has a strong connection with learning English, so it is advisable to include it in classroom activities. Corpora studies stimulate teachers' procedures as they can plan activities in the class for students to work on either individually or in groups to explore the corpora platform and allow them to make their own comprehension of the language and learn more effectively. According to the corpora-based studies on modals (e.g. would, can, might, etc.) carried out by several researchers (Holmes 1988; Hyland 1994; McEnery & Kifle 2002; Römer 2004) in which they compared how speakers and writers use this language to how textbooks claim students should use it; they have found that textbooks are not teaching the full inventory of modal language, they are also providing confusing explanations for some of the language they teach.

Al-Mutairi (2016) focuses on using specialized compiled corpora for teaching Personal Statement Letters writing as a type of academic writing for university students. He recognizes that the use of corpora in EFL teaching has been shown to be an effective approach to improving language learning outcomes.

5.3 Methods for Using Corpora in EFL Teaching/Learning Activities at Saudi Universities

Al-Suhaibani (2022) is an EFL instructor at Imam Mohammed Ibn Saud Islamic University, who has investigated the difficulties that students find in learning English grammar. Al-Suhaibani's study attempts to help 89 sophomore EFL students at a public university in Riyadh in learning

gerunds and infinitives by using corpora. Since corpora provide real authentic data, it can aid learners to practice English freely and empower their autonomy. The study uses both quantitative and qualitative data to ensure the analysis of using a corpus and its effect. Therefore, Al-Suhaibani uses four instruments which are: a proficiency test from TOEFL, a pre-test, and a post-test of gerunds and infinitives containing traditional fill-in-the-blank questions and corpus-based fill-in-the-blank questions based on real data, a questionnaire for the participants' perceptions of using corpora in learning grammar, and semi-structured interviews to support the quantitative data. The findings of the study indicate that there is an effect of corpus-based instruction of gerunds and infinitives. Furthermore, most of the students have found the corpus as a useful tool to learn grammar and it saves time with authentic examples.

With the use of corpus analysis, Al-Khateeb and Al-Mujaiwel (2018) examine the speaking and communicating exercises found in Saudi Arabia's EFL textbooks. This paper studies how poorly communicative speaking activities are presented in Saudi EFL textbooks. It is significant since many English learners at most educational levels, notably primary, intermediate, and secondary, only reach unsatisfactory, low levels. The lack of authentic language learning activities in a variety of contexts is the cause of the weak speech abilities among many EFL learners. The methods utilized to identify the variety of communication activities are based on the drawing and retrieval of n-grams of verbal collocates such as say, talk, tell, ask, and discuss in pairs throughout an n-gram span of $n = 2 \leq \leq 2$. Speaking tasks lack a reasonable proportion of real-world speaking and communicating circumstances, according to an experimental study based on the targeted texts.

6. Research Methodology

The researchers will select the most used corpus programs for the questionnaire. The corpus programs are Corpus of Contemporary American English, British National Corpus, and Sketch Engine.

6.1 Data Collection

The researchers will use two different instruments to achieve the objectives of the study. The first instrument will be corpora's tools of Wordlists, Collocation, Colligation, Collocates, and Markup and Annotation. The second instrument will be a survey.

6.1.1 Corpora's Tools

There are teachers and students who lack the knowledge of using the corpora's tools whether in teaching or learning. Since corpora contain

authentic language, teachers and students can use these tools to their advantage in helping them with speaking, writing, or any academic task.

6.1.2 Survey

The researchers are going to use a 5-point Likert scale method. It is used to measure the level of agreement or disagreement with the given statements. The methodology for this study is to ask respondents to rate their level of agreement or disagreement with the given statements using a 5-point Likert scale. The scale points from 1 to 5 are interpreted as follows: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

The given statements for the survey include:

1. Using corpora has greatly impacted EFL learners' vocabulary acquisition.
2. Using corpora has greatly improved EFL learners' grammatical accuracy and fluency.
3. Using corpora has been helpful in developing reading and writing skills.
4. Using corpora has had a positive impact on the ability to comprehend and produce authentic English discourse.

6.1.3 Participants

The total number of participants is 57. 60% of them are EFL teachers, 35% are EFL students, and 5% are curriculum designers. They are from Jeddah, King Abdulaziz, and Taibah University. Moreover, their ages vary from 20 to 30 and above, but 50% are from the age group of 30 to above years old.

7. Results and Discussions

7.1 Description of Corpora Tools

There are many available tools designed to access corpora such as COCA, BNC, and Sketch Engine. Such tools can help teachers and students whether in teaching or learning. One of the corpora tools we have applied is COCA (The Corpus of Contemporary American English).

7.1.1. Corpora and Vocabulary Learning

7.1.1.1. Wordlists

Corpus of Contemporary American English

SEARCH

WORD

CONTEXT

OVERVIEW

the (ART)  



BLOG

WEB

TV/M

SPOK

FIC

MAG

NEWS

ACAD

1. (used, especially before a noun, with a specifying or particularizing effect, as opposed to the indefinite or generalizing force of the indefinite article *a* or *an*): the book you gave me; Come into the house

2. (used with or as part of a title): the Duke of Wellington; the Reverend John Smith

 YouGlish
  PlayPhrase
  Yarn

 Translate: choose language

SYNONYMS () **CONCEPT**

NEW

DEFIN

+SPEC

+GENL

TOPICS (more)

COLLOCATES (more)

NOUN

VERB

ADJ

ADV

RELATED WORDS

state-of-the-art, behind-the-scenes, over-the-counter, on-the-go, on-the-job, over-the-top, top-of-the-line, off-the-shelf, out-of-the-box, state-of-the-art, run-of-the-mill, up-to-the-minute, round-the-clock, on-the-ground, on-the-spot, over-the-air, turn-of-the-century, glow-in-the-dark, around-the-clock, across-the-board, out-of-the-way, off-the-wall, middle-of-the-road, round-the-world, off-the-cuff, off-the-shoulder, fill-in-the-blank, end-of-the-year, spur-of-the-moment, off-the-grid, hole-in-the-wall, on-the-road, after-the-fact, over-the-shoulder, off-the-grid, over-the-road, pie-in-the-sky, out-of-the-ordinary, off-the-record, off-the-rack, dyed-in-the-wool, fly-on-the-wall, by-the-book, off-the-ball, hole-in-the-wall, off-the-peg, jack-in-the-box, under-the-table

7.1.1.2. Collocation

Corpus of Contemporary American English

SEARCH

WAIT

CONTEXT

OVERVIEW

CLICK FOR MORE CONTEXT

HELP

TRANSLATE

ANALYZE

1	1990	ACAD	AfricaToday	mainly during the '50s and ' 60s a	programming	approach	the	approach	pre-figured	the monetary approach
2	2008	FX	SchScope	When that happens, I lose bees : N2 : They		approach	beetive	August	pumps smoke into it	AUGUST
3	2005	NEWS	C3Monitor	then photograph of videotape their	possessions	Whatever	approach	blending	their possessions	Whit
4	2007	FX	Salmagundi	stamping the ground. He knew: you did not	ever	approach	leave	too	or even a mature dose for their hoov	
5	2014	ACAD	JournalCemical	paved the way for significant changes: y	attitude	approach	among	them	evangelicalized	" 11 # Missing from
6	2012	WEB	...lismam.wordpress.com	random numbers (assumed here are	results	As you	approach	ant	amount	time, and therefore children
7	2019	ACAD	European Research Studies	in the South Mediterranean Sea	Counties	Approach	and	Calculation	of Development	Thresholds - Euro
8	2008	ACAD	AfricanArts	a gese (Langley 1939:78) ; I was	permitted to	approach	and	examine	their interiors	always after sacrifice
9	2011	ACAD	CommunityCare	where they want to live. By adopting a	project management	approach	and	identify	pathfinders	and pathways, provide
10	2016	ACAD	lowa Law Review	to craft:157 #A final difference	between the Commission 's	approach	and	that	the	common law is that there is no rea
11	2004	ACAD	Style	it must be noted that this can not	be the	approach	and	that	his	to be aware of the differing
12	1999	ACAD	Style	anything, it is Vossler and Curtius	who changed their	approach	and	their	final	response to and in protest again
13	2012	BLOG	define-liberty.com	In this case, if he is to	maintain the	approach	approach	presented	his article	Clement would
14	1990	NEWS	PBS_Newshour	to bid to his price. We	take a very	approach	we	First	Capitol	We also learned in the Texas mar
15	2012	WEB	reason.com	development. Both Republicans and	Democrats will	favor this	approach	because	it	boosts
16	2002	ACAD	MusicEduc	"... says Reimer. "If he is to	standards	support this	approach	by	calling	can
17	2012	WEB	...ospital.blogspot.com	and killing people. " # Please ; people ; this		approach	can	work	in	the management world in recent dec
18	2015	ACAD	CollegeStu	present study, loneliness was	significantly	correlated	with	Approach	Coping	r(1137) = -.407, p < .01. Loneliness was

8

can be either verb or a noun according to the context. This tool can help learners understand the context in which this word occurs, the grammatical rules that govern it, develop their vocabulary, and gain knowledge of authentic language usage.

7.1.1.3. Colligation:

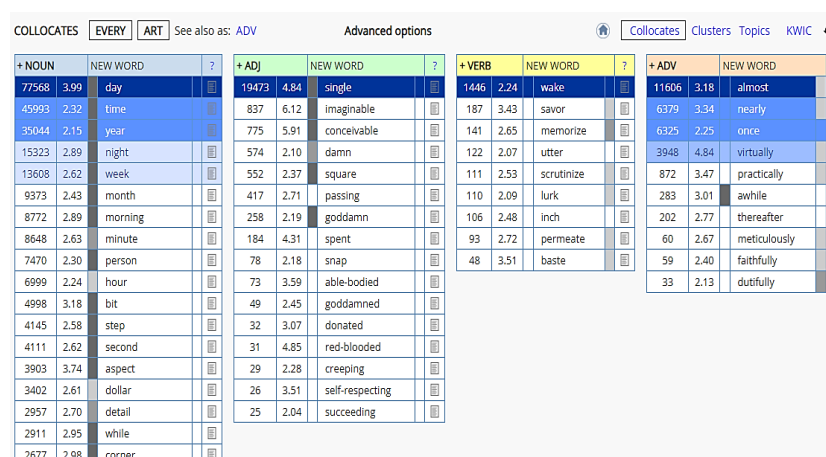
Figure 3



According to Lehecka (2015), a colligation tool is used to find out about the parts of speech, and how words are structured syntactically. For example, if we look for the word 'deep' with nouns, it will list the word with nouns that colligate with it. Students can use this tool in learning how to form phrases, clauses, and sentences by searching for the grammatical context in which words typically occur. Teachers can employ it in presenting the lexical items that automatically get along with specific grammatical features and pedagogic tasks.

7.1.1.4. Collocates

Figure 4



Collocates help in showing the most co-occurrence between two words. As shown in the below figure, the word 'EVERY' accompanies

7.1.2. Corpora and Grammar Learning

CLICK FOR MORE CONTEXT

1

2012

BLOG

dancingastronaut.com

Q

A

2

2012

BLOG

kindersgpt.com

Q

A

3

2012

BLOG

kindersgpt.com

Q

A

4

2012

BLOG

...tquote.wordpress.com

Q

A

5

2012

BLOG

androidauthority.com

Q

A

6

2012

BLOG

...heretaskiemiller.com

Q

A

7

2012

BLOG

newscenter.biz.gov

Q

A

8

2012

BLOG

rhnrosebloom.com

Q

A

9

2012

BLOG

rhnrosebloom.com

Q

A

10

2012

BLOG

rhnrosebloom.com

Q

A

11

2012

BLOG

facebook.com

Q

A

12

2012

BLOG

cheerexcitedaiche.org

Q

A

13

2012

BLOG

blogspotv.org

Q

A

14

2012

BLOG

...hagagocubonline.com

Q

A

15

2012

BLOG

...hagagocubonline.com

Q

A

16

2012

BLOG

...hagagocubonline.com

Q

A

17

2012

BLOG

...hagagocubonline.com

Q

A

18

2012

BLOG

...hagagocubonline.com

Q

A

SEARCH

FREQUENCY

CONTEXT

CONTEXT +

Source information:

Source

BLOG

http://www.dancingastronaut.com/2012/10/justin-bieber-as-long-as-you-love-me-louis-la-roche-remix/

Date

2012

Title

Justin Bieber – As Long As You Love Me (Louis La Roche Remix)

Expanded context:

3235053 Results Justin Bieber – As Long As You Love Me (Louis La Roche Remix) # We never thought we'd say this, but this is a Justin Bieber track that you really need to hear. Louis La Roche completely reworks Bieber's mega hit 'As Long As You Love Me' into something completely unrecognizable from the original. La Roche demonstrates his serious production skills as he chops up and warps vocal samples and layers them over an incredibly infectious **drum** house groove. Whether you are a Bieber fan or the furthest possible thing from it, you should take a minute to listen to this. Oh, and the album artwork is pretty hilarious. # This song is **terrific**. It is overproduced and has both pretty poor melodic and synth progression. Trap is just a fast sort of like dubstep we but it doesn't mean there aren't any good trap or dubstep songs. I could see treasure fingers playing this song in his sets. And

Translate

—Choose—

Analyze text

[keywords, detailed word sketches, find related words]

7.1.2.1. Markup and Annotation

	Left context	KWIC	Right context
is to the moon , where there would<g> n't even be any beer to	is IN DT NN , where there would<g> n't even be any beer to	drink	</s><s>While he was at it , the philosopher of the Kremlin
<s>Pleasure, fame and fortune , drowning your troubles with a	<s>Pleasure, fame and fortune , drowning your troubles with a	drink	, and " living it up " with the gang are like candy bars when yo
re too complicated	</s><s>Limit myself to good meat and	drink	, with bread , salad , corn or potatoes as accessories
ning trips into the kitchen	</s><s>This goes for getting a	drink	tray ready , and for having a big cooler full of ice on hand long
own American actors	</s><s>The actor had had much to	drink	and apparently become very violent
body	</s><s>Police theorize that a combination of dope ,	drink	and drugs killed her
oped (and because their right fielder was still a little fuzzy from	oped (and because their right fielder was still a little fuzzy from	drink	, they dropped many) called forthelps of derision
ona there are many delightful cafes where you can sit, have a	ona there are many delightful cafes where you can sit, have a	drink	or lunch , and watch the fountains in the square
dlord who in the dead of night lugged me up a mountainside in	dlord who in the dead of night lugged me up a mountainside in	drink	from a spring famous in the neighborhood for its clarity and fle
s , the toughs and blades of the city hoot and bang their drums ,	s , the toughs and blades of the city hoot and bang their drums ,	drink	arak , play dice , and dance
rd until they had fallen , to be made into perfume or rose-tea to	rd until they had fallen , to be made into perfume or rose-tea to	drink	</s><s>Here in an evening Pe
... it be identical	</s><s>His unsuccessful strivings to give up	drink	are represented as religious strivings ; </s><s>he keeps a bo

McEnery, et. al. (2006) indicate that the markup tool provides additional information such as authors, speakers, structure, or contents of the text. Structural markup is a type of markup that helps identify structural features of text, such as titles, subheadings, chapters, and publication details. This tool can be used by teachers and students to refer back to the source material and explore it more deeply.

Annotation is considered a powerful resource in presenting how linguistic features process together. It categorizes each word with its grammatical labels according to the sentence. Teachers and students can both explore and discover what grammatical structures co-occur together and distinguish the meanings or functions of a word in different structures (Suleiman et al., 2015).

7.1.3. Corpora and Semantic Learning

The idea of semantic preference and the related notion of semantic prosody are currently very essential discussions in corpus linguistics. The term 'semantic preference' seems to be less problematic to define than the term 'semantic prosody'. Stubbs (2001) defines semantic preference as "the relation, not between individual words, but between a lemma¹ or word form and a set of semantically related words" (65), while semantic prosody is "a phenomenon that has been only revealed computationally, and whose extent and development can only be properly traced by computational methods" (Louw, 1993, 159). Semantic preference and semantic prosody have sometimes been used for the same occurrence, but at other times the two are considered different but closely related to each other. Moreover, Partington (2004) indicates that in corpus-based analyses semantic preference and semantic prosody are considered in terms of 'priming'. He explains this theory as:

The theory of priming also enables us to answer one of the questions which is frequently raised about prosody. If the favourable or unfavourable evaluation of an item said to display semantic prosody is not part of its in-built, inherent meaning – as is clearly the case for words like excessive or timely – then how do language users decide to employ such items in the appropriate environment? The answer is that language users have a set of mental rules derived from the priming process, alongside or integrated with the mental lexicon, of how items should collocate (132).

7.1.4. Corpora and Writing Instruction

According to Adel (2010), it is easy to imagine the benefits of the corpus consultation for students' writing skills. However, Lee and Swales (2006) have pointed out that corpus-based courses on academic writing need a corpus linguist in the writing classroom.

Corpus linguists can train teachers into using the corpus, and teachers can guide students in writing with the aid of corpus tools. Thurston and Candlin (1998) have used concordance for students to present multiple examples of the same vocabulary item in context, which help in promoting awareness of collocational relationships in writing.

7.2. Description of the Survey Tool

Chart 1

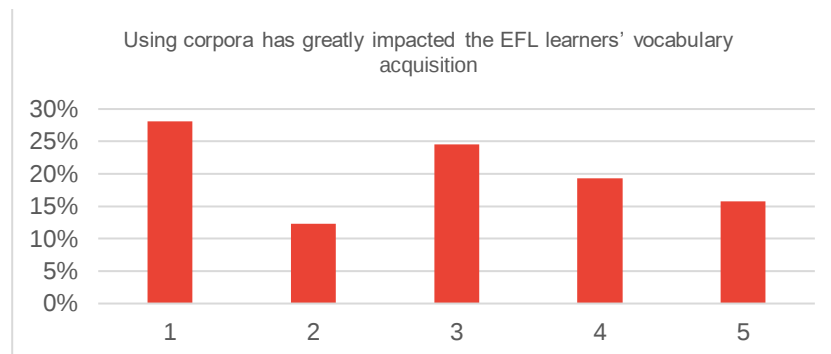


Chart 1 presents the participants' ratings on a Likert scale regarding the impact of corpora on acquiring vocabulary. Most of the participants with the percentage of 28.1% have chosen no. 1, which stands for 'strongly agree' that 'using corpora has greatly impacted the EFL learners' vocabulary acquisition'. Whereas, 12.3% have chosen number 2, which means 'agree'. A big portion of the participants with a percentage of 24.6% are 'neutral' about corpora's impact on vocabulary acquisition. Moreover, 19.3% of the participants 'disagree', and 15.8% 'strongly disagree' that it has not impacted EFL learners.

Chart 2

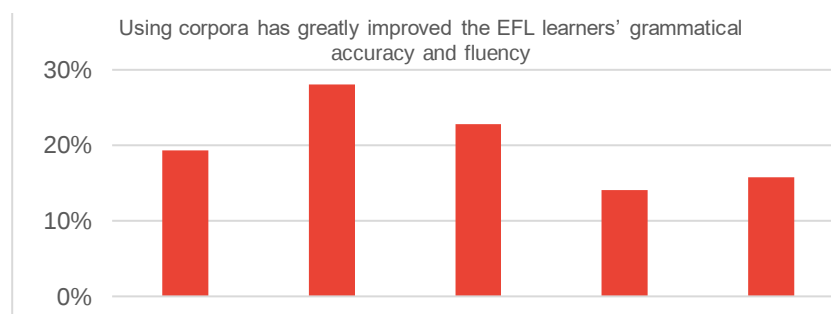


Chart 2 shows the participants' rating on the improvement of EFL learners' grammatical accuracy and fluency by using corpora. It is found that 19.3% of participants 'strongly agree', and 28.1% of the participants 'agree' on the improvement by using corpora for grammatical accuracy and fluency. Meanwhile, 22.8% of the

participants are 'neutral' about using corpora for improving EFL learners' grammatical accuracy and fluency. Lastly, 14% of the participants 'disagree', and 15.8% of the participants 'strongly disagree' with the statement.

Chart 3

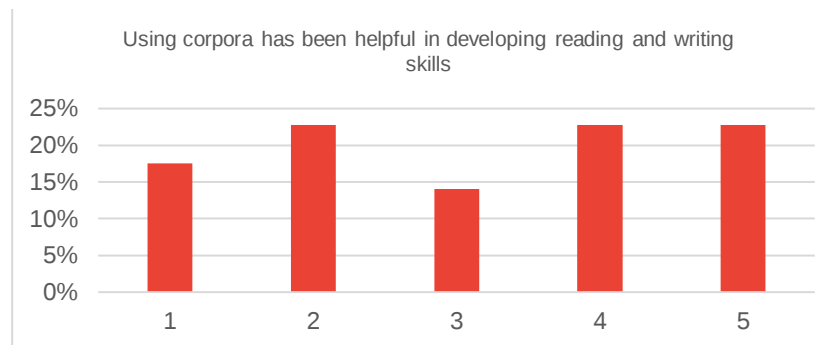
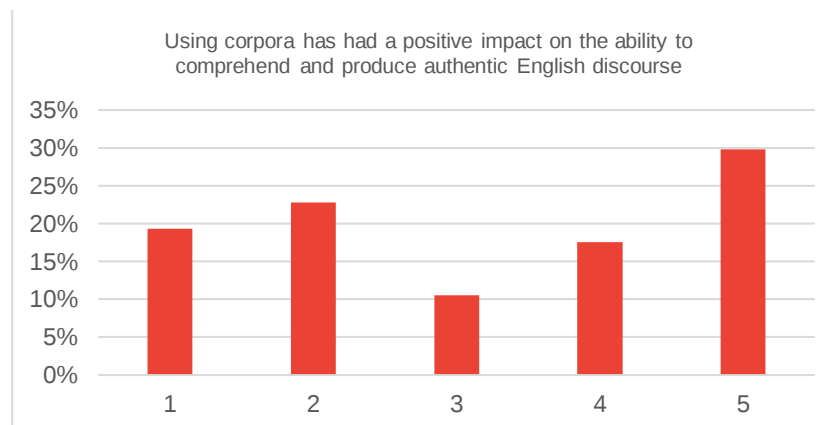


Chart 3 illustrates the results of 'using corpora has been helpful in developing the reading and writing skills'. It is shown that the participants who 'agree', 'disagree', and those who 'strongly disagree' are equal with a percentage of 22.8%. The results of this case show that it is an unfavourable statement. Corpora is known to be an authentic and natural spoken language where most people write with no rigid structure, informal and casual language, therefore, it does not provide if the language is academically correct or incorrect and that is one of the disadvantages of corpora. However, 17.5% of the participants 'strongly agree' with the statement which shows that there is still room for development.

Chart 4



Graph 4 shows the rate of the EFL participant's positive impact on corpora with their ability to comprehend and produce authentic English discourse. The results show that many participants 'strongly disagree' with a percentage of 29.8%. However, 22.8% of the participants 'agree' and 19.3% 'strongly agree' followed by 17.5% of the participants who replies with 'disagree' for the statement. Lastly, 10.5% of the participants are shown to be 'neutral' about the impact of corpora on the ability to comprehend and produce authentic English discourse.

8. Conclusion

The findings of the study suggest that using corpora in EFL teaching and learning activities can have a significant impact on EFL learners' vocabulary acquisition, grammatical accuracy and fluency, and ability to comprehend and produce authentic English discourse. However, the study notes that the effectiveness of using corpora for developing reading and writing skills is not yet fully established. Despite the challenges that instructors may face when incorporating corpora into their teaching activities, the study highlights the benefits of integrating corpora into the EFL curriculum at Saudi universities. The research questions and hypotheses provide a clear direction for future studies in this area, and the results can help educators make informed decisions about the use of corpora in EFL teaching and learning activities. In summary, the study suggests that corpora are a promising tool for improving EFL learners' language proficiency and should be further explored and integrated into EFL teaching and learning activities

9. Recommendations

The study's results and conclusions lead to the following recommendations:

- 1) Integrate corpora-based activities into EFL teaching and learning activities.
- 2) Provide training for EFL instructors on the use of corpora.
- 3) Develop and utilize corpora-based materials.
- 4) Foster collaboration and sharing among EFL educators.
- 5) Conduct further research on the use of corpora in EFL teaching and learning activities, particularly in developing reading and writing skills and other aspects of language learning such as pronunciation and discourse markers.

These recommendations can help educators improve their teaching strategies and enhance EFL learners' language proficiency.

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