

A Corpus Study of Hedges and Boosters in the Final Investigation Report of Joint Investigation Team of Panama Case

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Abstract

Legal discourse has been the focus of research especially from the perspective of pedagogy in recent years (Baffy, 2017; Lebovits, 2002; Fakhri, 2009; Hartig, 2016). In some previous research studies, researchers have attempted to study judges' rulings/verdicts in terms of rhetorics, syntax, and semantics. This study, unlike previous studies, will focus on pragmatics also, especially the use of Hedges and Boosters as metadiscourse markers in analyzing the Final Investigation Report of Joint Investigation Team of Panama Case- Pakistan-2017. For doing this, the researchers applied the adapted Hyland's (2005) model of metadiscourse through a corpus tool named *MetaPak* and found some interesting results. Firstly, the most preferred Boosters with the minimum frequency of 10 were found 12 out of 47. These 12 Boosters were employed 219 times which is almost 60.83% of totally employed boosting devices, i.e., 360. Secondly, the most dominant Hedges employed were 9 with total occurrences of 188 (57.50%) out of 327 with the minimum frequency of 10. Finally, prototypicality of boosting and hedging was also witnessed indicating specific genre features of investigation reports. This prototypicality in our view determines the genre identity of investigation reports as *quasi legal genre*.

Keywords: boosters, hedges, JIT Report, legal discourse, metadiscourse, prototypicality

1.1. Introduction

Legal discourse is an important manifestation of linguistic deployment made in various legal genres. This manifestation encompasses legal language from the perspective of curriculum (Baffy, 2017) to the aspects of assertion of power of the institution of law. On this continuum, we experience omnipresence of various rhetorical (Tessuto, 2008; Fakhri, 2009), syntactic (Goodrich, 1987, 1992), semantic (Hartig, 2016) and pragmatic realities (Lebovits, 2002) which are inextricably linked with each other. And exclusion of any of these linguistic entities, while constructing, interpreting, analyzing, and imposing legal genres, seems to be unimaginable. Moreover, these power-distanced legal discourses are not merely to assert power and control but are also meant to persuade within the imposition of these state apparatuses (Change & Wagner, 2011; Oarts, 2016).

Several studies including all of the above mentioned except Lebovits (2002) and Cavalieri (2011) focused on language and discursive levels of legal discourse. However, there is

dearth of knowledge related to metadiscursive employment in legal genres in general and investigative reports in particular. Quite interestingly and surprisingly, Lebovits (ibid, p.64) views metadiscourse as ‘cliché-driven discourse about discourse’ and ‘unethical sometimes, unsubtle and therefore unpersuasive’ in legal genres especially judgments. For instance, he (ibid) is of the opinion that through metadiscourse, writers talk to readers by presenting their own thinking which may confuse the readers. Therefore, saying is as important as what the court decides as opined by Lebovits (2004, p.ii). However, he (ibid) proposed these constraints only on the genre of judgments/rulings passed by judges.

Cavalieri (2011) examined metadiscourse in counsel’s questions in British courtroom on a public inquiry case focusing on the control of ideational content through textual metadiscourse and power employment through interactional metadiscourse (Hyland, 2005, p. 49) as realized in lawyer’s strategies of argumentation. In addition, some earlier studies also investigated courtroom discourse from the perspective of style and rhetoric (Goodrich 1987; Tiersma 1999), genre practice (Bhatia 1993; Gibbons 1994), and exploitation of argumentation replete with power relation (Walton 2002, 2003). However, it is generally accepted that metadiscourse provides linguistic tools of analyzing persuasion, negotiation, and argumentation and, also has a role in creating a coherent discourse. Therefore, legal discourse in general and investigation reports in particular need to be examined with specificity of metadiscourse. Keeping in view the vacant territory of research in legal discourse with specific emphasis on empty niche of metadiscourse, the current study focuses on investigating the employment of Hedges and Boosters as forms of interactional metadiscourse in Joint Investigation Team Report of Panama case-2017 released against the then Prime Minister and his family of Pakistan.

1.2. Background of the Study

The Panama papers are huge leak of 11.5 million documents detailing financial information of more than two hundred thousand offshore companies. Mossack Fonseca which is a law firm of Panama was the source of these documents (Schmidt, Michael, Myers & Steven, 2016). These offshore companies are considered to be made for tax evasion in most of the countries like Pakistan. Ex-Prime Minister of Pakistan i.e Mr. Muhammad Nawaz Sharif and his family were also revealed to be owners of some offshore companies. A joint investigation team (JIT) was constituted by Supreme Court of Pakistan to probe the matter. And on the basis of this probe ex-Prime Minister, his daughter and her husband were accused and indicted of committing the crime of hiding tax money through these companies. This matter was probed by JIT who submitted a long report consisting of ten volumes comprising of hundreds of pages. Boosters and Hedges used in this report may serve content for interest for legal professional in general and law students in particular. Therefore, the current study intends to explore employment of Hedges and Boosters in this report in order to draw some pragmatic inferences regarding use of metadiscourse in legal genres such as investigation.

2. Literature Review

This section provides an overview of existing knowledge based on ontology and epistemology of metadiscourse investigated in contemporary discourse studies. The first part (2.1) delineates theoretical underpinnings in conceptualizing metadiscourse. The second part (2.2) briefly explains approaches in use for metadiscourse analysis and the third part (2.3)

focuses on importance of corpus tools in metadiscourse analysis. The last part (2.4) provides definitional clarification of Boosters and Hedges employed in the current study.

2.1. Conceptualizing Metadiscourse

The concept of metadiscourse in its holistic form primarily is based on metafunctions of language which were proposed by Halliday and Matthiessen (2013, p.29). These three functions of language are based on ideational, textual and interpersonal aspects of texts. Ideational function of language caters propositional conveyance to the audience whereas textual function is kind of interaction between the writers and their discourse. And third function deals with interpersonal relationship between the *text-producers* and *text-consumers*. Proposition is any point of discussion outside the world of discourse which in other words is matter of discourse belonging to external experiences, whereas; textual is purely text-internal feature through which the text producers interact with their own discourse. And finally, interpersonal features of language are explicit orientedness of text towards the audience i.e listeners and/or readers. Hence, metadiscourse is discourse which is produced about discourse, however, which may be considered an oversimplification of metadiscourse conceptualization.

Considering above pointed out oversimplification of metadiscourse various versions on understanding of metadiscourse are experienced. For example, firstly, Mauranen (1993) in her earlier works believed metadiscourse as textual metafunctions of language only. in contrast, secondly, Makkonen (2011) considered textual and interpersonal manifestations of language as metadiscourse. Then, finally, audience was considered central to the whole concept of these metalinguistic functions of language. The audience with its five main traits which are number of the readers, familiarity with the writer, relative status and position, shared background and shared knowledge of topical background identified by Grabe and Kaplan (1996, p. 207-11) become the major metalinguistic source of conceptualizing metadiscourse. Thus, metadiscourse is one of the major linguistic tools of persuasion, negotiation and conveying proposition in effective manner to achieve communicative goals set by the writers and speakers.

For the current study of metadiscursive Boosters and Hedges, I will be using Hyland's (2005, p.3) system of mechanics of metadiscourse who emphasizes on the three key definitional elements of metadiscourse are as follows:

1. Metadiscourse is non-propositional reality of discourse.
2. Metadiscourse is text-internal matter and upholds the interaction between reader and the writer only
3. Metadiscourse ensures the interaction between the writer and currency of the text which enables the writer in organizing discourse.

Nevertheless, it is worth mentioning here that the concept of metadiscourse in its crude form of understanding was existed but this existence was displayed only on the peripheries of discourse studies. The two different planes of meaning including ideational and interpersonal meanings of discourse were discussed in the garb of different terms such as autonomous and interactive plane (Sinclair, 1981), frames (Goffman, 1974 cited in Hyland, 2005, p.40), and meta-talk (Schiffrin, 1980). Similarly, Brown and Yule (1983) explicated these functions of language as in reciprocal relationship of interactional-transnational functions. In continuing the

tradition, Kopple (2003) following the same epistemology of metadiscourse proposed two different planes of discourse. On one plane ideational material is concretized and on the other plane reader is helped out to interpret and react on the action of ideation made by the writer.

2.2. Analyzing Metadiscourse

Metadiscourse analysts follow various set of theories and approaches in order to investigate metadiscursive behaviours in existing situations of discourse. Narrow and Broad approaches are main theoretical lenses through which metadiscourse is viewed and magnified. These approaches, in other words, are also known as integrative and non-integrative approaches (Mauranen, 1993). Narrow approach adopts textual features only for metadiscourse mapping and analysis, whereas, broad approach includes both the textual and interpersonal functions of language metadiscourse discourse categorization. Ädel (2006) adopts the middle way by pointing some flaws in narrow approach and refuting the application of broader approach. However, both of the approaches share philosophical common point as both follows metalinguistic functions of language. The issues are raised on analysis of metadiscourse. Making decisions about whether the text/form/expression/marker is text internal or text-external is not as simple as it looks. Though the context of the text helps determining metadiscursive nature of text but it is mutual consensus of the more than one person/expert, who may be called raters, play significant role in making analysis authentic. For the current study broader approach is preferred and principles of metadiscourse proposed by Hyland are used for metadiscursive Boosters and Hedges.

2.3. Corpus Assisted Analysis and Metadiscourse

Corpus tools have been quite instrumental in conducting analysis of language in general and discourse in particular. Various tools developed to carry out analysis based on lexical and syntactical occurrences within the context of discourse in general and metadiscourse in particular. For instance, multidimensional analysis of university academic registers (Biber, 2006) through a corpus tool has provided substantial understanding to academic discourse generally and metadiscourse especially. Hence, corpus-based techniques are useful in analyzing larger data within less time with more precision and accuracy as for as quantification of data is concerned. However, corpus driven studies on metadiscourse with the help of corpus tools demand serious attention of some kind of interdisciplinary collaboration among corpus linguists and the experts of computational linguistics. MetaPak is recently developed corpus tool for metadiscourse analysis developed by Abbas, Shehzad and Ghalib (2017) offers analysis based on Hyland's (2005) proposed interactive and interactional categories of metadiscourse including Boosters and Hedges. MetaPak proved to be very instrumental in identifying Hedges and Boosters enlisted by Hyland (ibid).

2.4. Hedges and Boosters and the Current Study

Hedges and Boosters are important stance markers of metadiscourse that reveal standpoints of the writers on certain ideational content. The former lessens the mitigation effect of propositions on the reader and later conveys the writers' firm commitment to the position taken. In other words, hedging keeps the doors of dialogue open, whereas, boosting results into *dialogic closure* in the process of negotiation and persuasion. For example, in the sentences (1)

below, the hedging devices i.e *indicate* and *can* seem more effective and persuasive. And in contrast, boosters i.e *show* and *must* in sentence (2) below is likely to be more assertive and may cause *dialogic closure*.

1. The findings **indicate** that the law students **can** improve their writing skills by applying genre and discourse approaches in their writings
2. The findings **show** that law students **must** improve their writing skills by applying genre and discourse approaches in their writings.

The current study would be a significant academic and social venture in our view as the findings based on legal discourse, most likely, offer an insight into reporting strategies of opinion writing in an investigation report from the perspective of English for Specific Purposes and, moreover, it proffers a communicative framework for analyzing opinion writing in all discourses based on socio-political and socio-legal contexts. Following research questions are set to achieve intended aims and objectives of the current study:

- What are common hedges and boosters employed in final investigation report of Joint Investigation Team of Panama case in Pakistan?
- How does *prototypicality* of hedging and boosting occur in final investigation report of Joint Investigation Team of Panama case in Pakistan?

3. Research Methodology

The current study follows quantitative and qualitative approach to metadiscourse analysis. For quantification of the results, corpus techniques were used including corpus development and corpus analysis. The corpus of Final Investigation Report of Joint Investigation Team (henceforth JIT corpus) on Panama case-2017 was developed. Hyland's (2005) theoretical framework of metadiscourse was applied with slight changes in terms of addition in the list of relevant markers of Hedges and Boosters. A recently developed corpus tool for metadiscourse analysis named *MetaPak* (Abbas et al., 2017) was utilized to identify markers of hedging and boosting. Visual presentation of results was discussed with the help of graphs and word cloud charts. Graphs were designed based on frequency of each maker of Hedges and Boosters. And word cloud was created through an online source called WordItOut (<https://worditout.com/>) to demonstrate prototypicality of hedging and boosting devices in JIT corpus.

3.1. Theoretical Framework

Hyland's (2005, p.49) model of metadiscourse was applied as theoretical framework. This model has already been used by several researchers in academic discourse in order to examine metadiscursive strategies. The model consists of two broader categories of metadiscourse which are subdivided into five further sub-categories each. Textual metadiscourse and interactional metadiscourse are two major classes in this framework. The former focuses on writers' awareness of their discourse for guiding the readers about various discourse acts and the later comprising of Hedges, Boosters, Attitude Markers, Engagement Markers, and Self Mentions are purely reader oriented which are exploited to serve *audience orientedness* to achieve certain communicative goals. We have limited our study to Hedges and Boosters only as the markers are significant points of concern as for the political context of this JIT report is concerned. Figure 1 presents the expressions of Hedges and Boosters as proposed by Hyland

(2005, p.221). The hedging expression of legalese *prima facie* was added into this list for analysis. Similarly few more expressions of Boosters such as *fact, factually, incorrect, false, fail, failed, admit(ted), accept(ed), confess(ed)* were also added into this list which were observed JIT corpus.

Hedges
<p>About; Almost; Apparent; Apparently; appear; Appeared; appears; Approximately; Argue; Argued; Argues; Around; Assume; Assumed; Broadly; Certain amount; Certain extent; Certain level; Claim; Claimed; Claims; Could; Couldn't; Doubt; Doubtful; essentially; Estimate; Estimated; Fairly; feel; Feels; Felt; Frequently; From my perspective; From our perspective; From this perspective; Generally; Guess; Indicate; Indicated; Indicates; In general; In most cases; In most instances; in my opinion; in my view; in this view; in our opinion; in our view; largely; likely; mainly; may; may be; might; mostly; often; on the whole; ought ; perhaps; plausible ; plausibly; possible; possibly; postulate; postulated ;postulates; presumable; presumably; probable; probably; quite; rather ; relatively; roughly; seems; sometimes; somewhat; suggest; suggested; suggests; suppose; supposed ;supposes; suspect; suspects; tend to; tended to; tends to; to my knowledge; typical; typically; uncertain; uncertainly; unclear; unclearly; unlikely; usually; would; wouldn't, <i>Prima facie</i></p>
Boosters
<p>Actually; always; believe; believed; believes; Beyond doubt; certain; certainly; clear; clearly; conclusively; decidedly; definite; definitely; demonstrate; demonstrated; demonstrates; doubtless; Establish; established; evident; evidently; find; finds; found; In fact; incontestable; incontestably; incontrovertible; incontrovertibly; indeed; indisputable; indisputably; know; Known; Must; Should; Never; No doubt; Obvious; obviously; Of course; Prove; Proved; Proves; Realize; Realized; Realizes ; Really; Show; Showed; Shown; Shows; Sure; Surely; Think; Thinks; Thought; Truly; True; undeniable; undeniably; undisputedly; undoubtedly; Without doubt, <i>fact, factually, incorrect, false, fail, failed, admit, admitted, accept, accepted, confess, confessed</i></p>

Figure 1: List of Hedges and Boosters (Adapted from Hyland 2005, p. 221)

3.2. Corpus Development

JIT report consists of ten volumes. Volume 1 was selected as data for the current study. The first volume which is the summary of investigation comprises of nine sections based on thirteen questions mandated by The Supreme Court of Pakistan to Joint Investigation Team. The JIT corpus was developed after manual cleaning. The text produced by JIT team was only kept in corpus and the rest of all the paragraphs, sentences, words, figures and tables were excluded. Finally the corpus developed was of 59557 word size.

3.3. Corpus Analysis

A recently developed corpus tool named *MetaPak* (Abbas et al., 2017) exclusively for metadiscourse analysis was used for the analysis of JIT corpus. At first stage, the tool identifies all the items of a searched category in concordance table. Then, the mapping of these items is done manually and metadiscursive and non-metadiscursive expressions are separated into two separate tables of concordance (See Appendix 1) based on researcher(s)' intuition. After that, frequency and the customized normalized values are calculated by the tool and demonstrated in the table (See Appendix 1). To have clearer picture, we used frequency instead of normalized value for quantitative analysis in the current study. Finally, metadiscursive concordance table and frequency were discussed qualitatively and quantitatively.

4. Results and Discussion

This section focuses on presenting and discussing the employment of Boosters and Hedges in JIT Corpus. Section 4.1 discusses the quantified and qualitative findings of Boosters and Section 4.2 delineates the use of Hedges both quantitatively and qualitatively.

4.1. Employment of Boosters in JIT Corpus

Figure 2 presents occurrence of 47 Boosters 360 times. The frequently occurring Boosters with the minimum occurrence of 10 are employed 219 times which is almost 60.83%. The rest is distributed among 35 Boosters. The occurrence of *fact(s)* is 64 times which is the most frequent expression of assertion with 17.76% of the total occurrence of 47 Boosters. This highest value establishes the genre characteristics of investigation reports. Moreover, the use of *shows* and *found* which are few of the most important and prototypical Boosters of claiming stance based on findings in academic disciplines are also found relatively frequent with the occurrence of 18 and 11 respectively in JIT Corpus of the current study. Another interesting finding is the comparative occurrence of *accept(ed)* versus *admit(ted)* with the value of 19 and 11 respectively, and no occurrence of *confess(ed)*, indicates the status of JIT's own findings on investigation. Moreover, the occurrence of the second most and the sixth most preferred Boosters *failed* (27 times) and *false* (14 times) clearly determines the semanticity of the language used in such investigative genres. Another typical boosting marker is *prove(s, ed)* with a total value of 27 which in accumulation shares the second most preferred position with *failed*. Another significant difference of register variation in JIT corpus of this genre is quite obvious when we notice the negligible occurrence of modals such as *should* and *must*. Rest of the least occurred Boosters in JIT corpus with frequency ranging from 1-9 are among the most exploited Boosting devices in academic genres such as research articles determining discourse variation based on genre difference.

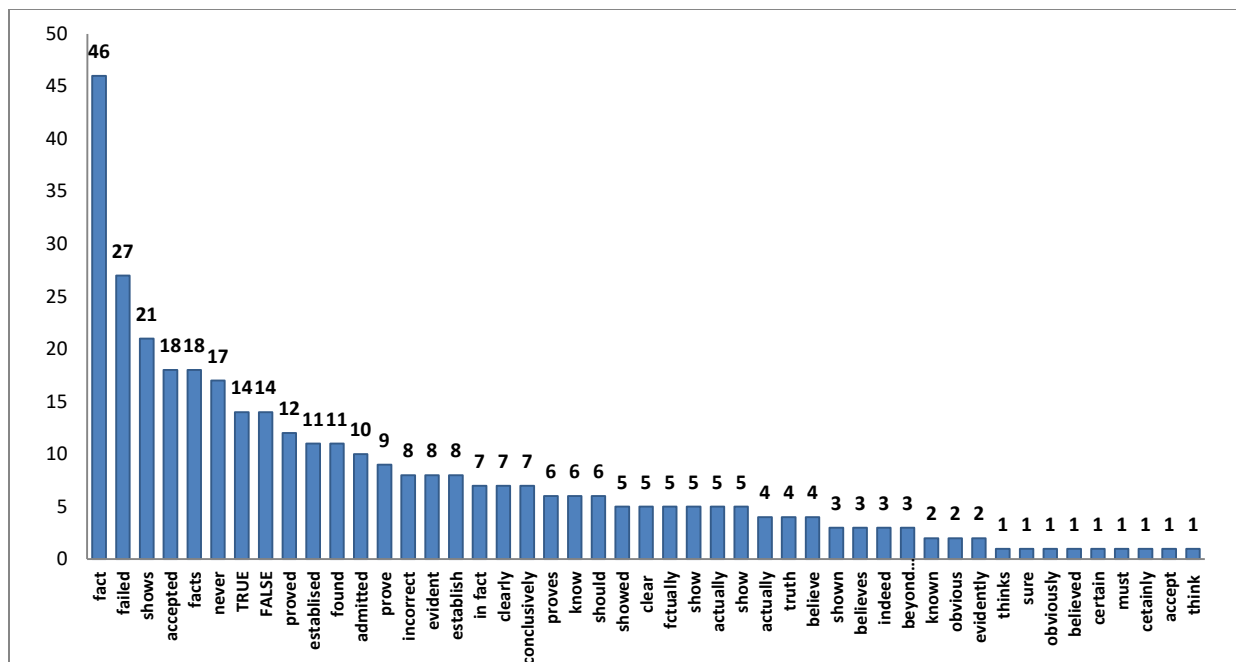


Figure 2: Boosters in JIT Corpus

Now, in what follows, let's examine the most prototypical Boosters which are employed in certain pragmatic context in JIT corpus. Figure 3 below demonstrates prototypicality with regard to the employment of assertion devices explored in the current study. Higher the frequency of the use of the word, more dense is the prototypicality in certain genre. For example, we can witness from this Figure 3 that the boosting expressions such as *fact*, *facts*, *failed*, *shows*, *accepted*, *admitted*, *true*, *false* and *established* etc are the most employed Boosters in JIT corpus complementing the discussion made above based on Figure 2.



Figure 3: Prototypical Boosters of JIT Corpus

The most used Booster we found was *fact(s)* which was pragmatically employed in few certain ways. For example, Fact is anything which can be proven in a court of law. Here, in the JIT corpus, we observed the use of *fact* is generally accompanied with details (numeric and situational) and a source of commentary of the writers on certain situations (See 3-6 below)

3. *The facts that there were material contradictions in the statements of 4 Respondents....*
4. *The JIT believes that the narration of the letters submitted by Mr. Al-Thani is not based on facts*
5. *The facts provided by Sharif family show that Respondent No. 1, ostensibly has confined his role to that of an equity....*
6. *The evidence collected reveals that he, in fact, was the Chairman of the Board, drawing salary from Capital FZE; a company owned by his son.*

The most interesting and surprising finding according to us was the non-occurrence of *confess(ed)*. As supposed, this investigation was a fact finding investigation only and so JIT team members are not judges; hence, the use of booster *confessed* could not be exploited in their judgments. In other words, this also indicates *genre situatedness* in various power relation situations. It has some political dimensions too and discussing those are beyond the scope of the current study. Moreover, *accepted* and *admitted* are used by JIT in a kind of synonymous pragmatic relationship for making even the same proposition (See 7-8) which is contrary to the standard usage in British English. According to this model, *admitting* is agreeing unwillingly and *accepting* is vice versa. This pragmatic variation offers an insight for some future research from the perspective of not only the linguistic manifestation of local variants of English language but the variation in semantics and pragmatics of these variants can also be investigated.

7. *...the proceedings in the Honourable Supreme Court of Pakistan, the ownership of the apartments by the Sharif family was **accepted**.*
8. *the proceedings in the Honourable Supreme Court of Pakistan, the ownership of the apartments by the Sharif family was **admitted**.*

In sum, the results show prototypicality within variation of employment of Boosters in the JIT corpus. Moreover, the above discussion proffers an insight into a need of investigating the local variant of Pakistani English as used in the Pakistani legal discourse with special emphasis on semantics and pragmatics. Moreover, genre analysis of investigation reports has potential to offer new insights into genre studies with respect to discourse pragmatics.

4.2. Employment of Hedges in JIT Corpus

Figure 4 presents occurrence of 53 Hedges 327 times. The most frequently occurring Hedges are 9 with the minimum occurrence of 10 and they are employed 188 times with the percentage of almost 57.50. The rest is distributed among 44 markers of Hedges. The most used hedging marker in the JIT corpus was *claim(ed)* with 20.49% of the total number of occurrences of Hedges. Contrary to the findings regarding modals as Boosters in the JIT corpus, we found three modals i.e. *may*, *could* and *would* within the range of first ten frequently occurring Hedges with the respective frequency of 22, 19 and 14. This kind of employment of modals as hedging devices in the JIT corpus establishes modals as the second most frequently occurring hedging

markers with a total occurrence of 55. Such a large use of modals as a hedging strategy is similar to its situatedness in academic genres such as research articles written by Pakistani authors (Abbas, 2017). However, contrary to the limited use of Hedges in research discourse by the local authors of Pakistan, here in the JIT corpus, we found diversity in the employment of Hedges. Yet, the 44 hedging markers, though less frequently used (1-9 times), to a great extent, determine the prototypicality of Hedges in the JIT corpus in particular and legal discourse in general. *Prima facie* as the strongest hedging maker in legalese was found 14 times only in the corpus which again indicates the situatedness of this marker in courtroom discourse preferably.

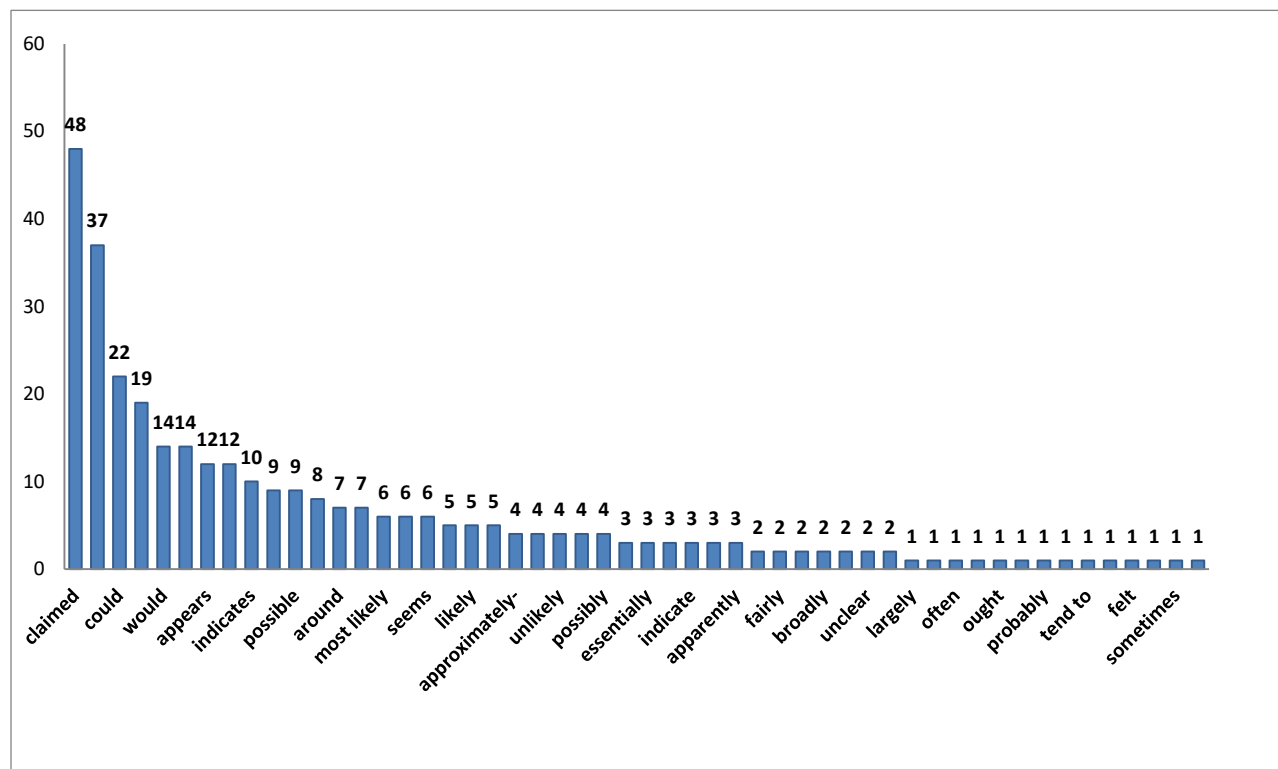


Figure 4: Hedges in JIT Corpus

Now, we will look at the metadiscursive phenomenon of prototypicality with regard to hedging in the JIT corpus. Figure 5 below presents and demonstrates the range of occurrence of all the Hedges used in the JIT corpus by the writers. Larger the number of occurrences of a word, higher the intensity of a hedge in the corpus of the current study. In addition to modals (*may*, *could*, *would*) and *claim(s, ed)* the other three most preferred hedging markers were *prima facie*, *appears* and *almost*.

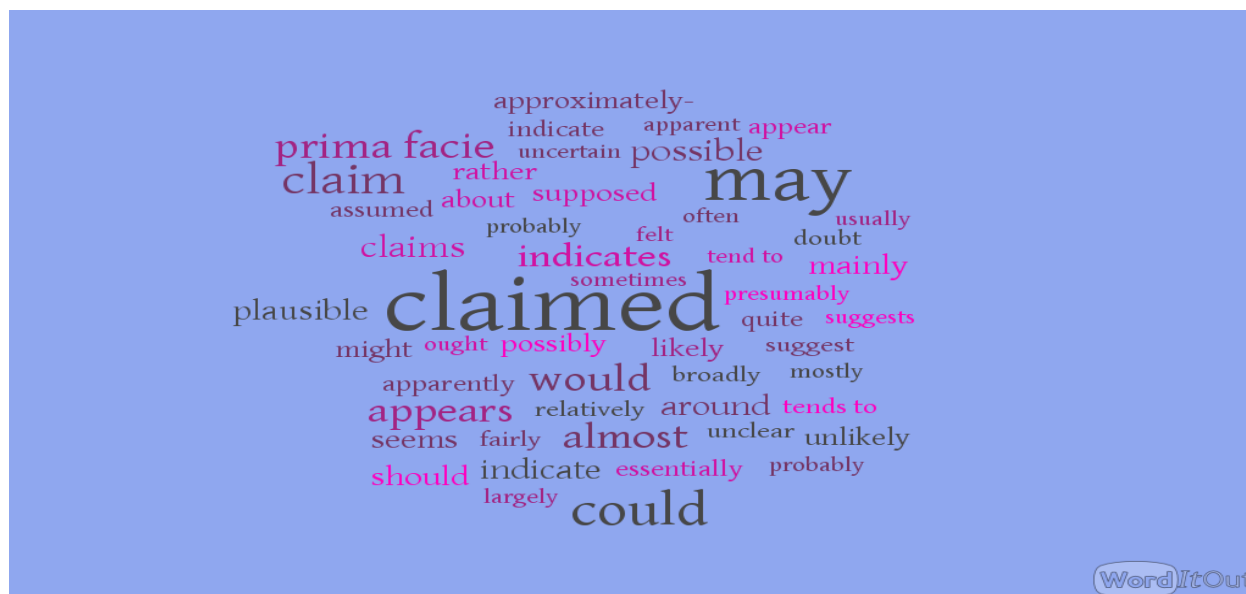


Figure 5: Prototypical Hedges of JIT Corpus

Occurrence of hedging devices like *appears*, *seems*, *most likely* indicates the writers' careful attitude towards discussing available information and making commentary on the propositions (see 9-10 below).

9. hence, it **appears** that financial performance of the Company could not contribute to the increase of wealth of Respondent No. 1
10. litigation in early 1999 were members of the Sharif family, which included **most likely** the Respondent No. 1, who **seems** to be employing his children and the two BVI entities to conceal his true ultimate beneficial ownership.

Though it is beyond the scope of the set objectives of the current study, from investigative point of view, it was interesting to find exploitation of hedging marker *prima facie* that occurred 14 times only mostly collocated with *Respondent* indicating careful stance of the writers in the process of litigation with respondents involved in this investigation (see 11-13 below).

11. Financial analysis of Hassan Nawaz's assets and his available record of FBR reflects that Hassan Nawaz ' _ possesses, **prima facie**, Assets disproportionate and beyond known sources of means.
12. Being an expert in economics and part of ruling elite is, **prima facie**, tantamount to tax evasion.
13. Failure on the part of all Respondents to produce the requisite information confirming known sources of income is **prima facie** tantamount to not being able to justify assets and the means of income.

To sum up, it is evident from the findings that JIT corpus is embedded with prototypicality of hedging devices which share similarities and differences with such employment in other genres such as research articles.

5. Conclusion

To conclude, the current study found diversity in range of employment of Hedges and Boosters in the corpus of Joint Investigation Team Report on Panama case 2017. Prototypicality within the range of this diversity of metadiscourse markers of Hedges and Boosters was also evidenced. Moreover, some interesting metadiscursive pragmatics of hedging and boosting strategies were also discovered. For instance, employment of Boosters *accept(ed)* and *admit(ted)* in conveying the same proposition suggests the existence of distinct metadiscursive pragmatics of local variant of English language used in Pakistan. In addition, relatively less use of *prima facie* may determine different discourse of investigation reports than the discourse of courtroom proposing distinct identity of investigation reports as *quasi legal genre*. Moreover, absence of *confess(ed)* as a Booster in JIT corpus which is supposed to be omnipresent in discourses of law professionals especially of judges may establish situatedness of discourse with respect to power and context. Hence, in the light of such implications we recommend future research in corpus pragmatics of core and *quasi legal genres*.

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Metadiscursive Practices: A Corpus-Based Study of Attitude Markers in Pakistani English Book Reviews

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Abstract

Book reviews have predominantly become one of the influential writings to reflect the general attitude/stance of a writer regarding a certain text. The ability of a writer to instigate a certain image of a text in the mind of the reader through a distinctive variety of linguistic expressions has become one of the crucial topics in the domain of academic discourse. Embedded in the theory of metadiscourse, this paper follows a corpus-based approach to linguistically analyse the metadiscursive nature of attitude markers in Pakistani English book reviews as postulated by Hyland (2004) in his generated list of interactional attitude markers. This paper analyses different linguistic categories as forms of attitude markers which book reviewers employ to project their stance. The present study not only focuses on the personal mention of authors through 'I', but also explores other modes of attitude markers through which the authors have interpreted, explained, paraphrased, or presented their personal points of view (Hyland, 2004). The data of this paper comprises of fifty randomly selected English book reviews that were extracted from highly certified Pakistani English Newspapers that are, Dawn, The News and Express Tribune. Making this study corpus-based in nature, this paper also presents a raw frequency of attitude markers used within the texts. The result of the study shows that out of 100 book reviews which make 76000 words in total, a total number of 852 words are assigned to attitude markers ranging from personal mention to adverbs and adjectives which variedly reflect the defined role of authorial stance within texts. In a nutshell, book reviews have a high potential for expanding academic discourse as writers continue to use linguistic categories to project their perspectives regarding a certain phenomenon in texts.

Keywords: attitude markers, book reviews, metadiscursive practices,

1.1. Introduction and Background

English language, being globally acknowledged, has become the lingua franca in Pakistan where it is highly used in almost every academic sphere (Mackenzie, 2014). Ultimately, Pakistani books written in English provide us with a deep insight into the ways English language is being modified within a Pakistani context. One of the most daunting tasks for a book-selling company is its ability to make the audience actually buy the book. In order to ease their job, most of the companies welcome book reviews which aim at persuading the reader to buy a book. Indeed, most of the readers go for book reviews first before they grab their books in hand. However, even though a book review might provide readers with negative assessments, this

factor may actually encourage the reader to buy the book and define it from his/her angle. Book reviews are considered as a significant part of a book, providing a critical evaluation and assessment of its content, function, or delivery of expression. Hence building an argument, book reviews are not merely a summary, but an interpretation that provides a critical analysis to a text. It does not only offer an analysis of a text, but moreover, provides suggestions of what could a book make its reader feel like.

Book reviews are significant pieces of literary writings that involve a high use of persuasive expressions to fully create a transparent image of a book in front of the reader. They are usually critical assessments towards a theory, an opinion, an author or a phenomenon (North, 1992). Book reviews are universal in a sense that they consider all types of genres ranging from humanities, social sciences, business administration, science etc. Regardless of the number of genres a review may deal with, the purpose of reviews is most of the time similar, which is to deliver a sense of urgency.

This study aims at exploring metadiscourse elements within Pakistani English book reviews. Being highly influential and persuasive in nature, book reviews tend to employ a massive set of linguistic repertoire to make their arguments more appealing and convincing to the audience. Therefore, an analysis of the ‘attitude markers’ that are considered substantial in persuading the reader to get attached or detached to a book, has become one of the most significant areas to be explored. Hence, this research takes the initiative to educate the readers - especially within Pakistan- about the ways through which they get inspired, attracted towards, or persuaded by a book through means of a linguistic repertoire.

Metadiscourse is a vast field with enormous and considerable theories. It almost produces a deep sea of knowledge when it comes to the analysis of discourse markers. Similarly, book reviews are abundantly produced every day, every year across the globe. However, this research is delimited to Pakistani English book reviews to and employs Hyland’s theory of interactional metadiscourse elements focusing specifically on ‘attitude markers’.

2. Literature Review

The manipulative nature of language has called many researchers to investigate the rapid growth of contextual meanings produced through language in various spheres of academic research. Book reviews are considered as one of the catchiest genres for its opinionated nature and massive use of rhetorical devices that are integrated in a way to fulfil the means of persuasion and inducement of opinion (Hyland, 2004). Hence, this study seeks to explore various linguistic categories which on a surface level, may not be viewed from a manipulative lens, but within the contextual analysis, transmit significant appealing meanings to the audience.

Book reviews are slightly different from academic writing, and certainly exist to serve some identifiable functions. Book reviews have always been most viable, powerful and the communicative platform that serve to engage the reader with the author through means of rhetoric and composition, thus invoking a context for the book that is being reviewed. Mucina (1992) lists a number of reasons why people tend to write book reviews. One of the most significant reasons is that people want to get their voices heard especially when they have read a book and want to give their opinion about it. Another important reason is the fact that people want their colleagues to know about the books they have read, and to inform them about the new

trends within the domain of literature and other disciplines. This notion is highly crucial in the domain of academic discourse because considered as an academic genre, book reviewers look for certain linguistic expressions to fully persuade their readers not only on a surface but also on a deep critical level so as to form a certain image of a text. In this regard, this research looks at the linguistic features within the Pakistani English book reviews that could delineate a personal point of view/attitude of an author regarding a certain text (Champion and Morris, 1973; Hirsch, 1974; Sniz and Fuhrman, 1979).

The essential tool that is used in persuading the reader towards a book is through 'language'. The use of rhetoric has been an ancient art and used to be employed by the great Greek writers such as Sophocles and Aristotle in order to create a persuasive effect to grasp the attention of the audience and stir their emotions. Aristotle (2008) defines rhetoric as the faculty of observing in any means the art of rhetoric. This function cannot be constructed by any other art. Every art persuades about its own subject matter such as that medicine persuades the reader about what is healthy or unhealthy, but it cannot persuade the reader to believe in philosophy for instance. However, the art of rhetoric- being assigned a special position- enables the reader to observe a mode of persuasion within any subject matter. According to Aristotle (2008), human beings' abilities to put their arguments forward, to defend them and attack other's arguments have always been through the medium of rhetoric. The art of rhetoric comprises of three essential modes: (i) the first mode of persuasion is known as "ethos" (p. 236) which refers to the ability of evincing a personal character in order to make the speech look credible (ii) second mode of persuasion is known as "pathos" (p. 236) which refers to the ability of stirring the emotions of the reader and (iii) the third mode of persuasion is known as "logos" (p. 236) by which the author provides a logical argument to strengthen the power of his/her claim and make it as truthful as possible. According to Hyland (2005), academic language is marked by a persuasive interaction between writers and readers which certainly reflect on how book reviews, being a part of academic writing, involve the use of rhetorical elements to build arguments through language.

One way of looking at the evaluative nature of book reviews is through metadiscourse. Metadiscourse is set of self-reflective linguistic repertoire which may refer to the writer, the text, or the reader (Tse & Hyland, 2004). These linguistic expressions tend to show a social engagement between the writer, the reader and the context within an academic discourse and also signal an author's point of view reflecting his/her opinion and attitude

The function of discourse markers has been viewed differently by discourse analysts. Schiffrin (1987), Fraser (1988, 1990), Redeker (1990, 1991), Zwicky (1985), and Giora (1997) argue that discourse markers act as a tool of knitting parts of the texts together, thus, making it a cohesive whole. On the other hand, the Relevance group which includes Blakemore (1987, 1992, 2002), Blass (1990), Iten (1998), and Wilson and Sperber (1993) states that discourse markers are indicators that help the reader infer the meaning from the text. In a nutshell, they are the linguistic cues that a reader employs to get a sense of a text.

Tse and Hyland (2004) examined the frequencies of metadiscourse elements in eighty-four book reviews from three disciplines and interviews with journal editors and reviewers. They aimed at analysing the metadiscourse in order to see how these reviewers aim to project themselves as credible representators of their work. Tse and Hyland (2004) found that book reviewers use metadiscourse as a 'pragmatic strategy' through which they shape their social

purpose within the formal constraints of the genre, and requirements of their disciplines. Metadiscourse thus does not only enable us to infer the writer's point of view, but provides us with a deeper understanding about the linguistic practices that are in writing texts. For instance, Tse & Hyland (2004) found that the reason why reviews within the discipline of philosophy were more critically assessed and provided with critical judgments, was because of the conventional norms of the discipline in which the authors tend to exploit the discursive space which is assigned to them, and often providing the reader with their own extensive point of views. Where the disciplines of philosophy and literature enable the reviewers with a space to put forth their own perspectives, other contrasting fields such as biology and natural sciences tend to give the least spaces to their reviewer's personal point of views and focus more on the textual evidences that lie within the text. It is important to mention that the data that of the present research comprises of book reviews that happen to be about literature mostly which gives a sense of engendering personal point of views and a critical perception.

Despite the larger role of metadiscourse in Linguistics, book reviews as a genre has been relatively less researched because of the belief that book reviews are essentially less academic. However, according to Motta-Roth (1995), book reviews tend to almost share similar grounds of content, function, and form as in other genres. However, a slight variation within the evaluation and description moves across various disciplines depending on the concern of the research, the conventional methodology adopted by the researchers, and the set of literary tradition being followed within that specific domain..

One way of analysing the potential force of language used in book reviews that happens to leave an impact on the mind of the reader about a certain book is through the use of 'attitude markers' as they signal an author's appraisal to a certain idea or opinion, providing the reader with agreement, appreciation, surprise, obligation, and importance, frustration towards the propositional content of the book (Hyland, 2004).

A study of expressive attitudes has been conducted by Blagojević (2009) in which she analysed the use of expressive attitude markers such as *as surprisingly, I find it interesting, it is alarming that* in English and Serbian academic articles, and the role of cultural manifestations in the use of attitude markers. A total number of three disciplines sociology, social psychology and philosophy were taken as the sample of the study. The author found out that Serbian articles tend to use more expressive attitudes in academic articles.

To conclude from the above mentioned discussion, unlike other explored domains such as genre analysis of research articles, literature reviews or a metadiscourse study on academic writings, book reviews have attracted a lesser degree of linguistic investigation. Book reviews have quietly been neglected by researchers who conduct researches on the study of linguistic practices within the domain of academic genres. Many genres have been explored by the researchers in the field of linguistics in Pakistan as well. However, researches on Pakistani book reviews written in English have been relatively ignored despite its scope to grow wider especially in relation to academic teachings. Thus, this research aims at conducting an analysis on the use of attitude markers within the Pakistani English book reviews based on the following research questions:

- How frequently do Pakistani book reviewers employ attitude markers according to Hyland's taxonomy in Pakistani English book reviews?
- How do the attitude markers used in Pakistani book reviews convey the stance of the Pakistani English writers?

3. Research Methodology

The research takes a corpus based approach to linguistically analyse attitude markers in Pakistani English Newspaper articles. It examines attitude markers that are reflected through various linguistic features. The research comprises of hundred randomly selected book reviews written by Pakistani English writers and published in renowned English newspapers that are Dawn, The News and Express Tribune. As mentioned above, this research is based on a corpus. A corpus can be defined as a collection of texts that is stored in an electronic database (Kennedy, 1998). The purpose of creating a corpus is to carry linguistic analyses on grammar and lexis as well as beyond that ranging to 3.3.

Prior to any corpus analysis, a corpus compilation that comprises of selecting the data, processing it through cleaning and finally generating a corpus, is one of the basic and initial stages of corpus analysis. The selected texts were first extracted from the selected online newspapers and were later converted to Text documents. A help was taken from the website <https://www.pdf2text.org/> that helps in converting documents into various formats. Once the documents were compiled, the next step was to clean the data. Cleaning data is of great significance as it helps the corpus users to achieve better results and avoid any form of ambiguity. Initially, additional spacing and extra lines were cleaned through Text Cleaner as used in the website: www.textcleanr.com/ . Once the texts were cleaned, they were run through AntConc (windows 3.3.4) Software for further analysis.

The rationale behind specifically selecting these newspapers for generating a corpus is based on their authenticity and high international recognition. Also, due to time constraints, hundred book reviews were selected for the analysis. AntConc (windows 3.3.4) Software is a program for analysing electronic texts which was created by Laurence Anthony of Waseda University. It is significantly beneficial for authentic results as it generates a list of concordance, frequency, clusters, collocates etc.

3.1. Theoretical Framework

The means through which rhetoric is built in the discourse is certainly through language, and language exists for the sole purpose of 'function', thereby carrying a set of meanings through the linguistic expressions. Halliday (1994) proposes three metafunctions at a lexico-grammatical level:

- 1- Ideational – “construing a model of experience”
- 2- Interpersonal – “enacting social relationships”
- 3- Textual – “creating relevance to context”

(Halliday, 1994 p. 36)

Hence, by looking at those metafunctions in language, they will help us understand the process of meaning-making and the way things are understood, organized and interpreted in discourse and how meanings are generated through language. Book reviews are highly 'personal' since they exhibit a reviewer's personal opinion about a certain text. However, book reviews are not written to only exhibit our own personal point of views about a certain text, but it also serves the function of persuading the reader to like or dislike a book through the means of 'propositional content'. Hence, the writer of the book review furnishes a context between him and his reader to make interaction possible by grabbing his/her attention towards what he/she wishes to say. Thus, a book review-being a text- does not only carry the propositional content (an ideational meaning), but also aims at negotiating a solidarity between the writer and the reader, as the former's aim is to persuade his reader, thus building an interpersonal meaning within the discourse. The ability to construct ideational as well as interpersonal meanings is made through the 'textual' function of a text, which is "intrinsic to language and exists to construe both propositional and interpersonal aspects into a linear and coherent whole" (Hyland, 2004, p. 137). Textual elements therefore have "enabling role" (Hyland, 2004, p. 137) and thus facilitate the writer to enter an interactive mode of discourse with the reader.

The ability to realize the interactive mode within the discourse is made possible through metadiscourse. According to Tse and Hyland (2004), metadiscourse is based on the view that writing is a mode of social interaction between the reader and the writer, and therefore enables us to see how writers project themselves in the discourse which clearly signals their attitudes towards a certain propositional content as well as the audience of the text. Metadiscourse hence incorporates a range of linguistic expressions which are used by the author to perform various functions within the text.

Hyland (2000) states that metadiscourse is a set of linguistic resources which are used by author to organize a text into a meaningful whole and serve a communicative purpose. These linguistic resources not only serve a communicative purpose, but also inform the reader about the writer's stance and attitude towards a specific content. Hence, metadiscourse is a "heterogeneous array of cohesive and interpersonal features" (Hyland. 2000, p.109) which not only relate the text parts with one another making it a uniformed whole, but also incorporates interpersonal features which relate the text with its context to enable the reader understand, organize and interpret the text.

Metadiscourse is a "functional category" (Tse & Hyalnd, 2004, p. 157) which not only enables the author to transform a complex rather plain text into a reader-friendly piece of work, but to also relate it with a given context, and hence give his/her personal point of view, opinion, credibility, and personal belief about the text.

We may believe the fact that academic texts are not only concerned with themselves but exhibit the knowledge of the world. However, a large part of this knowledge is based on the argumentative style and the linguistic devices the writer makes use of to create a "coherent, intelligible, and persuasive" (Tse & Hyalnd, 2004, p. 160) propositional content. Hence, propositional content and metadiscourse are both intertwined and cannot be clearly separated since on one level, the writer is concerned with the knowledge of the world, and at the same

time, focuses on the cohesive elements that will aid in building his/ her argument about the proposed content.

Of second importance to metadiscourse is the writer-reader interaction through the medium of textual functions. According to Kopple (1985) *textual metadiscourse* not only helps us to construct parts of the propositional content into a cohesive text, but also connect the individual parts of the text with one another, to give a meaningful function. On the other hand, interpersonal metadiscourse helps us view our personal point of view about the propositional content and decide the relationship we want to have with our reader within the context of the text.

Book reviews, being part of academic writing, clearly involve a high level of interpersonal aspect since the author's main aim is to persuade his/her reader to like or dislike a book. In doing so, the author is engaged in convincing his/her reader by his/her argument thus positing a large number of personal points of views. In order to generate an interactional context between the author and the reader, the former has to employ certain 'interactional discourse markers'. According to Hyland (2004), attitude markers usually comprise of personal mention 'I', adverbs, adverbial phrases, adjectives that denote to a writer's stance. Hyland (2004) defines an interactional metadiscourse taxonomy based on the interactional resources that are found within a text:

As mentioned earlier, if book reviews tend to be from one's personal point of view - summarizing, paraphrasing, criticizing, or praising a piece of writing- it thus follows the belief that book reviews have a large number of 'attitude markers' since the writer's aim is to convey his/her "surprise, obligation, agreement, importance" (Tse & Hyalnd, 2004, p. 168) rather than commitment. Attitude markers enable the writer to take a stand and align themselves to "disciplinary-oriented value positions" (Tse & Hyalnd, 2004, p. 76). According to Hyland (2004), attitude verbs (e.g. *agree, prefer*), adjectives (*appropriate, logical, remarkable*), and sentence adverbs (*unfortunately, hopefully*) are indicators of explicit attitude markers. (Tse & Hyalnd, 2004, p. p.180)

4. Analysis

As mentioned in the theoretical framework, attitude markers can be linguistically analysed by different grammatical forms, to serve the stance of the writer. They can be classified into six groups:

1. Pronoun 'I' which carries a specific semantic content defining attitude.
2. Adverbs and adverbial phrases which modify a sentence.
3. Intensifiers: Verb modifying adverbs serving as subjuncts.
4. Adjectives functioning as subjective complement, accompanied by the expletive 'it'.
5. Adjectives that function as pronominal modifiers.
6. Adverb 'too' modifying adjectives signalling intensification

4.1. Pronoun 'I' Which Carries Specific Semantic Content

The most powerful attitude marker can be attributed to the personal pronoun 'I' that carries a strong opinion and personal point of view of the writer because it signals an

individualistic and an egocentric perspective which ultimately becomes ‘highly subjective’ indicating an author’s attitude towards a certain phenomenon. Book reviewers are urged to display their ‘voice’ by stating their personal perspective, supported by argument and intertextual evidence weaving into a coherent argumentative discourse. The personal pronoun ‘I’ is found as the most frequent attitude marker in the corpus. For instance:

“I don't envy Khaled Hosseini. Really. I don't.” (suggesting an egocentric view)

“Im sure the law is still on the books, but like so many others, is completely ignored.

“Because of the various feelings I experienced watching it. Before I get into what I thought of the film, let me share a couple of revelations I had. The first came to me while I found myself scanning”. (suggesting an individualistic perspective)

“I wake up the distant past only to remind ourselves that there was a period in our history when the rule of law was observed”

“While I have no hard evidence to back me up, I suspect that the bureaucrats, police officers and soldiers who provided Pakistan with its early skeletal framework were, for the most part, honest, diligent and apolitical” (suggesting subjective opinion)

4.2. Adverbs or Adverbial Phrases Functioning as Sentence Adverbials

Adverbs and adverbial phrases are one of the most common attitude markers that are used in discourses. They are defined as stylistic disjuncts which provide information that does not appear related to the propositional content, but to the writer’s attitude and his value judgments about the propositional content. For instance, these adverbs denoting the writer’s point of view are as follows:

“The novel's central themes have been tackled much more interestingly in various other works”

“Interestingly, Anarkali's folklore is discussed with reference to different historians' accounts”

“admittedly, the book does make you raise eyebrows more than once”

“It is admittedly a patchwork, but its style remains uniformly the same, of the highest elegance.”

“Fortunately, it wasn't a long book. So my suffering was short-lived.”

“Unfortunately, Dante's Inferno is not as accessible to Brown.”

The above mentioned instances of adverbs clearly denote the writer’s opinion of a text. One may notice that these attitude markers fall either in the category of ‘theme’ or ‘rheme’. When the attitude marker comes in the category of theme such as: “Interestingly, Anarkali's folklore is discussed with reference to different historians' accounts”, the statement becomes extremely personal because it makes the essential position of the theme highly interpersonal. Halliday (1994) points out that interpersonal elements such as Modal adjuncts are often in thematic position because: “If the speaker includes within the message some element that presents his or her own angle on the matter, it is natural to make this the point of departure” (Halliday, 1994 p.49) and thus makes the reader aware of the fact that the preceding information is clearly from the author’s point of view. However, when Modal adjuncts fall in the category of rheme such as: “As the narrative moves jerkily from the crowded Saddar area to the sumptuous Boat Club”, the attitude marker then not only comments on the preceding information, but also carries a personal point of view of the previously mentioned statement, and thus shows that the

author is attempting to comment on the ‘theme’ of the text based on his/her observation that is then mentioned afterwards.

A large number of adverbs functioning as attitude markers can be in the form of comparative or superlative degrees. These adverbs can alternatively be in the form of verbless clauses. For instance:

“Some speeches of Muhammad Ali Jinnah on the issue of Pakistan as an Islamic and secular state, and establish that no voice is more important than Jinnah's.”

“One of the most important essays is Shibli Nomani's 1906 address to the annual meeting educational exhibition of Darul Uloom Nadwatul Ulema, Lucknow”

“Anti-Americanism is all over the world but it is more pronounced amongst Muslims”

These attitude markers denote the degree of the writer’s belief in some phenomenon, and how he/she wants his/her reader to believe it so. Thus, in using these degrees of comparatives and superlatives, the author is not only stating his opinion, but also attempts to make his/her reader believe the case to be.

4.3. Verb-modifying adverbs functioning as intensifiers:

Verb-modifying adverbs which are also called ‘adverbial modifiers’ (Quirk, R. and Sidney Greenbaum, 1993) are used to strengthen the verb by positing an adverb that could either be antecedent or precedent to the verb, to signal an intensification of the action based on the author’s point of view, thus signalling strong attitude markers towards the author’s stance. For instance:

“Darton, most of the book historians work in the time frame of post-Gutenberg Revolution, a field, which has expanded significantly within this disciplinary inquiry”

“points significantly to individuals that regarded Ali positively”

“Sure, it is beautifully written, and wreaks havoc across the heart of the trained critic and theorist
“Its lightning pace and various twists and turns almost but not quite conceals the novel's various flaws”.

“Pilgrim is a fun and entertaining read as long as you are able to switch off and not think too hard about the plot and the barely suppressed xenophobia”

“Also, much as I was initially dismayed”

4.4. Adjectives Functioning as Prenominal Modifiers

The use of adjectives to describe a phenomenon or a text is an ‘index’ that refers to the author’s perspective about a certain text. Most of the time, we see that book reviewers avoid vague adjectives and tend to employ specific and distinct descriptions to the text, thus making their claim more vivid and individualistic, which therefore is differentiated from the universal assumptions that are held about the text. For instance:

“Since then, many editions have replaced the modest and simple original one and Pakistani novels have become fashionable”

“The book has been written in simple, reader friendly, text-book style that is facilitative for the teachers and attractive for the readers”.

“In a country like Pakistan where the teaching of English is still ineffective due to the old age traditional methods, making such works available is a real service to the field”

“My favourite book of the last year was A Little Life by Hanya Yanagihara. Despite its ironic title the novel was little in no way, far from it”

“In his often ironic observations the reader is confronted with the tale of a city which grows”.

4.5. Adjectives Functioning as Subjective Complement, Accompanied with the Expletive ‘It’

The use of ‘it’ in relation to an adjective is a high form of attitude marker which usually refers to the main ‘theme’ of the text that has been associated with a description, thus defining a phenomenon from the author’s perspective. It therefore describes how the author views a particular phenomenon and how he wishes to describe it. For instance:

“It is difficult for them to understand why Muslims are against Zionism and the occupation of Palestinian land”

“It is an absurd exercise to set the hierarchical order of "the great" in any literary genre,”

“It is a symbolic tale of a young man, the breadwinner of his family”

“It is a fierce matriarchal society that Pull writers about, with the queen bee at the very top of a tight hierarchical pyramid”

“It is admittedly a patchwork, but its style remains uniformly the same”

4.6. Adverb ‘Too’ Modifying Adjectives Signalling Intensification

Most of the time, writers prefer to signal an intensification of their view about a certain idea or a text. Thus, in order to define their description more vividly, and to signal a high intensification, book reviewers tend to employ the adverb ‘too’ that precedes the adjective.

“The 10 years in India for Gregory feature a series of transits and events, sometimes too fantastic and inconceivable for the average person”

“the immensity of the problems Khan outlines for Pakistan seem at times too grave and insurmountable”

“It a bit too heavy to hold for long-and it's a book you can go on reading for hours!”

“In Of Bridges Among Us, they're too sensitive for reality”.

“Pilgrim is a fun and entertaining read as long as you are able to switch off and not think too hard about the plot and the barely suppressed xenophobia”

“the memories are too strong to be hurt”

The total number of attitude markers used within a corpus of 76000 words is 852 in total, ranging from the above mentioned instances. Table 1 provides the number and percentage of attitude markers in corpus.

Table1: Numbers and percentages of attitude markers

Writers	Languages	Categories	Number	Percentage
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Pakistani	English	Pronoun I	234	3.07%
Pakistani	English	Adverbs	139	1.82%
Pakistani	English	Comparative and superlative degrees	173	2.27%
Pakistani	English	Verb-modifying adverbs	18	0.23%
Pakistani	English	Adjectives functioning as subjective complement	179	2.3%
Pakistani	English	Adjectives as pronominal modifiers	65	0.85%
Pakistani	English	Adverb 'too' as preadjective modifier	44	0.57%

Figure 1 views the degree of the six categories that define attitude markers, ranging from the highest use to the lowest.

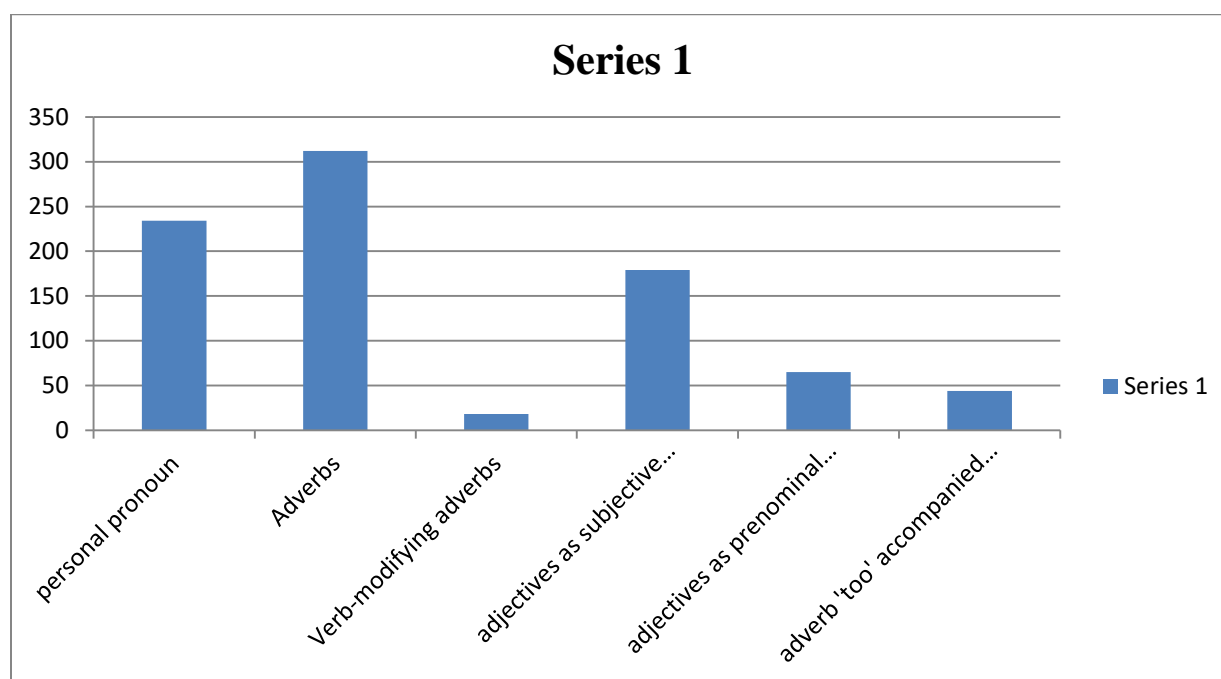


Figure 1: Six categories that define attitude markers, ranging from the highest use to the lowest

Given the fact that metadiscourse is a vast field of study, book reviews, being relatively ignored, can add a new lens to this domain. As they are considered to be highly subjective, one may expect attitude markers to be used in abundance. This research certainly helps us in knowing the different linguistic categories that reflect attitude markers. For instance, the intensifier 'too' initially may not seem as an attitude marker, but as it occurs in the text where a write mentions 'too stark', it eventually becomes an attitude marker since it mirrors the level and intensity of an opinion towards a certain phenomenon. Hence, carrying similar corpus-based researches would help in identifying other attitude markers that may have gone unnoticed.

Moreover, with the help of a corpus, the study of attitude markers can further inform us about the generally occurring collocates, thus, may help in defining new attitude markers. Similarly, the extracted attitude markers along with their collocates can aid in Creative Writing classes especially in teaching the writing of book reviews. In a nutshell, book reviews, as part of academic discourse, has a high potential in the field of Corpus Linguistics that can enlarge the established theories and conventional norms of language teaching.

5. Conclusion

Based on Hyland's (2004) list of interactional attitude markers, a corpus-based approach has been taken to analyse attitude markers that are reflected in different linguistic categories in order to modify the stance of the author. However, we find out that book reviewers not only use attitude markers to indicate their 'presence' within the text, but also to signal their opinions, personal point of views, schematic assumptions etc. By employing attitude markers, book reviewers control the ground of content by expressing their interpretations suggesting their views either in a subtle or in an obvious way, depending on the means through which they want their ideas to be interpreted by the audience. Hence, as we have seen, Pakistani English book reviewers employ attitude markers in two ways: first, they assert their stance by clearly stating it using the pronoun 'I', as we have seen that it carries the highest frequency. Second, they employ other modes such as the 'six categories' that have been defined above to present their views and opinions about the text. Therefore, writing book reviews is a two-way process. On one hand, book reviewers signal their stance by asserting themselves in the discourse and hence signalling a relatively personal tenor, and on the other hand, provide their interpretation, opinions about the text, hence, coming up with a subjective propositional content.

Therefore, they first aim at building an interpersonal contextual relationship with the readers on which they clearly want them to believe on what they say and then define their position reaching out to a level of description where the reader gets attracted and persuaded to like or dislike a book. The effect of persuasion is obviously led by the attitude markers that the book reviewers use.

In a nutshell, we find out that not only English writers are capable of applying attitude markers to build an interactional discourse, but so do the Pakistani English book reviewers especially the 'competency' that is mirrored through their reviews which signals the idea that they are aware of the metadiscourse interactional strategies and thus, have a grip on the linguistic expression they use to grasp the attention of their audience.

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A Metadiscourse Study of Boosters and Hedges in Research Article Abstracts

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Abstract

Metadiscourse serves as a tool for building relationship between the author and the reader, and among the text and the audience by enhancing the communicative tendency of the discourse. A careful use of communicative strategies creates a balanced discourse which appeals the readership and improves the acceptability of the research. This study is an attempt to investigate authorial stance through hedges and boosters used in the abstracts of the research articles. The focus of present study is on the abstracts of research articles from the disciplines of English and Education by Pakistani writers. It was found that the writers employed almost equal amounts of hedging and boosting which shows their awareness on the subject. Modal auxiliaries were found to be most frequently used hedges whereas strong boosters like “found” and “showed” predominantly occurred in the selected corpus. This study is particularly significant from the aspect of learning of the novice researchers and can greatly add to their knowledge of practical usage of communicative devices.

Keywords: abstracts, boosters, hedges, metadiscourse, research articles

1.1. Introduction

Academic discourse that was once considered to be an “objective”, “impersonal” and “faceless” form of communication, began to evolve as an interactive resource in the last few decades that involves both the author and the readership. This phenomenon has revolutionized the whole field of academic discourse by presenting the author as not merely the one presenting objective information but as an active social agent involved in the acts of constructing and driving the discourse (Hyland, 2005). Similarly, studies of Bazerman (1984), Hyland (2005a) and Biber (2006) have also demonstrated that academic discourse is intricately associated with the stance of the writer as well as his positioning of the argument while being aware of the needs, expectations and response of the reader.

1.2. Metadiscourse and Stance

Metadiscourse points to a linguistic database that works to construct a discourse or authorial stance related to the text or the audience (Hyland, 2000). Most of the times it functions as a broader term that involves a collection of interpersonal features that serve as a guide to establish contextual meanings. It aids the reader to make sense of the text in a manner favored by the author while keeping harmony with the norms and standards of a specific discourse community (Hyland, 1998a). Although a few studies have limited metadiscourse to elements of textual structure (Bunton, 1999; Mauranen, 1993a, b; Valero-Garces, 1996) or overt speech acts (Beauvais, 1989), metadiscourse is mainly viewed as the writer’s rhetorical expression of self in the material through language as an attempt to “bracket the discourse organization and the expressive implications of what is being said” (Schiffrin, 1980, p. 231).

Metadiscourse functions to convert a complex and unappealing text into an attractive and interesting narrative that enables the readers to link it with the context and hence improves their relational ties with the author by projecting and clarifying his views (Hyland, 2000). This phenomenon implies that there does not exist a set of simplified rules for identification of metadiscourse, rather its analysis can be tricky as some of the linguistic items might function as metadiscourse at one point in text and they might not at another (Hyland & Tse, 2004).

Broadly, metadiscourse is found to be working at two levels, first one is textual and the other being interpersonal. The first level deals with the overall organization of the text through inter-textual referencing, changing topics and linking ideas etc. The second level involves authorial stance through employment of hedges, boosters, self-mention and similar characteristics mostly referred to as *evaluation* (Hunston & Thompson, 2000), *appraisal* (Martin, 2000; White, 2003), *attitude* (Halliday, 1994), *epistemic modality* (Hyland, 1998), *stance* (Biber and Finegan, 1989; Hyland, 1999) and *metadiscourse* (Crismore, 1989; Hyland & Tse, 2004). “Evaluation” is thus central to academic writing as it represents writer’s point of view embedded in the context of its socio-cultural norms and values. This interactional feature works mainly through the employment of two strategies; “stance” and “engagement”, considered as “two sides of the same coin” (Hyland 2005, p.05).

Native users of a language and learned professionals, when compared with non-natives are better equipped in the usage of communicative strategies that harmonize with their social, institutional and disciplinary contexts. But the problem lies with the employment of these strategies by the non-natives and even the native novice researchers who have not been provided enough professional guidance in this respect. Hence, the employment of these linguistic resources plays a vital role in enhancing the readability and communicative tendency of the text and in order to achieve these benefits, there is a strong need that learners should be made aware of the importance of interactional strategies and interpersonal skills in the academic discourse. Researches exploring the writing techniques of the learned scholars can prove to be very helpful in this regard and studies should be carried out examining the ways in which scholars present their personal viewpoints and negotiate with the readers at the same time.

Therefore, the present study expects to be useful from the abovementioned aspects as it undertakes the task of exploring, through interactional features (boosters and hedges), authorial stance in the abstracts of research articles (henceforth referred to as RAs) from the disciplines of English and Education by Pakistani writers.

2. Literature Review

Metadiscourse being an inseparable part of academic discourse has intrigued the scholars and researchers since its very inception. A number of studies involving metadiscourse have been carried out in various domains. Some of them have proposed the significance of metadiscourse in informal dialogues (Schiffrin, 1980), school course books (Crismore, 1989), science popularizations (crismore & Fransworth, 1989), course books of undergraduate students (Hyland, 2000), dissertations of post-graduate students (Bunton, 1999 & Swales, 1990) and yearly reports of companies (Hyland, 1998b). Other works in this regard include exploration of rhetorical variation in material written by members of various L1 communities (Crismore, Markkanen, & Steffensen, 1993; Mauranen, 1993; Valero-Garces, 1996), in medical texts from old English period (Taavitsainen, 1999), as a trait of ESL and indigenous speaker learner writing

(Cheng & Steffensen, 1996; Intraprawat & Steffensen, 1995) and an integral constituent of persuasive and argumentative writing (Crismore & Farnsworth, 1990; Hyland, 1998a).

2.2. Metadiscourse in Research Article Abstracts

Therefore, metadiscourse is seen as the key source that aids in conveying author's stance as well as in constructing a bond with the addressees (Hyland & Tse, 2004). The significance of metadiscourse in academic writing has persuaded many researchers to probe into this area from a number of dimensions, some of which are mentioned above. Similarly, RAs hold a very important place in academic discourse and that is the reason that they have been a source of attraction for various studies. Abstracts are those sections of the RAs which not only provide an overall view of the study but also serve the essential function of attracting reader's foremost attention. It has long been a matter of discussion that whether it occupies the position of an outline of the text, a pointer towards the material or an elaboration of the title (Ayers, 2008; Hyland, 2000; Lore's, 2004; Stotesbury, 2003; Swales, 1990; Ventola, 1994; Yakhontova, 2002). But somehow its nature as an individual genre has been agreed upon. In fact, RA abstract has attained a central position in the article publication policy and plays an extremely significant role in exhibiting the authorial stance as well as the positioning of audience (Salager-Meyer, 1990; Ventola, 1994; Lores, 2004). Likewise, as Miller (1984) has emphasized that genres originate from the needs of persistent rhetorical circumstances that call for an appropriate reaction, RA abstracts can be termed as these reactions which have extensive academic significance. Therefore, it can be said that RA abstracts are of highly interactive nature that must not be seen only from a typical syntactic and lexical perspective, rather they incorporate in them a range of features that negotiate with the reader at the textual as well as interpersonal level.

2.3. Previous Studies

Through a number of studies, Hyland (2005a) has thrown light upon these interactional and interactive features found abundantly in whole academic discourse and also in the abstracts of RAs. Similarly, *evaluation*, *engagement* and *stance* have been noticed to be an integral part, not only of the RAs but also of their abstracts (Stotesbury, 2003), which shows that research article is an extensively employed tool of communication amid participants of academia through which they claim and launch novel findings (Koutsantoni, 2006). Study of engagement markers in the abstracts of RAs is thus a very striking phenomenon as it unfolds the ways in which the author attempts to presuppose and guide reader's cognition. As Hyland (2005a) describes that metadiscourse is "a persuasive endeavor involving interaction between writer and reader" (p. 65).

Furthermore, it was observed that although a generous amount of studies involving metadiscourse have been conducted on RAs and their subsections, still there is a lot of room for the research to be carried out on academic discourse by Pakistani writers. Investigation on interactional features in the abstracts of RAs by non-native English writers is particularly important for analyzing the ways in which second language users adopt communicative strategies and techniques to engage readers and hence attract their attention in order to achieve acceptability. So far, a lot of work has been done on boosters and hedges in the RAs, e.g., Mojica (2005) studied hedges in RAs of Filipino engineers, whereas Abdi (2011) noted that authors often exhibit in their works, such signs which might be associated to the norms of their cultural background. But on the contrary, no significant work has yet been carried out which particularly

focuses on the abstracts of the RAs by Pakistani writers in the field of Education and English. These disciplines are of great importance from the aspect of education in Pakistan as they fall into the broader domain of Arts, Humanities and Social Sciences which are the most widely studied areas in this context. Hence, this present study is an attempt to fill the abovementioned gap. The research focuses on frequently occurring boosters and hedges in the selected research article abstracts of English and Education. Moreover, this study provides an insight into authorial stance of those identified boosters and hedges.

3. Research Methodology

This research is a corpus-based study that combines both qualitative and quantitative analysis to achieve the desired goal.

3.1. Criteria for selection of Disciplines and Research Journals

Abstracts of RAs from the disciplines of Education and English were selected for present study not only because they are representative disciplines of Arts, Humanities and Social Sciences but are also likely to be one of the highly adopted fields by students in Pakistan. And as the researcher resides in Pakistan, it was considered to be of great relevance and academic significance to analyze metadiscourse in these areas so that the study can be fruitful for the novice researchers and ESL learners from the aspect of academic writing. These RAs were selected from ‘Y’ and ‘Z’ category journals, as recognized by the Higher Education Commission (HEC) of Pakistan, mainly due to their ease of access for the researcher. Moreover, it would be pertinent to explain here that HEC recognizes journals in 4 categories, namely ‘W’, ‘X’, ‘Y’ and ‘Z’. Among them, ‘W’ and ‘X’ categories are internationally indexed through ISI (Institute for Scientific Information) and SCI (Science Citation Index) and include high quality research papers, whereas, ‘Y’ and ‘Z’ categories contain comparatively lower quality papers and are locally reviewed and indexed.

3.2. Criteria for selection of Research Articles and Abstracts

Since the present study is synchronic and is aimed at analyzing contemporary trends in the respective domains, only recently published articles, ranging from 2010-2015 were chosen from the above mentioned journals. Furthermore, as the study focuses particularly on the abstracts of RAs, the rationale for this choice was the academic and commercial significance of abstracts which are not only agreed upon as one of the primary attractions for the publishers but also for the readership (Salager-Meyer, 1990; Ventola, 1994; Lores, 2004).

3.3. Building Corpus of Abstracts

The data which consisted of the abstracts from 29 research articles written by Pakistani writers, out of which 15 belong to the discipline of Education and 14 to the field of English literature and linguistics, was utilized to build a corpus for present study. These abstracts were manually isolated from the RAs and then converted into text files which were cleaned and subsequently subjected to analysis.

3.4. Mapping Metadiscursive Boosters and Hedges

The quantitative analysis of the built corpus was carried out with the help of MetaPak software; a metadiscourse exclusive software (Abbas, Shehzad & Ghalib, 2017b) whose details are given in the section below. Through this software, the mapping of metadiscursive devices was carried out in accordance with Hyland's (2005) three principle framework which views metadiscourse as non-propositional; text-internal and in currency of the text. Furthermore, after the identification of boosters and hedges, non-metadiscursive items were excluded with the help of a special function in the software which takes help from the human intuition. Furthermore, qualitative analysis was carried out by studying the contexts of these interactional devices.

3.5. MetaPak: An Exclusive Tool for Metadiscourse Analysis

Though nothing can replace the value of human intuition in analyzing natural languages, the technological advances in the field of language studies, especially in the form of corpus analysis tools has aided largely in discovering structural aspects of language with accuracy. Where corpus tools like Wordsmith and AntConc are being widely utilized today, what they lack in is their specificity with regards to particularized kinds of analyses such as metadiscourse analysis. MetaPak, which has been used for the present study is a software developed by Abbas et al. (2017b) that has been specially designed to meet the needs of metadiscourse analysis. It offers identification of Hyland's (2005) interactional and interactive features of metadiscourse while emphasizing on the exploration of frequencies, normed values and concordances of the identified devices. Whereas, identification of metadiscursive elements based on human perception alone, is carried out through a special feature of MetaPak.

3.6. Theoretical Framework

The model of interactional features that distinguishes between stance and engagement markers proposed by Hyland (2005), and his taxonomy has been adopted for the present study. Hyland (2005) describes that *evaluation* holds a pivotal position in academic writing because influential argument exhibits concern for one's peers since the authors position themselves to construct and drive an esteemed social and institutional context. Authors attain these characteristics mainly through the devices of "stance" and "engagement".

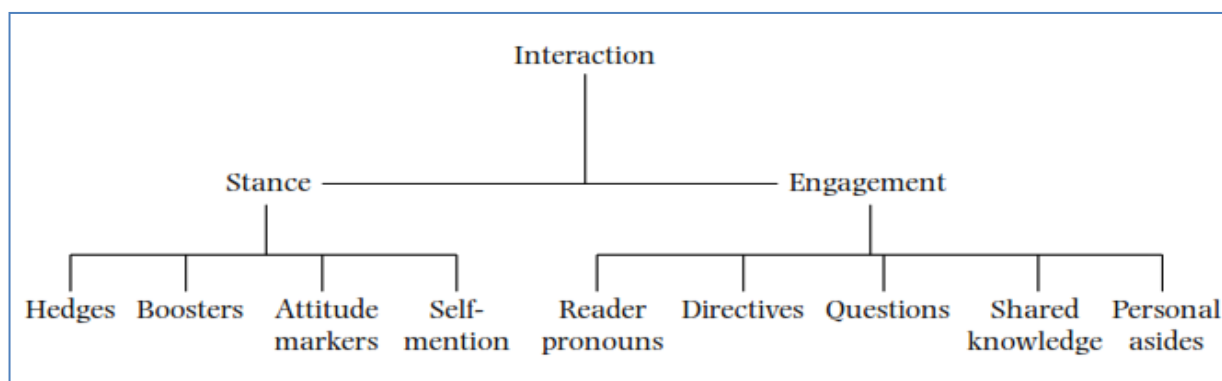


Figure 1: Key resources of academic interaction (Hyland, 2005, p. 06)

Within the above-mentioned interactional features, the study is delimited to boosters and hedges; two important components of stance. Therefore, an explanation of 'stance' along with a description of 'boosters' and 'hedges' is provided as follows.

3.6.1. Stance

Hyland (2005) refers to “stance” as the personal voice of the author which is socially and culturally influenced. This voice represents the particular attitude of authors towards the ideas that they present through their studies. Similarly, it can also be seen as the way author(s) align themselves with the text to propound their “judgements, opinions, and commitments”, endorse their viewpoints through their arguments or “step back and disguise their involvement” (p.05).

Similarly, stance encapsulates those characteristics of interaction which are positioned by the author and involve various perspectives through which they tag their work in order to make statements about the authenticity or reliability of their claims, or to propose about the limitations of their commitment with that, or as an exhibition of their attitude towards a certain aspect or readership (Hyland, 2005). Stance includes four major categories:

- i. Hedges
- ii. Boosters
- iii. Attitude markers
- iv. Self-mention

3.6.2. Hedges and Boosters

Hedging and boosting are used as significant communicative strategies for the enhancement or suppression of the power of statements. They are of great importance in the academic discourse commonly employed as rhetorical devices or interactional tools that aid in communicating and comprehending the meanings. They serve both the functions of delivering author’s level of confidence regarding the truth of claims and his particular attitude towards the readership (Hyland, 1998). Boosters, e.g., *demonstrate*, *clearly* and *obviously* assist the writer in showing strength and certainty about their suggestions reflecting their confidence about their claims. It also builds an environment of harmony and engagement with the readers by inviting them to share the contexts. Hedges; e.g., *possible*, *might* and *perhaps*, on the other hand, reflect representation of propositions and claims by the author in a weaker manner. They show doubt and uncertainty making the proposed content appear as opinion rather than solid factual information. They might also be employed to exhibit “deference”, “humility” and “respect” for peers (Myers, 1989; Hyland, 1996b, 1998a) as cited in (Hyland, 1998).

4. Results and Discussion

This section provides the results obtained through quantitative analysis of the built corpus along with the discussion on, and examples from the qualitative analysis in the respective domains.

4.1. Analysis of Education RA Abstracts

In the field of Education, the frequency of boosters was found to be 14 in the selected sample. The most commonly occurring booster was “found” followed by “showed”, whereas “demonstrated” occurred only once. Similarly, the frequency of hedges in Education RAs was also 14, out of which most commonly occurring were modal verbs (may, could). “May”, “suggested” and “could” each occurred twice, whereas mostly other hedges occurred once each.

Following graphical representation illustrates the frequency distribution of identified boosters and hedges in the abstracts of Education RAs.

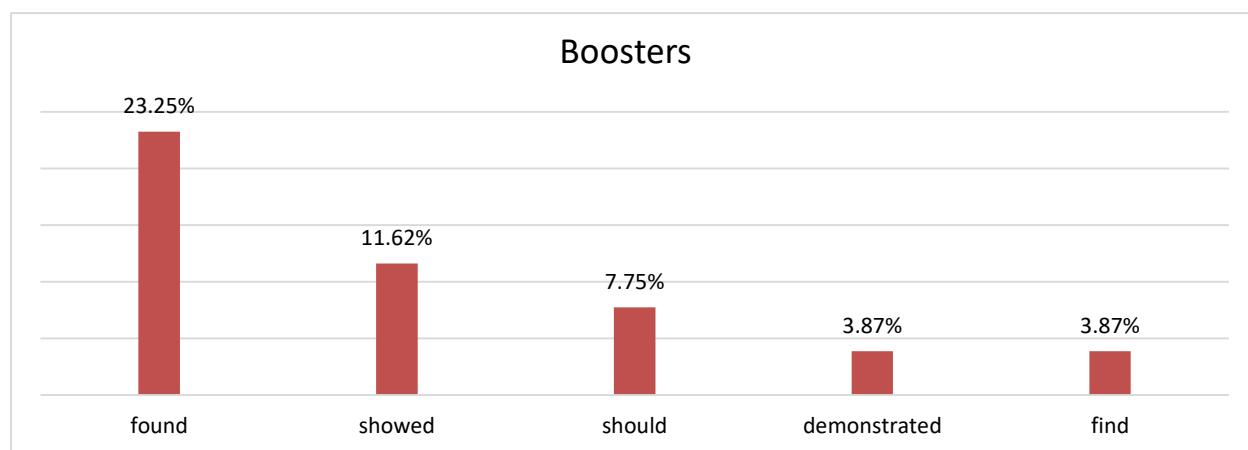


Figure 2: Graphical representation of the frequency of boosters in Education RA abstracts

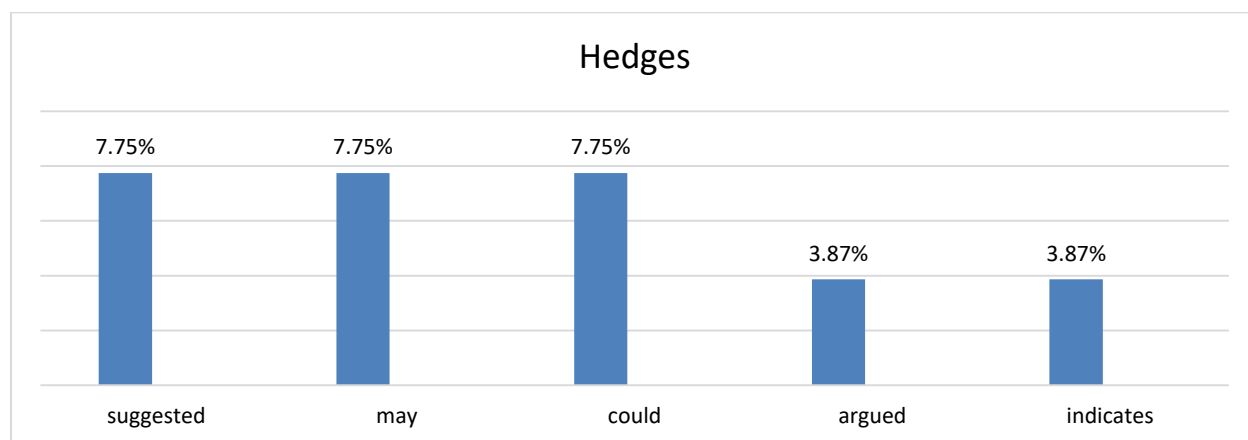


Figure 3: Graphical representation of the frequency of hedges in Education RA abstracts

4.2. Analysis of English RA Abstracts

In the discipline of English, 20 boosters were identified in the chosen sample. “Found” and “demonstrates” occurred thrice whereas “showed”, “proved”, and “shows” occurred once each. Similarly, 19 hedges were identified, out of which, “suggests”, “appears”, “may” and “could” occurred twice and all the others occurred once each. The graphical representation below explains the frequency distribution of the identified hedges and boosters in the field of English research articles from the selected corpus.

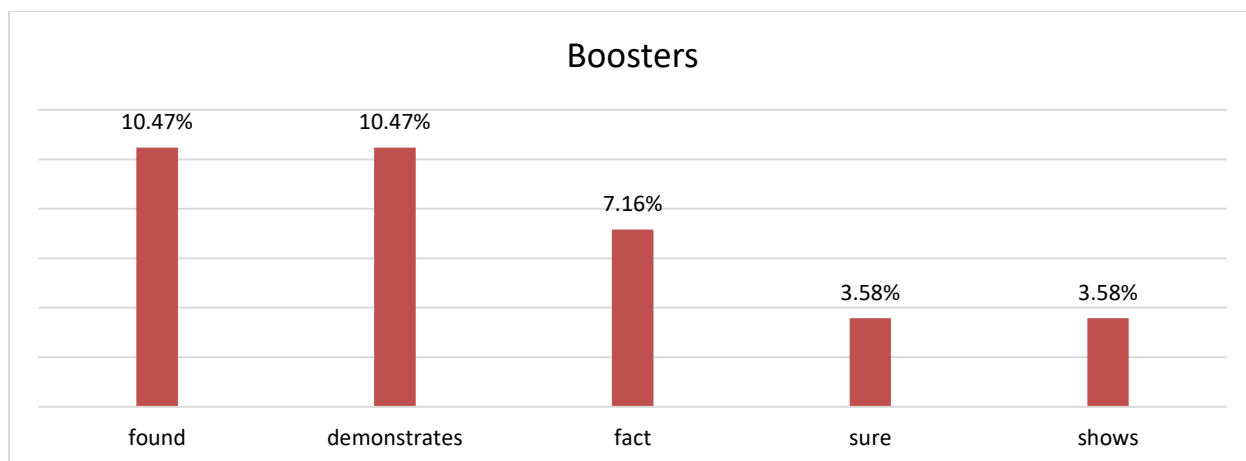


Figure 4: Graphical representation of the frequency of boosters in English RA abstracts

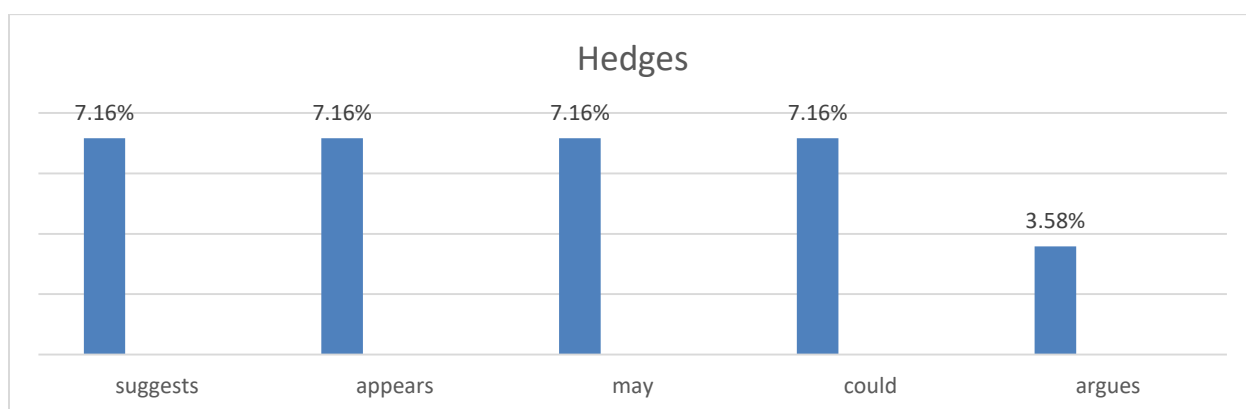


Figure 5: Graphical representation of the frequency of hedges in English RA abstracts

4.3. Discussion

The abovementioned statistics show that almost an equal number of boosters and hedges have been employed in the abstracts of RAs from Education and English, out of which, most commonly occurring are modal verbs used as hedges. Whereas, among boosters, “Found” which is a strong booster, happens to occur most frequently. Similarly, samples from English reveal that boosters are being a little less commonly employed by the authors as compared to the hedges. “Found” has the highest frequency among boosters in both disciplines which indicates the significance of this linguistic item in making comments about the findings. Moreover, a slightly greater degree of hedging has been adopted by the writers in the field of English which shows that as it is not a domain of pure sciences, the writers tend to use more hedges than boosters which gives more allowance to their results to be readily accepted by the academia and the readership.

4.4. Examples of Boosters

1. *Reference to co-curricular activities had no significant impact on the emotional intelligence of the employees. Significant difference was **found** between male and female employees need satisfaction but there was no significant difference in emotional intelligence..... (Edu)*

In the above example and in all the other four examples from the corpus where “found” has been used indicates its employment as a strong booster. It is serving the function of emphasizing and stressing on the findings of the study. It is acting as a device to strengthen the writer’s argument and persuading the reader to draw the same conclusion as that of the author. It shows certainty and a confident voice. It is interesting to note that “found” has been used in the first part of the statement whereas avoided in the next part where the writer states that “there was no significant difference in emotional intelligence...” He could have said that “no significant difference was found...” but the usage of “found” in that part of statement where the author was claiming his findings indicate that it has been adopted as a communicative tool in order to enhance the force and acceptability of the outcome of the research.

2. *The results **showed** that both groups of children with DHA and AHA demonstrated the presence of articulation errors. In children using DHA the intelligibility was significantly better than that of AHA users.* (Edu)

In this example and in the other two examples of usage of “showed”, it functions as a booster but lesser in strength than “found”. It also exhibits certainty and assertion by closing down possibility for counter argumentation on part of the audience. It expresses writers attempt to create a feasible environment for the acceptance of his findings and also functions to add strength to the declaration of results and hence invites the reader to embrace them with satisfaction.

3. *This experiment **demonstrates** that stress is completely orthogonal to F0 contours unlike in most stress languages in which pitch accents dock on....* (Eng)

In the above example, “demonstrates” functions as a relatively weaker booster as compared to both “found” and “showed”. It again serves the purpose of emphasizing on the findings of the research, but the level of stress is comparatively lower. Here it creates bonding with the reader through presenting the results in a collaborative manner while still maintaining a confident and assertive voice.

4. *As research **proved**, language teacher is the most promising factor for better language learning in case of this research as well.* (Eng)

In the above statement, “proved” is also functioning as a device to assert the credibility of research and to persuade the audience to readily accept the findings. As with all boosters, this particular item too is working to cease the alternative opinions by narrowing down varied perspectives and hence calling for an agreed stance between the reader and the writer in order to enhance the acceptability of findings.

4.5. Examples of Hedges

1. *....and students showed a limited understanding of the elements of inquiry-based pedagogy in ITE but they appreciated that they **could** facilitate the learning process using inquiry. When inquiry-based instructional strategies are integrated into a teaching science methods course, the....* (Edu)

2. *...of educational qualification and experience as well. Thus, it was recommended that the programmes related to co-curricular activities **may be** carefully planned. There be carefully planned.* (Edu)
3. *.....dialogues between scholars from different cultures, a consistent communication between the source language and target language texts, i.e. which **may** help in ending cultural deadlocks and play their role in bringing various nations vis-a-vis. It concludes that translation is.....* (Eng)

The above three examples show the usage of modal auxiliaries like “could”, “may” and “may be” as hedges. This also constitutes the most frequently occurring type of hedging in the selected sample. Hedges function to withhold comment and allow a negotiation between the writer and the reader. They are employed by the author as a communicative strategy that exhibits his willingness to accept counter arguments and difference in opinions. Here “could” is functioning in the sense of ability whereas “may be” and “may” are functioning as a tool to predict possibility. They both assert the subjectivity of the position by presenting author’s viewpoint on the matter. These devices improve the reader-writer relationship through the construction of an environment of shared opinions and hence add to the acceptability of the findings of the study.

4. *.....acquired professional knowledge and its classroom application. The result of this study **indicates** that the teachers and students **mostly** held positive views about inquiry-based pedagogy. Significantly, the teachers and students showed a limited understanding of the elements of.....* (Edu)

In the above example, “mostly” is functioning as a hedge in the form of an adverb. The author is employing this device in order to avoid a strong generalized claim and to keep a room open for discussion hence providing space for counter opinions. Similarly, “indicates” also show a careful attitude while disclosing the findings of the research.

5. *.....are very short and most test-preparers enter them with lower English proficiency than is appropriate for IELTS. Furthermore, it **appears** that public education is not meeting the demand for learning English language; therefore, IELTS is now perceived as a.....*

In the above example, “appears” is functioning as a hedge in form of an introductory verb. Here the writer is trying to be cautious and avoiding certainty in order to negotiate with the audience in a harmonious way.

6. *.....be a more effective and productive means of cultivating a desire and urgency for Language learning. The research also **suggests** that postcolonial curricula, namely of Pakistan, do not emphasize using Language and literature as a symbiotic tool of instruction.....*

In the above example, author has employed hedging through the use of “suggests” in the form of an introductory verb which successfully serves the purpose of saving the writer from making an assertive claim by minimizing the strength of his proposition, as announcing findings

in an agreeable and flexible manner through the use of hedges increases the understanding and acceptability of the research findings.

5. Conclusion

It has been found through this research that the most commonly occurring boosters in the abstracts of RAs from both the chosen disciplines are “found” followed by “showed” and “demonstrated”. The hedges that have the highest frequency are modal auxiliaries that are “may”, and “could” followed by introductory verbs such as “suggest(s)”, “appears” and adverbs like “mostly”. Investigation of the functions of these interactional features has shown that an equal employment of boosters and hedges by the writers in the field of Education indicates that they are well aware of the need of these devices in constructing a balanced academic discourse that effectively proposes the claims while maintaining harmony not only with the conventions of academic community but also with the readership. Similarly, the use of boosters is found to be a little lesser than hedges by the authors in the discipline of English which points to the fact that since the nature of this discipline is different from that of pure sciences and some extent of subjectivity is always there, so the authors tend to adopt a relatively negotiable and accommodating strategy in order to attain adequacy and acceptability.

There is a lot of room for further studies to be carried out in this area, amongst which the most significant according to the researcher is the comparison of the abstracts of RAs written by Pakistani scholars with that of the native users of English language so that a better understanding on the use of communicative strategies could be achieved which could then be utilized to enhance the communicative abilities of the non-native users of English and ESL learners.

Learning of academic writing skills is equally essential and indispensable for all researchers and students irrespective of the disciplines to which they belong because effective writing techniques and strategies not only assist the writer in getting his message conveyed in the right sense but also raises awareness among the readership and enhances their critical judgment abilities. So, studies like the present research can play a vital role for improving the communicative skills of the English language learners by drawing their attention to the usage of proper linguistic devices in proper settings and at appropriate places within the discourse, a phenomenon towards which most of the novice researchers seem to be oblivious. Similarly, as English language has long attained the status of Lingua Franca, the importance of its practical usage skills cannot be denied in any sphere, which becomes even twofold for those developing countries where English is a second language. Hence, it is imperative for non-native English speakers to make fruitful use of studies of present kind in order to develop and enhance their communicative and interpersonal skills in the academic environment as well as in a general context so that they can not only present the fruits of their labor in a more professional, learned and acceptable manner but can also confidently reach out the world with a greater degree of self-assurance.

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A Semantic Prosody Analysis of Phrasal Verbs in Short Stories

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Abstract

Semantic prosody has been under observation since Sinclair (1991) observed that “many uses of words and phrases show a tendency to occur in a certain semantic environment” (p. 112). For collocation learning, near-synonyms particularly have a difficulty to understand the context due to their similar denotative meanings but un-interchangeable semantic prosody (Xiao & McEnery, 2006). Every writer has unique writing style and uses words according to the need. To indulge the reader in the flow of intense emotions, writers might prefer phrasal verbs to convey their emotions. The present study aimed to find out the writing styles of Pakistani writers through the phrasal verbs used in the short stories of Pakistani writers. A phrasal verb is a combination of preposition and adverb which after being used together, brings in a different meaning. Phrasal verbs have more than one interpretation and are used in different contexts. The present study was conducted to analyze the different meanings used in short stories through phrasal verbs. Ten short stories were selected from Pakistani writers. Furthermore, to understand the context of the ‘note word’, semantic prosody of Stubbs (1996) has been used. The results showed that phrasal verbs are infrequent in the short stories of writers. Findings suggest that the six phrasal verbs in this study justify a notable percentage of negative and neutral semantic prosody in the short stories.

Keywords: AntConc 3.4.4, phrasal verbs, semantic prosody, short stories

1.1. Introduction

Phrasal verb could be defined as a phrase that combines a verb with preposition, adverb or adjective. It contains syntactic and semantic features that may behave as a single grammatical form. According to Gardner and Davis (2007), one phrasal verb can be found after 192 words of English. When a verb is combined with another element, it changes the meaning and context of a sentence.

Phrasal verbs are mostly incorporated by various writers in their writings. Many writers use phrasal verbs to make their writings complex. Every writer has his/her own way of expressing their writings in a unique way. These expressions can be analyzed using different techniques. One of the way through which the expressions can be analyzed is using corpus. Corpus is basically collection of data stored in electronic device. The data is used for qualitative and quantitative analysis (O’ Keffe, McCarthy, & Carter, 2007). The data can be gathered from various resources like newspaper, academic text book, articles, fiction, non-fiction, magazines, telephone conversations, lectures and presentations etc.

Similarly, to understand the context of writers’ various theories have been introduced in the field of linguistics. Among them theory of Semantic Prosody by Stubbs (1996) is common among researchers. Louw (1993) introduced the concept of semantic prosody as “consistent aura

of meaning with which a form is imbued by its collocates” (p.157). According to Stubbs (1996) “semantic prosody is a particular collocational phenomenon and collocations as the habitual co-occurrence of two or more words (p.191). He has classified semantic prosody into three categories: negative prosody, positive prosody and neutral prosody. If a node word has strong negative semantic characteristics, it might bear a strong negative prosody. On contrary, if collocates comprised of positive words, then the node word might have a positive prosody. But if both negative and positive prosody exist in the context, the node word might bear a neutral or mixed prosody (Zhang, 2010, p.191).

The present study aimed to find out the writing style of Pakistani writers through phrasal verbs. Phrasal verbs are mostly avoided by writers as it has many meanings and it is not easy to identify the exact meaning. As Mahmoud (2013) stated that, “avoidance is only one reason for the non-use of certain language items (p. 62). The term locution ‘Avoidance’ refers to intention and choice of a writer not to use specific language form. To decode the context of phrasal verbs, a theory on Semantic Prosody proposed by Stubbs (1996) has been used for the analysis. The sample is based on ten short stories of Pakistani writers has been used for this research. Since English is not the native language of Pakistani writers so, the purpose of the research is to identify various usage of phrasal verbs in their writings. Furthermore, the focus of the research was also laid on the ratio of usage of phrasal verbs by the Pakistani writers in their writings. It is a corpus-based study and data is analyzed through AntConc.3.4.4.

2. Literature Review

Corpus linguistics has gradually become a main interest of researchers. Corpus is basically collection of data stored in electronic device. The data is used for qualitative and quantitative analysis (O’Keffe, McCarthy, & Carter, 2007). Bennette (2010) has explained the characteristics of making a corpus. According to the approach, the first characteristics of corpus are that it must have empirical data. A corpus based- research has naturally-occurring data. It is comprised of both spoken and written text. The data can be gathered from various resources like newspaper, academic text book, articles, fiction, non-fiction, magazines, telephone conversation, lectures, presentations etc.

Secondly, corpus is collection of written or spoken data in an electronic device or an online database. A corpus- based study is conducted by the help of computers and it can be analyzed by designing different programmes. These soft wares analyze the data and give proper results accordingly. The third feature is, it includes both qualitative and quantitative analysis. First, we take quantitative result through text files then we analyze it qualitatively.

The first focus of the research is on usage of Phrasal verbs by writers. Phrasal verbs are very common in English and meaning of a word often changes significantly when it is used with phrasal verb. Merriam Webster dictionary (2017) has defined phrasal verb as “a phrase (as take off or look down on) that combines a verb with a preposition or adverb or both and that functions as a verb whose meaning is different from the combined meanings of the individual words”. Similarly, Macmillan English Dictionary for Advanced Learners (2002) defined PV as “a combination of words that is used like a verb and consists of a verb and an adverb or preposition” (p. 1062).

Similarly, researchers and linguists have explained phrasal verb by proposing different definitions. Quirk et al. (1985) has explained PV as “described a PV as a multi-word verb that

possesses either syntactic or semantic features to some degree and behaves as a single grammatical form” (p.03). Another definition given by Darwin & Gray (1999), “a verb + particle combination that functions as a single verb, both parts giving up meaning in order to form a new lexical item” (p. 65).

Blake (2002) investigated how Shakespeare has exploited a variety of meaning through phrasal verbs. Many readers may not be able to recognize which type of phrasal verb he has used in his writing. He has given an example in his article “The Two Noble Kinsmen a line which reads *Stolne some new aire, or at adventure humd on From musicali Coynadge;* (p.6), editors do not recognize that *hum on* is a phrasal verb meaning “carry on humming”, for *on* in phrasal verbs often has this sense of continuation of action” (p.38).

Trebit (2009) conducted research on most frequently used phrasal verbs used in EU documents. This result showed that “top 25 phrasal verbs account for more than 60% of all phrasal verb constructions in the corpus” (p.01). He also gave suggestions for designing syllabus for EU textbooks, guiding about the inclusion and exclusion of several phrasal verbs

Researches have been conducted on phrasal verbs in their languages like Malaya, Korean language etc. Awal (2013) in his research explored how to translate English phrasal verbs into Malaya. It was a corpus-based study. His focus was on specific aspects of language and how corpus parallel can give better results to make the translation of learners more effective. The corpus provides information to the students regarding translation of phrasal verbs into their language.

Another research has been carried out on phrasal verb by Choorit (2014). He has explored the use of three phrasal verbs in his article which are carry out, find out and point out. He explored that the meaning of phrasal verbs is different in dictionary to that of in written text. Corpus-based can benefit teachers in teaching phrasal verbs because it provides an ample authentic example from texts as compared to dictionaries.

Zarifi (2002) conducted a corpus-based study in which he explored the use of phrasal verbs in EMAS (English language of Malaysian School Students) corpus. It contains written and oral data from 872 students. He concluded that Malaysian ESL learners have great tendency of making phrasal verbs and using them in their language. Some of the forms were based in existed criteria and some were lexically and semantically deviated.

Riyoo (2013) investigated that up, back, down are the most frequently used adverbial phrases in EEC. He took the data of 257 essays written by Korean learners. He concluded that native speakers use more adverbial phrases as compared to Korean learners. Korean speakers use low rate of PV as compared to native speakers.

Verb and particle when used together make a different meaning. It sometimes creates a problem for non-native speakers. To translate and analyze phrasal verbs into Polish language an English-Polish unidirectional parallel corpus, ‘PHRAVERB’, was designed which comprised of 926,725 words in both languages. Almost 40 sentences were selected to evaluate the similarities between both languages. Students found a great difficulty in translating phrasal verb from one language to other but PHRAVERB played a great part in helping the students to understand and translate these phrasal verbs (Perdek, 2010).

Similarly, Mukundan (2015) has conducted a research semantic treatment of phrasal verbs. He used Word Smith software and Oxford dictionary of Phrasal Verbs as a research tool. He concluded that the combination of words is repeated frequently in different forms which had same meaning. The selection of phrasal verbs should be graded at a lower level so that it would be understandable for non-native learner.

The second focus of the research is on short stories. A short story is basically a prose fiction which can be read in one setting. It is based on one incident or number of incidents that are linked together. Merriam Webster (2017) defines short story as “an invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot”. Short stories also have synonyms such as “narrative, novelette, novella, story, and tale”.

Language is a tool of communication. Since English is a lingua franca and considered as foreign language. It might be difficult sometimes for a non-native speaker to learn English language. Different researches have been done regarding, teaching English as a foreign language by using short stories. Cyelan (2016) investigated that short story is most suitable for teaching students because it is shorter in length and it has few characters. He further says that it is a good indicator as it motivates students to read and improve their reading skills. They read it with interest to know the end of the story. It is new area of research which still needs to be explored.

The third emphasis of the research is on the theory of semantic prosody proposed by Stubbs (1996). Stubbs has categorized semantic prosody in to three parts. The first part is ‘positive prosody’, which has positive semantic characteristics. The second is ‘negative prosody’, it has negative semantic characteristics and the last is ‘neutral or mixed prosody’ which has positive and negative both semantic characteristics. Several researches have been conducted on the theory of semantic prosody. Hu (2015) conducted a research on adjective by using semantic prosody. He selected three pairs of adjectives and concluded that negative collocates might have positive connotation with in text. Secondly the pair of adjectives has notable percentage of *neutral prosody*.

Oster & Lawick (2008) developed a methodology for checking the pragmatic adequacy of seemingly equivalent idioms. They also focused on the co-occurrence patterns of for selected idioms in German, Spanish and/or Catalan. They stated that semantic preferences are very important for showing something about semantic field. Similarly, semantic prosody engraved specific argumentation through positive and negative connotation.

Ahmadian (2011) has conducted a research on EFL learners about their knowledge on semantic prosody. Almost 70-item tests were constructed for semantic prosody and 180 candidates were selected taking English classes. The items were selected by using COBUILD Dictionary. He concluded that a careful and systematic selection of items could contribute to the test quality and its usefulness. He suggested that learning individual words and their meaning might not help in achieving fluency in foreign language. It is necessary in semantic prosody that words combine through collocations and give another meaning.

The present research is different from the above researches in way that there is little research conducted on short stories with respect to phrasal verbs. Furthermore, the focus of the research is to find out the phrasal verbs made from lexical item “out” as it is not common among writers. The third focus of the research is on the writings of female Pakistani writers as it did not

explore by any researcher so far. To examine the writing style, the theory of Semantic Prosody by Stubbs (1996) has been used. It is a corpus-based study and the data has been analyzed by using AntConc 3.4.4.

3. Method

The corpus used in the present study was based on the short stories of female writers. The corpus was delimited to Pakistani writers belonging to modern era. The corpus was based on 38971 words. The present study aimed at exploring the writing style of Pakistani writers. Furthermore, the data was also examined by using semantic prosody of Stubbs (1996). He has classified semantic prosody into three categories: *negative prosody*, which has negative semantic characteristics; *positive prosody*, having positive semantic characteristics and *neutral prosody*; having both negative and positive prosody. The data is analyzed based on phrasal verbs used in the short stories of Pakistani writers by using the lexical item “out”. It is a corpus-based study and data has been analyzed by using AntConc 3.4.4 which was introduced by Laurence Anthony (2014).

The research was based on both qualitative and quantitative research paradigm. The research has figured out the use of phrasal verbs in the short stories of Pakistani writers. The ten short stories were selected from Pakistani writers are as follows:

Table 1: Selected Short stories

SNO	Short Story	Writer
1	<i>Scar (1975)</i>	Aminah Ahmad
2	<i>The Optimist(1973)</i>	Bina Shah
3	<i>Daughters of AAI(1945)</i>	Fahmida Riaz
4	<i>The price of Hubris(1972)</i>	Humera Afridi
5	<i>Surface of Glass(1975)</i>	Kamla Shamsie
6	<i>Impossible Shade of Home Brew(1962)</i>	Muniza Naqvi
7	<i>Jungle Jim(1944)</i>	Muneeza Shamsie
8	<i>A Pair of Jeans(1958)</i>	Qaisra Sahraz
9	<i>Staying(1964)</i>	Sorayya Khan
10	<i>A Fair Exchange(1945)</i>	Tahira Naqvi

The research is analyzed based on short stories. Through purposive sampling technique, the sample of ten short stories from Pakistani writers is selected for the research.

4. Analysis

The research was based on both qualitative and quantitative research paradigm. 10 short selected were selected from Pakistani writers. The research was delimited to female writers only.

It has been further delimited to modern era. The data was analyzed through lexical item “Out”. 120 concordance hits were found in the short stories of Pakistani writers.

Concordance Hits 120	
Hit	KWIC
1	a second, expecting to hear Baji call out to her again, but it was quiet. Sh
2	there was little else she could make out. She thought of the young drive
3	had given her and discreetly pulled out two rupees of her own from her
4	or, their neighbor Khawar had come out onto the balcony. He stood with
5	desperately hoping he would come out on the terrace to fly his kite. Bac
6	eddened as she squeezed the water out of Baji's kameez. She busied her
7	langed again. Khawar's son toddled out and he picked him up; he looked
8	akee; the little boy's fingers splayed out star-like for his ungainly wave. K
9	e I can help." Maheen was sprawled out on Aalia's bed, which was covere
10	ld was dark like honey. Aalia pulled out the tika and held it against her fi
11	stuck there. She couldn't even make out the difference in the colors, the s
12	throat was so distracting. She held out her arm unsteadily, not even sun
13	asionally. she would be asked to dig out some item of jewelry or old sha

Figure 1: Concordance hits of lexical item “Out”

The figure 1 depicts the concordance hits of lexical item “out” in short stories of Pakistani writers. 120 concordance hits were found in the short stories of Pakistani writers. Among them 85 were general hits in Pakistani short stories. Almost six phrasal verbs were found with the lexical item “Out” in short stories of Pakistani writers. These phrasal verbs are turn out, figure out, find out, call out, get out and come out.

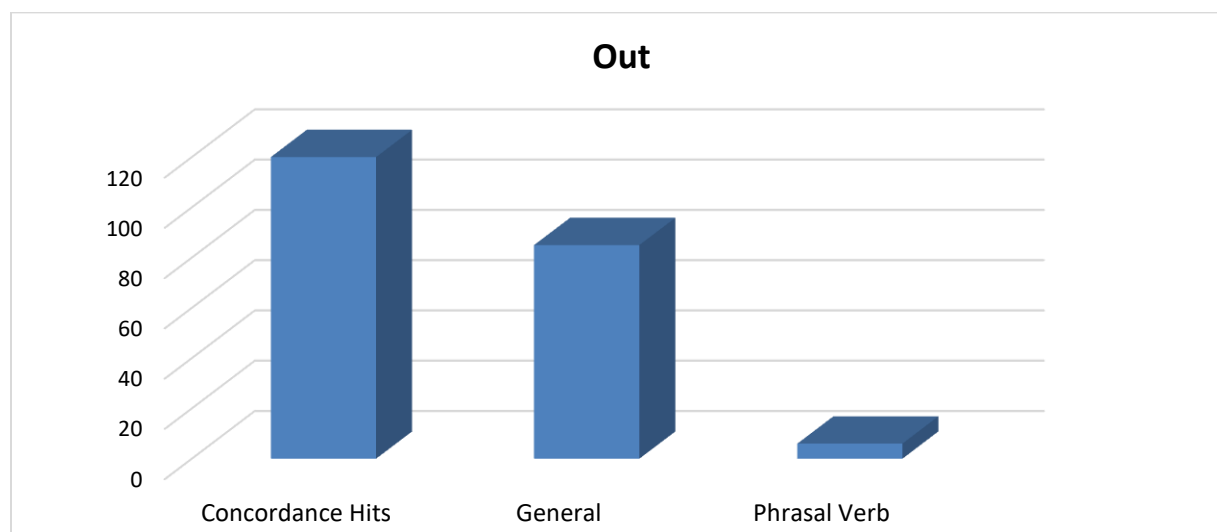


Figure 2: Concordance hits of lexical item “Out”

The figure 2 shows the concordance hits of lexical “out” in short stories of Pakistani writers. 120 concordance hits were found in the short stories of Pakistani writers. Among them 85 were general hits in the short stories Pakistani writers as lexical item “out” might be used with any other locution or preposition but not making any phrasal verb.

Almost 6 phrasal verbs found with the lexical item “Out” in the short stories of Pakistani writers. These phrasal verbs are turn out, figure out, find out, call out, get out and come out.

4.1. Figure Out

The phrasal verb “figure out” means “to understand or find out the answer”. Again, only two hits were found in short stories of Pakistani writers. The first one was “I am at loss to figure out what it is”, it is basically face-to-face conversation between a man and a woman. He showed her two photographs, but she was confused what is happening with her. She was trying to find out the answer. In the given example figure out collocates with lexical item “loss to” which usually considered in negative context. So, this example has *negative prosody* as it shows confusion of an individual. The second hit was “my opinion was our largest failing could never figure out a way to reach the quaint town” is basically a letter to a person who is taking care of house of that person who wrote letter. He has made a model and eager to donate it to museum, he is explaining the dots in his picture and points out that it is their huge mistake that they did not find earlier. Again, this example might lie in the category of *negative prosody* as it collocates with lexical item “never”.

Concordance Hits 2	
Hit	KWIC
1	icited attention. I am at a loss to figure out what it is. Two other t
2	s our largest failing could never figure out a way to reach the qu

Figure 3: Concordance hits of Phrasal verb Figure out

4.2. Get Out

“Get out” has eight meanings. The first meaning is “to leave or escape”, second one is “become known when people want it to remain secret”, third is “leave the house to visit place and socialize”. Forth meaning is “remove something from where it is stored to use it”, fifth is “publish, make available for the public to see or buy”, sixth meaning is “say what you want when it is difficult”, seventh “expression of disbelief” and the last is “remove dirt or something unwanted”. Two hits were found in the short stories of Pakistani writers. In the first hit, all the sisters were helping one of their sisters to choose a jora for her Nikkah. One sister raised the fabric high so that everyone could see; they were bored and confused to decide the perfect one “kaakee looked down, wanting desperately to get out of there”. In the second hit a girl named Mariam was having a dream about something but suddenly she heard the voice of recitation of Surah-E-Humd, she tried to get out of her bed “then as she tried to get out of bed, her newest dream spilled out”. In both the hits the writers have used only one meaning to convey message which is “to leave or escape”. The above 2 hits show willing ness of an individual to escape from situation. The lexical item “desperately” indicates the extreme desire of anything. These

examples come under the category of *neutral prosody*, the escape can be negative or positive depending on the situation.

Concordance		Concordance Plot	File View	Clusters/N-Grams	Collocates	Word List	Keyword List
Concordance Hits 2							
Hit	KWIC						
1	d down, wanting desperately to get out of there. Aalia looked at						
2	r with. Then, as she struggled to get out of bed, her newest drear						

Figure 4: Concordance hits of Phrasal verb Get out

4.3. Find Out

“Find out” basically means “to discover or obtain information”, “to learn” or “verify something”. Again, only one hit was found in short stories of Pakistani writers. It was “how would she feel if she were to find out that her daughter had been jilted”. It was basically the thinking of a woman on listening to the story of her friend whose daughter was jilted the last minute. She was talking to her own self that how painful it is to know when someone’s daughter is jilted and how painful it would be for her if it was her own daughter. They were trying to find out something new. Here this example comes under the category of *negative prosody*. The preceding lexical items have negative semantic characteristics. It shows chaos in the mind of an individual.

Concordance		Concordance Plot	File View	Clusters/N-Grams	Collocates	Word List	Keyword List
Concordance Hits 1							
Hit	KWIC						
1	. How would she feel if she were to find out that her daughter had been						

Figure 5: Concordance hits of Phrasal Verb Find out

When the tense was changed, two hits were found of phrasal verb “found out” in the short stories of Pakistani writers. In the first hit, writer was describing a situation in which a girl has done something wrong and she was worried about that people would find out. “Something

wrong and they'd found out about it?" Here she has used the meaning "to investigate". It lies under the category of *neutral prosody* as phrasal verb proceeds with a question mark which shows chaos and confusion what would happen next. In the second hit "something earlier?" We never found out", the writer has used the meaning "to discover". This example comes under the category of *negative prosody* as it is followed by lexical item 'never' which possess the negatives semantic characteristics.

Concordance Hits 2	
Hit	KWIC
1	done something wrong and they'd found out about it? Apart from the c
2	u do something earlier?" "We never found out. Her time of the month ha

Figure 6: Concordance hits of Phrasal verb Found out

4.4. Call Out

Only one hit was found in the short stories of Pakistani Writers. The meaning "to say something in a loud voice" has been used in this hit "the table was laid for the dinner. She called out, "Auntie", addressing her future mother-in-law". The writers of short stories used only one meaning of phrasal verb "call out" in their writing style. The above example might fall in the category of *positive prosody* because the node word collocates with positive semantic characteristics.

Concordance Hits 1	
Hit	KWIC
1	g! The table was laid for dinner. She called out, "Auntie," addressing her t

Figure 7: Concordance hits of Phrasal Verb Call out

4.5. Come Out

“Come out” has six meanings and it is used in different context. The first meaning is “a secret is revealed”, second “be published or otherwise available to the public”, third “disappear when washed”, fourth “let people know that you are lesbian or gay”, the fifth is “when the sun appears” and the sixth is “to emerge”. Five concordance hits were found in the short stories of Pakistani writers. All the concordance hits showed only one meaning “to emerge”, “next door, their neighbor Khawar had come out onto the balcony”. All the concordance hits have *positive prosody* because phrasal verb ‘come out’ has positive semantic characteristics and the word collocates are ‘balcony’, ‘terrace’ and ‘trunk’ and the receding locutions are hoping, honor, easily. These all words have positive semantic characteristics in a dictionary. So, these hits have *positive prosody*.

Concordance Hits 5	
Hit	KWIC
1	enced her. Next door, their neighbor Khawar had come out onto the balcony. He :
2	se of Khawar; Aalia desperately hoping he would come out on the terrace to fly h
3	be a matter of their honor. They would come out with their axes and th
4	nfusion outside. People, mostly young men, had come out with sticks and stones
5	dark red gharara suit that could easily have come out of the unidentified bla

Figure 8: Concordance hits of Phrasal Verb Call Out

When the tense was past only one hit were found in the short stories of Pakistani writers. It has the same context as the above “but when I came out she was already asleep”. The writers have used mostly one meaning of the phrasal verb “came out”. It comes under the category of *positive prosody* because it has positive semantic characteristics.

Concordance Hits 1	
Hit	KWIC
1	hurt her for the world. But when I came out she was already asleep, or at least

Figure 9: Concordance hits of Phrasal Verb Came out

4.6. Turn Out

“Turn out” has eight meanings. These meanings are “produce”, “produce an unexpected result”, “stop a light”, and “attend”, “to get out of bed”, “to end satisfactorily”, “to result, to happen and “to aim outward”. Two concordance hits were found in the short stories of Pakistani writers. Again, the first hit depicted the meaning “to result” or “to happen”. The first hit was “told me her date of birth and it turned out she was an Aries”. It lies under the category of *positive prosody* because collocated lexical item ‘date of birth’ has positive semantic prosody results in declaration of zodiac sign. The second hit showed the meaning of phrasal verb as “to stop light”, “at least pretending to be, the light turned out, her breathing”. As shown in the sentence, the lexical item ‘light’ must be turned out as it’s a phenomenon. So, it falls under the category of *positive prosody*.

The screenshot shows a software interface with a menu bar at the top containing: Concordance, Concordance Plot, File View, Clusters/N-Grams, Collocates, Word List, and Keyword List. Below the menu bar, the text 'Concordance Hits 2' is displayed. A table with two columns, 'Hit' and 'KWIC', lists the following data:

Hit	KWIC
1	told me her date of birth and it turned out she was an Aries, anotl
2	, or at least pretending to be, the light turned out, her breathing heavy a

Figure 10: Concordance hits of Phrasal Verb Turn out

4.7. Pull Out

The phrasal verb “pulled out has four meanings. These meanings are “start moving”, “move into traffic”, “withdraw”, and “remove soldiers from an area”, “to remove something”, “to leave or to depart”, “to bring something forth”. Four concordance hits were found in the short stories of foreign writers. Four concordance hits found in the Short stories of Pakistani writers. All the hits depict only one meaning “to bring forth”. The first concordance hit showed something done secretly as phrasal verb pulled out collocates with lexical items ‘discreetly’. It might come under the category of *negative prosody* because it has hidden act. The second hit comes under the category of *positive prosody* as this act sounds normal and predictive. Here the third example falls under the category of *neutral prosody*, an individual’s intention is not clear that why she has pulled out ‘entire folios’ of uncle. The last concordance hit comes under the category of *positive prosody* as it has positive semantic characteristics for collocated lexical items.

Concordance	Concordance Plot	File View	Clusters/N-Grams	Collocates	Word List	Keyword List
Concordance Hits 4						
Hit	KWIC					
1	honey Baji had given her and discreetly pulled out two rupees of her own					
2	avy; the gold was dark like honey. Aalia pulled out the tika and held it ag					
3	unty Frances." That evening my mother pulled out entire folios of Uncle .					
4	gap where her largest molar had been pulled out, he added, "For you. A					

Figure 11: Concordance hits of Phrasal Verb Pull out

From the discussion it can be concluded that a noteworthy percentage of negative and neutral semantic prosody were in the short stories of Pakistani writers. Moreover, the results indicated that the ratio of concordance hits with lexical item “out “were less and only six phrasal verbs were found which might be because writers tend to avoid phrasal verbs in their writing. Probably, because one phrasal verb has more than one meaning and it might become difficult for a writer to differentiate.

Table 2: Concordance Hits of Phrasal verbs

SNO	Phrasal Verb	Pakistani writers concordance hits
1	Figure out	2
2	Get out	2
3	Call out	1
4	Turn out	2
5	Pull out	4
6	Come out	1

The table1.1 depicts total number of phrasal verbs common in the short stories of Pakistani writers and their total concordance hits in the stories. Out of 6 phrasal verbs only pull out has 4 concordance hits and figure out, get out, turn out has 2 hits and the rest two call out and come out has 1 concordance hit each.

5. Conclusion

This study has explored the usage of phrasal verbs by examining their semantic prosody through short stories of female Pakistani writers. The findings indicate that semantic prosody can be determined by examining the collocations, proceeding note words. Secondly, the findings suggest that the six phrasal verbs in this study, justify a notable percentage of negative and neutral semantic prosody in the short stories. The phrasal verbs are usually avoided by writers as they have fewer ratios of concordance hits. In this study only six phrasal verbs were found with lexical item “out” and among them phrasal verb ‘pull out’ has four concordance hits remaining five have two or one concordance hit. This research is beneficial for future researchers. They can extend the data of short stories. They can also compare the two eras/periods of English literature. Future researchers can also analyze the other aspects of short stories such as adjectives, adverbs etc.

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A Corpus Based Study of Phrasal Verbs of *Go* in Mohsin Hamid's Fiction

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Abstract

This study aims at investigating the frequency and discourse functions of phrasal verbs of *go* in the selected corpus. The corpus developed for this study was based on 5 short stories and 3 novels written by Hamid. It has 218,677 words in total. The reason behind choosing *go* as compared to others i.e., *carry*, *pull* and *pick* is its frequent occurrence. A total of 264 concordance lines were found with the verb *go* through language tool WordSmith 6.0 but not all of them were hits for phrasal verbs. Therefore, the researcher used 2 more language tools for finding out possible phrasal verbs with *go* in the corpus and then analyzed them qualitatively with examples from the developed corpus. The comparison between the dictionary meaning and contextual usage of the found phrasal verbs within the selected corpus showed that the author, Mohsin Hamid, has used phrasal verbs of *go* in his writings frequently. This study is helpful in enhancing the knowledge of phrasal verbs for teachers, students and future researchers.

Keywords: concordance, corpus based, contextual use, dictionary meaning, phrasal verbs

1.1. Introduction and Background

The world, we live in, is surely excelling in science and technology, each passing day. Human life has been empowered by technological advancements and their value can never be undermined. The centrality and the benefits of the new technologies, for example, personal computers are high. It has a lot to offer almost in all major fields. In recent past, this technology has even opened its domain for language study as well. Where it has done so much for human advancement in science, medicine, it has widened its horizon for language users, both teachers and learners. Personal computers, being an unmistakable development of the present time have given new dimensions of perspective to look deeper into the language.

Corpus linguistics, investigates language based on electronically stored samples of naturally occurring texts (written or spoken). The focus on natural data emphasizes the social dimension of language: the texts in a corpus are used by people in real communicative situations. So, corpus linguistics can contribute to the investigation of what people do with language and their perceived world view. In Pakistan Corpus Linguistics is in emerging phase as compared to the West where a lot work has already been done. The initiative of first Pakistani National Corpus of English (PNCE) has been taken by Air University, Islamabad, Pakistan. The project is launching for public use soon.

Spoken and written texts have been widely explored through corpus-based approaches in recent years (Sinclair, 1991; McCarthy, 1998, and many others). Corpus based approaches have

various advantages, for example, it can investigate the usage of words, frequency, collocation and concordance (McEnery & Wilson, 2001).

The fundamental features of corpus-based analysis include the following (Biber et al., 1998; Conrad, 1999):

1. It is empirical, analyzing the actual patterns of use in natural texts.
2. It utilizes a large and principled collection of natural texts as the basis for analysis.
3. It makes extensive use of computers for analysis, using both automatic and interactive techniques.
4. It takes in consideration both quantitative and qualitative analytical techniques, especially functional interpretations of language use.

New researches in the field of corpus linguistics are being enlisted each passing day. There are different programs available for analysis of language on different levels such as lexical level, syntactical level etc. These language tools include AntConc, TextStat, Claws, GraphColl and WordSmith and these vary in prices and accessibility. However, some of them are available free of cost.

For native speakers, using phrasal verbs is a part of everyday conversation and write up. But when it comes to non-natives, the choice, timing and correct usage of phrasal verbs, is most of the times prove to be a difficulty, this is because of L1 that is already developed and functioning. It is typical and usual for them. However, for non-native speakers speaking and understanding the right usage of phrasal verbs has never been easy because of the L1 interference. It has created inconvenience for both students and teachers of all levels. Although the structure of phrasal verbs is easily comprehensible but even then, mistakes and errors are committed by students every now and then. So, it is very essential to find ways through which phrasal verbs can be taught to learners effectively. Along with this, it is fundamental to choose the best course in which students can understand and use them precisely.

A number of qualitative and quantitative researches have been carried out on the contextual and general usages of phrasal verbs (O' Keffe, McCarthy, & Carter, 2007). But, since corpus-based approach (CBA) is a more of a recent approach, so the studies conducted on phrasal verbs via CBA are less in number. This research paper's motivation is to search for frequency of phrasal verbs of *go* in Hamid's fiction. Moreover, it is an attempt to investigate and portray the discourse functions of the selected phrasal verbs.

This study is helpful for all the English language users, be it teachers or learners. It may increase their knowledge regarding phrasal verbs and their discourse functions because apart from dictionary meanings, how words work in certain contexts is highlighted in the study. The future researchers can take up a larger corpus and check frequency and discourse functions of phrasal verbs as well as idioms.

2. Literature Review

"Is it look into, search for or take a gander at, teacher? I sincerely don't see the distinction," said Lina, an English understudy at the University of Costa Rica. Situations like these may be frequently found English classrooms when managing phrasal verbs. Gardner and

Davies (2007) write that that there has been a considerable measure of perplexity during the time encompassing the depiction and arrangement of phrasal verbs. Also, a few sources, including grammarians and language specialists, have wrangled about how to characterize and arrange phrasal verbs (Gardner and Davies, 2007). These studies also indicate the importance of phrasal verbs in order to enhance the expression of writing.

Gaston (2004) concedes that maybe, because of this disarray, non-native speakers discover them hard to obtain and along these lines abstain from utilizing it. As expressed by Gaston (2004), a few elements may trigger the way that undergraduates of English language restrain from using phrasal verbs while speaking. For example, Gaston (2004) contended, this may be because of their bizarre development verb+ particle, their basic contrasts or their informal nature. Their general significance is informal in light of the fact that it is not the same as the importance of the individual words that make up the phrasal verb. It is critical to notice even today phrasal verbs evidently are difficult for language specialists, grammarians and students. Researchers consider phrasal verbs the most well-known casual expressions in English, and the definitions may fluctuate starting with one creator then onto the next. For example, Thornbury (2002) has described them as lexeme, that is "a word or gathering of words that capacity as a solitary significance unit"(p.6).

On the other hand, Nattinger (1980) has alluded to them as polywords which he has characterized as "short expressions with to a great degree low changeability whose importance exists separated from linguistic structure. They are regularly substitutes for single words and are consequently practically the same as other vocabulary things" (1980, p.339). In addition, Ushigusa (2008) imagined them as multi-words. Thornbury (2002) has additionally concurred that they have a lexical importance and a syntactic shape. The lexical importance of phrasal verbs gets from the way that their importance cannot for the most part be translated by isolating them, and they have a fairly colloquial noteworthiness (Schmitt, 2000). For example, the significance of *look* is to utilize your eyes and to see and the relational word *up* means the inverse of *down*, however the phrasal verb *gaze upward* may have a few implications that vary from the implications of the verb and relational word that make the unit. Hence, Thornbury (2002) recommended that the syntactic type of phrasal verbs starts from the verb + particle structure.

2.1. Corpus Based Studies

Despite of the fact that the term corpus etymology initially seemed just in the mid 1980s corpus-based study has a significant history. The corpus procedure goes back to the pre-Chomskyan period when it was utilized by field etymologists, for example, Sapir, Newman, Bloomfield and Pike (Biber, 1991). In spite of the fact that language specialists around then would have utilized shoeboxes loaded with paper slips as opposed to PCs as a method for information stockpiling, and the corpora they utilized may have been straightforward accumulations of composed or translated writings and along these lines not delegate, their strategy was basically corpus-based as in it was observational and in light of watched information. As McEnery and Wilson (2001) take note of, the essential corpus system was far reaching in semantics in the mid-twentieth century. In the late 1950s, notwithstanding, the corpus procedure was so extremely censured that it got to be minimized, if not completely relinquished, in substantial part as a result of the asserted skewedness of corpora. Chomsky's feedback was without a doubt genuine when it was made. Around then, the span of shoebox

corpora was for the most part little, and those corpora were utilized fundamentally for the investigation of recognizing components in phonetics, however a couple of etymologists of this time, strikingly Jespersen and Fries additionally utilized paper-based corpora to study linguistic use. Utilizing paper slips, human hands and eyes, it was basically difficult to group and dissect expansive assemblages of dialect information. Subsequently the corpora of the time could occasionally refrain from being skewed (Facchinetti, 2007).

However, with improvements in innovation, and particularly the advancement of PCs offering regularly expanding handling power and gigantic stockpiling at generally minimal effort, the misuse of huge corpora got to be distinctly doable. The linkage of corpora with computers revived enthusiasm for the corpus procedure. The primary, present day corpus of the English dialect, the Brown corpus was inherent in the mid-1960s for American English. From the 1980s onwards, the number and size of corpora and corpus-based studies have expanded drastically (Conrad, 1999). These days, the corpus system is appreciated and used across the board scales. It has opened or fore-grounded numerous new territories of research.

This corpus based analysis is an investigation of phrasal verbs, in the developed corpus, in comparison to dictionary meanings. The study highlights the contextual meanings and helps in understanding the different usages of certain phrasal verbs. It aims at explaining and highlighting several discourse functions of the phrasal verbs of *go*. Keeping in view the research objectives of the study the proposed research questions are:

- What is the frequency of phrasal verbs of *go* in Hamid's selected fiction?
- What are the different discourse functions of phrasal verbs of *go* found in the developed corpus?

2. Research Methodology

This study is a blend of both qualitative and quantitative research method. The first part of the research is quantitative in nature in which frequency of the phrasal verbs of *go* are checked with the language tool WordSmith 6.0. Second part of the research is qualitative, in which discourse functions of the phrasal verbs of *go* are described generally as well as contextually. Corpus used in the study is based on 3 novels and 5 short stories written by Hamid.

Table 1: Showing texts names included in the developed corpus

Novels	Short Stories
<i>The Reluctant Fundamentalist</i> (2007)	<i>A Beheading</i>
<i>Discontent and its Civilization</i> (2015)	<i>Of Windows and Doors</i>
<i>Moth Smoke</i> (2012)	<i>Alien Invasion in the G.L.A.C</i>
	<i>Terminator: Attack of the Drone</i>
	<i>A Third Born</i>

The corpus developed for this study consists of 218,677 words. The author initially downloaded these books and short stories in electronic format. Then pdfs were converted into word files and cleaned manually to get rid of non-essential parts of the text. Finally, these files

were converted into desired format (.txt) for analysis via language tools. The criteria for choosing phrasal verbs with the verb *go* is its ample occurrence in the developed corpus when ran through WordSmith 7.0. Before finalizing verb *go* for analysis, the researcher tried other verbs such carry, pull and pick and found less frequency in overall.

The data has been analyzed on 2 levels. First, the selected word *go* is run through the language tool WordSmith 6.0 to check the concordance hits (frequency) of the selected phrasal verbs. For clear understanding and display at a glance the frequency has been displayed by using line charts. Afterwards, discourse functions of the phrasal verbs of *go* are described contextually and generally. Not all the concordance hits of *go* are of phrasal verbs therefore the researcher has utilized 2 other language analysis tools. GraphColl has been used to differentiate between the phrasal verbs and other independent hits with the words *go*. Afterwards, AntConc tool has been used to count the frequency for each phrasal verb found in the selected corpus.

3. Analysis

This portion deals with the analysis of phrasal verbs of *go* found Hamid's fiction, through corpus-based approach. The research is partially qualitative and partially quantitative in nature. Firstly, the data is analysed and processed in a statistical manner. Secondly, the dictionary meanings of these phrasal verbs are collected. Afterwards, the contextual usage by Hamid in his fictions has been described.

4.1. Frequency of *go*

The ongoing corpus-based analysis of Hamid's fiction through the language tool WordSmith 0.7 shows that the verb *go* comes with the frequency of 273. However, not all the concordance hits with the word *go* are necessarily of phrasal verbs. Because a phrasal verb is made up of a verb and a particle, and the word *go* can be used in other contexts generally as well as in isolation.

N	Concordance	S
1	.. " Then she turned to me abruptly. "Go to your room. You don't need to be	
2	not yet eaten. I hesitated to rise and go to the refrigerator for fear of	
3	have a discussion. Get your coats and go out to play." Imran squealed and	
4	business, Hayat...Take your milk and go somewhere else." Two days later,	
5	rest...What d'you say we split up and go exploring?" Zakiya smiled, nodding	
6	crying, collect your personal items, and go home.' 'Do you want me to fill out	
7	a token bark, but they ignore him and go about their business in silence. I	
8	when they see me they turn around and go back inside, leaving me uncertain	
9	wet gaze. Father was quiet. "You...are...go...ing...to...go...to...hell..." I said	
10	evening by Manucci shaking my arm. 'Go away,' I tell him, desperate to	
11	those appear, the men in the audience go wild, whistling joyously. Maybe the	
12	my bike!" I exclaimed. "Good, behta. Go. Go and clean it. And then go for a	
13	we should leave the city for a bit. Go out to the Hamptons. But I told her	
14	, magnificent billboards. Buildings go from mud to brick to concrete, then	
15	mean, no one's telling you to stop. But go easy" "Fine," I said. She took my	
16	you let it out, that's the only way it can go away." I didn't know what she was	
17	. But why follow His will? So you can go to heaven or something like that? I	
18	again, gently. 'Do you think you can go back to Ozi as though nothing ever	
19	this with your yogurt and then you can go." "I don't like kidneys either," Imran	
20	isn't apologizing. He's telling me I can't go in. Luckily, I see the white reverse	
21	figure out his intentions. Things can't go on like this forever. After all, Mina	
22	wasn't saying anything. "But you can't go, Auntie," I finally blurted out. Mina	
23	he asks me again?" Mina chuckled. "Go on, kurban," Mother said to me,	
24	take us ninja exploring. Wanna come?" "Go on, kurban," Father said. "Play	

Figure 1: Showing the concordance hits of the word *go* through WordSmith 6.0

For instance, in concordance hit number 5 *go* has been used generally and not as a phrasal verb. “I let go. Fall. Roll.” (Figure 1). Here, the word *go* has been used in the sense of letting *go* or setting something free. In comparison to this, concordance hit number 25 shows the word *go* used with the particle ‘on’ which when seen in a context or sentence, becomes a phrasal verb ‘go on’. “It made me want to go on.” (Screen Shot 1.1). The phrasal verb ‘go on’ has several meanings including ‘to happen’, and ‘to continue’ to move to the next stage’ etc. In this hit, the phrasal verb falls in the category of second meaning that is to “to continue”.

WordSmith 6.0 also has a capability to show which texts do and do not have the concerned words or nodes (Figure 2). The word count and hit count in each file is visible in the concordance report below produced by WordSmith tool. This way it was found out that one of texts did not have the word *go*.

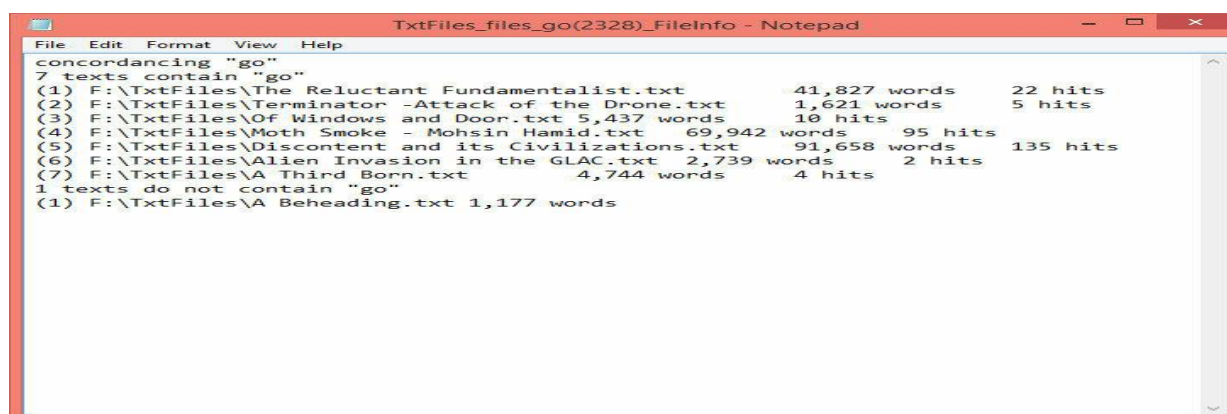


Figure 2: Showing the concordance report of the word *go* through WordSmith 6.0

It has already been discovered that not all the concordance hits with the words *go* are necessarily of phrasal verbs. Therefore, the researcher took help from another language tool, GraphColl, which has been developed by Lancaster University, United States. It is specially developed for studying collocation. The researcher has run the word *go* in GraphColl and checked the most frequent words coming alongside it (Figure 3).

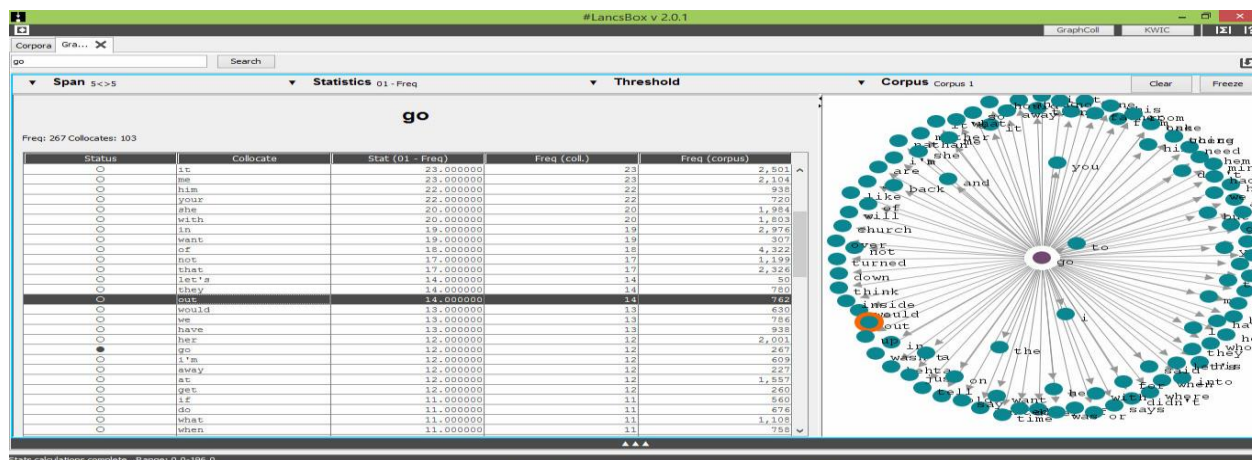


Figure 3: Showing the most frequently occurring words with *go* through GraphColl

Then after jotting down the phrasal verbs, the researcher ran the phrasal verbs through AntConc and noted down the frequency as well the contextual discourse functions of the found phrasal verbs. This process was completed manually. Before doing so, the researcher manually separated the general words from the phrasal verbs with the word *go*. In Figure 4 total hits, generally used (gen use), and hits with phrasal verbs with the word *go* are displayed.

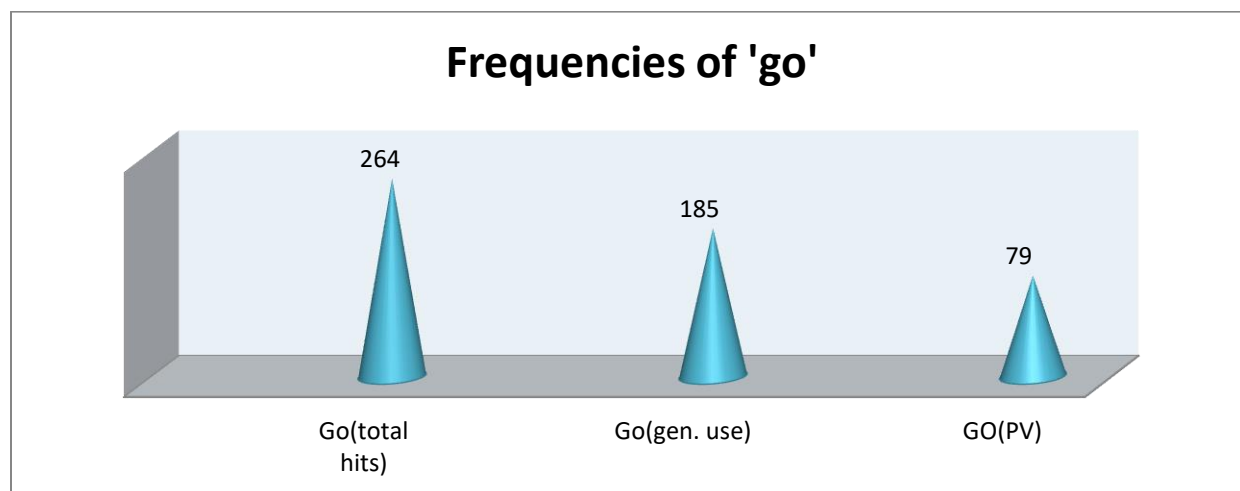


Figure 4: showing total hits, gen. use and phrasal verbs of *go* in the selected corpus

4.2. Discourse functions of phrasal verbs with *go*

In the selected corpus there are several phrasal verbs found with the verbs *go*. The phrasal verbs found with *go* are *go back*, *go on*, *go ahead*, *go for*, *go away*, *go out*, *go in*, *go through*, *go up*, *go by*, *go with*, *go about*, *go around*, *go down*, *go into* and *go along with*. After a thorough analysis, the research found the frequency of each phrasal verb in the corpus and that has been displayed it through Figure 5.

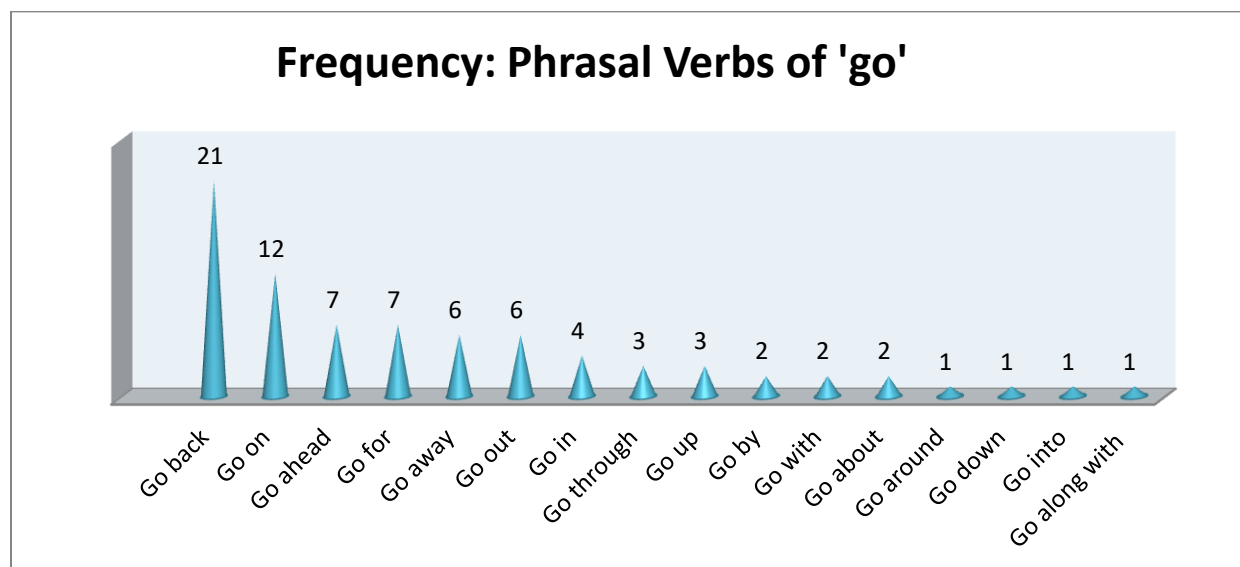


Figure 5: Showing the frequency of the phrasal verbs of *go* in the selected corpus

The phrasal verb *go back* has occurred 21 times in the selected corpus. However, these hits varying terms of meaning. For instance, hit number 8 “we should go back” means ‘returned to the previous point’. Similarly, in hit number twenty *go back* means ‘going back to the starting point’. The under analysis phrasal verb ‘*go back*’ has two meanings. They are ‘going back to the starting point’ and ‘have a long history’. But in the corpus or in the fiction of Hamid, it has been used in one sense only ‘retuning to the former point in order to start again’.

The phrasal verb ‘*go on*’ has 21 concordance hits in the selected Hamid’s fiction. It has total 8 meanings that are attached in appendix. However, in the corpus only 2 meanings are found. In the hits, 1 to 5 and 7 to 11, it means to ‘continue’. For example, in hit number 4 it is evident “Things can’t go on like this forever”. In concordance line 6 “It made me want to go on” and twelve “Go on, ‘n take the first bite,” it means ‘start doing’ or ‘take the initiative’.

‘Go ahead’ means ‘proceed’ and in the corpus all 7 hits show and confirm that it does mean ‘proceed’ for instance in hit number two “Mind if I got ahead and set this down?” Therefore, it is safe to say that the writer has used it correctly and there is no deviation found. Another phrasal verb ‘*go for*’ has been used by Hamid in his fiction. It has 6 meanings, generally. Hamid has used in two senses. They are ‘select or choose’ and ‘attack’. In the hits all have been used in the sense of selecting or choosing something except hit number 6. For instance, in the hit number 1 “I decided to go for more” is evidence that here phrasal verb has been used as ‘choosing’ or ‘selecting’. The second meaning has been used for ‘attack’ in the sixth hit that it “like the dog changes its sound it means to go for you”. However, the phrasal verb ‘*go away*’ has been found in 6 hits and in all those hits it has been used in one sense that is ‘leave a place’ or ‘disappear’.

Table 2: Showing PVs of *go* in selected corpus with the contextual uses and examples

Phrasal verbs	Dictionary Meanings	Found meanings	Examples from the Selected texts
Go out	<ol style="list-style-type: none"> 1. Stop burning, be extinguished 2. Leave a place 3. Go on strike 4. Become infashionable 5. Move backwards, of a tide 6. Be eliminated in a competition 7. Be transmitted 8. Be sent 9. Intend 	Two meanings found they are (1)‘stop burning’, or ‘be extinguished’ and (2)‘leave a place’	For instance, hit number one states “fire that wouldn’t go out. So I tried something else”. Here the PV has been used in the sense of ‘stop burning. In the rest of the hits the PV ‘go out’ has been used in the sense of ‘leaving a place’.

Go in	<ol style="list-style-type: none"> 1. Go to hospital for treatment, surgery, 2. Fit 3. Disappear, become obscured by a cloud 4. Attack 	<p>One meaning found that is to ‘Disappear’, or ‘become obscured by a cloud’.</p>	<p>In all the 4 hits the writer has used ‘go in’ in one sense that ‘disappear into a place’. For instance, in hit number one “Please go in to Ozi”, ‘go in’ has been used in sense of going to someone and disappearing.</p>
Go through	<ol style="list-style-type: none"> 1. Experience 2. Read again 3. Examine, search 4. Do something in a certain way or following certain procedures 5. Explain 6. Be approved formally or sanctioned 7. Enter 8. Consume or spend 9. Perform or carry something out 	<p>3 meanings found and they are (1) ‘does something in a certain way’ or ‘following certain procedures’, (2) ‘read’ and (3) ‘experience’.</p>	<p>There are total 3 hits with this phrasal verb and every hit has utilized different meaning. First hit has used this PV according to the first meaning mentioned. In second hit this PV has been used in the sense of ‘read’ and in the third and the last hit ‘go through’ has been used in the sense of ‘experience’. “People go through difficult times” (hit 4).</p>
Go up	<ol style="list-style-type: none"> 1. Rise or climb 2. Approach 3. Be built 4. Be heard 5. Be promoted 	<p>One meaning found that is to ‘rise’ or ‘climb’.</p>	<p>In all 3 hits ‘go up’ has been used in one sense that is ‘to climb’. For example, in hit number one it can be seen, “Then you go up to play with Hayat, okay?”.</p>
Go by	<ol style="list-style-type: none"> 1. The passing of time 2. Trust or depend on for correct information 3. Pay a short visit, call 	<p>One meaning found that is ‘passing of time’.</p>	<p>In both the hits PV ‘go by’ has been used in one sense that is ‘passing of time’. For example, in hit number two “And once a couple of days go by,”</p>

Go with	<ol style="list-style-type: none"> 1. Combine nicely 2. Accompany 3. Accept, agree to 4. Date, have a relationship with 	One meaning found that is 'accompany.	In both the hits PV 'go with' has been used in one sense that is 'accompany'. For example, in hit number one "But I promise I'll go with you the next time".
Go about	<ol style="list-style-type: none"> 1. Deal with something 2. Circulate 3. Continue to do something; keep busy with something 4. Work on something 	One meaning found that is 'Continue to do something'.	In both the hits PV 'go about' has been used in one sense that is 'Continue to do something'. For example, in hit number one "people seemed to about their lives normally".
Go around	<ol style="list-style-type: none"> 1. Circulate 2. Be or have enough of something 3. Visit 	One meaning found that is 'circulate'.	There is only one hit with this PV and in that very hit 'go around' has been used in the sense of 'circulate'. Hit is "so next time you want to go around bad mouthing Jews".
Go down	<ol style="list-style-type: none"> 1. Decrease, get smaller 2. Sink 3. Sunset 4. Be sent to prison 5. Become recorded as or known as 6. Be eaten or swallowed 7. Fall to the ground 8. Happen, take place 9. Stop working, especially computers 10. Become dimmer 11. Be received by people, in terms of their reaction 	One meaning found that is 'visit'.	There is only one hit with this PV and in that hit 'go down' has been used in the sense of 'visit'. Hit is "You ever go down to the lake?"

Go into	<ol style="list-style-type: none"> 1. Discuss in some detail 2. Enter a profession, hospital, trade, market 3. Begin a speech or description 4. Be dedicated or devoted 5. Be contained in a larger number 	One meaning found that is 'enter'.	There is only one hit with this PV and in that very hit 'go into' has been used in the sense of 'enter'. Hit is "The Jews will be the first to go into the fire".
Go along with	<ol style="list-style-type: none"> 1. Accept a decision or suggestion 2. Accompany 	One meaning found that is 'accompany'.	There is only one hit with this PV and in that very hit 'go along with' has been used in the sense of 'accompany'. Hit is "she would have no trouble getting him to go along with her plan to bring Mina to Milwaukee".

5. Conclusion

The present study leads towards the following conclusions. Undoubtedly, dictionaries are the reliable sources for words and their meanings but going for a corpus analysis can help in understanding grammatical structures and collocates of any particular lexical item. Hamid, in particular, has used phrasal verbs with *go* frequently. It is because of CBA that this result has been inferred in such time and resources. Therefore, CBA is helpful in gathering information more effectively and concisely. The concordance lines from language corpora are a supplement to the dictionaries, to study naturally-occurring words. Same has been observed in the ongoing study; the contextual use is different than that of dictionary meaning/s in different tenses. Different language aspects and their grammatical structures are mostly analyzed through qualitative approach, but applying corpus gives a blended research, i.e., both qualitative and quantitative. It provides examples to understand the complex and multiple uses of phrasal verbs. Despite being under the same classification as phrasal verbs, the phrasal verbs of *go* differs in terms of the text types, in which they occur, grammatical format, and linguistic elements that collocate with them.

Besides, a corpus-based analysis of Hamid's fiction, this research has certain pedagogical implications as well. Such a corpus-based study can help an instructor, to make students aware about using phrasal verbs in different contexts. Instead of depending just on assumptions and word references, students can be furnished with more authentic material and normal cases, this also helps in improving their vocabulary. This study involves software to analyze phrasal verbs in Hamid's selected fiction. Hamid has used phrasal verbs of *go* frequently in his writings. Future researchers can take larger data from the same author or a couple of authors, to analyze phrasal verbs, to reach at a more generalized result. Moreover, more usages, meanings and

discourse functions can be explored of different words, or even the same phrasal verb in a larger corpus.

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Academic Word List in Pakistani Legal Discourse

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Abstract

This corpus-based study aims at exploring the most frequently-used academic words in legal discourse and compares the wordlist to the distribution of high frequency words in Coxhead's Academic Word List (AWL) in order to examine their coverage within the law corpus. This study is an attempt to develop an academic word list of frequently used linguistic items and explore the contextual use of words in legal discourse. For this research, a corpus of 76 law research articles, consisting of approximately 246,426 words from 3 law sub-disciplines (Corporate Law, Pakistan Tax Decision and All Pakistan Legal) were compiled and analyzed based on two criteria; frequency and range. Based on the analysis, a list consisting of 72 academic word families were produced to provide a useful law academic word list. A word to be included in the list must occur at least 50 times in the corpus. This study concluded that attempts must be made to create discipline-specific word lists. Further pedagogical implications are discussed in detail.

Keywords: academic word list, corpus, legal discourse, word families

1.1. Introduction

One of the major language problems of learners in academic reading and writing is learning vocabulary (Shaw, 1991). Nation (2001) divided vocabulary into four levels - high frequency words, academic vocabulary, technical vocabulary and low frequency words. This division shows that some words ought to have more attention and effort than others in different phases of language learning or for different purposes. Unfamiliarity with a set of special words, i.e., academic vocabularies, is one of the major problems in learning the target language. Within this field many researchers have examined academic texts (Campion & Elley, 1971; Coxhead, 2000; Xue & Nation, 1984). Academic corpora have been used as an important source of factual information to study specialized vocabulary in academic texts. The acquisition of vocabulary has long been considered to be a crucial component of learning a language (Nation, 2001) because the breadth and depth of a learner's vocabulary will have a direct influence upon the expression, accuracy and quality of his or her writing (Read, 1998). As academic vocabulary requires direct pedagogical attention and is important for academic success, efficient learning and teaching of academic vocabulary becomes noteworthy. A list of academic words give an inventory of high-frequency lexical terms viewed as more valuable and useful for students' academic study in English (Nation, 2013; Nation & Webb, 2012). According to Coxhead (2000) the academic vocabulary in her Academic Word List (AWL) covered only 10% of the tokens in her 3500000 running word academic corpus.

Knowledge of vocabulary affects reading comprehension and a reader's size of vocabulary can make reading more pleasurable (Hirsh & Nation, 1992, cited in Khani & Tazik, 2013). However, it is not easy for the teacher to decide which words are worth teaching (Vongpumivitch, Huang, & Chang, 2009). All words are not equally important at different levels of learning.

In the recent times, corpus linguistics has become popular in English for Specific Purposes/English for Academic Purposes research, helping the researchers, teachers and learners in developing better understanding of the nature of language. Coxhead compiled the AWL on the basis of a corpus of academic texts. That particular corpus included 400 texts from a range of academic articles, textbooks and course books. The corpus itself was limited in size, comprising 3.5 million tokens from 4 sub corpora, each consisting of 875,000 tokens approximately. The texts were taken from four disciplines: arts, commerce, law and science. The subject areas in Coxhead's Academic Corpus (Coxhead, 2000) are *Arts education, history, linguistics, philosophy, politics, psychology, and sociology*. From the field of Commerce, accounting, economics, finance, industrial-relations, management, marketing, and public policy. While in Law constitutional, criminal, family and medicolegal, international, pure commercial, quasi-commercial, rights and remedies were included. Subjects from hard sciences, for example Science, biology, chemistry, computer science, mathematics and physics were also included.

According to Bauer and Nation (1993), the major aim behind the idea of a word family is that once the base form or even a derived word is known, the identification of other members of the family requires little or no extra effort. By presenting word families, Coxhead follows in the tradition that is used by other authors of word lists for learners of English (West 1953; Xue & Nation, 1984). Coxhead (2000) specified that this solution "is supported by evidence suggesting that word families are an important unit in the mental lexicon" (p. 217).

The AWL is, as the name indicates itself, a compilation of academic words without any definitions or examples given and with no links or references to the corpora provided. It consists of 570 word families divided into ten sub lists based on the frequency and dispersion of the word families included in each sub corpus. Sub-list 1 consists of the most frequent word families, while Sub-list 2 consists of the second most frequent word families, etc. According to Wang Ming-Tzu and Nation (2004), the basic aim of making the list was to provide a clearly described, the feasible vocabulary learning goal for learners of academic language. This list can be used in many ways as it could be used for direct learning and teaching and the design of teaching materials. (Hyland & Tse, 2007).

2. Literature Review

Previous studies have explored the use of the AWL in different fields. The researchers have done a corpus based lexical study with the main aim to explore Coxhead (2000) Academic Word list in journal articles in the field of applied linguistics. For this particular study, a specific corpus was created named Applied Linguistics Research Articles Corpus (ALC). Two hundred research articles published in five different journals of Applied Linguistics were selected. The set criterion for the word to be a part of AWL was that a word must occur 50 times in the entire corpus and five times in each of the five journals. For the non-AWL, same as the above

mentioned criteria was applied by the researcher to the content words that were frequently used in the articles, but were not part of the Coxhead (2000) AWL and West's General word list (GWL). A word occurred 50 times in the entire corpus and five times in each of the five journals so that it would be fulfilling the criteria of non-AWL (Vongpumivitch, Huang, & Chang, 2009).

The results show the appearance of 475 AWL word forms that were frequently used in the corpus of applied linguistics and it also provided the 128 non-AWL content word lists that occurred in the corpus. Academic word list played a vital role in the field of applied linguistics as it helped in other disciplines. Another benefit of Academic Word List is that it helps both teacher and the students likewise. Teachers can encourage their students to use these word lists in their writing and tell them the use of the word through examples. And it can help the learners to improve their vocabulary.

With reference to English for Academic Purposes (EAP), several studies have been conducted to develop AWLs, either general or specialized ones. This particular study will cater with the query that asks, 'Do We Need Discipline-Specific Academic Word Lists?'. Linguistics Academic Word List (LAWL)' is a corpus based study and the study is exploring the most frequently-used academic words in linguistics and the particular wordlist was compared with the distribution of high frequency words in Coxhead's Academic Word List (AWL) and West's General Service List (GSL) was used to examine their coverage within the linguistics corpus. A specific purposes corpus was made by the researcher, a corpus of 700 linguistics research articles (LRAC), consisting of approximately 4 million words from four main linguistics sub-disciplines were compiled and analyzed based on two criteria's; one was frequency and another was range. Based on the analysis, a list consisting of 1263 academic word families was produced to provide a useful linguistics academic word list for native and non- native English speakers.

With the development of the academic word list (AWL) by Coxhead (2000), multiple studies have attempted to explore its effectiveness and relevance of the included academic vocabulary in the texts or corpora of various academic fields, disciplines, subjects and also in multiple academic genres and registers. Moini and Islamizadeh (2016) in their study find out the most frequent words occurring in the field of linguistics. They follow the footsteps of Coxhead in their study. As it was mentioned above that Coxhead only the word families which had a frequency of at least 114 in the entire corpus also occurred at least 10 times in each sub-discipline, were selected. Based on the word selection criteria, a total of 1263-word families formed the LAWL. Out of 570 AWL word families, 568 AWL word families occurred in the entire corpus, the total frequency of these words counts for 411,445, which covered 10.18% of the whole LRAC, which is 0.18% higher than Coxhead's AWL.

Two criteria that were applied one are frequency and range. Having applied the two criteria of frequency and range out of 568 word families, 381 word families met the set word selection criteria and were considered as frequently used AWL items in LRAC. Many researchers have recently developed specialized academic words that frequently occurred in specialized disciplines. Vincent (2013) demonstrated an approach based on findings from phraseology which can be used to identify potentially useful phrases in a text by starting with continuous or discontinuous sequences of very frequent words. These combinations are then searched in a corpus of academic texts to find their common collocates and ascertain whether the particular wording chosen in the text is an exemplar of a recurrent phrase. The phrases identified

are also evaluated in terms of whether they are worthy of pedagogic attention bearing in mind their distinctiveness to academic prose and their functions. The approach thus offered practitioners of English for Academic Purposes (EAP) a way of identifying and evaluating common phrases in their own texts. Pedagogic materials were also presented which are based on the findings of such searches which aimed to raise learner awareness of phraseology in academic English.

Pathan et al., (2018) in their study investigated the text coverage of Coxhead (2000) AWL in Pakistani doctoral theses of two major scientific disciplinary groups (Biological & health sciences as well as Physical sciences); the study also analysed the frequency of the AWL word families to extract the most frequent word families in the theses texts. For that matter, a pre-built corpus of Pakistani doctoral theses (PAKDTh) comprising of 200 doctoral theses from two major scientific disciplinary groups was used as textual data. They also used concordance software AntConc version 3.4.2 computer-driven data. The analysis revealed that in total 8.76% (496839 words) of the text in Pakistani doctoral thesis corpus is covered by the AWL words. The study concluded that Coxhead (2000) AWL was proven effective for the writing of theses.

Due to the importance of AWL, some researchers have explored the coverage of AWL word in a specialized field. Wang, Liang, and Ge (2008) provided a Medical Academic Word List (MAWL) and they found that out of 570 AWL families, there were only 342 word families in Medical Academic Word List, which overlapped with Coxhead's (2000) AWL. The results showed us that the high frequency and the wider text coverage of the medical academic vocabulary stated that the medical academic vocabulary showed an important role in medical research articles. In applied linguistics, Vongpumivitch, Huang, & Chung (2009), provided an applied linguistics wordlist and they found that 475 AWL words, which accounted for 11.17% of their applied linguistics research articles corpus (ALC), coincided with their wordlist. This result showed us that although AWL played an important role in applied linguistics academic word list, it was unable to represent field specific words within this discipline. In another study Martinez, Beck, and Panza (2009) developed a specific academic word list for agriculture. They found out that AWL words covered only 9.06% of their corpus, which was lower than what was found by Coxhead (2000) and Hyland and Tse (2007). Mudraya (2006) in her study did a lexical analysis on the Student Engineering English Corpus consisting of approximately 2,000,000 running words. She found that verbs such as assume, correspond, define, illustrate, indicate, locate, obtain, occur, require and sketch were frequent in the corpus which is also a part of Coxhead's (2000) AWL. She recommended that students of engineering should pay more consideration to these AWL words. Mozaffari and Moini (2014) compiled a corpus of research articles of education. 1.7 million Word corpus was compiled consisting of 239 research articles during the period of 2002 to 2010. A huge difference in frequency of first two subsets of AWL in comparison to the rest was shown. This study also concluded that there was a need to create discipline-specific word lists.

All the studies mentioned above showed that a general word list like Coxhead AWL was not applicable for all students in different field and in the major discipline. So it is advised to develop a discipline specific word list not only discipline specific but, also for sub-disciplines. Therefore, the aim of the current study is to established academic word list for legal discourse.

An academic wordlist exclusively developed for law students can be taught and directly studied in the same way as the words from General Service List.

In another research done on Academic word list the researchers (Kokkinakis et al., (n.d.)) did a joint multi-disciplinary Nordic project aimed at developing three new academic lexical resources based on corpora consisting of texts from Swedish, Norwegian and Danish academic settings. As mentioned in the above researches, an academic word list exists for English, but no such lists exist for the Nordic languages. The formulation of this list would be an important resource for both L1 and L2 students in their first years of study; this is a time period when many students struggle to cope with the demands of academia. Moreover, the word lists would be useful for the students and teachers at the higher levels of secondary education. An invention of academic words and phrases would also be a useful tool for researchers of academic language use and for test developers. The research outlines the initial stages of work on an academic word list for Swedish. Three potential research approaches have been explored: the translation of the English list, extracting academic words from existing corpora, and the compilation of parallel academic corpora where an academic word list is extracted from these. The main focus of the study is to develop an academic word list of frequently used linguistic items and explore the contextual use of words by the writers in legal discourse. The proposed research questions are:

- What are the frequently used linguistic items in legal discourse?
- How do writers use lexical items in legal discourse to convey contextual meaning?

3. Methodology

3.1. Compilation of the Law Research Articles Corpus

The law research articles were specifically compiled for the study by the researcher herself. She established a written specialized corpus containing 246,426 running words from 76 research articles written by the Pakistani authors in the field of law and were from three sub-disciplines named Corporate Law Decision (CLDs), Pakistan Tax Decision (PTDs) and all Pakistan Legal Decision (PLDs) because reading and writing law RAs is the fundamental concern for most learners/users of English for legal discourse.

For compiling the Law corpus, the articles were collected in electronic version with their reference lists appendices, footnotes and acknowledgement removed. The method used in the present research is a combination of both qualitative and quantitative methods. The quantitative analysis was carried out using a corpus analysis technique whereas, the qualitative analysis was done by textual analysis. The basic aim of the study was to formulate a discipline specific academic word list. The articles that were taken for the study are from the field of law written by Pakistani writers. The population of the study consisted of all the Pakistani law sub disciplines, but for the present study the data was delimited to three sub- disciplines (corporate law, Pakistan Tax Decision and All Pakistan Legal).

The procedure consisted of several steps. Firstly, the sub-disciplines of law were chosen. The selection was not at random rather it was based on feasibility sampling technique. The data was then edited and cleaned and it was converted into a text file that could be easily analyzed

through software. Thus, a corpus of 76 research articles was formed. The data was then run through AntConc 3.2.4 to find out the words that occurred in the legal discourse. Despite the fact that there were many words that are part of the Word List of legal discourse however, all of them could not be analyzed in such a small study. Therefore, the study focused only on the four words of the wordlist of legal discourse which were formulated with the help of AntConc3.2.4. These words includes interest, company, proposed, and judicial. As for the tool employed, *AntConc* is a freeware, multiplatform tool which is used for carrying out corpus linguistics research and data-driven learning and this software is built by Laurence Anthony. *AntConc* contains seven different tools that can be accessed either by clicking on their 'tabs' in the tool window, or using the function keys F1 to F7. These seven tools named are as Concordance, Concordance Plot, File View, Clusters/N-Grams, Collocates, Word List, and Keyword List.

The tool that was used by the researcher was Wordlist. This tool counts all the words in the corpus and presents them in an ordered form. This allows the researcher to quickly find words that occur frequently within the corpus.

Table 1: Academic word list for legal discourse

Words	Frequency	Words	Frequency
Law	1023	Financial	143
Section	893	Investment	141
Court	887	Policy	139
Income	742	Proposed	139
Case	739	Civil	137
Act	600	Trial	133
Order	492	Subsection	129
Ordinance	407	Commission	128
Government	381	Magistrate	120
State	269	Resolution	115
Company	266	Capital	113
Parties	252	Decision	107
Rules	236	Judgment	105
System	227	Evidence	101
Criminal	227	Judge	94
Federal	211	Finance	94
Judicial	210	Schedule	93
Arbitration	206	Illegal	87
Justice	200	Prosecution	83
Power	193	Offence	80
International	191	Taxation	79
Business	186	Legislation	74
Authority	184	Institutional	73
Audit	176	Practice	72
Interest	172	Adultery	71
Article	170	Discretion	71
Clause	169	Professional	70
Copyright	166	Declared	69

Contract	162	Compliance	67
Provision	160	Investigation	61
Jurisdiction	157	Exemption	60
Mediation	156	Doctrine	59
Revenue	153	Litigation	54

4. Data Analysis

In this study, only content words were selected and, consequently, all the function words such as pronouns, auxiliaries, articles, numbers, conjunctions, determiners, prepositions, quantifiers were excluded as they were too general. All abbreviations which occurred very frequently in Legal discourse research articles corpus were excluded from the study. From the list given above, the researcher selected only four words. The technique used for the selection of words is the probability of any word from the list can be selected for the analysis and the method that is being used is textual analysis. Textual analysis is a way for researchers to gather information about how other human beings make sense of the world. The researchers interpreted texts that included film, television programs so on in order to try and obtain a sense of the ways in which, in different cultures at particular times, people make sense of the world around them. And most importantly, by seeing the variations of ways in which it is possible to interpret reality, we also understood our own cultures better than others because we can start to see the limitations and advantages of our own sense-making practices. Before moving towards the textual analysis, the researcher compared the word list for legal discourse with Coxhead's academic word list. The result generated from this comparison show us that only 8 out of 72 words were common in Coxhead's Academic wordlist and researcher wordlist for legal discourse. And these words are *contract, code, commission, federal, finance, income and policy* etc.

The first word selected for textual analysis is **Interest**. Total no of frequency hits for 'interest' is 172 and out of 172 utterances the researcher selected first 20 utterances because of time constraint. While talking about literal meaning 'interest' can be defined as the feeling of a person whose attention, concern, or curiosity is particularly engaged by something or something that concerns, involves, draws the attention of, or arouses the curiosity of a person and of power exciting such concern, involvement, etc. the quality of being interesting (Cambridge Dictionary, 2007).

But when it comes to the contextual meaning the same word 'interest' has different implications like the feeling of wanting to know or learn about something or someone. Money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt, excites the curiosity or attention of (someone). But when we related this to legal discourse we came to know that in most cases, the word 'interest' is used in the sense of someone showing concern, involvement about something. The figure 1 below also shows the frequency of the word 'interest'.

4.1. Example from the text

Whether the State has a compelling **interest** to forcefully protect some adult citizens against offending their religious or cultural sensitivities through their own voluntary or deliberate actions in such manner that restricts the liberty of all citizens.

Concordance		Concordance Plot	File View	Clusters	Collocates	Word List	Key
Hit	KWIC						
1	the State has a compelling interest in blocking access to the						
2	the Offending Video in the interest of maintaining public orde						
3	right balance between the interest of the individuals and the						
4	freedom of speech and the interest of the society in maintain						
5	the State has a compelling interest in preventing the generati						
6	the State has a compelling interest to forcefully protect some						
7	unless it is in the public interest and in accordance with val						
8	d it must be in the public interest."The fundamental rights gu						
9	powers of the State in the interest of national security:--Nat						
10	ime being in force, in the interest of national security or in						
11	inst the compelling public interest that the State wishes to p						
12	nable in view of the State interest that is sought to be prote						
13	r being reasonable 'in the interest of public order', by holdi						
14	ech and expression 'in the interest of public order', which is						
15	nable restrictions 'in the interest of public order' although						
16	impose restrictions in the interest of public order, the India						
17	sonable restriction in the interest of glory of Islam or moral						
18	restriction imposed in the interest of glory of Islam or moral						
19	tered right and the public interest to be protected through th						
20	to balance such rights and interest in determining the questio						
21	ontext of balancing public interest in freedom of speech again						
22	red to preserve the public interest."It was emphasized in Saiy						
23	red to preserve the public-interest...A restriction is unreason						
24	right balance between the interest of individuals and the soc						
25	speech against the public interest in protecting the religiou						

Figure 1: Concordance hits of word 'Interest'

There are different meanings of the same word like 'company' which can be taken as a commercial business or the fact or condition of being with one another or others, especially in a way that provides friendship, enjoyment and association; to keep company with. As in the sentence given below, here the word company is used in the sense of firm. The meaning of the word can easily be exacted from the context. That is why it is said that we must use the context to interpret words.

Now, after taking the benefit of the scheme he cannot turn around and say that the refund was legally available to the **Company** under the law and hence the same should be allowed to it.

Concordance		Concordance Plot	File View	Clusters	Collocates	Word List	Ke
Hit	KWIC						
1	ment of M/s United Exports Company, wherein the meaning of the						
2	ezi and M/s United Exports Company, wherein the meaning of the						
3	titled M/s United Exports Company, Karachi v. Regional Tax Of						
4	ct, 1990. In this case the Company was an assessee of Sales Tax						
5	in the amnesty scheme the company was aware of the fact that						
6	s legally available to the Company under the law and hence the						
7	ing Video does not violate company policy and is not illegal u						
8	. As Youtube or its parent company Google is not localized i.e						
9	In East and West Steamship Company v. Pakistan (PLD 1958 SC 41						
10	mankind. Modernists parted company with this medieval outlook						
11	ng the taxes to East India Company from the Province of Bengal						
12	exchange in Pakistan to a Company at any time between the fir						
13	tal, or shares of a Public Company, derived upto the Tax Year						
14	d by the Telecommunication Company Ltd. with no registration n						
15	r of houses are let out to company's, trusts and the provincia						
16	on 156A provides for every company selling POL products to the						
17	ipients. of payments from a company exclusively for the supply						
18	stan or shares of a public company up to tax year ending on Ju						
19	on and all its types and a company and all its types as recogn						
20	oreign controlled resident company (FCRC); and the interest ac						
21	e employee of any resident company, firm or a proprietary ente						
22	or right or any share in a company the assets of which consist						
23	al of shares in a resident company shall be Pakistan source in						
24	Insurance and Reinsurance Company" would be a Pakistan source						
25	location of the recipient company i.e. "Overseas Insurance/Re						

Figure 2: Concordance hits of word 'Company'

The next word is 'proposed' which usually refers to meanings like (a plan or suggestion) for consideration by others or Nominate (someone) for an elected office or as a member of a society. A person's intention to do something and the instant idea we get while listening to a word 'proposed' is offering someone for their hand in marriage. Mostly the word proposed is used as a suggestion and as a plan to do something in legal discourses.

- It is, therefore, advisable to comment on meaningful and substantial amendments **proposed** in Finance Bill 2005 consisting of: Short title, extent and commencement - consisting of three clauses.

Concordance		Concordance Plot	File View	Clusters	Collocates	Word List	Key
Hit	KWIC						
1	University of Chicago have proposed the Islamic Constitutions						
2	tested the legality of the proposed amendments on the grounds						
3	and substantial amendments proposed in Finance Bill 2005 consi						
4	ll, relating to amendments proposed in Income Tax Ordinance 20						
5	ssment by the assessee, is proposed to be amended to vest the						
6	. A via media is now being proposed by retaining 'REFERENCE' t						
7	trongly suggested that the proposed change to the existing pro						
8	shrined in section 134, is proposed to be omitted. The jurisd						
9	salaried assesseees, is now proposed to be reflected in direct						
10	on and brokerage income is proposed to be 5% of the amount pai						
11	nd Rs.300 above Rs.5000 is proposed to be deducted at the unif						
12	ome not exceeding 3 lac is proposed to be enhanced to the limi						
13	ule. These clauses are now proposed to be amended by including						
14	excepting clause (29) are proposed to be omitted. Likewise th						
15	hedule. This Clause is now proposed to be omitted. Since claus						
16	ovisions of section 148 is proposed to be inserted. Third Sche						
17	his Class of Assets is now proposed be reduced to FOUR only pr						
18	ond Schedule, which is now proposed to be rectified on the Law						
19	ome mortgage loans. It has proposed for tougher rules for rati						
20	ent of the President, this proposed Bill was not holding the s						
21)(d) of the Ordinance. The proposed alignment of the substanti						
22	nce payment has again been proposed to be brought into. The wr						
23	s also lend support to the proposed rise in their taxation rat						
24	n S.R.O. for such persons. Proposed scheme is near to a Self A						
25	and the important changes proposed through the Finance Bill 2						

Figure 3: Concordance hits of word 'proposed'

Another word that is being analyzed is 'judicial'. As shown in figure 4 the concordance hits of word 'judicial' are 210. Merriam-Webster dictionary defines 'judicial' as relating to a judgment, the function of judging, the administration of justice or belonging to the branch of government that is charged with trying all cases that involve the government and with the administration of justice within its jurisdiction. So, by looking at the frequency of this word, it shows us its importance in legal discourse and strengthen the claim of the researcher that now there is a crucial need for discipline specific Academic Word List.

Concordance		Concordance Plot	File View	Clusters	Collocates	Word List	Key
Hit	KWIC						
1	should all enter into the judicial verdict. In evaluating suc						
2	hin the large principle of judicial review as a power possesse						
3	exclusive authority of the Judicial Magistrate to pass order u						
4	ved that "the order of the Judicial Magistrate indicates that						
5	fusion about competence of Judicial Magistrate concerned for t						
6	on-cognizable. On this the Judicial Magistrate wrote 'allowed'						
7	ons of the High Court, the Judicial Magistrate passed a detail						
8	cancellation of case is a judicial act of the court. Accordin						
9	dgment: CHARACTERISTICS OF JUDICIAL FUNCTIONS The primary char						
10	acteristics of 'pure' judicial function, by whomsoever ex						
11	nction as a Court, conduct judicial proceedings or is amenable						
12	from 14-8-2001. It means a Judicial Magistrate and includes a						
13	ate and includes a Special Judicial Magistrate appointed under						
14	s administrative and not a judicial order not revisable under						
15	2001, an order passed by a Judicial Magistrate is to be consid						
16	rate is to be considered a judicial act and thus revisable und						
17	It implies application of judicial mind for the purpose of fi						
18	ted Taking of Cognizance a Judicial Function Taking of cogniza						
19	r section 204, Cr.P.C. are judicial functions and require a ju						
20	al functions and require a judicial approach. NO RE-INVESTIGAT						
21	him cannot be treated as a judicial order---it is, however exp						
22	he constitutional power of judicial review of legislative acti						
23	g to this, the doctrine of judicial legislation is frequently						
24	the declaratory theory of judicial decisions is to be found i						
25	s late and phrases such as "judicial legislation" are better av						

Figure 4: Concordance hits of word 'Judicial'

5. Conclusion

The legal discourse Academic Word List is the outcome of a corpus-based study. The use of this research method, however, does not mean that language teaching and learning should base on decontextualised methods. As a substitute, the legal discourse Academic Word List might be used to set vocabulary goals for EAP courses, construct relevant teaching materials, and help students focus on useful vocabulary items.

The current study was an attempt to analyze the frequency and coverage of academic vocabulary in law research article using a corpus. For this purpose, a 246,462 word corpus of law research articles was compiled and compared with Coxhead's (2000) Academic word list. The study specifically focused on the academic words used in one specific field, that is, law. The Law research articles established for this study are representative, balanced, and genre-specific (only research articles were included). The researcher also found that from among 570 word

forms in Coxhead's list; only 8 words were found to be part of the Law Research Articles Corpus. Legal AWL targets only law students.

As mentioned by Nation (2016), word lists can be used for multiple pedagogical purposes, ranging from course design, and material development for language learning and teaching to designing graded reading programs, analysis of vocabulary load of texts, and language vocabulary test development. With such a list, course designers can decide on long term and midterm vocabulary learning goals. As already stated, this study led to the development of an legal Academic wordlist that can be useful for law students and teachers.

The findings questioned the existence of a substantial, cross disciplinary academic vocabulary as indicated by earlier research across different disciplines (Hyland & Tse, 2007; Martinez et al., 2009; Valipoori & Nassaji, 2013). Legal discourse AWL, can serve as a reference for developing teaching materials, especially for designing textbooks for EAP and ESP. This list can also help material designers to design relevant teaching materials that reflect the target language needs of students. Since the list provides information about the frequency of occurrence of these words in RAs, the material designer can use this list for sequencing of teaching content. With such tools, all practitioners of linguistics will have more confidence in the material they teach, learn, and test. It is worth mentioning that, in the context of the present study, word was defined as a word family, which is useful for students because as Bauer and Nation (1993) acknowledged, knowledge of a base word can facilitate understanding of its derived or inflected forms of words.

Language is not as smooth as it looks. It has many layers and differently used for different purposes. Words serve different meanings and functions in different disciplines. Another consideration for teachers and researchers might be looking at the collocation of these words and find out how these words collocate with other words.

The LAWL was based on two main criteria; frequency and range, which might not be the only important criteria. Further research may need to consider ease or difficulty of learning, necessity, usefulness in the development of using word lists. Legal AWL was based on research articles. Research articles are one genre in the domain of linguistics and academia. Inclusions of other academic genres may shed some light on the findings. Thus, future researchers may want to expand the size of their corpus to be as large as possible in order to increase the generalizability of their findings and to see if their results would be similar to my research. Another limitation is that in this paper, this paper only focuses on providing the list of frequently-used AWL in legal discourse and issues related to actual word use such as collocations is beyond the scope of this paper. In the last few decades, some more disciplines were the focus of word list studies; medicine (Wang et al., 2008), agriculture (Martinez et al., 2009), applied linguistics (Khani & Tazik, 2013), chemistry (Valipoor & Nassaji, 2013) environmental sciences (Liu & Han, 2015). Further research is needed to cover other disciplines and develop more discipline-specific word lists.

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