



Student-Teachers' Perception of the Preparedness to Engage in Online Teaching, and Challenges They Face When Teaching Online: A Corpus Analysis of Their Reflexive Journal Entries

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Abstract

The Covid19 pandemic changed the way almost everything is done, including teaching. Online teaching rose to become the quintessential way mode of teaching in weeks after being in relative obscurity the two decades of its existence. Online teaching is now prominent, but research shows that we are still lacking knowledge in almost every human aspect involved in online teaching. This study focusses on student-teachers' perceptions of their own preparedness to teach online and the challenges they face when teaching online. This is done by looking into the primary keywords or concepts the student-teachers use in their own writing. Language is our ubiquitous tool by which we look into the minds of fellow human beings. Accordingly, this study looks at a body of language (corpus) compiled from the reflective journals produced by 23 student-teachers as part of their final assessment portfolio (+700 pages, +800,000 words). These journals embody their thoughts during their practical teaching experience. The analysis is carried out using a concordancer program. By analysing this corpus, we will, (1) identify the most prominently occurring content words, and (2) the most prominently occurring words relative to the prominent keywords. The resulting semantic web will display the concepts the preoccupy the concerns of these respondents thus giving us an insight into possible areas that we need to focus on in our efforts to remedy and enhance our online teaching capabilities. Initial findings show that the most prominent word in their writing 'students' with technical and technology concerns falling far behind.

Keywords: Teaching, Writing, Online, Corpus Analysis, Discourse



Introduction

TESL teachers stand in the middle ground between the need for English which is the de facto international language today, a linguistic legacy left behind by the colonial age, and a myriad of language struggles that characterise the ethno-cultural multiplicity that is Malaysia today. It is understandable that the readiness of newly minted TESL teachers to enter this field is an important concern among practitioners, especially the educators who teach these new TESL teachers.

Perspective teachers in Malaysia are given examinations that gauge their suitability and aptitude towards teaching, and during their time as TESL students, they are introduced and familiarised with all aspects of TESL. What remains a problem, however, is the question of their readiness to enter the teaching of English and a Second Language in the Malaysian context. How do we know that they are ready to become full-fledged TESL teachers?

The problem, however, is that examinations into the question of new teacher and teacher readiness, more specifically readiness to face the extensive use of technology mediated teaching brought about by the circumstances following the Covid-19 pandemic, have been using methods that are variations of the questionnaire. While the questionnaire, in its many forms, is an excellent tool for gauging opinions and perceptions, it works on the premise that the respondents' attention is directed to a particular topic or issue by the questionnaire itself. This means that the respondents may not have been thinking of the topic or issue without being told to by the questionnaire.

This paper is an experiment in using a linguistic tool to elucidate information pertaining to an education or pedagogical issue. Following the Whorfian hypothesis, which is a prominent idea in linguistics, it alludes that the more prominently something is in a person or people's mind, the more prominently it will appear in his, her, or their language. A famous example of this is the many terms that Eskimos have for various forms of snow. Thus, what words do the student-teachers use most in their reflective reports?

Defining Corpora

In linguistics, corpus which Latin for body refers to a body of text. A corpus (plural, corpora), is, "... collection of written or spoken material, occurring naturally, stored on computer, and typically used to carry out some kind of linguistic analysis" (Esimaje & Hunston, 2019, p. 8). Corpora has three characteristics,

- i. They use naturally occurring text: texts not written to go into corpus. The corpus used in this paper is extracted from texts written for practicum reports and not related to the corpus study in any way.
- ii. Corpus texts are selected to represent a language or a variety of language. Our texts come from the student-teachers' assessment portfolio: the respondents are final year students of the TESL program, and they are undergoing the practicum as part of the requirements to graduate from the said degree program.
- iii. Corpora are relatively large, thus making it extremely difficult to be examined without computers. This corpus comprises more than 800,000 words¹ which is slightly less than the first corpus, arguably, was the Brown corpus (1961) which comprises texts from multiple sources and has 1 million words while this corpus is only from one source. Today's corpora, however, has billions of words for the large ones. Corpus analysis that pertains to specific populations or contexts, like this one, can be much smaller from smaller populations of language users.



Analytically speaking, corpora can be analysed in many ways, but this paper limits its analysis to prominence of words and their collocations within specific occurrences: “Collocations in a window” (Lindquist & Levin, 2018, p. 72).

Research Objectives

This paper seeks to examine the prominent ideas (embodied in words and concepts) that appear in the corpus that comprises the writing of the respondents in the reflective report section of their practicum portfolio which forms a major part of their assessment for the practicum or practical teaching experience (henceforth, practicum). In short, what do they talk about most in their reflective reports. Speculatively speaking, if online teaching technology is a major hurdle for the respondents, surely it occupies much of their thoughts and is thus reflected in their reflective report.

This paper is one of a series of papers prepared by members of the Centre of Education and Social Sciences, Open University Malaysia. It forms one of the endeavours put forward to gain a perspective on the readiness of teachers graduating from this institution to face the real world of teaching, particularly in light of the significant and pervasive changes brought about by the Covid-19 pandemic.

In analytical terms, this paper is open to an array of possibilities of using linguistic tools to analyse the texts produced by these students (henceforth respondents), however, this paper seeks to cast the net a little wider by employing computers to analyse a larger body of text: specifically, a corpus that comprises only the reflective journal section from the assessment portfolios produced by student teachers as part of their assessment after finishing their practicum.

Literature Review

Examining Teacher Readiness

Mansor, et al., (2021) examined teacher readiness for Home Based Learning² because of a pressing need to develop an instrument to measure teachers' readiness for online teaching to provide feedback to guide policymakers and school leaders in planning strategic interventions and support for implementing HBL” (Mansor, et al., 2021, p. 1), with the aim of refining and validating, “...the HBL Teacher Readiness Scale and to ascertain the view of secondary school teachers on aspects of their readiness to implement HBL” (Mansor, et al., 2021, p. 1).

They employ a four-dimensional model based on TPB (Theory of Planned Behaviour by Icek Ajzen)³ and Social cognitive theory that is built on the concept of self-efficacy⁴. They present four guiding dimensions,

- i. Attitude. How much a person likes or dislikes doing something.
- ii. Perceived Behavioural Control. How teachers see their ability to perform a behaviour.



- iii. Subjective Norms. How normal is performing the task in the eyes of people around them: how does it affect their expectations.
- iv. ICT Self-Efficacy. Based on social cognitive theory, self-efficacy refers to how much a person's belief about their ability to do something and how much they want to do it (motivation).

Their methodology has two stages: instrument development and data collection and utilise an internet survey design with a population of 931 in-service teachers⁵ who are affected by the Movement Control Order⁶.

They find that "the overall level of teacher readiness towards the implementation of HBL was high" (Mansor, et al., 2021, p. 10). Moreover, "...teachers' attitude contributes to their readiness" (Mansor, et al., 2021, p. 10). One factor differentiates it from past studies is seemingly overlooked, Mansor et al., (2021) is undertaken during the Pandemic and under MCO when online learning becomes a priority. Respondents are forced to engage HBL and built up their familiarity with the technology. This changed their outlook on the matter which proves the attitudes of Malaysian teachers towards HBL is fluid and affected by the context and circumstances.

Scherer et al., (2021) explores teachers' perception of their readiness for OTL (Online Teaching and Learning) based on three dimensions; their confidence to teach online (personal readiness), and their perception of the institutional support they receive (contextual readiness). Their main instrument is an anonymized online survey focussing on the teachers' readiness for online teaching caused by Covid-19, their subjects are 1144 educators from 64 countries.

Scherer et al., suggests that higher education teachers are not a homogenous group nor in their readiness for OTL. Thus, they argue that "... the readiness construct is ... multifaceted and requires taking an individual and contextual perspective" (Scherer et al., 2021, p. 14).

Baharuldin et al., (2019) examined the relation between the teachers' role, and ICT competency but this was in 2019 before Covid-19 when the online teaching was not a priority. They also use a survey design (questionnaires) from multiple sources to explain, "... the role of teacher readiness as a mediator in ... examining ... effects of infrastructure of primary school ICT competencies" (Baharuldin et al., 2019, p. 3). Their hypotheses are as follows,

- i. Null hypothesis (Ho): Infrastructure has no direct and indirect effect on ICT competency of primary school teachers with the teacher readiness as a mediator.
- ii. Alternate hypothesis (Ha): Infrastructure has a direct and indirect effect on ICT competency of primary school teachers with the teacher readiness as a mediator.

They conclude that infrastructure plays "... a major role in integrating ICT in the classroom", these teachers, "... believe that they can see computer labs in their schools for teaching and learning purposes" (Baharuldin et al., 2019, p. 11). What is important is that these teachers see that they get the support they need.

Elsewhere, the Alwidi study (Al-Awidi & Aldhafeeri, 2017) looks at Kuwaiti schoolteachers' readiness to implement digital curriculum shifting from traditional classes using a mixed method research randomly sampled 532 teachers via an online survey that questioned in two domains: technical and pedagogical.



They show that their respondents are not ready to implement a digital curriculum. The respondents cite time constraints, inadequate skills, and knowledge, and less than desired infrastructural and technical support as hindrances.

This study is cited in the studies above, the studies above fail to make one distinction between their context and the Alwidi study: at the time of the Alwidi study, the Covid-19 pandemic had not yet arrived, thus, going online was a choice and not an unavoidable strategy for persistence.

The essential point of all the studies above is that they all examine readiness, and that they are measured by directly asking the respondents through, primarily, questionnaires: a device that presents the respondents with options from which they choose, then provide space from direct input from the respondents in limited open-ended questions.

This paper attempts to take a more intimate look: looking at the actual words used by the respondents: a corpus.

Corpus Linguistics and Education

Coming from a disparate area, the corpus analysis employs computers to analyse larger bodies of text compiled from specific sources. The technique is popular in linguistics, and it has been employed in many areas of linguistics.

Corpus-driven analysis has been used to examine many aspects of language use including the presence of foreign media overseas: American media in Saudi (Hameed, Jabeen, & Afzai, 2020). This is to aid local monitoring of said foreign media. They employ a 150,000 words corpus using multiple corpus tools (Antconc, Voyant, Cirrs). They found gaps in the foreign media knowledge of the Saudi context which led to calls for Saudi Kingdom to, “brief the Western world for an enriched campaign of its contemporary image” (Hameed, Jabeen, & Afzai, 2020, p. 1). Keywords and collocations.

Corpus-driven analysis on web-based corpus is also used to compare global languages. Dunn (2020) compares national languages using web-based corpora to generate language maps. Their data is language on the web gathered from diverse datasets which is geo-located to identify the language. The author uses Corpus of Global Language Use (CGLU version 4.2) to sift through 147 billion webpages in 148 languages from 158 countries with about 1 million words for each country. The corpus also includes sub-corpora (1916 with 1 million words and 68 sub-corpora with 1 billion words). Part of the corpora comes from Twitter.

While this paper is not directly relevant to the present paper, it does present the possibility of comparison between specific corpus data (for example, the corpus we use of this paper), and the larger corpora to identify the uniqueness of the language use in the relevant context.

Corpora has also been employed to study the meaning of word meanings. Khojasteh and Kafipour (2012) got 136 adult advanced learners to write 150–200-word composition entitled, “The Happiest Day of My Life”. Uses Wordsmith Tools, Version 4: Concord, Wordlist, and Keywords. Examining the function of modals. Finds conditions of modalities in English as used by the students examined (Khojasteh & Kafipour, 2012, pp. 51–60). This paper employs the Wordsmith Tools, version 8.

In Malaysia, the 1983 DBP focuses on the Malay language, uses complete texts only. The DBP corpus has since grown. In 2009, it has more than 128 million words in 10 sub-corpora classified by genre, and it is still growing.



Other Malaysian corpora are generally learner corpora, EMAS (English of Malaysian School Students) corpus (Arshad et al., 2002), MACLE (Malaysian Corpus of Learner English) (Knowles and Zuraidah, 2005), CALES (Corpus Archive of Learner English Sabah-Sarawak) (Botley et al., 2005), as well as genre-specific learner corpora (e.g., the Engineering Lecture Corpus (ELC) (Abdul Rahim, 2014, p. 5), to name a few. These corpora are mainly used to aid teaching.

Siti Aisha Joharry and Hajar Abdul Rahim bibliographic analysis shows a range of corpora-based studies. "English in Malaysia, emerging issues surrounding its use as a second language and as a new variety of English will certainly continue to encourage the development of more Malaysian English corpora, learner corpora as well as genre-specific corpora" (Joharry & Abdul Rahim, 2014, p. 29).

Study textbooks (Khojasteh & Kafipour, 2012). The language use in Malaysian textbooks. Another example is the study of modalities in Malaysian English textbooks (Mukundan & Khojasteh, 2011).

Method and Design

Context and Population

This study is limited to examining a text corpus that is compiled from the 'Reflective Journal' section of the portfolio submitted by final year students of this institution as part of the requirements to complete their practicum and, in turn, their degrees. The practicum is the final stage of their program. These are mature students who are, generally, employed in various fields, not exclusively in education. Some of them are pursuing their degree before entering the education field. The reflective journal section is one of the three main sections of the portfolio: the other sections being a report on the school or teaching context, and lesson plans and teaching material for each lesson. Those who are teaching online will also be submitting video recording for a number of their classes.

Sampling Strategy

The portfolio used for this study have not been selected, the reflective report text has been taken from all of the portfolio submitted for the final semester of 2020 and the first semester of 2021 by students of the TESL program of this institution. From these portfolios, only the reflective journal section is extracted.

On the reflective journal section is used because the other sections report the day-to-day running and planning of their teaching. The reflective journal is the section where they note their observations, propose their strategies in handling issues, and report results they obtained from their plans. Thus, if they experience hindrances and challenges, this is the part of the portfolio where they report their experience with the hindrances and challenges.

Data Collection Instruments and Procedures

The data is collected from the portfolios which are in Doc, Docx, or PDF format and place in one word document. All of its formatting is removed, and the file is saved in Txt format to be used by the Concordancer program. This study used the Wordsmith Tools version 8 program from Lexically.



The concordancer will be used to generate concordance lists and word list for selected words. The words are selected from a wordlist generated by the concordancer. For analysis, the most prominent words that pertain to teaching or pedagogy, and technology are chosen (see below).

Findings

The concordance word list from the corpus reveals that the list of highest occurring content words, only one specifically pertains to the technology used on their online teaching: “online” at 25th position with 190 occurrences. The other 32 words in the list pertain to pedagogy and pedagogical activities with “students” having the highest occurrence with 1966 occurrences at 2.25% of the total words occurring.

Table 1

Word List

N	Word	Frequency	%
1	STUDENTS	1,966	2.25
2	LESSON	1,016	1.16
3	PUPILS	694	0.79
4	CLASS	678	0.78
5	TEACHER	610	0.70
6	TERM	599	0.68
7	TEACHING	369	0.42
8	ACTIVITY	327	0.37
9	EVALUATION	306	0.35
10	OBSERVATION	274	0.31
11	ACTIVITIES	267	0.31
12	JOURNAL	248	0.28
13	CLASSROOM	229	0.26
14	QUESTIONS	220	0.25
15	WRITING	219	0.25
16	ANSWER	217	0.25
17	READING	215	0.25
18	GROUP	212	0.24
19	ENGLISH	211	0.24
20	TEXT	205	0.23
21	SCHOOL	202	0.23
22	LEARNING	199	0.23
23	TEACHERS	196	0.22
24	READ	191	0.22
25	ONLINE	190	0.22
26	CO	153	0.17
27	STUDENT	153	0.17
28	COMPLETE	145	0.17
29	ENCOURAGE	138	0.16
30	DAILY	136	0.16
31	LEARN	135	0.15
32	TOPIC	131	0.15
33	UNDERSTAND	130	0.15



The word “computer” only occurs 5 times out of 86408 words. A closer look at the word “computer” shows that it is not mentioned as the device, rather in reference to computer labs that are used at part or venue of their teaching.

Table 2

Computer

N	File	Words	Hits	Per 1000 Words
1	computer	86,408	5	0.06

Table 3

Concordance List – Computer

N	File
1	erences? Today’s learning sessions were held in a computer lab. I started the class by playing a video on to
2	in the class. Pupils late because they are at the computer lab, for their PJ subject. All of them seems tired
3	Is in class, 2 pupils absent and another 4 at the Computer Lab. Pupils try hard to interpret. Almost half of
4	Is in class, 2 pupils absent and another 5 at the Computer Lab. Almost half of the class didn’t bring their

In a similar vein, the word “system” occurs 9 times with 5 times as “reward system” not computer nor delivery system (100 characters saved per entry).

Table 4

Collocate List – System

N	Word	Total	Total Left	Total Right	L1	Centre
1	SYSTEM	9	0	0		9
2	REWARD	5	5	0	5	

**Table 5***Concordance List – System*

N	File
1	dents knowledge on the uses of Global Positioning System (GPS), were quite limited. Students were able to
2	is fast learner and slow learner. Introduce reward system for those who like to volunteer. Give sticker imm
3	is fast learner and slow learner. Implement reward system to encourage shy students to participate as well.
4	nts read the text aloud poorly not fluent. Reward system for those who improve in reading. Date: 8th October
5	to the student's capability. Conduct more reward system to appreciate their capabilities.
6	ass started late since we had assembly through PA system . The students prefer group activity for the task g
7	experience imaginable. I had a wonderful support system of the faculty and principal at SK Tatau, along w
8	with a specific student. This internal support system is just one reason that I love the primary school

Apart from the highest occurring word, “students”, “assignment” has 45 occurrences at 45 occurrences with “the assignment” having the highest occurrences and 8 of that appearing as “of the assignment”.

Table 6*Collocate List – Assignment*

N	Word	Total	Total Left	Total Right	L5	L4	L3	L2	L1	Centre	R1	R2	R3	R4	R5
1	ASSIGNMENT	45	0	0						45					
2	THE	23	23	0	6	2			15						
3	FOR	8	6	2	2	4						2			
4	AND	8	4	4	1	2	1					2		2	
5	STUDENTS	6	2	4			2					2	2		
6	WORK	5	1	4		1						4			

Table 7

The Most Common Phrase

N	Cluster	Frequency
1	OF THE ASSIGNMENT	8

The co-teacher plays a prominent role in these student-teachers' practicum experience. The term "co-teacher" occurs 52 times and, apart from grammar words, in relation to "evaluation" and "observation".

Table 8

The Co-teacher

N	File	Words	Hits	Per 1000 Words
1	co-teacher ICE PAPER JOURNAL DATA	86,408	52	0.60

Table 9

Collocate List – The Co-teacher

N	Word	Texts	Total	Total Left	Total Right	L5	L4	L3	L2	L1	Centre	R1	R2	R3	R4	R5
1	CO-TEACHER	1	52	0	0						52					
2	THE	1	31	25	6	6	7	1		11			4		1	1
3	AND	1	13	4	9			2	2			6			2	1
4	WITH	1	9	8	1				7	1						1
5	EVALUATION	1	8	7	1	2		3	2					1		
6	OBSERVATION	1	7	6	1		1	4	1			1				
7	WILL	1	7	2	5		1	1				3	2			
8	FROM	1	6	6	0	1			4	1						
9	FIRST	1	5	4	1		3	1								1
10	WEEK	1	5	4	1		1		3							1

The most common form of "co-teacher" appears in the combinations below, "with my co-teacher" and "by the co-teacher". It should be noted that there are several instances where the term is not spelt with a dash and thus, they are excluded.

**Table 10***The Most Common Phrase*

N	Cluster	Frequency
1	WITH MY CO-TEACHER	6
2	BY THE CO-TEACHER	5

“Student” has the highest occurrences, and none of its higher occurring collocates are related to the technology being used.

Table 11*Collocate List – Student*

N	Word	Total	Total Left	Total Right	L5	L4	L3	L2	L1	Centre	R1	R2	R3	R4	R5
1	THE	86	66	20	5	4	2	5	50		1	4	9	3	3
2	STUDENT	83	0	0						83					
3	WILL	31	29	2			29				1			1	
4	THIS	31	31	0	1	29	1								
5	AND	30	13	17	3	1	4	3	2		1	5	7	4	
6	MOTIVATION	29	0	29											29
7	CONFIDENCE	29	0	29								29			
8	BOOST	29	29	0				29							
9	TEACHING	19	2	17	1		1				16			1	
10	TEACHER	14	4	10	1	1	1	1			10				
11	THAT	11	7	4		1		5	1			2			2
12	ABOUT	11	7	4		1		5	1				2		2
13	EACH	10	10	0			1	1	8						
14	HAVE	9	2	7		1	1					1		3	3
15	NOT	8	2	6	1	1						1	3		2
16	CAN	8	1	7		1					6			1	
17	EXPERIENCE	8	1	7		1						7			
18	WAS	8	1	7	1						3	3		1	
19	FOR	8	6	2	1	1		4			2				
20	WITH	6	5	1	1		2	1	1						1
21	TEACHERS	6	2	4	2						3		1		
22	STUDENT'S	6	0	0						6					
23	NOOR	6	0	6											6
24	ARE	5	2	3		2							1	1	1
25	GIVE	5	4	1			2		2			1			
26	LEVEL	5	2	3	1	1					1	1		1	
27	LEARNING	5	1	4					1		1	2	1		

Table 12

The Most Common Phrase

N	Cluster	Frequency
1	THE STUDENT S	35
2	STUDENT S CONFIDENCE	29
3	S CONFIDENCE OR	29
4	THIS WILL BOOST	29
5	WILL BOOST THE	29
6	CONFIDENCE OR MOTIVATION	29
7	BOOST THE STUDENT	29
8	MY STUDENT TEACHING	11
9	AS A STUDENT	10
10	STUDENT TEACHING EXPERIENCE	7

Teacher also has a high occurrence as shown in the collocates list below.

Table 13

Collocate List – Teacher

N	Word	Total	Total Left	Total Right	L5	L4	L3	L2	L1	Centre	R1	R2	R3	R4	R5
1	TEACHER	321	1	1	1					319				1	
2	THE	317	220	97	24	12	12	69	103		2	30	20	22	23
3	AND	102	47	55	4	13	16	5	9		26	11	2	7	9
4	TEACHING	73	23	50	18	3		2				42	1	1	6
5	WITH	56	42	14	2	4	17	12	7			1	3	6	4
6	STUDENTS	55	16	39	10	4		2				5	17	10	7
7	FOR	55	21	34	2	4	8	4	3		19	4	4	1	6
8	MAKE	46	22	24		22					2		19		3
9	MORE	45	32	13	1	29		2			1		5	5	2
10	WHILE	41	24	17	1		1	22							17
11	OBSERVATIONS	40	22	18			22								18

**Table 14***The Most Common Phrase*

N	Cluster	Frequency
1	THE CO TEACHER	51
2	MY CO TEACHER	41
3	TEACHING MAKE OBSERVATIONS	36
4	FOLLOW THE CO	28
5	MORE CHALLENGING THAN	27
6	CHALLENGING THAN WHAT	27
7	THAN WHAT TEACHER	26
8	WHAT TEACHER EXPECTED	26
9	WAS MORE CHALLENGING	26
10	WHILE THE TEACHER	23
11	THE TEXT NEEDS	23
12	OBSERVATIONS WHILE THE	22
13	MAKE OBSERVATIONS WHILE	22
14	TEACHER IS TEACHING	22
15	THE TEACHER IS	22
16	CO TEACHER FOR	20
17	FOR TEACHING MAKE	18
18	TEACHER FOR TEACHING	18
19	CO TEACHER TO	17
20	AS A TEACHER	17

The highest occurring word related to technology, is “technology” which has a score of 8.

Table 15*Technology*

N	File	Words	Hits	Per 1000 Words
1	technology	86,408	8	0.09



Discussion and Conclusion

Going by the premise from Whorfian hypothesis, the more prominent a concept is to the community of language users, the more prominently it will appear in their vocabulary and used in their daily lives. In the case of these student-teacher, their reflective journal entries are shown to mainly include the terms that are related to pedagogy, for example, “student” and “teacher”.

With the reflective journal being the part of their final report or portfolio where they record the problems they face, and how they handle them, it seems that the technology used as the medium for their online teaching does not appear significantly in their report at all. This contradicts earlier studies (pre-Covid) that cite technology as a significant factor in the student-teachers’ readiness to fill their role as teachers.

This can be contributed to their familiarity with the technology. This institution relies heavily on communication technology and as students, the respondents of this study have had four years of exposure to the use of the internet as a teaching and learning tool. Teaching online, is therefore not alien to them. The only difference being that in the practicum the respondents find themselves on the other end of the screen: the tutor instead of the student.

We can also attribute this finding to the study being done during the Covid-19 pandemic where the respondents have already spent a year having to engage in online learning. This however needs to be verified in future research.

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- ¹ Note that this corpus is in the process of being built and in future works, it will be larger.
- ² They define Home Based Learning as, “one of the remote teaching strategies developed in response to the sudden interruption caused by unexpected school closures” (Mansor, et al., 2021, p. 2)
- ³ Individual behaviour is based on behavioural intention: things people do are based on what they intent to do, and their intentions are determined by,
- a) The individual's attitude towards the behaviour: people are more likely to do the things they like doing.
 - b) The subjective norms: people are more inclined to do things that they are used to doing.
 - c) Perceived behavioural control: people are more likely to go above and beyond if they do not think that they are forced to do it.
- ⁴ Here it is used to explain teachers' motivation and desire to perform a task: people are self-efficient. They can do what they want to do because they have learnt to do it from the society, they live in. (Mansor, et al., 2021, p. 4)
- ⁵ 153 (16.4%) Males and 778 (83.6%) females, aged between 24 and 59. 336 (36.1%) - >21 years teaching experience, 240 (25.8%) 11 to 15 years, 145 (15.6%) 6 to 10 years, and 93 (10%) 1 to 5 years teaching experience.
- ⁶ Malaysian term for the lockdown.