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On Corpus-based Contrastive Linguistics and Language Pedagogy: Reimagining Applications for Contemporary English Language Teaching

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On Corpus-based Contrastive Linguistics and Language Pedagogy: Reimagining Applications for Contemporary English Language Teaching

Niall Curry, Coventry University

Abstract

Contrastive linguistics and language pedagogy have a complex past. While early work in contrastive analysis was specifically conducted to support the development of research-informed language pedagogies, it was to be replaced by the fields of error analysis and interlanguage studies, given its shortcomings in effectively predicting language errors. In the years that followed, the role of contrastive analysis in language pedagogy became peripheral. However, given that the current face of ELT has transformed greatly from the ELT of the 1950s and 1960s, there is value in reconsidering the role of corpus-based contrastive linguistics in contemporary language teaching. This chapter does so by proposing a theoretical model that draws synergies between core constructs in corpus-based contrastive linguistics (the Multilingual, the Multicultural, and the Specialised) and key challenges in contemporary ELT (plurilinguistic competencies; Global citizenship in ELT; and specialised discourses and language for specific purposes - LSP - in ELT) with a view to reimagining the relevance of corpus-based contrastive linguistics to ELT. Overall, the chapter proposes a dialectical approach, underpinned by corpus linguistic approaches, which makes clear the affordances of contrastive analysis for supporting learners' plurilinguistic competencies, for developing interculturally and globally situated learners, and for facilitating the teaching of specialised discourses in the English language classroom.

1. Introduction

Contrastive analysis involves the comparison, in synchrony, of two or more collections of comparable language data with a view to identifying meaningful differences and similarities between the language data studied. In the 1940s and 50s, contrastive analysis, proposed by Fries (1945) and developed by Lado (1957), endeavoured to compare languages for pedagogical application. Fries highlighted that for language teaching “the most efficient materials are those based on a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner” (1945, p.9). Building on his work, Lado's contrastive analysis hypothesis (CAH; 1957) posited that errors and interference could become predictable in the language learning process if more attention were paid to the learners' first language. However, CAH began to fall from favour, as it failed to effectively predict and explain errors (Klein, 1986). Coupled with English language teaching (ELT) movements rejecting the value of the first language in language learning (Cook, 2001) and the growth of the fields of error analysis and interlanguage studies (Corder, 1975), contrastive analysis fell further into decline in ELT contexts from the 1980s.

Contrastive analysis was not to remain in decline, however, as it re-emerged the 1990s as contrastive linguistics. This was largely owing to improved theorisation in the field (Granger, 2003), developments in the field of pragmatics (Senft, 2014), and technological advances in

concurrent fields, like corpus linguistics (Granger, 2003). Most typically known now as corpus-based contrastive linguistics, contrastive studies make use of contrastive analysis approaches and language corpora, such as multilingual, comparable, and parallel corpora, to compare and contrast specific language items from formal and functional perspectives (Aijmer & Lewis, 2017; Curry, 2021). Corpus-based contrastive analyses are not confined to the study of different languages and can be seen in inter-varietal studies of English, for example (Mikhailov & Cooper, 2016). However, in this chapter, it should be noted that the focus is on comparisons across languages and in the context of ELT, the role of such contrastive analyses for informing pedagogy remains peripheral (Curry, 2021; Lightbown & Spada, 2013). Recognising that corpus-based contrastive linguistics can help us to observe differences and similarities across languages in terms of language use, culture, and practice, this chapter builds on previous work (e.g. Curry, 2021) to interrogate and demonstrate the value of contrastive linguistics for ELT. In so doing, it argues that while the shortcomings associated with CAH were an understandable cause for its relegation in the field of ELT, the current face of corpus-based contrastive linguistics can offer important theoretical contributions for informing contemporary ELT practices. This is especially the case in the multilingual and multicultural context of the European Union.

To support such an argument, this chapter presents a theoretical perspective, outlining synergies between corpus-based contrastive linguistics and contemporary ELT from the perspective of three key constructs: the Multilingual, the Multicultural, and the Specialised. The constructs form part of a proposed theoretical model that signals the paradigms in which the goals of corpus-based contrastive linguistics reflexively engage with challenges in contemporary language pedagogy, namely: plurilingual competencies in ELT; global citizenship in ELT; and specialised discourses and LSP in ELT. The generation and application of this theoretical model makes clear the potential for the mutual conditioning of the fields of corpus-based contrastive linguistics and ELT and signals the affordances of corpus-based contrastive linguistics for supporting learners' plurilingual competencies, for developing interculturally and globally situated learners, and for facilitating the teaching of specialised discourses in the English language classroom.

The relevance of this topic to the European Union is owing to the dynamic, variable, and complex practice of ELT therein. Large transnational institutions, such as the Council of Europe or the Organisation for Economic Co-operation and Development (OECD), play critical roles in developing language and education policies to guide contemporary ELT and language education. Most notably, the development of the Common European Framework of Reference (CEFR) for languages, which classifies language proficiency from beginner (A1) to mastery (C2), has revolutionised teaching in the European context, and beyond. Teachers and learners engage with CEFR evaluations on a daily basis (Figueras, 2012). National and international educational publishers and assessment bodies make use of the CEFR to guide their practices (Figueras, 2012), and institutions, schools, and universities across Europe set their standards against the CEFR (Figueras, 2012). Moreover, while we may see the European Union as a relatively fixed entity with specific member countries, policies, and languages present, from a conceptual perspective, the role of migration, cross-border work, and

internationalisation in a global world render its boundaries blurry, as it has become a complex space for multilingualism, language contact, and language education (Peckham et al. 2012). In fact, we may argue that ELT in the European Union is extending beyond itself, linguistically, with growing numbers of international students from outside of the European Union bringing increased linguistic and cultural diversity to the ELT classroom therein (Gvelesiani & Mumladze, 2020). Therefore, the theoretical model proposed herein, while acutely relevant for the European Union teaching context, is arguably applicable to wider international contexts too.

The chapter begins, in Section 2, with a consideration of contrastive analysis and language pedagogy with a view to delineating their historical relationship. This section also documents the current state of the art in corpus-based contrastive linguistics and considers how it informs contemporary pedagogy. In Section 3, the discussion focuses on contemporary and key issues in language pedagogy. This discussion centres on plurilingual competencies, global citizenship in ELT, and specialised discourses and LSP in ELT as well as the affordances of corpus-based contrastive linguistics and its core constructs (i.e. the Multilingual, the Multicultural, and the Specialised) for ELT. In so doing, the theoretical account offers guidelines for generating and realising a dialectical model for advancing corpus-based contrastive linguistics in line with developments in ELT practices and for informing ELT with corpus-based contrastive linguistic constructs. This section focuses specifically on the use of this model for applying corpus-based contrastive linguistics to ELT and underpins this application with pedagogical approaches. Subsequently, Section 4 considers emerging areas of research and practice that are in need of attention before offering a brief conclusion.

2. Contrastive Analysis and Language Pedagogy: Historical Perspectives and Contemporary Practices

Contemporary research in corpus-based contrastive linguistics reflects a relatively small canon in the wider applied linguistics and language education literature (Kramsch, 2007); this, however, is not without reason. Contrastive analysis came to prominence in the post-World War II era (Griffiths & Parr, 2001) and this was a time of experimentation and instability in linguistic and language education research which was experiencing “changing winds and shifting sands” (Marckwardt, 1972, p.7). Key work in this area, such as the CAH, proposed by Fries (1945) and developed by Lado (1957), endeavoured to compare languages for pedagogical application (Kramsch, 2007). The approach became popular during the 1960s following the application of Lado’s microlinguistic contrastive analysis in *Linguistics across cultures* (1957). Lado’s CAH posits that features of foreign languages similar to those in a learner’s mother tongue are easier for a learner to learn and that conversely, those features that are quite distinct from those in the learner’s mother tongue are more difficult for a learner to learn. Therefore, as mentioned previously, it was thought that errors and interference could become predictable in the language learning process if more attention were paid to the learners’ first language. However, the hypothesis eventually fell from favour where researchers such as Klein (1986) began to recognise the limitations of the CAH in explaining errors.

The CAH at this time existed in three forms: strong, moderate, and weak. The strongest form focused on error prediction (Wardhaugh, 1970). The moderate form was more concerned with categorising patterns of similarities and differences between languages to inform learning (Oller & Ziahosseiny, 1970), and the weak form was more removed and offered a linguistic description (Wardhaugh, 1970). As researchers were moving away from contrastive analysis, the loss of confidence in its strong and moderate forms led scholars to search for new explanations within the then growing fields of error analysis and interlanguage studies when informing language pedagogies (Corder, 1975; Johansson, 2007). Overall, contrastive analysis was seen to be too optimistic (Sridhar, 1975) and theoretically weak (Selinker, 1972), and this resulted in its abandonment. Critically, it is worth recognising that contrastive analysis, at this time, was largely used to address issues of accuracy, errors, and language transfer where issues such as culture, plurilingualism, and specialised language were not central to the CAH or ELT.

The shifting sands in language education and the evident shortcomings in CAH led to the temporary abandonment of contrastive analysis. Interest in contrastive analysis diminished between the 1960s and 1980s and, somewhat controversially, it was reclassified as a branch of linguistic typology in the 1980s, by Hawkins (1986). Its slow re-emergence reflects a pattern of ‘success-decline-success’ where contemporary practices in contrastive linguistics largely sit within the field of corpus-based contrastive linguistics (Granger, 2003, p.13). However, it has struggled to recover entirely from its initial rejection, which has ultimately led to the effective breakdown in the relationship between contrastive analysis and language pedagogy. A relationship that remains fraught to this day (Curry, 2021; Lightbown & Spada, 2013).

Nonetheless, in contemporary research, contrastive linguistics has emerged as an important field of independent study, where languages have been and continue to be analysed with a view to ‘identify[ing] the similarities and differences between the conceptual structures of different languages’ (Goddard & Wierzbicka, 2008, p.206). Key concepts of equivalence and the *tertium comparationis* as well foundational concepts in corpus linguistics such as representativeness and sampling (discussed in detail in Curry, 2021) offer a complex theoretical foundation to contemporary corpus-based contrastive linguistics, eschewing historical critiques surrounding issues of rigor and methodological circularity (Chesterman, 1998). However, nowadays, corpus-based contrastive linguistics does not claim to answer all questions surrounding the best means to inform language teaching and learning. Its aforementioned weak form, which is largely concerned with linguistic description, better conceptualises the role corpus-based contrastive linguistics plays in contemporary research. Nonetheless, it appears that interest in the role of contrastive linguistics for informing language pedagogy has resurfaced since the re-emergence of contrastive linguistics.

Several researchers in linguistics and language pedagogy have signalled a need to reconsider the merger of these two fields. Aston (1999) called for the application of contrastive analyses of comparable corpora to language pedagogy. Granger (2009) echoed this call, noting that the application of multilingual comparable corpora to language teaching warrants further investigation. Thornbury (2017) points to the values that he perceives the so-called comparative method affords language teaching, arguing that ELT classrooms are multilingual spaces that

can exploit language competence in the first language to support the learning of a second or other language. This view is built on the concept of ‘contrastive metalinguistic input’, a concept proposed by Scheffler (2012, p.605) that argues that ‘there is growing empirical evidence that contrastive L1–L2 [first language-second language] explicit information may be necessary if FL [foreign language] learners are to master certain difficult L2 structures’.

Responding to these calls, it is worth thinking about the current face of ELT, both generally and in the European context. Is the ELT context that brought about the work Fries (1945) and Lado (1957) comparable to the ELT context of today? Are the same issues addressed and underscored in the literature? Are there similar expectations of English language learners? Put simply, the answer is no. While some issues may persist, the global context in which ELT takes place has changed immeasurably owing to changing student motivations, demographics, the role of technology in language learning, and the need to develop critical practices in the ELT classroom (Tagata, 2018), for example. Moreover, the values attributed to culture and multilingualism for ELT have evolved with contemporary arguments calling for consideration of and engagement with learners’ first languages in the language classroom (e.g. Annury, 2017; Baker, 2015). Furthermore, there is an evident, growing need for contextualised, cross-linguistic, and specialised language in ELT contexts, with learners requiring personalised, specialised input that responds to their cultural and linguistic needs (e.g. Bocanegra-Valle & Basturkmen, 2015). Contemporary corpus-based contrastive linguistics is heavily concerned with contextualised language, cultural variations, language function as well as form, and offering critical perspectives from a multilingual context (Curry, 2021; Kubota & Lehner, 2004). These transformations mean that corpus-based contrastive linguistics now offers a vastly different perspective for ELT than it once did which is why it is time to reconsider its relevance to ELT. To reimagine the application of contrastive linguistics to ELT effectively, the following section identifies a number of key issues in contemporary ELT practices and moves to source solutions to these issues in corpus-based contrastive linguistics research.

3. Towards a Reapplication of Corpus-based Contrastive Linguistics in ELT: Theoretical Synergies and Pedagogical Affordances

To gain a deeper understanding of contemporary issues in ELT, a number of valuable systematic literature reviews have revealed the key challenges that persist within the field. This chapter draws on three such key issues. For example, recognising the multilingual context in which ELT is practised in Europe, one can imagine that challenges in translanguaging and plurilingualism pervade language classrooms. Indeed, multilingual communication has grown in significance in recent years (Chalkiadaki, 2018) in contexts spanning ELT and English Medium Instruction, and national and international guidance on this matter urges teachers to engage with learners’ first languages and develop a plurilinguistic competence (cf. Council of Europe, 2018). Interestingly, such an approach has been found to address issues of under-achievement, literacy, and dropout rates (Gatil, 2021). However, teachers’ perceptions of the roles of English in ELT, their willingness to engage with languages other than English in the classroom, and their capacity to do so present a challenge to the development of learners’ plurilinguistic competences and are, at the very least, inconsistent (Chalkiadaki 2018; Curry &

Pérez-Paredes, 2021; Turnbull, 2018). Evidently, the issue of supporting a plurilinguistic competence in contemporary ELT emerges from the uniqueness of the globalised and complex nature of contemporary society.

The second issue in contemporary ELT documented in the literature refers to the changing nature and role of the ELT classrooms in learners' wider education. With the focus on so-called "21st Century Skills" ever growing in ELT, language teachers are charged with additional duties of not just developing students' language and linguistic knowledge, but also their cultural, intercultural, social, and global knowledge and awareness (Zhang & Zhou, 2019). One can imagine that such an issue is particularly evident in a context such as Europe wherein languages and cultures vary substantially, are closely packed together, and blur across geolinguistic boundaries. Arguably, traditional ways of teaching are no longer sufficient to ensure that learners are equipped to navigate their place in the world through English and, therefore, there has been an evident focus on increasing the theorisation that underpins ELT as well as widening its remit, educationally (Tuzlukova et al. 2017). However, working between language and culture with external pressures of assessment (Wang & Li, 2020) and gaps in teachers' knowledge of specific cultures (Altınsoy et al. 2018; Novita & Purwati, 2021) can render this issue a serious impediment for teachers, who are often in need of means to access language and culture in an integrated manner.

The third and, perhaps, most substantial issue in contemporary ELT pertains to the role of specialised discourse. English for specific purposes (ESP) originated in as early as the 1960s (Barber, 1962) and since then has endeavoured to equip learners with the knowledge and language of specific communities of English language users (Ramírez, 2015). The sustained growth of ESP over time led to its position as one of the most prominent facets of contemporary ELT (Anthony, 1997; Ramírez, 2015) with language teachers specialising in the teaching of academic language (Vincent & Nesi, 2021), legal language (Williams, 2011), and the language of tourism (Zahedpisheh et al., 2017), for example. While theorisation in this field rests upon both (corpus)linguistics and language pedagogy (cf. Charles & Frankenberg-Garcia, 2021), there remain a number of challenges in engaging with ESP in multilingual contexts, such as Europe. Notably, in a paper discussing the impact of migration, translanguaging, and code-switching in ESP, Gvelesiani and Mumladze (2020) found that owing to the globalised world and the increasingly important relationship between specialised language cultures, language learners, and ESP, there is a need to support cross-cultural and cross-linguistic perspectives in ESP pedagogies. Likewise, when working across legal cultures, for example, cross-linguistic and cross-cultural perspectives are necessary to support language learners to communicate effectively with their desired community, utilising the appropriate discourse (Muravev, 2020). Therefore, while ESP approaches are long-standing, the comparison of LSP in multilingual contexts is a much more recent endeavour that supports a more holistic ESP education. Therefore, the means to identify how LSP cultures and communities compare across languages remains somewhat obfuscated.

The three issues identified thus far are: the effective development of plurilinguistic competencies, global citizenship, and the teaching of ESP from a cross-linguistic and cross-

cultural perspective. To address these issues, this chapter proposes that a return to contrastive linguistics may offer a critical and timely solution. Core and foundational constructs in corpus-based contrastive linguistics offer means to engage with multilingualism, multiculturalism, and specialised languages across multiple languages and cultures (Curry, 2021). There are evident synergies between multilingualism and plurilinguistic competencies, multiculturalism and global citizenship, and ESP and specialised languages that are worthy of unpacking. Based on these synergies, the subsequent section discusses the three identified constructs of the Multilingual, the Multicultural, and the Specialised with a view to illustrating how approaches in corpus-based contrastive linguistics can shape and be shaped by language pedagogy and address the issues outlined herein.

3.1 Corpus-based Contrastive Linguistics for ELT: The Multilingual, the Multicultural, and the Specialised

Corpus-based contrastive linguistics is underpinned by a number of key concepts, which are discussed in detail in Connor and Moreno (2005), Curry (2021), Krzeszowski (1984, 1990). The concept of the *tertium comparationis* serves to identify a comparable common ground that exists between language data being compared. This *tertium comparationis* is typically tested by a number of equivalences to determine to what extent comparable items correspond across language data. All of this analysis takes place in both a contrastive and corpus linguistic domain. Therefore, the quality of the language data being contrasted must respond to corpus linguistic expectations surrounding representativeness and sampling. This means that, in order to undertake a corpus-based contrastive analysis, one needs to build or use a multilingual corpus. Such a corpus could be a comparable corpus (texts collected in different languages using the same sampling frame) or a parallel corpus (translations of texts in source and target languages) which is used to establish a *tertium comparationis* and analyse it according to specified equivalences. A typical process for conducting such corpus studies involves: 1) description of data, 2) identification of *tertium comparationis*, 3) testing of *tertium comparationis* with equivalences, 4) juxtaposition of findings, and 5) refinement of *tertium comparationis*. In theory, the process can be repeated and the data retested to continue to refine the *tertium comparationis*. The following example, from previous work on questions, shows how such an analysis can be structured:

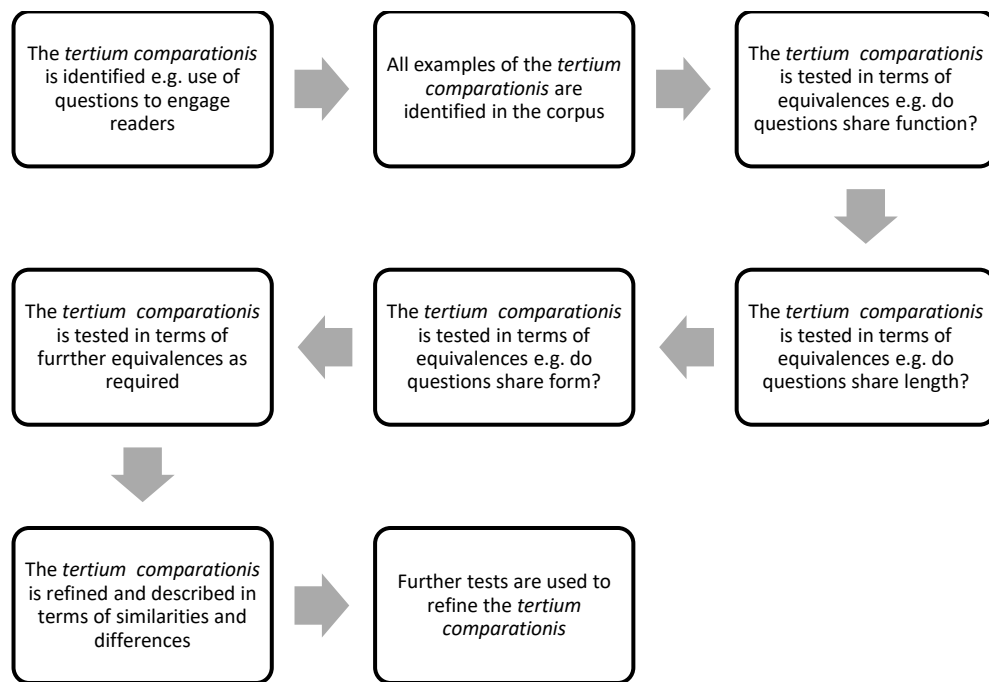


Figure 1. Contrastive analysis method (adapted from Curry, 2021, p.83)

In comparing across languages, corpus-based contrastive analyses exploit multilingual corpora, both comparable and parallel, to find meaningful similarities and differences in how specific linguistic features, forms, or functions are used in different languages. In this view, corpus-based contrastive linguistics offers a multilingual perspective that can facilitate an understanding of how languages or language varieties relate to one another (Mikhailov & Cooper, 2016). For example, corpus-based contrastive analyses have shown that when writers use direct questions in economics research article titles in English, French, and Spanish, they ellipsis words (Curry, 2021). While ellipsis is most typically associated with spoken language, evidently, it also plays an interesting role in academic texts in each language. One can assume that learners would not fall into any difficulty with ellipsis in titles when moving between these three languages and the multilingual nature of the corpus-based contrastive analysis approach could facilitate learners growing metalinguistic awareness of how their languages relate to one another.

For overall text construction, a different story emerges. Corpus-based contrastive linguistic research has revealed that economics research articles in Spanish and French are non-linear (Bennett & Muresan, 2016) and in English they often follow some variation of the introduction, methods, results, and discussion format (Lin & Evans, 2012). These differences do not constitute the likes of grammatical errors that preoccupied studies in early contrastive analysis. Instead, they operate from a more macro perspective and for writers who wish to switch between languages and write research articles in different languages, there is a need to engage in a bilingual or translator competence to move effectively between their discourse communities (Bocanegra-Valle, 2014; Curry, 2021). Unlike the case of ellipsis earlier, this is a story of differences across languages. However, what studies on ellipsis in titles and the structure of research articles have in common is that they reflect relative descriptions of

languages. As such, multilingual perspectives can offer relative understandings of language practices between and across languages, which, one could argue, can help learners to create connections between their first, second, and other language repertoires.

In accepting this view, it is reasonable to assume that the Multilingual, as a construct underpinning corpus-based contrastive linguistics, can have a direct impact on the development of plurilinguistic competence in the ELT classroom. Indirectly, the results of contrastive analyses could inform materials developed for monolingual contexts while direct approaches to using corpora by learners could support learners in multilingual classrooms, for example. Kharchenko and Chappell (2020), for example, argue for the use of the L1 in the classroom and they propose multilingual classroom tasks for language learning, such as comparing news stories written in English and learners' L1s. Seeing that corpus-based contrastive analyses of news discourse can reveal valuable insights surrounding language similarities and differences e.g. similarities in meaning but differences in syntactic positioning of adverbs (Carretero et al., 2017), there is scope to exploit corpus-based contrastive linguistics in the ELT classroom in order to give space for languages other than English to facilitate English language learning (Thornbury, 2017). The corpus approach offers a systematic, data-driven, and usage-based means to do so, by supporting teachers in the development of learners' plurilinguistic competences.

While the Multilingual in corpus-based contrastive linguistics offers relative descriptions of language as text, the Multicultural, as a second foundational construct in corpus-based contrastive linguistics, can give insight into the social and cultural practices embedded within spoken and written texts. Culture has long been and continues to be at the heart of contrastive linguistics (cf. Carrió-Pastor, 2014; Carter-Thomas & Jacques, 2017; Curry, 2021) and the construct reveals how culture is realised through language. Identifying texts as reader- and writer-responsible (MacKenzie, 2015), categorising languages as content- or formal-oriented (Clyne, 1994), or positioning languages as relatively high or low context cultures (Oxford & Gkonou, 2018) serve to illustrate how various cultures correspond to one another. Such an insight is valuable as when writers move across and between cultures, it becomes clear that there is a need to use language reflexively to respond to the cultural contexts.

Essentially, the view that the Multicultural in corpus-based contrastive linguistics affords can “form the basis for an appeal for a better understanding and tolerance of culture-specific features, with a view to preserving cultural identity when using English as the international language” (Carrió-Pastor, 2014, p.163). Similarly, Kubota (2010), notes the affordances of contrastive analyses for cross-cultural teaching, stating that

contrastive rhetoric offers many implications for cross-cultural teaching, especially questions with regard to how culture and language are conceptualized, how politics and ideologies are involved in writing instruction and what role research plays in relation to linguistic and cultural shifts.

Corpus-based contrastive linguistics, therefore, can allow learners to identify how culture is realised through language and, in so doing, offer a space for realising a cultural identity and raising intercultural awareness. Laviosa (2018) affirms this view in her work on corpora for

contrastive analysis and translation-oriented ESP teaching in which students use corpora to study the language of politics in the press to inform their own writing. She argues that her approach supports learners' enculturation within their relevant academic discourse communities in each language, effectively developing their intercultural awareness.

This is an important facet of contemporary usage of corpus-based contrastive linguistics, as in developing intercultural awareness, learners seek to understand and exploit their communicative practices and behaviours as culturally embedded processes and in an increasingly globalised world, characterised by international exchange, intercultural awareness has never held more import (Baker, 2012a, 2012b). The notion of the global citizen preoccupies much contemporary work in intercultural awareness and language education, and pertains largely to the creation of language learning spaces that cultivate the non-native paradigm, challenge monolingualism, address issues of equity and representation, and position ELT within a truly global and multicultural world (Wu, 2020). Evidently, if the Multicultural in corpus-based contrastive linguistics affords inter-, trans-, and cross-cultural insights about the communicative behaviour of communities of language users across languages, as Carrió-Pastor (2014) argues, then it can be a rich resource for language learners who can develop their understanding of different cultures associated with different languages and language varieties, for example. Thus, corpus-based contrastive linguistics becomes a valuable tool to support the development of global citizens in the ELT classroom.

The third construct, the Specialised, reflects the importance of specificity in corpus-based contrastive linguistics. In order to compare effectively across languages and language varieties, it is important that the language corpora compared are comparable at each stratum. For example, when comparing across languages, research typically centres on shared genres, registers, content/discipline, and purpose, as conceptualised by theories of discourse community (Swales, 1990) and genre (Bhatia, 2004). If care is not taken in determining comparability, the results of a comparison may hold little value and, as such, the most typical recourse in corpus-based contrastive linguistics is to focus on specialised discourses (Curry, 2021; Szczyrbak, 2017). While contrastive analysis may not traditionally prove effective in determining grammatical or lexical errors based on language transfer (Klein, 1986), it has been made clear that corpus-based contrastive linguistics can act as a resource for drawing on plurilinguistic competence and developing intercultural awareness. Bringing these two strengths of corpus-based contrastive linguistics to the fore, the focus on specialised language allows for the understanding of how different subcultures and their languages compare to one another.

In the context of ESP, learners face challenges in understanding how language is used by specialised communities of language users (Ramírez, 2015). Unlike in more general contexts, which typically constitute more open and flexible discourses, the language of specialised communities serves as a means to signal membership therein. As such, ESP is premised on the view that it is of critical importance that learners are equipped with the requisite skills and knowledge to engage with their target community effectively (Bocanegra-Valle, 2014). Arguably, one could see these specialised discourses as microcosms of wider language learning within specific communities. Laviosa (2018) draws these issues together, highlighting that the

conceptualisation of the notion of “austerity” in media discourse in English and Italian demonstrates clear cultural differences in a specialised linguistic domain. Therefore, in moving across linguistic and cultural boundaries in specialised contexts, the multilingual, multicultural, and specialised nature of corpus-based contrastive linguistics offers a clear recourse for informing ESP pedagogies that draw together these three core constructs to support ELT in multilingual and multicultural contexts, such as Europe.

3.2 Towards a contrastive linguistics-English language teaching dialectic

Overall, the Multilingual, the Multicultural, and the Specialised constructs that underpin corpus-based contrastive linguistics reflect valuable affordances for contemporary ELT. In developing a theoretical model that departs from the CAH, this chapter proposes a contrastive linguistics-English language teaching dialectic, which is underpinned by corpus linguistics. Henceforth, this theoretical model is called the CL-ELT Dialectic. This model draws iteratively and dialectically on the pedagogical challenges evident in contemporary ELT and the empirical, analytical, and methodological affordances of corpus-based contrastive linguistics. In this way, these two fields are mutually conditioning one another and creating a space for the development of the CL-ELT Dialectic. Notably, the three identified constructs in corpus-based contrastive linguistics should not be seen as a definitive or exhaustive set. Rather, they are reflexive constructs developed dynamically through a dialectical translation of practices afforded by corpus-based contrastive linguistics, corpus linguistics, language pedagogies, and ELT. Therefore, further constructs could, and arguably should, emerge based on the identification of further challenges and ongoing developments in the fields of both ELT and corpus-based contrastive linguistics. Figure 2 presents a visual of this theoretical model, which demonstrates its bidirectional nature.

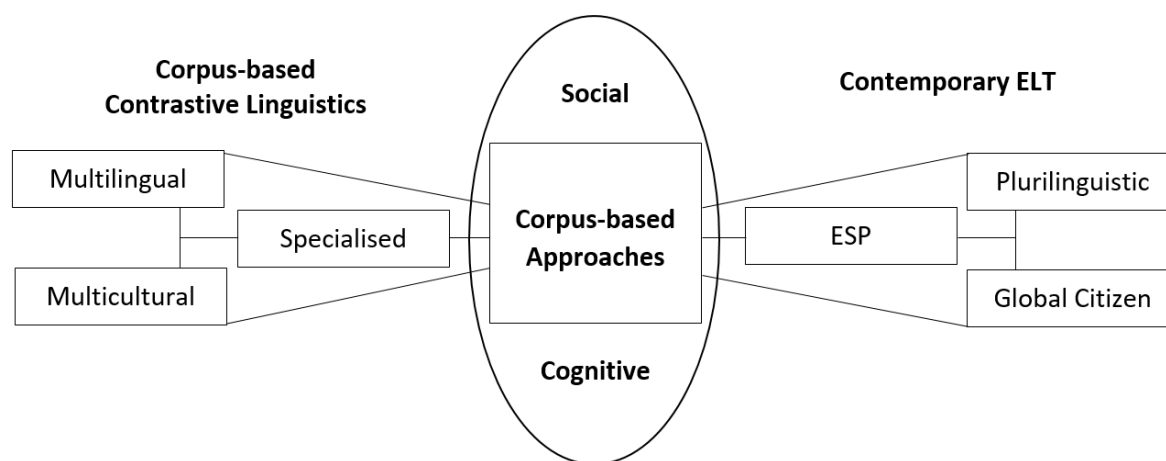


Figure 2. CL-ELT Dialectic

Central to the dialectic, and of particular value to this chapter, are the means through which corpus-based contrastive linguistic affordances are developed and translated to the ELT. First, consideration had to be given to the goals of corpus-based contrastive linguistics and contemporary ELT with a view to aligning, as I have done here, the core constructs in corpus-based contrastive linguistics with the emerging challenges in ELT. Next, for the purpose of this

paper, the pedagogical approaches that can translate corpus-based contrastive linguistic research to ELT must be considered. The pedagogical approaches can be categorised as corpus-based approaches that are supported with social and cognitive pedagogies with a view to developing plurilinguistic competences, global citizenship, and specialised language users.

In order to make use of corpus-based contrastive linguistics in ELT, traditional corpus approaches can be exploited to support an integrated teaching of language and culture. Direct use of corpora by learners through DDL (Johns, 1991), for example, could offer opportunities for language learners to navigate multilingual corpora and engage with comparative activities, comparing English with their first language (e.g. Laviosa, 2018). Such activities could focus on specialised language yet also support the development of plurilinguistic competences and global citizenship through reflective and socially oriented tasks, for example focusing on the language of global issues such as climate change (e.g. Kharchenko & Chappell, 2020).

Recent systematic literature reviews on DDL (cf. Boulton & Cobb, 2017; Pérez-Paredes, 2019) have made clear the linguistic value that corpora can bring to language learning. As such, this is a clear avenue for application of comparable corpora to ELT. Furthermore, indirectly, corpus approaches inform lexicography (Teubert, 2007), grammars (Carter & McCarthy, 2006), coursebooks (Curry et al. in press), assessment (Callies & Götz, 2015; Curry & Clark, 2020), language learning technologies (Curry & Riordan, 2021; Lew et al. 2018), and teacher training (O’Keeffe & Farr, 2012). Multilingual corpora could be similarly exploited to develop support, educational, and reference materials for language learners who can be encouraged to exploit their first language as a means to learn English. However, given that little work has made use of corpus-based contrastive linguistics and multilingual corpora in language education (Aston, 1999; Curry, 2021; Granger, 2009), this potential exploitation of multilingual corpora reemerges as a clear opportunity.

In the process of applying corpus-based approaches to language learning, consideration must be given to the pedagogical underpinning to facilitate this. Coupling corpus-based approaches with socio-cultural and cognitive pedagogies, for example, can effectively exploit corpus-based contrastive linguistics for ELT. In a study of first language use in the second language classroom, Turnbull (2018) found that pre-service teachers are increasingly interested in exploiting the first language. However, the means to do so remain limited among many teachers, especially in multilingual contexts (Altinsoy et al. 2018; Novita & Purwati, 2021). Laviosa (2018) discusses the value of corpus-based contrastive analyses for supporting learners as they move across community and linguistic borders and in doing so highlights the importance of socialised approaches to learning. Therefore, from a social perspective, encouraging learners to share their experience of drawing on their first language or the cultural similarities and differences they identify between English and their first language can help them to support one another and demonstrate practices for developing plurilinguistic competences and global citizenship.

Furthermore, metacognitive strategies could be embedded in the development of language learning activities to encourage reflection, goal setting, and critical thinking (Raoofti et al. 2014). Overall, such approaches work from the premise that we want to create multilingual learners

and engage with the learner as whole, embrace their language and cultural background, and offer learners an avenue into new ways of thinking about the role of English in their lives. This is exemplified in Hasselgård (2018) who finds that contrastive analyses of Norwegian and English lexicogrammar serve to raise learners' language awareness.

Overall, recognising the increasingly international nature of education in the European context (cf. Curry & Pérez-Paredes, 2021) as well as the current aims surrounding plurilinguistic competences, global citizenship, and ESP in language education (Council of Europe, 2018; OECD, 2018), I argue that the CL-ELT Dialectic, outlined herein, offers a pathway for the reapplication of corpus-based contrastive linguistic approaches to ELT. Such a reapplication can offer a means to address new and emerging issues in the field.

4. Corpus-based Contrastive Linguistics for ELT: Future Directions in Research and Practice

Overall, this chapter has argued that a reconsideration of the application of corpus-based contrastive linguistics to contemporary ELT offers recourse for addressing extant and emerging challenge in the ELT classroom. While the relegation of contrastive analysis, historically, is based on methodological weakness and a lack of rigor in predicting errors, contemporary approaches are built upon rich theoretical foundations with applications that can move beyond issues of accuracy and the text towards issues in plurilingualism, global citizenship, and specialised discourses. As contemporary approaches in contrastive linguistics draw on corpus linguistic approaches, there is scope for direct and indirect applications of multilingual corpora to the ELT classroom. By translating key constructs underpinning corpus-based contrastive linguistics (the Multilingual; the Multicultural; and the Specialised) via corpus approaches and social and cognitive pedagogies, the CL-ELT Dialectic, proposed in Figure 1, reflects a potential application of corpus-based contrastive linguistics for contemporary ELT.

Looking forward, future studies could begin by considering how the application of corpus-based contrastive linguistics to ELT, as I have outlined here, could reinvigorate the field of corpus-based contrastive linguistics and strengthen its relationship with language education. By widening the focus on further challenges emerging in language education, there is also scope to advance and modify the CL-ELT Dialectic and uncover opportunities for methodological developments in corpus-based contrastive linguistics to address these challenges. Following ongoing developments in the corpus revolution (Chambers, 2019), future directions will require a deeper integration of corpus linguistics and language pedagogy as well as further cultural shifts in teachers' perceptions of the role of the first language in the ELT classroom (Turnbull, 2018). Engaging teachers directly with research through participatory and action research would seem an obvious next step (cf. Denos et al. 2009; Lau & Stille, 2014), in order to evaluate and further refine the CL-ELT dialectic. To close, it worth remarking that the origin of this dialectic arose from a critical reflection on wider literature contextualized within the complex practices in ELT in the European Union. While the European context holds particular promise to test this dialectic, owing to the range of language cultures present, the complexity and interrelatedness of these languages, and the ongoing internationalisation processes taking place within the Europe Union (Gvelesiani & Mumladze,

2020), arguably, it can also be evaluated in wider international contexts; a practice that would be very much encouraged.

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