Languages for Special Purposes in a Multilingual, Transcultural World

Proceedings of the 19th European Symposium on Languages for Special Purposes, 8-10 July 2013, Vienna, Austria

ESP self-compiled corpora in an Italian academic setting

Assunta Caruso; Ida Ruffolo

ESP self-compiled corpora in an Italian academic setting

Assunta Caruso; Ida Ruffolo[1]

Department of Languages and Education, University of Calabria
Italy

Correspondence to: ida.ruffolo@unical.it

Abstract. Considering the increase of corpus linguistics in ESP/EAP pedagogy, this paper illustrates a didactic experience carried within an English for Tourism course held at the University of Calabria (Italy). During the course students were introduced to corpora and they gained basic corpus analysis skills which could help them acquire specialized vocabulary and knowledge which could be useful for their field of study/work. After outlining the main features of the corpus used in class and the tasks created to help students gain familiarity with corpus analysis, the paper focuses on students' self-compiled corpora and investigations.

Keywords. Corpus linguistics, discourse analysis, language of tourism, self-compiled corpora.

1. Introduction

The use of corpora for the teaching of specialized languages (Flowerdew 2004, Gavioli 2005, Thurstun and Candlin 1998) has become a widely accepted approach which has attracted the attention of researchers for the past two decades. In particular, it is in the area of language teaching and learning, and more specifically in the area of English for Academic Purposes (EAP) and English for Specific Purposes (ESP), where corpora are now taking on an increasingly mainstream role (Bernardini 2002, Hyland 2000, Lee and Swales 2006) with the compilation of small, 'localised' corpora often compiled by the class tutor, or sometimes by the students (Flowerdew 2002, Lee and Swales 2006). Indeed, "corpora of specialized texts and research findings based on them can […] be used to improve pedagogical practice and affect [language teaching] syllabi or the design of teaching materials" (Römer 2009: 117). Moreover, corpora can help learners acquire the specialized linguistic and conceptual knowledge needed to become a proficient Language for Specific Purposes (LSP) user (Bowker and Pearson 2002). However, little research has focused on how, by means of self-compiling a specialized corpus, learners actually interact with the resources themselves. Hafner and Candlin (2007: 304) have stressed the lack of studies that provide "direct evidence of students' self-directed use of corpus tools", which may be attributed to the preference of indirect observation methodologies over direct data extraction (Pérez-Paredes, et al. 2011).

Against this background, this paper will illustrate the pedagogical applications of small specialized corpora in ESP teaching activities, specifically for students majoring in Tourism. After providing an overview of the key features of a specialized corpus compiled by the instructor, the *Travel Promotion Text (TPT) Corpus*, and a number of activities designed to familiarize learners with corpus analysis, the remainder of the paper regards the illustration of students' self-compiled corpora.

2. Pedagogical implications

2.1. LSP and Corpus Linguistics

Corpora can be a useful aid for learners when acquiring specialized linguistic and conceptual knowledge needed to become a proficient LSP user. In fact, in recent years, studies into professional discourse have been fruitfully informed by corpora, providing a degree of objectivity and representativeness (McEnery, Xiao & Tono 2006). Moreover, corpus-based analysis is widely used to examine spoken and written discourse in professional contexts. As

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

340

suggested by Gavioli (2005), there are essentially two main reasons why EFL/LSP teachers should employ corpus tools in the classroom: a) corpus work provides students with a useful source of information about LSP 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 language use. Indeed, corpus-derived materials enable LSP teachers to teach those words and expressions (and those uses of them) that the learners will need later on in order to handle texts in their subject area (Flowerdew 2002). Using a corpus and concordancing software in the classroom can "provide students with strategies which enable them to pinpoint possible mismatches between saying and meaning" (Argondizzo & Ruffolo 2012: 99). Moreover, while investigating specialized discourse, learners become aware of the link between language and content and are offered the opportunity to describe and explain how language is used, analyzing and interpreting, at the same time, the linguistic devices typically used in specialized discourse (Argondizzo, Caruso & Ruffolo forthcoming). Using corpus tools in the classroom puts the learner at the centre of the teaching-learning process (Johns 2002). Moreover, these tools can make the learner a linguistic researcher who plays an active role in discovering meaningful patterns of selected lexical items, related to the learner's field of study and future career. In particular, in an LSP class, teachers may or may not be experts in the specific discourse they are teaching, therefore using a specialized corpus enables both teachers and students to have access to the vocabulary which students need for their subject area.

2.2. Specialized Discourse: The Language of Tourism

The relationship between language and tourism has received some attention from researchers, such as MacCannell (1976) and Urry (2002), who argue that the tourist establishment constructs and defines the tourist experience by using language to convey specific images of the destination (see Ruffolo 2011). This tendency is explained by Dann in what may be defined as the most comprehensive study on the language of tourism and its influence on the behavior of people, *The Language of Tourism*:

> ….tourism, in the act of promotion, as well as in the accounts of its practitioners and clients, has a discourse of its own. Seen in this light, the language of tourism is thus a great deal more than a metaphor. […] the language of tourism attempts to persuade, lure, woo and seduce millions of human beings, and, in doing so, convert them from potential into actual clients (Dann 1996: 2).

Moreover, the language of tourism is highly persuasive and promotional, all lexical choices are carefully made to meet tourists' expectations (Calvi 2006). Investigating these lexical items and interpreting their use within the texts may provide useful insights for students majoring in Tourism as well as the different microlanguages which are representative of tourist discourse (accommodation, food and drinks, events, arts, etc.) (ibid.). Furthermore, knowing how the persuasive function is achieved through investigating tourist brochures can provide us with insights into the field of LSP for both instructors and students.

3. Teaching and learning context

This section describes the participants involved, and the course in which our study was conducted. The classroom tasks that the participants carried out, which would then serve as a starting point for their own analyses, are described in detail.

3.1. Participants and course organization

The study was carried out within an ESP course for Tourism majors at the University of Calabria, Italy. The students, mostly native speakers of Italian, were in the first year of their postgraduate course and had previously taken two modules of English language in their undergraduate course. The students were, however, all new to this approach to language learning, as none of them had previously done any corpus-linguistic analyses.

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

341

The course, taught by one of the authors, was an English for Specific Purposes (ESP) course, with an emphasis on corpus linguistics and discourse analysis. As for course organization, the teacher met the group twice a week for 10 weeks resulting in 60 hours of course work plus 20 additional hours of tutorials spread out across the semester.

3.2. Classroom tasks

3.2.1. Introduction

As a preliminary to the classroom tasks, the instructor introduced the text genre the students would be focusing on. Writing effective promotional materials requires a high level of language competence and is vital to achieving success in a highly competitive field such as tourism. For this reason, those who create tourist texts must be aware of the fact that tourist promotional texts use language to persuade perspective customers. The language of tourism is grounded in discourse, as it uses discourse as its main basis. In order to provide students with authentic examples of this type of discourse, they were introduced to the *TPT Corpus* consisting of British and American promotional texts. 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.[2] The *TPT Corpus* includes one main genre type, namely articles in specialized magazines. The articles, dating from January 2003 to March 2010, were taken from *Travel Weekly (TW)*, a British periodical, and *Travel Agent (TA),* an American journal. *Nature* and *natural* were employed as search terms for the analysis, therefore, in order to build the *TPT Corpus*, the articles included the word "nature" and "natural" in the headline and/or lead and/or in the body of the text.

Corpus linguistics was introduced both on a theoretical and a practical level. It is important to begin by saying that corpus linguistics is "the study of language based on examples of real life language use" and that it utilizes bodies of electronically encoded text (Baker 2006: 1). Therefore, it incorporates a more quantitative methodology to purely qualitative approaches to research, by using for instance, frequency information about occurrences of particular linguistic phenomena. The course aimed to show how corpus linguistics can enable the analysis of discourses, and in this specific case of the discourse of tourism.

Hands-on sessions followed the brief theoretical introduction in order to give students the opportunity to use the software. The specialized teacher-compiled corpus was uploaded on all computers in the lab and participants were given access to it, along with the concordancing program AntConc (http://www.antlab.sci.waswda.ac.jp/software.html), which is a free downloadable software with the same tools as many of the other concordancing programs on the market, allowing easy access for students, both in the lab and at home.

3.2.2. Concordances

The hands-on sessions included lessons on concordancing and collocational analysis, followed by metaphor identification and analysis. Baker (2006: 71) posits that a concordance analysis is one of the most effective techniques which allows researchers to understand the ways that words are actually used within the text. A concordance is a list of all of the occurrences of a particular search term in a corpus, presented within the context that they occur; usually a few words to the left and right of the search term. Having specified the search terms "nature" and "natural", Tab. 1 below, shows some sample lines of the concordance for "nature".

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

342

Concordance			File
per person twin-share, including spa use,	**nature**	activities, night-time campfires,	TW72_04.txt
about English countryside attractions and	**nature**	-based tourism.	TW81_03.txt
Little Cayman to: Divers -Honeymooners-	**Nature**	-enthusiasts -Families-Those	TA115_03.txt
as home to the 203-acre Booby Pond	**Nature**	reserve. Encourage clients to visit	TA114_03.txt
bicycles, tennis and a tour of the Valriche	**nature**	reserve. Sample price: Thomson	TW158_06.txt
islands also offer a great deal of pristine	**nature**	sites. Clients will find caves and	TA114_03.txt
center and networks of publicly accessible	**nature**	trails and interpretive stations that	TA47_07.txt
diving, walking, visits to Owen Island,	**nature**	trails to explore, biking. Attractions	TA115_03.txt
Zambezi River. Early risers will enjoy a	**nature**	walk as the islands are home to	TA178_08.txt
by 21 game species, so drives and	**nature**	walks are popular and the resort is	TW72_04.txt

Table 1: Examples of concordance lines containing the node word "nature"

The objective of creating concordances is to look for patterns of language use, based on repetitions. Already from the few examples above, we notice words like *reserve*, *trails*, and *walks*.

3.2.3. Collocates

Once the concordance lines have been generated, and patterns noticed, the next step is to investigate the presence of particular terms more closely, that is, by analyzing the collocates of "nature" and "natural". We felt that this was a crucial step in the analysis since collocational phenomena, semantic preference and semantic prosody have aroused ever more interest in specialized languages. The reason why two or more words co-occur can tell us a great deal about the behavior of terminology in specialized discourse and can help the LSP learner understand the semantic preference of certain words. Against this background, students were asked to, first of all, analyze the collocates of "nature" and "natural". Tab. 2 and 3 illustrate the top ten collocates of both search terms.

What the students noticed immediately was the high predominance of nouns compared to adjectives. Initially they were surprised, because, taking into consideration the type of texts they were analyzing (promotional and descriptive), the students, along with the researchers, were expecting different results.

Collocates of "nature" obtained using the T-score in the TPT Corpus		
Word	T-score relation	# of occurrences
Reserve	8.28	69
Lovers	5.36	29
Reserves	3.85	15
Tours	3.60	14
Walks	3.44	12
Trails	3.42	12
Bird	3,41	12
Culture	3.40	12
Park	3.38	13
Tourism	3.30	12

Table 2: T-score results for collocates of "nature" (lexical words) in the TPT corpus

Collocates of "natural" obtained using the T-score in the TPT Corpus		
Word	T-score relation	# of occurrences
Beauty	8.45	72
Attractions	6.25	40
Wonders	5.90	35
Disasters	5.64	32
History	4.61	22
Environment	4.20	18
Habitat	3.98	16
Resources	3.59	13
Springs	3.42	12
Cultural	3.39	12

Table 3: T-score results for collocates of "natural" (lexical words) in the TPT corpus

The third step involved sorting the concordances in order to better investigate the patterns of the collocates within the context. According to Baker (2006: 120), this should enable us to uncover dominant discourses surrounding the subject. Tab. 4 and 5 contain samples both for "nature" and "natural".

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 Qui
the Zambezi River. Early risers will enjoy a	**nature**	walk as the islands are home to
inhabited by 21 game species, so drives and	**nature**	walks are popular and the resort is

Table 4: Examples of concordance lines containing collocates 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
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
has also been created to highlight St. Lucia's	**natural**	beauty. St. Lucia Tourist Board director
drive from the bush. But Tasmania's stunning	**natural**	beauty reaches its zenith on the wild

Table 5: Examples of concordance lines containing collocates of "natural"

The students were asked to identify the linguistic elements used by the writer, for example, if there are more adjectives, nouns, verbs, etc., and to try to explain the writer's purpose. After taking a more careful look at the concordance lines containing some of the most recurring collocates, with the guidance of the instructor, the students confirmed a predominance of nouns and gave their reasons why the text producers had chosen them. Some students suggested that the text writers were using nouns to present what nature can offer rather than simply making the place more attractive with the use of adjectives. Other students focused on specific nouns such as *habitat*, *reserve*, *trail*, etc., which they believed were being used to attract those tourists who want to be environmentally responsible. Moreover, the students believed that these lexical items were being used to express concern for the physical environment, typical of green tourism.

The students were subsequently asked to illustrate how nature is described, in terms of authenticity or artificiality.[3] Let us consider the following extracts:

(1) **City** highlights National Botanical Gardens: a mass of subtropical and temperate plants with _paved_ **nature trails** and a _tea garden_.

(2) The terrain ranges from _rugged_ mountains and _verdant_ forests to _grass-covered_ plains and _pristine_, sandy beaches.

It can be argued that extract (1) is an example of artificial nature by focusing on the terms _paved_ and _tea garden_. Both these terms have to do with human intervention, as both the nature trails and tea garden have been constructed by man, true nature has been manipulated. Extract (2) on the other hand, illustrates authentic nature, the adjectives used here having nothing to do with man. The students' conclusion was that there were more examples of artificial nature than there were of authentic nature.

3.2.4. Metaphor

Investigating the ways that a word can be used metaphorically is useful in all types of discourse, and particularly so, in the discourse of tourism. Therefore, as a final step in the instructor-guided tasks, the students were introduced to metaphor identification and were provided with the following working definition of metaphor:

The (partial) mapping of two concepts belonging to two different knowledge domains onto each other. One concept (the target) is understood in terms of the other (the source).

This fits in with what Dann (1996: 172) has said about metaphor and tourism discourse: metaphors are used in tourist texts to "manage the unfamiliarity of a destination" or better "to minimize the effects of unfamiliarity".

In corpus-based approaches to metaphor identification, concordances will show the researcher the words in their context, but he or she still has to process this information. There are various procedures for the identification of metaphor. We decided to follow the MIP procedure which was introduced by the Pragglejaz Group (2007). It offers a series of steps to follow for linguistic metaphor identification. The steps of the procedure are the following:

1. Read the entire text/discourse to establish a general understanding of the meaning.

2. Determine the lexical units in the text/discourse.

3. a. For each lexical unit in the text, establish its meaning in context.

    b. For each lexical unit, determine its basic meaning.

    c. Decide whether the basic meaning of the word is sufficiently distinct from the contextual meaning.

    -- if not, mark the lexical unit as non- metaphorical.

    -- if yes,

    d. Decide whether the contextual meaning of the word is related to the basic meaning by some form of similarity.

    -- if not, mark the lexical unit as non-metaphorical.

    -- if yes,

4. Mark the lexical unit as metaphorical.

The tools employed in the procedure are mainly the Macmillan English Dictionary, followed by the Longman Dictionary of Contemporary English. The reason for using these dictionaries is that they are corpus-based dictionaries of contemporary English and are representative of the language used in the travel promotion texts, which are addressed to a contemporary audience. Only in rare cases is the Oxford English Dictionary referred to, namely when it is impossible to establish a basic meaning of the word, and we need to refer to its etymology.

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

345

Below there are two examples of metaphor taken from the *TPT* corpus. The first extract is carefully crafted, expressive of a feeling or sensation, and highly imagistic. It involves a specific case of metaphor, i.e. personification, where non-human entities are personified and assume the characteristics of or act like human beings. Here one can see mountains soaring, deep lakes forming and gentle hills rolling.

(3)   Few destinations match the *natural* beauty of the Azores. **Mountains soar** to the sky, **deep lakes form** in craters of dormant volcanoes, **gentle hills roll** to the ocean, and ***floral splashes of blue and pink are daubed on an evergreen canvas***.

The above extract is also representative of a case of novel metaphor. This is understood by analyzing the metaphorical word 'canvas' whose basic meaning can be found in definition 2 of the Macmillan Dictionary. The contextual meaning however, is not listed in any of the three dictionaries used in the procedure. When this is the case, its meaning in context must be established and the lexical unit marked as 'interpretation'.

> **canvas**
>
> - definition
>
> noun
>
> 2
>
> [uncountable] art canvas or other cloth on which artists paint with oil paints – basic meaning
>
> a.
>
> [countable] a picture painted with oil paints on canvas or other cloth
>
> **(**int)
>
> the natural landscape -- contextual meaning

The second example shows the use of spontaneous, conventional metaphors.

(4)   If your clients do want that forest eco-shack, there are some real ***gems***. Caribbean Islands Club offers Adventure Eco Villas on Tobago. Set in the middle of the rainforest, the apartments are on an organic farm and nature reserve.

Following the MIP procedure it can be observed that the basic meaning of 'gem' is definition 1, while the contextual meaning is 2.

> **gem**
>
> - definition
>
> noun [countable]
>
> 1
>
> a beautiful expensive stone that is used to make jewellery
>
> a ring set with precious gems -- basic meaning
>
> 2
>
> someone who is special in some way, especially because they are useful or helpful
>
> a.
>
> something that is special or beautiful in some way – contextual meaning
>
> He came up with a gem of an idea.

Metaphors in tourism discourse are either conventional or poetic, depending on the audience

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

346

they are expected to attract. Some touristic metaphors are meant to catch the attention of the common traveler, looking for relaxation and peace, or for activity and entertainment. Other metaphors are instead more selective of a refined traveler, one with sophisticated tastes and in search of mystery, secrecy, and dream (Mattiello 2012).

3.3. Classroom discussion

After having gone through all the tasks, we had a classroom discussion on the use of corpus linguistics in an English for Tourism course. The students claimed that they understood that corpora can be invaluable resources to recognize underlying discourse, and were starting to become aware of the link between language and context. By examining parts of the *TPT Corpus*, students noticed a mismatching between saying and meaning. Not always were terms like "nature" and "natural" being used authentically, but more often were the cases when they were simply being used to attract the tourist. The underlying discourse revealed that there seems to be more concern for the economy than for the environment.

4. Students' self-compiled corpora

Students were told at the beginning of the course that for their end of course assignment they would have to compile their own mini corpus and carry out a linguistic analysis of their selected texts using the concordancing software and the strategies introduced in class. Moreover, they were asked to present their findings during the oral exam. In the following section we will illustrate three examples of corpora compiled by our students, who we will refer to as S1, S2, and S3.

4.1. Promoting Ecotourism

S1 compiled a corpus consisting of ten articles taken from online newspapers. The aim of her analysis was to trace the meaning of Ecotourism throughout the years. S1 identified the following keywords after looking at both the frequency word list and the keyword list: *local* (17) / *locals* (4)/ *locally* (2); *environment* (10) / *environmental* (6) / *environmentally* (5); *ecotourism* (19); *people* (17); *green* (8); *sustainable* (8); *responsible* (8); *impact* (7) / *impacts* (1); *community* (7) / *communities* (1).

After having identified the keywords in the corpus, S1 proceeded with a collocational analysis and listed the following as some of the most significant:

local **people**	*sustainable* **tourism**
environmental **policy**	*sustainable* **path**
green **travel**	*responsible* **travel**

Here are some examples taken from her corpus:

(5) Putting tourism on a **sustainable path** is a major challenge, requiring partnership and cooperation within the tourism industry, and between the industry, governments and tourism themselves (1999)

(6) Perfect ecotourism, however, probably doesn't exist. But many companies are making an effort to ensure that the benefits of their holidays - both to **local people** and the area visited - outweigh their negative impact (2002)

(7) You can play your part by encouraging the tour operator you use to have an environmental policy and to consider the impact on the environment of everything they do and the impact on **local people** (2008)

The student traces the following changes in the meaning of ecotourism starting from 1999. There is an idea of Ecotourism, but without a concrete realization. Something is however, moving

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

347

for the future. A few years later there is a more concrete expectancy for the future and the first efforts were made in promoting ecotourism sites, even if there is a sort of pessimism about the existence of their authenticity. Tourists are pushed into contributing towards ecotourism. By the mid-2000s the efforts made by the tourist industry are still not enough. There is a need to create a global recognition for those who offer green holidays. Once more, a definition of ecotourism involves actions on the part of the tourists and people in general. In 2010, there are still different points of view about the existence of ecotourism as it is defined by The International Ecotourism Society.

S1 also focused on identifying metaphors regarding ecotourism and here we have an interesting example:

(8) **Ecotourism** should be regarded as **one of the trump cards** of the tourist industry of the future.

She identified the target domain as *tourism/ecotourism* and the source domain as *card game/ trump card*

S1 illustrated the following cross-domain mapping:

Tourist services providers correspond to the *players*;

Tourists (and even the money earned thanks to them) correspond to the *final prize*;

What tourist services providers *offer* corresponds to *the cards* of each player;

Ecotourism corresponds to one of the *most important cards* which can bring the player to victory.

What emerges from the corpus that S1 compiled on Ecotourism is that although in the past 10 years the tourism industry has been investing in the development of ecotourism, it still has not reached its full potential. Instead, particular emphasis has been put on the actions of the individual tourist, almost as if he/she has more responsibility than the tourism industry.

4.2. Sustainable Tourism

In order to compile his corpus, S2 downloaded material from five websites of sustainable tourism locations, i.e. one location per continent. This student's aim was to carry out a linguistic analysis of the marketing strategies used to promote sustainable tourism online. The keyword analysis produced the following results: *natural* (429); *protection* (384); *historic* (379); *heritage* (364); *development* (332); *culture* (322); *environment* (306); *conservation* (305); *local* (281); *traditional* (247); *program* (193); *visitors* (168); *sustainability* (151); *aboriginal* (148); *marketing* (108); *strategies* (108); *ecosystem* (103); *attractions* (102).

S2 focused on identifying metaphors which were representative of the locations by carrying out a metaphor identification and analysis of the surrounding co-text of the above keywords. What follows are some examples which he grouped into two categories. The first three examples are representative of the conceptual metaphor BALINESE CULTURE IS A PLANT. We can see Balinese ceremonies and rituals flourishing and the root of these ceremonies is the ritual of Yadnya.

(9) The existence of these flora and fauna become necessary for the day to day life of Balinese, where <u>traditional</u> **ceremonies and rituals** always *flourish*.

(10) **Yadnya**, or giving away, is the ***root*** of most <u>traditional</u> ceremonies in Bali.

(11) **The Balinese <u>culture</u> has flourished** so that nowadays one can indicate a perfect bond between religions, tradition and culture to become the identity of the Balinese community.

The second conceptual metaphor is BALI IS A GIFT. It is a rare gift which belongs to the unique collection that Indonesia has to offer to the tourist.

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

348

(12) Indonesia offers <u>visitors</u> an absolutely unique ***collection*** of the **most beautiful waterfalls** in the world. Unlike the rest of the world Indonesia is rich with rare ***gifts* of nature** and each regency (including Bali) has tens of sites you will never forget.

The promotional message presented on the websites is made up of elements that have the objective to capture the consumers' attention and generate a potential attraction for a particular location. The use of suggestive images, both verbal and visual, celebrate the destination, especially to remark its extraordinariness and preciousness. The websites construct and promote identity through the use of metaphor, leading readers/viewers to assign values with the metaphor to the locale itself.

4.3. Promoting Great Britain's capitals

The corpus compiled by S3 consists of the official websites of the three capitals of Great Britain: London, Edinburgh, and Cardiff. The aim here was to analyze the adjectives used for the promotion of Great Britain's capitals. S3 generated a frequency list and subsequently created an adjective wordlist which included the following: *great* (133); *well* (107); *free* (95); *best* (85); *famous* (80); *beautiful* (79); *family* (78); *new* (78); *perfect* (77); *special* (57); *historic* (55); *fantastic* (49); *unique* (49); *top* (47); *wide* (47); *largest* (44); *local* (44); *spectacular* (44); *popular* (43); *stunning* (41); *accessible* (40); *available* (40); *traditional* (40); *friendly* (36); *old* (36); *exciting* (35); *magnificent* (34); *modern* (34); *full* (32); *high* (31); *iconic* (30); *wonderful* (30).

Frequency is of interest to discourse analysis because language is not a random affair, and adjectives in particular, are chosen for a specific purpose. According to several scholars (e.g. Dann 1996; Maci 2007), adjectives are essential in making the promoted tourist destination unique and inimitable for readers. Some of the adjectives identified in this corpus fit in this category, for example *famous*, *beautiful*, *unique*, *perfect*, etc. The following extracts are examples of this:

(13) Notting Hill captivates visitors with its <u>*unique*</u> charm … (LC)

(14) You can explore our most <u>*beautiful*</u> (and private) building … (EC)

(15) Other adjectives, like *iconic* for instance, are used to invoke sensations of greatness.

(16) There are plenty of places to view the <u>*iconic*</u> skyline along the river … (CC)

Adjectives such as *special* and *free* are linked to offers proposed to tourists and that express money saving, a parameter highlighted by Pierini (2009).

(17) and we've <u>*special*</u> offers to help your budget go that bit further … (CC)

(18) It's <u>*free*</u>, fun and interactive … (EC)

S3 concludes by stating that the main purpose for which these texts are created is clear, that is, to persuade. The student argues that there four steps of persuasion you need to take your audience through if you want them to buy your product or visit your website: Attention, Interest, Desire, Action, the so-called AIDA approach to persuasive writing (see Dann 1996). Although adjectives are not the only way to achieve this goal, they are an important aspect in the persuasive function of the language.

5. Conclusions

In the past decade, various studies have shown how corpus linguistics has been adding considerably to both knowledge and methods of teaching LSP. Most of the research has focused on teachers' and linguists' findings, while few studies have focused on students' perceptions and self-compiled corpora. This paper has outlined how the use of specialized corpora in an ESP class can raise students' awareness of the linguistic devices in specialized discourse. Corpus linguistics in a LSP classroom "allows a learner to see the underlying connections between the

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

349

various linguistic expressions employed, thus helping provide a deeper understanding of the text and adding the perception of coherence" (Caruso & Ruffolo, forthcoming). What is worth noticing is that the participants in our course, that is the learners themselves, highlighted the fact that corpus tools can help in understanding underlying discourse, and can aid them in applying a critical approach to the reading of texts. Moreover, carefully made lexical choices such as metaphors, are able to influence the existing textual meanings to promote a positive image of the product. Students agreed that it is difficult to fully analyze the texts due to insufficient information, but that a linguistic analysis of this kind can help to reveal the information that text producers are trying to hide from the readers.

6. Notes

[1] Although the authors have co-operated in the research work and in writing the paper, they have individually devoted specific attention to the following sections: Caruso: 3.2.4, 3.3, 4, 4.1, 4.2, 4.3, 5; Ruffolo: 1, 2.1, 2.2, 3, 3.1, 3.2.1, 3.2.2, 3.2.3.

[2] In particular, the original study intended 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' (see Ruffolo 2011).

[3] Students were given guidelines in order to categorize to define the natural environment. The description was defined as artificial when the few natural elements present in the descriptions of the sites were mainly controlled and arranged by men. Authentic nature refers to those sites where there is little or no human impact. It recalls the idea of untouched nature that should only be observed.

7. References

Argondizzo, Carmen & Ruffolo, Ida (2012). A discourse analysis of the perception of "nature" in English travel promotion texts. *TEXTUS, 12*(1), 85-104.

Argondizzo, Carmen, Caruso, Assunta & Ruffolo, Ida, (forthcoming). The Use of Specialised Corpora: From Research to Pedagogy. Proceedings *I corpora nella ricerca e nella didattica Convegno CERLIS 2012*, Università di Bergamo, in print.

Baker, Paul (2006). *Using corpora in discourse analysis*. London: Continuum.

Bernardini, Silvia (2002). Exploring new directions for discovery learning. In Bernhard, Ketteman & Georg, Marko (Eds.), *Teaching and learning by doing corpus analysis,* Amsterdam: Rodopi, 165-182.

Bowker, Lynne & Pearson, Jennifer (2002). *Working with Specialized Language. A Practical Guide to Using Corpora.* London: Routledge.

Calvi, Maria Vittoria (2006). *Lengua y comunicación en el español del turismo*. Madrid: Arco Libros.

Caruso, Assunta & Ruffolo Ida (forthcoming). Investigating students' experience with corpora in an English for Politics class. In Benvenuto, Mario & Ian Robinson (Eds.) *Quaderni di Dipartimento*, Soveria Manelli: Rubbettino, in print.

Dann, Graham M.S. (1996). *The Language of Tourism. A Sociolinguistic Perspective.* Oxon: CAB International.

Flowerdew, Lynne (2002). Corpus-based analyses in EAP. In John Flowerdew (ed), *Academic discourse*, Harlow: Pearson, 95-114.

Flowerdew, Lynne (2004). The argument for using English specialized corpora. In Ulla Connor & Thomas Upton (Eds.), *Discourse in the professions: Perspectives from corpus linguistics,* Amsterdam: John Benjamins, 11-33.

Gavioli, Laura (2005). *Exploring corpora for ESP learning*. Amsterdam: John Benjamins.

Hafner, Christoph & Candlin, Christopher (2007). Corpus tools as an affordance to learning in professional legal education'. *Journal of English for Academic Purposes, 6*, 303-318.

Hyland, Ken (2000). *Disciplinary discourses: social interactions in academic writing.* Harlow: Longman.

Johns, Tim (2002). Data-driven Learning: The Perpetual Challenge. In Bernhard, Ketteman & Georg, Marko (Eds.). *Teaching and Learning by Doing Corpus Analysis.* Amsterdam: Rodopi, 107-117.

Lee, David & Swales, John (2006). A corpus-based EAP course for NNS doctoral students: Moving from available specialized corpora to self-compiled corpora. *English for Specific Purposes*, *25*, 56–75.

MacCannell Dean (1976). *The Tourist. 2ⁿᵈ edition.* New York: Schocken.

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

350

Maci, Stefania (2007). Virtual Touring: the web-language of tourism. *Linguistica e Filologia*, 25, 41-65.

Mattiello, Elisa (2012). Metaphor in Tourism Discourse: Imagined Worlds in English Tourist Texts on the Web. *TEXTUS, 12*(1), 69-84.

McEnery, Tony, Xiao, Richard & Tono, Yukio (2006). *Corpus-based Language Studies. An Advanced Resource Book*. London: Routledge.

Pérez-Paredes, Pascul, Sánchez-Tornel, Maria, Alcaraz Calero, Jose Maria & Jimenez, Pilar Aguado (2011). Tracking learners' actual uses of corpora: guided vs non-guided corpus consultation. *Computer Assisted Language Learning Journal 24* (3), 233-253.

Pierini, Patrizia (2009). Adjectives in Tourism English on the Web: A Corpus-based Study. *Círculo de Lingüistica Aplicada a la Comunicación (CLAC), 40*, 93-116, Retrieved 20 March 2011, from http://www.ucm.es/info/circulo/no40/pierini.pdf.

Römer, Ute (2009). Corpora and language teaching. In Anke Ludeling & Merja Kyto (eds), *Corpus Linguistics, volume 2,* Berlin: Walter de Gruyter & Co.,112-130.

Ruffolo, Ida (2011). *Perceiving Nature Through Travel Promotion Texts: A Corpus-Based Discourse Study*. Unpublished PhD Dissertation. Arcavacata di Rende: Università della Calabria.

Steen, Gerard, Dorst, Aletta, Herrmann, Berenike, Kaal, Anna, Krennmayr, Tina & Pasma, Trijintje (2010). *A Method for Linguistic Metaphor Identification*. Amsterdam: John Benjamins.

Thurstun, Jennifer & Candlin, Christopher (1998). Concordancing and the Teaching of the Vocabulary of Academic English. *English for Specific Purposes, 17*, 267-280.

Urry, John (2002). *The Tourist Gaze* (Second Edition). London, Thousand Oaks, New Delhi: Sage Publications.

G. Budin and V. Lušicky (eds.), Languages for Special Purposes in a Multilingual, Transcultural World. Proceedings of the 19th European Symposium on Languages for Special Puporses, 8-10 July 2013, University of Vienna, Vienna. Vienna: University of Vienna.

351