

A Corpus-Assisted Discourse Analysis of Adjectival Collocation of the Word 'Education' in the American Context

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Abstract : The study analyses adjectives collocating with the word 'education' in the American language of the Corpus of Global Web-based English using a combination of corpus linguistic and discourse analytical methods to examine not only language patterns but also social political ideologies around the topic. Significant conclusions are deduced: (1) there are a large number of adjectival collocates of the word education which have been identified and classified into four categories representing four different aspects of education: level, quality, forms and types of education; (2) education, as in combination with three first categories, carries the meaning as the act and process of teaching and learning while with the last category having the meaning of a particular kind of teaching or training; (3) higher education is the topic that gains most concerns from the American public; (4) five most significant ideologies are discovered from the corpus: higher education associates with financial affairs, higher education is an industry, monetary policy of the government on higher education, people require greater accessibility to higher education and people value higher education. The study contributes to the field of developing meanings of words through corpus analysis and the field of discourse analysis.

Keywords : adjectival collocation, American context, corpus linguistics, discourse analysis, education

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