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**USE OF ACADEMIC ENGLISH WORDS IN ONLINE
NEWSPAPER ARTICLES**

**AKADĒMISKĀS ANĢĻU VALODAS VĀRDU KRĀJUMA
LIETOJUMS LAIKRAKSTU TIEŠSAISTES PUBLIKĀCIJĀS**

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ANOTĀCIJA

Bakalaura darba tēma ir akadēmiskās angļu valodas vārdu krājuma lietojums laikrakstu tiešsaistes publikācijās. Pētījuma mērķis ir izpētīt akadēmiskās angļu valodas vārdu krājuma biežumu un vārdšķiras laikrakstos ‘The Guardian’, ‘The New York Times’ un ‘The Baltic Times’. Bakalaura darbā izmantotās pētāmās metodes ietver teorētisko analīzi saistībā ar vārdšķirām, vispārējās lietošanas vārdu sarakstu un akadēmiskā vārdu krājuma sarakstu, kā arī kvalitatīvo izpētes metodi un akadēmiskā vārdu krājuma un tā vārdšķiru biežuma analīzi. Veiktais pētījums ļauj secināt, ka akadēmiskās angļu valodas vārdi ir sastopami pētītajās laikrakstu publikācijās. Pētījuma rezultāti norāda, ka tādi vārdi kā procenti, vērspapīri, finanšu, nodarbošanās un ekonomika ir visbiežāk izmantotie vārdi no akadēmiskā vārdu krājuma.

Atslēgvārdi: akadēmiskais angļu valodas vārdu krājums, laikrakstu publikācijas, biežuma analīze, kvalitatīvā izpētes metode, vārdšķiras

ABSTRACT

The topic of the present thesis is use of academic English words in online newspaper articles. The purpose of this research is to examine the frequency of the academic English words and parts of speech of academic words in newspapers 'The Guardian', 'The New York Times' and 'The Baltic Times'. The research methods applied in the Bachelor Thesis were the analysis of the theory available on parts of speech, General Service List and Academic Word List, qualitative research method and frequency analysis of academic words and their parts of speech. The present research allows concluding that academic English words are used in the researched newspaper articles. The results of this study indicate that such words as percent, securities, financial, jobs and economy are the most frequently used academic words.

Key words: academic English words, newspaper articles, frequency analysis, qualitative research method, parts of speech

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INTRODUCTION

Nowadays, the role of academic English has significantly increased. The English language has become the lingua franca of business communication; therefore, the knowledge of academic English can be useful for academic studies as well as in business communication. Moreover, the academic English and business English focuses on developing communication skills. Therefore, a lot of researches have been made to explore the significance of academic English; however, they have mainly focused on teaching business English in academic context and exploring the role of business communication in academic discipline, for instance, Lessard-Clouston (2012/3013) has investigated the vocabulary word list in language teaching and learning, whereas Li and Quian (2010) have researched the use of Academic Word List (AWL) in a financial corpus. As for publications, Chen et al. (2009) have investigated the use of academic vocabulary in the abstracts of business and management journals. Therefore, it seems worthwhile to examine the use of academic English vocabulary in the texts of online newspaper articles focusing on discussion of the themes related to business in order to determine the significance of academic English vocabulary in a business context.

The **goal** of this thesis is to research the use of the academic English vocabulary in articles of newspapers ‘The Guardian’, ‘The New York Times’ and ‘The Baltic Times’.

The **research question** of this investigation is as follows: what are the most frequently used academic words in newspaper articles?

The following enabling objectives are suggested:

1. to explore the theory available on parts of speech, General Service List and Academic Word List,
2. to manage quantitative analysis of academic words and qualitative analysis of the examples of articles of the newspapers ‘The Guardian’, ‘The New York Times’ and ‘The Baltic Times’;
3. to explore the frequency of words from Academic Word List and their parts of speech in the newspaper articles of ‘The Guardian’, ‘The New York Times’;
4. to draw relevant conclusions.

The research includes theoretical approach to review the theories on General Service List Gardner (2003), Jahangard et al. (2014), Academic Word List Coxhead (2000), Durant (2015) and Gardner and Davies (2015), parts of speech Delahunty and Garvey (2010),

Downing and Locke (2006), Eastwood (2002), Hopkins and Cullen (2008), Huddleston and Pullum (2002, 2005).

Empirical research involves the quantitative research method Sanders et al. (2009), Punch (1998) to state the frequency of academic English words in newspaper articles and qualitative research method Trapps-Lomax (2004) to analyse parts of speech and words from Academic Word List.

Chapter 1 examines the parts of speech, namely, nouns, verbs, adjectives and adverbs, describes their functions and provides examples.

Chapter 2 deals with description and structure of General Service List and Academic Word List, defines such terms as word family, disciplinary category and frequency as well as describes the researches were the words from Academic Word List are used.

Chapter 3 concerns the selection and methodology used in the analysis of newspaper articles, and carries out the results of quantitative and qualitative analysis of newspapers articles on academic words and parts of speech published in 'The Guardian', 'The New York Times' and 'The Baltic Times'.

1. PARTS OF SPEECH

Chapter 1 deals with the analysis of parts of speech with emphasis on those parts of speech that refer to Academic Word List. This chapter contains the explanation of nouns, verbs, adjectives and adverbs, proposes examples and emphasises their functions.

1.1. Parts of speech

Every language is based on words that have common grammatical features. As Huddleston and Pullum (2012: 21-22) state 'each word belong to a syntactic categories and these categories conform with constituents, namely, parts of speech'. In other words, in English language we can found several word classes that can be referred as parts of speech. Therefore, it is important to define the term parts of speech, according to Delahunty and Garvey (2010:147), it can be said that parts of speech are group of words which share various grammatical functions; moreover, each part of speech have different characteristics from other group of words, to illustrate, the verbs and nouns have diverse functions as well as adjectives and nouns will have distinct characteristics and so on.

Additionally, Downing and Locke (2006:16) are among of the researchers who have divided parts of speech according to the traditional grammatical terminology, namely, the following word groups were classified: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and articles. However, Delahunty and Garvey (2010:147) quoting Weaver (1996: 254) presents that many authors distinguish eight parts of speech in English language while it is also mentioned that the definite number of word classes can be observed as a result of the volume of the language analysis.

Moreover, the theories put forward by researchers Delahunty and Garvey (2010), Downing and Locke (2006), Jeffries (2006) propose different division of parts of speech. For instance, Delahunty and Garvey (2010: 13) point out that there are two categories of words of speech, the major parts of speech and minor parts of speech. The major parts of speech comprise of nouns, verbs, adjectives and adverbs while the minor parts of words include auxiliary verbs, pronouns, articles, conjunctions, negotiation, intensifiers and prepositions. Furthermore, the Delahunty and Garvey (2010: 148) refer to major parts of speech as group of words that creates the content of the message; therefore, these words can be called as content words as other group of part of speech are defined as function or structure words. On the other hand, Downing and Locke propose different categorization of parts of speech; the open and the closed parts of speech. The open classes are those groups of words that accept new words into the vocabulary, namely, nouns, verbs, adjectives and adverbs and the closed classes

which include pronoun, preposition and article do not freely accept new words” (2006: 16). Another terminology of the categorization of the speech is provided by Jeffies (2006: 83) lexical words and grammar words. Lexical words are nouns, verbs, adjectives and adverbs while grammatical words are modals, conjunctions, pronouns and prepositions. It was stated that lexical words are used to refer to semantic information and grammatical words are added to the text.

In conclusion, the parts of speech can be categorized in eight words classes, to illustrate, nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions and articles. In addition, it was discussed that there are different types of categories that refer to parts of speech such as major and minor parts of speech, open and closed parts of speech and lexical and grammar words.

1.2. Nouns

One of the main categories of parts of speech are nouns and Huddleston and Pullum (2005: 83) define noun as a category of words which consist of words that refer to various physical objects, such as persons, animals or inanimate objects. However, Delahunty and Garvey (2010: 148) argue that a definition of noun is wider ‘nouns name classes of persons, places, things and ideas’. Nouns have various functions and Delahunty and Garvey (2010: 155) have illustrated them, that is, the main characteristics of nouns are to modify other nouns and to act as a head of a noun phrase. Additionally, Delahunty and Garvey (2010: 149) have described several types of nouns, for example, proper nouns, common nouns, concrete nouns, abstract nouns and collective nouns. The nouns referring to classes or in other words general names are common nouns, to illustrate, *cup*, *country* or *policeman* while proper nouns name specific things, namely, *Laura`s cup*, *France* or *Police Officer Fisher*. Other types include concrete nouns which are nouns that name physical things and abstract nouns refer to things that exist in our minds, e.g. *honesty*, *faithfulness* or *wisdom*; while *family*, *society* and *team* are examples of collective nouns which describe groups of members. Moreover, Delahunty and Garvey (2010: 155) note that proper nouns are nouns that are spelled with a capital letter and in the case were proper noun contains more than one word all the words are written with an initial capital letter, to illustrate, *the Baltic Sea*, *the University of Manchester*. Additionally, nouns can be divided into countable and uncountable nouns. Many researchers have categorized nouns into countable and uncountable nouns, for example, Eastwood (2002), Huddleston and Pullum (2005), Murphy (2012) while Eastwood (2002: 179) provides an explanation that countable nouns relate to individual things such as *chair*, *glasses* in

comparison of uncountable nouns which are used to describe things that cannot be counted, such as *water* or *salt*.

To conclude, nouns are words that refer to physical objects, ideas and things. Moreover, nouns can be categorized into various categories, to illustrate, proper nouns, collective nouns, concrete nouns, abstract nouns, countable and uncountable nouns to refer to different noun classes with particular characteristics. This subchapter also emphasizes that the main function of nouns are to modify other nouns.

1.3. Verbs

According to Delahunty and Garvey (2010: 159), ‘traditional grammars define verbs semantically as words that represent activities (*grow, freeze, run*) and states of being (*be, have, resemble*)’. Wider description of action and state verbs is mentioned by Eastwood (2002: 79-80) when he points out that action verbs specifies physical actions while part of verbs can be defined as verbs of reporting (*inform*) or verbs of thinking (*determine*). Additionally, the meaning of senses, emotions, possessions and opinions are expressed by state verbs. Delahunty and Garvey (2010: 159) state that it is possible that verbs have various meanings, namely, the same verb can possess the meaning of state and action, for instance, Maria is *thinking* about going to the shop while John *thinks* he has tea in the shelf. In the first example the verb *thinking* is used as an action verb which illustrates the action of *deciding* while the other example of the verb *think* is used as a state verb where *thinks* relates to the state of believing, in this case, John believes that he has tea and there is no need to buy one. Moreover, the main features of verbs are described by Huddleston and Pullum (2002: 19) and suggest that the main quality of verbs is their inflections which leads to the issue that there are differences between present and past inflections. Further on, Huddleston and Pullum (2002: 37) have illustrated various verb categories, particularly, lexical verbs (*think, make*), auxiliary verbs and their subcategories, namely, the modals (*might, shall, will*) and non-modal verbs (*have, do*). However, there are additional verb subclasses and Delahunty and Garvey (2010: 171) note out subclasses as transitive, intransitive, and linking verbs. Transitive verbs can be described as verbs that have a direct object and refer to the chosen verb, for instance, Sam *bought* a new car, *bought* is a transitive verb and a new car is a direct object of the sentence. As the sentence without the object is uncompleted and does not have sense - Sam *bought*; therefore, the direct object is required. The other types of verb are intransitive verbs which do not require direct object, to illustrate, Bill *overslept*. The last subclass is linking verbs such as *be, look, prove* and these verbs connects the subject of the sentence and provides the

information about the subject, as seen in the following example, *Lea is* tired after a long day when the linking verb *is* connects *Lea* to the state of sense.

To summarize, verbs are words that express emotions, activities, opinions and state of being. Additionally, it is stated that verbs have different categories, for example, lexical verbs, auxiliary verbs, transitive and intransitive verbs and linking verbs.

1.4.Adjectives

To begin with, Delahunty and Garvey (2010: 172) define adjective as a word that refers to a noun or pronoun. Moreover, Eastwood (2002: 251) points out that adjective in most of the cases tends to express quality as well as these words have the same form while describing particular things or appear to express comparison. Moreover, the main characteristics of adjectives that are described by Delahunty and Garvey (2010: 177) suggest that adjective tend to modify nouns and act as the main word in adjective phrase. Huddleston and Pullum note that ‘adjectives typically denote properties of objects, places, properties relating to age, (*old, young*), size (*small, big*), shape (*round, flat*), weight (*light, heavy*), colour (*blue, red*) or merit (*good, bad*)’ (2005: 112). As stated earlier adjectives have different grades to display contrast and Huddleston and Pullum (2005: 112) describe three forms of comparison – plain, comparative and superlative forms of adjectives, for example, *large – larger – the largest* or *tall – taller – the tallest*. To illustrate, Carstairs-McCarthy (2002: 40) notes that ‘the suffixes -er and -est appear on adjectives whose basic form has one syllable, or two provided that the second syllable ends in a vowel (*comparative – older, superlative – oldest*)’. However, Delahunty and Garvey (2010: 174) define other possibility how the comparison can be expressed and this leads to the issue that adjectives who has two syllables or longer adjectives as following *successful, creative, organized* or *thankful* can be used by adding more and most in other cases called as intensifiers to express comparison. The difference between the use of intensifiers can be illustrated in the following examples (John is more creative than Ana while Richard is the most creative person I have ever met) the comparative degree are expressed by using *more creative* in the same time *the most creative* describes the superlative degree of the selected adjective.

To sum up, adjectives are words that express quality and comparison. The degree of comparison can be expressed in different ways, for example, using comparative and superlative forms of the adjectives or intensifiers – more and the most in order to create/make contrast. Additionally, it was defined that the main function of adjectives is to modify nouns.

1.4.Adverbs

Hopkins and Cullen (2008: 82) describe that adverbs are words which give information about verbs, adjectives and other adverbs, to illustrate, go *slowly*, *excessively* expensive and *surprisingly* hard. Furthermore, Hopkins and Cullen (2007: 82) provide description of adverbs classification and their functions ‘adverbs tell us how (manner), where (place), when (time), how often (frequency) or how much (intensity) something happens or is done’. Delahunty and Garvey (2010: 179) state that other functions of adverbs are to modify verb, adjectives and entire sentence (clearly, Robert did not read the article). The adverb *clearly* implies that the person is certain. Moreover, Delahunty and Garvey (2010: 181-182) emphasize that there exist some adverb making suffixes, for example, -ly, - *wisely*, for that reason it could be challenging to define the difference between adverbs and adjectives; nevertheless, it is possible to state the difference between them due to their place in sentences. This statement allows concluding that the adverbs can appear in the beginning, after the auxiliary verb or at the end of the sentence. Moreover, Delahunty and Garvey (2010: 182) acknowledge that ‘as adverbs are sentence modifiers they have two major functions. They can indicate a speaker’s evaluation of the truth in the presented sentence and speaker’s feelings about the situation represented by the sentence’.

In conclusion, adverbs are words which refer to verbs, adjectives and other adverbs. Additionally, adverbs have various functions they tend to describe frequency, intensity, manner, time and place. However, the main functions of adverbs are to represent spokesperson’s emotions and truthfulness in the particular situation.

In summary, in this chapter are discussed lexical parts of speech, their functions and categorization of parts of speech. Due to the essence of their function, the parts of speech are a part of Academic Word List. The notion of Academic Word List, structure and development are presented in the next chapter.

2. ACADEMIC WORD LIST

Chapter 2 provides the theoretical background on General Service List (GSL), the development of Academic Word List (AWL). It also defines the division of categories regarding AWL and introduces to the most significant terms relating AWL such as word family, range, frequency and disciplinary category.

2.1. General Service List

With regard to the GSL Gardner (2013: 4) notes ‘that the AWL was built on top of the GSL (West 1953), with the assumption that the GSL contains words of more general high frequency than the AWL’. However, Gardner (2013: 5) argues that the AWL is not complete as it excludes words belonging to GSL as GSL includes academic words that occur frequently in the business texts, for example such words as *interest, capital, exchange, market, business* and *rate*. Additionally, Gardner (2013: 5) notes that these words are not a part of AWL as they belong to GSL and these words were not taken into account while developing AWL. The above mentioned words were excluded as it was recognized that the learner should know them as the words are a part of GSL which contains the most frequent words in the English language.

The General Service List (GSL) was created by Michael West in 1953 and it contains 2000 headwords of the most frequently used general words in the English language. As Jahangard et al. (2014: 604) mention the main factors of developing GSL were ‘frequency, stylistic level, coverage of useful concepts, and ease of learning’. Moreover, Jahangard et al. (2014: 604) state that 2000 words which are included in GSL are based on a corpus of 5 million words. Moreover, Schmitt and McCarthy (2001: 15) quoting West (1953: ix) describe the main criteria that was used in the stages of developing GSL and explains them, to illustrate, in order to create a GSL the range and frequency were not the main factors it was significant to analyse other characteristics, for instance, difficulty or ease of learning (in this case meaning that it is easier to learn related words in meaning than another word), necessity (the ability to choose words that cannot be conveyed by other words). Likewise, Schmitt and McCarthy (2001: 15) point out other factors that were used in order to create GSL, to illustrate, cover (to select a word which express the other idea using different words not using the same word to express the idea in a different manner), stylistic level and emotional words (creation of neutral vocabulary). All the factors that were previously mentioned were used to facilitate the process of creating GSL.

In summary, the GSL was established by West and contains the most frequent words in English. For that reason several factors as frequency, necessity, range and ease of learning were used in the creation process of GSL. As a result the GSL was used as additional source while developing AWL; however, the words from GSL were not included in AWL as it was stated that each learner should recognize general words and there is no need to include them in AWL.

2.2. The structure of Academic Word List

Nowadays linguists frequently use different word lists in their researches to facilitate the analysis of obtained data; therefore, these word lists have been updated and new lists have been established. Subsequently, The Academic Word List (AWL) (2000) is established by Averil Coxhead as an additional list to General Service List (GSL) by creating a specific academic word list. Coxhead (2000: 213) notes that ‘a new academic word list (AWL) is compiled from a corpus of 3.5 million running words of written academic texts by examining the range and frequency of words outside the first 2,000 most frequently occurring words of English commonly referred as GSL’. Regarding to the development of AWL, as mentioned in previous subchapter it was created on the basis of GSL. As a result Coxhead (2000: 22) developed academic word list according to following factors:

- word occurrence;
- range, namely, a word must occur within all four sections of the corpus not less than 10 times and more than 15 times in the 28 subject areas;
- frequency of members of a word family must be 100 times in the academic corpus to be recognized as a part of the list.

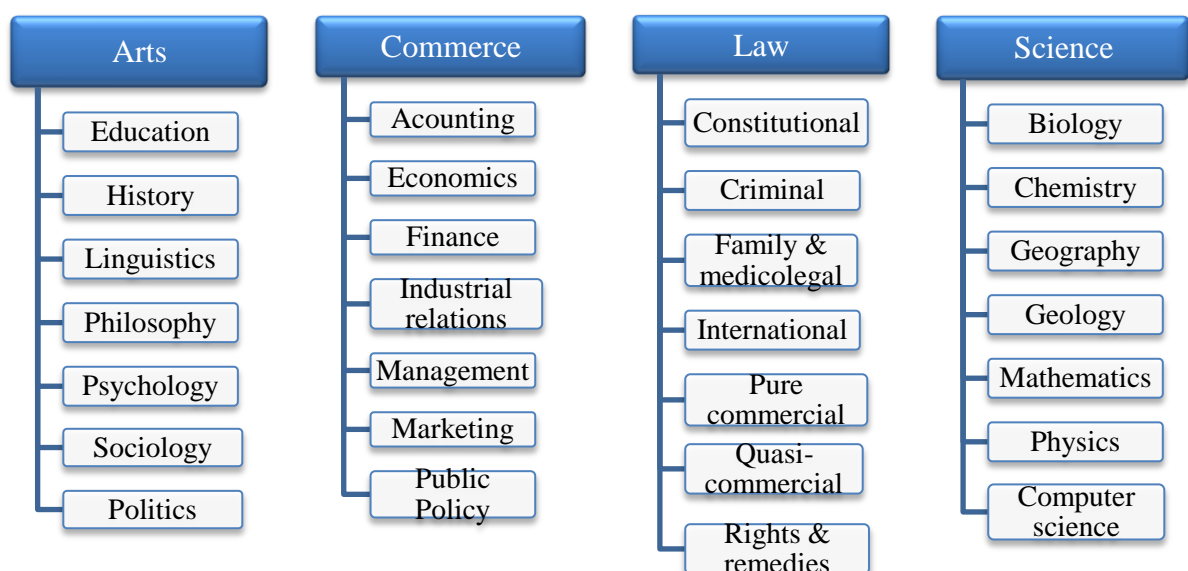
Additionally, Coxhead (2000: 222) emphasizes that ‘the frequency was considered secondary to range because a word count based mainly on frequency would have been biased by longer texts and topic-related words’. In this case, the frequency can be referred to as the occurrence of particular academic word or item of word family from the AWL. Therefore, Coxhead (2000: 22) mentions that the occurrence of 100 times was used to words that have various members in word family while word families with a single word had a disadvantage of word frequency, for example, the occurrence of word *forthcoming* was 80 times.

Moreover, Coxhead on the website of Victoria’s University of Wellington (Online 1) outlines that various criteria that have been applied to choose whether a word can apply to Academic Word List, the following characteristics offer exceptions of words that are not a part of the AWL:

- The wordlist excluded words mentioned in West's (1953) General Service List, as it was considered that a learner of academic vocabulary should have basic knowledge in the English language,
- The words with narrow word range were excluded as they did not meet the criteria to occur in 4 categories of the corpus and appeared less than in 15 subject areas or subcategories, these words mostly included technical and specialist words,
- Latin abbreviations such as *etc*, *ie*, *et al*, *ibid.*,
- Proper nouns, specifically, the names of countries, different places, people, e.g. *Great Britain*, *Michael Halliday* and *Dorset*.

With regard to AWL Coxhead (2000: 213) describes the structure of AWL, it includes 570 word families that cover 10.0% of the words found in academic texts. Further on, Coxhead points out that the word list is subdivided in 10 sublists according to the ranking of word occurrence and decreasing frequency of word families. Coxhead's word lists contains 10 sublists of 60 words in each with the exclusion of sublist 10 which consists of less items. Coxhead has divided word list into four disciplinary categories which he has defined as a field of studies which encompass of several divisions that have specific features. Coxhead (2000: 220) has divided the AWL into four disciplinary categories and each category includes seven subject areas (see Table 2.1.). As seen from the table, four main disciplinary categories which refer to field of studies of AWL are arts, commerce, law and science.

Table 2.1. Disciplinary categories of Academic Word List (Coxhead, 2000)



Further on, some examples from AWL appendix (Online 2) on sublists of each disciplinary category will be presented to demonstrate the variation of items in AWL, to illustrate, arts '(integrate – integrated, integrates, integrating, integration)', commerce '(credit – credited,

crediting, creditor, creditors, credits), law (*legal – illegal, illegality, illegally, legality, legally*) and science (*research- researched, researcher, researchers, researches, researching*). In the previous examples, it can be seen that word families of each category are created by derivation or inflections of a base word. Therefore, the next paragraph will apply to the investigation of word families.

Concerning the term word family Schmitt and Boyd Zimmerman (2002: 146) define word family as ‘a base word with its inflections and derivatives’. As Bauer and Nation (1993: 253) provide deeper analysis of word families, it is mentioned that a base word and all the forms which emerge from a particular word family is comprehensible by a learner; therefore, there are no need to learn them separately. To illustrate, a word *conduct* is a base word while *conducted, conducting, conducts* creates the word family as a token *conduct* are derived and inflections have been created. Therefore, Bauer and Nation (1993: 253) emphasise that ‘as a learner's knowledge of affixation develops, the size of the word family increases. The idea of a word family is that once the base word or even a derived word is known, the recognition of other members of the family requires little or no extra effort’. Likewise, the mentioned authors (1993: 253) state that derivated forms of the base word must be related to the base word so that the meaning is understandable when the base form is written separately or other derived forms are displayed. Further on, the examples of word family will be provided, namely, the word *process* is a base form of a word family while other words are created from the base word as it can be seen in the following example *process – processed, processes, processing*. The list of other illustrations from AWL sublist of word families (Online 2) include ‘*require – require, requirement, requirements, requires, requiring; survey – surveyed, surveying, surveys; sufficient - sufficiency, insufficient, insufficiently* or *domain – domains*.’ This leads to the issue that the amount of words which creates a word family can vary. Particularly, the AWL contains examples of word families where the base form is the only member as it can be seen in the following instances *data, civil, despite, series, status, ratio, prior and welfare*. However, most of the word families included in the AWL contains at least one word in the word family without a base form or it is even possible that some word families consist of more than 10 words. To illustrate, *decade – decades, ultimate – ultimately, crucial – crucially, major – majorities, majority* or *issue – issues, issued, issuing* are examples of word families which encompass only few members in the word family while such words as *coordinate, derive, distribute, interpret, react, vary* or *regulate* include more than six item in a word family, namely, *derive – derivation, derivations, derivative, derivatives, derived, derives, deriving*.

However, the frequency of academic words in various areas can differ. As Coxhead (2000: 222) mentions the AWL is more beneficial for commerce students as the words contain 12% of the commerce corpus while the coverage of arts is 9.3% and for law 9.5%; nevertheless, the smallest coverage is for science 9.1%.

Coxhead (2000: 28) states that ‘the words in the first 3 sublists occur with comparatively high frequency, these 60 words account for more than one-third of the total coverage of the list, and the next most frequently occurring 60 words (Sublist 2) provide just half the coverage of the first 60 words’. As a result, it can be said that the words which refer to Sublist 1, 2 and 3 cover majority of the academic words that can be found in the texts when analysing academic vocabulary. Moreover, Coxhead (2000: 28) describes the significance of other sublists of AWL as there is a small possibility that the learner could recognize these words while reading or analysing texts; therefore, despite the fact as words from Sublist 4 – 10 have smaller occurrence it is worth to include them in the AWL. To illustrate, the words from Sublist 1 include such words as *evidence, financial, policy, theory, definition, assume, significant* are frequently found in academic texts while examples from Sublist 10 are words that occur the least in the academic texts, for instance, *reluctant, levy, compiled, collapse* or *likewise*. As regards to the frequency of word families according to subject areas, it can be seen in Figure 2.2.

Subject-Area Coverage of Word Families in the Academic Word List

No. of word families	Subject areas in which they occurred	No. of word families	Subject areas in which they occurred
172	28	20	21
91	27	15	20
58	26	9	19
62	25	9	18
43	24	5	17
43	23	5	16
33	22	4	15

Note. Total subject areas = 28; total word families = 570.

Figure 2.2. Word families and their frequency in subject areas (Coxhead, 2000)

As is can be seen in Figure 2.2., most of the words tend to appear in more than 20 subject areas or subcategories; however, some word families occur in less than 20 categories. Moreover, it can be assumed that specific words related to four main categories - art, commerce, law and science can be found only in the particular subject`s subcategory; therefore, the coverage of word family words according to subject areas can vary.

To conclude, this subchapter contains description of AWL, particularly, the factors and exceptions used while compiling the word list as well as points out the main categories and subject areas of AWL, provides definition of word family and presents examples.

2.3. Previous studies and researches

Many scholars, for example, Gardner and Davies (2013: 6) have proposed a question whether there is an academic vocabulary or a list like AWL is a 'viable notion' Moreover, Gardner and Davies, (2013: 6) quoting Hyland and Tse (2007) point out the significance of technical words in relations to comprehension of academic vocabulary; however, they question the extent of word quality that can be selected for the AWL as the main academic words can be included in various disciplinary categories and as a result the meaning of the word can be different. Nevertheless, Gardner and Davies (2013: 6) refer to the experience of Townsend et al. (2012) on research '*Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students*' and describes that the knowledge of academic vocabulary can improve the overall academic performance. Despite the fact that some scholars have argued about the usefulness of AWL the Coxhead (2000: 221) emphasises that the AWL is compiled as a result of a corpus-driven study and these studies help to make lists, concordances that can be used to analyse AWL to improve academic vocabulary in the context of EAP as well the AWL can be used to develop new teaching materials and to focus on academic vocabulary. To illustrate, Li and Qian (2010) used AWL in their research '*Profiling the Academic Word List (AWL) in a financial corpus*' to explore the usage of AWL words in the Hong Kong Financial Services Corpus (HKFSC) and concluded that the coverage of words from AWL was 10.46% and it is almost the same number as Coxhead suggests, that is, AWL covers 10% of academic vocabulary in academic texts. Additionally, it was pointed out by the previously mentioned researchers that the high presence of academic words from first sublists was stated as these words have high level of frequency. Other research '*Frequency analysis of the words in the Academic Word List (AWL) and non-AWL content words in applied linguistics research papers*' which comprised of development of corpus of 1.5 million words from 5 journals in applied linguistics were made by Vongpumivitch, Huang and Chang (2009). Their study indicated that the created corpus of 1.5 million words contained high frequency of 475 words from AWL that have high presence in applied linguistics. Moreover, it was stated that the coverage of AWL words was higher than

Coxhead describes, namely, 11.17% in comparison of 10%. This leads to the issue that the AWL plays a role in applied linguistics.

To summarize, despite the fact that some researches have doubts about the quality and usefulness of AWL, the Coxhead emphasize that the list can improve the knowledge of academic vocabulary and can be used in creation of teaching and learning materials. The above mentioned examples of studies stated that the AWL is used in various researches to analyse the coverage of academic words, additionally, the results indicated that the AWL words appear more than 10% in academic texts.

Chapter 3 notes the development and structure of GSL, AWL. Additionally, it is devoted to the four main categories of AWL, namely, arts, commerce, law and science, describes their subject areas and provides the definitions of the significant terms which refer to AWL, that is, word family, disciplinary categories and frequency as well as the examples of previous studies of AWL were indicated.

3. ANALYSIS OF ACADEMIC ENGLISH WORDS IN NEWSPAPER ARTICLES

Chapter 3 deals with description of methodology and procedure of academic word analysis in newspaper articles as well as describes the results of obtained data, provides examples of parts of speech, AWL sublists and the frequency of academic words.

3.1. Methodology of the research

The empirical research of this study is based on quantitative and qualitative research methods. The quantitative research method involves the collection of the materials for corpus analysis of the academic vocabulary. Namely, 45 articles were collected to state the frequency of academic words in selected newspaper articles as well as to define the parts of speech of its words which are recognized as words from AWL. Regarding frequency analysis Sanders et al. (2009: 414) state that ‘quantitative data refers to numerical data and can be a product of research strategies such as survey, case study or simple counts as the frequency of occurrences’ In addition, Punch (1998: 4) describes that quantitative research is an empirical research and involves the analysis of obtained data as numbers. In the present research the relative frequency was used to represent the occurrence of academic words in the selected articles. Regarding frequency, McEnery and Hardie, (2012: 49) explain that relative frequency or normalized frequency is number of data which creates the correlation between the number of occurrence of the selected word in the whole corpus and the size of corpus.

In order to investigate the use of academic words from AWL in newspaper articles corpus-based research tool Vocabulary Profiler from the Complete Lexical Tutor were used. The Complete Lexical Tutor (Online 3) provides different resources that help to learn and teach grammar and vocabulary as well as different options such as frequency counts of various lists, such as AWL, K1 and K2.

The qualitative research method involved the collection of articles to state the parts of speech of academic words by looking at the context of the sentence where a particular academic word is used. Therefore, Trapps-Lomax, (2004: 141) emphasizes that ‘the qualitative approach is primarily concerned with the research methods that deal with the complexities of meaning in social context, are naturalistic, observational, and more focused on problems of validity than on those of reliability and generalizability’.

To conclude, the main research methods for the present study was quantitative (frequency analysis) and qualitative analysis (analysis of the academic words in context). These methods were used to state the frequency of academic words and their parts of speech.

3.2. The selection of newspapers

Regarding the selection process of newspapers, the academic English words were searched in newspaper articles from British '*The Guardian*' (Guard) , American '*The New York Times*' (NYT) and '*The Baltic Times*' (TBT) which represent the latest news about Estonia, Latvia and Lithuania in the English language and provides information from the perspective of non-native English speakers. Therefore, it seems worthwhile to examine the use of academic English in above mentioned newspapers.

The selection criteria for choosing the newspapers for the article analysis were as follows: *the quality of the content*, namely, referring to the trustworthiness and qualitative writing style and *wide range of audience* in means that the newspapers emphasize each section to attract the target audience by providing quality and the most significant news.

Moreover, the newspapers were chosen as they are publications from different countries and thus might reflect different writing style in relation to the academic English; as the newspapers *The Guardian*, *The New York Times* and *The Baltic Times* complied with the selection criteria, they were chosen for the analysis. Additionally, there were other factors that influenced the selection of newspapers; therefore, the core information on newspapers that support the idea of selected criteria was examined as well. Consequently, *The Guardian* was chosen as it is one of the leading publications in Great Britain (Online 4), as mentioned in the newspapers online version (Online 5) the newspaper has been awarded with many prizes and it was named as publication of the year at the 2014 British Press Awards. As indicated in the description at the website of *The New York Times* (Online 6), it has existed for more than a century and is one of the most well-known newspapers in the United States. Additionally, it is worth to mention that the *New York Times* has won more prizes than other news organization, particularly, 117 Pulitzer Prizes; therefore this newspaper was selected for article analysis. However, the newspaper *The Baltic Times* was chosen as it is the only newspaper in the English language that reports on events in Baltic region.

To conclude, three newspapers *The Guardian*, *The New York Times* and *The Baltic Times* were selected for the analysis. The main criteria for the selection of the newspapers involved the quality of the articles, popularity as the factor of the range of the audience as well as other characteristics such as nominations and prizes.

3.3. The selection of newspaper articles

Regarding the amount of articles, they were selected from above mentioned newspapers regarding the business theme to analyse academic words. The articles were found on each newspaper`s online version by looking through the business section. The articles from *The Guardian* and *The New York Times* were selected from online issues published from February 2, 2016 to March 20, 2016. The articles were selected randomly from the business section; however, those containing words less than 350 were not chosen. However, the articles from *The Baltic Times* were from the issues that were available within the time period from July, 2005 until March, 2016 irrespective of their length. As a result 15 articles from each of the above mentioned newspapers were chosen thus in total 45 articles (see table 3.1). Even if the equal number of articles was selected there were also applied constraints to their lengths (preferably not shorter than 350 words in the article); nevertheless, there is noticeable difference as to their number of words they contain - The Guardian 9489, The New York Times 10117, The Baltic Times 9437.

Table. 3.1. Comparison of words in the selected articles

Newspaper title	The number of articles	The number of words
The Guardian	15	9489
The New York Times	15	10117
The Baltic Times	15	9437

In order to perform the analysis 45 articles were collected. Table 3.2 notes out the amount of words in each article. As stated before, the articles from *The New York Times* and *The Guardian* were selected longer than 350 words per article. However, as it can be seen in table 3.2 that during the initial stage of article selection word count varies in the articles published in the New York Times. It can be explained with a fact that the number of words vary in these articles. At the beginning of the collection of articles they were chosen from newspaper *The Baltic Times* website. Therefore, it can be noted that the articles were longer or contained less than 400 words, for example, such articles as *TBT_1*, *TBT_3*, *TBT_4* and *TBT_5* were collected from the TBT website. As it was not possible to assemble all the necessary articles from the TBT online version then the printed version of articles were researched. Subsequently, they were used only for research purposes of the present analysis. See table 4.2 to compare the number of words among all articles.

Table 3.2 The amount of words in the each article in newspapers ‘The Guardian’, ‘The New York Times’ and ‘The Baltic Times’

The Guardian	Number of words	The New York Times	Number of words	The Baltic Times	Number of words
Guard_1	512	NYT_1	450	TBT_1	1 802
Guard_2	735	NYT_2	1 234	TBT_2	315
Guard_3	558	NYT_3	543	TBT_3	1 766
Guard_4	694	NYT_4	1 100	TBT_4	258
Guard_5	528	NYT_5	845	TBT_5	313
Guard_6	505	NYT_6	658	TBT_6	369
Guard_7	569	NYT_7	617	TBT_7	642
Guard_8	592	NYT_8	370	TBT_8	620
Guard_9	741	NYT_9	729	TBT_9	725
Guard_10	579	NYT_10	1 009	TBT_10	425
Guard_11	484	NYT_11	427	TBT_11	504
Guard_12	679	NYT_12	455	TBT_12	364
Guard_13	763	NYT_13	477	TBT_13	608
Guard_14	938	NYT_14	800	TBT_14	343
Guard_15	621	NYT_15	880	TBT_15	383
Overall	9489	Overall	10 117	Overall	9437

As it is seen from the table the amount of words in the selected articles varies; however, the overall amount of words are quite similar. Additionally, the text of each article was placed in the separate file and the author, date and reference was provided. Three separate folders of above mentioned newspapers that contained all the selected articles were created. The separate documents were saved in order to find out how many academic words were in each article. The reference list of all articles is provided in the references after the online sources under subheading of each selected newspaper.

Overall, the articles for the analysis had been searched in the business section of the online version of newspapers *The Guardian*, *The New York Times* and *The Baltic Times*. However, as there were limitations to articles from *The Baltic Times* part of the articles were researched from the printed version of the newspaper. Additionally, the time range for the selected articles and word count of each article are mentioned.

3.4. The procedure of analysis

The academic words were analysed in two stages. The first step involved stating the frequency of academic words in each selected article from *The Guardian*, *The New York Times* and *The Baltic Times*. The second step consisted of article analysis from *The Guardian* and *The New York Times*. Particularly, 3 articles of very similar themes from *The Guardian*

and *The New York Times* were selected; thus, 6 articles and then parts of speech of the academic words were analysed in detail in these articles.

For the purpose of stating the frequency of academic words, the first stage of the analysis involved the article analysis in the corpus-based tool Vocabulary Profiler.

The Vocabulary Profiler is available from the Complete Lexical Tutor (Online 3). The Complete Lexical Tutor is created by Tom Cobb from University of Quebec. The Complete Lexical Tutor contains three categories Learners, Researchers and Teachers. However, the author of this paper was interested in sub-category ‘Vocabprofile’ (the Vocabulary Profiler) under the section Researchers (categories).

The Complete Lexical Tutor was used to research the academic English words, particularly, words from Coxhead’s AWL in the website <http://www.lextutor.ca/>. In order to investigate and obtain results, the webpage was opened and the section Researchers – ‘Vocabprofile’ was selected. Subsequently, ‘VP-Classic’ was chosen and the text was entered into the window and the button ‘Submit’ was selected. After the analysis, the most-frequent words in English and words from AWL was presented in the table. See figure 3.1

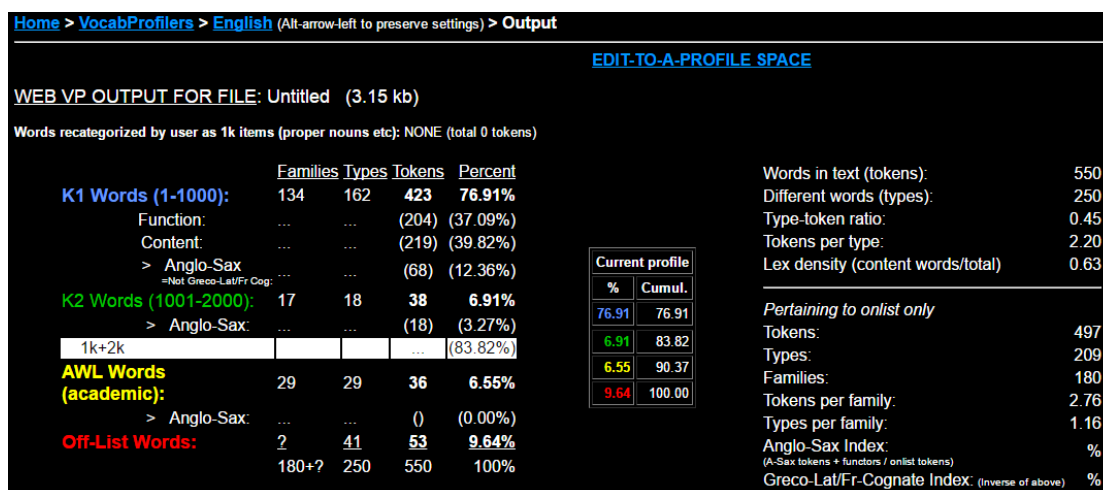


Figure 3.1 Screenshot of an example of the Vocabulary Profiler output results

As the result, after the text was inserted, as seen in the Figure 3.1 the output was divided in four main categories:

1. the most frequent words of English **K1 Words (1-1000)** that are divided into function and content words;
2. second most frequent words **K2 Words (1001-2000)**;
3. academic words **AWL Words (academic)**;
4. words that not appear in the lists **Off-List Words**.

The words from K1 Words (1-1000) and K2 Words (1001-2000) are from General Service List and AWL Words (academic) from the Coxhead’s Academic Word List.

Afterwards, the Vocabulary Profiler created an output text see figure 3.2 Moreover, it is worth to mention that the original text contains all the words; however, as mentioned in the description of the website tool ‘in the output text, punctuation is eliminated; all figures (1, 20, etc) are replaced by the word number; contractions are replaced by constituent words (won't => will not)’ (Online 3). In other words, the output text has eliminated the punctuation marks and substituted all figures and abbreviations as the words and full phrases to provide the more accurate word analysis. As it can be seen from the figure of the output text the frequency of the words has specific colouring. The K1 words of the output text are displayed in blue colour, K2 words in green, AWL words in yellow and Off-List words in red.

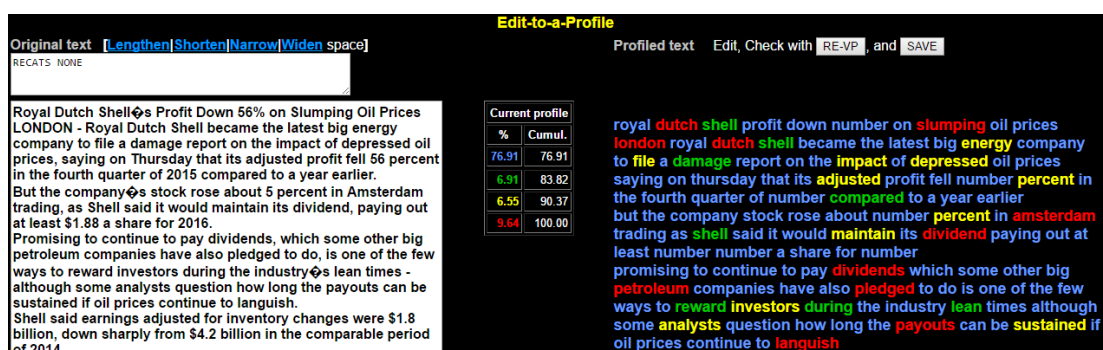


Figure 3.2 Screenshot of the comparison of input and output text

The Vocabulary Profiter also provided possibility to observe the list and type of words, the token family list and word frequency of particular token of its family.

Concerning the second stage of the analysis, it consisted of the analysis of the selected articles to identify the parts of speech of the academic words, to state the sublists of each word as well as to state the relative frequency. Therefore, it was previously stated three articles from *The Guardian* and *The New York Times* were selected for a more detailed analysis. These articles cover common disciplinary category of the AWL, that is, commerce and referred to of economics and marketing. First two articles related to marketing and examine the recent actions of the Shell company while the rest of the 4 articles describe the situation of unemployment in USA as well as referred to banking and defined the situation in one of the largest banks of US Morgan Stanley.

Additionally, the relative frequency or normalized frequency of academic words was stated by using the equation provided by McEnery and Hardie (2012: 49) ‘ $nf = (\text{number of examples of the word in the whole corpus} \div \text{size of corpus}) \times (\text{base of normalisation})$ ’. The equation was used to examine the overall frequency of academic words in the selected articles and to state the relative frequency of analysed academic words.

The analysis of articles was ensured using tool provided by *Complete Lexical Tutor* to state the frequency and distinction of academic words as well as the sublist of AWL and word

families. The second step of analysis was to classify the obtained words according to parts of speech, namely, nouns, verbs, adjectives and adverbs in the six selected articles. During the analysis of the selected articles they were analysed by looking to the pairs of thematically related articles.

To summarize, the procedure of the analysis involved two stages. The first one referred to the frequency analysis of academic words in all selected articles from *The Guardian*, *The New York Times* and *The Baltic Times*. The second stage comprised of the analysis of six articles to state the most frequent academic words from AWL, to divide the words according to AWL sublists, to state the part of speech of each academic word and its relative frequency. The occurrence of academic words was researched using the corpus-based tool Vocabulary Profiler.

3.5. The analysis of research data

This subchapter contains detailed analysis of the results of AWL, namely, states the academic word occurrence, parts of speech and sublists as well as provides examples and explanations of obtained data.

3.5.1. Analysis of academic words in articles

With regard to word occurrence, the first stage of the analysis indicated that academic words from AWL are used in the selected articles. As a result it was stated that longer articles contained more academic words.

Table 3.3 The amount of academic words in the each article in newspapers ‘The Guardian’, ‘The New York Times’ and ‘The Baltic Times’

The Guardian	Academic words in the article	The New York Times	Academic words in the article	The Baltic Times	Academic words in the article
Guard_1	52	NYT_1	22	TBT_1	108
Guard_2	38	NYT_2	152	TBT_2	33
Guard_3	32	NYT_3	36	TBT_3	191
Guard_4	35	NYT_4	98	TBT_4	17
Guard_5	28	NYT_5	77	TBT_5	17
Guard_6	57	NYT_6	50	TBT_6	17
Guard_7	32	NYT_7	52	TBT_7	32
Guard_8	43	NYT_8	21	TBT_8	71
Guard_9	52	NYT_9	44	TBT_9	68
Guard_10	63	NYT_10	52	TBT_10	43
Guard_11	28	NYT_11	33	TBT_11	48
Guard_12	67	NYT_12	28	TBT_12	44
Guard_13	61	NYT_13	33	TBT_13	33

Guard_14	69	NYT_14	44	TBT_14	32
Guard_15	23	NYT_15	81	TBT_15	36
Overall	680	Overall	823	Overall	790

Table 3.3 illustrates the amount of academic words in each analysed article. The overall results indicate that the difference in academic words tends to diverse depending on the overall number of words per article. As described in table 3.1., the amount of words in the articles were *Guardian* - 9489, *NYT* - 10 117 and *TBT* - 9437. Subsequently, the *NYT* had the largest amount of words and academic words in these articles were used frequently, in this case 823 times. However, the difference between word count in *The Guardian* and *TBT* is not large yet results tend to diverse *The Guardian* contained 9489 words in overall and 680 academic tokens and *TBT* had 9437 words and 790 academic words. Moreover, table 3.4 demonstrates the overall analysis of all 45 articles of the selected newspapers. Irrespectively of number of words in the articles the data implies that *The Baltic Times* has the highest frequency of academic words despite the fact that the newspaper articles had the lowest number of academic words in the selected articles.

Table. 3.4 Comparison of absolute and relative frequency

Newspaper title	Number of words	The number of absolute frequency of academic words	The number of relative frequency of academic words
The Guardian	9489	680	7.17%
The New York Times	10117	823	8.13%
The Baltic Times	9437	790	8.37%

Additionally, it is notable that the length of article can influence the frequency of academic vocabulary used, that is, the longer article then substantially greater possibility of larger amount of academic words. To illustrate, some frequency examples in longer articles. TBT_3 (1 766) 191 words, TBT_1 (1 802) 108 words, NYT_2 (1 234) 153 words, Guard_10 (579) 63 words, Guard_9 (741) 52 words. As it can be seen from these examples not always articles with longer length have highest frequency of academic words. Another group of examples with relatively low number or words per article include such articles as TBT_4 (258) and TBT_6 (369) 17 tokens, Guard_5 (484) 28 tokens, Guard_1 (512) 52 tokens, NYT_11 (427) 33 tokens, NYT_1(370) 21 tokens. The situation with shorter articles is similar to longer articles in relation to frequency of academic words – they vary. Therefore, the frequency of academic vocabulary can differ; however, it can vary according to several other factors such as the writer`s style, viewed theme and other factors. Further on the analysed articles will be discussed in detail with the focus on AWL and its sublists.

3.5.2. Analysis of AWL sublists

Referring to the frequency of academic words, the occurrence of mentioned words in the texts is subdivided according to sublists. Each sublist represents academic words according to their frequency. The first sublist represents the most frequently used academic words in the texts and other sublists are arranged in decreasing manner in relation to word frequency from AWL, that is, the second sublist contains words that are used frequently; however, not that much as the words from sublist 1. As a result the words from sublist 10 occurs the least frequent; nevertheless, these words are mentioned as it would be difficult to learn them by reading various academic texts as academic words from this sublist are not mentioned frequently.

One article from *The Guardian* (Guard_2) and one article from *The New York Post* (NYT_2) were selected to analyse the academic words. These articles speak about profit of Shell company and decrease in oil prices. As previously noted Guard_2 contains 735 words, 38 academic words and NYT_3 consists of 543 words, 36 academic words. Despite the fact that the article from *NYT* has lower frequency of words per article it has similar amount of academic words as Guard_2. See table 4.7. to observe academic words and their sublists. As it is seen from the table the most frequent usage of AWL for Guard_2 is from sublist 2, 4 and 10 while from NYT_3 sublist 1, 2, 4 and 5. Subsequently, the most frequent used words in the articles from *NYT* were percent - 5, period, jobs and adjusted 2 times and from *The Guardian* collapse and annual 4 times, investment and commitment 2 times. Additionally, the amount of word families is alike as well from Guard_2– 28 and NYT_3 – 29. Therefore, it can be noted that frequently used words are mentioned in the articles from AWL. Additionally, AWL categorizes their words according to their appearance and frequency, that is, sublist 1 contains the most frequent academic words. However, the words from sublists 4, 5 are used often as well and some words appear from sublists which are used less frequently, for example, sublist 10 contain 7 words, 9 – 4 words and 8 – 2 words. See Table 3.5 to compare the academic words between articles Guard_2 and NYT_3.

Table 3.5 Comparison of academic words according to their sublists

Guard_2	NYT_3
Sublist 1	Sublist 1
assessment financial respond sources	analysts benefits contractor major respond period 2 percent 5
Sublist 2	Sublist 2
chapter conduct final investment 2 previously refocus strategy	acquisition impact investors maintain refocus
Sublist 3	Sublist 3
-	-

Sublist 4	Sublist 4
annual 4 commitment 2 committed despite job jobs predict projects	conference jobs 2 projects stress
Sublist 5	Sublist 5
energy ratio reject	adjusted 2 declined energy revenues sustained
Sublist 6	Sublist 6
briefing underlying	-
Sublist 7	Sublist 7
dispose	adapts eliminated file
Sublist 8	Sublist 8
commodity	commodity
Sublist 9	Sublist 9
controversial	diminished duration refining
Sublist 10	Sublist 10
collapse 4 panels reluctant	depressed
Word families 28	Word families 29

Example 1

‘The sell-off commitment came as the Anglo-Dutch group reported an 87% *collapse* in *annual* profits to \$1.9bn just as it completes its £35bn takeover of rival BG.’ (Guard_2)

Example 1 from *The Guardian* illustrates that one of the most frequently used word from sublist 4, that is, *annual* and in all cases it was used as a part of a phrase annual profits to describe decrease in profit. Moreover, the present example presents other academic word *collapse* which describes decrease in annual profits.

Example 2

‘But the company’s stock rose about 5 *percent* in Amsterdam trading, as Shell said it would maintain its dividend, paying out at least \$1.88 a share for 2016.’ (NYT_3)

As the article Example 2 is extracted from *The New York Times*, it describes Shell’s stock situation it is evident that the word *percent* is frequency used to present the latest information of the stock market.

Example 3

‘We are making substantial changes in the company, reorganising our upstream, and reducing costs and capital *investment*, as we *refocus* Shell and respond to lower oil prices’ (Guard_2).

Example 3 is taken form *The Guardian* and illustrates academic words as *investment* and *refocus*. An *investment* is used to describe decrease in capital contribution while *refocus* refer to strategy change and adaption to lower prices.

Second pair of articles *Guard_4* and *NYT_4* describe the economic situation and the unemployment level in the USA. As mentioned in tables 3.1 and 3.3, the frequency of words are *Guard_4* (694) and *NYT_4* (1 100). As the articles describe the situation in US, consequently the article from NYT is longer and describe the situation more widely as a result it is seen that *NYT_4* has frequently high incidence of academic words 8.58% or 98 words while for *Guard_4* it is only 4.92% or 35 academic words. See table 3.4. to examine the overall frequency of academic words in analysed articles. The results included in the table suggests that the most frequent words for *Guard_4* are from sublists 1, 2, 3 and 6 while article the article *NYT_4* has high incidence of academic words in half of the sublists, that is, sublists 1, 2, 4, 5 and 6. Subsequently, the most frequent words from *Guard_4* are economy – 4, labour – 3 and from *NYT_4* economist and sector 5 times, recovery and economy 4 times. As previously mentioned that the number of words in the articles varies; therefore, the *Guard_4* contains 18 word families and *NYT_4* 47 word families. However, the article from *The Guardian* does not contain words from sublists 5 and 10; whereas article from *NYT* did not mentioned any of words which are included in AWL sublists 9 and 10. See table 3.6 that illustrates second pair of articles.

Table 3.6 Comparison of academic words according to their sublist

Guard_4	NYT_4
Sublist 1	Sublist 1
economic 2 labor 3 policies sector specifically economy 4	analysts creation 2 data 2 economic 2 economist 5 economists 2 economy 4 evidence export financial income labor 5 percent percentage period role sector 5 significant significantly 2 source 2
Sublist 2	Sublist 2
construction insecure participation 2	construction 2 credit 2 finally investors positive survey
Sublist 3	Sublist 3
immigrants 2 immigration shift	corporate partner proportion
Sublist 4	Sublist 4
job jobs 4	annual cycle despite emerging job jobs overall retain
Sublist 5	Sublist 5
-	adjustments consulting margins stabilizing sustained
Sublist 6	Sublist 6
briefing federal minimum 2 recovered recovery 2	briefing cited experts federal minimum recovery 4
Sublist 7	Sublist 7
advocated	decades global reversal
Sublist 8	Sublist 8
infrastructure	commodity revised 2
Sublist 9	Sublist 9
coherent	-
Sublist 10	Sublist 10

-	-
Word families 18	Word families 47

Example 4

‘Praising how far the *economy* had come on his watch, since the recession of 2008, Obama attacked Republican candidates to succeed him he said were running “doom-and-despair” campaigns’ (Guard_4).

‘Economists also said that the new figures suggested that the American *economy* was holding up well despite a slowdown in China, growing risks in emerging markets and turmoil in the stock market’ (NYT_4)

The example from *The Guardian`s* article (Guard_4) and *The New York Times* (NYT_4) article illustrate that the word *economy* is used to describe the situation in the USA. As seen from table 4.8. both newspapers used this word four times as the word *economy* is general word and can be used to describe the overall situation regarding different economic activities.

Example 5

‘While the factory *sector* in the United States is not nearly the size it once was, it plays an important role in the ups and downs of the business cycle and is a source of better-paying jobs for blue-collar workers who have fared poorly in recent decades’ (NYT_4).

As the Example 5 is taken from *The New York Times* and this is American newspaper it describes more deeply the economic situation of the USA; therefore, different facts and figures is presented and the word *sector* is used to present the current situation in the factor sector.

Example 6

‘After years of scant real gains despite steadily falling unemployment and healthy hiring, wages picked up *significantly* last month, a sign the job market could be tightening enough to force companies to pay more to attract and retain employees’ (NYT_4).

Example 6 is extracted from *NYT* and academic word *significantly* represents positive effect in wages, particularly, increase in wages as the economic situation is improving.

The third pair of analysed articles is about the bank of US Morgan Stanley. As aforementioned *Guard_6* contains 505 words and 57 academic words while *NYT_ 7* 617 words and 52 words from AWL. Table 3.7 shows comparison of AWL words and their sublists. It is seen from table 4.7 that in *Guard_6* the highest incidence of academic words are from sublists 1, 2, 4 and 6 in comparison to the *NYT_7* the most frequently mentioned words

were from sublists 1, 2 and 6. Thereby, frequent academic words in the article from *The Guardian* were *securities* – 6, *residential* – 5 and *financial* 3 times at the same time from *NYT* *securities* 6, *bonds*, *federal* and *financial* 4 times. Nevertheless, *Guard_6* did not contain words from sublists 7 and 10 while article form *NYT_7* excluded words from sublists 5, 8, 9 and 10. Evidently, articles do not contain words with lowest incidence of frequency, that is, from sublists 8, 9 and 10.

Table 3.7 Comparison of academic words according to their sublist

Guard_6	NYT_7
Sublist 1	Sublist 1
economic financial 3 involving major require role 2 significant	authorities 2 creation finance financial 4 involving 2 issues legal significant similar
Sublist 2	Sublist 2
communities construction 2 consumer 2 finalized focus institutions 2 investors 2 previously residential 5 residents resources 2 securities 6	commission consumer 2 finalized investors previously 2 purchased residential 2 securities 6
Sublist 3	Sublist 3
contributed funds implied task	document 2 relied
Sublist 4	Sublist 4
civil conference investigating investigations 2 prior resolution resolve	civil communications investigations
Sublist 5	Sublist 5
pursuing revenue	-
Sublist 6	Sublist 6
acknowledged exceeding federal 2 underlying	bond bonds 4 cited display federal 4 preceded revealing underlying
Sublist 7	Sublist 7
-	filed quoted
Sublist 8	Sublist 8
prospective	-
Sublist 9	Sublist 9
portion	-
Sublist 10	Sublist 10
-	-
Word families 35	Word families 30

Example 7

‘Morgan Stanley will pay \$3.2bn to settle *federal* and state charges that it misled investors in *residential* mortgage-backed *securities* during the *financial* crisis, New York’s attorney general announced on Thursday’ (*Guard_6*).

Example 7 is extracted from *The Guardian* and as it is evident from table 4.9. the word *residential* is used five times and in all cases as a word combination of *residential* mortgage-backed securities is used to describe the financial instruments referring to the Morgan Stanley bank. Moreover, other academic words as *federal*, *securities* and *financial* is mentioned in the presented example. The word *federal* refer to the government of the US and

is also frequently used as the articles describe the unemployment situation in the USA while *securities* refer to financial instruments and financial relate to crisis in 2008.

Example 8

‘The statement says that Morgan Stanley employees frequently tried to increase the “pull-through rate” of New Century loans getting into *securities*, even when the loans were lower quality than expected’ (NYT_7).

The example from *The New York Times* presents the word *securities* to describe the financial instruments that can secure loans as the theme of the article is banking sector; however, in *NYT* the word *securities* is used separately as it is seen from the Example 7 (Guard_6) that the word *securities* is a part of the phrase - residential mortgage-backed securities. Moreover, table 4.9 indicates that the word *securities* is frequently used in article from *NYT* and *The Guardian* in this case six times in each article.

Example 9

‘Morgan Stanley will pay \$3.2 billion to strike a settlement with state and *federal authorities* over the Wall Street firm’s creation of mortgage-backed *bonds* before the *financial* crisis’ (NYT_7).

‘Today’s agreement is another victory in our efforts to help New Yorkers rebuild in the wake of the *financial* devastation caused by major banks,” said attorney general Eric Schneiderman’ (Guard_6).

As Example 9 is from *NYT*, it illustrates the word *financial* to refer to the economic situation in 2008 and is used to describe financial crisis and the consequences that Morgan Stanley is facing after the crisis as a result the word *financial* is mentioned four times in *NYT* article. However, the second part of the Example 9 from *The Guardian* does refer to *financial devastation* in comparison of other cases when the word *financial* is used to describe the financial crises and in the article *Guard_6* the word *financial* is used three times. Additionally, the first part of Example 9 illustrates other academic words such as *federal*, *authorities* and *bonds* in means that *federal authorities* represent *the government of USA* and *bonds* refer to financial instruments issued by banks.

3.5.3. Analysis of relative frequency

During the analysis of selected articles, the relative frequency of academic words was stated. As mentioned previously the academic words were analysed in the tool ‘*Vocabulary Profiler*’

as a result the table of academic word frequency from the analysed words were created (see table 3.8).

Table 3.8 Comparison of academic words and their frequency from articles of *The Guardian* and *The New York Times*

Frequency	Academic words
1	assessment, sources, chapter, strategy, commitment, energy, ratio, retain, panels, impact, benefits, stress, energy, acquisition, revenues, duration, refining, policies, immigration, shift, infrastructure, evidence, export, filed, income, percentage, credit, survey, partner, proportion, cycle, adjustments, margins, experts, decades, reversal, communities, focus, residents, funds, task, resolution, revenue, portion, authorities, finance, issues, commission, document, investors, communication, bond, predict, reject, conduct, file, maintain, declined, adapts, eliminated, advocated, recovered, require, civil, contributed, implied, investigating, resolve, pursuing, purchased, relied, preceded, revealing, quoted, final, controversial, reluctant, major, global, diminished, depressed, specifically, insecure, coherent, overall, finally, positive, corporate, emerging, consulting, stabilizing, major, exceeding acknowledged, prior, prospective, legal, similar
2	source, investment, projects, analysts, conference, participation, adjusted, immigrants, data, economists, institution, resources, respond, dispose, refocus, cited, revised, finalized, document, sustained, significantly, residential
3	job, briefing, commodity, period, minimum, creation, investigations, involving, significant, role
4	collapse, consumer, bonds, previously
5	construction, economist, annual
6	investors, sector, recovery, economic
7	residential
8	jobs, labor, economy, federal
9	financial
11	securities
12	percent

As seen from table 3.8 the word *percent* was mentioned in the articles more frequently than other words, that is, 12 times. Moreover, there are a great number of words which occur only once in the six selected articles; therefore, it can be said that the academic words are widely used in the selected articles some of the words are as follows *impact, evidence, shift, require, diminished, exceeding* and others. Concerning the most frequently used words as the theme for all articles was commerce than as a result such words as *jobs, labor, economy, federal, financial, securities* and *percent* were used the most frequently. Consequently, these words are used to describe the general situation in the economy and to present facts and figures; therefore, high incidence of the previously mentioned words was stated. Further on, table 3.9 describe the relative frequency of analysed academic words. As it is seen from the table the highest relative frequency is 2.86% while the lost is 0.20%.

Table 3.9 Comparison of relative frequency and frequency of the academic words

Frequency of the academic word	Relative frequency (%)
--------------------------------	------------------------

1	0.2
2	0.48
3	0.71
4	0.95
5	1.19
6	1.43
7	1.67
8	1.91
9	2.14
11	2.62
12	2.86

3.5.4. Analysis of parts of speech

The second stage of analysis included analysis of parts of speech in the 6 selected articles analysed in previous chapter. During the analysis it was found that nouns were more frequent part of speech than adjectives and verbs, while adverbs occurred the least. For overall analysis of parts of speech see table 3.10. More detailed analysis of all parts of speech of academic words and frequency of each word is provided in Appendix 1.

Table 3.10 Comparison of parts of speeches in analysed articles

Newspaper article	Nouns	Verbs	Adjectives	Adverbs
Guard_2	20	6	11	1
NYT_3	23	8	8	0
Guard_4	27	1	7	0
NYT_4	63	4	15	2
Guard_6	29	8	21	1
NYT_7	22	12	15	2

Concerning the analysis, three pairs of thematically related articles thus six articles were analysed. As it seen from table 3.8 the first pair of articles *Guard_2* and *NYT_3* contain similar amount of nouns, verbs and adjectives while the article from The New York Times does not included any adverbs. As mentioned in table 3.2 regarding the second pair of articles, *NYT_4* contains more words than the article *Guard_4*; consequently, the article from *NYT* contains more academic words than article from *The Guardian*. However, concerning the third article pair *Guard_6* and *NYT_7* it is seen that the article *Guard_6* contains more verbs and adjectives than the article *NYT_7*; likewise, this is the only pair of article were adverbs are stated in both cases. Additionally, it is seen that nouns which are content words are used the most as nouns are words that name objects, ideas and things and adjectives are the second

most used part of speech as they express quality and comparison. However, verbs which represent activities and state of being have high incidence of occurrence as well while adverbs are found only in 4 articles out of 6.

As the articles from the *NYT* are longer; therefore, greater amount of content words is examined. The academic words in articles taken from British and American newspaper tend to differ even if they reflect the same information of events. To illustrate, such words as *display*, *communication*, *export*, *data*, *adjustments* or *survey* were not evident in the Guardian articles.

While analyzing the first pair of articles *Guard_2* and *NYT_3*, it has been noticed the articles about Shell contained high incidence of words like *annual*, *collapse* 4 times and *percent* 5 times.

Example 1

‘On Tuesday, BP unveiled the worst *annual* loss in its history at \$6.5bn while Conoco in the US has just cut its dividend’ (*Guard_2*).

‘The latest figures from Shell show quarterly oil and gas production down 5% and put quarterly cash flow from operating activities at \$5.4bn with annual spending at \$28.9bn, down 23% on the year before’ (*Guard_2*).

As it is seen from the provided examples from *The Guardian* word *annual* are used as adjective in different contexts, to illustrate, *annual loss* and *annual divided* to describe Shell’s economic indicators.

Example 2

‘Meanwhile, Greenpeace said the *collapse* of profits at oil companies was a result of making the wrong decisions on fossil fuels’ (*Guard_2*)

Other example of *annual* is illustrated in the following sentence ‘Shell has been hammered by a *collapse* in oil prices which has left the key North Sea Brent crude as low as \$32 per barrel in recent days’ (*Guard_2*).

The Example 2 extracted from *The Guardian* examines two cases of the word *collapse* where the word acts as nouns and describes the result of actions in this ‘case *collapse of profits at oil companies*’ and ‘*collapse in oil prices*’ (*Guard_2*).

Example 3

‘Royal Dutch Shell became the latest big energy company to file a damage report on the impact of depressed oil prices, saying on Thursday that its adjusted profit fell 56 *percent* in the fourth quarter of 2015 compared to a year earlier’ (NYT_3).

‘For all of 2015, its earnings fell 80 percent to \$3.84 billion, compared with \$19 billion in 2014’ (NYT_3).

The examples from The New York Times describe the most frequent word in the article NYT_3 – *percent*. The noun *percent* is used in case of profits, to illustrate, *adjusted profit fell 56 percent in the fourth quarter* and *its earnings fell 80 percent to \$3.84 billion* to describe the actual figures of Shell profit.

Additionally, there were some AWL words that appear in both analyses articles, for instance, such verbs as *respond*, *refocus*, *dispose* and nouns like *commodity* and *projects*. It is seen that verbs appear more in articles of Shell in case of the same word.

Example 4

‘We are making substantial changes in the company’, Mr. van Beurden said, ‘as we *refocus* Shell and *respond* to lower oil prices’ (NYT_3).

‘We are making substantial changes in the company, reorganising our upstream, and reducing costs and capital investment, as we *refocus* Shell and *respond* to lower oil prices’ (Guard_2).

Example 4 is extracted from *The Guardian* and *NYT* as it can be seen the presented examples is a direct quotation and both newspapers *The Guardian* and *NYT* have utilized the same press release about the Shell company; however, *NYT* has reduced the quotation to make it shorter. As a consequence both examples of verbs *refocus* and *respond* present the same meaning, that is, to modify strategies in order to adapt to the new situation that represent decrease in oil prices.

Example 5

‘The company’s share price closed up more than 6% at £15.26, as *commodity* companies rallied on the back of rising oil prices. It is still down more than 10% since the start of the year’ (Guard_2).

‘While we don’t know how far *commodity* prices will fall or the duration of the downturn,’ said Ryan Lance, ConocoPhillips’s chief executive in a statement, ‘we believe it’s prudent to plan for lower prices for a longer period of time’ (NYT_3).

Example 5 from *The Guardian* and *NYT* illustrates occurrence of noun – *commodity*. Both examples uses *commodity* to refer to prices in case of *The Guardian* the amount of

commodity is forecasted to fall while the article from *NYT* share more optimistic view and suggest that commodity price will increase.

While conducting the analysis of the second pair of the articles *Guard_4* and *NYT_4*, it was noted that they contained high incidence of word family *economy* words such as the base form *economy* and its members *economic*, *economist* and *economists* this can be explained with a fact that the article from *NYT* are longer than other articles and includes various economists opinions about the unemployment level in the USA. Similarly, the word percent frequently occurred in the article *NYT_4*.

Example 6

‘We do think the unemployment rate will continue to drift lower and that will support wage growth,’ said Michael Gapen, chief United States *economist* at Barclays. ‘We don’t think the *economy* is sliding into a recession’ (*NYT_4*).

‘Bernie Sanders, the senator from Vermont who is fighting former secretary of state Hillary Clinton for the Democratic presidential nomination, also noted that *economic* hardship was one reason why Trump appealed to some voters’ (*Guard_4*).

The Example 4 extracted from *The Guardian* and *The New York Times* illustrate various words from the word family economic. The first example contains nouns such as *economist* and *economy* while the example from *The Guardian* mentions adjective *economic*. From the mentioned examples it can be said that the words *economy*, *economist* and *economic* is used to describe overall situation in USA or introduce opinions regarding economy as the first example also contains word economist.

Likewise, as the articles described the economic situation than high incidence of such words as labor, jobs, percent, sector and recovery were noticed

Example 7

‘A December survey by PwC, the accounting and consulting firm, showed companies budgeting for salary raises of nearly 3 *percent* in 2016, the biggest *annual* increase since the *recovery* began’ (*NYT_4*) .

Example 5 is an extraction from the *NYT* and includes several academic words: nouns such as *recovery*, *percent* and adjective *annual*. As it is seen from the above mentioned example all three words are used to describe the positive influence of the budget since the financial crises.

Example 8

‘An infrastructure bill signed into law by Obama last year will keep the momentum going in the construction *sector*’ (Guard_4).

‘It’s a sign the manufacturing *sector* may be stabilizing,’ said Scott Anderson, chief *economist* at Bank of the West in San Francisco’ (NYT_4).

As the Example 6 is taken from *The Guardian* and *The New York Times* it is noted that the noun *sector* illustrates examples of different fields such as *construction sector* and *manufacturing sector* to describe the changes in labour market. Additionally, as stated earlier the words derivated from a base form economy occurred frequently as a result other noun *economist* also appeared in the second part of Example 8.

Regarding the analysis of adverbs, they occurred the least in the analysed articles; moreover, the main adverb that appears in the articles is *particularly*. However, the analysis of articles regarding economy of the United States included different adverbs such as *finally* and *overall*.

Example 9

‘Is the American worker *finally* getting a raise?’ (NYT_4)

‘The *overall* mining industry, which includes the oil sector, has shed 146,000 jobs since September 2014.’ (NYT_4)

The following examples are extracted from NYT were the first example propose a question whether there will be a raise in wages while the second part of the Example 7 indicates the negative influence in the labour market regarding oil sector.

As seen from table in Appendix 1 regarding the overall analysis of parts of speech it is noted that the articles *Guard_4* and *NYT_4* contain only 4 verbs, namely, *advocated*, *revised*, *cited* and *retain*. The main parts of speech in these articles were nouns and adjectives. Moreover, there were nouns and adjectives that appeared in both articles, for instance, adjectives as *economic*, *federal* and nouns *job*, *sector*, *labour*, *construction*, *jobs*, *recovery* and *briefing*.

Example 10

‘As has been the case since the current *recovery* began in mid-2009, the most educated workers are doing the best in today’s job market: The unemployment rate for college graduates was unchanged in January at 2.5 percent’ (NYT_4).

‘This is the best six months of wage growth since the start of the *recovery*, he said, in a call with the Guardian’ (Guard_4).

Example 8 is extracted from *The New York Times* and *The Guardian* and it illustrates noun *recovery* describing improvement of economic situation since financial crisis. Therefore, the article from *NYT* demonstrates that the unemployment level are stable without fluctuations while the example from *The Guardian* states that this half of the year is the most successful since the economic crisis.

Analysis of the third pair of articles regarding Morgan Stanley *Guard_6* and *NYT_7* include high occurrence of such words as *securities*, *bonds*, *financial*, *residential*, *federal*, *authorities* and *document* in order to describe the banking sector and ongoing consequences after the crisis in 2008. As seen in the table presented in Appendix 1, the most frequently used words in both articles were *securities* - 11, *residential* – 7, *financial* – 6, *bonds* and *federal* – 4. Moreover, such verbs as *involving*, *finalized*; nouns like *financial significant*, *residential*, *federal*, *underlying* and adverb *previously* were mentioned in both analysed articles.

Example 11

‘As part of the DOJ settlement agreement, Morgan Stanley acknowledged in writing that it failed to disclose critical information to prospective investors about the quality of the mortgage loans *underlying* its *residential* mortgage-backed *securities* and about its due diligence practices’ (Guard_6)

Other example from the *NYT* regarding the noun *securities* are as follows ‘the acting United States attorney in San Francisco, Brian J. Stretch, said on Thursday that “Morgan Stanley knew that in reality, many of the loans backing its *securities* were toxic’ (NYT_7)

As seen from these examples a word *securities* is used to present different situations of security importance in insuring loans and repaying debts. The noun *securities* are used widely as it relates to reason why the problems of Morgan Stanley bank were initiated at the first place. Moreover, the above mentioned examples includes other academic words such adjectives as *residential* and *underlying*.

Example 12

‘We are running under the radar and do not want to *document* these types of things’ (NYT_7).

Example 9 is extracted from *The New York Times* and in this case the word *document* is used a verb, to illustrate, ‘do not want to *document* these types of things’ (NYT_7) to describe the unwillingness to report for the actions.

Example 13

‘In the go-go years that preceded the crisis, Wall Street banks purchased subprime mortgages and packaged them into *bonds* that ended up suffering *significant* losses’ (NYT_7).

The example from the *NYT* illustrates the usage of noun *bonds* that refer to financial instruments that banks secure to obtain money resources. Additionally, other academic word *significant* that acts as adjective appear in the above mentioned examples and emphasize the volume of losses that occurred due to the purchased bonds.

Example 14

‘Morgan Stanley will pay \$3.2 billion to strike a settlement with state and federal *authorities* over the Wall Street firm’s creation of mortgage-backed *bonds* before the *financial* crisis’ (NYT_7) or ‘Abuses in the mortgage-backed *securities* industry such as these helped bring about the most devastating *financial* crisis in our lifetime’ (NYT_7).

‘Today’s agreement is another victory in our efforts to help New Yorkers rebuild in the wake of the *financial* devastation caused by major banks,’ said attorney general Eric Schneiderman’ (Guard_6).

Example 14 includes illustrations from *The Guardian* and *The New York Times* and describes adjective *financial*. The instances of word *financial* in most cases were used in phrase *financial crisis*; likewise, the word appeared in other situations. In the presented examples word *financial* is used to support the statements which led to financial crisis while other example points out different variation of adjective *financial*, for instance, *financial devastation* that describe the negative influence of financial transactions.

Example 15

‘The firm has *previously* reserved for all amounts related to these settlements, Mark Lake, a Morgan Stanley spokesman, said in a statement’ (Guard_6).

‘*Previously*, Morgan Stanley agreed to pay \$1.25 billion to the Federal Housing Finance Agency and \$275 million to the Securities and Exchange Commission to settle investigations involving similar issues’ (NYT_7).

Example 15 is extracted from articles *Guard_6* and *NYT_7* and represents the occurrence of adverb *previously*. As it can be seen from the examples adverb describe the situation before different events, in means presented examples word *previously* illustrates the

collection of reserves to pay for settlement while other instance describes the actions of Morgan Stanley to pay for investigations.

To summarize, this subchapter provides the analysis of parts of speech and introduces to examples of the most frequently used lexical words as well as instances of parts of speech that refer to pairs of thematically related articles were analysed.

In conclusion, the chapter was devoted to description of the methodology and results from the academic word analysis. The present research pointed out frequency analysis of AWL words, parts of speech and sublists in the same time introduced examples of previously mentioned analysis as well as provided explanations of the obtained results.

CONCLUSIONS

The goal of the thesis was to investigate the use of the academic English vocabulary in newspapers 'The Guardian', 'The New York Times' and 'The Baltic Times'. The research question of the research was as follows: what are the most frequently used academic words in newspaper articles?

In order to answer the research question, the theoretical analysis has been studied on parts of speech, General Service List and Academic Word List. The evidence from this study revealed the main parts of speech and their functions. The main characteristics of parts of speech are as follows: nouns tend to modify other nouns, verbs act as a modifier to noun phrase and adjectives also modify nouns, while adverbs represent verbs, adjectives and can even modify the entire sentence.

Further on, the author of the present thesis also discussed the development and structure of Academic Word List and results from this investigation indicate that the Academic Word List is based on General Service List and AWL consists of 570 word families and 10 sublists. The structure of the Academic Word List divide the list into four main categories: arts, law, commerce and science and each category are subdivided in seven subject areas.

Finally, the author researched the use of academic words in articles of three newspapers British 'The Guardian', American 'The New York Times' and 'The Baltic Times' which represents the latest news in the Baltic region. The results of this investigation propose that nouns, adjectives and verbs are used frequently in case of academic English words, while adverbs were found the least. Additionally, it is stated that the highest incidence of words from AWL was from Sublist 1-6 as well as it was found that in most cases longer articles contained more academic words.

Consequently, concerning the analysis of relative frequency, the overall analysis of all newspaper articles indicate that 'The Baltic Times' has the highest frequency of academic vocabulary despite the fact that these articles had the lowest length of words from all three newspapers, while the articles from 'The Guardian' and 'The New York Times' are longer, lower incidence of academic words were stated.

The overall conclusions can be drawn from the present study of quantitative research method and frequency analysis of analyzed newspaper articles. The results indicate that *securities, percent, labor, financial, redisenial, federal, sector, economy* and *recovery* are the most frequently utilized academic words in the selected articles from newspapers 'The Guadian' and 'The New York Times'.

The current investigation was limited by the quantity of analysed newspaper articles and constrains regarding the length of selected articles for the analysis. The large-scale analysis of newspapers would help to establish a greater degree of validity on this matter.

A further study could assess a deeper investigation of newspaper article analysis in case of academic words.

THESES

1. The parts of speech which refer to Academic Word List are nouns, verbs, adjectives and adverbs.
2. Coxhead's Academic Word List is based on General Service List; however, Academic Word List excludes the words which are a part of General Service List despite the fact that GSL also contains academic words.
3. Regarding the development criteria of Academic Word List, the following characteristics were basically used: frequency, range and frequency of members of a word family.
4. The structure of Academic Word List includes four disciplinary categories such as arts, commerce, law and science which are divided into various subject areas.
5. Relating to the development of Academic Word List it is stated that words of General Service List, Latin abbreviations and proper nouns were excluded while compiling the list.
6. Concerning the relative frequency, the overall results indicate that the articles from 'The Baltic Times' have the highest occurrence of academic words, then 'The New York Times' and 'The Guardian'.
7. The analysis of sublists from Academic Word List demonstrate that the highest incidence of words from AWL are from the first six sublists; however, academic words from other sublists also appeared.
8. During the academic word analysis regarding their parts of speech, it was concluded that the most parts of speech were nouns, adjectives, verbs and only some adverbs.
9. The present study allows to state that words from Academic Word List occur frequently in the selected newspaper articles.
10. From the researched newspaper articles such academic words as *jobs*, *labor*, *economy*, *federal*, *financial*, *securities*, *percent* and *residential* occur the most frequently that is connected with the themes these articles are devoted to.

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APPENDIX 1 Overall comparison of parts of speech in analysed articles

Article name	Nouns	Verbs	Adjectives	Adverbs
Guard_2	assessment, briefing, strategy, commitment, energy, chapter, job, projects, ratio, panels, jobs, investment 2, commodity, sources, collapse 4	respond, conduct, refocus, predict, reject, dispose,	financial, final, annual 4, committed 2, underlying, controversial, reluctant	previously
NYT_3	analysts, commodity, benefits, contractor, percent 5, energy, acquisition, jobs 2, conference, period 2, stress, investors, impact, projects, revenues, duration, refining	respond, refocus, maintain, declined, adapts, eliminated, file, dispose	major, adjusted 2, sustained, diminished, depressed	
Guard_4	economy 4, labor 3, policies, construction, shift 4, recovery 2, sector, participation 2, jobs, immigrants 2, immigration, briefing, job, minimum 2, infrastructure	advocated	economic 2, specifically, insecure, federal, recovered, coherent	
NYT_4	analysts, creation 2 data 2, economist 5, labor 5, economists 2, evidence, economy 4, export, income 5, minimum, percent 7, percentage, period, proportion, sector 5, commodity, source 2, construction 2, role, investors, survey, partner, cycle, job, jobs, adjustments, margins, briefing, experts, recovery 4, decades, reversal, credit 2	retain, cited, revised 2	economic 2, financial, significantly 2, significant, positive, corporate, annual, emerging, consulting, stabilizing, sustained, federal, global	finally overall
Guard_6	communities, role 2, focus, construction 2, revenue, consumer 2, portion, institutions 2, residents, investors 2, funds, resources 2, securities 6, portion, conference, task, resolution, investigations 2,	Involving, require, finalized, contributed, implied, investigating, resolve, pursuing	economic 2, financial 3, major, significant, residential 5, civil, prior, acknowledged, exceeding, federal 2, underlying, prospective	previously

NYT8_7	authorities 2, creation, finance, commission, issues, consumer 2, investors, securities 5, document, display, communications, bond, investigations, bonds 4	involving 2, finalized, purchased, document 2, relied, cited, preceded, revealing, filed, quoted	financial 3, legal, significant, similar, residential 2, civil, federal 4, underlying	previously 2
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Dokumentārā lapa

Bakalaura darbs „Use of Academic English Words in Online Newspaper Articles”
(Akadēmiskās angļu valodas vārdu krājuma lietojums laikrakstu tiešsaistes publikācijās)
izstrādāts LU Humanitāro zinātņu fakultātē.

Ar savu parakstu apliecinu, ka pētījums veikts patstāvīgi, izmantoti tikai tajā norādītie informācijas avoti un iesniegtā darba elektroniskā kopija atbilst izdrukai.

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