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### ПОДОЛАННЯ ТРУДНОЩІВ ВИКОРИСТАННЯ МОВНИХ КОРПУСІВ ДЛЯ НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ МАЙБУТНІХ УЧИТЕЛІВ

**Анотація.** Швидкий темп технологічного розвитку обумовлює необхідність володіння українськими випускниками високим рівнем цифрової грамотності, критичного мислення й здатності до навчання протягом життя. У цьому контексті використання мовних корпусів можна вважати ефективним підходом, що сприяє розвитку професійної комунікативної компетентності шляхом залучення студентів до роботи з автентичними лінгвістичними даними, а також заохочення до критичного аналізу й самостійного навчання. У статті розглянуто проблеми інтеграції прямого корпусного підходу у процес підготовки майбутніх учителів англійської мови. До них відносяться деякі труднощі, пов'язані з технічною сферою (наприклад, обмежений доступ до програмно-апаратного забезпечення, нестача цифрових навичок, труднощі навігації), а також проблеми, що стосуються педагогічної інтеграції корпусного підходу (наприклад, опір змінам, низький рівень зацікавленості студентів, переважаність даними). Автори наголошують на важливості розуміння означених викликів для ефективної інтеграції прямого корпусного підходу у навчання англійської мови. Для подолання технологічних бар'єрів запропоновано модернізувати інфраструктуру, використовувати офлайн-корпуси, заохочувати майбутніх учителів до взаємного наставництва, розробляти спеціальні міні-корпуси, розвивати цифрову грамотність шляхом цілеспрямованої підготовки викладачів і здобувачів вищої освіти тощо. Труднощі педагогічної інтеграції рекомендується долати шляхом підвищення обізнаності про переваги використання корпусів, інтеграції вправ на основі корпусів у навчальні програми, розробки інтерактивних завдань, які відповідають інтересам і цілям навчання здобувачів, диференційованого навчання та ін. Перспективою подальших розвідок у цьому напрямку є укладання системи вправ для формування професійної комунікативної компетентності майбутніх учителів англійської мови з використанням мовних корпусів.

**Ключові слова:** майбутні вчителі; мовні корпуси; навчання англійської мови; професійна комунікативна компетентність; прямий корпусний підхід.

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### OVERCOMING DIFFICULTIES IN USING LINGUISTIC CORPORA FOR TEACHING ENGLISH TO PRE-SERVICE TEACHERS

**Abstract.** The rapid pace of technological advancement necessitates that Ukrainian graduates possess advanced digital literacy and critical thinking skills as well as lifelong learning abilities. Within this context, using linguistic corpora can be considered an effective approach which contributes to developing professional communicative competence by engaging students with authentic language data and promoting critical analysis and independent learning. The article addresses the challenges of integrating the direct corpus-based approach into pre-service English language teacher education. These include some limitations related to the technical domain (e.g. limited access to hardware and software, lack of digital skills, navigation issues) and those pertaining to pedagogical integration of corpus-based instruction (e.g. resistance to change, lack of student engagement, data overload). The authors stress the importance of understanding these limitations to effectively integrate the direct corpus-based approach into English language teaching. To overcome technological barriers, the authors suggest upgrading infrastructure, utilizing offline corpora, fostering peer mentoring, developing customized mini-corpora, enhancing digital literacy through targeted training of teachers and students, etc. The constraints within the pedagogical domain can be dealt with by raising awareness of the benefits of corpora use, integrating corpus-based activities into the regular curriculum, designing interactive tasks that align with students' interests and learning goals, differentiated instruction, etc. Future research may involve creating a system of activities for developing professional communicative competence of pre-service teachers of English with the use of linguistic corpora.

**Keywords:** direct corpus-based approach; English language teaching; linguistic corpora; pre-service teachers; professional communicative competence.

**Statement of the problem.** Due to ongoing globalization and European integration processes, the range of skills valued in the current labour market is constantly expanding. Nowadays, one can observe a growing emphasis on specialists who are equipped with advanced digital literacy, lifelong learning capabilities, and critical thinking. In an attempt to adapt to rapid social and economic transformations, the education system of Ukraine has also been undergoing drastic changes with the use of modern information technologies becoming a prerequisite for the competitiveness of Ukrainian graduates. Under these conditions, corpus-based approaches to developing professional communicative competence of pre-service teachers of English emerge as a formidable tool, aligning closely with the skills set required by the current labour market trends.

Corpus-based approaches in English language teaching (ELT) involve the systematic use of large collections of real-world texts, known as corpora, to inform and enhance language instruction. These approaches leverage empirical data to provide insights into actual language use, which can be directly applied to teaching materials. Key elements of corpus-based approaches include the analysis of word frequency, collocations, and grammatical patterns, enabling educators to prioritize teaching content that reflects authentic language use. Additionally, these approaches facilitate the development of contextualized learning materials, ensuring that learners are exposed to the most relevant and frequently used language structures. Thus, corpus-based approaches in ELT promote a data-driven, evidence-based pedagogy that aligns classroom instruction with real-world language usage.

Corpus-based approaches can be broadly categorized into direct and indirect ones. The direct corpus-based approach (CBA) involves students engaging directly with the corpus data, allowing them to explore authentic language use through tools like concordances. This hands-on interaction facilitates a deeper understanding of language patterns, variations, and real-world usage, thereby enhancing linguistic awareness and analytical skills. In contrast, the indirect CBA relies on pre-analyzed data and materials derived from corpora, which are then incorporated into teaching resources and activities. While both methods have their merits, we consider the direct CBA particularly preferable in pre-service teacher education. This preference stems from its potential to actively involve future teachers in the discovery process, fostering critical thinking and independent research skills. By directly interacting with corpus data, pre-service teachers develop a more nuanced understanding of language, which they can later translate into more effective and informed teaching practices. Moreover, the direct CBA promotes lifelong learning by encouraging students to explore language patterns and structures autonomously, fostering a sense of curiosity and inquiry. Thus, the direct CBA not only meets the demands of the labour market but also empowers learners with the necessary competencies to thrive in an increasingly complex and interconnected world.

However, despite their immense potential, the direct utilisation of linguistic corpora may have a number of limitations. While corpus tools can provide valuable insights into real-life language use, one limitation of the direct CBA in ELT is the daunting difficulty many students face when it comes to analyzing corpus data. What is more, accessibility issues and the technical expertise required to navigate corpora may significantly decrease the effectiveness of the CBA leading to students' demotivation and teachers' frustration.

Acknowledging and understanding the limitations of linguistic corpora may help educators find ways of overcoming these obstacles and integrate the direct CBA in ELT successfully. In this article, we outline the main drawbacks of the direct CBA and propose strategies for mitigating their impact on the effectiveness of developing professional communicative competence of pre-service teachers of English.

**Analysis of recent research and publications.** The use of the CBA in ELT has gained significant attention in recent years. Many scholars outline the benefits of using corpora while teaching a foreign language. S. Romaniuk and V. Trofimchuk state that the CBA has a positive impact on developing students' autonomy, increases interactivity in teaching English, contributes to high-quality linguistic analysis of language patterns, etc. [1]. Y. Kamariah points out that linguistic corpora make a great contribution to teaching English for specific purposes as concordances can aid learners in understanding the lexicon, ideas, pragmatics, and usages of specialised languages. Students particularly benefit from the study of collocations and colligations found in corpora. Additionally, through the use of corpora learners are trained to be independent, self-corrective, constructive, and autonomous. Their motivation may also increase through the use of information and communication technologies as teaching aids. The researcher also argues that through consciousness-raising activities, the CBA approach could raise learners' understanding of the facts or norms of language [8]. I. Oktavianti shares the same opinion emphasising the idea that if the CBA is implemented appropriately, it may raise linguistic awareness of learners since they are trained to implement discovery learning by interpreting linguistic data inductively. Furthermore, the researcher considers that textbook language is still derived from linguistic intuition rather than from actual language use whereas corpora can provide learners with linguistic samples from authentic texts [14]. O. Chukhno outlines the benefits of using corpora while developing pre-service teachers' lexical competence. The scholar suggests that linguistic corpora enable trainee teachers to contextualise a language item, familiarise themselves with the grammar characteristics of a target word, analyse the target word/pattern frequency, explore the changes in the use of lexical units over a period of time, etc. [2]. Although corpora provide limited, yet multiple, contexts surrounding the target linguistic unit,

E. Friginal, P. Dye and M. Nolen consider that such contexts show various uses simultaneously and without the diversion of longer stretches of discourse, enabling the students to understand the complex meanings of the language they come across in real life [7].

Some recent studies also focus on the downsides of the CBA in ELT. As stated by N.S. Dash and S. Arulmozi, language corpora do not contain any visual elements (e.g. pictures, sketches, diagrams, etc.) characteristic of certain texts such as children's and educational literature. The availability of these elements in printed or e-texts helps readers to perceive the contents adequately, whereas in corpora their absence may lead to losing much of the information and, as a result, to misinterpretation [5]. A. Kilgarriff, F. Marcowitz, S. Smith and J. Thomas suppose that students may find it difficult to recognize different meanings of a word if they meet each meaning only once in the concordance lines. Thus, students should not be expected to make a conclusion without being provided with some additional information [11]. S. Lee also states that corpora are not tailored to language pedagogy. Learners may become quickly overwhelmed by a significant amount of data not directly relevant to their learning context [12]. Among other challenges are lack of computer and IT skills, workload, and learner-corpus interaction issues [10]. Nevertheless, the findings in some studies show a great deal of enthusiasm from university teachers and students' positive attitude regarding the use of corpus tools [3; 9; 13; 15], although the scholars still emphasise the need to adapt corpora to the needs of language learners [7; 10; 15].

**The research goal.** The study aims to suggest some ways of overcoming limitations in the use of the CBA while developing pre-service teachers' professional communicative competence.

**Methods.** Theoretical analysis, systematization and generalization of research results dealing with the issue of utilizing the CBA in ELT.

**Findings.** To meet the needs of pre-service teachers of English while using corpus-based instruction, we find it necessary to classify the challenges students may encounter. Such an endeavor is instrumental in formulating precise strategies tailored to address these impediments effectively. Drawing upon scholarly findings [4; 5; 10; 11; 12] and our own encounters while using corpora in teaching English to pre-service teachers, we discern two principal domains encapsulating these challenges: 1) those related to technology constraints (e.g. limited access to technology, limited access to high-quality corpora, insufficient level of digital skills, complexity of query language, and navigation difficulties), and 2) the ones pertaining to the seamless pedagogical integration of the direct CBA (e.g. resistance to change, lack of engagement, time constraints, insufficient language proficiency level, data overload, and data misinterpretation).

In addressing the challenges university teachers may face while developing pre-service teachers' professional communicative competence with the use of the direct CBA, we propose potential solutions for each of the difficulties. Our goal is to facilitate the integration of the direct CBA into the curriculum effectively, enhancing both the technological and the pedagogical aspects of its implementation.

Limited access to technology represents a significant barrier to the effective implementation of the direct CBA in pre-service teacher training. This constraint includes inadequate computer facilities, lack of necessary software, and unreliable internet connectivity. To deal with this issue, institutions should prioritize investments in technological infrastructure which may involve upgrading computer labs with the latest hardware and software, ensuring a stable and fast internet connection, and exploring partnerships with technology companies to obtain affordable or free educational software licenses. Alternatively, adopting a Bring Your Own Device (BYOD) policy could alleviate some of the resource strain by enabling students to use their personal devices for corpus-based activities, provided that appropriate support and security measures are in place. Furthermore, the use of offline corpora can be encouraged, allowing students to work with pre-downloaded linguistic data without needing continuous internet access. Collaborative learning approaches, such as working in pairs or groups, can also optimise the available resources. By sharing devices and software, students can engage in cooperative learning experiences that not only make better use of limited technological resources but also foster peer-to-peer interaction and collaborative problem-solving skills.

The availability of high-quality corpora is crucial for the successful implementation of the CBA. Limited access to these resources can significantly decrease the effectiveness of corpus-based instruction. Educational institutions should strive to secure subscriptions to reputable linguistic corpora and databases. Another option is to thoroughly select and use open-access corpora which are relevant to a certain educational context. Moreover, university teachers can develop customised mini-corpora tailored to specific educational needs by using available texts and online resources. Such tailored corpora can provide focused and relevant linguistic data, thereby enhancing the learning experience of pre-service teachers of English. Additionally, students may also be trained to create their own corpora. This will develop their research and analytical skills as well as deeper understanding of language use and trends.

A critical barrier to the effective use of the direct CBA is the insufficient level of digital skills among both teachers and students who may lack the technical expertise required to use even basic corpus tools effectively. Integrating digital literacy training into the teacher education curriculum can address this issue. Workshops and continuous professional development (CPD) sessions focused on corpus tools can enhance

digital competencies. Peer mentoring programs, where more tech-savvy students assist their peers, can also be beneficial. These initiatives can collectively build a foundational level of digital literacy, enabling both teachers and students to navigate corpus tools with greater confidence and proficiency. Additionally, it is important to recognise that not all tools within corpora need to be introduced to students. A focus on relevant or basic tools is preferable. This approach can prevent overwhelming learners and allow them to develop their skills progressively, ensuring a more manageable and effective learning experience. By initially concentrating on the most pertinent tools, educators can facilitate a smoother integration of corpus-based methodologies into their teaching practices.

The complexity of query language used in corpus tools can be intimidating for users, especially those with limited technical backgrounds. To address this challenge, comprehensive training on the use of query language might be provided to university teachers and students alike. This could include clear, step-by-step tutorials and training sessions designed to simplify the teaching process. Over time, as users become more comfortable with basic features, more advanced training can be introduced to deepen their understanding and capabilities. As a scaffolding technique, teaching materials may also include examples of queries students can use in their search.

Navigating corpus tools can be challenging, particularly for novices. To overcome this constraint, teachers could introduce students to user-friendly guides and conduct interactive tutorials that demonstrate the navigation of various corpus tools. Visual aids, such as infographics, can be particularly effective in illustrating key concepts and procedures. Regular practice sessions and hands-on workshops can further reinforce these skills, enabling pre-service teachers to navigate corpus tools more confidently and effectively.

One of the most serious limitations in the use of the direct CBA related to pedagogical integration is teachers' and students' resistance to change. This resistance often stems from a reluctance to adopt new methodologies and a preference for traditional teaching and learning practices. To deal with this issue, institutions should foster a culture of innovation and continuous improvement. Raising awareness of teachers and students alike about the importance of corpora use in philological education, highlighting the benefits of the CBA through success stories and case studies can help to demonstrate its value. Providing adequate support and addressing concerns promptly can facilitate smoother transitions and encourage a more positive reception of the CBA.

The effectiveness of the direct CBA can also be noticeably undermined by a lack of engagement among students. This challenge may arise from a perceived disconnect between corpus-based activities and students' interests or learning goals. A. Frankenberg-Garcia emphasises the idea that teachers should not expect their students to be fascinated by corpus data analysis. The researcher adds that numerous corpus activities for language learning presented in the literature primarily reflect the interests of linguists rather than addressing the genuine needs of language learners. However, if educators introduce corpus-based materials and activities designed to complement the standard classroom resources, this will significantly enhance learners' language proficiency. Furthermore, by instructing learners on how to utilize corpora to independently seek specific linguistic information that is otherwise inaccessible, the direct use of corpora by language learners can be effectively facilitated [6]. We also believe that interactive activities that incorporate the CBA, such as collaborative projects or real-world problem-solving tasks, can increase students' engagement as well. Demonstrating the practical benefits of CBA in professional contexts can also enhance learners' motivation. Providing regular feedback and adapting activities to students' interests and needs can contribute to developing their engagement and participation.

Time constraints are a common challenge in educational settings, often limiting the ability to incorporate new methodologies such as the CBA. Integrating corpus-based activities into the regular curriculum, rather than treating them as additional tasks, can help address this issue. Streamlining lesson plans to ensure that corpus-based tasks are directly aligned with learning objectives can enhance the efficiency of implementing the approach. Efficiently managed schedules and realistic timelines for assignments can accommodate these activities within existing time constraints, ensuring that the CBA is integrated without overburdening students or teachers.

Another issue hindering the effective use of the CBA is insufficient language proficiency level of students. This challenge necessitates a scaffolded approach to teaching, starting with simpler tasks and gradually increasing complexity as students' proficiency improves. Incorporating corpus-based activities that are directly related to the language level of the students can enhance comprehension and engagement. Regular formative assessment can help identify areas where students need additional support, allowing educators to tailor their instruction to meet individual needs and promote gradual improvement in learners' language proficiency.

The vast amount of data available in corpora can overwhelm students, making it difficult for them to identify relevant information. To overcome this challenge, we recommend educators to teach effective data management and analysis strategies. Providing tools and frameworks for organizing and interpreting data can help students focus on relevant information. Emphasising the importance of filtering and narrowing down

search results can prevent data overload. Structured guidance and regular practice in these techniques can enable students to manage corpus data more effectively, enhancing their analytical skills. Moreover, the issue of data overload may be mitigated by using tailor-made mini-corpora with the focus on some certain linguistic phenomenon.

Data misinterpretation is a significant risk when using corpora for language analysis. This challenge can lead to incorrect conclusions. If the target concordance line provides insufficient data, the teacher can encourage students to analyse the expanded context within the corpus or provide them with the original text. Furthermore, offering regular opportunities for guided practice and feedback on data interpretation tasks can help students develop accurate analytical skills. Encouraging collaborative analysis can provide multiple perspectives, reducing the risk of misinterpretation and promoting more accurate data analysis.

Table 1 presents the summary of the challenges of using corpora in pre-service English language teacher education and their possible solutions.

Table 1.

**Integrating Direct CBA into Pre-Service English Teacher Education: Challenges and Solutions**

№	Domain	Challenges	Potential Solutions
1	Technology	Limited access to technology	<ul style="list-style-type: none"> <li>• Hardware upgrade</li> <li>• Software update</li> <li>• Partnerships with technology companies</li> <li>• “Bring your own device” policy</li> <li>• Offline corpora</li> <li>• Devices and software sharing</li> </ul>
		Limited access to high-quality corpora	<ul style="list-style-type: none"> <li>• Subscriptions to creditable corpora</li> <li>• Open-access corpora thorough selection</li> <li>• Mini-corpora development and use</li> </ul>
		Insufficient level of digital skills	<ul style="list-style-type: none"> <li>• Digital literacy training</li> <li>• Workshops and CPD sessions on corpora use</li> <li>• Peer mentoring</li> <li>• Focus on basic/relevant corpus features</li> </ul>
		Complexity of query language	<ul style="list-style-type: none"> <li>• Tutorials on the use of query language</li> <li>• Gradual introduction of more advanced corpus features</li> <li>• Scaffolded instruction</li> </ul>
		Navigation difficulties	<ul style="list-style-type: none"> <li>• User-friendly guides</li> <li>• Interactive tutorials</li> <li>• Hands-on activities</li> </ul>
2	Pedagogy	Resistance to change	<ul style="list-style-type: none"> <li>• Encouragement of innovation and continuous improvement</li> <li>• Raising awareness of corpus affordances</li> <li>• Continuous support and feedback</li> </ul>
		Lack of engagement	<ul style="list-style-type: none"> <li>• Interactive activities</li> <li>• Collaborative learning</li> <li>• Adaptation of activities to students’ needs</li> <li>• Demonstration of the CBA practical benefits</li> </ul>
		Time constraints	<ul style="list-style-type: none"> <li>• Integration of the CBA into the curriculum</li> <li>• Streamlining lesson planning</li> </ul>
		Insufficient language proficiency level	<ul style="list-style-type: none"> <li>• Scaffolded and/or differentiated instruction</li> <li>• Regular formative assessment</li> </ul>
		Data overload	<ul style="list-style-type: none"> <li>• Narrowing down search results</li> <li>• Guidance on the use of filters</li> <li>• Use of tailored mini-corpora</li> </ul>
		Data misinterpretation	<ul style="list-style-type: none"> <li>• Guided practice and continuous feedback</li> <li>• Collaborative analysis</li> <li>• Expanded context analysis</li> </ul>

Overall, the technological constraints to the use of the direct CBA in pre-service teacher education can be dealt with by updating technological infrastructure, implementing BYOD policy and collaborative learning, selecting high-quality open-access corpora including those which can be used offline, creating tailored corpora to meet students’ needs, training both teachers and students to use basic corpora functionalities, encouraging peer mentoring among pre-service teachers, and providing students with examples of queries for their search. The pedagogical limitations, in their turn, may be coped with by raising teachers’ and students’ awareness of the benefits of corpus data analysis in language teaching and learning, providing regular and ongoing feedback and support, integrating corpus-based activities into the curriculum, favouring interactive collaborative activities over drills, using scaffolded and differentiated instruction, providing students with guidance on filtering search results and data analysis.

**Conclusions and prospects for further research.** To sum up, we outlined key challenges in integrating the direct CBA in teaching English to pre-service teachers with the technological and the pedagogical domains. The technological barriers include limited access to resources, insufficient digital skills, and the complexity of corpus tools whereas the pedagogical challenges encompass resistance to new methodologies, lack of learner engagement, and the issues related to data overload and misinterpretation. Several strategies were recommended to address the aforementioned limitations including fostering teachers' and students' digital literacy through targeted training, collaborative learning, raising awareness of the advantages of the CBA use, employing scaffolding and differentiation techniques, etc. By addressing both technological and pedagogical challenges, we can better equip pre-service teachers with the skills needed to navigate and thrive in the digital age. Looking ahead, future research could aim to create a comprehensive system of activities that utilises linguistic corpora to develop professional communicative competence of pre-service teachers of English.

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