# From the Editors

Welcome to the inaugural issue of *Language Value*. This international online journal was conceived as a freely accessible forum for all scholars world-wide. We would like to thank our colleagues at the Department of English Studies for their support in starting up this new journal. From the very beginning they fully relied on us (the editors) and on our decisions. We are pleased to see it now become a reality and would also like to thank the *Servei de Publicacions i Comunicació* at the Universitat Jaume I for working with us on making this journal the first fully online journal published by our university.

It is a great pleasure and an honour to welcome members of the Editing Committee, the Advisory Board and the Editorial Board. All of these highly reputed scholars are giving us the assistance we need to start our journey. We are confident in our future and in the team backing us.

It is our intention to offer a different standpoint about the English language use, searching for the attitudes and values language users convey in different contexts and situations. Our journal aims at addressing innovative approaches to traditional ideas. Language use is an essential activity in our daily routines. Language reflects thoughts and creates not only sociological but also intellectual values. Adopting new patterns of thought implies finding a way to put those thoughts into a linguistic pattern that conveys our attitudes towards a key issue. Our journal invites contributors to analyze and discuss the value of language in order to present, exchange and store information, knowledge and beliefs. The journal welcomes original research and conceptual articles, reviews and commentary articles where previous articles can be critiqued, is a clear example of these readers' contributions we want. The pages of *Language Value* are therefore open to a broad diversity of opinions.

This first issue consists of four papers. The first two articles are corpus-based studies on language use. Both articles tackle an issue which has been redefined by Corpus Linguistics, that of lexical phrases (Nattinger and de Carrico 1992). Word combinations like 'so to speak' or 'give a talk' are phrases that were easily identified as forming units that are useful in building up speech. Such phrases were said to be recognised by native

speakers as conventional units and most studies relied on criteria such as transparency of meaning or idiomaticy, and the observance of syntactic and semantic criteria. The analysis of such phrases through the use of corpus tools has opened up new insights into the concept of 'lexical phrase' (Biber et al. 1999). On the one hand, a new term, 'lexical bundle', is preferred in corpus studies to signal language chunks that do not necessarily form complete phrases or clauses (e.g. 'if you look at', 'the end of the', 'I want you to', 'I don't want to'). On the other hand, the possibility to analyse large amounts of texts has facilitated the statistic counts that inform us on which are the most frequent phrases used in a collection of texts belonging to a specific genre or text type, and may also inform us on their distribution. Corpus tools also allow us to study positional and constituent variation in a more systematic and informed way. Lexical bundles are said to act as functional frames. In the first article of this issue, "The phraseology of intertextuality in English for professional communication", lexical bundles are studied in the context of written discourse and in relation to the signalling of intertextuality in professional communication. In the second article, "*A little bit about:* analyzing and teaching lexical bundles in academic lectures" lexical bundles are analysed as frames signalling how listeners should interpret the coming information.

The first article is written by Martin Warren from the Hong Kong Polytechnic University. His department is involved in educational and research projects at the Research Centre for Professional Communication in English (RCPCE) which collaborates with the professional communities to carry out professional communication-related projects. The department has been engaged in the creation of corpora such as the *Hong Kong Financial Services Corpus*, *The PolyU Language Bank*, a large archive of written and spoken texts totalling over 12 million words, and the *Hong Kong Engineering Corpus*, with more than 1,066,000 words from texts that are representative of the English language in the Hong Kong Engineering sector. Warren and his colleagues have also recently been involved in the creation of the *Asia-Pacific Rim LSP and Professional Communication Association.* Warren has published monographs on discourse intonation and conversational features and his research has appeared in the *ICAME Journal, International Journal of Corpus Linguistics, Applied Linguistics, System* and *ReCALL Journal*.

In his article, Warren uses a new corpus analysis tool called *ConcGram©*. This programme allows the extraction of sets of between 2 and 5 co-occurring words, thus revealing the word co-selections made by the speakers in a corpus and aiding the identification of phraseological profiles. The advantage of *ConcGram©* over other programmes for finding n-grams (word bundles) is that it is able to provide word co-occurrences taking into account the possibility of both constituent variation (*tastes delicious*; *tastes so delicious*; *taste me, I'm delicious*, etc.) and positional variation (i.e. *speaking English, English speaking*). Warren's research is unique in its pursuit of the combination of discourse flow and the analysis of congrams. The author investigates how a specific discourse flow relies on intertextuality and whether there is some kind of phraseology associated with the signalling of this form of intertextuality. In his innovative study, he uses a corpus of business emails which is then processed by *ConcGram©* and reveals lexical bundles whose words are not constrained in terms of position or variation, thus revealing a number of less predictable patterns. Shedding light on an identifiable set of phraseologies used to signal intertextuality in professional discourse will undoubtedly have significant benefits for ESP practitioners.

The second article in this issue is written by Elizabeth Neely and Viviana Cortes. Neely teaches listening for academic purposes at Tsinghua University in Beijing and in her paper with Cortes she combines her experience in language teaching with the use of corpus and its pedagogical applications. Viviana Cortes has a solid reputation in Corpus Linguistics. She taught in the TESL/Applied Linguistics and Technology program at Iowa State University (USA) and currently works as Assistant Professor at the Department of Applied Linguistics and ESL at Georgia State University. Her work has been published in *Applied Linguistics, English for Specific Purposes*, *Linguistics and Education*, and *Corpora.* She has a wide teaching experience in corpus-based English grammar, academic writing and discourse analysis. She has collaborated in research articles and book chapters with Douglas Biber and Susan Conrad. Her main publications are related to the study of *lexical bundles* in academic settings. In their article for *Language Value*, Neely and Cortes explore the functions that a number of lexical bundles perform in academic lectures and contrast the use of such bundles by instructors and students. They analyse the language used in lectures and students presentation and

dissertation defenses in the MICASE corpus (Simpson et al. 2002), paying attention to the following bundles: *a little bit of, a little bit about, I want you to, if you look at*, and *I would like you to*. If applied corpus studies on spoken language are scarce in comparison to the study of written language in the field of ELT, analyzing data to create classroom materials aimed at developing listening skills are still practically inexistent. For this reason the article by Neely and Cortes presented here is extremely valuable and may open up new avenues for future research.

The online MICASE corpus provides speech transcriptions for academic spoken English and these transcripts are supplemented by the annotation of speaker profiles and speech events. On request, the recordings of the speech events are also available. In a sense, we could say that MICASE is a multimedia non-assembled corpus, and as such it allows for the combination of modes in the pedagogical applications of specialized language corpora. Thus, Neely and Cortes work on academic listening skills by combining corpus use of recordings and corpus transcriptions, and they discuss, among other tasks, the possibility of listening to a sample lecture to identify bundles within the context of a lecture. Their direct approach in classroom corpus use for the development of listening skills is mainly based on awareness rising of the use of specific lexical bundles in academic speech. This approach is enriched by suggesting strategies to work with top-down corpus analysis combined with the more usual bottom-up approach to corpus use in the English language classroom.

The third article in this issue, "How the linguistic colonization of the present by the past influences the colonization of other cultures adopting English as second language" is signed by Chet A. Bowers, Courtesy Professor of Environmental Studies at the University of Oregon. A creative and prolific writer, he has published 16 books and more than 90 articles appearing in journals on environmental studies, education, history and linguistics. One of his main concerns is how schools and universities contribute to ecological crisis, and focuses on the importance of language use in educational settings. He is the co-funder of the international online journal *The Ecojustice Review: Educating for the Commons*. Some of his best known publications are *The Culture of Denial* (1997), *Let Them Eat Data: How Computers Affect Education, Cultural Diversity, and the Prospects of Ecological Sustainability* (2000), *Educating for Eco-Justice and*

*Community* (2001). He has recently written *University Reform in an Era of Global Warming* (2008), *Toward a Post-Industrial Consciousness: Understanding the Linguistic Basis of Ecologically Sustainable Educational Reforms* (2008), and *Educating for Ecological Intelligence: Practices and Challenges* (2009).

In his article, Bowers sets out to critique what he describes as the transmission of consumerist representations of nature through language. Just like the different schools of feminism coincided in identifying the deeply rooted patriarchal ideology that is perpetuated in language, Bowers claims that we often make use of language schemata that have long been removed from the analogs around which they originated. In doing so, we fail to question the culture of consumerism and abuse of nature that is ingrained in the English language. Bowers analyses how the use of metaphors in language is the basis for cognitive frames that will accompany that metaphor whenever it is used again in a new context. When a language is given the status of lingua franca in professional settings and is regarded as the most common L2, the influence of metaphorical thoughts may remain hidden to the majority of non-native users of that language. In the case of the English language, this influence is also enhanced by printed books and the predominance of the use of English in computer-mediated publications and communications. From this point of view, an interdisciplinary analysis on the influence of metaphorical thinking on (environmental) education is presented. It is pointed out that there is no objective knowledge, information, no objective language use, and that educational institutions and teachers should make an effort to promote critical thinking on how language is used and to explain how metaphors are carriers of historical meaning and reflect a specific world view. In his article for *Language Value*, he goes even further, for, in his opinion, English teachers play an important role in the transmission of this consumerist ideology for in uncritically teaching English to speakers of other languages they help propagate consumerism.

In the last article, Gerald Vizenor presents the text of the *Constitution of the White Earth Nation*. Gerald Vizenor is the most important Native American writer in the United States, not only because his list of published books is remarkable but because the quality of his writing defies qualification. He is a poet, essay writer, journalist, university professor, novelist, committed activist and bitter critic of his country's racial

politics. He has devoted his entire life to studying, exploring and redefining Native American past and present stories and Histories in more than thirty books, which break exceptional new literary paths. Vizenor was born in 1934 and, as an Anishinaabe, he is an enrolled member of the Minnesota Chippewa Tribe, White Earth Reservation. In 2009 Gerald Vizenor was named the Principal Writer of the *Constitution of the White Earth Nation* and in our first issue of *Language Value* he presents the origin of the constitution explaining the issues debated in its creation. This document is also reproduced here after his introduction to the text.

Vizenor's political struggle linked itself to a number of influences coming from the field of cultural and literary criticism. Vizenor's ideas on the complexity and diversity of linguistic resources and on how they are used by individuals and nations are a solid illustration of the value of language within culture. For Vizenor, political vindications and empowerment must necessarily tag along language freedom and empowerment. That meant that the decolonization of Indians entailed a linguistic decolonization. Language should be cleansed off its racist and colonizing traces to achieve political freedom.

According to Vizenor, literature should always promote change, uneasiness and contradiction. Throughout his literary work Vizenor has tried to rewrite the concept *Indian*, to strip it bare of its colonizing connotations and endow it with new meanings. Vizenor breaks down the logic of language and questions the mechanisms of power which lay undercover. He annihilates the fixed meaning of words, shakes language off its roots to make readers aware of its perennial ambiguities. Vizenor describes himself as a tribal *wordmaker*, an inventor of words inspired in the oral tradition. Gerald Vizenor is an original voice which has deconstructed the myths behind the concept of *Indianness*. In doing so he has helped and helps to enhance survival for Native American communities without ignoring criticism of both Native American politics and White American colonizing and imperialistic processes. His participation in the creation and writing of the *Constitution of the White Earth Nation* is one more sign of his cultural and politic compromise.

Together, these papers are a good illustration of the complexity and diversity of linguistic and pedagogic work. As a multi-disciplinary journal, we are pleased to

publish a first issue which covers such a broad range of subjects. We hope the international online journal *Language Value* can serve the English language community well and may become a forum to share, present or discuss ideas and research work in literature, linguistics and computer-assisted language learning. We hope you enjoy reading this edition of *Language Value*, and will consider contributing in the future either as an author or as a reviewer.

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