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Corpora in specialized communication
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6. The Use of Specialised Corpora: From Research to Pedagogy

1. Introduction

Corpora are invaluable resources "in order to uncover the linguistic patterns which can enable us to make sense of the ways that language is used in the construction of discourses" (Baker 2006). The linguistic identification of a given type of discourse aims to offer insights into teaching a particular genre in the field of English for Specific Purposes. In this specific context, our research interests have focused on the analysis of specialised corpora involving travel promotion texts, on the one hand, and political speeches, on the other. The first aspect of the research project aimed at analyzing travel promotion texts (TPT) using software tools to reveal the meaning of nature as it is represented in these texts and the function that it serves within the texts. The TPT corpus was created to investigate the linguistic devices used by the producers of the texts to present the destination as both producers and readers want it to be. The second aspect of the research focused on political speeches concerning the Middle East peace process. A specialized corpus (Roadmap corpus) was created in order to analyse and compare the metaphors used by the politicians involved in the peace process. The investigation aimed at showing how the same peace process may be differently conceptualised at different points in time and by different parties on account of different socio-

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1   Although the authors have contributed to the present chapter as a team, they have individually devoted more attention to the following sections: Carmen Argondizzo 1, 3, 6; Assunta (Susie) Caruso 4.2, 4.2.1, 5.2, 5.2.1; Ida Ruffolo 2, 4, 4.1, 4.1.1, 5, 5.1.1, 5.1.2.

political factors or ideologies. Several pedagogical applications arose out of these two studies for tertiary students of English as a Foreign Language, majoring in Tourism, Communication, Political Science, Economic and Social Sciences. This chapter briefly reports on research findings and offers extensive reflections on the use of the above mentioned corpora in university classroom settings where the aim was to raise students' awareness on possible mismatches between saying and meaning (TPT corpus) and on the variables adopted by politicians of different ideologies and cultures when using metaphors (Roadmap corpus). The overall aim was to allow students to bring a critical mind to readings, while aiding both comprehension and production skills and provide them with strategies, supplemented by concordancing and corpus linguistic techniques, which enable them to explain how language is actually used. If successfully applied, this didactic approach should encourage researchers to keep on identifying pedagogical techniques which can transform pure technological linguistic tools into meaningful teaching and learning strategies.

This chapter is organized in three interrelated sections. Firstly, we focus on the use of two specialised corpora in two English language courses[2] held at the University of Calabria (Italy). Secondly, we illustrate the course objectives, the corpora used in class, students' analyses and interpretation. Finally, we express our conclusive remarks.

2. Theoretical background: Use of specialised corpora in ESP settings

The role of language corpora and computer tools for language education is a well-established issue. Indeed, over the past three decades, there has been an increasing interest into how corpora and

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2   Classes were organised at the Faculties of Economics and Political Science in the academic year 2011-2012.

corpus evidence can be applied to the teaching and learning of languages. This is exemplified by the flourishing literature on the issue (e.g. Wichmann *et al.* 1997; Partington 1998; Burnard/McEnery 2000; Aston 2001; Hunston 2002; Aston *et al.* 2004; Sinclair 2004; Römer 2005; Gavioli 2005; Scott/Tribble 2006). However, there are some criticisms regarding the pedagogical applications of corpora. Widdowson (2000), for instance, highlights that data retrieved from a corpus can be considered partially real since corpora provide decontexualized language. Therefore, it must be recontextualized in the classroom. Swales (2002) is skeptical about the fact that corpora require a bottom-up approach, while Cook (1998) claims that using frequency lists in a classroom may impoverish language teaching because these lists focus only on what is frequent rather than pointing out rarer yet more effective expressions. Yet, some scholars (Gavioli 2005; Römer 2004, 2006) discuss the potential use of corpus data as course materials and highlight how corpus-derived exercises have not fully enriched the teaching and learning environment and that they need to be empowered within a classroom. Indeed, there is "very little request from teachers and learners, who either ignore the possibility of using corpora inside classroom activities or do not see their relevance for teaching/learning" (Gavioli 2005:1). Moreover, Römer (2006) claims that general and specialized corpora offer valuable resources for both teachers and learners, although they have not been fully applied.

It is interesting to highlight that "there has been much interest in the creation and exploitation of specialised corpora in academic and professional settings" (McEnery *et al*. 2006: 60). In fact, in recent years, studies into professional discourse have been fruitfully informed by corpora, providing a degree of objectivity and representativeness (McEnery *et al*. 2006). Indeed, corpus-based analysis is widely used to examine spoken and written discourse in professional contexts. As suggested by Gavioli (2005), there are essentially two main reasons why EFL/ESP teachers should use corpus tools in the classroom: a) corpus work provides students with a useful source of information about ESP language aspects, and b) the process of 'search-and-discovery' implied in the method of corpus analysis may facilitate language learning and, therefore, promote autonomy in learning language use. Moreover, using corpus tools in the classroom puts the students at the centre of the teaching-learning process (Johns 2002). These are tools that make the student become a

linguistic researcher who plays an active role in discovering meaningful patterns of selected lexical items, related to the learner's field of study.

Implementing specialised corpora in ESP classrooms may be of great value to ESP teachers and learners thanks to the methodological advantages that their specificity can lead to; indeed these types of corpora are "(1) carefully targeted (2) specialized structures are likely to occur with more regular patterning and distribution (3) the pedagogical goals in terms of how they are used and applied are likely to be easier to define and delimit" (O' Keeffe *et al.* 2007: 198).

3. Teaching and learning context

The study was carried out within an ESP course for students majoring in Economic and Social Sciences and Political Science. Moreover, one third of the students in the Economic and Social Sciences course were Tourism majors who had chosen the course as an elective. The students, all native speakers of Italian, were enrolled in their third year and had already taken two modules (i.e. 30 hours per module) of English language in the faculty.

The courses, taught by the authors of the present chapter, were an integration of English for Specific Purposes (ESP), with emphasis on the language used in politics, advertising and publicity, marketing and tourism with a focus on corpus linguistics and discourse analysis. As for the course organization, the teachers met each group twice a week for five weeks resulting in 30 hours of course work. The first sessions involved an introduction to corpus linguistics and concordancing software which focused on illustrating concordance lines and collocates, while giving examples on how these tools and devices could be used to analyse the language. Hands-on sessions followed the theoretical introduction in order to give students the opportunity to familiarize with the software and its various utilities (Johns 2002). Subsequently, an in-depth investigation of the two corpora was carried out, moving into the application of the language strategies and corpus tools presented. The following section will illustrate the main features of the two corpora used in class.

4. The corpora

The two corpora chosen for the study are the TPT Corpus and the Roadmap Corpus which respectively consist in travel promotion texts and political speeches. These two specific corpora were chosen for a double purpose: to raise students' awareness of the linguistic devices in both tourism and political discourse, and to encourage students to adopt a critical approach when analysing a text. Moreover, both corpora were investigated with students enrolled in different degree courses in order to compare the results and feedback from students with diverse study backgrounds.

4.1. TPT Corpus

The *TPT Corpus* was compiled with the aim of reflecting on the relationship between three areas of research – the natural environment, tourism and discourse – and how this relationship is affected by and affects society as a whole. The underlying idea of the research carried out using the TPT Corpus was that social and economic actors, i.e. advertisers and tourism entrepreneurs, are *exploiting* the idea of nature by constructing it according to the contemporary ideology and culture.

Moreover, the choice to focus on the concepts of ecotourism as a form of responsible and sustainable tourism was also drawn on a more personal interest. This interest derives from the discussions and debates on the definition of ecotourism and eco-friendly destinations aroused in class with students majoring in Tourism[3]. Although students are aware of the principles that ecotourism sites should follow in order to achieve certain goals and benefits, there is an aspect on which they fail to respond: how can a tourist (who is not an expert in this field of research) understand whether the destination chosen is truly eco-friendly? Is it a matter of trusting the travel agent? Or do tourists have to be informed on specific guidelines? Based on these premises, the discourse used in travel advertising was analysed with

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3   The students were 1st year students enrolled in the second level degree course in Tourism at the University of Calabria (Italy).

the aim of understanding whether advertisers, travel agencies, local communities are promoting real eco-friendly destinations or if they are simply following the trend of the cultural and social stances regarding the environment.

4.1.1. TPT corpus data

The *TPT Corpus* includes one main genre type, namely articles in specialized magazines collected over seven years, precisely from January 2003 to March 2010. The articles included in the corpus were taken from *Travel Weekly (TW)*, a British periodical, and *Travel Agent (TA),* an American journal.

The corpus was collected with the aim of investigating how travel promotion texts use the terms *nature* and *natural*, specifically to explore whether these terms are used in tourism advertising with a deceptive meaning. In particular, the study intends to investigate how advertisers describe nature and how the search terms *nature* and *natural* are employed within these texts in order to attract potential 'green tourists'.

In order to build the *TPT Corpus*, the articles were accessed from the journals' websites and retrieved through the online library catalogue. The accessibility and the opportunities provided by this database enabled the creation of a corpus containing all the articles from 1st January 2003 to 31st March 2010 which included the words *nature* and *natural* in the headline and/or lead and/or in the body of the text. Once downloaded as PDF files, the articles were saved in .txt format in order to be processed by the software *WordSmith Tools 5* (Scott 2008). The full size of the corpus consists of 311,520 running words. Table 1 shows information regarding the *TPT Corpus.*

	Tokens	Corpus files	Concordance hits for *nature*	Concordance hits for *natural*
TPT Corpus	311,520	466	419	606

Table 1. Corpus Data.

As illustrated in the table, two separate queries were carried out within the corpus, one for *nature* and the other for *natural*; results showed 419 occurrences of *nature* and 606 of *natural*. The analysis of the terms was carried out by focusing on collocation, i.e. "the statistical

tendency of words to co-occur" (Hunston 2002: 12). The collocates of the two node words, *nature* and *natural*, were calculated with a 3:3 span, which is the calculation that "counts the instances of all words occurring within a particular span" (Hunston 2002: 69), for example, three words to the left of the search term and three words to the right. The decision fell upon this particular span since the collocates obtained seem to be the true collocates of the two search terms (Baker 2006). Specifically, this span seems to include words which are included in the noun phrases containing the words *nature* and *natural*. Not all lexical items were taken into account for the research: in this study lexical items specifically refer to nouns and qualifying adjectives "which seem to be the most suitable categories to provide a thorough description of the natural environment" (Ruffolo 2011: 44). In order to fully analyze the significance of collocates and, therefore, reveal interesting patterns, a statistical approach was adopted to identify the lexical attraction between the two analyzed words (Ruffolo 2011); the formula adopted for this study was T-score[4].

4.2. Roadmap Corpus

Since Lakoff's influential paper on the metaphors used to justify the war in the Persian Gulf (1991) there have been a number of studies of the metaphors used to talk about war or terrorism (e.g. Voss *et al.* 1992; Pancake 1993; Rohrer 1995; Sandikcioglu 2000; Lakoff 2001; Hellìn Garcia 2008; Steuter/Willis 2008), but very little has been published on the metaphors used to describe peace. As Bridgeman (2000: 2) argues, despite the value which is given to peace in political rhetoric, "it has not proven to be a particularly well-studied subject among researchers". Therefore, the Roadmap corpus was compiled to analyse the use of metaphors for peace in American, Israeli and Palestinian political discourse on the Middle East peace process. The analysis has been focussed on this particular peace process since a metaphor itself has been used to name it. As Semino (2008: 117) argues:

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4   The cut-off point for the analysis of the collocates follows Hunston's (2002) suggestion that "a t-score of 2 or higher is normally taken to be significant" (Hunston 2002: 72).

> First, particular metaphors can be used both to 'name' and 'frame' particular initiatives, with which they become inextricably associated. Second, once a particular metaphor occupies a prominent position in the public domain, it can be alluded to and exploited in different ways by different participants in political debates.

Research shows that the use of metaphor in framing political discussion has become a major linguistic device, and a tool used by politicians to frame political arguments (Hellìn Garcia 2008).

4.2.1. Corpus data

The corpus under investigation here is a specialized corpus of political speeches dealing with the Middle East Roadmap peace process. In order to construct this corpus, speeches and statements given by American President George W. Bush, Israeli Prime Minister Ariel Sharon and Palestinian Authority Prime Minister Mahmoud Abbas during the first four years of the Middle East Roadmap peace process (2002-2005) were collected. This includes a total of approximately 30,000 words comprising 20 speeches related to peace/the peace process. A detailed description of the corpus as a whole can be found in Table 2, which shows the date range, the number of speeches, and the number of words per politician.

Political speeches	Date range	Number of speeches/ % of corpus	Number of words/ % of total words
George W. Bush	2002-2005	7 (35%)	9,669 (32%)
Ariel Sharon	2002-2005	8 (40%)	9,873 (33%)
Mahmoud Abbas	2003-2005	5 (25%)	10,535 (35%)
Total		**20 (100%)**	**30,077 (100%)**

Table 2. Data on the corpus.

The corpus has been divided into 3 sub-corpora, so as to separate the speeches of each politician, with the speeches chronologically ordered by date.

The following sections will focus on the students' experience working with the corpora in the classroom.

5. Taking the corpora into the classroom

The investigation of the ways students analyse and interpret the corpora is the core of this chapter. The following sections will describe the methodological approach employed in class and the reflections provided by students throughout the course.

5.1. TPT corpus: Methodology employed in class

The initial part of the course was devoted to a brief introduction to the text genre which students would be analysing, that is travel promotion texts. Students were given selected extracts from the corpus and then asked to analyse the collocates of *nature* and *natural*[5]. A second phase involved a more qualitative investigation with the examination of the selected concordance lines and the surrounding co-text.

As for the analysis of the collocates, students were invited to focus on the most frequent ones. They immediately noticed the predominance of nouns compared to adjectives, an evidence that was quite unexpected for them due to the type of texts they were analysing (promotional and descriptive). In particular, the collocates that drew their attention the most were *reserve/reserves*, *trails*, *park* and *habitat*, all closely related to the idea of preserving and protecting the environment, while they focused very little attention on the adjectives identified.

Moving further into the investigation, they were encouraged to express their personal interpretation of the collocates and explain the reason why the text producers had chosen to employ more nouns than adjectives. After looking more carefully at the concordance lines (see Tables 3 and 4 for samples of concordances given in class) containing some of the most recurring collocates and guided by the instructors in the analysis, students were able to investigate the texts in-depth.

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5   The list of collocates were given to students; due to limit of time we were not
     able to have many hands-on sessions.

Concordance		
as home to the 203-acre Booby Pond	**Nature**	reserve. Encourage clients to visit all
bicycles, tennis and a tour of the Valriche	**nature**	reserve. Sample price: Thomson
center and networks of publicly accessible	**nature**	trails and interpretive stations that will
diving, walking, visits to Owen Island,	**nature**	trails to explore, biking. Attractions
the Zambezi River. Early risers will enjoy a	**nature**	walk as the islands are home to

Table 3. Sample of concordances of *nature*.

Concordance		
Falls Entices Three countries share breath-taking	**natural**	attractions. For years, the world-class
Vegas. While more of an engineering feat than a	**natural**	attraction, a visit to the dam - one of
Thailand does, and the superlatives don't stop at	**natural**	attractions. The destination has some
synonymous with the country's exotic appeal and	**natural**	beauty. The hurricane season, which
initiatives. Costa Rica's primary appeal is its	**natural**	beauty and attractions, although this

Table 4. Sample of concordances of *natural*.

First, they pointed out that the text writers were using nouns to present what nature offers rather than describing it with attractive adjectives. Moreover, the specific nouns used, such as *habitat*, *reserve*, *trail* were chosen to attract those tourists who want to be 'environmentally responsible'.

5.1.1. Moving to the qualitative analysis

The second step of the analysis regarded the analysis of the concordance lines along with the surrounded co-text. These were used to identify nature by classifying the collocates according to four different nature categories[6]:

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6   The classification follows Thelander (2002) and Hansen (2002).

- *Artificial nature*: Few natural elements are present in the descriptions of these sites but they are mainly controlled and arranged by men. The image of human mastery is clearly depicted, while the role of nature is limited.
- *Tamed nature*: The natural elements are always presented in the texts with continuous reference to human artefacts. Moreover, nature is considered as a recreational resource, a playground for tourists. There is little attention for nature.
- *Untamed nature*: Human artefacts are present but they do not dominate the environment. Nature is to be observed, it is a spectacle thanks to which people experience tranquillity, and a refuge/escape from the alienating effects of city life.
- *Accessible wild nature*: there is little or no human impact. Nature is exotic and pure. It recalls the idea of untouched nature that should only be observed.

The following examples illustrate students' classification which shows how their interpretation differed to a certain extent from the researchers' assumptions[7].

The extracts[8] below, both classified by the researcher as *artificial nature*, were given to the students who were asked to highlight the words or expressions that would guide them in the understanding of the depiction of nature. In both cases, the students fully agreed with the original classification. Indeed, the expressions pointed out by the students highlight how nature is presented as a contour of human activities since people's happiness does not come from nature but from the act of being involved in activities with others. The selected items highlight those elements which suggest how the natural world is anything but natural.

(1)   The administrative capital of South Africa, Pretoria, is a *city of government buildings and embassies.* […] City highlights National Botanical Gardens: a

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7   The researchers mentioned above are the authors of the present chapter. The categories used in class for the analysis were identified by the authors, however the students were not given a model classification against which their answers would be measured. The students' answers were compared with the authors' for the sole purpose of this chapter.

8   Due to space limit, only some examples have been included in the present chapter. For a wider range of examples see Ruffolo (2011).

mass of subtropical and temperate plants with <u>*paved*</u> nature trails and a <u>*tea garden*</u>. (TW36_06.txt)

(2)　St Lucia to play on its **natural beauty**. [...]
　　The initiative will cover 74 *properties* divided into five categories: *guest houses, self-catering apartments, limited service hotels, full service hotels and villas*. The draft plan includes a website, brochure, CD-ROM, fliers targeted at niche market segments, point-of-sale material for agents, advertising and *fam trips*. (TW253_08.txt)

Interestingly enough, there were instances in which the students' analysis and classification differed from the researchers' interpretation. The following extracts were originally classified by the researchers as *accessible wild nature*, since they express the need and the willingness to protect and preserve the natural world in its authentic state. The students, on the contrary, classified them as *artificial nature*, focusing on human mastery and dominance rather than on the idea of preservation. Indeed, the underlined words in the following extracts were highlighted by the students in order to emphasize the idea of human presence in the natural world. Although students' categorization was well supported by the text, they were lacking specific notions on the protection and preservation of natural areas. As a consequence, their interpretation was partial.

(3)　The GB penchant for a tipple had travelled as far as a *remote* nature reserve in Jordan. Relatively new to the concept of ecotourism, Dana was the Jordanian Royal Society for the *Conservation* of Nature's first *ecotourism* <u>*project*</u>. It <u>*became*</u> a *protected* reserve in the '90s, thanks to financial support from the UN. (TW91_03.txt)

(4)　The Algarve hills invite us to take *long walks*. [A] *great diversity of flora and fauna that can be observed* at locations such as the Ria Formosa Natural Park […] and Vila Real de Santo Antonio Nature Reserve. <u>*Come and recharge your batteries*</u> in the peaceful countryside of the Algarve. (TA56_06.txt)

(5)　Shaumari Nature Reserve: Shaumari was <u>*created*</u> as a breeding centre for *endangered wildlife*. Following breeding programmes with some of the world's leading *wildlife* parks and zoos, the reserve is now a thriving *protected* environment for some of the Middle East's *rarest* species. (TW91_03.txt)

The second step of the qualitative analysis aimed at understanding how these travel promotion texts elaborate the idea of nature and what functions this idea serves within these texts. The functions used for the classification were the following[9]:

- Spiritual function, which recalls a type of nature that can provide us with a kind of spiritual therapy helping us to ground and rebalance our lives;
- Nourishing/nurturing function, which refers to tourists who experience nature to renew themselves in order to face the alienating effects of city life[10];
- Cultural function, which regards historical-cultural information as well as non-environmental (biological) information;
- Global Economy function, concerned with economic profits that the tourism companies gain from advertising the naturalness of a location;
- Local Economy function, which regards the economic benefits of local people and communities in the host areas;
- Promotional function, which shows how the concept of nature is simply used as a contour, since the natural world seems to be constructed according to society expectations;
- Educational function, which refers to all those initiatives promoting environmental ethic;
- Recreational function, which highlights how the natural aspect of a holiday may hide the pure entertaining feature of the tourist location;
- Preservative function, which points to the relationship between humans and nature as a sort of 'guardianship' of nature;
- Aesthetic function, which consists in the constructing of the physical environment as a 'landscape' not for production yet embellished for aesthetic appropriation.

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9   The classification follows Hansen and Machin (2008).
10   Although very similar, there is a substantial difference between the two: the spiritual function refers to an experience of wilderness which leads to the pleasure and serenity that a place can evoke, providing tourists with long-term effects, while the nourishing/nurturing function has more short-term benefits, referring to a type of nature which may offer a sense of tranquillity through the simple activities provided by the natural world (Ruffolo 2011).

The following extract was classified by students as examples of preservative and recreational functions. Generally speaking, these texts were written with the aim of attracting tourists with a low level of environmental commitment (Holden 2008). As we can see in the examples below, nature is mentioned but it is not represented as something requiring special attention or consideration on behalf of the tourist, as in other instances already highlighted in Holden's work (2008).

(6)   The island is criss-crossed by trails, all detailed in a Cyprus Nature Trails map from the CTO, outlining 48 *walks* taking in the Island's beauty spots. The beauty of Cyprus is its compact size – in winter, many operators offer *free car hire*, so there's no excuse for not getting out and about. (TW45_05.txt)

The following extract is an example of how locations are promoted for eco-aware tourists who are tourists interested in nature and foreign cultures and/or in conservation programmes. This text, as well, was categorized as preservative and recreational by the students:

(7)   The Free State's natural open spaces have created an extensive system of parks and reserves. In addition to the nearly 30,000-acre Golden Gate Highlands National Park, there are more than 80 provincial, municipal, and privately owned nature parks, nature reserves, *game reserves*, and *game farms*. Within these parks activities include *game viewing, birdwatching, hiking, horseback riding and 4X4 off-road dri*ving. Qwaqwa National Park borders Golden Gate. (TA66_06.txt)

While students reached an agreement on the previous examples, the extracts below have triggered interesting debates in class since students had various ideas and differing interpretations.

Extract (8) has been classified as promotional by those students who focused on human activities with no references to the natural world, while other students considered the same activities as references to economic efforts for local sustainment. They classified them as examples of the local economy function which regards the economic benefits of local people and communities in the host areas. Remarkably enough, the debate focused on how the economic aspects seem to override the environmentalist ones, although in an attempt to enhance local income.

(8)   Visit the Domaine Les Pailles, a 1,200-hectare <u>nature</u> park with lots of facilities including a *Chinese restaurant*, an *Indian restaurant*, *pizzeria* and a *casino*. […] Suitcase essential: *swim suit* and *sun cream*. (TW27_06)

Another instance, which aroused an interesting and lively debate, was extract (9): the preservative function versus the recreational one. Attracting international tourists, who are pure vacationers, may provide a positive economic contribution to environmental protection, but may also cause damage to the protected areas (e.g. over-popularity, displacement of indigenous peoples) (Ruffolo 2011).

(9)   Portugal's diverse geography offers countless options for <u>nature-lovers</u>. The terrain ranges from rugged mountains and verdant forests to grass-covered plains and pristine, sandy beaches. Portugal's *commitment to maintaining ecological balance* has led the country to *preserve* its natural beauty by *designating a number of national and natural parks*. (TA233_03.txt)

5.1.2. Students' reflections

The students were able to identify a mismatching between saying and meaning. They suggested that, although the authors focus on environmental conservation, there is a major concern for the economic issues and benefits not considered in a sustainable way. Moreover, the students emphasized that the media, in this case travel promotion texts, do not always provide a complete picture on *ecotourism sites*, since essential information for the evaluation of the locations is sometimes missing. Yet, they often point out how a linguistic analysis can help to scratch the surface since the thorough reading and analysis of texts can aid in noticing possible mismatching and inconsistencies and in developing critical thinking.

5.2. The Roadmap corpus: methodology employed in class

As for the Roadmap corpus which was aimed at analysing metaphors, the first step was to give students a selection of concordance lines (76) of the target domain *peace*, taken from the three sub-corpora. The target domain is the concept that becomes understood (the more abstract or unfamiliar concept). It is then related to the source domain which is the other concept which somehow facilitates understanding or discussion of the target. We explained to the students that they

would be carrying out a linguistic analysis as well as a conceptual metaphor analysis.

mourn the damage done to the hope of	**Peace**	the hope of Israel's and the Israeli
living side by side in	**Peace**	and security
opposed the	**Peace**	process and seek the destruction
as progress is made toward	**Peace**	settlement activity in the
implementing our road map toward	**peace.**	Reaching that destination
it is possible to bring	**Peace**	to the Middle East
be true contributions to building	**Peace**	in the region.
It accelerates the	**Peace**	process.
not – and never will be a partner to	**peace.**	He does not want peace.
	Peace	and terror cannot coexist.
joined with Arafat and sabotaged the	**Peace**	process with a series of the most
are the primary obstacle to any	**Peace**	process.
nflict and destroying and chance for	**peace.**	This is another attempt to
towards an Israeli partner for making	**peace.**	But partnership is not

Table 5. Sample of concordances for *peace*.

The MIPVU procedure (Steen *et al*. 2010) was selected for the first part of the analysis, i.e. metaphor identification, since it is made up of a precise set of guidelines which allows for the systematic identification of linguistic metaphors. After reading the text for general understanding, the first step is to identify the lexical units. Then, the main line of research is to find the contextual meaning of the lexical unit. The contextual meaning is then compared to a more basic meaning of the lexical unit. This is done with the help of dictionaries. MIPVU generally works with the Macmillan English Dictionary when making decisions about contextual meanings and basic meanings since this dictionary is contemporary and corpus-based. After this, it should be examined if the two meanings can be contrasted and compared. When deciding about sufficient distinctness, the MIPVU guidelines state that when a lexical unit has more than one separate numbered sense description within its grammatical category, these senses are regarded as sufficiently distinct; when a lexical unit has only one numbered sense description within its grammatical category, this counts as the basic sense and any difference with the contextual sense of the item under investigation will count as sufficient distinctness. When this is the case, then the lexical unit can

be marked as a metaphor related word (MRW). Our research involved analysing every single lexical unit in the political speeches in order to decide whether it could be coded as a metaphor-related word or not. MRWs are seen as potential expressions of underlying metaphorical mappings, those which indicate the source domain of a metaphor. It would have been extremely time consuming and not relevant for this project to do the same with the students. Therefore, in class the students were asked to work only with the words highlighted by the instructors. Let us take this sentence from one of Ariel Sharon's speeches as an example:

(10)   It is true that this is not a shining *path* which will *lead* us to instant, magical solutions, but I am certain that only by *going forward* in this *direction*, *step* by *step*, will we be able to achieve security for the Israeli people, and *reach* the peace we all yearn for (Sharon_Herzliya_12.02)

The students analysed all the words in italics, deciding together both on the contextual meanings and the basic meanings. In this sentence, for instance, the contextual meaning of *path* is 'the way that someone takes to achieve something', and the basic, more concrete meaning is 'a way from one place to another that people can walk along'.

All the words highlighted by the instructors are MRWs. Our objective here was for the students to understand which source domain the metaphor keyword could belong to, rather than decide on metaphoricity or not.

Once all the metaphor keywords had been analysed, the metaphorical expressions were grouped together according to source domain. The students decided together on the name for each category. The identified source domains are the following: MOVEMENT/ JOURNEY, PERSONIFICATION, BUSINESS, BUILDING, DESTRUCTION, CONFLICT, LIGHT, PLANT, GAME, RELIGION, and DEATH.

The next step was to come up with a mapping structure between the source and the target domain. Here we have the correspondences between the target domain PEACE and the source domain MOVEMENT/ JOURNEY. Based on their analysis of the concordance lines, students saw the following correspondences:

- The peace process is a path / road / track
- Implementation of the peace process is movement forward / direction

- Rejection of the peace process is lack of movement / opposite direction
- Participants in the peace process are travellers
- Peace is a destination

These tasks were carried out to teach the students the steps involved in identifying metaphor keywords and source domains. Yet, the students did not analyse all the speeches in detail.

In the final sessions, we asked the students to carry out the same steps we had previously followed when using the sample concordance lines. The students analysed one speech per politician. Here we will be looking at an example of just one speech. Together with the students we chose a statement given by Prime Minister Sharon at a meeting with Palestinian Prime Minister Abbas in Jerusalem on July 1, 2003. This speech was selected because we calculated that the target word *peace* was used approximately once every 44 words, making this speech one of his most important 'peace speeches'. Once again, the students concordanced the target domain *peace/process*. They carried out a MIPVU analysis and identified the following keywords: *promote, lead, seek, extend (your) hand, pursue, price, compromises, collapse, derail, move, forward, step, take, advance, live, side by side, neighbour.*

Working in groups, students tried to explain the reason why certain keywords were used within the speech as a whole. A non-critical reading of metaphors, as in the example 'Israel extends a hand in peace', exposes its positive side: good will, courtesy, reconciliation and a sincere readiness to make peace (Gavriely-Nuri 2010). A more critical reading however, reveals the opposite. Indeed, the students reported that it actually shows Sharon's intent to highlight 'us' vs. 'them', the Israelis as the good neighbours extending their hand, and the Palestinians as the opponents who refuse to take it. Sharon depicts the Palestinians as the evil opponents who are trying to make the peace process collapse and trying to derail any possibility of peace. Sharon, on the other hand, is the good partner who is willing to pay a painful price and make painful compromises for peace. Near the end of the speech, he does however, bring the two parties together showing them taking bilateral steps towards the destination peace.

5.2.1. Students' reflections

The students' overall interpretation of the speech underlined that, within a peace framework, Sharon was presumably legitimating his policy towards terror and actually participating in a Just War discourse. The metaphors in Sharon's peace discourse are used to construct a positive self-image of the nation as well as of himself by demonstrating sensitivity to the positive social value, yearning for peace. Metaphors like 'we extend our hand in peace' emphasize the perceived asymmetry between the opponents. Indeed, the identification of underlying conceptual metaphors and the way they are represented in a text linguistically can provide the students with an organizational framework and shed light on the choice of lexical items that at first glance may seem almost random. An awareness of the use of metaphor and the manner in which it may be differently employed by politicians of different ideologies and/or cultures encourage deeper insights into a text, allowing students to bring a critical mind to readings and aiding both comprehension and, eventually, production skills.

6. Conclusions

This chapter has outlined how the use of specialised corpora in professional and academic settings is highly beneficial for both teachers and students. Corpus data can provide academic classes with invaluable information regarding the language and discourse employed in specific areas, the description of the text and the general socio-cultural contexts in which they are produced. The chapter described some activities that could help students approach corpus tools and strategies with the aim of investigating specialized discourse. The core aspect of these tasks is to raise students' awareness of this type of analysis and of its importance for their own language learning in LSP settings (Gavioli 2001). This project, carried out at the University of Calabria in the degree courses of Political Science and Economic and Social Sciences, has indeed highlighted how learners can become aware that corpora can be meaningful resources to understand underlying discourse which enhances critical

reading. Although the degree of motivation and the attitude varied when the students from the two degree courses approached the text for the first time, no significant difference was found in comparing the feedback obtained at the end of the course from students with a different academic field background. Students were somehow, and maybe appropriately, reluctant when presented with a topic less meaningful for their study interest. Yet, when exposed to corpora related to topics linked with their study field, the effort put forward and the interest shown in carrying out the activities were the same among all students. This shows how relevant topic selection is in the didactic process. Moreover, the students involved in this experience highly appreciated the final course assignment which required them to accomplish the following interrelated tasks: performing a linguistic analysis using the concordancing software and strategies presented in class, compile a mini-corpus, and present the mini-corpus they had created at the oral exam. Thus, their overall positive feedback on the different actions carried out in class was precious input for the research team and an encouragement for implementing other didactic activities which could give further emphasis to the productive application of corpora in the academic classroom.

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