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**AUGSTSKOLU GADA PĀRSKATU DIAHRONISKĀ ANALĪZE**

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## ANOTĀCIJA

Komunikācija ir jebkuras organizācijas nozīmīga daļa, tai skaitā arī augstskolu. Valodas pielietojuma analīzes augstskolu diskursos līdz šim veiktas tikai mājaslapām un brošūrām; gadu pārskati nav pētīti. Bakalaura darba mērķis ir analizēt LU Attīstības stratēģijā (2015. – 2020.) norādīto septiņu vērtību atspoguļojumu 2018., 2019. un 2020. gada pārskatā. Darba teorētiskajā daļā tiek izmantota integrējošā literatūras pārskatu metode un empīriskajā daļā tiek apspriesta pētījumā veiktā satura analīze. Analīzes rezultāti norāda, ka visos trīs pārskatos cilvēku un sadarbības vērtības ir ar lielāko leksisko vienību skaitu, no kā tiek secināts, ka tās ir visvairāk uzsvērtas.

**Atslēgvārdi:** gada pārskati, semantiskie lauki, augstskolas, leksiskās vienības, komunikācija

## **ABSTRACT**

Communication is a vital aspect of any organization and higher education institutions are no exception. The analysis of language use in higher education institution discourse has so far been limited to websites and brochures with no studies of annual reports. The goal of the bachelor thesis is to analyse the portrayal of the seven values established in the University of Latvia (UL) Development Strategy (2015-2020) in the annual reports of the years 2018, 2019, and 2020. The theoretical part of the study consists of integrative literature review while the empirical part contains the discussion on the performed content analysis. The results of the analysis showcase that the values with the highest number of lexical units throughout the three reports are those of people and cooperation, leading to the conclusion that they are the two most emphasised ones.

**Key words:** annual reports, semantic fields, higher education institutions, lexical units, communication

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## INTRODUCTION

In the competitive modern world where information is readily available to everyone, it is difficult to be noticed among the masses. Advertising one's success is one of the means of differentiating from the rest. No field has escaped marketisation and commercialism, including higher education. A higher education institution's ability to compete with other such institutions has become vital for its continued existence, prompting the institutions to concentrate their efforts on communicating with the public in such forms as websites, brochures, and annual reports. Understanding how language is employed in these communication attempts could be potentially beneficial and lead to uncovering areas where improvement might be advised or even necessary.

Organizational communication is by no means a new phenomenon and higher education institutions have been employing it for decades. However, only relatively recently have examinations of these forms of communications been undertaken from a linguistic perspective. Even so these examinations mainly focus on analysing the themes and subjects present on higher education institution websites (Al-Qahtani, 2021; Saichaie, 2011) and brochures (Hartley, Morphew, 2008; Askehave, 2007) establishing a notable lack of research of language use in annual reports, as well as a scarcity in studies of any specific linguistic aspects in higher education institution discourse. Along with communicating with potential students and their parents who are the target audience for higher education institution websites and brochures, the goal of annual reports is to establish legitimacy in order to foster future research prospects and collaborations, as well as potentially increasing the endowment funds. A closer examination of language use in these reports could lead to findings that could assist with reaching the previously mentioned goal more affectively. More specifically the analysis of semantic fields could foster a better understanding of the subjects, values, and themes higher education institutions emphasise in their communications. This would allow the institutions to observe whether they are employing language in such a manner that is most advantageous for them. It would also assist with determining any improvements or changes the higher education institutions might desire to make.

The **goal** of this bachelor thesis is to identify semantic fields used in the University of Latvia's (UL) annual reports for the years 2018, 2019, and 2020 to introduce the values established in the summary of the UL's Development Strategy (2015-2020).

The **research questions** are:

1. Which of the values established in the summary of the UL's Development Strategy (2015-2020) are the most emphasised in the UL's annual reports for the years 2018, 2019, 2020?

2. How does the portrayal of the values established in the summary of the UL's Development Strategy (2015-2020) change in the UL's annual reports for the years 2018, 2019, 2020?
3. Which values' portrayals, if any, undergo positive changes in the UL annual reports for the years 2018, 2019, 2020?

The **enabling objectives** of this bachelor thesis are:

1. to conduct a literature review of theoretical sources on organizational communication and higher education discourse;
2. to conduct a literature review of theoretical sources on semantic fields;
3. to mark the selected UL's annual reports for the purposes of the analysis;
4. to analyse the use of semantic fields in each selected year;
5. to draw conclusions.

The **research methods** employed in the bachelor thesis are integrative literature review of secondary theoretical sources and content analysis.

There are three annual reports analysed in the bachelor thesis. All three are the UL's and are from the years 2018, 2019, and 2020, a time period during which the Development Strategy for the years 2015 to 2020 was still in effect.

The first chapter of the bachelor thesis provides an insight into higher education institution discourse focusing on organizational communication (Grant, Hardy, Oswick, Putnam (eds.), 2004; Ihlen, Heath (eds.), 2018; Putnam, Nicotera (eds.), 2008) and the commercialization of higher education institutions (Bok, 2003) and also discusses the theoretical sources on language use in higher education institution websites (Al-Qahtani, 2021; Saichaie, 2011) and brochures (Hartley, Morphew, 2008; Askehave, 2007). The second chapter provides a definition and the functions of semantic fields (Murphy, Koskela, 2010; Geeraerts, 2010; Chierchia, McConnell-Ginet, 1993; Lyons, 1995; Murphy, 2003; Lehrer, Kittay (eds.), 1992; Fazlyeva, 2015; Berube, Sainte-Marie, Mangeon, Lariviere, 2018; Cao, Sun, Zhunge, 2018; Cruse, 1986; Dullieva, 2017; Nurtdinova, Sadykova, 2019). The third chapter consists of methodology, procedure, texts analysed, the results and findings.

## **1. HIGHER EDUCATION INSTITUTION DISCOURSE**

Higher education, initially a privilege of wealthy men, has now become a near necessity to find employment. Though still not equally available to all, higher education is now accessible to a much larger scope of people, shifting the balance of who is in more need of whom. In the modern world opportunities for prospective students are boundless and higher education institutions face a greater challenge in gaining their interest along with providing them with all the necessary information to make an informed decision. In the present chapter, an analytical review of theoretical sources on organizational communication and higher education institution discourse will provide an insight into the methods used by these institutions to garner the attention of potential students.

### **1. 1. Organizational communication and the commercialization of higher education institutions**

Communication, be it internal or external, is a vital and necessary part of any organization. None can exist or function without it, and higher education institutions are no exception. As such, organizational communication is by no means a new phenomenon and has been thoroughly examined by many scholars. The following subchapter explores and discusses a few of these theoretical sources focusing on the role of communication in organizations (Putnam, Nicotera, 2008) and the rhetoric nature of organizational communication (Grant et al., 2004; Ihlen, Heath, 2018), as well as the commercialization of higher education institutions (Bok, 2003).

As previously mentioned, communication is an integral part of any organization. In fact, in their examination of the constitutive role of communication in organizations, Putnam and Nicotera (2008) state that many organizational communication scholars claim it to be the essence of an organization, though they are unable to provide a satisfactory explanation for said claim (ibid.: 1-2).

Over time scholars have established three ways of examining organizational communication focusing on the position of the organization: organization as an object, organization as a perpetual state of becoming and organization as grounded in action (ibid.: 8). When examining organizational communication from the object perspective, the focus is on the outcome, the product, or the material consequences of the organization in question, while the perpetual state of becoming perspective focuses on communication as a process that creates, sustains, or transforms the organization (ibid.). Comparatively, the grounded in action perspective focuses on organizational communication as the basis in which the organization is

anchored, meaning, the communication creates the process of organizing (ibid.: 9). Thus, organizational communication can be explored from a rather wide range of perspectives, depending on the aspect which is set to be examined.

Similarly, to the widespread claim of the importance of communication in organizations, another widely acknowledged aspect is its rhetoric nature. Both Grant's et al. (2004) research and the research of Ihlen and Heath (2018) focus on this specific aspect of organizational communication, though the insights provided by the materials differ.

The examination of Grant et al. (2004) provides a basis of theoretical knowledge on the rhetoric nature of organizational communication, beginning with a definition of *rhetoric* as the study of persuasion (ibid.: 79). It further establishes that organizations can employ both 'finished' messages to persuade (e. g. advertisements, public apologies), as well as 'ongoing' messages, which along with the intent to persuade, give opportunity to socialize and discuss (e. g. social media accounts) (ibid.: 83). These methods of persuasion can be directed both internally and externally. Either way strategic decisions are made by the organization regarding the intended audience to incite attitudinal or behavioural changes in the most effective manner (ibid.: 83-84). An especially notable claim made in the research is that not only are organizations often unsuccessful in their attempts to persuade, but that there is also a possibility they are unaware of the ultimate effects of the rhetoric nature of their communication attempts (ibid.: 85).

Comparatively, Ihlen's and Heath's (2018) examination of the rhetoric nature of organizational communication provides more philosophical insights on the matter. The most important claim, as established by the editors themselves, is that humans are both inherently rhetorical and organizational, thus, it is not possible for them to organize without rhetoric (ibid.: 485). It is also established that rhetoric scripts behaviour, meaning the statements made by the organization are then translated into coordinated action by the recipients of the statements (ibid.: 486). The research also highlights the role of deception in the rhetoric nature of organizational communication, caused by the ambiguity of language, which often occurs through strategic intent (ibid.: 488). Finally, the examination establishes that any attempts of organizational communication follow the presumption that rhetoric provides agency which, in turn, leads to legitimacy (ibid.: 489.). Combining these findings with the observations made by Grant et al. (2004) secures a more comprehensive understanding of how and why the communication of organizations such as higher education institutions have such a distinct rhetoric nature to it.

Along with the widespread accessibility to higher education, demand for it has also grown exponentially, and with it the trend of commercialization of higher education

institutions, although not a new phenomenon, has become more and more pronounced over the past few decades. In his examination of said trend, Bok (2003) states this demand to be the main cause for the overt commercialization as research, scientific discovery, and continuing education is needed and valued more than ever (ibid.: 199). As such, the pressure put upon higher education institutions has risen from every direction imaginable. State officials request speedy innovations, businesses urge for collaborations that could lead to new valuable products, while citizens demand qualifications for decent employment. Although these growing demands also offer more opportunities for profit, along with them comes the possibility of higher education institutions having to compromise their basic values, for example, employing well-known yet under-qualified professors and scholars, admitting unqualified students, soliciting corporate advertising, promoting useless courses, and encouraging the delivering of routine research services, in order to enjoy the benefits such actions might result in (ibid.: 199, 200). Despite this, Bok (2003) clearly states that, acting prudently, the financial benefits outweigh the risks, and colleges and universities can both share their knowledge and meet the demands, while gaining profit without damaging their own values (ibid.: 200).

The importance of communication in organizations is undeniable, as clearly stated by the discussed studies on the subject. It is also clear from the discussed sources that there is often a rhetoric nature to these communication attempts, one which is intentionally created yet the results of which are possibly unclear to the organizations themselves. With the growing demands for higher education, communication is more vital for higher education institutions than ever before, posing a question of whether they are employing language as affectively as possible to reach their goals and intentions.

## **1. 2. Language use in higher education institution discourse**

Websites, brochures, and annual reports are some of the methods higher education institutions employ to not only communicate with the public, but also establish legitimacy and status thus gaining prestige and ensuring the interest of potential students. Understanding how language is used in these communication attempts highlights the methods by which the institutions reach their goals, as well as reveals errors or areas of improvement. As such more and more studies of higher education institution discourse are undertaken from a linguistic perspective, some focusing on language use on college and university websites (Al-Qahtani, 2021; Saichaie, 2011), while others explore language use in brochures (Hartley, Morphew, 2008;

Askehave, 2007). The following subchapter examines these theoretical sources focusing on the similarities and differences in the employed research methods and findings.

To begin with, the research regarding college and university websites was conducted by Al-Qahtani (2021) and Saichaie (2011). Though the former examines universities in the Makkah region of Saudi Arabia, a total of five, and the latter has chosen to explore the websites of 12 colleges and universities in the United States, both studies have employed the same research method and reached similar conclusions.

*Critical discourse analysis*, as stated by Saichaie (2011), essentially provides a means to examine language used in everyday situations to reveal problems regarding inequality (ibid.: 1). Not only do both studies employ the research method of critical discourse analysis, they also employ the same linguistic analysis based on the theoretical approach established by Fairclough (1993). Saichaie's (2011) study provides a more comprehensive explanation of the three dimensions of critical discourse analysis. The first is descriptive analysis used with the intent to describe the textual and visual elements (ibid.). The second is interpretive analysis employed with the intent to examine language contents and its functional parts to understand the connection between the role of language and the social structures it reflects and supports, while the third is societal analysis used with the intent to explain cultural, historical, and social discourses surrounding interpretations of data (ibid.).

As both studies share the same research method which embraces qualitative methodology, the procedure observed in them is also similar. Both studies focus more on the content of the institution websites by examining themes and subjects, as well as the visual materials, rather than focusing on a particular linguistic aspect and its functions on the institutions' websites. This allows to gain a broader understanding of language use in higher education discourse, though it also necessitates more use of the researchers' judgment.

Despite examining college and university websites from immensely different regions both studies have observed similar trends. One such is that the examined higher education institutions use language to regularly emphasise prestige, uniqueness, and relevancy by revealing the accomplishments of their students and alumni (Al-Qahtani, 2021: 1; Saichaie, 2011: 2). Another is that the language use on the websites indicate that the higher education institutions are in complete control of the information which the public receives, strategically providing superficial details while disregarding important, arguably, more relevant knowledge regarding, e. g. registration, tuition, scholarships etc. (Al-Qahtani, 2021: 25; Saichaie, 2011: 2). In addition, Saichaie's (2011) study observes that such higher education institution discourse provides the public with an unrealistic portrayal of higher education while also reducing the institutions' commitment to teaching and research (Saichaie, 2011: 2).

Another form of higher education institution discourse that has been explored from a linguistic perspective is brochures. Unlike the studies of college and university websites, the studies of higher education institution brochures employ an array of different research methods, though the findings still share notable similarities.

In her study of language use in brochures of universities from Scotland, Japan, Finland, and Australia, Askehave (2007) employs two research methods: *critical discourse analysis* and *genre analysis*. The research consists of two separate analyses, each with its own research method. The first analysis is of language use in brochures from one university from each of the four countries in which genre analysis is employed to establish genre characteristics through text structure and similarities in content and rhetorical moves. The second analysis is of brochures from University of Stirling, Scotland in which critical discourse analysis is employed to gain insight into how rhetorical moves along with visual and lexico-grammatical features represent the institution and its potential students (ibid.: 723).

Comparatively, Hartley and Morpew (2008) employ *content analysis* in their study of brochures from 48 four-year colleges and universities across the United States. The study explains that content analysis is employed as a means of systematically identifying, classifying, and tabulating the symbols, images, and messages from the brochures (ibid.: 674). There is also a further elaboration regarding the choice of research method, stating that content analysis embraces both qualitative and quantitative data thus not only identifying themes, but also providing additional information about the importance of the message with the frequency of its use (ibid.: 675).

Each study having employed different research methods, sets different procedures. In her first analysis Askehave (2007) focuses on the similarities in themes and subjects, as well as the lay-out of the brochures, the visual materials. In the second analysis her explorations are more in-depth from a linguistic perspective, focusing also on clause structure along with the previously mentioned aspects. Comparatively, Hartley and Morpew (2008) focus on thematic areas observed in the brochures and their importance as indicated by the frequency with which they are observed.

Though with different research methods and procedures, the findings and observations of the studies share some similarities. From her first analysis Askehave (2007) concludes that all the universities employ the same rhetorical moves regarding visuals, lay-out, design, and genres, while the findings from her second analysis show that the university is most often the subject in a clause, meaning it performs some action, while the student is a recipient of that action, meaning the student changes in some way due to the university's actions (ibid.: 732-733). An interesting observation in this regard is that not a single instance of the university

performing an action traditionally associated with academia (e. g. teaching, studying) is discovered in the analysis (ibid.). Similarly, when analysing attribution clauses, the university is the focus, providing information on the facilities, activities and such, while there are hardly any attribution clauses detected with the student as the focus (ibid.: 733; 735).

The findings of Hartley's and Morpew's (2008) study also showcase that in the brochures the focus is on the institutions themselves, providing ample information on numerous different subjects, yet nearly all of them non-related to academia. The study establishes six themes present in the brochures: campus features, academics, activities, admissions and financial aid, value of education, and purpose of higher education. Though the themes have an undeniable connection to academia, the study observes that only two of the aspects discussed are in fact academia related, more specifically curriculum and admission requirements. The others are more related to free time and future opportunities, e. g. sport and non-sport activities, opportunities to study abroad, successful alumni (ibid.: 678).

From these findings and observations, both studies reach the same conclusion – college and universities use brochures as a form of advertising. Hartley and Morpew (2008) liken them to print ads or billboards, stating that it is a way for higher education institutions to ensure potential students that this 'product' will make them happy, will fulfil all their needs, and help succeed (ibid.: 688). While Askehave (2007) states that this conclusion is hardly surprising and cautions that the language practices observed in these brochures could likely be adapted for other higher education institution discourse which could lead to changes harmful to both students and staff (Askehave, 2007: 740).

From these studies of language use on both college and university websites and brochures, it is clear that higher education institutions are very conscious of what information they provide to the public. As websites and brochures are the main form of communication for these institutions, the choice to highlight prestige, relevancy, and benefits of attending over information regarding academia and higher education itself is unsurprising. Such observations pose a question of whether the trend of emphasizing higher education institutions' virtues is present also in these institutions' annual reports.

## 2. SEMANTIC FIELDS: DEFINITION, STRUCTURE, AND INSIGHTS

Language is the basis of human communication. It is used to encourage, frighten, anger, inspire, persuade, for any and all purposes in fact. As such, language is a powerful tool and, if masterfully employed, can have enormous impact. Logic dictates that it is in the interest of anyone with the goal of impactful communication to put effort in assessing the best way to employ language. However, with a system as complex, it is easy to get overwhelmed; therefore, it is best to focus on one aspect at a time. The following chapter does just that, examining the concept of semantic fields which, as previously mentioned, illustrates the most prevalent subjects, values, and themes present in a text. The chapter focuses on a definition of semantic fields, as well as semantic field structure (Cruse, 1986; Lehrer, Kittay, 1992; Chierchia, McConnell-Ginet, 1993; Lyons, 1995; Murphy, 2003; Murphy, Koskela, 2010; Geeraerts, 2010; Dullieva, 2017), and the insights that exploring this language aspect can provide (Fazlyeva, 2015; Dullieva, 2017; Berube et al., 2018; Cao, Sun, Zhunge, 2018; Nurtdinova, Sadykova, 2019).

### 2. 1. Definition and structure of semantic fields

Semantic fields are a peculiar aspect of language, one of the reasons of which is that there is a wide range of interpretation as to how exactly they are formed. According to Dullieva (2017), a German linguist and the founder of semantic field theory Jost Trier defined a *semantic field* as a group of words that are united by a common semantic component (ibid.: 1). Dullieva does not provide an elaboration regarding the semantic field theory's functions; however, this information is provided by Lehrer and Kittay (1992), explaining that the theory uses relations between lexical units as a means of explanation for their meaning (ibid.: 254).

On a surface level, such a definition of semantic fields is satisfactory enough and many scholars over the decades have shared a similar understanding of the concept. Most linguists agree that semantic fields are lexical units that are somehow related. However, though the definitions of the concept are similar, they are also fuzzy in reference to semantic field structure, and it is in the further elaboration of said structure in which scholars' understanding of semantic fields seemingly differs.

In his book, Cruse (1986) employs Haas' (1964) insights into this language aspect as a basis to explain semantic field structure. Firstly, Cruse reiterates Haas' definition of a semantic field: it is the meaning of a word, a definition which differs noticeably from the one provided by the founder of semantic field theory. Cruse also provides a further elaboration

stating that a semantic field has a 'focal area' which is the word's most common context along with the most common substitutes of that word in said context (ibid.: 21). Then the scholar explains that the less common contexts and their subsequent substitutes are further away from the 'focal area', proposing semantic field structure to be similar to an extensive web that gradually becomes sparser the further from the centre it expands (ibid.).

Comparatively, Lehrer and Kittay (1992) define the concept of semantic fields as a set of lexemes or other units that are semantically related (ibid.: 254). Unlike the definition provided by the theoretical source mentioned in the previous paragraph, this one is quite similar to that of the founder of semantic field theory. The differences between Lehrer's and Kittay's (1992) insights and those provided by Cruse (1986) extend not only to the definition of semantic fields. There are also notable differences in the explanation of the structure of semantic fields. Lehrer and Kittay (1992) elaborate on theories which rely on semantic fields to characterize meaning in the relation between concepts. The described theories differ in the area of focus: *properties*, *attributes*, *prototypes*, or *networks*. The *properties* or feature theory relies on semantic fields with the assumption that all word meanings are represented by a limited number of features, assuming this to be sufficient to distinguish between related words. The *attributes* theory is essentially the same as the previous, the only difference being the assumption that word meanings are represented by a limited number of attributes. The *prototypes* theory analyses semantic fields as categories of graded structure, while the *network* theory explores semantic fields as links between concepts (ibid.: 254). From this it is clear that the lexical units within a semantic field can be related in different ways, depending on the perspective of the examination.

Around the same time of Lehrer's and Kittay's shared insights, another, different perspective into semantic field structure was provided by Chierchia and McConnell-Ginet (1993). Though they do not present a definition of the concept, neither discuss it directly, their insights into decomposition of language provide an interesting explanation as to how semantic fields are created. In their publication it is established that one of the approaches to word meaning is that these meanings, or the concepts that the words label, are constructed from semantic components which occur in the meanings of different words and can be observed in the systematic way in which words are semantically related (ibid.: 350). However, the notable part is the discussion of decomposition of language which aims to identify universal semantic components from which all languages construct the concepts on which to build their vocabulary (ibid.: 352). This leads to conclude that the lexical units within a semantic field are related due to the shared origin of the language vocabulary.

Though written decades later, Dullieva's (2017) explanations of semantic fields and their structure are very similar to the ones presented in the theoretical source discussed in the previous paragraph. As mentioned at the beginning of the subchapter, Dullieva employs Trier's (1931) definition of semantic fields in her study, adding that the lexical units within a semantic field could simultaneously be linked in a variety of semantic relations, e. g., hyponymy or meronymy (ibid.: 1). In her own words she defines semantic fields as any words that are connected to the same basis or root, further elaborating that semantic field structure is most commonly described as a tree: the field has one root while the other elements of the tree are the lexical units that belong to this particular field, connected to the root and to each other by a variety of semantic relations (ibid.: 2). Though Dullieva's semantic field structure explanation does not include a proposition that all language vocabularies share origins and, therefore, all lexical units are linked, it does state that all semantic fields share at least one common component: a basis or the root of the field.

The British linguist John Lyons (1995) provides a similar explanation of semantic fields and their structure to those discussed in the two previous paragraphs. In his study of semantics, the linguist establishes that words that are related by meaning, or a sense of meaning cannot be defined independently thus creating networks of sense relation which make up a language's lexical structure (ibid.: 102). These networks are semantic fields and their structure is based on the relations between the lexical units (ibid.: 104).

In contrast to the other theoretical sources discussed in the subchapter, Murphy (2003) begins with an explanation regarding the difficulty of gaining a unified understanding of semantic field structure by stating that there is no generally accepted theory as to how a lexicon of a language is internally structured or how information is represented in it (ibid.: 3). It is further established by Murphy (2003) that, though a lexicon must intersect with the conceptual system, there is little information regarding as to how exactly the two intersect which contradicts the previously discussed Chierchia's and McConnell-Ginet's (1993) proposition of language vocabulary origin (ibid.). Though the provided definition of a semantic field as a thematically united subset of vocabulary (ibid.: 92) is in accordance with the definitions of other scholars, the explanation of structure is far less visual than those already mentioned. Murphy (2003) states semantic field structure to be the basis on which lexical items associated with a particular semantic area are organized (ibid.).

Murphy's (2003) study is also the first theoretical source which mentions the terms *word field*, *lexical field*, and *conceptual field* along with the term semantic field, stating that scholars generally use them unreliably and interchangeably. However, it seems pertinent and of interest to note that the only term observed in the discussed theoretical sources is *semantic*

*field* brining this statement of general interchangeability in question, though precision and clarification can never be understated. Even so, Murphy (2003) distinguishes only between three of the terms: lexical field, semantic field, and conceptual field. According to Murphy, in 1981, Coseriu and Geckeler established that a *conceptual field* is not limited by only lexicalized concepts. Employing this as a basis, Murphy explains that, therefore, a *lexical field*, which includes only lexicalized concepts, is a subset of a conceptual field, while a semantic field differs from a lexical one due to being related by senses of words rather than the words themselves (ibid.: 92-93). Though the issue of the interchangeable use of the terms appears less pronounced than proposed by Murphy, nevertheless, the distinction between them assists with gaining a more comprehensive understanding of the concept of semantic fields.

Some years later, in the book co-written with Koskela (2010), Murphy elaborates on the previously given definition of semantic fields. In this book, it is stated that there are two meanings of semantic field. One is a set of related concepts, which are typically lexicalized, while the other is a set of related vocabulary (ibid.: 148). Though there is little further elaboration regarding how these two meanings differ, an example of speech act verbs (e. g. *promise* and *complain*) as a set of related lexicalized concepts leads to conclude that the first definition describes semantic fields of larger-encompassing semantic areas, while the second definition regards semantic fields of a particular subset of vocabulary. Incidentally, this is also the first theoretical source discussed in this subchapter in which the terms *semantic field*, *lexical field* and *conceptual field* are used interchangeably (ibid.).

That same year Geeraerts (2010) also published a book examining semantics in which a semantic field is defined as a conceptual field (ibid.: 57). Similarly to Murphy's (2003) publication, it also states the four interchangeably used terms, while distinguishing between only three: lexical, semantic and conceptual field. Geeraerts (2010) establishes semantic fields and lexical fields to be different subsets of a conceptual field, providing a slightly less ambiguous distinction between them, explaining that a lexical field includes only words while a semantic field includes not only words, but also idiomatic expressions (ibid.: 56-57).

In regards to semantic field structure, this theoretical source also provides the least ambiguous explanation from all the previously discussed sources, stating that a word might imply another one, and that all the words and concepts implied by that word are then part of that word's semantic field, even if not explicitly expressed (ibid.:58). Geeraerts (2010) also explains that there are three distinct structural relations between lexical units, one of which is the relationship of semantic similarity which is the basis of semantic field analysis (ibid.:

274), though earlier in the book it stated that it is more common for lexical units within a semantic field to be in contrast rather than similar (ibid.: 87).

From the examination of various insights on semantic fields throughout multiple decades, it is clear that despite differing in their explanations scholars in fact have a rather similar and unified, if ambiguous understanding of what constitutes a semantic field. From this subchapter it can be gathered that a semantic field is a set or a group of lexical units which share some semantic relation either to one another or to the basis or the root of the field. It is also clear that all semantic fields must have a basis from which to form, and that they are not limited to words only, rather lexicalized concepts, which are not necessarily connected by meaning, more so by a sense or implication of belonging to the same semantic area. This understanding leads to the sensible deduction that studying this language aspect can provide valuable insight into how language is employed and structured.

## **2. 2. Insights provided by semantic field examination**

Semantic fields are an undeniably complex part of any language. Whether formed as a result of deliberate effort or unintentionally, they are always present. The previous subchapter provided insight into what exactly is a semantic field and how is it structured, which lead to a conclusion that an examination of this language aspect can provide a better understanding of language: how precisely it is employed and structured. This subchapter endeavours to elaborate on this conclusion by discussing some of the insights into language use and structure provided by research focusing on semantic fields.

The analysis and examination of semantic fields is a well-established practice in linguistics. There are numerous studies with the focus on this language aspect, endeavouring to gain insights into a wide range of topics. These examinations showcase how the analysis of semantic fields can yield a wide range of new knowledge concerning language use and structure.

Some studies focus on semantic field functions in language in general: the role of semantic fields in language structure (Fazlyeva, 2015) or how semantic fields can be used as a means of comparing languages (Nurtdinova, Sadykova, 2019; Dullieva, 2017), while others concern semantic field functions in shorter texts such as academic titles (Berube, et al. 2018) or examine the role of semantic fields in longer texts (Cao, Sun, Zhunge, 2018).

In their research regarding lexical concentration of scholarly titles, Berube et al. (2018) focus on lexical diversity as a means of establishing how the lexical concentration of these titles has changed over the decades and what this change implies. Though the study does not

mention semantic fields specifically, from the description of the procedure it is clear that the examination focuses on them.

The study concentrates on the lexical diversity of a total of 31,631,340 academic titles of articles and journals from 1975 to 2014 inclusive in such scientific fields as natural sciences and engineering, social sciences and humanities, as well as the disciplines of each of the study fields, e. g., mathematics, physics, earth and space. Each scientific field and discipline serves as a basis for a semantic field, while the lexical diversity of each scientific field's scholarly titles equates to how expansive the semantic field is.

The study establishes multiple reasons for why it is necessary to examine the lexical concentration of academic titles. One of the reasons is the growing habit of scholars judging the usefulness and relevance of research solely based on the title, even going as far as medical doctors making clinical decisions based on the contents of the title alone (ibid.: 2). Another reason is the necessity for titles to not only provide the essential information about the contents of the research, but also to draw attention and interest to the publication (ibid.). Both of these are established as reasons for why scholarly titles are interesting objects of investigation, while explaining that there is very little to no knowledge regarding lexical diversity of these titles (ibid.). It is further explained that the majority of studies from a linguistic perspective focusing on academic titles examine such aspects as syntax or other surface characteristics, e. g. length or the use of punctuation marks (ibid.).

In the article it is established that the term *lexical diversity* is understood as the extent of vocabulary disparity in a specific language sample (ibid.: 3). As such, lexical concentration is to be understood as the opposite of lexical diversity, meaning, the vocabulary similarities in a specific language sample. It is further elaborated that in the study field of linguistics the general view is that lexical diversity is preferable as it serves as an indicator of vocabulary quality and linguistic proficiency, explaining that this view is supported by research that shows that for listeners the perception of credibility and competence of a speaker is often correlated to the diversity of the speaker's vocabulary (ibid.).

In regard to measuring lexical diversity, the authors clarify that the study focuses on the distinction between type and token count, with the token count representing the total number of words within the scholarly titles, while the type count represent the number of different words in said titles (ibid.: 3-4). The empirical part of the research contains automatic measurement of lexical diversity in the chosen language sample, then comparing the findings of each year for each of the study fields and disciplines.

The results of the empirical part of the research showcase that, over the decades, lexical concentration of academic titles in both the scientific fields of natural sciences and

engineering, and social sciences and humanities have increased, though not for all disciplines (ibid.: 24). The results show that the lexical diversity of academic titles from such disciplines as mathematics, physics, earth and science have in fact increased (ibid.). Comparatively, the lexical concentration of academic titles of social sciences and humanities disciplines is rather stable over the period, the increase caused by academic titles of inter-discipline research (ibid.). It is clear that, with the exception of some disciplines or, rather, semantic fields, the other semantic fields have decreased in size due to an increasingly restricted set of words deemed appropriate for scholarly titles (ibid.).

While the previously discussed study focuses on the expansiveness of semantic fields, Cao's, Sun's and Zhunge's (2018) research is based on the network theory discussed in the previous subchapter. It is one of the theories which rely on semantic fields to explain the relation between concepts, specifically how semantic fields serve as links between concepts.

In the case of this study the network theory is employed as a basis to establish the role that semantic links have in representing the core of a text, specifically a scientific text, with a focus on cause-effect links (ibid.: 1). The research aims to verify that semantic links have an important role in representing the core of a text, arguing that a better understanding of these links, in this case specifically the cause-effect link, can inspire research on content services, e. g. automatic summarization or recommendation (ibid.: 2).

The study begins by explaining the choice of scientific papers as the sample used for analysis. It is stated that there are four classifications of text types: *description* (a text describing an entity), *exposition* (a text explaining an entity), *argument* (a text persuading to accept an opinion), and *narration* (a development of a series of events) (ibid.: 1-2). The authors then establish scientific texts to be a combination of all four types, thus, establishing them as the best option for a sample for the analysis (ibid.: 2).

After establishing the reason for the chosen sample, the authors provide an explanation of the *semantic link network*, stating it to be a self-organized semantic model for representing the semantic structure of a complex system (ibid.). In said network there are nodes which represent categories. The links between these nodes or categories represent the semantic relations between them (ibid.). It is established that any text can be transformed into such a network with links between words, sentences, and paragraphs (ibid.).

Along with an elaboration of the semantic network theory, it is stated that the semantic links observed in this study are *cause-effect*, *is-part-of*, and *similarity*. There are no definitions provided for any of these links, though, as the study mainly focuses on *cause-effect* links, there is an examination of the understanding of the concept of causality from different study fields such as philosophy and psychology (ibid.: 3). Despite this, it is also

concluded that these domains mainly examine *cause-effect* relations in narrative texts, which this study does not. Prior to the discussion of the concept of causality, the authors establish that the study examines *cause-effect* links on a clause-level, instead of the noun-phrase level or event-level that is more commonly used when analysing narrative texts (ibid.: 2).

The empirical part of the study begins with choosing 39 scientific papers in the field of computer science, 9 of which are given to students of computer science. They are then tasked with manually extracting *cause-effect* links from these papers to confirm or deny the following two propositions: 1) the distribution of these links indicates the intensity of representation and 2) the links cover key words (ibid.: 2).

From the other 30 papers the *cause-effect* links are extracted automatically with a pattern-based algorithm, along with the *similarity* and *is-parts-of* semantic links, though it is not stated whether the two other links are extracted manually or automatically. The *cause-effect* links are then used not only to either confirm or deny the previously mentioned propositions, but also to generate automatic summaries. Along with this, the authors of the study also designed four schemes of incorporating *cause-effect* links to the extracted *is-part-of* and *similarity* link networks in order to compare the quality of automatic summaries generated from semantic networks that include *cause-effect* links versus generated from networks that do not include these links (ibid.: 5).

From the findings the authors conclude that semantic *cause-effect* links improve the quality of automatic summaries, a reason for which is that these links help with identifying important sentences which consequently assists with creating an informative summary (ibid.: 10). Despite this, it is also concluded that the core of the text can be better represented if there are multiple types of semantic links present, stating that the automatic summaries generated from semantic networks containing all three of the semantic links were of higher quality (ibid.). The observations made during the research process also confirm both extended propositions, stating that *cause-effect* links do indicate the intensity of representation, as well as cover key words (ibid.: 11). This achieves the study's aim of verifying the importance of semantic links in representing the core of a text as it is clear that a larger variety of semantic links assists with improving the quality of the representation.

Unlike the two previously discussed studies, which concentrate on the functions of semantic fields in specific texts, be it shorter or longer ones, Flazlyeva (2015) investigates the role of semantic fields in language structure. The study examines language field theories in general as applied to lexicology and phraseology; however, the empirical part of the study focuses on semantic field theory as applied to phraseology in the English and the Turkish languages (ibid.: 408).

It is established by Flazlyeva (2015) that semantic field analysis as applied to phraseology is seen as a necessity by some linguistics, though the reasons for why it is seen as such are not elaborated (ibid.: 410). Earlier in the study it is stated that quantitative research of semantic fields assists with theoretical analysis of different language categories (ibid.). Given the lack of explanation for the proposed necessity of semantic field analysis as applied to phraseology, it seems a logical deduction that the cause for it could be the need for a more thorough theoretical analysis of phraseology.

The study begins with an overlook of the different language field theories, establishing the semantic field theory as one of them. Flazlyeva (2015) further provides a definition of a semantic field, similar to those discussed in the previous subchapter, stating it to be a multitude of language units that are put together and bound by a homogeneous conceptual interrelationship (ibid.: 409). Moving forwards from the definition, the study explores the role of semantic fields in language structure, stating that the entire lexical language system can be broken into lexical micro-systems according to different conceptual spheres (ibid.). These micro-systems are semantic fields, formed by the lexical units which belong to this conceptual sphere (ibid.). The micro-systems or semantic fields are interconnected, and their boundaries are comparative, with each field having its own inner rules as to how it is organized (ibid.). It is stated that any changes within a semantic field, which are also declared as inevitable, cause a corresponding change to the connection with other fields, thus, causing a change in the whole language lexical system (ibid.).

In the study, Flazlyeva (2015) concentrates on the phrase-semantic field of *family* in both English and Turkish and employs the findings as a means of not only comparing the languages, but also to showcase the structure of the languages (ibid.: 411). As a family is a social institute, the study begins with an examination of it from a sociology perspective, employing the main characteristics of it, as well as its organization as a basis for a scheme for the field (ibid.). This allows for classification of the field's phraseological units according to themes and micro-fields (ibid.).

The findings of the study establish that in the phrase-semantic field of *family* six micro-fields can be distinguished in both English and Turkish: marriage, family circle, childbirth, husband and wife, children and kinfolk (ibid.: 412). It is also concluded that the English phraseological units are generally humorous, concise, and exact to the definition, while the Turkish phraseological units are more instructive and serious, with a much larger number of sayings present in the language compared to English (ibid.). Along with the more specific findings gathered during the course of the research, the study also demonstrates the range of new knowledge that semantic field analysis can provide.

Similarly to the study discussed in the previous paragraph, Nurtdinova's and Sadykova's (2019) research also focuses on language comparison by means of semantic field examination. However, rather than exploring the role semantic fields have in language structure as Flazlyeva's (2015) study does, this research focuses on the problem of semantic gaps between languages formed by culture-specific words, comparing the English and the Tatar languages.

The study focuses on the semantic field of *animals*, the lexical units for which are taken from Tartar fairy tales, explaining that these stories were told by Tartar native speakers and later written, and as such is an appropriate language sample from which to extract the lexical units of the semantic field (ibid.: 252). It aims to demonstrate that comparing the semantic fields of languages is a quality method of illustrating the semantic gaps and non-equivalence between said languages (ibid.: 248).

It is explained by the authors that semantic gaps between languages pose profound problems for linguistics, though there is no further elaboration on what exactly these problems are. It is stated that the problems are not easy to solve, as semantic gaps can be present and rather large between some languages, while between others they are much smaller or not present at all (ibid.: 254). This presents a necessity for language comparison in order to better understand the gaps and how to solve the issues they pose. The authors state the comparison of semantic fields to be the best method for language comparison, explaining that it is not only the most conducive to observing the differences, but also a method which simplifies the process (ibid.: 255).

Nurtdinova and Sadykova (2019) begin the study by exploring the concept of language non-equivalence, focusing on its causes. The concept itself is not defined nor explained, though an understanding of it can be gained from the discussion of its causes. The main reason for language non-equivalence is stated to be the differences in cultures and culture worldview which is present in language aspects such as grammar, stylistics, and lexicology (ibid.: 249). The authors state another, lesser reason for language non-equivalence which is the fact that some concepts differ in terms of importance and the frequency of use between cultures, e. g. the extent and vastness of the vocabulary of *family* often differs between languages (ibid.: 250). From the overview of the causes of language non-equivalence it can be concluded that *non-equivalent lexical units* are ones that exist in one language while not having an equivalent counterpart in others.

The empirical part of the research consists of choosing language-specific words in the semantic field of animals from the Tartar fairy tales, a total of 14 words. Then the equivalent counterparts of these words are searched for in dictionaries, e. g. English-Tartar and English

explanatory dictionaries (ibid.: 250-251). If, instead of a counterpart of the word, an explanation of the word is provided in the dictionaries, and the explanation expresses a similar concept as that of the Tartan word, it is taken as the counterpart (ibid.: 251). In these cases, the authors also calculate the semantic distance coefficient, employing Russian linguist Titov's formula (ibid.). This coefficient shows the numerical difference between the semantic fields.

The findings of the study illustrate that the semantic gap between Tartar and English is not large for the semantic field of *animals*. Only 3 of the 14 discovered words do not have a direct counterpart in English, and the semantic distance coefficient is 6.5, which, for reference, is compared to coefficients present in the comparison of Tartar and English semantic fields of *household objects* (8.2), *family* (8.44), *religion* (12.44), *food* (9.93) and *field measures* (11.7) (ibid.: 254). The authors' aim of illustrating the differences between Tartar and English by means of semantic field analysis is achieved, establishing it as an adequate method of language comparison.

A couple of years before the publication of the previously discussed study, Dullieva (2017) conducted similar research also comparing languages, specifically English and Russian, by comparing semantic fields. However, unlike the study discussed in the previous paragraph, this study conducts the semantic field comparison automatically, employing various algorithms.

The research focuses on the comparison of English and Russian semantic fields of *cooking verbs*, the units of which are taken from bilingual modern explanatory and synonymous dictionaries, and the thesaurus (ibid.: 8). The aim of the study is to define the structure of semantic fields by means of an abstract model of the basic concept, which the author states can assist with providing a quantitative estimate of differences between semantic fields (ibid.: 2). The developed abstract model, which is defined by formal mathematical constructions, can then be employed to compare specific structural aspects of semantic fields, and in the study is employed to compare the abstractedness of English and Russian semantic fields (ibid.).

The topicality of the study is not explicitly stated, though it is stated that semantic field comparison poses difficulties as it is necessary to take into account the features of the structure of the semantic fields, as well as their organization (ibid.: 2). It is also stated that developing a united abstract model definition of semantic field structure can assist with quantitative comparison of semantic fields, as it allows for structure feature comparison. As discussed in the present subchapter, semantic field analysis of any kind can lead to new

insights in a wide range of language aspects, furthering the understanding of how language is used and structured.

In regard to how the scholar defines semantic fields and their structure, the information pertaining to this can be found in the previous subchapter. As an explanation for the difficulties of defining semantic field structure by means of an abstract model, the author explains that the current formalism for describing semantic fields is not yet adequately developed for such a definition (ibid.: 1).

The empirical part of the study consists of four steps. The first is to select the lexical units belonging to the semantic fields of cooking verbs in both English and Russian from the chosen sources. There is a total of 109 cooking verbs chosen in English, and a total of 71 verbs chosen in Russian. The verbs are in the infinitive form and in the imperfective aspect (ibid.: 8). The second step is extracting semes from the lexical units, the third is to create the abstract model of semantic field structure in accordance with the results of the second step. The final step is to represent the lexical units of the semantic fields in accordance with the developed model, focusing on the abstractedness of both languages semantic fields (ibid.: 3).

As a result of developing an abstract model for semantic field structure and employing it to compare the English and Russian semantic fields of *cooking verbs*, the author concludes that the Russian semantic field is more abstract than the English field (ibid.: 9). The study achieves its aim to define semantic field structure by means of an abstract model, as well as employing it in semantic field comparison.

The discussion of various studies which employ some form of semantic field analysis illustrates the wide range of knowledge that the examination of this language aspect can and does provide. From insights into language use in texts of various volume to language structure and comparison, semantic field analysis presents the opportunity to gain a more thorough and substantial understanding of language as a whole. Consequently, it seems a pertinent language aspect to analyse when endeavouring to gain a better understanding of how language is employed and for what purposes, as the empirical part of this research is devised for.

### **3. SEMANTIC FIELD USE IN THE UNIVERSITY OF LATVIA'S ANNUAL REPORTS FROM THE YEARS 2018, 2019, AND 2020**

#### **3. 1. Methodology**

For any research validity and reliability are two vital aspects in need of consideration when proceeding with the empirical part of a study. As such, it is important to provide an explanation of how both aspects are ensured in the empirical part of this thesis.

The validity of research is defined as the means by which it is determined whether the study measures what is set to be measured, as well as how accurate the results are (Nahid Golafshani, 2003: 599). To ensure the validity of the thesis results the research method employed in the empirical part is chosen critically based on whether it is the most suitable for the planned analysis. The discourse analysed is also clearly defined to further ensure the validity of the results.

The reliability of research is defined as the consistency of results, as well as the ability to reproduce similar results when employing a similar methodology (ibid.: 598). To ensure reliability the research method employed in the empirical part is used consistently and in a standardized manner, meaning the data is collected in as similar a manner as possible.

##### **3. 1. 1. Method**

The research method employed in the execution of the empirical part of this study is content analysis. It is a method with a notable history and is employed to explore and examine message characteristics. Over the decades the content analysis method has evolved with the development of new approaches and procedures. As such, there are many academic studies regarding its history, development, and application (Neuendorf, 2002; Neuendorf, Kumar 2015; Drisko, Maschi, 2016).

Content analysis is defined as the systematic, objective, quantitative analysis of message characteristics (Neuendorf, 2002: 1). The research method was developed as a means to systematically index large text sets and has been strongly influenced by rhetoric analysis which is the method employed for the first ever recorded message analysis (ibid.: 31). Along with this, it is also stated that the content analysis research method was developed using cryptography, subject classification, concordances, and standard guides as examples (ibid.). It has a long history of use in such study fields as communication, journalism, sociology,

psychology, business, and linguistics (ibid.: 27) and it can be employed to explore the content of any form of communication (Neuendorf, Kumar, 2015: 1).

Over time content analysis has developed multiple approaches to message characteristic analysis. There are five established approaches: descriptive or basic, inferential, psychometric, predictive, and qualitative (Neuendorf, 2002: 53-55; Drisko, Maschi, 2016: 81). Similarly, the procedure of content analysis has also evolved along with the development of technologies to include not only human coding, but also computer-aided analysis (Neuendorf, Kumar, 2015: 1-2).

Descriptive or basic content analysis has a deductive form and is generally quantitative, employing descriptive statistics (Drisko, Maschi, 2016: 21-22). It is employed to analyse existing texts, especially multidisciplinary ones, and focuses on classifying them into fewer categories (ibid.). This approach differs from the others in the fact that it demands very little to no interpretation from the coder for the categorization (ibid.: 22). It is most frequently employed to gain empirical evidence for perceived social issues, for example, David Wyatt's research of LGBT characters on English-language networks and syndicated television shows where he employed descriptive content analysis to compile data on the presence and frequency of such characters (ibid.: 22).

In regard to the present study, the descriptive or basic approach to content analysis with both quantitative and qualitative strategies, as well as the human coding procedure is employed to complete the empirical part. The focus of the content analysis are the semantic fields of each of the seven values established in the UL's summary of the Development Strategy (2015-2020). The texts examined are the UL's annual reports from the years 2018, 2019, and 2020.

### **3. 1. 2. Texts analysed**

The texts analysed in the empirical part of the research are the UL's annual reports from the years 2018, 2019, and 2020. Each annual report differs in terms of volume, the one with the biggest volume being the 2019 annual report with 16,302 words, followed by the 2018 annual report with 12,134 words and then the 2020 annual report with 5262 words. Despite the varying lengths, the contents of the annual reports are quite similar with all three annual reports having such sections as the rector's address, students and studies, science and innovation, culture, sports, and finances. Along with these, the annual reports from the years 2018 and 2019 also share the sections of international cooperation, communication, and personnel, while the 2019 and 2020 annual reports share the section titled "About University

of Latvia”. The reports were chosen due to being the most recent ones available, as well as the fact that the values which are examined as part of the study are taken from the Development Strategy for the years 2015 to 2020. As for an explanation for the lack of analysis of the 2015, 2016, and 2017 annual reports, these were only available in Latvian and, therefore, were not suitable for the present research.

### **3. 1. 3. Procedure**

Each annual report is read and examined for lexical units belonging to the semantic fields of any of the seven established values: people, excellence, development, creativity, responsibility, openness and respect for diversity, and cooperation. These lexical units are then added to the corresponding semantic field or fields. Each of the values is prescribed a specific colour to group the lexical units belonging to more than one semantic field. For the lexical units that can be placed in more than one semantic field the most appropriate placement is determined firstly. Then the unit is coloured in accordance and only after this has been done it is placed in any other fields it may be suitable for. Following that, the exact number of instances for each of the lexical units is determined. Then the lexical units of each semantic field are ordered in sequence from the most frequently observed to the least frequently observed. Once the most frequently observed units for each semantic field are determined, the most frequent word combinations for each are established to create a collocational profile in order to gain a more in-depth understanding of the values’ portrayals.

### **3. 2. Results and discussion**

The importance of language use in communication is thoroughly examined in the first chapter of this study, along with more specific studies of the use of language in various communication types employed by higher education institutions. In said chapter, it is also established that higher education institution annual reports are one communication type that has not yet been studied from a linguistic perspective despite being an undeniably important means of communicating to the public. Such an examination could provide insights into how said institutions employ language to portray themselves, report on their activities and accomplishments, as well as to influence the perception of themselves in the eyes of the public. This chapter delves into the discussion of the findings from the analysis of the UL annual reports from the years 2018, 2019, and 2020, establishing the insights that they provide.

The examination of the 2018, 2019, and 2020 UL annual reports reveals that all seven of the values (people, excellence, development, creativity, responsibility, openness and respect for diversity, and cooperation) established in the Development Strategy for the years 2015 to 2020 are present though the degree to which they are emphasised differs quite notably not only from one another, but also from year to year. Despite this there are also some significant similarities across the years, for instance, the two most highlighted values, people and cooperation, which remain unchanged throughout all three years. Regarding consistency, the value of people is one which undergoes very little change in comparison to the others while the most significant alterations can be observed in the emphasis of the diversity value.

The changes observed in the portrayal and emphasis of the values in the reports are not restricted to the expansion or shrinkage of the semantic fields; they can also be observed from the frequency of lexical units, as well as the overlapping of the units and their collocational profiles. These differences are just as important as the overall extensiveness of the semantic fields as they have a part in the evolution of the portrayal of the values throughout the three years.

### **3. 2. 1. Analysis of the 2018 UL annual report**

The 2018 UL annual report consists of 122 pages including the covers and has an overall count of 12,134 words. The report has 10 sections: the rector's address, students and studies, science and innovation, culture, sports, University of Latvia in Latvia and society, communication, finances, and personnel.

From the three annual reports analysed, the 2018 is second in the overall number of lexical units observed, the total being 423 or approximately 3.49 % of the overall text (the lexical units belonging to more than one semantic field are counted only once in this case). Regarding each semantic field separately, the most extensive one is that of the value of people with 142 lexical units, followed by the cooperation value with 133 lexical units, the value of openness and respect for diversity with 68 lexical units, then the value of development with 64 units, the value of creativity with 58 units, the value of responsibility with 46 lexical units and finally the excellence value with 45 lexical units (view Appendix 1). These findings illustrate that the most emphasised values in the report are those of people, cooperation, and to a slightly lesser degree openness and respect for diversity.

Along with determining the lexical units belonging to each semantic field, the number of instances that each unit is observed in the report is also ascertained, allowing to gain insight into what aspects of each value are most highlighted.

**Table 3.1 Frequently observed lexical units of the most emphasized values in the 2018 report**

People		Cooperation		Openness and respect for diversity	
student / students	79	university (68) / universities (6)	74	international	40
university (68) / universities (6)	74	faculty (41) / faculties (12)	53	different	23
faculty (41) / faculties (12)	53	cooperation	40	cultural	13
public	50	international	40	foreign	12
education	37	project / projects	37	European Union (EU)	10
institution / institutions	24	institution / institutions	24	various	9
personnel	23	personnel	23	society	8
choir	22	choir	22	Germany	7
institute / institutes	22	institute / institutes	22	abroad	7
council / councils	21	council / councils	21	male	7

As can be seen from Table 3.1, the most frequently observed lexical units in the semantic field of people are *student / students* employed in 79 instances. This regular emphasis demonstrates that the University of Latvia values students above all else not only in terms of people, but also overall as no lexical unit from any of the other semantic fields is employed as frequently. Table 3.1 also illustrates that the most frequently employed lexical units belonging to this field are ones which denote a significant number of people rather than an individual, e. g. *university, faculty, choir, personnel*, leading to the conclusion that while students are valued as individuals, in general the University has a clear preference of viewing people as part of large groups rather than on their own, presumably to further emphasise a sense of community within the institution.

Moving forwards to the discussion of the value of cooperation, the most frequently employed lexical units in this semantic field are *university / universities*. Though these units are ones most fitting for placement in the semantic field of people, they are also appropriate for this field and indicate that the UL holds cooperation within the University in the highest esteem. This is further confirmed by the second most frequent lexical units being *faculty / faculties*: cooperation within the University is dependent on the inner cooperation of each faculty. Less frequently employed are the lexical units *international*, and *project / projects*, indicating that while the inner cooperation of the University takes precedence, international cooperation, as well as participation in various projects is also valued and emphasised.

Proceeding to the value of openness and respect for diversity, such frequently employed lexical units as *international, foreign*, and *abroad* illustrate that the University of Latvia holds the diversity created by the addition of foreign outsiders in higher esteem than the limited diversity present in Latvia, further proven by the fact that the unit *male* which serves as an indication to gender diversity is only in the 10<sup>th</sup> spot in terms of frequency while the unit *female* is employed even less. There are some frequent lexical units such as *different, cultural,*

and *various* which can be interpreted both as alluding to diversity created by foreigners, as well as the existing one within the country's borders, though, despite this, the findings clearly showcase that it is of notable importance to the University to welcome and include foreign culture representatives.

Regarding the other less emphasized values (view Appendix 1), the most frequently employed lexical units in the semantic field of development are *research*, *studies*, and *development* indicating that the UL views scientific and academic discoveries as the most significant aspect of this value. In the semantic field of creativity, the most frequent lexical units are *event / events*, *book / books*, and *dance* illustrating that regarding this value the institution views creative expression as the most important aspect. The semantic field of responsibility includes such frequently employed lexical units as *project / projects*, *conference / conferences*, and *work* establishing that the most significant facet of this value in the view of the University is the responsibilities of educating and informing others, while also highlighting the responsibility of work in general. Lastly, the most frequently employed lexical units belonging to the semantic field of excellence are *master*, *quality*, and *professional* indicating that to the UL the most important element of excellence is mastery.

Another important aspect of the annual report analysis illustrated in Table 3.1 is the notable number of lexical units which are not exclusive to one semantic field. As explained in the description of the procedure, each lexical unit which can be appropriately placed in more than one semantic field is given a colour that indicates its primary placement (view Appendix 1). The examination of the overlapping lexical units offers additional insights into the portrayal of the seven values as these units highlight the connections between them and their interdependence.

The most widely distributed lexical units are ones that primarily belong to the semantic field of people, meaning the other six values are most connected to this value. The field most rich with such lexical units is that of cooperation, the reason for which is that, as previously mentioned, most of the lexical units belonging to the semantic field of people denote groups of people rather than individuals, leading to the natural assumption that for a group to be functional, there needs to be some degree of cooperation. However, these connections formed through shared units are one-sided as the field of people itself includes only two lexical units that primarily belong to other semantic fields: *employment* primarily belonging to the semantic field of responsibility and *heritage* with its primary placement in the semantic field of diversity. This means that while the other values are to some degree dependent on the value of people, the value of people is essentially independent. This can be accounted for by the fact that all seven of the values are intrinsically connected to humans and their nature, and as such

the primary association brought upon by most of the lexical units belonging to the semantic fields is that of people.

Following the value of people is that of cooperation. The lexical units primarily placed in this field are also included in three others: development, responsibility, and openness and respect for diversity. It is the last value with which it shares the majority, an unsurprising discovery given that cooperation is integral when diversity is concerned. As such, it is logical that the two values are mutually connected, though the value of diversity is much more dependent on the value of cooperation. However, unlike the semantic field of people, which is essentially independent, the field of cooperation includes quite a few lexical units from other fields, such as development, creativity, and openness and respect for diversity, establishing that it is dependent on the other values, even if only slightly.

Regarding overlapping lexical units from the other semantic fields, the volume and distribution is less significant indicating that there are connections between them, though notably weaker ones. The semantic field of openness and respect for diversity shares a few of its lexical units with the fields of people and cooperation establishing a mutual connection, though it is much more dependent on them than the other two values are on it. The lexical units which primarily belong to the semantic field of creativity are distributed in four other fields: development, responsibility, openness and respect for diversity, and cooperation. Despite this being a wide distribution, the number of the lexical units is small, meaning that the connections are weak, as is the dependence the other values have on this field. The semantic field of excellence shares a few of its lexical units with the fields of development and responsibility, establishing one-sided connections, while the field of development shares its units with the field of responsibility and cooperation, establishing a slight dependence on it. Lastly, the field of responsibility shares only one of its units and it is with the field of people, creating a rare mutual connection between the values, though for the most part it is dependent on all the other values except the value of openness and respect for diversity.

In addition to the examination of the frequency and overlapping of the lexical units, a collocational profile of the most frequently employed units for each of the semantic fields is created to assist with gaining a more in-depth comprehension of the emphasised aspects of each of the values.

**Table 3.2 Collocational profile of the most frequently employed lexical units of the most emphasised values in the 2018 report**

People	
student // students	Council // UL
	support // number of
university // universities	of Latvia // agreements with

faculty // faculties	of Medicine // all the
	of Geography // UL
	of Physics
Cooperation	
university // universities	of Latvia // agreements with
faculty // faculties	of Medicine // all the
	of Geography // UL
	of Physics
cooperation	international / bilateral / cross-border
	improving / promote
Openness and respect for diversity	
international	scientific journals / conferences / projects
	cooperation
	students
different	generations
	spheres / levels / fields
	individuals / groups
cultural	events / programmes
	and lifestyle / historical environment
	life

As can be seen in Table 3.2 in the field of people the units *student / students* are most frequently employed in combination with words denoting support and cooperation, as well as the volume of the student body, illustrating the University's concern for increasing the number of students, as well as for further developing the support system available to them. The units *university / universities* are, expectedly, most frequently observed in combination with "of Latvia" indicating a regular emphasis on the title of the institution, while the units *faculty / faculties* are regularly referred to as a unit, though some faculties are also emphasised individually quite frequently. An interesting note is that for both the *students* and the *faculties* the connection to the UL is regularly mentioned, indicating a clear inclination on the University's part to continuously emphasise it.

Moving onwards to the value of cooperation the collocations of the units *university / universities*, as well as *faculty / faculties* further prove the importance that inner cooperation holds for the UL. However, some of the frequently employed combinations of these units, along with the collocations of the unit *cooperation*, also indicate that external cooperation quite important to the University as well. The regular combinations of *cooperation* with *improving* and *promote* also illustrate the UL's desire for further development in this area.

Following the cooperation value is the value of openness and respect for diversity. The most frequently observed units in this semantic field are *international*, *different*, and *cultural*, the collocations of which indicate that the UL is not only interested in furthering diversity not only among the student body and the personnel, but also in research and experiences.

As for the other less emphasised values (view Appendix 4), the collocations of the most frequently observed lexical units in the field of development showcase a clear emphasis on

the evolution of the University itself both in terms of its facilities, as well as discoveries facilitated by it. The collocations observed for the units of the creativity value illustrate the UL's desire to highlight the people responsible for creative expression, as well as the variety of the events in which said expression can be appreciated. The collocational profile of the value of responsibility indicates that the University highlights the need for cooperation, as well as diversity when educating and informing others. It also indicates that while the UL emphasises the importance of work, the institution specifically highlights the work of its students. Lastly, the collocations observed for the units belonging to the field of excellence portray that the UL is most concerned with the excellence of its programmes and the education it provides, while also mentioning the quality of life overall.

The close examination of the 2018 UL annual report provides various insights into language use in respect of the portrayal of the seven values distinguished in the University's Development Strategy. From the number of lexical units of each semantic field it is clear that the most emphasised are the values of people, cooperation, and openness and respect for diversity. The number of instances of each lexical unit illustrate the most important aspects for each of the value, indicating that the University highlights students, the inner cooperation of the institution, and welcoming and including foreign guests more than any other facets. The collocational profile of the frequent units from these fields further showcases the UL's high regard for the size of its student body and the support system in place for them, internal and external cooperation, as well as furthering diversity not only among people, but also in research and life experiences. Overlapping lexical units clarify that not only are the values of people, cooperation, and openness and respect for diversity the most emphasised, but they are also the most interconnected and, in the case of the last two, are also most dependent on one another.

### **3. 2. 2. Analysis of the 2019 UL annual report**

The 2019 UL annual report consists of 120 pages including the covers and has an overall count of 16,302 words. The report has 12 sections: the rector's address, about University of Latvia, University of Latvia centenary, students and studies, science and innovation, international cooperation, culture, sports, University of Latvia in Latvia and society, communication, finances, personnel.

From the three analysed reports, the 2019 is first in terms of the overall count of lexical units: 444 or approximately 2.72 % of the overall text (the lexical units belonging to more than one field are counted only once). Regarding each semantic field separately, the field of

people has 153 lexical units, followed by the field of cooperation with 125, the field of creativity with 77, the field of openness and respect for diversity with 66, the field of development with 61, the field of responsibility with 48 and the field of excellence with 47 lexical units (view Appendix 2). The findings showcase that in the 2019 report the most emphasised values were those of people, cooperation, and creativity.

The number of instances each of the lexical units is observed is also determined, allowing for insights into what elements of the values are most frequently highlighted in the report.

**Table 3.3 Frequently observed lexical units of the most emphasized values in the 2019 report**

People		Cooperation		Creativity	
university (423) / universities (14)	437	university (423) / universities (14)	437	event / events	39
student / students	167	project / projects	58	art / arts	35
public	60	faculty (42) / faculties (15)	57	radio	33
faculty (42) / faculties (15)	57	cooperation	53	book / books	28
education	47	international	50	exhibition / exhibitions	28
institute / institutes	33	institute / institutes	33	publication / publications	19
researchers	28	conference	26	article / articles	16
conference	26	school / schools	25	festival	14
school / schools	25	institution / institutions	22	develop / developed	12
institution / institutions	22	state / states	19	dance	12

As can be seen in Table 3.3, the most frequently employed lexical units in the semantic field of people are *university / universities*, indicating that, unlike in the previous report, the University highlights people first and foremost as a part of the institution rather than as individuals. While the second most frequent lexical units are *student / students*, others such as *faculty / faculties*, *institute / institutes*, and *school / schools* illustrate that in this report the UL's regard of people has firmly shifted to one which views them as part of a larger organization first and as individuals second.

Proceeding with the discussion of the value of cooperation, the most frequent lexical fields are also *university / universities*, indicating that the UL continues to hold the inner cooperation of the university in the highest esteem, further proved by the frequency of the lexical units *faculty / faculties*. The secondary emphasis on international cooperation and participation in projects is also present in this report, indicated by the frequent use of the units *project / projects*, and *international*.

Moving onwards to the value of creativity, the most frequent lexical units in this field are *event / events*, indicating that the University regards the sharing of creative endeavours as the most significant aspect of creativity. This is further confirmed by the frequency of the units *exhibition / exhibitions* and *festival*. Along with this, from the other frequently observed

units such as *art / arts, radio, book / books* it can also be determined that the institution continues to value creative expression quite highly.

Regarding the less emphasised values (view Appendix 2), the most frequently employed units in the field of openness and respect for diversity are *international, various, and different* indicating that the facet most valued by the University continues to be the addition of foreign elements to further diversity. In the semantic field of development, the most frequent units are *research, development, and education* illustrating very little change in the University's high regard of scientific and academic discoveries, with the addition of emphasising the importance of education in the pursuit of progress. The most frequently employed lexical units in the field of responsibility are *project / projects, work, and conference / conferences* indicating the UL's continued regard of the responsibilities of educating others and work in general. Lastly, in the field of excellence the most frequent units are *professional / professionals, master, and achievement / achievements* illustrating that along with mastery, the University also has begun to view accomplishments as an important aspect of excellence.

With respect to the connections and dependence formed between the seven values in the 2019 annual report, the overlapping lexical units (view Appendix 2) illustrate that, same as in the previous year's report, the semantic field of people is the most connected to the others through the numerous lexical units it shares with them. The most significant connection is formed with the field of cooperation with which the value of people shares most of its lexical units, establishing the former's dependence on it same as in the 2018 report. Another similarity between the years is that the field retains its near independence, though less so in the 2019 report as it includes a larger number of lexical units from the fields of openness and respect for diversity, excellence, and creativity.

Following the value of people is the value of cooperation which shares its lexical units with only the fields of openness and respect for diversity and responsibility. While the distribution of the units is narrow, the volume is notable, especially the one shared with the value of diversity, illustrating that the connection between the two values remains, as does the dependence that the diversity value has on the value of cooperation. The slight dependence that the value of cooperation has on the others is also unchanged, confirmed by the shared lexical units which establish connections with the fields of diversity, development, and creativity.

The connections and interdependence between the rest of the values is similar to that observed in the 2018 report: insignificant and weak. The field of creativity shares a small share of its lexical units with the fields of people, development, responsibility, openness and respect for diversity, and cooperation, which is one field more than the previous year.

Similarly, both the field of excellence and the field of development have also widened their connections from two other fields to three: people, development, responsibility and creativity, responsibility, cooperation respectively. Though this indicates a greater interdependence between the values compared to the previous year, the volume of the shared units is small, meaning that the connections are weak, as is the interdependence. The distribution of the lexical units shared by the field of diversity remains unchanged, as do the fields with which they are shared: people and cooperation, retaining the connections and dependence the three values share. Lastly, unlike in the previous report, the semantic field of responsibility shares no lexical units of its own, though it does include numerous units from all of the other values except openness and respect for diversity, indicating its continued dependence on them.

Regarding the collocational profile of the most frequently employed lexical units of each of the values, the findings are quite similar to those discovered in the 2018 report.

**Table 3.4 Collocational profile of the most frequently employed lexical units of the most emphasised values in the 2019 report**

People	
university // universities	of Latvia // agreements with
student // students	Council // bachelor's / master's / doctoral
	support / prospective / aspiring University of Latvia / UL
public	relations
	activities / outreach
	health
Cooperation	
university // universities	of Latvia // agreements with
project // projects	mentor / partner
	international / various / several research
faculty // faculties	of Medicine // UL
	of Physics // of humanities and social sciences
	of Geography / Biology
Creativity	
event / events	international
	sports / lifestyle / recreation
	centenary
art // arts	Institute // activities
	collective / studio / schools // culture and
	festival
radio	NABA
	student

As Table 3.4 illustrates, the collocations of the most frequent lexical units of the value of people are similar to those observed in the 2018 report. Unsurprisingly, the emphasis of the higher education institution itself remains unchanged, as does the regular mention of the connection between it and its students. The support among the student also remains

highlighted, though in this year's report there is a new addition of emphasising the different study levels of the student body. Another new addition in the 2019 report is the collocations of the unit *public* which further indicate the University's devotion to fostering support and cooperation, as well as establishing health as one of the institution's priorities.

Following the value of people is the one of cooperation the collocational profile of which has also remained relatively unchanged from that of the 2018 report. The main emphasis remains on inner cooperation though external cooperation is also regularly stressed. A new addition observed in this report is the regular mention of interpersonal cooperation indicated by the often-occurring combination of the unit *project* with *mentor* and *partner*.

Regarding the third most emphasised value in the 2019 report which is the value of creativity, the collocational profile of the most frequently employed units illustrates no change from the 2018 report. The main emphasis remains on individuals responsible for creative expression, as well as the opportunities to appreciate said expressions.

Moving forward with the less emphasised values (view Appendix 4), the collocational profile of the most frequent lexical units of the value of openness and respect for diversity illustrates the University's continued interest in furthering diversity not only among the students and personnel, but also in research, events, and life experiences. The collocations of the frequent units belonging to the field of development portray the UL's continued high regard for advancing their own facilities with the addition of emphasising the importance of furthering the progress of education, science, and Latvia's society. The frequent lexical units of the value of responsibility and the observed collocations indicate very little change in the University's regard for the necessity of cooperation and diversity when educating others, though the emphasis of the responsibility of work no longer includes highlighting the work of the students. Instead, the University regularly mentions the facilities available for work and the work environment. Lastly, the collocational profile of the units of the excellence value indicates a slight shift in the University's consideration. While the emphasis on the quality of the institution's programmes remains, in addition, the mastery of students is also highlighted, as are scientific achievements and the excellence of higher education in general.

The analysis of the 2019 UL annual report provides with further insights into the portrayal of the seven established values. The number of lexical units of each semantic field indicates that the most emphasised values in this year's report are people, cooperation, and creativity. From the frequently observed lexical units, which illustrate the most emphasised aspect of each value, it is clear the University has shifted its regard of people as individuals to a primary view of them as part of a community and that it continues to hold the inner cooperation of the University in the highest esteem. In respect of the value of creativity, the

UL's priorities have also shifted from valuing creative expression most highly to regarding the sharing of creative endeavours as the most important aspect of this value. The collocational profile of the most frequently employed lexical units from these fields indicates few shifts and changes in the University's regard for some of the aspects of the values, though the importance of the support system available to the students, of internal and external cooperation, as well as the production and appreciation of creative endeavours remains unchanged. The overlapping lexical units showcase that the connections and interdependence of the values has not changed much from the previous year, with the values of people, cooperation, and openness and respect for diversity still the most connected and dependent on one another.

### 3. 2. 3. Analysis of the 2020 UL annual report

The 2020 UL annual report consists of 34 pages including the covers and an overall count of 5262 words. The report has 11 sections: the rector's address, about University of Latvia, science, students and studies, academic Centre development, distance work and studies, achievements, major events, culture, sports, finances.

From all three of the reports, the 2020 is the third in terms of the overall count of lexical units: 241 or approximately 4.58 % of the overall text (lexical units placed in more than one semantic field are counted only once in this case). Regarding each value separately, the semantic field of people contains 85 lexical units, followed by the field of cooperation with 50, the field of creativity with 40, the field of development with 39, the field of responsibility with 33, the field of excellence with 31 and the field of openness and respect for diversity with 24 lexical units (view Appendix 3). These findings indicate that the most emphasised values in the 2020 report are those of people, cooperation, and creativity, same as in the previous year's report.

Moving onwards with the discussion of the most frequently employed lexical units in each of the semantic fields which provide insights into what aspects of each of the value are stressed the most.

**Table 3.5 Frequently observed lexical units of the most emphasized values in the 2020 report**

People		Cooperation		Creativity	
university (117) / universities (5)	122	university (117) / universities (5)	122	event / events	11
student / students	56	project / projects	22	festival / festivals	9
education	27	faculty (13) / faculties (7)	20	report / reports	7
faculty (13) / faculties (7)	20	country (11) / countries (4)	15	publications	5

country (11) / countries (4)	15	international	14	develop / developed	5
public	12	institution / institutions	10	dance	4
institution / institutions	10	foreign	9	monograph / monographs	4
life	8	team / teams	8	design	4
team / teams	8	state	7	articles	3
staff	8	management	7	concert / concerts	3

As seen in Table 3.5, the most frequently employed lexical units in the semantic field of people are once more *university / universities*, indicating that the University's tendency to regard people primarily as part of an organization has further solidified from the previous year, additionally confirmed by the other frequent units such as *faculty / faculties*, *institution / institutions*, *team / teams*. Though despite this the lexical units *student / students* remain second in terms of frequency, illustrating that value of people as individuals is not entirely lost.

Moving onwards to the semantic field of cooperation, the frequency of lexical units indicate no change in terms of what aspects of this value the UL deems most significant. Same as in the two previous reports, the most frequent lexical units are *university / universities*, indicating the University's unwavering high regard for the inner cooperation of the institution, further confirmed by the frequency of the units *faculty / faculties*. Similarly, the lexical units *international* and *project / projects* also retain frequent use indicating that the emphasis on international cooperation and participation in projects also remains steady.

The frequency of the lexical units in the semantic field of creativity indicates a similar steadiness in terms of the emphasised elements of the value. Same as in the previous report the most frequent units in this field are *event / events* and *festival / festivals* illustrating that the University remains consistent in its regard of the importance of sharing creative endeavours. The secondary emphasis placed on creative expression also remains unchanged, confirmed by the frequency of such lexical units as *report / reports*, *publications*, and *dance*.

As for the less emphasised values (view Appendix 3), the most frequent lexical units in the field of development are *education*, *study programme / programmes*, and *research* displaying a shift in the University's view from regarding scientific and academic discoveries as the most significant elements of progress, to primarily emphasising the role education has in it. In the field of responsibility, the most frequently observed units are *project / projects*, *work*, and *management* also illustrating a slight change in the UL's regard of this value. While the primary emphasis remains on the responsibilities of educating others, the secondary emphasis of the responsibility of work has increased. Regarding the field of excellence, the most frequent lexical units are *achievements*, *quality*, and *best* indicating that the primary emphasis has shifted from mastery to accomplishments. Lastly, in the field of openness and

respect for diversity the most frequent units are *international*, *various*, and *foreign* displaying consistency in the University's regard for furthering diversity by welcoming foreigners.

Proceeding to the connections and dependence formed between the values, the overlapping lexical units illustrate that once again the semantic field of people is one which shares the most lexical units with the others. Similar to the two previous reports, the lexical units primarily belonging to this field can be placed in all others, most significantly in the field of cooperation indicating the steady connection and dependence that the value has on that of people. The independence of the value of people is even more pronounced in this report, as there is only one lexical unit in the field which does not primarily belong to it: *heritage* with its primary placement in the field of diversity.

A significant change can be observed in the connections and subsequent interdependency formed by the value of cooperation. Unlike in the two previous reports in which the distribution of the lexical units shared by the value was narrow though great in volume, in this the field shares very few lexical units and only with two others: openness and respect for diversity and responsibility. This indicates that while the value of cooperation retains its connection to the value of diversity, in this report the latter no longer depends as heavily on the former as it previously did.

In respect of the other less emphasised values, the trend of weak connections and insignificant interdependency observed in the two previous reports not only continues but increases. Unlike the 2019 report in which the distribution of the shared lexical units widened for multiple fields, in this report it narrows while retaining the small volume observed also in the other reports. The field of creativity shares its units with the fields of development, responsibility, and cooperation. The fields of development, excellence, and diversity all share a few units with two others: responsibility and cooperation, development and responsibility, and people and cooperation respectively. Same as in the previous report the field of responsibility shares no units of its own, though it remains the most connected and dependent on the others as it includes units shared by all of the values except openness and respect for diversity.

In regard to the collocations of the most frequent lexical units of each of the semantic fields, the analysis illustrates notable change in comparison to the two previous reports.

**Table 3.6 Collocation profile of the most frequently employed lexical units of the most emphasised values in the 2020 report**

People	
university // universities	of Latvia // world / of the world
student // students	admission // number of
	business / foreign

	festival // University of Latvia
education	higher education institutions
	higher
	institutions / system / programmes
Cooperation	
university / universities	of Latvia // world / of the world
project / projects	UL / University of Latvia // study
	implementation
faculty / faculties	-
Creativity	
event // events	on-site / remote
festival	opportunity
	student
report // reports	annual // scientific

As illustrated in Table 3.6 the only aspect that has remained unchanged in the collocational profile of the lexical units belonging to the value of people is the frequent use of the University's full title indicating that the emphasis on the institution itself also remains steady. Similarly, the regular mention of the connection between the students and the University is also as present in the 2020 report as it is in the two previous reports. One of the more notable differences observed in this report is the University's more focused attention to the size of the student body, as well as the diversity of it, indicated by the regular combinations observed with the units *student / students*. A new addition in this report's collocational profile is the unit *education*, the combinations of which illustrate that one of the main priorities of the University is the programmes that it provides.

Following the value of people is once more the value of cooperation with the collocations of the most frequently employed lexical units belonging to the field. The profile showcases very little change regarding the main emphasis which remains on the inner cooperation of the University, though external cooperation is notably less emphasised than the years before. In addition, there are no reoccurring combinations observed with the units *faculty / faculties* unlike in the 2018 and 2019 reports, indicating the University's waning attention to the different departments.

Moving onwards to the value of creativity, the collocational profile of which illustrates the most notable changes. Unlike in the two previous reports, in the 2020 report the UL no longer emphasises the people responsible for creative expression, rather focusing on the means of appreciating said expression.

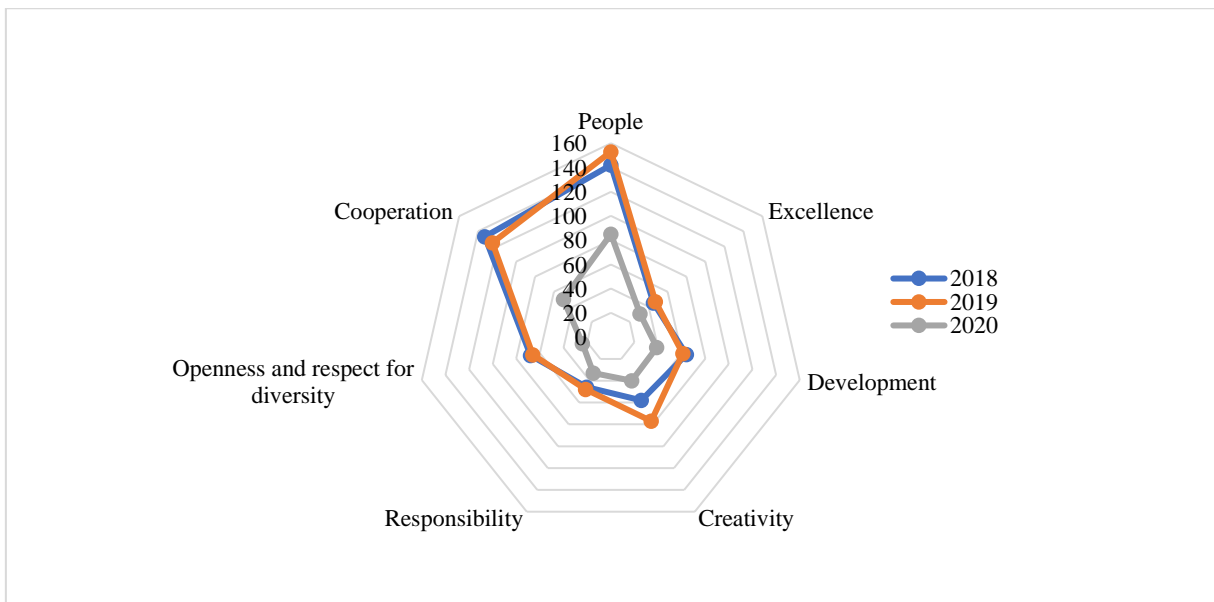
In terms of the less emphasised values (view Appendix 4), the collocations of the most frequent units belonging to the value of development illustrate a continuous effort on the University's part to highlight the improvements of the institution's facilities, though the

attention to furthering education, science, and Latvia's society has narrowed to only education. The collocational profile of the units belonging to the value of responsibility showcases an emphasis of the efforts of the UL in educating others, a clear shift from the previously highlighted importance of diversity and cooperation when doing so. A new addition observed is the regular mention of distance and remote work due to the unprecedented occurrences experienced in 2020. The collocations of the units in the field of excellence indicate that the UL has returned to emphasising the quality of the education, studies, and programmes it provides, with a new addition of also highlighting the superiority of the institution itself. Lastly, the collocational profile of the units belonging to the value of diversity portrays the University's decreased emphasis on furthering the diversity of the student body and personnel, rather focusing more attention to increasing the diversity present in research and experiences.

The analysis of the 2020 UL annual report provides further insights into the language use of the portrayal of the seven values. The number of lexical units per semantic field suggests that the most emphasised values in this report are those of people, cooperation, and creativity, same as in the previous year. Frequently observed lexical units which assist in gaining a better understanding of the most highlighted elements of each value indicate that the University retains its regard for people primarily as part of a group, as it does for the inner cooperation of the institution, as well as the sharing of creative endeavours. The collocational profile of the most frequent lexical units of each of the values illustrates notable shifts and changes in the focus on the more specific aspects of the values, though some of the aspects remain unchanged. The overlapping lexical units ascertain that the values of people, cooperation, and openness and respect for diversity remain the most connected and interdependent, though to a notably lesser degree than previously.

### **3. 2. 4. Comparison of all three reports**

The findings of the analysis of the UL annual reports from the years 2018, 2019, and 2020 allow to observe the overall changes the reports have undergone, as well as how the language use in them differentiates. Along with the changes, the findings also highlight the similarities and consistencies throughout the reports. Overall, it provides with comprehensible insights into the development of the portrayal of the seven established values in the annual reports over the course of the three years.



**Figure 3.1 Radar chart of the semantic fields from all three years**

As illustrated by Figure 3.1, when comparing the three reports even a superficial examination would be sufficient enough to ascertain that the most notable changes occur in the annual report of the year 2020. While the 2018 and 2019 annual reports are by no means identical, the changes between them are very slight and insignificant when compared to the changes between them and the 2020 report. The third report is notably different from the previous two not only in volume, being only a fourth as long as the other two in terms of overall word count, but also in content. Such previously included sections as communication, personnel, international cooperation, and University of Latvia in Latvia and society are no longer present, while new sections such as distance work and studies, achievements, and major events are added. A more in-depth exploration of the content reveals that the sections are not the only aspects of the report that have been altered: previously discussed topics such as the botanical garden and the UL branches outside Riga are no longer even mentioned.

Given that these significant alterations have a direct impact on the portrayal of the seven values, it was deemed pertinent to ascertain their causes by contacting the responsible parties with relevant questions (view Appendix 5). Unfortunately, it was not possible to get in contact with the person who directly oversaw the development of the 2020 annual report, therefore, most of the language-related questions were left unanswered. Despite this Kārlis Dārznieks, the head of the Communication department at the UL, provided answers to the best of his knowledge, explaining that the University has decided to revamp the printed version of the annual report to make it shorter, more attention-grabbing, and with the main goal of advertising the institution. As such, many sections and topics previously discussed in the printed version of the report are now only included in the digital version, which is longer, more in-depth, and has the main goal of informing and accounting for the University's

activities. The present study examined the printed versions of the reports because the text in the digital reports is provided only in Latvian.

Regarding the portrayal of the seven values, the University's decision to notably change the structure of the printed report directly affects the volume of the text analysed consequently affecting the volume of the lexical units observed, explaining the significant drop from 423 and 444 lexical units in the years 2018 and 2019 to the 241 units in the year 2020. Even so, the most emphasised values remain unchanged throughout the three reports: people and cooperation. The third most emphasised value changes from openness and respect for diversity to creativity from the year 2018 to 2019 and remains the same in the year 2020. The values of development and responsibility retain their middling positioning in terms of emphasis throughout the years, while the value of excellence, steadfastly the least emphasised in the years 2018 and 2019, overtakes the value of diversity in the 2020 report, leaving it in the last position.

Proceeding to the most consistent value, the portrayal of the value of people remains the most steady throughout the reports. It is the most emphasised value out of the seven in all three years, as well as the most connected to the rest. It is also the value on which the others are most dependent on while it steadfastly retains its independence. The value of people also experiences the second biggest increase of lexical units observed (from 142 to 153 in the years 2018 and 2019), though this is unsurprising given the increase of the overall word count between the two reports. It is also second in terms of lexical unit decrease in the 2020 report, the first place taken by the value of cooperation. Overall, the findings clearly portray that the most important of the seven values in the view of the UL is the value of people.

Moving onwards, the value of openness and respect for diversity is the one which undergoes the most notable changes. While in third place in terms of emphasis in the 2018 report, it is overtaken by the value of creativity in the 2019 report, though it remains the fourth overall in this year. However, in the 2020 report it becomes the least emphasised, experiencing the third largest lexical unit decrease after the value of cooperation and people. Given the University's clear high regard for diversity created by foreigners and outsiders, it is not unexpected that this is the least emphasised value in the report of the year a global pandemic began. If anything, this finding further confirms the UL's lack of appreciation of the existing diversity in Latvia, for example, gender diversity which occasionally can be observed in the 2018 and 2019 report through the infrequent use of words *male* and *female*, with *male* being the more frequently employed of the two (view Appendix 1 and 2). However, this already scarcely noticeable diversity disappears completely in the 2020 report as the word *male* is employed only once while the word *female* is not used at all.

In terms of positive changes, the value of creativity is the one which undergoes mainly positive changes in the span of the three years. From the fifth most emphasised value in the 2018 report, it becomes the third most emphasised the following year and retains its position in the 2020 report. It is the value which experiences the biggest increase in lexical units observed: from 58 to 77 in the years 2018 and 2019. Even the distribution of its shared lexical units increases by one field in the 2019 report, though it decreases by 2 the following year. Despite this, it is the only value for which the observed changes in its portrayal are mainly positive.

The analysis of the portrayal of the seven established values in the three annual reports illustrate that, despite the significant changes of the structure of the 2020 report, the most emphasised values remain the same throughout the reports: people and cooperation. The findings also showcase that the value of people is the most consistently portrayed, while the portrayal of the value of openness and respect for diversity undergoes the most significant alterations. The most notable positive changes, however, can be observed in the portrayal of the value of creativity.

## CONCLUSIONS

The goal of the bachelor thesis was to identify semantic fields used in the University of Latvia's (UL) annual reports for the years 2018, 2019, and 2020 to introduce the values established in the summary of the UL's Development Strategy (2015-2020).

In the theoretical part of the study a traditional literature review of theoretical sources regarding organizational communication (Grant, Hardy, Oswick, Putnam (eds.), 2004; Ihlen, Heath (eds.), 2018; Putnam, Nicotera (eds.), 2008), the commercialization of higher education institutions (Bok, 2003), language use in higher education institution websites (Al-Qahtani, 2021; Saichaie, 2011) and brochures (Hartley, Morphew, 2008; Askehave, 2007), and the definition and functions of semantic fields (Murphy, Koskela, 2010; Geeraerts, 2010; Chierchia, McConnell-Ginet, 1993; Lyons, 1995; Murphy, 2003; Lehrer, Kittay (eds.), 1992; Fazlyeva, 2015; Berube, Sainte-Marie, Mangeon, Lariviere, 2018; Cao, Sun, Zhunge, 2018; Cruse, 1986; Dullieva, 2017; Nurtdinova, Sadykova, 2019) was concluded to gain a better understanding of communication, higher education institution discourse, and the concept of the semantic field. The knowledge gained from the review assisted in the realisation of the empirical part in which an examination of three UL annual reports (2018, 2019, and 2020) was done focusing on the semantic fields of the seven established values. The examination provided answers to the three research questions, the first of which was

*Which of the values established in the summary of the UL's Development Strategy (2015-2020) are the most emphasised in the UL's annual reports for the years 2018, 2019, 2020?*

From the analysis of the frequency of the lexical units belonging to each of the semantic fields observed in all three of the reports, it is concluded that the most emphasised values throughout the years are the ones of people and cooperation. They are the two most emphasised values in all three of the reports, with the value of people coming first in terms of emphasis with an overall count of 142, 153, and 85 lexical units observed in the years 2018, 2019, and 2020 respectively, and the value of cooperation in second place with an overall count of 133, 125, and 50 lexical units. It was also determined that they are the most connected values, illustrated by the high number of shared lexical units between the two semantic fields.

The second research question answered by the study was

*How does the portrayal of the values established in the summary of the UL's Development Strategy (2015-2020) change in the UL's annual reports for the years 2018, 2019, 2020?*

The examination of the portrayal of the seven values focused on the expansiveness of the semantic fields (illustrated by the number of lexical units), as well as the frequency of each of the lexical unit, the overlapping of the units, and the collocational profile of the most frequently employed units in each of the fields. From these examinations and the differences and similarities illustrated by them, it was concluded that throughout the three reports each of the value's portrayal has undergone change to some degree. The most notable change in all the values' portrayals can be observed in the 2020 report due to the UL's decision to drastically change the content and format of the annual report. However, it is concluded that the portrayal of the value of openness and respect for diversity has undergone the most significant changes throughout the years, as it has gone from the third and fourth most emphasised in the 2018 report (overall count of 68 lexical units) and the 2019 report (overall count of 66 lexical units) to the least emphasised in the 2020 report (overall count of 24 lexical units). In comparison, the portrayal of the value of people remains the most stable throughout the three reports undergoing comparatively insignificant changes.

Lastly, the third research question for which the answer was provided by the examination was

*Which values' portrayals, if any, undergo positive changes in the UL annual reports for the years 2018, 2019, 2020?*

The comparison of the changes of the portrayal of each of the seven values in the three reports provided with the conclusion that the only value which undergoes mainly positive changes is the one of creativity. In the 2018 report it is only in fifth place in terms of emphasis with an overall count of 58 lexical units, while in the 2019 and 2020 reports it is the third most emphasised value with an overall count of 77 and 40 lexical units respectively. Though the field shrinks notably in the 2020 report, comparatively to the other values it is one of the least significant of decreases that occur in the respective report.

The bachelor thesis has yielded answers to the set research questions providing a basis for further studies of language use in higher education institution annual reports. In consideration of the limitations of the gathered data, it is suggested that the language use analysis be expanded to all semantic fields present in the chosen texts, not only specific ones. It is also suggested that further studies would benefit from expanding the number of texts analysed, as an analysis of a larger number of texts would provide more detailed, accurate, and reliable results.

## THESES

1. Internal and external communication is vital for any organization and often has a rhetoric nature which, despite being intentional, does not always yield intended results.

2. Studies of language use on higher education institution websites and in brochures illustrate a clear emphasis on prestige, relevancy, and benefits of attending over information regarding academia and higher education itself.

3. Theoretical sources showcase a unified definition of the concept of the semantic field: a group of lexical units which share some semantic relation either to one another or to the basis of the field. All semantic fields must have a basis and are not limited to words only, rather lexicalized concepts which are not necessarily connected by meaning or by a sense or implication of belonging to the same semantic area.

4. The examination and analysis of semantic fields can yield a wide range of insights into language use, language structure, and can even assist in comparative and contrastive studies.

5. The three most emphasised values in the 2018 UL annual report are those of people, cooperation, and openness and respect for diversity.

6. The most highlighted aspects of the values in the 2018 UL annual report are the University's students, the inner cooperation of the institution, and the appreciation of foreign guests.

7. The three most emphasised values in the 2019 UL annual report are those of people, cooperation, and creativity.

8. The most highlighted aspects of the values in the 2019 UL annual report are a sense of community, the inner cooperation of the University, as well as sharing and appreciating creative expression.

9. The three most emphasised values in the 2020 UL annual report are those of people, cooperation, and creativity.

10. The most highlighted aspects of the values in the 2020 UL report are a sense of community, the inner cooperation of the University, and sharing and appreciating creative expression.

11. The most emphasised values in the three reports are those of people and cooperation. The portrayal of the value of people remains the most steady while the portrayal of the value of openness and respect for diversity undergoes the most significant changes. The value whose portrayal undergoes mainly positive changes throughout the three years is that of creativity.

**Word count: 18793**

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## APPENDIX 1: ANALYSIS OF THE 2018 UL ANNUAL REPORT

People		Cooperation		Openness and respect for diversity	
student / students	79	university (68) / universities (6)	74	international	40
university (68) / universities (6)	74	faculty (41) / faculties (12)	53	different	23
faculty (41) / faculties (12)	53	cooperation	40	cultural	13
public	50	international	40	foreign	12
education	37	project / projects	37	European Union (EU)	10
institution / institutions	24	institution / institutions	24	various	9
personnel	23	personnel	23	society	8
choir	22	choir	22	Germany	7
institute / institutes	22	institute / institutes	22	abroad	7
council / councils	21	council / councils	21	male	7
communication	19	communication	19	interdisciplinary	5
personal	18	conference	16	international cooperation	5
conference / conferences	16	state	16	female	5
state	16	management	15	world	5
graduate / graduates	16	seminars	13	diaspora	4
competition	15	foreign	12	Baltic sea region	4
management	15	company (4) / companies (8)	12	Lithuania	4
life	14	ensemble / ensembles	12	delegations	4
visitors	14	European Union (EU)	10	mixed	3
scientist / scientists	13	collective / collectives	9	multidisciplinary	3
representatives	13	school / schools	9	intercultural	3
company (4) / companies (8)	12	association	9	Finland	3
ensemble / ensembles	12	team / teams	9	Italy	3
participate	12	branches	9	inclusion	3
psychology	11	society	8	Austria	3
partner / partners	11	consultations	8	China	3
employee / employees	10	group / groups	8	variety	3
curator	10	construction	7	internationally	2
alumni	10	agreement	7	diverse	2
culture	9	market	7	diversity	2
collective / collectives	9	department	7	global	2
researcher / researchers	9	Germany	7	spectrum	2

People		Cooperation		Openness and respect for diversity	
individual	9	collaboration	6	Poland	2
participant / participants	9	country (2) / countries (6)	6	Estonia	2
association	9	lecture / lectures	5	Russia	2
team / teams	9	club	5	France	2
branches	9	municipalities	5	Spain	2
school / schools	9	international cooperation	5	Japan	2
people	9	world	5	bilateral cooperation	2
professor	8	organised	4	Chile	2
society	8	public relations	4	South Korea	2
group / groups	8	business (3) / businesses (1)	4	transnational	2
male	7	Foundation	4	Asian	1
mentors	7	Baltic sea region	4	oriental	1
department	7	Lithuania	4	internationalisation	1
market	7	partnership	4	globalization	1
pupil / pupils	6	delegation / delegations	4	Sweden	1
member / members	6	enterprise / enterprises	3	Denmark	1
head of	6	political	3	Ukraine	1
staff	6	coordinator / coordinators	3	Belarus	1
country (2) / countries (6)	6	organizing	3	Hungary	1
government / governments	6	workshop / workshops	3	Albania	1
Alma Mater	6	Finland	3	Israel	1
female	5	Italy	3	Jordan	1
guest / guests	5	Alūksne	3	Mexico	1
club	5	Austria	3	Turkey	1
municipalities	5	China	3	Switzerland	1
rector	5	establishment	3	Kazakhstan	1
human	5	Ventspils	3	Uzbekistan	1
authors	5	interview / interviews	3	India	1
user / users	5	employer / employers	2	United States (US)	1
followers	5	band	2	Netherlands	1
winner / winners	4	organizational	2	Portugal	1
lecturer / lecturers	4	pedagogy	2	Czech Republic	1
speaker / speakers	4	united	2	Taiwan	1
business (3) / businesses (1)	4	fragmentation	2	wide range	1
nation	4	jointly	2	versatile	1
diaspora	4	unit	2	heritage	1
campaign	4	Poland	2		
public relations	4	Estonia	2		
tradition	4	Russia	2		

People		Cooperation		Openness and respect for diversity	
Foundation	4	France	2		
undergraduate / undergraduates	4	Spain	2		
delegation / delegations	4	Japan	2		
audience	4	Kuldīga	2		
commission	4	Cēsis	2		
self-	4	bilateral cooperation	2		
workshop / workshops	3	Chile	2		
leader	3	South Korea	2		
enterprise / enterprises	3	theatre	2		
discussion / discussions	3	senate	2		
resident / residents	3	recommendations	2		
volunteer / volunteers	3	together	2		
coordinator / coordinators	3	transnational	2		
independent	3	Bauska	2		
specialist / specialists	3	Tukums	2		
teacher / teachers	3	sharing	1		
client / clients	3	listening	1		
identity	3	team-building	1		
establishment	3	co-financing	1		
generation / generations	3	body	1		
amateur	3	negotiations	1		
coach (2) / coaches (1)	3	Ministry of Education and Science	1		
artist	3	parliament	1		
interview / interviews	3	Sweden	1		
employer / employers	2	Denmark	1		
recipient / recipients	2	Ukraine	1		
band	2	Belarus	1		
pedagogy	2	Hungary	1		
persons	2	Turkey	1		
patrons	2	Switzerland	1		
listeners	2	Kazakhstan	1		
unit	2	Uzbekistan	1		
dancers	2	India	1		

People		Cooperation		Openness and respect for diversity	
city (8) / cities (2)	2	United States (US)	1		
senate	2	Netherlands	1		
readers	2	Albania	1		
views	2	Israel	1		
home	2	Jordan	1		
expert	2	Mexico	1		
richest	2	Portugal	1		
breeder	2	Czech Republic	1		
Asian	1	orchestra	1		
philosophy	1	fraternity	1		
employment	1	inter-institutional	1		
applicant / applicants	1	cross-sectoral	1		
consultant	1	study centres	1		
body	1	college	1		
Ministry of Education and Science	1	advice	1		
senators	1	Taiwan	1		
sponsors	1	Jēkabpils	1		
viewers	1	Madona	1		
fraternity	1	Alsunga	1		
colleagues	1	Ape	1		
judges	1	Baltinava	1		
custodian	1	Balvi	1		
population	1	Brocēni	1		
study centres	1	Gulbene	1		
actors	1	Rugāji	1		
tourists	1	Saldus	1		
interested parties	1	Skrunda	1		
parliament	1	Talsi	1		
college	1	Vīlaka	1		
children	1				
advice	1				
candidate	1				
soloists	1				
oldest	1				
professionals	1				
heritage	1				
families	1				
president	1				

Development		Creativity		Responsibility		Excellence	
research	62	event / events	25	project / projects	37	master	18
studies	45	book / books	22	conference / conferences	16	quality	17
development	45	dance	19	work	16	professional	11
education	37	radio	14	competition	15	achievement / achievements	10
study programme / programmes	35	publication / publications	13	management	15	popular	8
opportunity (6) / opportunities (14)	20	media	13	support	15	significant	6
history	13	cultural	13	scholarship / scholarships	15	high (1) / highly (5)	6
promote	12	article / articles	11	resources	10	effective	5
increase / increased	12	create / created	10	curator	10	prize	5
implement (3) / implemented (9)	12	monograph / monographs	10	investment / investments	10	outstanding	5
innovation	10	press	10	funding	10	extensive	5
achievement / achievements	10	scientific journal / journals	8	press	10	leading	5
create / created	10	music	8	loan / loans	8	award	5
improvement / improvements	8	design	8	mentors	7	winner / winners	4
process	7	art	7	construction	7	potential	4
improving	7	exhibition / exhibitions	7	head of	6	greatest	4
construction	7	report / reports	7	priority	6	best	4
develop / developed	6	develop / developed	6	government / governments	6	grand	4
modern	6	festival	6	mission	6	won	4
future	6	games	6	economics	6	leader	3
learning	6	celebration	6	plan / plans	5	successful	3
prepared	5	authors	5	course / courses	5	excellence	2
improve / improved	5	concert / concerts	5	income	5	excellent	2
enabling	5	composition / compositions	5	leading	5	most important	2
conducted	5	performance / performances	5	value / values	5	expert	2
grown	5	translation	4	needs	4	appraisal	2
goal / goals	5	creative	4	health	4	richest	2
needs	4	papers	4	regulations	4	respected	1
developing	4	literature	4	leader	3	cutting-edge	1
implementing	4	magazine	4	economy	3	intelligence	1
change / changes	4	stage	4	tasks	3	influential	1

Development		Creativity		Responsibility		Excellence	
growth	3	song	3	expenditures	3	success	1
innovative	3	unique	3	assets	3	profound	1
modernization	3	story (2) / stories (1)	3	capital	3	full engagement	1
exploring	3	show / shows	3	fee / fees	3	accomplishments	1
restoration	3	amateur	3	finances	2	"Student of the month"	1
transformation / transformations	2	artist	3	knowledge	2	Student of the year	1
shape / shapes	2	folklore	2	protection	2	widely used	1
maintenance	2	theatre	2	employment	1	proficiency	1
changing	2	staging	2	responsibly	1	successfully	1
building	2	concert programmes	2	influential	1	efficient	1
progress	1	instrument / instruments	2	custodian	1	acclaimed	1
planning	1	authored	1	rules	1	advanced	1
team-building	1	chapters	1	families	1	world-class	1
advanced	1	encyclopaedias	1	economic	1	first place	1
merged	1	orchestra	1	president	1		
new products	1	ceramics studio	1				
new services	1	dance programmes	1				
alterations	1	actors	1				
reconstruction	1	creation	1				
future plans	1	film	1				
new identity was introduced	1	alternative lifestyle	1				
expanding	1	musical programme	1				
renewed	1	performs	1				
new, contemporary look	1	descriptions	1				
accomplishments	1	rehearsals	1				
challenges	1	soloists	1				
shaping	1	essay	1				
constructed	1						
promotion	1						
reform	1						
priority tasks	1						
oldest	1						
equipment	1						

## APPENDIX 2: ANALYSIS OF THE 2019 UL ANNUAL REPORT

People		Cooperation		Creativity	
university (423) / universities (14)	437	university (423) / universities (14)	437	event / events	39
student (54) / students (113)	167	project / projects	58	art (31) / arts (4)	35
public	60	faculty (42) / faculties (15)	57	radio	33
faculty (42) / faculties (15)	57	cooperation	53	book / books	28
education	47	international	50	exhibition / exhibitions	28
institute / institutes	33	institute / institutes	33	publication / publications	19
researchers	28	conference	26	article / articles	16
conference	26	school / schools	25	festival	14
school / schools	25	institution / institutions	22	develop (1) / developed (8)	12
institution / institutions	22	state / states	19	dance	12
culture / cultures	22	society	18	create (1) / created (11)	12
employee / employees	21	communication	17	monograph / monographs	11
representative / representatives	20	council / councils	17	cultural	11
state / states	19	seminar / seminars	16	theatre	10
society	18	country (7) / countries (9)	16	media	10
council / councils	17	management	15	performance / performances	10
communication	17	branch (1) / branches (14)	15	concert / concerts	9
graduate / graduates	17	department	15	report / reports	9
competition	16	personnel	14	unique	8
visitors	16	foreign	14	author / authors	8
alumni	16	team / teams	14	design / designed	8
country (7) / countries (9)	16	agreement / agreements	14	stage / stages	8
management	15	together	14	traveling	8
life	15	collective / collectives	12	celebration	8
branch (1) / branches (14)	15	choir / choirs	11	creative	7
department	15	group / groups	11	journals	7
professor / professors	15	unit	10	music	7
personnel	14	theatre	10	game / games	7
team / teams	14	collaboration	9	story (2) / stories (4)	6
partner / partners	13	Foundation	9	press	6
collective / collectives	12	ensemble / ensembles	8	artist / artists	6
staff	12	association	8	song	5
choir / choirs	11	organised	8	folk dance	5
participate	11	delegation / delegations	8	studio / studios	5

People		Cooperation		Creativity	
group / groups	11	European Union (EU)	7	colour / colours	5
discussion / discussions	11	construction	7	literature	4
participants	10	college / colleges	7	orchestra	4
unit	10	world	7	drawing / drawings	4
psychology	9	consultations	6	amateur	4
people	9	market / markets	5	authored	3
pupils	9	lecture / lectures	5	translation	3
author / authors	9	club / clubs	5	papers	3
followers	9	international cooperation	5	folklore	3
Foundation	9	Baltic sea region	5	concert programmes	3
specialists	9	workshop / workshops	5	creation	3
ensemble / ensembles	8	interview / interviews	5	descriptions	3
association	8	company (1) / companies (3)	4	photography	3
government / governments	8	Germany	4	rehearsals	3
delegation / delegations	8	Italy	4	ceramics studio	2
philosophy	8	France	4	staging	2
Alma Mater	8	Japan	4	alternative lifestyle	2
traveling	8	orchestra	4	musical programme / programmes	2
guest / guests	7	municipality (1) / municipalities (2)	3	musicians	2
rector	7	advice	3	show / shows	2
human	7	public relations	3	chapters	1
city (3) / cities (4)	7	business (2) / businesses (1)	3	encyclopaedias	1
college / colleges	7	Lithuania	3	compositions	1
scientists	6	partnership	3	dance programmes	1
member / members	6	political	3	instrument	1
lecturers	6	Alūksne	3	designer	1
commission	6	Estonia	3	festivities	1
family	6	Russia	3	plays a crucial role	1
artist / artists	6	Spain	3	performs	1
ambassador / ambassadors	6	South Korea	3	ballet	1
market / markets	5	senate	3	installation	1
club / clubs	5	Ministry of Education and Science	3	colourful	1
tradition / traditions	5	Belarus	3	dreams	1
audience / audiences	5	study centre / centres	3	expression	1
workshop / workshops	5	establishment	3	soloists	1
resident / residents	5	enterprises	2	artistic	1
independent	5	organizing	2	essay	1

People		Cooperation		Creativity	
teacher / teachers	5	Finland	2	illustrations	1
patron / patrons	5	China	2	painter	1
self-	5	pedagogy	2	sculptor	1
candidate / candidates	5	united	2	statue	1
interview / interviews	5	Cēsis	2	sketches	1
mentor / mentors	4	bilateral cooperation	2	creativity	1
male	4	recommendations	2		
company (1) / companies (3)	4	Ukraine	2		
individual	4	India	2		
user / users	4	Norway	2		
listeners	4	Taiwan	2		
dancers	4	Paraguay	2		
views	4	USA	2		
meeting / meetings	4	worldwide	2		
expert / experts	4	Bauska	2		
director	4	Tukums	2		
educators	4	Austria	1		
amateur	4	organizational	1		
municipality (1) / municipalities (2)	3	Poland	1		
business (2) / businesses (1)	3	Kuldīga	1		
public relations	3	sharing	1		
undergraduate / undergraduates	3	listening	1		
band	3	body	1		
senate	3	Sweden	1		
consultant / consultants	3	Kazakhstan	1		
Ministry of Education and Science	3	Uzbekistan	1		
study centre / centres	3	Netherlands	1		
establishment	3	Albania	1		
personality (2) / personalities (1)	3	Israel	1		
children	3	Jordan	1		
advice	3	Czech Republic	1		
coach (2) / coaches (1)	3	fraternity	1		
heritage	3	inter-institutional	1		
breeder	3	cross-sectoral	1		
personal	2	synergies	1		
head of	2	Canada	1		
speakers	2	transnational	1		
campaign	2	Morocco	1		
enterprises	2	Azerbaijan	1		
volunteer / volunteers	2	Jēkabpils	1		

People		Cooperation		Creativity	
pedagogy	2	Madona	1		
readers	2	Ventspils	1		
population	2	Alsunga	1		
photographer / photographers	2	Ape	1		
home	2	Baltinava	1		
patient / patients	2	Balvi	1		
donor / donors	2	Brocēni	1		
supporters	2	Gulbene	1		
musicians	2	Rugāji	1		
professionals	2	Saldus	1		
curators	1	Skrunda	1		
female	1	Talsi	1		
winners	1	Vīlaka	1		
diaspora	1	Liepāja	1		
recipients	1				
person	1				
Asian	1				
applicants	1				
body	1				
fraternity	1				
colleagues	1				
custodian	1				
tourists	1				
interested parties	1				
confidently	1				
plays a crucial role	1				
champions	1				
dreams	1				
brightest minds	1				
generations	1				
entrepreneurs	1				
soloists	1				
referees	1				
oldest	1				
richest	1				
stakeholders	1				
painter	1				
designer	1				
inventor	1				
sculptor	1				
fatherland	1				
composers	1				

Openness and respect for diversity		Development		Responsibility		Excellence	
international	50	research	107	project / projects	58	professional	22
various	19	development	48	work	40	master	18
different	18	education	47	conference	26	achievement / achievements	17
society	18	studies	43	competition	16	quality	17
foreign	14	study programme / programmes	29	support	16	high (9) / highly (3)	12
cultural	11	history	24	management	15	award / awards	11
delegation / delegations	8	opportunity (11) / opportunities (12)	23	scholarship / scholarships	15	excellence	8
European Union (EU)	7	innovation	21	investment / investments	11	significant	8
abroad	7	modern	20	resource / resources	9	popular	8
world	7	future	19	funding	9	extensive	8
interdisciplinary	6	achievement / achievements	17	economics	9	greatest	6
inclusion	6	implement (4) / implemented (11)	15	health	8	success	6
international cooperation	5	create (1) / created (11)	12	course / courses	8	grand	6
Baltic sea region	5	process / processes	12	government / governments	8	advanced	5
multidisciplinary	5	develop (1) / developed (8)	9	value / values	7	successful	4
Germany	4	promote	9	protection	6	potential	4
Italy	4	conduct (2) / conducted (7)	9	family	6	best	4
variety	4	advance / advanced	8	press	6	most important	4
France	4	growth	6	ambassador / ambassadors	6	leading	4
Japan	4	improvement	6	task / tasks	5	expert / experts	4
Lithuania	3	increase / increased	6	capital	5	outstanding	3
diverse	3	innovative	6	election / elections	5	accomplishments	2
global	3	change / changes	6	mentor / mentors	4	student of the century	2
Estonia	3	improve / improved	5	regulations	4	successfully	2
Russia	3	challenges	5	priority	4	efficient	2
Spain	3	grown	5	leading	4	acclaim (1) / acclaimed (1)	2
South Korea	3	prepare / prepared	4	finances	3	expertise	2
Belarus	3	developing	4	plans	3	lead	2

Openness and respect for diversity		Development		Responsibility		Excellence	
wide range	3	enabling	4	construction	3	appraisal	2
heritage	3	implementing	4	knowledge	3	win (1) / won (1)	2
diversity	2	exploring	3	expenditures	3	cutting-edge	1
intercultural	2	learning	3	responsibility (2) / responsibilities (1)	3	winners	1
Finland	2	plans	3	needs	2	intelligence	1
China	2	construction	3	economy	2	influential	1
bilateral cooperation	2	shaping	3	head of	2	effective	1
Ukraine	2	grew	3	rules	2	prizes	1
India	2	goals	3	income	2	excellent	1
Norway	2	needs	2	assets	2	widely used	1
Taiwan	2	equipment	2	fees	2	extensively	1
Paraguay	2	maintenance	2	economic	2	confidently	1
USA	2	renewed	2	lead	2	eminent	1
versatile	2	accomplishments	2	curators	1	world-class	1
worldwide	2	grow	2	responsible	1	brightest minds	1
diaspora	1	pursue	2	influential	1	revolutionary	1
mixed	1	promotion	2	custodian	1	inspiring	1
Austria	1	reform	2	mission	1	well-known	1
spectrum	1	progress	1	stakeholders	1	richest	1
Poland	1	shapes	1	fatherland	1		
Asian	1	new products	1				
oriental	1	new services	1				
internationalisation	1	reconstruction	1				
globalization	1	changing	1				
Sweden	1	new, contemporary look	1				
Albania	1	processed	1				
Israel	1	perpetuated	1				
Jordan	1	constructed	1				
Kazakhstan	1	constructing	1				
Uzbekistan	1	priority tasks	1				
Netherlands	1	oldest	1				
Czech Republic	1	boosted	1				
versatility	1	inventor	1				
German	1						
Canada	1						
transnational	1						
Morocco	1						
Azerbaijan	1						

### APPENDIX 3: ANALYSIS OF THE 2020 UL ANNUAL REPORT

People		Cooperation		Creativity	
university (117) / universities (5)	122	university (117) / universities (5)	122	event / events	11
student / students	56	project / projects	22	report / reports	7
education	27	faculty (13) / faculties (7)	20	festival / festivals	6
faculty (13) / faculties (7)	20	country (11) / countries (4)	15	publications	5
country (11) / countries (4)	15	international	14	develop / developed	5
public	12	institution / institutions	10	dance	4
institution / institutions	10	foreign	9	monograph / monographs	4
life	8	team / teams	8	design	4
team / teams	8	state	7	articles	3
staff	8	management	7	concert / concerts	3
state	7	construction	6	musical	3
management	7	business	6	rehearsals	3
researchers	7	group / groups	5	creativity	3
graduate / graduates	6	world	5	create	2
competition / competitions	6	together	5	press	2
lecturers	6	cooperation	4	scientific journals	2
business	6	institutes	4	music	2
participate	5	council / councils	4	authors	2
professor	5	communication	4	stages	2
group / groups	5	conference	4	song	2
guest / guests	5	ensemble	3	theatre	2
institutes	4	agreement / agreements	3	ceramics studio	2
council / councils	4	lectures	3	creation	2
communication	4	establishment	3	studio	2
conference	4	recommendations	3	radio	1
partner / partners	4	choir / choirs	2	art	1
teacher	4	school	2	games	1
ensemble	3	branches	2	celebration	1
culture	3	society	2	performances	1
undergraduate	3	department	2	translation	1
residents	3	theatre	2	papers	1
establishment	3	European Union (EU)	1	unique	1
recipients	3	Germany	1	stories	1
home	3	collaboration	1	show	1
applicants	3	international cooperation	1	amateur	1
family	3	Baltic region	1	folklore	1
patient	3	partnerships	1	chapters	1
choir / choirs	2	organizing	1	orchestra	1

People		Cooperation		Creativity	
scientists	2	employer	1	co-authors	1
employee / employees	2	bands	1	artistic	1
branches	2	united	1		
school	2	unit	1		
people	2	sharing	1		
society	2	orchestra	1		
department	2	co-authors	1		
rector	2	advice	1		
authors	2	worldwide	1		
commission	2	Daugavpils	1		
experts	2	Rēzekne	1		
Asian	2	Liepāja	1		
viewers	2				
colleagues	2				
president	2				
psychology	1				
alumni	1				
individual	1				
participants	1				
male	1				
members	1				
head of	1				
human	1				
speakers	1				
nation	1				
diaspora	1				
campaign	1				
self-	1				
discussion	1				
amateur	1				
employer	1				
bands	1				
unit	1				
readers	1				
philosophy	1				
advice	1				
professionals	1				
heritage	1				
meetings	1				
personalities	1				
supporters	1				
champions	1				
entrepreneurs	1				

People		Cooperation		Creativity	
fatherland	1				
composers	1				
doctor	1				
prime ministers	1				

Development		Responsibility		Excellence		Openness and respect for diversity	
education	27	project / projects	22	achievements	10	international	14
study programme / programmes	25	work	16	quality	9	various	11
research	21	management	7	best	8	foreign	9
studies	20	priority	7	professional	7	abroad	5
development	20	competition / competitions	6	popular	6	world	5
opportunity (13) / opportunities (7)	20	funding	6	high (4) / highly (1)	5	different	2
achievements	10	construction	6	leading	5	society	2
increase / increased	7	health	6	successfully	5	Asian	2
innovation	7	course / courses	5	master	4	European Union (EU)	1
process	7	leading	5	efficient	4	Germany	1
modern	7	conference	4	significant	3	male	1
construction	6	support	4	award	3	interdisciplinary	1
implement / implemented	5	finance / finances	4	advanced	3	international cooperation	1
develop / developed	5	knowledge	4	prize	2	diaspora	1
learning	4	investment	3	extensive	2	Baltic region	1
change	4	economy	3	excellence	2	intercultural	1
innovative	4	asset / assets	3	excellent	2	global	1
challenges	4	family	3	experts	2	oriental	1
improving	3	press	2	success	2	globalization	1
future	3	mission	2	adroitly	2	wide range	1
improve / improved	3	economics	2	outstanding	1	heritage	1
growth	3	plan	2	potential	1	worldwide	1
progress	3	income	2	greatest	1	German	1
advanced	3	regulations	2	successful	1	diversity	1
create	2	fees	2	appraisal	1		
goal / goals	2	president	2	influential	1		
implementing	2	resources	1	world-class	1		
modernisation	2	head of	1	well-known	1		
history	1	capital	1	extraordinary	1		
promote	1	influential	1	exceptionally	1		
improvement	1	fatherland	1	first place	1		

Development		Responsibility		Excellence		Openness and respect for diversity	
enabling	1	doctor	1				
conducted	1	prime ministers	1				
grown	1						
modernization	1						
maintenance	1						
planning	1						
reconstruction	1						
equipment	1						

## APPENDIX 4: COLLOCATIONAL PROFILE OF ALL THREE REPORTS

2018	Frequent collocations	2019	Frequent collocations
People		People	
student // students	Council // UL support // number of	university // universities	of Latvia // agreements with
university // universities	of Latvia // agreements with	student // students	Council // bachelor's / master's / doctoral support / prospective / aspiring University of Latvia / UL
faculty // faculties	of Medicine // all the of Geography // UL of Physics	public	relations activities / outreach health
Cooperation		Cooperation	
university // universities	of Latvia // agreements with	university // universities	of Latvia // agreements with
faculty // faculties	of Medicine // all the of Geography // UL of Physics	project // projects	mentor / partner international / various / several research
cooperation	international / bilateral / cross-border improving / promote	faculty // faculties	of Medicine // UL of Physics // of humanities and social sciences of Geography / Biology
Openness and respect for diversity		Creativity	
international	scientific journals / conferences / projects cooperation students	event / events	international sports / lifestyle / recreation centenary
different	generations spheres / levels / fields individuals / groups	art // arts	Institute // activities collective / studio / schools // culture and festival
cultural	events / programmes and lifestyle / historical environment life	radio	NABA student
Development		Openness and respect for diversity	
research	university buildings areas	international	cooperation scientific conference / journals / symposium / projects excellence / acclaim
studies	form of	various	fields / projects / events / activities

	doctoral		festivals / collections
	basic		artists / manufacturers
development	of the Academic Centre	different	authors / teams / audiences
	of the UL		fields / cities / ministries / buildings
	career		disciplines
Creativity		Development	
events	team building	research	study / studies and
	current		centres / institutes
	wide range of / variety		cutting - edge / advanced
book	by	development	country's / of Latvian society
	artist		of university / Academic Centre
dance	group / ensemble	education	further / future
	Celebration		and science
	folk		system
Responsibility		Responsibility	
project // projects	partnership / support / co-operation	project // projects	higher education institutions
	research		mentor / partner
	funded / launched		international / various / several
work	daily	work	research
	of curators / UL students		daily
	research		modern facilities / environment
conference // conferences	international	conference // conferences	Initiative
	proceedings		scientific // and seminars / workshops / projects
	scientific		regional / international
Excellence		Excellence	
master	programme	professional	proceedings
	quality		higher education / studies
	students to		bachelor's / master's
quality	label	master	skills
	assurance		programme
	of life		quality
professional	bachelor's / master's	achievement // achievements	students
	higher education		greatest / outstanding
	development		scientific / medical
			in science

2020	Frequent collocations
People	
university // universities	of Latvia // world / of the world
student // students	admission // number of
	business / foreign
	festival // University of Latvia

education	higer education institutions
	higher
	institutions / system / programmes
Cooperation	
university / universities	of Latvia // world / of the world
project / projects	UL / University of Latvia // study
	implementation
faculty / faculties	-
Creativity	
event // events	on-site / remote
festival	opportunity
	student
report // reports	annual // scientific
Development	
education	higer education institutions
	higher
	institutions / system / programmes
study programme / programmes	bachelor's / master's
	higher education
	new
research	centre / institute / laboratories / building
	areas
	scientific
Responsibility	
project // projects	UL / University of Latvia // study
	implementation

work	and study / studies
	distance / remote
management	-
Excellence	
achievements	significant
quality	of life
	of education / studies / programme
best	higher education institutions / universities
Openess and respect for diversity	
international	research / projects / conference
	cooperation
	scientific
various	research / projects
	challenges
	types / levels
foreign	student / students

## **APPENDIX 5: QUESTIONS ASKED TO KĀRLIS DĀRZNIEKŠ**

1. Kādēļ 2020. gada pārskata apjoms krasi atšķiras no iepriekšējo divu gadu pārskatiem?  
Tam ir tikai 34 lpp., kamēr 2018. un 2019. ir ap 120 lpp.
2. Kādēļ 2018. un 2019. gada pārskatos vietām teksts sakrīt vārdā vārdā, norādot, ka tas tiek pārkopēts un mainīti tiek tikai nepieciešamie nosaukumi u.tml., kamēr 2020. gada pārskatā šādas sakritības vairs nevar novērot?
3. Kādēļ 2020. gada pārskatā nav iekļautas "Komunikācijas" un "Personāla" nodaļas kā iepriekšējos gados?
4. Vai "Starptautiskās sadarbības" nodaļa netika iekļauta Covid-19 pandēmijas dēļ?
5. Kādēļ 2020. gada pārskatā nav minētas Latvijas Universitātes ārpus Rīgas filiāles?
6. Kādēļ 2020. gada pārskatā nav iekļauta sadaļa par botānisko dārzu?
7. Kādēļ 2020. gada pārskatā kultūras sadaļā ir norādīts, kurš ir vīriešu koris / ansamblis, taču nav norādīti, kuri ir sieviešu kori / ansamblī, kā tas tika norādīts iepriekšējo gadu pārskatos?

## **Dokumentārā lapa**

Bakalaura darbs „Diachronic analysis of higher education institution annual reports”  
(Augstskolu gada pārskatu diahroniskā analīze) 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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2022. gada..... jūnijā, prot. Nr. ...., vērtējums .....

Komisijas sekretāre: