

INTEGRATING CORPUS LINGUISTICS TO ENHANCE ENGLISH LANGUAGE PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS

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Article Info	Abstract
Article History Received: February 2025 Revised: May 2025 Published: July 2025	<i>Corpus linguistics is widely recognized as a branch of linguistics that analyzes and derives insights from authentic language usage, as it emphasizes on the use of large electronic collections of texts referred to as corpora to analyses real-world language use. The rise of corpus linguistics has closely followed advancements in computer storage capacity and processing speed. This study seeks to develop a nationwide English language training program for elementary school teachers. In the initial stage, training modules was designed for these teachers. The research employed the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate), utilizing interviews and questionnaires as data collection instruments, followed by the implementation of the training modules through direct instruction. The participants of this study were 19 elementary school teachers. The findings indicate that incorporating corpus linguistics into the training significantly reduced teachers' anxiety, enhanced their fluency, and improved their overall competency. Future research should explore strategies to better support teachers' professional language development and enhance English instruction in elementary schools.</i>
Keywords Corpus linguistics; English language training; English proficiency; Elementary school teachers;	
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INTRODUCTION

In today's era of Information and Communication Technology (ICT) and rapid global disruptions, adaptability to swift and unpredictable changes is essential (Ciampi et al., 2022; Russpatrick et al., 2021). Two key ways to be prepared for this dynamic world are through quality education and proficiency in an international language, such as English. A nation with a well-educated population is more likely to become a global leader. Therefore, as a developing country, Indonesia needs more educated individuals who can engage in active communication on the global stage. This includes elementary school teachers, who must also be well-educated and capable of communicating internationally. Hence, mastering English as an international language is crucial for them.

Traditional language teaching methods have often struggled to accommodate the varied learning styles and preferences of today's students (Leng & Luan, 2020; Yang, 2024). As education moves toward more dynamic and student-centered approaches, it becomes increasingly important to explore methodologies that align with the changing needs of both teachers and learners. Teachers play a key role in fostering students' linguistic competence, and Corpus Linguistics—a data-driven approach to language analysis—offers a valuable tool for professional development. By examining authentic language patterns and usage through large corpora, teachers can gain deeper insights into language variations, collocations, and contextual

meanings. This understanding can help refine instructional strategies, enabling teachers to better support students' linguistic growth. While some strongly advocate for integrating corpora into language teaching, concerns remain about their role in materials development. However, adopting a balanced perspective on the benefits of corpora may help bridge the gap between corpus analysis and the development of effective teaching materials (Timmis, 2013).

Education is constantly evolving, placing greater focus on innovative approaches to meet the diverse needs of both students and teachers. Utilizing corpora as teaching materials for elementary school teachers is highly relevant due to the authenticity of the data. Many believe that meaningful interaction with real-world texts is essential for developing communicative and strategic competence, (Scott, 2023, Timmis, 2013). Therefore, exploring the seamless integration of this powerful pedagogical tool is essential to enhancing language learning and teaching effectiveness—Corpus Linguistics—to enhance English language proficiency among teachers in elementary school contexts.

Corpus linguistics is widely recognized as a branch of linguistics that analyzes and derives insights from authentic language usage (Mcenery & Gabrielatos, 2006), as it emphasizes on the use of large electronic collections of texts referred to as corpora to analyses real-world language use (Vaughan & O'Keeffe, 2015). The rise of corpus linguistics has closely followed advancements in computer storage capacity and processing speed. With the expansion of cloud computing, storage is no longer a limitation, further increasing the accessibility and popularity of corpus linguistics.

The application of corpus linguistics is further supported by previous empirical studies that highlight its effectiveness and relevance, for example in vocabulary instruction (Schmitt & Schmitt, 2008), grammar instruction (Granger, 2005), reading instruction (Schmitt, 2005), and writing instruction (Pérez-Colado & Belz, 2013), as well as for speaking fluency (Biber et al., 2004). Pérez-Colado and Belz (2013) An experimental study involving 43 Spanish L2 learners of English revealed that those in the experimental group, who engaged in corpus-based activities, showed significant improvement in lexical variety and complexity compared to the control group, which received traditional writing instruction. Additionally, the study found that corpus-based activities effectively increased learners' awareness of academic writing conventions and improved their writing styles. Participants also reported enjoying the activities, describing them as helpful and engaging in enhancing their writing skills (Pérez-Colado & Belz, 2013). Earlier, a study was conducted by Biber et.al. (2004) involving 60 L2 learners of English. The study reported, among others, that corpus significantly helped learners in improving their lexical diversity and complexity. Furthermore, the study also suggested that using corpus-derived vocabulary into speaking instruction can help learners gain vocabulary without sacrificing the development of their fluency.

Despite the potential of using corpus linguistics in language instruction, (Flowerdew, 2009) mentioned that there are several key challenges of implementing it in the language instructional contexts. The first challenge lies in the dichotomy between bottom-up and top-down learning. Corpus analysis follows a bottom-up approach, emphasizing individual words and patterns, which may conflict with the traditional top-down method that focuses on explicit grammar rules. Language teachers must strike a balance between these approaches. Another challenge is the decontextualization of corpus data. Since corpora present language outside its original context, teachers play a crucial role in guiding learners to interpret corpus data accurately within appropriate contexts. Additionally, the inductive nature of corpus analysis may not suit all learners, particularly those accustomed to deductive learning methods. Teachers must consider students' learning preferences when incorporating corpus-based instruction. Finally, corpora should not be the sole resource for language learning. Teachers should integrate other materials, such as authentic texts and suitable instructional technologies, to create a well-rounded and effective learning environment.

There have been many recent studies on corpus linguistics (Crosthwaite & Baisa, 2023; Godwin-Jones, 2021; Knight et al., 2023; Sun & Park, 2023) who are suggesting the popularity of corpus linguistics in the plethora of linguistics studies and its relevance today. Crosthwaite and Baisa (2023) presented a theoretical discussion on the relationship between corpus-assisted data-driven learning (DDL) and Generative AI (GenAI) in language instruction. The authors highlight several key arguments. While GenAI provides benefits in areas like creative writing, corpora remain valuable for understanding language patterns and usage. Additionally, corpora offer greater reliability and interpretability, as they enable researchers and educators to trace the context and origins of text samples. Nevertheless, the authors emphasized the need for a complementary approach that leverages the strengths of both corpora and GenAI. This integration would enable the creation of more personalized learning materials while also providing a more engaging and interactive learning experience. Another recent study was conducted by (Sun & Park, 2023) using comprehensive search of relevant studies on corpus-based instruction for collocation learning published from 2020 up to 2022. From the analyzed 29 studies, they found a growing body of research suggesting the effectiveness of corpus-based instruction for collocation learning. They also identified factors that could impact the effectiveness of corpus-based instruction. These factors were learners' proficiency levels, corpus type and size and the specific activities done in the classes. That being said, the authors also highlighted the need to optimize instructional approaches and see the impacts in a longer term and in various contexts. Furthermore, a recent study was also conducted in a rather under-researched Welsh language learning context (Knight et al., 2023). The study examined how corpus data can be utilized to guide curriculum development for adult Welsh learners, emphasizing the broader impact of corpus linguistics on language instruction at the macro level.

Furthermore, corpora can also be utilized to teach not only students but also teachers, including elementary school teachers. In today's increasingly globalized era, the use of English is getting more widespread and English skills may be necessary even for teachers teaching young learners. Due to the paramount role of teachers, they are expected to continuously sharpen their skills in order to provide high quality instruction (Djaja, 2017; Hidayat, 2017). It may especially be the case for elementary school teachers. Elementary school learners need their teachers' guidance and this necessitates these teachers not only to master content materials but also to possess pedagogical skills (Agustin & Pandia, 2014). For this reason, elementary school teachers' language skills can be a strategic means to facilitate effective instruction. However the integration of corpus linguistics into teacher training is still underexplored in elementary education, particularly in Southeast Asia.

In the Indonesian context, various works have been conducted to improve elementary school teachers' English language skills (Akmal et al., 2022; Kurniawati et al., 2022; Solihat, 2021; Subekti & Rumanti, 2020) suggesting the importance of learning the language for these teachers. For example, (Subekti & Rumanti, 2020) conducted a 10-meeting training focusing on facilitating teachers to be able to give instructions in classes. The study found that while some teachers faced challenges in their learning, most showed improvement. This was evident in the micro-teaching videos, where participants practiced giving instructions in English. Kurniawati et al. (2022) examined the use of virtual reality to assist elementary school teachers in learning effective techniques for teaching English vocabulary. They emphasized the significance of both English language proficiency and pedagogical skills for these teachers. Whereas, Solihat (2021) explored the use of songs and games to help elementary school teachers learn English. This approach aimed to better prepare them for teaching in English as a Medium of Instruction (EMI) classes.

Rachmadtullah et al. (2020) mentioned, Indonesian elementary school teachers need to prepare students for the Industrial Revolution 4.0 by developing their foreign language skills. At the same time, they must ensure that students maintain their cultural and linguistic heritage.

As a result, these teachers need to have a good knowledge of foreign languages and English that can be in a benefit in this respect, considering the status of English as an international language (Matsuda, 2019). This is where corpus linguistics plays its role, since corpus-based instruction may provide real-world language use (Vaughan & O’Keeffe, 2015). This can be used to prepare teachers with the language proficiency they would likely use in their day-to-day teaching. From the above rationale, this study sought to design an English language training program for elementary school teachers at the national level.

RESEARCH METHOD

Research Design

This study employed a mixed-method approach, based on the assumption that combining quantitative and qualitative methods offers a more comprehensive understanding of the research problems (Creswell & Creswell, 2018). The quantitative method is used to minimize bias, control alternative explanations, and ensure the findings can be replicated. Meanwhile, the qualitative method is applied to analyze the phenomenon from the participants' perspectives. (Creswell & Creswell, 2018).

This research follows the ADDIE process, a framework used in instructional design. It aims to create structured learning experiences that facilitate intentional learning (Branch, 2020). ADDIE refers to Analyze, Design, Develop, Implement, and Evaluate. Figure 2 shows common instructional design procedures of ADDIE.

In the Analyze phase, the study identified the plausible performance gap of the in-service teachers by interviewing the stakeholders (the principal of the school), distributing questionnaires, and conducting focus group discussion (FGD) among some in-service teachers of an elementary school in Yogyakarta. In the Design phase, the study carried out a task inventory, formulated performance objectives, and developed testing strategies. During the Develop phase, learning resources were created and validated, resulting in a draft module. This draft was then implemented in the Implement phase to refine the module. The refinement process was part of the evaluation conducted in the Evaluate phase, which served as the basis for analysis and initiated a new cycle.

Research Participants

The participants of this study were 19 teachers in a private elementary school in Yogyakarta, who were eager to improve their English skills and the school principal. The participants consisted of 16 female in-service teachers and 3 male teachers, with ages ranging from 23 to 49. The research instruments used in this study include questionnaires and interviews, which were designed to gather insights from teachers and other key stakeholders, specifically the school principal. The questionnaire was adapted from existing validated instruments with necessary modifications and was structured using a Likert scale to measure participants' responses systematically. Meanwhile, the interview questions followed a semi-structured format, allowing for more in-depth exploration of participants' perspectives while maintaining a consistent framework. The data collected from the questionnaires were analyzed using descriptive statistics to identify patterns and trends, whereas the interview responses were examined through thematic analysis to uncover recurring themes and deeper insights.

Instruments

This study employed interview, questionnaire distribution, and focus group discussion. The interview was intended to find out the initial needs of the teachers. It was done by interviewing the principal of the private elementary school. This initial finding was used to create a questionnaire to be filled out by the teachers, followed by a focus group discussion involving both teachers and the principal.

The questionnaire used in this study was designed based on several existing validated questionnaires, with necessary modifications to better align with the research objectives and the specific context of the participants. These adjustments included the incorporation of a Likert scale, ranging from 1 (absolutely disagree) to 4 (absolutely agree), allowing for a structured measurement of respondents' opinions and attitudes. Meanwhile, the interview questions were developed using a semi-structured format, providing a balance between guided inquiry and open-ended responses. This approach enabled researchers to explore participants' perspectives in greater depth while maintaining consistency across interviews to ensure comparability of responses.

Data Analysis

The data collected in this study underwent thorough analysis using two distinct methods: descriptive statistics for the questionnaire responses and thematic analysis for the interview data. Descriptive statistics were applied to quantify and interpret the responses systematically, identifying patterns and trends, while thematic analysis was employed to examine qualitative data, allowing researchers to uncover recurring themes and gain deeper insights into participants' experiences and perspectives. Since this research involved gathering data from multiple stakeholders, including teachers, the school principal, and elementary school students, careful attention was given to ethical considerations to ensure the study adhered to ethical research standards. To protect the rights and well-being of all participants, the study took proactive steps to anticipate and address potential ethical concerns. Before distributing the questionnaires, conducting interviews, and facilitating focus group discussions, the researchers obtained appropriate informed consent from all participants. In the case of students, consent was also secured from their parents or legal guardians to ensure their voluntary participation and safeguard their interests throughout the research process.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The findings in the Analysis Phase - interviewing the stakeholder (the principal), distributing questionnaires to in-service teachers, and conducting FGD among 19 in-service elementary school teachers shows that the in-service teachers required training to enhance their English proficiency, as indicated by one of the items in the questionnaire: "I am able to speak English without experiencing anxiety," which received a mean score of 1.9 out of 4. Table 1 shows the complete result of the questionnaire.

Table 1
Needs Analysis Questionnaire

No	Items	Number of Respondents	Means	Category
1	I feel that I can speak English more fluently.	19	2	Fair
2	I am confident that I can make myself understood in English.	19	2.5	Good
3	I can speak in English using the words I know, even if they are not entirely correct.	19	2.7	Good
4	I am able to speak in English without feeling nervous.	19	1.9	Poor
5	I feel more comfortable speaking in English in public.	19	1.7	Poor
6	I am able to speak English more fluently than before.	19	1.8	Poor
7	I am able to convey ideas in English if I prepare a draft in advance.	19	2.9	Good

The data from the Needs Analysis Questionnaire reveals the respondents' self-assessment of their English-speaking abilities. The item "I feel that I can speak English more fluently" received a mean score of 2, categorizing it as fair. Similarly, the items "I am confident that I can make myself understood in English" and "I can speak in English using the words I know,

even if they are not entirely correct" scored higher at 2.5 and 2.7, respectively, both falling under the "good" category. However, respondents reported lower confidence in their ability to speak English without anxiety, receiving a mean score of 1.9, indicating poor performance. The same sentiment was reflected in the statements "I feel more comfortable speaking in English in public" and "I am able to speak English more fluently than before," which scored even lower, with mean scores of 1.7 and 1.8, respectively, categorizing them as poor. Lastly, the statement "I am able to convey ideas in English if I prepare a draft in advance" garnered the highest mean score of 2.9, categorized as good, suggesting that respondents feel more confident when they can prepare their ideas beforehand.

The questionnaire results serve as a basis for designing a module with suitable activities to address the needs of in-service teachers in enhancing their English proficiency. Additionally, a Focus Group Discussion (FGD) was held to determine the in-service teachers' preferences regarding topics and activities for designing the module. As a result, several themes were incorporated into the module, including My Daily Routines, Classroom Dynamics, My Wonderful Experiences, Social Media, Health and Hobbies, 3Rs at School, and Learning Expo. Each module topic was planned to be delivered in a single session, with the module designed to be used over seven training sessions. Each topic includes a Unit Objective, Warming-Up, Interactive Engagement, Language Focus, What's Next, and Glossaries. In general, the module was developed based on the principles of Corpus Linguistics, with a focus on written texts such as interview transcripts, presentation transcripts, posters, and similar materials. As of the preparation of this report, the module has undergone the layout and proofreading processes and was ready for implementation. This process underwent the second phase in ADDIE model, Design.

The module was subsequently reviewed by an expert for refinement, and adjustments were made based on the expert's suggestions. One of them includes equipping the module with supplementary materials for the trainers. This process was fulfilling the Development Phase of the ADDIE Model, followed by the next step, Implementation, i.e. the training.

The teacher training was conducted over seven sessions, from August 10, 2024, to September 17, 2024. These seven sessions covered the seven topics in the module. The training materials were based on Corpus Linguistics principles, derived from the needs analysis conducted during the initial meeting with the school. The training content was primarily sourced from reading materials or video subtitles. These materials were used to conduct class activities, most of which focused on speaking exercises. During each session, participants engaged in speaking practice within small groups. These speaking activities included group discussions, small group presentations, and role-playing. The school expects that by the end of the training, the teachers will be able to regularly implement English Day in the school environment.

Table 2
Post Analysis Questionnaire

No	Items	Number of Respondents	Means	Category
1	I feel that I can speak English more fluently.	10	2.8	Good
2	I am confident that I can make myself understood in English.	10	3	Very Good
3	I can speak in English using the words I know, even if they are not entirely correct.	10	3.4	Very Good
4	I am able to speak in English without feeling nervous.	10	2.6	Good
5	I feel more comfortable speaking in English in public.	10	2.2	Good
6	I am able to speak English more fluently than before.	10	3.3	Very Good
7	I am able to convey ideas in English if I prepare a draft in advance.	10	3.6	Very Good

The comparison between the Needs Analysis Questionnaire (Table 1) and the Post Analysis Questionnaire (Table 2) reveals a significant improvement in respondents' confidence and fluency in speaking English. Initially, participants rated their fluency as *Fair* (Mean = 2), but after the program, their perception improved to *Good* (Mean = 2.8). Confidence in making oneself understood also increased from *Good* (Mean = 2.5) to *Very Good* (Mean = 3). Similarly, the ability to speak using known words, even if not entirely correct, showed notable progress from *Good* (Mean = 2.7) to *Very Good* (Mean = 3.4). One of the most remarkable changes was in reducing nervousness when speaking English, which shifted from *Poor* (Mean = 1.9) to *Good* (Mean = 2.6). Comfort in public speaking also improved, moving from *Poor* (Mean = 1.7) to *Good* (Mean = 2.2). Additionally, participants felt a significant enhancement in their ability to speak English more fluently than before, progressing from *Poor* (Mean = 1.8) to *Very Good* (Mean = 3.3). Finally, the ability to convey ideas in English when preparing a draft in advance improved from *Good* (Mean = 2.9) to *Very Good* (Mean = 3.6). These results suggest that the program was effective in boosting participants' confidence and fluency in English, particularly in overcoming nervousness and enhancing their ability to communicate clearly. Despite the reduced number of respondents in the post-analysis (10 compared to 19 in the needs analysis), the overall trends indicate substantial progress in English-speaking skills.

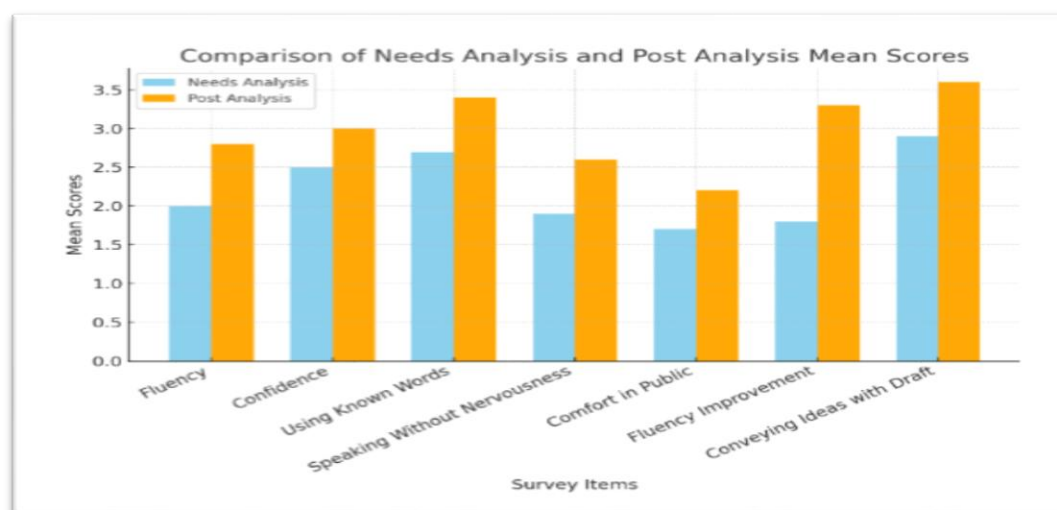


Figure 1. Comparison of Needs Analysis and Post Analysis Questionnaire

Discussion

Comparing the findings of this study, as shown in Figure 1, it illustrates significant improvement in every category, especially in fluency perception and public speaking confidence. The biggest improvements appear in areas of confidence and fluency — areas that often respond well to practice and experience. This trend aligns with the findings of a previous study, which indicated that although some teachers encountered challenges in their learning process, the majority exhibited noticeable progress in their skills. This improvement was particularly evident through the analysis of micro-teaching videos, where participants actively engaged in practicing how to deliver instructions in English. The recorded sessions provided tangible evidence of their enhanced abilities, showcasing their growing confidence and competence in using English for instructional purposes. These findings suggest that, despite initial difficulties, most teachers were able to develop their language proficiency and teaching strategies over time through practical application and continuous learning efforts. (Subekti & Rumanti, 2020).

The findings of this study indicate a notable improvement in the in-service teachers' English-speaking confidence and fluency following the training program. A comparative

analysis of the Needs Analysis Questionnaire (Table 1) and the Post Analysis Questionnaire (Table 2) reveals substantial progress in multiple aspects of spoken English, particularly in reducing anxiety, enhancing fluency, and improving confidence when communicating in English. The most significant improvement was observed in the statement, "I am able to speak in English without feeling nervous," which increased from a mean score of 1.9 (poor) to 2.6 (good). This shift suggests that the training sessions effectively addressed the teachers' initial anxieties about speaking in English by providing structured practice opportunities.

Another key improvement was in the area of fluency perception. Initially, respondents rated their fluency as fair (Mean = 2), but this improved to good (Mean = 2.8) after the program. Similarly, confidence in making oneself understood in English increased from good (Mean = 2.5) to very good (Mean = 3), highlighting the effectiveness of interactive speaking activities incorporated in the training. The training's focus on real-life classroom communication and interactive speaking exercises, such as role-playing and small group discussions, likely contributed to these improvements.

The findings align with prior research indicating that repeated exposure to English-speaking environments and structured practice opportunities contribute to increased confidence and reduced anxiety among non-native English speakers (Subekti & Rumanti, 2020). This supports the argument that teacher training programs should prioritize practical speaking exercises to enhance language proficiency. The positive shift in public speaking confidence, reflected in the increase from a mean score of 1.7 (poor) to 2.2 (good), further emphasizes the importance of creating a safe and supportive environment where teachers can practice without fear of making mistakes.

Moreover, the improvement in the ability to convey ideas in English when preparing a draft in advance (Mean = 2.9 to 3.6) indicates that structured planning plays a crucial role in enhancing teachers' ability to communicate effectively. This finding underscores the need for continued emphasis on preparatory exercises, such as guided speaking tasks, to build teachers' confidence in spontaneous speech.

Despite the success of the training program, some limitations must be acknowledged. The decrease in the number of respondents from 19 in the pre-training assessment to 10 in the post-training assessment may have influenced the results. A larger post-training sample size would provide a more comprehensive evaluation of the program's effectiveness. Additionally, while the overall trends indicate significant progress, long-term follow-up assessments would be beneficial to determine whether these improvements are sustained over time and whether additional reinforcement is needed.

The findings suggest that the training program was successful in improving the English-speaking confidence and fluency of in-service elementary school teachers. The data highlight the effectiveness of an interactive, corpus-based approach to language instruction, particularly in reducing speaking anxiety and increasing public speaking confidence. This is in line with a research result showing that as corpus-based instruction can provide real-world language use (Vaughan & O'Keeffe, 2015). This approach can serve as an effective tool to equip teachers with the necessary language skills they are likely to use in their daily teaching practices. By focusing on language mastery that is directly applicable to real classroom scenarios, teachers can develop greater confidence and competence in using English as a medium of instruction. This ensures that the training remains practical and relevant to their professional needs, enabling them to communicate effectively with their students while delivering lessons. Moreover, by incorporating language skills that align with their teaching responsibilities, teachers can seamlessly integrate English into their instructional methods, ultimately enhancing the overall learning experience for their students. Through this process, they not only improve their own language proficiency but also create a more immersive English learning environment within the classroom. Future iterations of the training could incorporate additional follow-up sessions

or refresher courses to ensure long-term retention of skills. The positive outcomes of this program support the continued development and implementation of teacher training programs that emphasize interactive, practice-oriented learning experiences.

CONCLUSION

Despite the slow progress of the in-service teachers, this study demonstrates the significant impact of structured training in enhancing the English-speaking proficiency and confidence of in-service elementary school teachers. The results indicate that the integration of corpus-based learning materials and interactive speaking activities can effectively reduce anxiety and foster fluency. While the improvements observed highlight the success of the program, continued training and follow-up sessions are recommended to ensure the sustainability of these gains. Future research should explore additional strategies to further support teachers in their professional language development, ultimately contributing to more effective English language instruction in elementary schools. To maximize the long-term impact of such initiatives, institutional support and policy-level commitment are essential in scaling and sustaining professional development programs across diverse educational settings.

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