USING CORPUS-BASED AUTHENTIC MATERIALS TO TEACH ENGLISH FOR ACADEMIC PURPOSES

Gufron[1*], Ira Rasikawati[2], Hanna Juliaty[3]
[1]Pradita University
[2,3]Universitas Kristen Krida Wacana
(gufron.raihan@pradita.ac.id)

ABSTRACT

This study investigated the use of corpus-based materials in teaching English for Academic Purposes among 54 students in hospitality and urban planning courses. A comprehensive qualitative case study approach, supported by a descriptive statistical survey, has been adopted to acquire an in-depth understanding of the teaching methods, student engagement, and learning outcomes that learners themselves perceive. The researcher observed classes and took field notes to document how learners interacted with one another, how the teacher taught, and how learners responded to corpus-based learning activities. To support and contextualize these findings, descriptive survey questionnaires were administered to identify students' perceptions, levels of confidence, and engagement in academic language learning. The results of the research suggest that authentic materials can promote meaningful exposure to language relevant to a subject, encourage collaborative learning, and help learners to participate more actively in class. Studies reveal that students have a positive attitude towards the course, reporting that it had a significant impact on their confidence and ability to understand academic texts. Research highlights the usefulness of a corpus for teaching students the norms of English used in academic contexts at the tertiary level worldwide.

Keywords: corpus-based; authentic materials; English for Academic Purposes (EAP); mixed-method approach; student performance

ABSTRAK

Penelitian ini menyelidiki penggunaan materi berbasis korpus dalam pengajaran English for Academic Purposes (EAP) terhadap 54 mahasiswa pada program studi perhotelan dan perencanaan kota. Penelitian ini menggunakan pendekatan studi kasus kualitatif yang komprehensif, didukung oleh survei statistik deskriptif, untuk memperoleh pemahaman mendalam tentang metode pengajaran, keterlibatan mahasiswa, serta hasil pembelajaran sebagaimana dipersepsikan oleh para peserta didik itu sendiri. Peneliti melakukan observasi kelas dan membuat catatan lapangan untuk mengumpulkan informasi mengenai bagaimana mahasiswa saling berinteraksi, bagaimana dosen mengajar, serta bagaimana mahasiswa merespons aktivitas pembelajaran berbasis korpus. Untuk mendukung dan mengontekstualisasikan temuan tersebut, kuesioner survei deskriptif diberikan guna mengidentifikasi persepsi mahasiswa, tingkat kepercayaan diri, dan keterlibatan mereka dalam pembelajaran bahasa akademik. Hasil penelitian menunjukkan bahwa materi autentik dapat mendorong paparan bahasa yang bermakna dan relevan dengan bidang studi, mendorong pembelajaran kolaboratif, serta membantu mahasiswa berpartisipasi lebih aktif di kelas. Berbagai studi mengungkapkan bahwa mahasiswa memiliki sikap positif terhadap mata kuliah ini, dan melaporkan bahwa pembelajaran tersebut memberikan dampak signifikan terhadap kepercayaan diri serta kemampuan mereka dalam memahami teks-teks akademik. Penelitian ini juga menegaskan kegunaan korpus dalam mengajarkan kepada mahasiswa norma-norma penggunaan bahasa Inggris dalam konteks akademik di pendidikan tinggi di seluruh dunia.

Kata Kunci: *berbasis korpus; materi autentik; Bahasa Inggris untuk Tujuan Akademik (EAP); pendekatan metode campuran; kinerja mahasiswa*

INTRODUCTION

All first-year students at Indonesian universities are required to take an English-language course as part of the curriculum (Widodo, 2016). In contrast, Daud (2024) suggests that the programme has not yet sufficiently developed its students' English language abilities to handle academic texts effectively. The field of language education uses English for Academic Purposes (EAP) as a dedicated method that fulfils the requirement for academic language support. The EAP program focuses on developing students' English abilities, which directly support their academic work (Liu et al., 2024). The system understands how academic references, together with research papers and scholarly literature, require students to use advanced linguistic skills and specific academic terminology. EAP programs exist to address these problems by teaching students the English skills needed to understand academic reading and writing. The research by Damayanti et al. (2024) shows that EAP programs teach students to handle English academic content through their linguistic abilities.

EAP connects general English abilities to the academic language requirements students need to succeed in their academic fields (Li, 2025). Students who take EAP courses learn to improve their language skills while building their ability to understand and participate in academic English discussions. The EAP program serves as an essential tool that enables Indonesian college students to learn English for both communication and access to knowledge from worldwide academic resources that are mainly in English. EAP programs serve as essential components for higher education because they help students develop the necessary skills to succeed in their academic pursuits (Subandowo & Utomo, 2023)

The main goal of an EAP program is to teach students how to understand English academic material and to interact successfully in English in their educational environment. The educational institutions direct their EAP curriculum development toward their individual institutional objectives (Belyaeva, 2015). Academic institutions have two options when it comes to their academic skill development programs: they can teach all four skills of reading and writing, listening, and speaking, or they can focus on developing particular skills. The implementation of EAP programs faces constraints in Indonesian higher education institutions. The academic curriculum relies heavily on English sources, so a dedicated EAP program focused on reading will help students better understand English-language materials, which in turn supports their academic achievement (Bayraktar Balkir, 2023).

To enhance our understanding of how the teaching of English for specific purposes can cater to the individual needs of Indonesian students, more research is required. In particular, this study seeks to answer the research question: *How **do students perceive the use of corpus-based authentic materials in EAP classrooms?*** Only a few studies in Indonesia on EAP have so far examined classroom practice or learners' perceptions using a qualitative research approach; the other studies have focused on the development of course materials or on learning gains in numbers. While corpus-driven research is advancing our understanding of various features of language, it also highlights the need for further research on its effectiveness in real classrooms and on how it can assist learners in attaining their educational objectives. This knowledge gap highlights the need for EAP programs to have instructional models tailored to students' academic needs and to provide teaching materials appropriate to the contexts in which students learn. This could lead to better academic performance and language skills among students.

LITERATURE REVIEW

Academic Reading in Indonesian Higher Education

Students need to master academic reading because it enables them to understand complex scholarly content, which leads to better academic performance in higher education institutions.

The Indonesian higher education system poses challenges for students who need to read academic materials in English. The three main factors that cause this situation include students receiving insufficient exposure to reading materials, inadequate reading strategies, and insufficient ability to understand academic language (Aizawa et al., 2023). The secondary school curriculum includes English instruction, but it mainly teaches students grammar rules and basic communication skills instead of helping them analyze academic texts (Dardjito et al., 2023). University students lack essential reading strategies and sufficient vocabulary, which prevents them from fully understanding academic materials, according to multiple studies (Anwar & Sailuddin, 2022; Fitriana, 2018; Kelderak, 2023). Students must handle difficult reading material without proper support, which leads to their avoidance of reading assignments and a poor understanding of academic material (Rose, 2018).

The implementation of EAP courses at Indonesian universities addresses these academic barriers by teaching students the necessary skills to succeed in university-level studies through their focus on reading, writing, listening, and speaking (Hyland, 2006). Students need to read academic materials because these texts serve as their primary source for learning disciplinary content, studying academic papers, and building their critical thinking abilities. Academic writing includes specialized terminology together with complex ideas and particular language patterns, which create difficulties for students who learn English outside their native language (Dardjito et al., 2023). The delivery of EAP instruction needs to move beyond a basic understanding of the material, as it should develop students' ability to read deeply. Students need these advanced reading abilities to succeed in their academic work because they help them analyze information deeply, join academic discussions and create research-based written content (Ozensoy, 2021). An adequately designed EAP program should integrate language learning with critical literacy education, as this combination enables students to understand academic materials and engage in deep analytical work with them.

The Indonesian EAP program delivery relies on textbook-based instruction and teacher-controlled teaching methods. The research by Wang et al. (2023) demonstrates how current educational systems restrict students' autonomy and deprive them of opportunities to think critically. The current system lacks sufficient exposure to genuine academic literature, as students read basic materials that do not reflect the advanced language patterns found in actual academic environments. The students struggle to learn the academic reading skills they need for their schoolwork. The situation indicates that teachers devote most of their time to teaching academic material but provide students with limited support in developing their reading skills (Andrianatos, 2019; Rahmat et al., 2020). Scholars now advocate for EAP methods that provide students with relevant academic content from their actual study environments across different subject areas (Santoso et al., 2024).

Academic reading instruction in EAP settings requires authentic materials and corpus linguistics for its development. Authentic materials provide students with genuine language experiences that show them how people use language in real life while teaching them different words and academic writing patterns (Gilmore, 2007). The materials present linguistic challenges that need specific teaching support to make them both understandable and useful for learning. The method of corpus linguistics solves this problem through its data-driven approach, which analyses actual language use. Students and educators can use corpora to study common language patterns in academic writing across different genres, according to Le Foll (2021). The Data-Driven Learning (DDL) system, created by Tim Johns in 1991, enables students to develop their independence in research through corpus tools. The inductive framework enables students to study concordance lines, which help them identify language patterns while they develop their critical thinking abilities and understanding of language structures. Research shows that DDL enhances student performance in EAP classes by developing their lexical, grammatical, and rhetorical abilities when teachers use it to support academic reading tasks (Rasikawati, 2020). The combination of authentic materials with corpus-based DDL provides academic input with added value while helping students develop better text comprehension, making this method suitable for academic reading development.

The ongoing academic reading difficulties of students and limited EAP instruction in Indonesia make a corpus-based DDL approach an effective teaching method. The development of academic materials through DDL enables teachers to create subject-based content that matches the actual language needs of academic learning. The Indonesian university system needs EAP programs that use research-based teaching methods to help students develop academic text comprehension through critical thinking and confident reading.
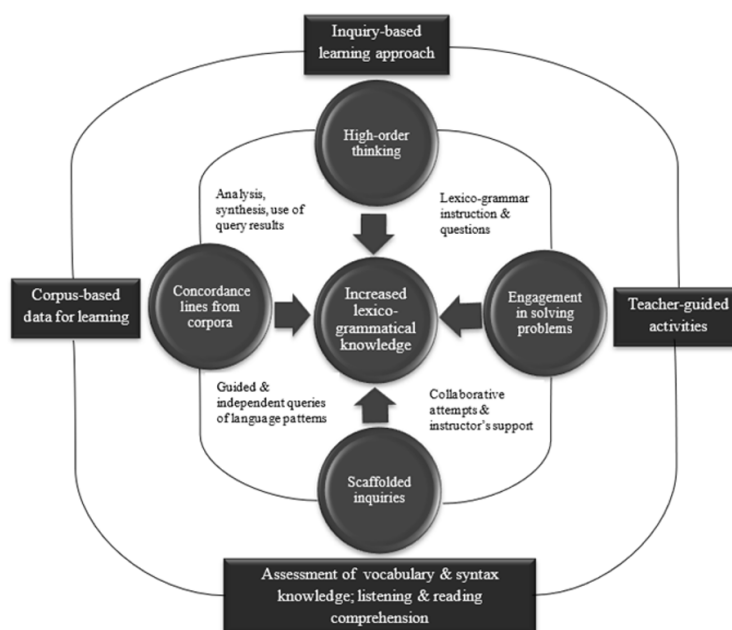
Corpus-Based DDL Framework

The inductive language-learning method known as Data-Driven Learning (DDL) was developed by Tim Johns in 1991. Students in this approach, known as DDL, function as "language detectives" who investigate objective linguistic evidence in corpora. Students who study concordance lines and word instances in their context will discover typical word combinations and language structures that help them understand how to create grammatical and lexical rules (Korzin et al., 2023). John's first used DDL to improve postgraduate students' academic writing abilities, but Rasikawati (2019, 2020) extended this foundational concept by designing a structured classroom framework specifically for vocabulary and grammar instruction in EAP settings in an urban university in Indonesia. Extending the work of this study, this paper develops the DDL model by broadening its application from form-based learning to a discourse level. This is achieved by incorporating authentic materials based on a corpus specific to a language discipline. This qualitative case study examines the implementation of the framework in the classroom, how students respond to it, and its influence across various subjects.

Within this EAP-focused framework, learners engage in activities where they analyze word usage and collocations using concordance lines drawn from relevant corpora (Nor et al., 2019). The corpus-based DDL framework consists of four interrelated curricular elements: course content, instructional approach, classroom activities, and assessment, which are structured into a recursive learning cycle. This cycle includes the following key stages:

Using concordance lines from corpora for learning activating higher-order thinking through analysis, synthesis, and use of query results engaging students in solving their language problems through lexico-grammatical instruction and leading questions collaborative attempts and the instructor's support for scaffolded, modelled inquiries

Figure 1. Corpus-based DDL Framework (Rasikawati, 2019; 2020)

The first stage, using concordance lines from corpora for learning, introduces learners to authentic language data. Students observe real examples of how words and grammar are used in context by interacting with concordance lines generated from a corpus. These examples are typically drawn from discipline-specific texts, making them relevant to the learners' academic needs.

In the second stage, activating higher-order thinking through analysis, synthesis, and use of query results, students are encouraged to engage critically with the corpus data. They analyze patterns of usage, compare collocations, and synthesize their findings to draw generalizations about language use. This process supports deeper linguistic awareness and prepares students to apply their understanding in academic reading and writing.

The third stage, engaging students in solving their language problems through lexico-grammatical instruction and leading questions, involves instructor-led reviews of target grammar and vocabulary. Carefully designed guiding questions focus learners' attention on common language challenges, activate prior knowledge, and initiate purposeful inquiry.

In the fourth stage, collaborative attempts and the instructor's support for scaffolded, modelled inquiries, students work in pairs or groups to investigate the language problems using corpus tools. The instructor provides scaffolding by modeling how to conduct corpus searches and analyze concordance lines. As learners gain confidence, they gradually assume more responsibility for identifying patterns and drawing conclusions from the data..

The structure and sequence of these stages are illustrated in Figure 1: Corpus-based DDL Framework (Rasikawati, 2019; 2020). This inductive approach, grounded in authentic, discipline-specific language samples, provides repeated, meaningful exposure to vocabulary and grammar in context. By engaging learners in real-world language use, the framework supports the development of academic literacy and fosters learner autonomy over time. Scholars have argued that data-driven, exploratory learning can be more engaging and pedagogically effective than traditional grammar instruction, as it encourages students to discover patterns independently (Johns, 1991). A similar emphasis on authenticity is found in Berardo (2006), who underscores the importance of using authentic materials to enhance reading instruction.

METHODS

The research article presents results from the first exploratory investigation, which is part of a broader research initiative spanning two private educational institutions. The research project examines three aspects of corpus-based EAP instruction: design work, system deployment, and assessment methods. The first stage of this research investigates how one participating university uses corpus-based materials to enhance EAP students' vocabulary and grammar skills.

The study utilised a qualitative case study approach to explore the teaching use of corpora and authentic materials in the teaching of English for Academic Purposes. At the heart of this project is a qualitative research component that aims to gain insights into how students respond to corpus resources and how well they perform in the classroom. Research was conducted through classroom observations, students' reflective journals, and an examination of student interaction to identify the degree to which students are engaged, understand, and can adapt to authentic, real-world language. The use of authentic data allows learners to gain a deeper understanding of how students discover and benefit from the language encountered in real life in their education.

To provide supporting evidence and context for the qualitative results, a Likert-scale questionnaire was used to collect numerical data. The study looked at three main areas: how students learn, their participation in class activities and how they work with one another, and the involvement students have in the learning process. The survey tool utilised a five-point scale and asked students about their opinions on the level to which they employed corpus-based instruction

in their learning. The researchers analysed the qualitative and quantitative data simultaneously to identify patterns and themes. This analysis was descriptive and supported the findings from the observation (Ahmad et al., 2019).

This study adopts a qualitative dominant research approach to provide a contextualised analysis of corpus-based English for Academic Purposes materials. The credibility of this study is enhanced through the use of both qualitative and quantitative research methods. The integration of rich qualitative data with supporting survey findings strengthens the study's credibility and offers nuanced insights into the pedagogical value of corpus-based authentic materials (Celo et al., 2008).

Research Design and Data Collection Procedure

An in-depth exploration of the introduction and embedding of corpus-based instruction in an EAP programme is undertaken through a qualitative case study research approach coupled with descriptive statistics from a survey (Bowen et al., 2017). This study employed a qualitative case study research design, focusing on classroom practices, student engagement, and the dynamics between teachers and students. The supporting data came from a student survey, which provided contextual information on student attitudes. Over 12 weeks, the data-driven course was delivered in 12 lessons, each lasting 105 minutes. Students participated in sessions that included a guided exploration of a corpus of academic texts in their own subject area, group work, and reflection. During this time frame, students had ample opportunities to participate in corpus-based learning activities in meaningful ways (Draucker et al., 2020).

Data Collection Procedure
Preparation Phase

Articles from the corpus of contemporary American English that relate to a student's field of study were selected. Participants in this study were selected through purposive sampling to ensure comparable academic needs and similar skill levels.

Descriptive Survey Data Collection

A Likert scale questionnaire (strongly disagree-strongly agree) was designed, which used items from a validated corpus-based learning of EAP to determine student responses (Hutchinson & Chyung, 2023). The questionnaire measured three parameters: participation and collaboration, student engagement and beliefs about learning. To ensure clarity and reliability, the questionnaire items were carefully adapted from previously validated instruments used in EAP and corpus-based learning studies. Survey data were then analyzed descriptively to support the qualitative findings.

Qualitative Data Collection

Throughout the instruction period, classroom observations were conducted using a recording protocol to document student interactions, levels of engagement, challenges they experienced, and how they responded to corpus-based tasks. The field notes from the study were examined and organized into themes to identify any patterns that emerged. From this thematic analysis, we extracted key insights into the teaching methods used (Lim, 2024).

Participants

The researcher chose 54 undergraduate students from two academic departments to participate in this study because they represented a diverse yet manageable participant group. The study included 29 hospitality students and 25 urban planning students who took the English for Academic Purposes (EAP) course because it was mandatory for their academic programs. The selection was deliberate because both fields require students to master academic English, yet

they present distinct writing materials and communication environments. The research includes students from two academic fields to determine if corpus-based materials produce similar results for students who need different levels of academic support and linguistic skills.

The researchers selected participants through purposive sampling to maintain equal English proficiency levels, thereby preventing prior language skills from affecting the study outcomes (Perez, 2024). The two groups were required to take EAP as a mandatory subject, so researchers assumed they shared equal motivation to enhance their academic English skills. However, their academic fields offered valuable points of comparison. The research design enables the investigator to study authentic materials from corpora across different academic environments without interference from external factors that could affect student achievement. The researchers documented additional demographic information, including participants' ages, gender, and prior experience with corpus tools.

FINDINGS AND DISCUSSION

Questionnaire

The quantitative method uses survey data, which organizes questions into three sections: student engagement perceptions, student belief perceptions, and student participation perceptions.

Test of Reliability

The researcher evaluated questionnaire reliability using Cronbach's alpha, a measure of internal consistency (Schrepp, 2020). The values in this system range from 0 to 1, with reliability increasing as the score increases. Research studies use 0.60 or higher as their threshold for Cronbach's alpha to indicate satisfactory reliability according to DeVellis (2017). The research uses a questionnaire that demonstrates reliability, as evidenced by its 0.85 Cronbach's alpha coefficient, which indicates strong internal consistency for measurement purposes.

Table 1. Reliability test of Cronbach's Alpha

Reliability Statistics	
Cronbach's Alpha	N of Items
0.85	54

Findings from the Questionnaire

Table 2. Students' perceptions of their engagement

Items	SD	D	NEU	A	SA
I frequently engage with corpus-based authentic materials during class activities.	0.0	5.6	22.2	55.6	16.7
I am motivated to explore linguistic patterns from corpus data	0.0	0.0	50.0	44.4	11.1
I feel more engaged in learning when using corpus-based materials compared to traditional methods.	0.0	5.6	16.7	44.4	33.3
I actively participate in discussions after interacting with corpus-based content.	0.0	0.0	44.4	38.9	16.7
Using authentic materials makes learning more enjoyable and effective for me.	0.0	0.0	11.1	72.2	16.7

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The first construct measured student engagement through five assessment points, which used corpus-based authentic materials. The results in Table 2 indicate that most participants (72.3%) confirmed their regular use of corpus-based materials during classroom activities, but 22.2% had no opinion, and 5.6% disagreed with the statement. The survey results indicate that students view these educational resources as essential components of their schoolwork, though some remain uninterested in them.

The survey results show that 55.5% of participants strongly agree or agree with their motivation to study linguistic patterns in corpus data, yet 50.0% chose the neutral option, suggesting they have no strong opinion. The results show that students have different opinions about working with corpus data, with half not understanding.

The survey results showed that 77.7% of participants found corpus-based methods more interesting than conventional methods, and 33.3% strongly supported this assessment. The survey results showed that 5.6% of students disagreed with the materials, while 16.7% had no opinion, indicating that corpus-based materials effectively engage students. The results showed that 55.6% of students started participating in discussions through corpus content, but 44.4% students remained undecided about their participation.

The statement about authentic materials in education received the highest level of agreement, with 88.9% of participants (72.2% agree and 16.7% strongly agree) supporting it. The survey results showed that all participants agreed with the statement, while 11.1% of them remained neutral about the effectiveness of authentic materials in learning.

The research shows that students show a strong interest in corpus-based materials because they find them enjoyable and effective compared to other resources. The results show that 50.0% of students needed more substantial motivation incentives and 44.4% needed structured opportunities to participate in discussions to achieve maximum tool effectiveness. The survey results show no disagreement among participants, as they answered all questions with agreement or neutral responses, with responses ranging from 0 to 5.6% across items. The survey results show no strong disagreement, but participants maintained neutral responses, which indicate their engagement level was not consistently positive. The instructors should implement additional structured activities that connect corpus analysis to practical outcomes and team-based work to link data investigation with classroom activities.

The study supports previous findings from Xodabande and Nazari (2022), which demonstrate how students interact with corpus-based authentic materials through complex patterns that require strategic implementation to boost their motivation and social interaction.

Table 3 Students' Beliefs about Learning

Items	SD	D	NEU	A	SA
I believe corpus-based materials help me to improve my understanding of academic language.	0.0	0.0	16.7	72.2	11.1
I am confident in applying the vocabulary learned from corpus-based materials in academic contexts.	0.0	5.6	16.7	72.2	5.6
My overall language skills have improved through using these materials.	0.0	0.0	22.2	61.1	16.7
Corpus-based materials prepare me well for academic challenges, such as reading research articles.	0.0	5.6	33.3	50.0	11.1
I believe corpus-based learning is more beneficial than traditional teaching methods for mastering academic English.	0.0	5.6	5.6	72.2	16.7

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The second construct measured five items that assessed students' beliefs regarding corpus-based materials' ability to support academic language learning. The results in Table 4.3 indicate that most participants (83.3%) supported the statement that corpus-based materials enhance their knowledge of academic language, while 16.7% maintained a neutral position. The students demonstrate complete agreement about the effectiveness of these materials for understanding language.

The participants showed 77.8% agreement about using vocabulary in academic work, but 16.7% remained undecided, and 5.6% disagreed with the statement. The results show that students demonstrate strong confidence in their ability to apply the vocabulary they have learned, but a small group requires extra practice to achieve effective knowledge transfer. Participants agreed that their language skills improved through corpus-based materials, as 77.8% supported this view, 22.2% remained neutral, and no one disagreed. The results show that most students understand how these materials help them learn new skills, though some have not yet seen any direct improvement.

The survey results showed that 61.1% of students believed corpus-based materials helped them handle reading research articles, but 33.3% remained undecided, and 5.6% disagreed with the statement. The results show that students have different understandings of how corpus work relates to their academic responsibilities. The survey results showed that 88.9% of participants supported the idea that corpus-based learning yields better results than conventional teaching methods for learning academic English. In comparison, 5.6% maintained a neutral or opposing stance. The strong preference indicates that researchers believe corpus-based methods deliver better results in this specific situation.

The research findings match the results that Shen et al. (presented in their study. The research by (2023) demonstrates how corpora enable linguistic autonomy, but students need educational support to realise their full potential.

Table 4. Students' Participation and Collaboration

Items	SD	D	NEU	A	SA
I am comfortable collaborating with peers when using corpus-based materials.	0.0	0.0	33.3	66.7	5.6
Corpus-based tasks enhance my teamwork and peer-interaction skills.	0.0	0.0	22.2	61.1	16.7
Corpus-based materials encourage me to contribute more in class.	0.0	0.0	27.8	61.1	11.1
I often work in groups to solve problems or analyze data from corpus-based materials.	0.0	0.0	33.3	55.6	11.1
The interactive nature of corpus-based learning has improved my communication skills.	0.0	0.0	38.9	50.0	11.1

Note: SD = strongly disagree, D = disagree, NEU = neutral, A = agree, SA = strongly agree

The third construct contained five items that studied how students experience participation and collaboration through their use of corpus-based materials. The research findings show participants have positive views about collaborative learning, yet they provided different answers throughout the survey. The students demonstrated high comfort levels when working with peers during corpus-based activities: 72.3% felt at ease, while 33.3% had no opinion. The results show that students feel comfortable working with peers, but many require exceptional support to actively participate in group activities.

The survey results show that 77.8% of participants agreed or strongly agreed that corpus-based tasks help them develop their teamwork skills, while 22.2% remained neutral. The results show that students agree these activities help them build teamwork skills, though some may not

yet understand their value at this stage. The survey results showed that 72.2% of participants agreed that corpus-based materials motivated them to participate more in their classes, but 27.8% remained undecided. The materials seem to support student participation, as no students expressed disagreement. However, 30% of students might need additional opportunities or more substantial incentives to participate actively.

Students participated in group problem-solving activities with corpus-based materials, according to 66.7% of them who agreed or strongly agreed with this statement. The remaining 33.3% students expressed no clear opinion about this matter. The results show that students commonly work together, but a significant number of them either rarely do group work or choose to work independently. The study shows that 61.1% of participants believe that corpus-based learning with interactive elements enhances their communication abilities, but 38.9% did not express an opinion. The results indicate that students understand the communicative value of corpus activities, though some fail to connect them to their skill development.

The research results align with the core principles of collaborative learning, showing that students need to work together to build their understanding of knowledge. The research findings demonstrate how corpus-based tasks help teams work together, but they also show that purposeful guidance methods must exist to achieve effective team member involvement (Cho, 2015).

OBSERVATION

The Interaction among Students

The classroom observations show that students interact with each other through their work with the corpus. Students who search for specific words in the corpus will automatically begin discussing with each other, creating an active learning space. The research findings of Korzin et al. (2023) support this observation. The research by Al-Saadi and Al-Shammari (2023) showed that students become more active in their discussions when they participate in corpus-based activities, as they must search the corpus for specific words, which leads to active classroom dialogue and team-based learning. The natural exchange of ideas between them leads to better comprehension and helps them develop their critical thinking skills. Students show apparent enthusiasm when they find words in the corpus that match their academic subjects, demonstrating how corpus-based learning can motivate students. Student interest in learning grows stronger when they experience this level of excitement because it motivates them to investigate subjects at a more advanced level. The research findings demonstrate that corpus-based activities create an optimal learning environment, leading students to actively participate in class discussions, develop their language skills through collaborative work, and show authentic interest in learning.

The Teaching Strategies Employed

The researcher employed the Flipped Classroom Method as a teaching approach to deliver English for Academic Purposes instruction through corpus-based learning. Students receive pre-recorded lectures and instructional materials through this method, which enables them to study outside class while teachers create interactive classroom activities. Students in the English for Academic Purposes teaching context needed to study corpus resources on their own before class to learn about academic language structures and word choices. Students participate in classroom activities, including group discussions and team-based work, as well as practical exercises that help them practice the language skills they have developed through corpus analysis. The entire student body participates in all discussions, leading to higher student participation, more collective learning opportunities, and better comprehension of language structures. The interactive learning space enables students to improve their learning while fostering both student-to-student connection and shared accountability for language progress. Through this approach, students gain control over

their educational journey while the classroom becomes an active learning space, enabling them to engage directly with the content. The research findings from Chen et al. (2023) support this current study. The research demonstrates that this teaching method enables students to learn more effectively while fostering classroom unity and student accountability for their academic work.

Student Participation in Learning Activities

Student involvement in English for Academic Purposes (EAP) learning through corpus-based methods depends on multiple essential elements. The interactive design of corpus-based learning methods helps students become more engaged in their learning. Students can explore and analyze linguistic patterns through authentic language samples and resources that provide access to these materials.

The classroom environment becomes a dynamic community because students learn together through corpus-based education, which requires their collaborative work. The system enables students to participate actively in classroom discussions, peer review sessions, and group work focused on corpus data analysis. Students who work together on these projects can share their thoughts and knowledge while bringing different viewpoints to the table, which helps them learn better and build stronger relationships with their peers. Students in this collaborative environment receive knowledge from their classmates while learning to work together and communicate effectively, which helps them succeed in school and their future careers. Students develop their ability to express themselves clearly and listen to others while working together to achieve shared objectives through classroom discussions and team-based work. The skills provide students with essential tools to succeed in academic work, including group assignments and presentations, as well as in professional settings that value team collaboration and clear communication. The collaborative nature of corpus-based learning helps students achieve better results through active participation while also teaching essential social skills needed for academic and work environments.

Students who use corpus-based learning methods gain autonomy, which enables them to control their learning activities. Students who explore corpus resources independently can create their own learning path, which matches their personal requirements and favorite subjects, thus developing their ability to learn independently. Students who learn EAP through corpus-based methods show active participation in their learning process by working together and making their own decisions. Educators who use these strategies will establish active learning spaces that support students to achieve their academic goals through effective learning experiences.

Adaptability to the Materials

The research results show that students were able to adjust their learning using corpus-based authentic materials for their English for Academic Purposes (EAP) studies. The students learned to handle academic materials through their work with actual academic texts, concordance lines, and discipline-specific vocabulary drawn from the corpus. The research on student adaptability reveals two essential findings, which include (1) Students experience difficulties when they start to learn corpus tools because they need to process large amounts of real-world data. The students needed direction through structured corpus searches and keyword analysis to learn how they could extract functional linguistic patterns. (2) Students developed better skills to work with academic materials through their experience with research articles, technical reports, and conference abstracts. The students developed their ability to recognize common word combinations, formal language, and academic terms, thereby enhancing their academic writing and reading skills. (3) Personalized Learning and Self-Directed Exploration; Students adapted by tailoring corpus searches to their own academic needs (e.g., engineering students focused on technical jargon and humanities students studied argumentative structures). Students from the class used their own time to investigate additional corpus resources, exceeding their assigned work. (4) Integration into Academic Writing

and Presentations; Students started using the corpus-generated phrases and structures, which they applied to their written assignments and their spoken presentations. The students demonstrated stronger skills in paraphrasing, source citation, and the application of academic conventions through their study of actual examples.

CONCLUSIONS AND SUGGESTION

The research "Using Corpus-Based Authentic Materials to Teach English for Academic Purposes (EAP)" demonstrates how corpus-based methods create effective learning opportunities for EAP students in hospitality, urban planning, and other specialized fields. The research combines actual academic materials with COCA corpus data to show that students succeed with these resources, with their participation, teamwork, and academic writing skills becoming more effective. The research design uses mixed methods, combining survey data collection with observational studies to generate strong evidence for these results.

The research shows that students become more active in their learning when they use corpus-based materials, as they work together to identify language structures and study technical terms in their subject area. The current study follows previous investigations that found that people tend to remember more information when they receive feedback on their performance (Korzin et al., 2023; Chen et al., 2023). These assignments help students develop critical thinking skills while learning from their peers. Students demonstrated better academic text management skills, becoming more motivated and confident, according to 88.9% of them, who stated that authentic materials enhance learning effectiveness. The results show that students need direct instruction through structured activities, as their independent exploration of corpus data receives only a 50% motivation rating.

The research findings demonstrate that organizations need to be flexible in order to succeed. Students learned to use corpus tools for academic language extraction through a process that started with difficulties but led to their development of search skills for disciplinary applications. Their ability to adapt resulted in actual enhancements of their written work and presentation content through the use of corpus-based phrases and reference citations. The research findings align with Charles (2022) and Crosthwaite & Cheun (2023), who demonstrate that corpora serve as bridges between classroom learning and the actual requirements of academic work.

The flipped classroom model demonstrated pedagogical success because students studied the corpus material before class, which enabled them to work together more intensively during class time. The strategy allowed students to control their learning process, strengthening their ability to work independently while maintaining their sense of responsibility, according to Rasikawati (2020) and the DDL framework.

The research adds new evidence to the expanding field, which supports the use of corpus-based approaches in EAP studies. The research demonstrates their ability to develop student language skills while promoting teamwork and subject-specific knowledge acquisition. Future studies should investigate how EAP curricula affect students over time while developing specialised language resources for particular academic fields to achieve better results. The research results show that teachers should use corpora as part of their teaching methods, which combine free exploration with organised guidance to help students of different skill levels learn equally well.

REFERENCES

Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative v/s. Quantitative Research- A Summarized Review. *Journal of Evidence Based Medicine and Healthcare*, *6*(43), 2828–2832. https://doi.org/10.18410/jebmh/2019/587

Aizawa, I., Rose, H., Thompson, G., & Curle, S. (2023). Beyond the threshold: Exploring English language proficiency, linguistic challenges, and academic language skills of Japanese students in an English medium instruction programme. *Language Teaching Research*, *27*(4), 837–861.

Andrianatos, K. (2019). Barriers to reading in higher education: Rethinking reading support. *Reading & Writing*, *10*(1), a241. https://doi.org/10.4102/rw.v10i1.241

Anwar, I. W. & Sailuddin, S. P. (2022). Academic Reading Difficulties in Higher Education. *JOLLT: Journal of Languages and Language Teaching*, *10*(2), 309–314.

Bayraktar Balkir, N. (2023). Rethinking EAP Reading Courses: Insights from Student Feedback. *Dil Eğitimi ve Araştırmaları Dergisi*, *9*(2), 535–550. https://doi.org/10.31464/jlere.1347794

Belyaeva, A. (2015). English For Specific Purposes: Characteristic Features And Curriculum Planning Steps. *Sustainable Multilingualism*, *7*. https://doi.org/10.7220/2335-2027.7.4

Berardo, S. A. (2006). The use of authentic materials in the teaching of reading. *The Reading Matrix*, *6*(2), 60–69.

Bowen, P., Rose, R., & Pilkington, A. (2017). *International Journal of Quantitative and Qualitative Research Methods. 5 (2),*.

Celo, O., Braakmann, D., & Benetka, G. (2008). Quantitative and qualitative research: Beyond the debate. *Integrative Psychological and Behavioral Science*, *42*(3), 266–290. https://doi.org/10.1007/s12124-008-9078-3

Chen, T., Luo, H., Wang, P., Yin, X., & Yang, J. (2023). The role of pre-class and in-class behaviors in predicting learning performance and experience in flipped classrooms. *Heliyon*, *9*(4), e15234. https://doi.org/10.1016/j.heliyon.2023.e15234

Damayanti, I. L., Derinalp, P., Asyifa, F., & Suryatama, K. (2024). Exploring English for Academic Purposes Program: Needs analysis and impact evaluation. *Studies in English Language and Education*, *11*(3), 1616–1635. https://doi.org/10.24815/siele.v11i3.38329

Dardjito, H., Rolls, N., Setiawan, A., & Sumekto, D. R. (2023). Challenges in reading English academic texts for non-English major students of an Indonesian university. *Studies in English Language and Education*, *10*(3), 1290–1308.

Draucker, C. B., Rawl, S. M., Vode, E., & Carter-Harris, L. (2020). Integration Through Connecting in Explanatory Sequential Mixed Method Studies. *Western Journal of Nursing Research*, *42*(12), 1137–1147. https://doi.org/10.1177/0193945920914647

Fitriana, M. (2018). Students' reading strategies in comprehending academic reading: A case study in an Indonesian private college. *International Journal of Language Education*, *2*(2), 43–51.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching, 40*(2), 97–118. https://doi.org/10.1017/S0261444807004144

Hyland, K. (2006). *English for Academic Purposes: An Advanced Resource Book*. London: Routledge.

Johns, T. (1991). Should you be persuaded – Two samples of data-driven learning materials. In T. Johns & P. King (Eds.), *ELR Journal* (Vol. 4, pp. 1–16). University of Birmingham.

Johns, T. (1994). From printout to handout: Grammar and vocabulary teaching in the context of data-driven learning. In T. Odlin (Ed.), *Perspectives on pedagogical grammar* (pp. 293–313). Cambridge University Press.

Kelderak, S. (2023). Academic Reading Challenges and Coping Strategies: A Mixed-Methods Study of Indonesian EFL Undergraduate Students. *Huele: Journal of Applied Linguistics, Literature and Culture*, *3*(2), 89-99.

Korzin, A. S., Zhandarova, A. S., & Volkova, Y. A. (2023). Corpus-based Approach to Developing Teaching Materials for Aerospace English. *GEMA Online Journal of Language Studies*, *23*(3), 127–158. https://doi.org/10.17576/gema-2023-2303-08

Le Foll, Elen (Ed.). (2021). *Creating Corpus-Informed Materials for the English as a Foreign Language Classroom*: *A step-by-step guide for (trainee) teachers using online resources (Third Edition)*. Open Educational Resource. DOI:10.5281/zenodo.4992504.

Li, H. (2025). Teaching academic English in higher education: strategies and challenges. *Frontiers in Education*, *10*. https://doi.org/10.3389/feduc.2025.1559307

Lim, W. M. (2024). What Is Qualitative Research? An Overview and Guidelines. *Australasian Marketing Journal*. https://doi.org/10.1177/14413582241264619

Liu, D., Deng, Y., & Wimpenny, K. (2024). Students' perceptions and experiences of translanguaging pedagogy in teaching English for academic purposes in China. *Teaching in Higher Education*, *29*(5), 1234–1252. https://doi.org/10.1080/13562517.2022.2129961

Nor, N. F. M., Rahman, A. A. N. C. A., Jaluddin, A., Abdullah, I. H., & Tiun, S. (2019). A corpus-driven analysis of representations around the word 'Ekonomi' in the Malaysian Hansard corpus. *GEMA Online Journal of Language Studies*, *19*(4), 66–95. https://doi.org/10.17576/gema-2019-1904-04

Ozensoy, A. U. (2021). The Effect of Critical Reading Skill on Academic Success in Social Studies. *Eurasian Journal of Educational Research*, *93*, 319-336.

Perez, N. (2024). *n*-Sizes, Attributes, and A Priori Sampling: A Qualitative Sampling Model for Large, Heterogeneous Populations. *American Journal of Qualitative Research*, *8*(3), 193–207. https://doi.org/10.29333/ajqr/14895

Rahmat, N. H., Arepin, M., & Sulaiman, S. (2020). The cycle of academic reading fear among undergraduates. *Asian Journal of University Education*, *16*(3), 265–274. https://doi.org/10.24191/ajue.v16i3.9730

Rasikawati, I. (2019). Corpus-based data-driven learning to augment L2 students' vocabulary repertoire. *International Dialogues on Education Journal*, *6*(2). https://doi.org/10.53308/ide.v6i2.61

Rasikawati, I. (2020). *Corpus-based data-driven learning in reading English for Academic Purposes* [Doctoral dissertation, Seattle Pacific University]. ProQuest Dissertations and Theses Global.

Rose, D. (2018a). Embedding literacy skills in academic teaching. In N. Rolls, A. Northedge, & E. Chambers (Eds.). *Successful university teaching in times of diversity* (pp. 202–223). Macmillan International Higher Education.

Santoso, W., Hamied, F. A., &Muslim, A. B. (2024). University students' attitudes towards English Medium Instruction and academic language support: A view from Indonesia. *Indonesian Journal of Applied Linguistics*, *14*(1), 79–92. https://doi.org/10.17509/ijal.v14i1.70385

Schrepp, M. (2020). On the Usage of Cronbach's Alpha to Measure Reliability of UX Scales. *Journal of Usability Studies*, *15*(4), 247–258.

Subandowo, D., & Utomo, D. W. (2023). Indonesian Graduate Students' Consequences And Decisions Of English Academic Writing Instruction (Eawi) At Hungarian Universities. *LLT Journal: A Journal on Language and Language Teaching*, *26*(2), 577–593. https://doi.org/10.24071/llt.v26i2.4891

Widodo, H. P. (2016). *Language Policy in Practice: Reframing the English Language Curriculum in the Indonesian Secondary Education Sector* (pp. 127–151). https://doi.org/10.1007/978-3-319-22464-0_6